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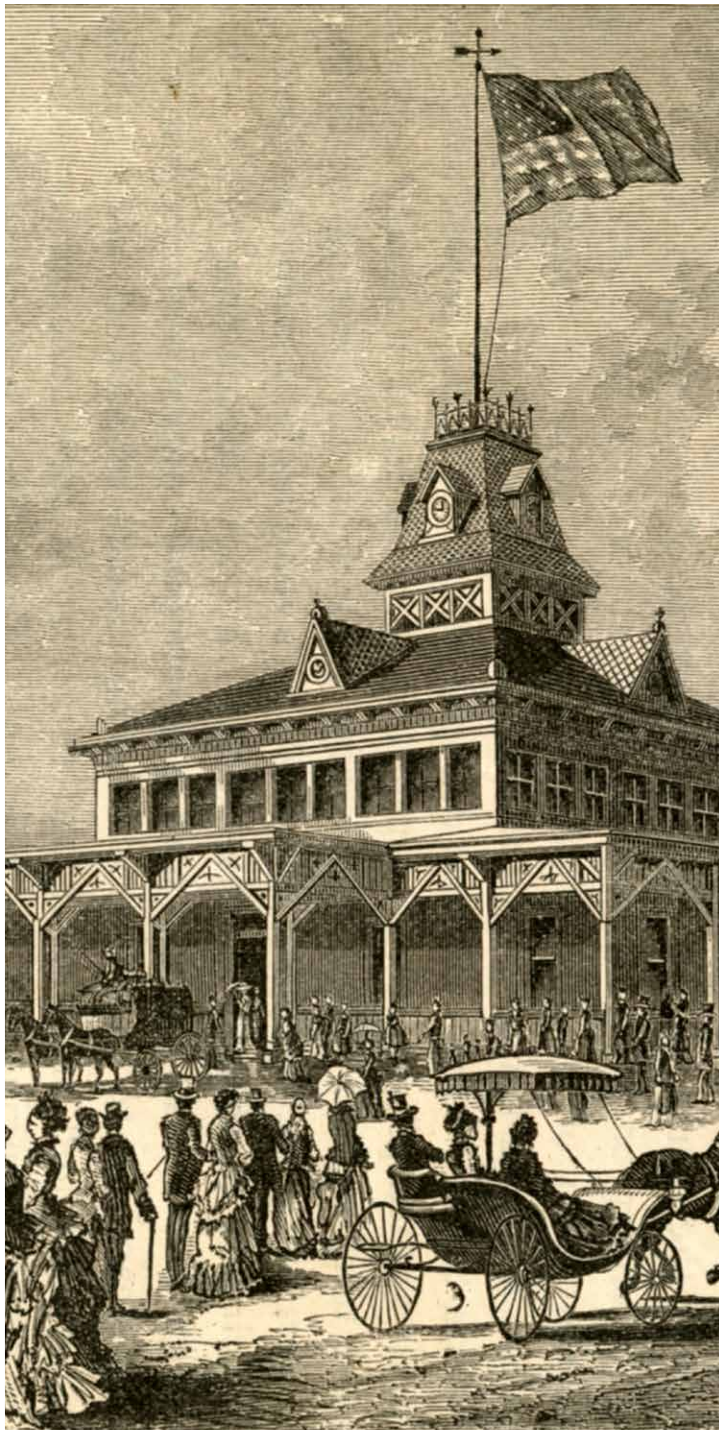

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Association for Library Collections & Technical Services (ALCTS)

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Cover image: Watercolor painting of Rutgers College, by T(heodore) Sanford Doolittle, ca. 1850s. Special Collections and University Archives, Rutgers, the State University of New Jersey, New Bruswick, New Jersey.

Association for Library Collections & Technical Services (ALCTS)
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For current news and reports on ALCTS activities, see the *ALCTS News* at www.ala.org/alctsnews.

Editorial: Evolution and Change

Mary Beth Weber

I attended a number of retirement parties last year, including one for the vice president for information and university librarian at my institution. Additionally, some of my ALCTS colleagues who were very active in our division retired during the past year. ALCTS Executive Director Charles Wilt announced his retirement in January 2014, and it was effective February 2015. Previous years have included a number of active ALCTS members retiring, such as Janet Swan Hill and Peggy Johnson. Gone are those individuals in our profession that we sought for their sage advice and guidance. And while things will not be the same, change provides a new perspective and new possibilities. I will miss Charles immensely and have enjoyed working with him. I look forward to working with Keri Cascio, the new ALCTS executive director, who has her own strengths that she will bring to leading the division.

These retirements have led me to do some self-examination. I started attending ALA conferences and meetings in 1990, when I was a new librarian. Initially, I belonged to two divisions but later canceled my membership in one of them because I could not afford my ALA membership plus dues for two divisions. Years later, I am confident that I made the right choice. ALCTS has offered me countless opportunities to participate, contribute, and lead. I could be as active as I wanted or could just benefit from the division's programs and leadership. I eased into ALCTS participation, first chairing interest groups, and then moving on to chairing a division committee. I later served two terms as the editor of the *ALCTS News Online* (now *ALCTS News*), an experience that brought me into contact with people whom I might not have otherwise met. Editing conference reports was an enlightening experience since much of my career has been spent in cataloging and acquisitions, and I learned a great deal about other technical services work, including collection management and preservation, by editing those reports. My participation in ALCTS and my passion for scholarship and publication eventually led to my appointment as *LRTS* editor. It has been my honor to serve in this role.

I am now a veteran ALCTS member and have been invited to participate in ALCTS New Members Interest Group (ANMIG) meetings, ALCTS 101, ANMIG chats, and a virtual preconference on publishing (my first). Additionally, my appointment as *LRTS* editor requires me to serve on the ALCTS Publications Committee, where I am part of a group that is developing a mentoring pilot for authors. It is an exciting time both in ALCTS and in my career. Being a veteran member has enabled me to share my expertise, provide guidance to others, and to interact with a wide variety of individuals. I have felt free to contribute and also a sense of obligation to others and to ALCTS. In the process, I also learn things, often from our newer members. Belonging to a professional organization has given me a sense of community and a place where I can interact with individuals who share my concerns and goals. Learning is a lifelong process, and I look forward to where the future will lead us.

Association for Library Collections and Technical Services Annual Report 2013–14

Genevieve S. Owens, 2013–14 ALCTS President

Comprising nearly four thousand members from across the United States and forty-two countries from around the globe, ALCTS is the premier resource for information specialists in collection development, preservation, and technical services. We are the leader in the development of principles, standards, and best practices for creating, collecting, organizing, delivering, and preserving information resources in all forms. This year, under the leadership of ALA President Barbara Stripling and ALCTS President Genevieve S. Owens, we have focused on three key areas: financial stability, organizational flexibility, and excellence.

Financial Stability

In celebration of the twenty-fifth anniversary of our name as the "Association for Library Collections and Technical Services," we launched a "25 Years of Awesome" campaign. This effort solicits contributions from members in three categories of giving.

Twenty-Five Years of Awesome: Innovative Initiatives

ALCTS, our name since 1989, celebrates its twenty-fifth birthday in 2014. The "25 Years of Awesome" fund accepts unrestricted gifts for new and ongoing initiatives in such areas as, but not limited to, standards, advocacy, leadership development and international relations. Donations help secure the future growth of ALCTS, its services, member support and ongoing initiatives and ultimately position ALCTS in a central role for the library community, as we embark on our next twenty-five years.

Preservation Week

Get involved! Preservation Week was created because 630 million items in collecting institutions require immediate attention and care. Personal, family, and community collections are equally at risk.

As natural disasters of recent years have taught us, these resources are in jeopardy should a disaster strike.

Genevieve S. Owens (gowens@wrl.org) is Library Director, Williamsburg (VA) Regional Library.

Libraries and other institutions use Preservation Week to connect our communities through events, activities, and resources that highlight what we can do, individually and together, to preserve our personal and shared collections. Please visit the Preservation Week webpage for more information: www.ala.org/alcts/confevents/preswk.

Our Best Work

Consider a donation to ALCTS by making a gift to the "Our Best Work" fund! This fund supports new and ongoing initiatives specifically for program development, continuing education, publications, grants and awards. These initiatives will further enhance ALCTS' position and reputation for high-quality programming and publications essential to the library community.

To date, seventeen consecutive years of ALCTS presidents, past presidents, and presidents-elect have contributed to the campaign, as have two-thirds of the current ALCTS board. We look forward to extending the campaign to our full membership with these leadership gifts. In an effort to institutionalize a culture of giving, we have also incorporated the ALCTS fundraising chair as an ex-officio member of the finance committee.

This year, the ALCTS board voted to move our flagship journal, *Library Resources and Technical Services,* to an e-only publication model. This decision was not undertaken lightly. Instead, it was the result of extensive study under an ALA Emerging Leaders report and significant consideration by multiple ALCTS committees. Changes in the journal's publication have also sparked consideration of an open access policy, which the board anticipates passing in advance of the 2014 ALA Annual Conference in Las Vegas. We owe a debt of gratitude to ALCTS Past President Carolynne Myall for her leadership in this arena. The change to an e-only model will be effective in January 2015. We thank Editor Mary Beth Weber for her leadership in this transition.

Similar changes took place this year for *ALCTS News.* Our association's newsletter is now a continuously updated online publication with the purpose to report the news and activities of ALCTS and its members, and to be the voice of our association. We are grateful to Editor Alice Pearman for her extraordinary efforts to bring this new format to fruition.

Organizational Flexibility

This year marks the ascendency of two relatively new ALCTS committees. The Advocacy and Policy Committee is designed to:

> Enable the Association to play a proactive and effective role in policy development and legislative influence in order to enhance and ensure ALCTS' contribution to the advancement of the profession and the improvement of library services.

The Standards Committee is designed:

> To provide ongoing education to ALCTS members and other interested individuals in the information industry about relevant standards and to actively promote member involvement in the standards development process in part by maintaining close relationships with the Section Executive Committees. To collect and share information regarding current and developing standards within the scope for ALCTS, and to provide assistance to and support for the NISO representative.

Respective Chairs Olivia M. A. Madison and Jacquie Samples have provided exceptional leadership for both groups. The Advocacy and Policy Committee played a key role in the ALCTS/bepress Digital Commons Midwinter Symposium, "Here There Be Dragons: Public Access to Federally Funded Research."

Excellence

ALCTS has been actively involved in two areas of particular importance to ALA: member engagement and strategic planning. We have worked with our New Members Interest Group, our Membership Committee, and our Leadership Development Committee to explore ways we can better fold our members into the work of our association. Two particular events, "ALCTS 101" at each Annual Conference and the New Members Interest Group at each Midwinter Meeting help us welcome and engage new members in our Association.

Our Planning Committee is seeking how we can align ALCTS planning with that of ALA as a whole. We recognize that ALA's priorities play a significant role in our own.

Under the leadership of Felicity Dykas, ALCTS has distinguished itself in the area of continuing education. These efforts include webinars, e-forums, and web courses.

Our signature event, Preservation Week, took place April 17–May 3, 2014. Preservation Week connects our communities through events, activities, and resources that highlight what we can do, individually and together, to preserve our personal and shared collections.

This year we also mark the passing of two of our best and brightest, Mary Woodley and Birdie MacLennan. These women exemplified our highest standards and continued to be missed by all who knew them.

Don't Try This At Home

On a personal note, this ALCTS president is compelled to acknowledge that serving one's association while becoming a first-time library director is not for the faint of heart. I am infinitely indebted to my executive committee (Past President Carolynne Myall, President-Elect Mary Page, Councilor Brian Schottlaender, and President-Elect-To-Be Norm Medeiros) for your wonderful support and good humor. All of us are further beholden to our exceptional ALCTS staff members, Christine McConnell and Julie Reese. Each and every day, Christine and Julie dance backward in high heels and make the whole production look effortless. And then there's Charles. Our executive director has the audacity to retire in February 2015 and the dedication to plan for it since 2012 or so. None of us can really imagine ALCTS without you, and we treasure your efforts to help us plan for it anyway. Thank you for the privilege of writing the last annual report on your watch.

With my most fond regards,
Genevieve

Controversy and Diversity

LGBTQ Titles in Academic Library Youth Collections

Virginia Kay Williams and Nancy Deyoe

Academic libraries supporting education and library science programs collect youth literature to support courses that teach students to evaluate and use books with children and teenagers. Although children's and young adult literature with lesbian, gay, bisexual, transgender, and queer (LGBTQ) content is often controversial, this literature is being discussed in both the education and library literature. This paper discusses the literature on LGBTQ youth literature, explores the extent to which academic libraries supporting education and library science programs collect recently published LGBTQ youth literature, and concludes that academic librarians responsible for youth collections should evaluate their LGBTQ holdings to ensure that they are meeting the needs of future teachers and educators for access to these books. The paper offers suggestions for assessing collections, locating LGBTQ youth titles, and updating selection procedures to build a more inclusive collection.

When Dan Savage gave the opening speech at the 2011 American Library Association (ALA) Annual Conference, he spoke eloquently about his local library's importance to him as a gay teenager. Savage cofounded the *It Gets Better* YouTube project with his partner to give lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth examples of LGBTQ adults who survived the difficult teen years to live happy lives. Library books, said Savage, are still an important resource for teenagers because "not every gay kid can risk creating incriminating browser history that their parents might stumble over."[1] Savage talked about himself as a teenager, sneaking books about sexuality from shelves, to read quietly and anonymously at a library table.

When Savage spoke at ALA, the authors had recently identified books with LGBTQ content as an area to include in their research on diversity in youth collections. It is hard to imagine that a teacher or librarian today might not be aware that youth books with LGBTQ content exist, given the publicity given to challenges of books like *And Tango Makes Three*, but the authors wondered how much opportunity future teachers and librarians have to become familiar with youth books with LGBTQ content. That question led to this research, exploring the extent to which academic libraries supporting teacher education and library science programs collect recently published youth literature with LGBTQ content.

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Literature Review

A variety of reports and policy statements have recommended that schools and libraries pay attention to the needs of LGBTQ individuals and their family members. As early as 1993, a Massachusetts task force recommended including "information in school libraries for gay and lesbian adolescents" and providing "education of families through information in public libraries."[2] In 2007, the National Council of Teachers of English (NCTE) adopted a resolution urging teacher preparation programs to include LGBTQ issues and urging NCTE members to address the needs of students who identify as LGBT or have LGBTQ family members.[3] The fifth recommendation in the *2009 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools* was to "increase student access to appropriate and accurate information regarding LGBTQ people, history and events through inclusive curriculum and library and Internet resources."[4]

Librarians, educators, and parents seeking children's and young adult literature with LGBTQ content can refer to several annotated bibliographies. Day's annotated bibliography includes nearly three hundred children's and young adult books with positive depictions of gay and lesbian characters published from 1989 from 2000.[5] Cart and Jenkins traced the development of LGBTQ YA literature from 1969 to 2004.[6] Webber wrote a reading guide to LGBTQ YA literature, with annotations to assist with reader's advisory and collection development.[7] Naidoo's *Rainbow Family Collections* discusses library services for families with same-sex parents, but the heart of the book is the annotated lists of both recommended and nonrecommended children's books with LGBTQ content.[8]

Thematic analyses of LGBTQ-themed literature for children and young adults have appeared in both the education and library literature during the last two decades. Crisp and Knezek compared the gay male characters in two YA novels, focusing on the different images each conveys, to demonstrate that no single book should "carry the burden of representing a diverse population."[9] Gross focused on a dozen coming-out novels for YA library collections, pointing out that "the best are about more than just coming out" and "characters are more than their sexual or gender identity."[10] After an extensive search of both standard selection sources and social media, Sokoll identified only fifty-one YA titles with transgender or non-gender-conforming characters published in the United States; she noted that most were from small presses and reviewed in sources not typically used for collection development.[11] Two papers, one by Sapp focusing on fifty-three LGBTQ-themed titles for young children and the other by Mason, Brannon, and Yarborough analyzing twenty recent YA titles with LGBTQ content, found that recent books tended to be less didactic, more focused on telling story than making same-sex characters respectable, less focused on "negative consequences of embodying an LGBTQ identity in a homophobic society," and more focused on "welcoming, supportive communities of LGBTQ people and their allies."[12]

The education literature also includes articles and chapters about using LGBTQ-themed literature in the classroom at the elementary, secondary, and tertiary levels. For example, at the elementary level, Emfinger provided recommendations for building a classroom book collection that is welcoming to children with same-sex parents, the No Outsiders Project team reported on incorporating children's literature with LGBTQ characters into units on family, Schell and Kauffman discussed children's reactions to a one-time experience with LGBTQ-themed books in a fourth/fifth grade classroom, and Hamilton recounted his first experience teaching a novel with an LGBTQ-theme in middle school.[13] Discussions of using LGBTQ-themed literature at the secondary level include Meyers' exploration of curriculum objectives that high school English teachers could address through several YA novels portraying LGBTQ, Arnold's unit on identifying subtle bias and intolerance using films and LGBTQ-themed YA books, and Zanitsch's account of using process drama to prepare students for reading a YA novel with LGBTQ characters.[14] At the tertiary level, Swartz advocated including sexual orientation as a topic when studying youth literature in college classrooms, Meixner wrote about pre-service teachers becoming aware of the difficulty of finding LGBTQ literature locally, Hermann-Wilmarth reflected on small group discussions of LGBTQ literature in an education classroom, and Mason reported finding in a survey of teacher education students and practicing teachers that over half had not read any YA literature with LGBTQ content, and many expressed concern about their ability to handle classroom discussions or parent and administrator reaction to LGBTQ content in reading assignments.[15]

Mason's finding that many teachers are concerned about parent and administrator reactions to LGBTQ content in classrooms mirrors a concern frequently discussed in the library literature. For example, an essay by Kaney described how concern over potential challenges led her to set aside a positive review for *Rainbow Boys*, a book about three gay teens, until an anonymous note in a returned book prompted her to revisit her decision and select the book.[16] In 2008, James La Rue, director of Douglas County (Colorado) Libraries, posted a letter he had written in response to a challenge of *Uncle Bobby's Wedding* on his blog; in a later essay, he commented that "the most touching stories were from gay people themselves, many of whom reported trying to find books in the libraries of their youth about people like themselves—and in the absence of such books concluding that they must indeed be outcasts."[17] Manfredi and Rauch both argue that librarians should both integrate LGBTQ youth titles into collections and promote them in displays.[18] Gough and Greenblatt discussed the reasons some librarians have used for not collecting LGBTQ-themed materials, including lack of requests, feeling unqualified to select on the topic, and availability of interlibrary loan.[19] As they point out, many people are uncomfortable asking strangers for information; librarians do not need to be children to select children's books, scientists to select science books, or members of a sexual or gender minority to select LGBTQ books; and, no one should have to use interlibrary loan routinely to meet their information needs.

These concerns over self-censorship appear to be well founded, since several studies have shown that libraries vary widely in the extent to which they collect LGBTQ-related literature. Sweetland and Christensen analyzed the relationship between number of reviews received and library holdings, finding that LGBTQ-themed titles were less held than non-LGBTQ titles receiving a comparable number of reviews.[20] Spence found that both the number of titles held and holdings per capita of LGBTQ YA literature varied significantly among nineteen urban public libraries.[21] Boon and Howard studied the relationship between number of reviews received and library holdings in nine Canadian public libraries, finding both that LGBTQ YA literature received fewer reviews than non-LGBTQ YA literature and that libraries held fewer copies of the LGBTQ YA titles.[22] Hughes-Hassell, Overberg, and Harris examined holdings of LGBTQ-themed literature in 125 school libraries, finding that half of the schools held fewer than thirty-one titles and that LGBTQ-themed titles averaged less than one-half percent of school library collections.[23]

Research Questions

This project began with the authors wondering whether academic libraries are making quality LGBTQ youth literature available to students preparing for careers working with children and young adults. The authors focused on careers in education and in librarianship, although careers in social work, nursing, and other fields may also focus on working with young people. Five questions guided the research:

- Do academic libraries that support teacher education or library science programs collect children's and young adult literature?
- Do academic libraries that support teacher education or library science programs collect children's and young adult literature that reflect the LGBTQ experience?
- Do LGBTQ youth collections in academic libraries differ by region of the United States?
- Are LGBTQ youth collections found in academic libraries of varying size?
- Do academic library LGBTQ youth collections differ by Carnegie classification?

Research Methods

The authors used the list-checking method to determine whether academic libraries collect children's and young adult literature and whether those libraries collect youth literature that includes LGBTQ characters and relationships. The first step in assessing a library collection by list checking is selecting or developing appropriate lists.[24]

To answer the first question, whether academic libraries collect children's and young adult literature, the authors used three checklists composed of the titles that won the Caldecott Medal, Newbery Medal, and Printz Award. The Association for Library Services to Children (ALSC), a division of ALA, has awarded the Caldecott Medal to the artist of "the most distinguished American picture book for children" annually since 1938.[25] The ALSC has awarded the Newbery Medal to the author of "the most distinguished contribution to American literature for children" annually since 1922.[26] Another ALA division, the Young Adult Library Services Association (YALSA), has awarded the Michael L. Printz Award for Excellence in Young Adult Literature to the "best book written for teens, based entirely on its literary merit" annually since 2000.[27] These three major awards represent the best children's and young adult literature published in the United States, so the winning titles should be a priority for any academic library that collects in this area. Since recent collecting patterns are the focus of this research, the winning titles from 2003 to 2012 were used, forming a ten-item checklist each for picture books, children's literature, and young adult literature.

The authors considered two sources for the LGBTQ checklist, the Rainbow Book List and Jaime Naidoo's *Rainbow Family Collections* (2012). The Rainbow List, established in 2008, consists of books for children and young adults "that relate to the gay, lesbian, bisexual, transgender, and queer/questioning experience"; titles are selected annually by a committee consisting of members of ALA's Gay, Lesbian, Bisexual, and Transgender Round Table and the Social Responsibilities Round Table.[28] Naidoo's bibliography consists of books and media "that depict same-sex parents, queer relatives, rainbow families, gender-variant children, and other queer characters and situations"; titles are appropriate for children from birth to age eleven, with annotations indicating whether each title is recommended or not.[29] The authors selected the Rainbow List as the checklist for this research since it includes titles for both children and young adults and all titles are recommended. The lists from 2008 to 2013 were compiled. One item on the 2011 Rainbow Book

List was a series, *The Gallup's Modern Guide to Gay, Lesbian & Transgender Life*, which consisted of fifteen nonfiction titles; the authors decided to treat this series as a single title. The final checklist consisted of 237 titles published from 2005 to 2012.

The authors recorded each title in an Access database. The major awards title table included fields for author, title, publisher, publication year, and award. The GLBTQ title table included fields for author, title, publisher, publication year, Rainbow List starred title indicator, genre (fiction, nonfiction, picturebook), and recommended grade level. Most of the title information was obtained directly from the sponsoring groups' websites. The Rainbow Book List did not consistently include genre and recommended grade level, so the authors searched *Book Review Digest* to complete the missing information. When multiple reviews were listed, the authors used grade level listed by *School Library Journal* first, *Booklist* second, and by the first review listed if neither *School Library Journal* nor *Booklist* reviews were available. Since one title had no reviews listed, the authors checked Amazon.com's marketing materials to determine the appropriate grade range. After recording the grade levels, the authors designated titles listed as appropriate for preschool through grade six as elementary titles and those for grades seven through twelve as secondary titles; a few titles with grade level ranges of five to eight were placed in the elementary grouping. The final list included twenty-eight elementary and 209 secondary titles, with eighteen picture books, forty-four nonfiction titles, and 177 fiction titles.

The next step was to search OCLC's database for holdings. Each title was searched in OCLC Connexion and holding symbols for all formats (cloth, paper, large print, audio, video, braille) and languages were recorded in an Excel spreadsheet. Since the authors chose to treat *The Gallup's Modern Guide to Gay, Lesbian & Transgender Life* as a single title, the holdings for each item in the series were looked up and recorded under the series title. After removing duplicate holding symbols, the holding symbols for each title were transferred to a holdings table in the Access database.

After recording holding symbols, the authors needed to identify the symbols of academic libraries that support teacher education or library science programs. The authors used the National Council for Accreditation of Teacher Education's (NCATE) list of accredited programs to identify colleges and universities with teacher education programs and the ALA list of accredited master's degree programs to identify library science programs.[30] The authors looked each NCATE and ALA accredited institution up in OCLC's online directory to identify its library holding symbol.[31] When an institution had multiple OCLC holding symbols, the authors identified symbols for the main library and for any education, library science, or laboratory school libraries, and edited the holdings table in the database to record all holdings for that institution under the main library holding symbol. An accredited institution table was added to the Access database, with fields for institution name, state, OCLC holding symbol, NCATE accreditation status, and ALA accreditation status. A total of 673 academic institutions were included, with twenty-five accredited by both NCATE and ALA, 624 by NCATE only, and twenty-four by ALA only.

To obtain descriptive information for each institution, the authors downloaded the National Center for Education Statistics (NCES) Academic Library Survey into an Access table, and manually matched each OCLC holding symbol to the corresponding NCES record.[32] The Academic Library Survey is a rich source of data, including the institution's Carnegie Classification and volumes held, among other information.

After compiling the data into Access database tables, the authors linked the tables and exported the data into an Excel data matrix showing which of the thirty major award-winning children's and young adult literature titles and which of the 237 LGBTQ titles were held by each of the 673 institutions. To determine the extent to which libraries supporting teacher education and library science programs collect children's and young adult literature, the authors calculated the number and percentage of NCATE and ALA accredited institutions that held each possible number of major award checklist titles, from no holdings at all to all ten titles held for each award.

For this project, the 542 institutions that held more than half of the major award-winning titles were considered as institutions that collect youth literature. To determine the extent to which libraries collect LGBTQ youth literature, the authors calculated the number and percentage of NCATE and ALA accredited institutions that held each possible number of LGBTQ checklist titles, ranging from no holdings to all 237 titles held. To determine whether a relationship exists between collection size and LGBTQ youth literature holdings, the authors calculated LGBTQ holdings per million volumes for each institution, then computed the coefficient of determination (r2). To identify variations in LGBTQ youth literature holdings by geographic region and Carnegie classification, they calculated the average number of LGBTQ youth literature titles held by region and by classification.

Findings

The authors checked library holdings of recent Caldecott, Newbery, and Printz winners for 673 institutions to determine whether academic libraries supporting teacher education and library science programs collect recently published youth literature. These institutions held on average 7.99 of the ten Caldecott titles checked, 8.03 of the ten Newbery

Table 1. Major Award Titles Held by Accreditation, Carnegie Classification, and Region

	No Titles Held		1–10 Titles Held		11–20 Titles Held		21–30 Titles Held	
	No.	%	No.	%	No.	%	No.	%
All Institutions	69	10.3	26	3.9	124	18.4	454	67.5
Accreditation								
ALA	6	12.2	1	2.0	3	6.1	39	79.6
NCATE	65	10.0	26	4.0	123	19.0	435	67.0
Carnegie Classification								
Baccalaureate	23	13.1	8	4.5	46	26.1	99	56.3
Masters	27	8.3	12	3.7	57	17.5	229	70.5
Doctoral/Research	17	10.2	6	3.6	20	12.0	124	74.3
Other	2	40.0	0	0.0	1	20.0	2	40.0
Region								
Midwest	9	4.4	4	2.0	42	20.7	148	72.9
Northeast	13	12.3	42	39.6	13	12.3	38	35.8
South	43	14.6	14	4.7	57	19.3	181	61.4
West	4	5.8	0	0.0	12	17.4	53	76.8

Note: Some libraries serve institutions with both ALA and NCATE accredited programs.

titles checked, and 5.03 of the ten Printz titles checked. Fourteen percent of the institutions held less than one-third of the thirty major award winners checked, with sixty-nine institutions holding no titles which won the Caldecott Medal, Newbery Medal, or Printz Award between 2003 and 2012. See table 1 for more information.

The authors checked library holdings of Rainbow List titles for the 673 institutions to determine whether the libraries collect recently published LGBTQ youth literature; these institutions held an average of 18.2 titles from the 237 Rainbow List titles. The number of Rainbow List holdings ranged from 0 to 155 titles held. Thirteen percent of academic libraries supporting ALA-accredited or NCATE-accredited programs held no Rainbow List titles while half held fewer than ten Rainbow List titles. Three institutions held slightly over half of the Rainbow List titles: Pennsylvania State University (155 titles), California State University Fresno (154 titles), and the University of Illinois (150 titles). Twenty-two of the institutions that held no titles from the major awards checklist held at least one Rainbow List title; four of them held more than twenty Rainbow List titles.

When the authors limited their examination to libraries that collect youth literature, i.e., those holding more than half of the major award winning titles checklist, they found that those 542 libraries held an average of 21.6 Rainbow List titles each. LGBTQ-themed youth literature holdings differed between ALA-accredited and NCATE-accredited institutions that collect youth literature. The 522 NCATE-accredited institutions held an average of 20.7 Rainbow List titles each, while the forty ALA-accredited institutions held an average of 46.5 Rainbow List titles each. All the libraries supporting ALA-accredited programs held at least one Rainbow List title, but 4.2 percent (n = 22) of the NCATE institutions held no Rainbow List titles. See table 2 for more information.

Examining the number of Rainbow List titles per million volumes held by the libraries that collect youth literature showed a modest (R^2 = 0.24) relationship between Rainbow List titles and collection size. Larger collections tend to hold more Rainbow List titles; on average, the number of Rainbow List titles increased by 8.2 titles for each additional million books in the collection. Although larger collections tend to have more Rainbow List titles, three of the eleven institutions holding more than 100 Rainbow List titles have collection sizes of less than a million volumes, while one library holding more than a million volumes held no Rainbow List titles even though it held over half of the titles from the major awards checklist. See table 3 for more information.

Rainbow List holdings also varied by the Carnegie classifications and the institutions' geographic locations. On average, libraries collecting youth literature at institutions that primarily award bachelor's degrees held 9.6 Rainbow List titles, while those that focus on bachelor's and master's programs averaged 19.7, and doctoral and research-oriented institutions averaged 36.6 Rainbow List titles. See table 4 for details on holdings by Carnegie classification. Average holdings also varied by region, with institutions in the southern United States averaging 17.9 Rainbow List titles while the average in the other three regions was more than 23 titles; see table 5 for details. Some institutions in every region

Table 2. Rainbow List Holdings by Accreditation Type

			Libraries Collecting Juvenile Literature					
	All Institutions		**All Collecting**		**ALA Accredited**		**NCATE Accredited**	
Titles Held	No.	%	No.	%	No.	%	No.	%
0–9	350	51.9	233	43.0	3	7.5	231	44.4
10–19	101	15.0	94	17.3	6	15.0	90	17.3
20–29	76	11.3	72	13.3	5	12.5	70	13.5
30–39	45	6.7	45	8.3	5	12.5	43	8.2
40–49	44	6.5	42	7.7	8	20.0	38	7.3
50–59	21	3.1	20	3.7	3	7.5	19	3.7
60–99	25	3.7	25	4.6	8	20.0	21	4.0
100–155	11	1.6	11	2.0	2	5.0	10	1.9
Total	673		542		40		522	

lacked Rainbow List holdings, ranging from 1.2 percent with none in the northeastern region to 6.2 percent with none in the midwestern United States. Although the southern region had the lowest average Rainbow List holdings, it also had two of the eleven institutions that held more than 100 Rainbow List titles. More than half of the libraries holding more than 100 Rainbow List titles were in the Midwest, although that region also had the highest percentage of libraries with no Rainbow List titles. See table 6 for a list of institutions holding the most Rainbow List titles.

Only seven Rainbow List titles were held by more than 200 libraries supporting NCATE or ALA accredited programs, while four titles were not held by any of the libraries. Since only 12 percent of the Rainbow List titles were elementary titles, the authors were surprised that the two most commonly held titles were elementary titles. The most commonly held title, *After Tupac and D Foster*, was named a Newbery Honor title for 2009, which may have contributed to its wide holding.[33] The picture book *And Tango Makes Three* was first on ALA's annual list of most frequently challenged books in 2006, 2007, and 2008, leading the authors to speculate that its notoriety prompted some selectors to add it to academic youth collections.[34] See table 7 for a list of least and most frequently held titles.

Table 3. Average Rainbow List Titles (RLTs) by Collection Size

Collection Size (Volumes)	Number of Institutions	Average RLTs	Number with 0 RLTs
1–249,999	209	8.07	19
250,000–499,999	114	17.89	1
500,000–999,999	93	30.30	1
1 million	59	33.70	1
2 million	27	45.20	0
3 million	15	40.20	0
4 million	6	48.80	0
5 million or more	16	62.20	0

Note: Data on books held was not available for 3 institutions.

Implications for Collection Development

The results of this study indicate that many libraries supporting teacher education and library science programs have few or no holdings of recently published LGBTQ-themed youth literature. Since both the education and library science literature include many recent articles and books related to LGBTQ-themed youth literature, interest in this area appears to be steady and possibly growing. Libraries may hold little LGBTQ-themed youth literature for many reasons, including lack of need, limited budgets, unfamiliarity with this emerging literature, and limited time to devote to collection development. While every library should build a collection that meets the needs of its users, the authors hope that this study will prompt librarians to assess their collections, review their selection procedures, and build more inclusive youth collections.

The finding that 43 percent of libraries supporting NCATE or ALA accredited programs held fewer than ten Rainbow List titles suggests that librarians should consider assessing needs for LGBTQ-themed youth literature to ensure that the curriculum needs are being met. Needs assessment may range from explicitly including LGBTQ-themed youth literature in a comprehensive assessment of the youth collection, including it in a targeted assessment of support for youth literature featuring underserved populations, or providing informal assessments via chats with faculty in relevant programs. The librarian could review course descriptions, syllabi, or recommended reading lists to determine which topics are taught. Librarians might consider a short survey about youth literature needs, perhaps with

Table 4. Rainbow List Titles (RLTs) Held by Carnegie Classification

Basic Carnegie Classification	No. of Institutions	No. of RLTs Held	Avg. RLTs per Institution	No. Holding No RLTs
Baccalaureate Colleges—Arts & Sciences	46	633	13.8	1
Baccalaureate Colleges—Diverse Fields	79	603	7.6	9
Baccalaureate/Associate's Colleges	5	10	2.0	1
Master's Colleges and Universities (smaller programs)	38	362	9.5	4
Master's Colleges and Universities (medium programs)	65	1,078	16.6	0
Master's Colleges and Universities (larger programs)	168	3,909	23.3	4
Doctoral/Research Universities	35	885	25.3	2
Research Universities (high research activity)	61	2,118	34.7	1
Research Universities (very high research activity)	42	2,045	48.7	0
Other Classifications	3	62	20.7	0
Total	542			

Table 5. Rainbow List Titles (RLTs) by US Regions

Region	No. of Institutions	Avg. Number of RLTs	No. Holding No RLTs	% Holding No RLTs
Midwest	177	23.9	11	6.2
Northeast	83	24.3	1	1.2
South	221	17.9	9	4.1
West	61	24.7	1	1.6

Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont

South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Guam, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia

West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming

LGBTQ-themed youth literature as one of a list of topics that faculty can mark as needed or with an item asking about needs for youth literature featuring under-served populations. Selectors may also simply ask faculty who teach youth literature, teaching methods, or diversity-related courses if they address LGBTQ issues in their courses or if award-winning LGBTQ youth literature is needed.

Librarians who find that LGBTQ-themed youth literature is needed to support the curriculum should consider how many titles would be sufficient to meet the needs of their teacher education and library science students. While two percent of the academic libraries in this study held over 100 Rainbow List titles, suggesting that those libraries provide strong support to faculty and students with an interest in LGBTQ-themed youth literature, it is possible that many of the 43 percent of libraries in this study who held from zero to nine Rainbow List titles have made a strategic decision to rely on interlibrary loan for LGBTQ-themed youth literature because the topic is not addressed in the curriculum. Each librarian responsible for youth literature collection development must decide based on local needs and available budget resources whether the youth collection needs no LGBTQ-themed titles, a small sample of the best titles, enough titles to support a course assignment, or an extensive collection that supports research into LGBTQ-themed youth literature.

Librarians may wish to construct a checklist to assess the collection while keeping their collection goals in mind. If the librarian has decided that the youth collection should include a small sample of the best LGBTQ-themed titles, the checklist might be composed solely of titles that won the Stonewall Book Awards—Mike Morgan & Larry Romans Children's and Young Adult Literature Award or the Lambda Literary Awards LGBT Children's/Young Adult categories. If a more extensive collection is needed, the checklist might include titles that reflect a wide range of LGBTQ experiences, older titles that remain important, and more recent titles so that students can become familiar with titles that reflect changing social trends. Sources for a more extensive checklist could include the Rainbow List starred titles and highly recommended titles from Naidoo's *Rainbow Family Collections*. After holdings have been checked against the selected list, the librarian should review results in terms of collection goals; holding half of the award winners may be sufficient for a library with a limited budget to provide access to a sample of best titles, but may be inadequate for a library with a larger budget and the goal of supporting faculty with strong teaching and research interests in this area.

If a collection assessment indicates a need to acquire more LGBTQ-themed youth literature, librarians may need to review and update selection procedures. If the library's goal is to acquire a representative sample of the best titles each year, the librarian could consider placing Stonewall Book Award winners on standing order through a vendor that offers plans for award-winning youth titles. Selectors could add a note to their work calendars to review the Rainbow List each February, which would prompt them to update collections with recent LGBTQ-themed youth literature titles. If the library supports faculty and students with research interests in LGBTQ-themed youth literature, the selector may want to use blogs such as *Gay-Themed Picture Books for Children* and *I'm Here. I'm Queer. What the Hell Do I Read?* to select titles that may not appear in standard selection tools.[35] Selectors who have funds to fill gaps with retrospective purchases may want to ask faculty for their recommended reading lists or the recommended reading lists of any youth literature textbooks they assign. Another method to identify titles is to search ERIC for articles on teaching LGBTQ-themed literature, then selecting titles from those articles for the collection; while this option is time-consuming, it can be helpful in selecting LGBTQ-themed youth titles that support curriculum standards. Adding any one of these methods to the selector's routine will help build a youth collection that meets local needs for LGBTQ-themed youth literature.

Although the focus of this research was LGBTQ-themed youth literature, the authors also discovered that 10 percent of academic libraries supporting NCATE or ALA accredited programs do not hold any recent titles that have won the Caldecott, Newbery, or Printz awards, indicating that they probably do not collect youth literature to support teacher education and library science programs. The authors presume that students at these institutions are expected to use local public library collections when they need youth literature for their coursework, although it is possible that some obtain materials from small faculty or department libraries that do not set their holdings in OCLC. Since the library literature includes several studies indicating that many libraries have little or no LGBTQ-themed youth literature, the authors suggest that academic librarians consider a brief assessment of the local public library collection if the college or university curriculum includes LGBTQ-themed youth literature and students are expected to use the public library for youth literature. Searching the public library's online catalog for the most recent winners of the Stonewall and Lambda awards for youth literature could reveal whether the local public library is aware of and

Table 6. Institutions Holding More than 100 Rainbow List Titles (RLTs)

Region	Institution	RLTs Held
Northeastern	Pennsylvania State University	155
Western	California State University, Fresno	154
Midwestern	University of Illinois	150
Southern	East Carolina University	131
Midwestern	Minnesota State University, Mankato	116
Southern	University of Southern Mississippi	116
Midwestern	Western Michigan University	115
Midwestern	Ohio University	110
Midwestern	Eastern Illinois University	108
Midwestern	University of Nebraska At Kearney	102
Midwestern	Saint Olaf College	101

Table 7. Least Frequently and Most Frequently Held Titles

Holding Libraries	Title	School level, genre, grade
0	Thorne, Hayden. The Winter Garden and Other Stories. CreateSpace, 2012. 194 p.	High, fiction, gr. 6+
0	Cordova, Jeanne. When We Were Outlaws: A Memoir of Love & Revolution. Spinsters Ink, 2011. 456 p.	High, fiction, gr. 9+
0	Belgue, Nancy. Soames on the Range. New York: HarperTrophy, 2011.	High, fiction, gr. 7-10
0	Park, Judith. YSquare Plus.Yen Press/Hachette Group, 2008. 183 p.	High, fiction, gr. 9+
210	Tamaki, Mariko and Jillian Tamaki. Skim. Groundwood Books, 2008. 140 p.	High, fiction, gr. 9-12
220	Cart, Michael and Christine A. Jenkins. The Heart Has Its Reasons: Young Adult Literature with Gay/Lesbian/Queer Content, 1969–2004. Scarecrow Press, 2006. 205 p.	High, nonfiction, gr. 9-12
222	Rapp, Adam. Punkzilla. Candlewick, 2009. 244 p.	High, fiction, gr. 8+
286	Radclyffe and Katherine E. Lynch, editors. OMG Queer. Bold Strokes Books, 2012. 264 p.	High, fiction, gr. 8+
312	Bechdel, Alison. Fun Home: A Family Tragicomic. Houghton Mifflin, 2006. 240 p.	High, nonfiction, gr. 11–12
333	Richardson, Justin and Peter Parnell. And Tango Makes Three. Illustrated by Henry Cole. Simon & Schuster, 2005. unp.	Elem, picturebook, K–2
398	Woodson, Jacqueline. After Tupac & D Foster. Putnam, 2008. 153 p.	Elem, Fiction, gr. 5–8

collecting LGBTQ-themed youth literature. Since LGBTQ-themed youth literature is controversial and self-censorship is a concern, and if the local public library does not hold any recent award winners, the academic librarian should consider whether some titles should be selected to ensure students have access for assignments and projects even if the academic library does not generally collect youth literature.

Conclusion

Helping students to become familiar with a wide range of youth literature so that they can promote reading is an important goal of many education and library science programs. As a fifteen-year-old, identified only as Brent, wrote:

> The world needs more librarians who are devoted to finding the right book to put in the right person's lap. . . . There are tons of gay teens struggling to find a group to fit into. LGBT YA lit helps us realize that no, we aren't alone and no, we aren't worthless. It helps us discover that we are part of the LGBT group, which includes tons of brilliant people, doing brilliant things.[36]

Brent wrote of librarians, but teachers also nurture children's and young adults' development by helping them to find the right book at the right time. Future librarians and future teachers need opportunities to learn about LGBTQ-themed literature so that they know good books with gay uncles, lesbian mothers, and questioning teens are available for the children and young adults they will soon be encountering in libraries and schools. Academic librarians cannot ensure that LGBTQ-themed youth literature is part of the education or library science curriculum, but librarians can express an interest in supporting instruction on LGBTQ issues by including questions about it on collection need surveys, assessing whether local collections provide adequate access to LGBTQ-themed youth literature for curriculum support, and updating collection procedures to routinely consider LGBTQ-themed youth literature if a local needs assessment shows that it is needed.

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Beyond the Library of Congress

Collecting Practices of South Asia Area Specialist Librarians

Mara Thacker

South Asian Studies librarians have historically relied upon the Library of Congress' (LC) South Asia Cooperative Acquisitions Program to build collections of materials from South Asia for their institutions. This study examines the extent to which South Asian Studies librarians continue to rely on the LC programs and examines the range of other acquisitions techniques used by South Asia specialists. It is possible to identify themes and larger trends and develop a set of best practices for collecting materials from overseas by comparing the methods used by South Asia specialists to those used by other specialist librarians.

Acquiring materials from overseas can be challenging and area specialist librarians must use multi-faceted strategies to build area studies collections. Each geographic region presents its own specific challenges based on publishing histories, geo-political climates, and availability and quality of vendors supplying materials to libraries in North America. Area specialists who collect for a particular region often develop common collecting practices that become implicit knowledge amongst the group. In the case of South Asia, which includes India, Pakistan, Nepal, Sri Lanka, Bangladesh, Afghanistan, Bhutan and the Maldives, subject specialists often rely on the Library of Congress (LC) Cooperative Acquisitions Programs (CAP).

The impetus for creating the LC CAP was a desire in the 1950s to address a lack of non-European research materials in North American libraries. The process began with a group of scholars who proposed using funds accrued from Public Law 83-480 (P.L. 480) to purchase library materials.[1] The first three field offices in Cairo, Karachi and New Delhi opened in 1962.[2] Today, there are field offices in Cairo, Islamabad, Jakarta, Nairobi, New Delhi, and Rio de Janeiro that include more than seventy-one countries in Asia, Africa, the Middle East and South America. The field offices supply materials in English and vernacular languages. The South Asian Cooperative Acquisitions Program based out of New Delhi, India (SACAP) covers Bangladesh, Bhutan, India, the Maldives, Nepal, and Sri Lanka, and Tibetan materials published in several South Asian countries (www.loc.gov/acq/ovop/delhi/delhi-coop.html). There is also a field office in Islamabad, Pakistan that manages CAP that covers Afghanistan, Iran, and Pakistan (www.loc.gov/acq/ovop).

The LC cooperative programs operate similarly to approval plans. As with approval plans, member libraries create subject profiles and automatically

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receive monographs within subject areas that are selected by acquisitions specialists stationed in the region of coverage. Libraries can also subscribe to periodicals, including journals and newspapers through the LC programs. The SACAP and CAP programs do not currently provide electronic resources to member libraries. The LC plans differ from approval plans in that libraries do not have the option of returning books they do not want. They also periodically offer new serials, reprints, expensive titles ($70.00 and higher), documentaries and feature films in DVD format, and materials of limited interest for individual order via listserv messages to SACAP program participants. The LC programs offer many advantages, including efficiency and cost-saving benefits from a directive to purchase and sell materials using the local currency and price. Benefits notwithstanding, exclusive reliance on the LC programs could lead to homogenous collections and underrepresentation of certain publishers and topics.

This paper describes the range of collecting practices used by South Asia subject specialist librarians to obtain materials from South Asia. It is possible to identify themes and larger trends and develop a set of best practices for collecting materials from overseas by comparing the methods used by South Asia specialists to those used by other specialist librarians. The central questions for this study are as follows:

- To what extent do North American libraries rely on the LC CAP for their selection and acquisition of South Asian books?
- What collection development methods do South Asia area specialist librarians use in addition to or in lieu of the LC programs?
- Given the benefits of the LC cooperative programs, is it worthwhile to select and acquire books using other methods of selection?
- What types of materials are impossible to collect despite the method of selection and acquisition used?

Literature Review

There is a rich literature on building area studies collections, and much of it is centered on cooperative collection development, foreign language collections, and challenges associated with working with overseas vendors.[3] These topics are ancillary to a larger question: what methods do other area specialists use to build collections? Given the idiosyncrasies between different geographic areas, what methods work across areas and what is unique to a particular region?

A handful of articles focus on collection development for area studies collections through the lens of a particular area. Two recent examples include Kistler's case study on building an Africana collection at a university library, and Dali and Dilevko's study on Slavic and Eastern European collection practices.[4] These papers present a wide range of acquisitions techniques employed by area specialists. Methods include book fairs, buying trips, exchanges, gifts, independent book agents, blanket orders, approval plans, North American bookstores, overseas bookstores, and online bookstores. Of these methods, both Africana selectors and Slavic, East European, and Eurasian selectors place a high value on overseas buying trips, even if used sparingly. Selectors in both of these areas also rely heavily on bookstores and book agents located in North America, perhaps because of challenges Kistler raises relating to language issues and cultural differences that arise when working with foreign vendors.

Studies that look more broadly at foreign language acquisitions highlight several challenges that are applicable across areas. In 2000, the Association of American Universities' Task Force on Acquisition and Distribution of Foreign Language and Area Studies Materials comprising librarians, area studies center directors and scholars, and government relations officers highlighted three main considerations: the fluctuation of the dollar in the world currency markets, the rising costs of materials that necessarily mean a reduction in expenditures on foreign books and materials, and political developments abroad. It is also important to note that the task force operated with an assumption of a common emphasis on electronic resources and digitization and a deliberate de-emphasis on print materials.[5] This presupposes that the publishing models in other areas of the world also produce and emphasize digital materials, which is not the case for South Asia, though there are recent small steps in that direction. Ward's 2009 paper explains that selectors may have to rely on traditional sources for selection methods, such as paper slips, publishers and book jobbers' print catalogs, prepublication announcements, special offers or informal channels for regions outside North America and Western Europe.[6] Furthermore, while Ward agrees that political changes are among the most important considerations for foreign language selectors, she also emphasizes "the global marketplace's growing need for personnel well trained in foreign languages and cultures, and the subsequently expanding boundaries of research, including a remarkable increase in collaboration between researchers in science and technology."[7]

The Association of Research Libraries (ARL) moves beyond challenges in foreign language acquisitions to area studies collection assessment in their 2006 report, "Changing Global Book Collection Patterns in ARL Libraries," which used a snapshot from OCLC to try to understand the nature of area studies collections in ARL libraries. ARL was concerned about overlap between the holdings in member libraries, but found that duplication between member libraries' holdings was lower than expected, especially low for East Asian materials. In the case of South Asia, ARL member libraries had an average of 5.76 copies of titles from South Asia in 2006, indicating a low level of duplication between institutions. Holistically, this is a low number, but of the ten regions (Caribbean, Oceania, Southeast Asia, Africa, South Asia, Middle East, Latin America, Eastern Europe, East Asia, and Western Europe), this is the third highest average, and Western Europe and Latin American have the greatest amount of overlap between holdings. In terms of overall holdings, only one South Asian country, India, makes the top ten list of countries represented in ARL holdings, with China, Japan and Western European countries filling the other nine spots. Western European countries were particularly well represented in the list of countries with a large volume of publications held by ARL libraries. India is likely on the list because of ARL member libraries' participation in the P.L.480 program. P.L.480 was a law enacted by Congress in 1958 that allowed LC to acquire materials on the behalf of other libraries and research centers in the United States. Institutions were motivated to participate in the interest of building a strong national collection of nonwestern language materials, and the low cost of participation along with the value of having cataloging records supplied by LC provided further incentive.[8] Further evidence of the impact of the P.L. 480 program can be inferred from the steep drop in duplication between titles from India post-1984. Looking at area collections as a whole, the study concludes by suggesting that the low average number of holdings for most countries reflects institutions' tendency to tailor their collections to local academic needs and faculty interests and may also reflect the success of collaborative collection development efforts. Finally, the study argues that the low number of holdings indicates a need for effective interlibrary loan (ILL) and document delivery services to make unique items available nationally.[9]

Concern over the homogeneity of collections was the impetus for Rader's 2007 survey of South Asia bibliographers, which was the basis of a paper by Wright that addressed collecting practices with a focus on the types of materials and subjects collected.[10] Her data indicated that in 2007, 92 percent of South Asia bibliographers used LC's programs to build their collections. Furthermore, her study revealed significant overlap in the subject profiles and serials to which libraries were subscribing, and led to the creation of a cooperative collection development initiative. Committee on South Asian Libraries and Documentation (CONSALD) members can voluntarily participate in an annual South Asian Cooperation workshop held in conjunction with the annual CONSALD meeting in Madison, Wisconsin. Over the last four years, participants have adjusted their LC subject profile subscriptions, coordinated serial subscriptions, and declared local areas of specialization.[11]

Wright's paper updates and expands upon Rader's survey by examining the extent to which South Asia bibliographers in North America continue to rely on the SACAP and CAP programs, and how they supplement these programs with other collecting methods (e.g., ordering books from online or physical book stores, perusing award lists, and/or going on buying trips). The intention is to portray the current collecting practices of South Asia specialists, and to juxtapose the practices of South Asia specialists with the collecting practices for other areas as revealed in prior studies, to capture the range of commonalities and differences between the collecting practices of area studies librarians covering different regions of the world.

The literature highlights the complexities and idiosyncrasies of building area studies collections. Each area presents its own challenges based on the region's political, social, cultural, and economic context, and these challenges can be mitigated or exacerbated by local institutional policies. The literature demonstrates an ongoing administrative emphasis on cooperative collection development, particularly in the area of e-resources, despite the fact that print continues to be the dominant publishing output in the many parts of the world due to the increased expense and complexity associated with e-resources. This study attempts to situate South Asian collecting practices within the broader context of area studies collecting and identify methods that are particularly suited to building a strong national collection given the current economic and political climate in academia.

Survey Instrument

To facilitate cross-comparisons between areas, a survey aimed at South Asia specialists was developed modeled on an instrument created by Dali and Dilevko for their 2005 study of the collecting practices of Slavic and East European selectors. After Institutional Research Board approval, data were collected using a web-based survey implemented through the University of Illinois' "WebTools" platform. An invitation to participate in the survey was sent to the CONSALD discussion list. The invitation and the consent information on the first page of the survey indicated that a participant's job responsibilities must include collection development for South Asia to be eligible to complete the survey. CONSALD is the professional organization for South Asia bibliographers, and the CONSALD membership directory lists approximately thirty-two South Asia bibliographers who might have been eligible to participate in the study, representing twenty-eight North American institutions.[12] The survey was live for approximately one month. Although the survey was pre-tested by an area specialist librarian prior to implementation, there was confusion regarding some of the questions, which will be addressed later in this paper.

Table 1. Size of Institutional South Asia Collections

Institution	Total South Asia Publications	Annual Additions to South Asian Collection
University of Pennsylvania	300,000	6,000
University of Minnesota	250,000	3,500
Columbia University	500,000	6,961
University of Washington	600,000	1,000–2,000
Cornell University	150,000	3,000
University of Chicago	703,500	8,000
Yale University	(unknown)	4,000
University of Virginia	100,000	7,000
University of Iowa	75,000	2,000
University of Illinois Urbana-Champaign	220,000	2,500

The survey consisted of forty-seven questions, including a consent question, though all of the questions were not applicable to all the respondents. The survey addressed four themes: (1) basic information about the responding institutions' and their South Asia collections, including items on the size of the institution, number of volumes in the collection, and the South Asian collections budget; (2) the extent to which the bibliographer used LC's cooperative programs; (3) the extent to which the bibliographer used other selection methods; and (4) the kinds of materials librarians would like to add to their collections that are difficult or impossible to collect regardless of the collection method. The survey explicitly focused on monograph acquisitions (see appendix A).

Nine completed surveys were returned. While this may seem like a relatively small number, given the pool of eligible participants, it indicates a nearly 33 percent response rate. Two additional institutions indicated a willingness to respond, but were unable to complete the survey. Though the selector for South Asia at the University of Illinois at Urbana-Champaign (UIUC) did not complete the survey, UIUC is nevertheless included in the objective, fact-based questions for comparative purposes since the South Asia selector is the author of this article and has the requisite knowledge of the collection. UIUC is not reflected in the more subjective questions to limit the possibility for biases. Responses were transferred to Microsoft Excel for analysis.

Respondents

Responding institutions included several large public research universities and top-tier private institutions. The private institutions included the University of Pennsylvania, Columbia University, the University of Chicago, Cornell University, and Yale University. Public institutions included the University of Minnesota, the University of Washington, the University of Virginia, and the University of Iowa.

There was significant variation in the size of South Asia collections. This may partly depend on how an institution defines its South Asia collection, as some libraries may define it by language, others by region of imprint, and still others by topical area. On the lower end, the University of Iowa's collection consists of 75,000 monographs. The University of Chicago has the largest collection, reporting that their collection consists of approximately 703,500 monographs. Only one institution, Yale University, was unable to answer the question and answered "unknown."

Notably, the number of monographs added annually did not correspond with the size of the existing South Asia collection. The University of Chicago reported the highest number, adding approximately 8,000 monographs per year. However, one of the institutions that reported adding the least also reported the second largest existing collection; the University of Washington's collection consists of approximately 600,000 monographs, but they report adding only 1,000–2,000 monographs per year. In contrast, the University of Iowa, which reported the smallest existing collection, adds approximately 2,000 monographs per year.

Survey Results

Library of Congress Cooperative Plans

South Asia bibliographers rely heavily on LC's cooperative plans, SACAP and CAP. All nine institutions reported using LC's plans to acquire monographs for their South Asia collections, though to varying degrees. More than half of the institutions reported that they use LC for more than 90 percent of their acquisitions, with the University of Iowa reporting the largest percentage at 98 percent. These numbers indicate that there has been little change since Rader's 2007 survey.

Opinions on the value of LC's programs were mixed. This was due to some initial confusion about the survey's wording, but the majority of the respondents provided relevant feedback. Participants were asked whether, given the advantage of LC's programs, there were benefits to using other selection methods. Nearly all participants praised the efficiency of using LC's cooperative plans, and to a lesser extent approval plans more generally, both for selecting items and the convenience of receiving catalog records.

The programs' shortcomings included homogeneity between South Asia collections and a lack of flexibility in choosing individual titles. Institutions also reported categories of materials that they are unable to acquire via LC's plans. These included out-of-print materials, micro-histories, publications from small publishers, pamphlets, comics, self-published poetry, antiquarian materials, popular culture items, non-print media, and archival materials.

Other Selection Methods

Participants were asked about other methods of materials acquisition and given an opportunity to provide any methods not listed. They were also asked to indicate with how many individual vendors they work that supply South Asian books. Most libraries worked with two to four vendors, while the University of Pennsylvania reported working with twenty-five different vendors, and Columbia University reported working with thirteen. Nearly all institutions indicated that they work with D.K. Agencies, a vendor based in New Delhi, India, to acquire materials.

Of the fifteen other methods of materials acquisitions, the next most popular methods were "Other methods not previously listed" and "Monetary donations directed towards the purchase of specific materials." The latter method refers to when a donor gives funds that are explicitly directed towards the purchase of a specific title or titles to be added to a library collection. These two methods were each used by eight of the nine institutions that completed the survey. The "Other methods" category was interesting because no two institutions reported using the same other method. The "Other methods" reported included the following unique responses:

- "Using graduate students to buy two copies of all important publications that they use, one for themselves and one for the library."
- "Information from faculty, students, guest speakers, etc."
- "Interested locals who have contacts with publishers."
- "I will regularly screen certain publishers lists (such as Mary Martin lists), to check titles on cheaper distributors such as D.K. Agencies."
- "Through [the] Harrassowitz database."
- "'Following the trail' of authors, subjects, and/or publishers via OCLC searches."
- "Google alerts."
- "Websites like Words without Borders, Scholars without Borders, H-Asia Network, Journal TOCs, World Literature Today."
- "Faculty syllabi for new courses."
- "Patron requests."

While eight institutions reported using "Monetary donations directed towards the purchase of specific materials," only three reported receiving titles using that method in the last five years. The University of Chicago reported receiving 500 titles using that method in the last five years. The University of Pennsylvania and the University of Washington reported receiving 200 titles and 50 titles respectively, using this method.

After "Other methods" and "Monetary donations," the next two most popular methods were "Lists of current books recorded by journals in the field and/or book reviews" and "Online Bookstores." These methods were each used by six institutions in the past five years, or two-thirds of the respondents. For the "Lists of current books recorded by journals in the field and/or book reviews" category, two institutions named *The Journal of Asian Studies* as one journal they use. Other journals included *American Anthropologist, Asian Studies Review, Contemporary South Asia, ISIS, Journal of the Association of Nepal and Himalayan Studies, Modern Asian Studies, Popular Cinema*, and *World Literature Today*. Examples of online bookstores included D.K. Agencies, Himal, L.C. Offices, Mary Martin, South Asia Books, and Vajra Books.[13]

Five additional methods were used by over half of the responding institutions. They are: (1) award winner lists; (2) lists of books available for purchase or lists of free duplications from other institutions; (3) independent book agents in South Asian countries; (4) physical bookstores in South Asian countries; and (5) printed and online catalogs of foreign-language publishers. As with the other methods, a variety of examples were provided for each category. D.K. Agencies received mention in three of these five categories, reinforcing their popularity as a vendor among South Asian Studies bibliographers. Other examples of vendors or service providers that received mention in multiple categories include LC, South Asia Books, and K.K. Agencies. See appendix B for a complete list of bookstores, institutions, and vendors named by survey respondents.

The only other method used by more than a third of respondents in the last five years was buying trips. Four librarians reported that they had gone on buying trips to South Asia. While most reported taking one or two trips in the last five years, one librarian reported taking annual trips for a total of five trips over the last five years. Out of the

Table 2. Acquisition Methods

	University of Pennsylvania	University of Minnesota	Columbia University	University of Washington	Cornell University	University of Chicago	Yale University	University of Virginia	University of Iowa	University of Illinois Urbana-Champaign	Total
Lists of new acquisitions from other institutions with significant South Asia collections											0
Physical bookstores in North America that sell books from South Asia	✓										1
National bibliographies compiled by specific individuals or institutions			✓		✓						2
Book fairs	✓			✓	✓					✓	4
Buying trips	✓			✓	✓	✓				✓	5
Gifts (books donated to your library by individuals or organizations)	✓			✓	✓	✓				✓	5
Printed and online catalogs of foreign-language publishers	✓		✓	✓			✓	✓		✓	6
Physical bookstores in South Asian countries	✓			✓	✓	✓			✓	✓	6
Independent Book Agents in South Asian countries			✓	✓	✓	✓	✓			✓	6
Lists of books available for purchase or lists of free duplications from other institutions		✓	✓	✓	✓		✓			✓	6
Award winner lists			✓	✓	✓	✓	✓			✓	6
Online bookstores		✓	✓		✓	✓	✓	✓		✓	7
Lists of current books recorded by journals in the field and/or book reviews	✓	✓	✓			✓	✓		✓	✓	7
Monetary donations directed towards the purchase of specific materials	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Other methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
LC cooperative acquisitions programs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10

six countries included in South Asia, only three countries were named as a location for buying trips: India, Nepal, and Sri Lanka.

Of the four remaining methods of acquisitions, "National bibliographies compiled by specific individuals or institutions," "Physical bookstores in North America that sell books from South Asia," "Lists of new acquisitions from other institutions with significant South Asia collections," and "Book fairs," only one was not used in the last five years—"Book fairs." A complete list of the methods of acquisition and the number of institutions using them are provided in table 2.

Difficult to Collect Materials

Participants provided examples of the types of materials they would like to acquire for their libraries that are difficult or impossible to get using any method. The examples illustrate the variety among institutions' collecting priorities. A few participants indicated the reasons why the materials they would like to obtain are difficult to acquire. For example, the librarian at Columbia University would like to acquire ephemera such as religious posters, but this is difficult because these materials may only be available at a specific time of the year in a specific place and may not ever be replicated. The librarian at Yale University reported an interest in any materials about Buddhism from Bangladesh, which have become difficult to acquire due to security concerns in the south of the country. Other types of materials that are difficult to acquire include books sold at temples and tourist destinations, artwork from galleries, art catalogs, and usable datasets. Another interesting example was provided by the librarian at Cornell who wrote, "Items on publishers' lists in small elderly books from the KTM [Kathmandu] Valley. Tantalizingly, known to have existed, now impossible to find." The one outlier was a librarian who reported that due to the advantages of ILL and cooperative acquisitions programs, that no materials that were inaccessible.

Discussion

Concern over the possible homogeneity of South Asia collections was the motivation behind Rader's 2007 survey, which was the impetus for beginning an annual cooperative collection development workshop for South Asian studies librarians. The group initially focused on coordinating subject profile and serial subscriptions through SACAP and CAP, and subsequent workshops asked participants to move beyond coordinating SACAP and CAP participation and declare local areas of specialization. The current study reveals significant overlap among non-LC acquisitions methods used by participants. It is possible that despite our efforts at coordination thus far that a certain level of homogeneity remains inevitable if we are all also using the same sources outside of LC. For example, D.K. Agencies was mentioned as a vendor and resource for selection by multiple institutions and under multiple categories. While other vendors were also named, it is clear that D.K. Agencies is heavily used by South Asian librarians. If all South Asia subject specialists are using D.K. Agencies as their primary source for firm orders, to what extent are we ordering the same things and what items or genres that they do not carry might we be missing? A future study looking at overlap between South Asia collections at CONSALD member institutions would be worthwhile.

It is worth noting that CONSALD members and institutions skew towards a certain type of institution. These institutions tend to be prestigious private universities, or large, top-tier public research institutions. In the case of the survey respondents, all are listed as ARL members, denoting a certain size and status. These are historically the only universities with funding to support dedicated South Asia centers or programs and, therefore, dedicated South Asia subject specialists within the library. According to a 2004 study, ARL Libraries account for 76.7 percent of the total OCLC holdings for South Asian materials.[14] This is important because there are other institutions with sizeable South Asia collections and other librarians who do collection development for South Asia that are not represented in this study because they are not dedicated South Asia specialists and are harder to identify on a national level. It is also worth noting that two large, top-tier public research institutions with large and prestigious South Asia collections are not represented in this study due to personnel changes during the deployment of the survey.

Despite certain similarities between many of the institutions, there are variations in the sizes of the collections and programs that impact the budget allocated for South Asia. The subject specialists at institutions with less funding or smaller South Asia collections may be responsible for collecting for other areas, which will impact the time, effort and techniques chosen to build the South Asia collection. This may explain why some institutions rely almost exclusively on LC's cooperative programs. Placing firm orders, attending book fairs, and taking buying trips, while more conducive to building unique collections, require a significant investment of time and money that may not be feasible for some librarians.

Buying trips, while very time and resource intensive, provide the opportunity to purchase ephemera, rare or out-of-print materials, popular culture materials, and items from small publishers. Yet this method was used by less than half of the survey participants. It was beyond the scope of this paper to examine why this is the case, but a forthcoming study will focus on buying trips to assess their value as a collection development tool.

One more popularly used collection development tool is the use of approval plans. These are not accurately represented in this study as a result of some confusion regarding the classification of LC's cooperative programs. While LC's cooperative programs operate similarly to approval plans and are occasionally colloquially referred to as "the LC approval plans," they are not true approval plans. When adapting Keren and Dilevko's survey, which was focused on approval plans, the author did not adequately adapt the language to differentiate between the two. When the survey went live, some participants expressed confusion about where LC's plans fit into the survey, and a follow-up message was sent to the CONSALD listserv instructing respondents to include LC's plans in the approval plan section. As a result, other approval plans were omitted. While this is a limitation in comparing the present study to Keren and Dilevko's original study and indicates that the present study is somewhat incomplete, the information obtained is still valuable and important for considering area studies collecting practices, particularly in the case of South Asia. Furthermore, given that participants reported using LC's plans for up to 98 percent of their collecting and shared a variety of other methods, it is likely that (non-LC) approval plans play a minimal role in South Asia collecting.

If the data is taken at face value, book fairs play a minimal role in South Asia collecting. However, it is probable that these were underreported as a result of being subsumed under the "buying trips" category, despite being purposefully separated. Participants may have chosen not to separately report attending book fairs if they happen in the course of a buying trip to avoid counting the same method or trip, twice. While survey respondents were not asked for further clarification for the purposes of the current study, a follow-up study on best practices, challenges, and opportunities in overseas buying trips should shed light on the role book fairs play in planning overseas buying trips.[15] Given the value placed on book fairs by Slavic and Eastern European area selectors, Africana selectors, and, anecdotally, Latin

American selectors, it is probable that South Asia selectors are attending book fairs but as part of their overall buying trip strategies, where possible. Certainly there are many large and popular book fairs in South Asia, including but not limited to the New Delhi World Book Fair and the Kolkata Book Fair. Given that South Asia selectors seem especially tied to working with bookstores, vendors, and the LC Offices that are located within the region of coverage, it is logical that they would primarily attend book fairs within the region and that these book fairs would be part of a buying trip.

Looking at the bigger picture and putting South Asia collecting practices in perspective with collecting practices for other areas, it is clear that South Asia is idiosyncratic in its dependence on the LC cooperative plans, both currently and historically. While the case study about building an Africana collection mentioned using the LC field offices, the author emphasized buying trips, and working with vendors and jobbers as the primary useful tools for collection development. South Asia selectors contrast with selectors for Slavic, East European, and Eurasian collections in another important way. The LC field offices and the majority of the vendors used to build South Asian collections are located within the region of interest whereas for the Slavic, East European, and Eurasian collections the majority of the vendors they worked with are located in North America or Western Europe. This can be indicative of a few things. It may just be the result of different publishing and distribution models between the regions, or it may indicate a difference in how selectors define the scope for their collection. Another interesting follow-up study would be to examine the difference in scope of collections between area specialists. Are they defining their collections by language, country of imprint, or the theme of the materials, or are they using some other criteria? Furthermore, who is responsible for defining the scope of the collection?

Conclusion

In their most recent presentations to CONSALD at the annual meeting in Madison, Wisconsin, the field directors of the LC Islamabad and Delhi field offices expressed concerns about their ability to maintain the level of service that SACAP and CAP participants have come to expect. Their concerns are rooted in the ongoing uncertainty in the federal budget, which impacts their abilities to hire, train, and retain skilled catalogers and has also reduced the scope of their collecting activities. In addition, the LC office in Islamabad is dealing with the repercussions of new restrictions on travel within Pakistan.[16] The 2006 ARL report revealed the shift from the P.L. 480 program to cooperative acquisitions programs as they are today impacted collections—while there was a reduction in duplicate holdings there was also a steep drop off in overall acquisitions for the area. Given South Asia selectors' continued and idiosyncratic dependence on these offices for building their collections, there is a need to advocate with the United States government, which funds the LC field offices, and look to other models of area studies collection development practices and adapt new practices for the South Asian context.

Some methods that seem especially promising include buying trips, book fairs, and working with vendors and jobbers within South Asia. These methods are promising both because they are endorsed by other area specialist collectors but also since these methods better facilitate the acquisition of unique, less-widely held materials as compared to LC's cooperative programs. While many specialists already take buying trips and all work with bookstores or vendors within South Asia, many South Asia specialists do not take buying trips, and many specialists work with a limited number of vendors. It is therefore important that South Asia specialists continue to communicate with one another and coordinate collection development activities on a national level, as they have done for the last five years through the annual South Asian Cooperation workshop in Madison, Wisconsin. Furthermore, cooperative buying trips may provide an opportunity for institutions to pool resources and utilize a collection method that is incomparable in facilitating the acquisition of unique, rare, and ephemeral materials, but this model will require further investigation.

Cooperating and building unique collections that include rare, out-of-print, and vernacular language materials is important to support today's global scholar. Advances in ILL and document delivery services and technology have made it possible for rarely held materials to be used by scholars from across the country. In this way, strong local collections when taken in aggregate form a strong national collection. This highlights the importance of inter-institutional cooperation and maintaining a strong network of area studies colleagues. These networks of colleagues, in addition to cooperatively building collections, can and should take the opportunity to advocate with vendors, administrators, and interest groups to ensure that area studies materials are not left behind or misunderstood in the increasing rush to transition collections to the digital world. Area specialists can work with publishers and vendors to explain the needs and interests of American institutions and support new digital projects, while working to make clear to administrations and interest groups that the publishing context for some world regions continues to emphasize print-based resources and therefore new and large cooperative endeavors need to be inclusive of these types of materials. In this way, area specialist librarians can ensure that area collections remain well rounded and accessible to scholars in the future.

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Appendix A. Online Survey Instrument

Part I: Questions 1 to 3—General Information about Responding Libraries.

1. Please name your library and the parent institution, if applicable (this field is mandatory).
2. Approximately how many books published in South Asia are in your library's collection? Give your best, informed estimate.
3. Approximately how many books published in South Asia does your library add on average to the collection each year? Enter the number in the box below. Give your best, informed estimate.

Part II: Methods of Selection and Acquisition of Books.

4. Does your library use an approval plan (or approval plans) of any kind to add materials published in South Asia to your collection?
   ○ Yes or No (if you answered no, go directly to Question 8)
5. Approximately what percentage of books published in South Asia added to your collection each year is purchased using an approval plan (or approval plans)? Enter the percentage in the box below.
6. Approximately how many vendors supplying books from South Asian countries do you deal with in total? Enter the number in the box below.
7. The next questions deal with one specific selection/acquisition method that can be used for books published in South Asia in addition to or instead of approval plans. Look at each heading, which specifies one selection method.

8. Printed and online catalogs of foreign-language publishers. I have:
   a. not used this method in the last 5 years.
   b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
   c. used this method in the last 5 years to select books and have ordered them directly from the publisher(s) in question.
   d. done both *b* and *c* in the last 5 years.
9. If you checked either *b* or *c* or *d*, now please provide some examples of publishers whose books you purchased in the last 5 years either directly from the publisher or through the vendor (please indicate the publisher's name and location). You can enter up to 5 publisher names and locations.
10. National bibliographies or subject bibliographies compiled by specific institutions or individuals. I have:
    a. not used this method in the last 5 years.
    b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
    c. used this method to select books and have ordered them directly from the publisher(s) of the title(s) in question.
    d. done both *b* and *c* in the last 5 years.
11. If you checked either *b* or *c* or *d*, now please provide some examples of bibliographies you used to select books published in South Asia in the last 5 years (please indicate the title and the country of publication). You can enter up to 5 titles and places of publication.
12. Bookstores in your city/town or other North American city/town that sell books from South Asia. I have:
    a. not used this method in the last 5 years.
    b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
    c. used this method to select books and have ordered them directly from the bookstore(s) in question.
    d. done both *b* and *c* in the last 5 years.
13. If you checked either *b* or *c* or *d*, now please provide some examples of the bookstores carrying books from South Asia that you have dealt with in the last 5 years (their names, languages they carry materials in, and locations). You can enter up to 5 examples.
14. Bookstores in South Asian countries. I have:
    a. not used this method in the last 5 years.
    b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
    c. used this method to select books and have ordered them directly from the bookstore(s) in question.
    d. done both *b* and *c* in the last 5 years.
15. If you checked either *b* or *c* or *d*, now please provide some examples of the bookstores in South Asian countries that you have dealt with in the last 5 years (their names and locations). You can enter up to 5 examples.
16. Online bookstores offering books published in South Asia. I have:
    a. not used this method in the last 5 years.
    b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
    c. used this method to select books and have ordered them directly from the bookstore(s) in question.
    d. done both *b* and *c* in the last 5 years.
17. If you checked either b or c or d, now please provide some examples of the bookstores offering books published in South Asia that you have dealt with in the last 5 years (their names and URLs). You can enter up to 5 examples.
18. Independent book agents in South Asian countries. I have:
    a. not used this method in the last 5 years.
    b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
    c. used this method to select books and have ordered them directly from the agent(s) in question.
    d. done both *b* and *c* in the last 5 years.
19. If you checked either *b*, *c*, or *d*, now please provide some examples of institutions/libraries in South Asian countries that your agents are affiliated with (please provide the institution/library name and location). You can enter up to 5 examples.
20. Lists of current books recorded by journals in the field and/or book reviews. I have:
    a. not used this method in the last 5 years.
    b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
    c. used this method to select books and have ordered them directly from the publisher(s) of the title(s) in question.
    d. done both *b* and *c* in the last 5 years.
21. If you checked either *b*, *c*, or *d*, now please provide some examples of journals that you have used to select books published in South Asian in the last 5 years. List the names of up to 5 journals.
22. Lists of books available for purchase or lists of free duplicates generated by other institutions. I have:
    a. not used this method in the last 5 years.
    b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.

   c. used this method to select books and have ordered them directly from the institution(s) in question.
   d. done both *b* and *c* in the last 5 years.
23. If you checked either *b* or *c* or *d*, now please provide some examples of titles of books published in South Asia that you added to your collection using this method in the last 5 years. List the names of up to 5 lists you have used.
24. Lists of new acquisitions from other institutions with significant South Asia collections. I have:
   a. not used this method in the last 5 years.
   b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
   c. used this method to select books and have ordered them directly from the publisher(s) of the title(s) in question.
   d. done both b and c in the last 5 years.
25. If you checked either *b* or *c* or *d*, now please provide some examples of books published in South Asia that you added to your collection using this method in the last 5 years. List the names of up to 5 lists you have used.
26. Award winner lists (provided by vendors, published in print, or available on the Internet). I have:
   a. not used this method in the last 5 years.
   b. used this method in the last 5 years to select books and have then ordered them from my approval plan vendor.
   c. used this method to select books and have ordered them directly from the publisher(s) of the title(s) in question.
   d. done both *b* and *c* in the last 5 years.
27. If you checked either *b* or *c* or *d*, now please provide some examples of the lists that you used in the last 5 years to select books published in South Asia. List the names of up to 5 lists you have used.
28. Book Fairs (not to be confused with buying trips which is the next question):
   a. I do not use this method.
   b. I use this method.
29. If you answered *b*, how many book fairs have you visited in the last 5 years to buy books from South Asia? Enter the number in the box below:
30. Please provide some examples of book fairs that you attended in the last 5 years to buy books in from South Asia (their location and year they took place). List up to 5 names of book fairs attended.
31. Buying Trips (does not include book fairs, see previous question):
   a. I do not use this method.
   b. I use this method.
32. If you answered b, how many buying trips to purchase South Asian titles have you made in the last 5 years? Enter the number in the box below:
33. Please provide the names of some cities to which you made buying trips in the last 5 years to buy books published in South Asia (include the year). List up to 5 names of cities.
34. If you selected *b*, may I contact you to set up a phone or Skype interview to ask some follow up questions? (If yes, enter email address here)
35. Exchange programs:
   a. I do not use this method.
   b. I use this method.
36. If you answered *b*, how many South Asian titles have you added in the last 5 years through exchange programs?
37. If you do use this method, please provide some examples of your most active exchange partners in South Asian countries (their names and locations). List up to 5 examples:
38. Gifts (books donated to your library by individuals or organizations). My library:
   a. does not accept gifts of titles published in South Asia.
   b. accepts gifts of South Asian titles.
39. If you answered *b*, how many titles published in South Asia have you accepted as donations in the last 5 years?
40. If you answered *b*, please provide some examples of South Asian titles that you added to your collection using this method in the last 5 years. List up to 5 examples:
41. Monetary donations from individuals or organizations directed to the purchase of specific materials in specific languages. My library:
   a. does not accept monetary donations from individuals or organizations.
   b. accepts monetary donations from individuals or organizations.
42. If you answered *b*, how many titles from South Asia have you purchased in the last 5 years using monetary donations from individuals or organizations? Enter the number in the box below.
43. Please provide some examples of titles published in South Asia that you added to your collection using this method in the last 5 years. List up to 5 examples of titles purchased through donations.
44. Describe any other methods not listed in the previous questions that you have used to select and acquire titles published in South Asia:
45. What types of books published in South Asia do you mostly add to your library collection using methods

listed in previous questions (e.g., out of print books, titles published by small publishers, alternative press titles, titles at a specific reading level, titles for specific audiences, translations, etc.). In other words, what types of books would your library lack if you relied solely on an approval plan?

46. Given the advantages of an approval plan, do you feel that there is still merit in spending time and effort on the selection and acquisition of books from South Asia using alternative or additional methods addressed in this survey? Think, for example, in terms of costs, uniqueness of books added, ready availability of search tools, difficulty/easiness to order and purchase titles, labor-intensiveness to process, etc.
47. Are there still any types of book materials published in South Asia that you would like to have in your collection but that you cannot get no matter what method you use?

Appendix B. Complete List of Bookstores, Institutions, and Vendors Named by Survey Respondents (in alphabetical order)

Amazon.com (USA)
Anand Publishers (Kolkata, India)
Anthem Press (New Delhi, India)
Banerjee Books (India)
Bhandarkar Oriental Research Institute (Pune, India)
Cafe Hindh (Philadelphia, Pennsylvania, US)
Charles Davis Numismatic Books (Welham, Massachusetts, US)
Crosswords (India)
D.K. Agencies (New Delhi, India)
Godage Bookstores (Sri Lanka)
Himalayan Booksellers (Kathmandu, Nepal)
Kannada Sahitya Ranga (US)
K.K. Agencies (New Delhi, India)
K.P. Bagchee (Kolkata, India)
Kutub Khana Anjuman-e-Taraqqi-e-Urdu bookshop (Old Delhi, India)
Lancers Books (New Delhi, India)
Library of Congress (New Delhi, India, and Islamabad, Pakistan)
LiFi Publications (New Delhi, India)
Mary Martin Books (Singapore)
Motilal Banarsi Das (New Delhi, India)
Popular Books (Pune, India)
R.N.Bhattacharya (Kolkata, India)
Tamil Nadu State Archaology Department (Chennai, India)
South Asia Books (Columbia, Missouri, US)
Star Publications (New Delhi, India)
Vajra Books (Kathmandu, Nepal)
Venus Publications (Pune, India)
Zubaal Publications (New Delhi, India)
Madan Puraskar Pustakalaya (Lalitpur, Nepal)
Social Science Bahal (Kathmandu, Nepal)
Mushfiq Khwaja Research Library (Karachi, Pakistan)
Roja Muthiah Research Library (Chennai, India)

Notes on Operations

A Scenario Analysis of Demand-Driven Acquisition (DDA) of E-Books in Libraries

Yin Zhang, Kay Downey, Cristóbal Urbano, and Tom Klingler

Demand-Driven Acquisition (DDA) has been commonly adopted by academic libraries in the United States for acquiring e-books in recent years. Implementation of the e-book DDA model varies by library. This paper introduces and demonstrates a scenario analysis approach for libraries to evaluate, identify, and select a DDA plan that works best for them based on their DDA program data. This approach helps address some key questions facing libraries with a DDA e-book program: How may a DDA program be evaluated under different scenarios? Does a short-term loan (STL) option make sense? And, is the current DDA implementation a good fit for the library? The implications and related issues are discussed.

In recent years, Demand-Driven Acquisition (DDA), also known as Patron-Driven Acquisition (PDA), has been commonly used in academic libraries in the United States for acquiring e-books based on patron selection and use from a pool of potential titles. E-book providers have introduced numerous implementation prototypes, and implementation of the e-book DDA model varies by library. For example, some libraries use a short-term loan (STL) element prior to a purchase, while other libraries have set a threshold of patron usage for triggering a purchase directly without an STL. Likewise, the parameters within each business model, such as purchase triggers and contract terms, may vary by library.

Kent State University Libraries (KSUL) introduced a DDA model in January 2012 that provided about 20,000 e-book discovery records in its library catalog, with links to the e-books hosted on the ebrary platform. KSUL's DDA model uses an auto-purchase triggered by a set number of uses with no STL component. Selection criteria for DDA-eligible e-books are based on the print approval profile. Each week new discovery records are added to the local catalog and become accessible to KSU faculty and students. To date, nearly 50,000 discovery records have been added to the catalog and, of those, less than 2,500 merited enough use to trigger a purchase. In essence, the program includes the following components:

1. selected discovery pool of e-book records which are uploaded into the library catalog
2. catalog which patrons use to discover e-books and a link to their full text on the ebrary server

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3. pre-set threshold for e-book usage, which when reached will automatically trigger e-book purchases
4. method to track e-book triggers and usage, which is reported by ebrary and shared with the library

Given that the DDA model is relatively new, libraries have adopted it on a "learn-as-you-go" basis. Academic libraries have employed the model without the benefit of guidelines for best practices. Today, the National Information Standards Organization's (NISO) *Demand-Driven Acquisition of Monographs* recommendation provides librarians and e-book providers with standard industry definitions and consistent methods for implementing DDA programs (www.niso.org/workrooms/dda). The NISO document covers all types of libraries, and applies to both e-books and print.

This paper provides an overview of some common e-book DDA implementation scenarios, and highlights important considerations for e-book DDA programs. It introduces a systematic approach to evaluate and compare some common scenarios using data from the KSUL e-book DDA program. The research reported in this paper addresses key questions facing libraries with a DDA e-book program:

- How may a DDA program be evaluated under some common DDA implementation scenarios?
- Does an STL option make sense?
- Is a DDA implementation a good fit for a library based on its e-book usage?

The methodology illustrated in this paper will help libraries gain a better understanding of how DDA works under various conditions and identify the scenario that works best to achieve a maximum return on investment (ROI). The paper concludes with important considerations for e-book DDA implementation and suggestions for future study.

Literature Review

The DDA Model

The major advantage of the DDA model for academic libraries is its capacity to provide immediate access to a large collection of e-books, enabling the library to purchase only those e-books that have utility to patrons.[1] The library considers which e-books they would like to make available to their users and sets selection parameters to make sure that the discovery records fall within a defined scope. When implemented properly, DDA can augment traditional acquisition models to provide a more utilitarian collection for its users.[2] Common DDA models include: (1) auto-purchase triggered by a set number of uses, and/or (2) auto-purchase after a set number of STL transactions.

Most DDA models employ a usage formula to determine how e-books will trigger a purchase by the library. Although the trigger formulas vary by provider, a common trigger threshold is ten page turns within the body of the text, ten consecutive minutes of use, or one print, copy, or download. Also known as the 10-10-1-1-1 paradigm, a purchase or pay-per-view STL is triggered when one of these conditions is met.

There are many variables to consider when implementing a DDA program, and libraries must decide which elements are the best fit for their collection development objectives. Many libraries have integrated STLs into their DDA program. Generally, this model utilizes the 10-10-1-1-1 paradigm to trigger a certain number of STLs prior to final purchase as summarized and observed in the NISO DDA report.[3] The library presets STLs generally for one day to a week, and the STL cost varies with the duration of the loan. Once a certain number of STLs have been logged, the e-book is purchased by the library for the cost of each rental plus the list price of the e-book. For example, if the rental fee for a one-day STL is 10 percent of the list price of a \$100 e-book, each STL would cost the library \$10. If the STL threshold is 3, then the fourth use is a purchase. The total cost to the library is \$130; \$30 for 3 STLs and the \$100 purchase price.

DDA Practices

Prior to the recent NISO recommendation, academic libraries employed the DDA model without the benefit of guidelines for best practices. This section provides several DDA examples to show the implementation variations and assessment variations in a number of program scenarios.

The University of Texas Libraries (UT Libraries) implemented a variation of the DDA model in 2007 using e-book content offered through the E-Book Library Corporation (EBL). UT Libraries allocated \$300,000 for a DDA pilot project using STLs. This model consisted of three STLs at 5–10 percent of the list price with an auto-purchase at list price on the fourth use. The STL threshold was based on ten years of usage data captured from their NetLibrary e-books. Because a small number of their NetLibrary e-books had been used more than four times, they determined that this would be the logical formula. In cases where books were rented for more than \$50.00, a mediator would determine if it was more economical for the library to purchase the book outright or to allow additional rentals.[4]

The DDA model employed by KSUL is mediated by KSUL's book approval service, YBP Library Services, and does not employ STLs. E-books eligible for the discovery pool must meet certain criteria such as the classification requirements of the print approval plan, be published after 2011, and cost less than $200. Excluded from the discovery pool are publications duplicated in the local print collection or consortial e-book holdings. In this way, KSUL controls spending and provides access only to e-books that fit existing collection-development guidelines.[5] KSUL did not opt to use STLs with their DDA model based on some preliminary analysis. Purchase triggers consist of ten page views, ten consecutive minutes of use within a title, or one page (or portion thereof) copied or printed.

Similar to the KSUL DDA model, Emory Libraries also filter e-book availability through an approval plan service provider. They chose to use EBL as the vendor with the added requirement of three STLs effective after a five-minute browsing period. Purchase then occurs on the fourth use. In this model, the STL costs between 10 and 20 percent of the list price and, upon the fourth STL, a purchase is made. Emory justified use of this model based on data provided by EBL that most titles are browsed for less than five minutes and that 80 percent of titles are never used more than three times. Consultation with library peers confirmed EBL's findings.[6]

The University of Kansas Libraries (KU) conducted a pilot for a print DDA program. The discovery pool included specific publishers with the most expensive titles and highest publishing rates, while less expensive books continued to be acquired on approval.[7] In this model, a price cap was imposed on books for direct purchase, and those books that exceeded the threshold were loaded in the catalog for discovery. In this way KU could provide "as-needed" services for more expensive books.

Saint Anselm College in New Hampshire provides another example of a print DDA model. With this model, interlibrary loan requests that meet a certain condition are intercepted, rush purchased, made available to the patron, and added to the general collection. Because Saint Anselm College adopted the program in 2004, they have a significant amount of circulation data to assess their DDA's performance. They conducted assessment using four basic categories: circulation, appropriateness of selections, turnaround time, and cost. After studying the circulation comparison between DDA print books and those selected by faculty and librarians, they concluded that the DDA print books circulated more than those acquired through traditional means, and regarded the program as an effective mechanism to strengthen their local book collection.[8]

NISO DDA Recommendations

The NISO DDA recommendations provide an overview of the various DDA business models and give guidelines on records management, profiling, and program implementation.[9] It furnishes academic librarians and e-book suppliers with standard industry definitions and guidelines to develop sustainable DDA programs. It covers central aspects of DDA such as control over expenditures, lease versus purchase, hybrid models, and evidence-based acquisition (EBA). The document also considers key aspects of assessment and raises issues regarding the impact of the DDA model on library services, publishing, and scholarly communications.

Also useful is the section on MARC records management. Although DDA access appears seamless to the user, record management requires frequent monitoring, upgrading, and removing and replacing content due to publisher changes. The document is tremendously helpful as it outlines the variables and options that help collections managers determine which DDA scenario best fit their library. Variables such as content profile, continued use, and distributor and publisher services contribute to the program's overall cost.

Another important topic in the guidelines addresses setting goals and assessing the DDA program's effectiveness. Evaluation criteria will vary by program, but some of the more common metrics include cost-per-titles purchased and cost-per-total number of accessible titles. Although NISO asserts that the STL structure is more economical than a straight DDA model, the guidelines also caution readers that when assessing cost-per-use values, a title may not realize its true value until after a number of years post purchase.

Theoretically, the STL option offers advantages over automated purchases without STLs because an STL book purchase is more likely to be based on the needs of multiple users. Until recently, the average cost for an STL was about 10–15 percent of an e-book's list price. However, in spring 2014, a number of commercial publishers raised the cost of STLs as much as 300 percent. Some withdrew from the STL model completely as it was interpreted as not profitable, although the long-term impact of STLs on publisher revenues remains to be seen as STLs are still a relatively new practice. Academic librarians balked at this cost increase and questioned the ethical considerations of this price increase.[10] Did commercial publishers find that the STL model was truly not profitable? Could we also postulate that the STL model reduced the rate at which e-books sold and consequently destabilized the revenue stream?

DDA Assessment and Research Gap

Most published literature on DDA programs focuses on implementation practices at individual libraries. Among the reported cases with assessment components, libraries tend to compare their DDA programs with traditional print book acquisitions. In general, studies have found that usage statistics for DDA e-books tend to be higher than the usage of those selected by traditional means.[11]

KU Libraries found circulation to be higher for DDA materials than typical print collections.[12] Brigham Young University compared the expenditure, usage, and average cost-per-use of DDA with the library's traditional purchasing model, and found that while the cost is roughly the same, the usage of DDA-acquired items is much higher. They concluded that DDA is more cost-effective when compared to a traditional acquisition approach.[13]

KSUL assessed its DDA program by comparing it to its print books approval model regarding budget, costs, workflow, subjects, publishers, and usage.[14] The results suggested that (1) the DDA program aligns the library's collection with current user requirements, (2) DDA-acquired e-books tend to have more uses than print books acquired traditionally, and (3) DDA is more cost-effective as an acquisition model. Similar comparisons have also been conducted for acquired items initiated by librarians and patrons. The University of Iowa Libraries case showed that patron-selected e-books were used twice as often as those selected by librarians.[15]

There have been reported cases of possible reconfiguration of DDA programs in hypothetical what-if scenarios. For example, after studying its first year of e-book spending, Grand Valley State University found that it could have saved about $20,000 by moving the automatic purchase trigger from three to five loans. In essence, they discovered that the fifth loan was optimal.[16] This finding supports NISO's STL recommendation (www.niso.org/apps/group_public/download.php/13373/rp-20-2014_DDA.pdf), which is based on studies that show that most e-books are used only a few times.[17]

However, the benefits of STLs have not been supported in the KSUL DDA program.[18] Because of conflicting evidence regarding the STL model, more research is needed for individual libraries to analyze their e-book usage under different DDA scenarios to determine which DDA model would achieve a maximum return on investment for the library.

Research Method

KSUL started its pilot e-book DDA program with ebrary in January 2012 and continues to load discovery records into its library catalog weekly. KSUL uses the 10-10-1-1-1 trigger formula for a DDA purchase without the use of STLs. The threshold associated with a trigger is defined as any one of the cumulated uses of an e-book: ten page views; ten minutes of view; or one copy, one print, or one download. Under the license terms, any initial e-book use is free until a purchase is triggered, and any use after purchase is also free.

For this study, the timeframe for data collection ranged from the beginning of the DDA program at KSUL, January 1, 2012 to May 31, 2014. The data sources include the following:

- discovery records uploaded to the local library catalog during the period
- ebrary trigger reports for all purchased e-books with triggering details such as when an e-book was triggered, the trigger event, the purchase transaction date, list price, purchase price, eligibility for STL and purchase
- ebrary title report with e-book usage data such as number of views, minutes viewed, downloads, copies, and prints associated with each e-book title that is used during the timeframe regardless of whether an e-book is triggered or not
- Counting Online Usage of Networked Electronic Resources (COUNTER) Book Report 2 compiled by ebrary that offers detailed title usage data by month. The COUNTER reports follow industry-standards for recording and reporting usage data of electronic resources, which allow libraries to compare usage across publishers and vendors[19]

Figure 1 illustrates the sample size of each data source and the relationship among the data sets. During the review period, of the 46,858 discovery records uploaded to the library catalog, 87 percent (40,875) were not used. Among the 13 percent (5,983) of e-books that were used, only 5 percent (2,124) were used, triggered, and purchased while the remaining 8 percent (3,859) received uses, but the usage was below the trigger threshold.

As stated earlier, STL is a common option for many DDA programs and the recently released NISO report also recommends STL. For KSUL, it has been a question of whether the DDA program should also include STLs prior to a triggered purchase. To get a clear answer to the question, the following common scenarios are used for comparison:

- Scenario 1 (current KSUL DDA practice): direct purchase after first trigger without STLs
- Scenario 2 (the what-if scenario): 3 one-day STLs prior to purchase at the fourth trigger, with each STL at 10 percent of list price
- Scenario 3 (the what-if scenario): 3 one-week STLs prior to purchase at the fourth trigger, with each STL at 20 percent of the list price

According to the ebrary representative who handles KSUL's DDA program, the STL trigger threshold is the same as that for a purchase trigger threshold. It is essentially

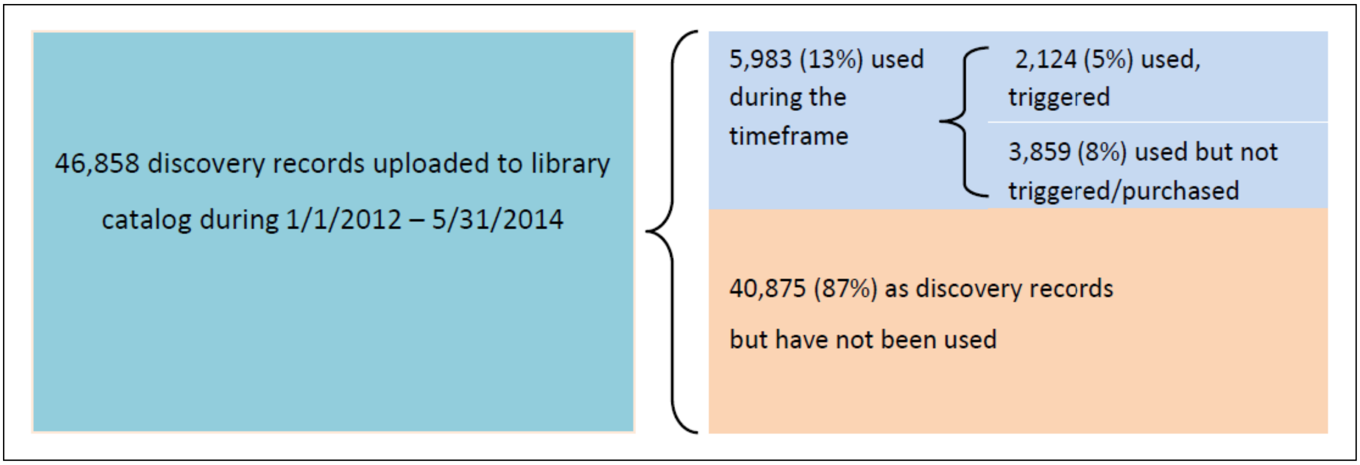

Figure 1. Data Used for Analysis

possible, based on usage data, to estimate the number of triggers per e-book, translate the usage into scenarios with STLs, and calculate the associated cost:

- 1 trigger: 1 STL
- 2 triggers: 2 STLs
- 3 triggers: 3 STLs
- 4 triggers and above: 3 STLs + 1 purchase

To calculate how many possible triggers are associated with each e-book, the researchers examined the trigger reports and found that the copy, print, and download triggers are mutually exclusive without overlap with other triggers. However, the minute trigger is tied to the view trigger. In the ebrary reports up to December 2012, all five types of triggers and usage (view, minute, print, copy, and download) are included specifically. However, in ebrary reports after this period, the minute triggers and minute usage are merged with views for reporting. The researchers used the 2012 annual trigger report to calculate the average page views for the combined view and minute triggers. This resulted in the benchmark value of 9.8 views for a trigger by view and/or minute. The benchmark for view/minute triggers is below 10 views due to some minute triggers containing low views.

Finally, the researchers developed a set of rules for calculating how many triggers a purchased e-book might accumulate in different scenarios:

1. Copy trigger count: number of copies, which is no more than the number of user sessions;
2. Print trigger count: number of prints, which is no more than the number of user sessions;
3. Download trigger count: number of downloads, up to the number of user sessions;
4. View/minute trigger count: number of views/9.8 to get the raw count; the actual count should use whole numbers without any rounding off up or down;
5. Add the above trigger counts to get the total possible triggers for each e-book.

With the methods described above, based on the actual KSUL DDA e-book usage data, the researchers were able to calculate the number of triggers that may fit in different scenarios plus the associated costs for different scenarios. This simulation approach can be replicated for other DDA programs, providing scenario comparisons leading to an implementation plan that fits a particular library.

Results

Fitting DDA Triggered E-books into Different Scenarios

All KSUL DDA triggered e-books are examined based on the method described in the Methods section. Table 1, broken down by year, summarizes how KSUL acquired e-books in different scenarios during the entire review period.

The results show that, based on the actual e-book usage, the majority of KSUL DDA purchased e-books would have been purchased either after three STLs, or due to ineligibility for STLs according to acquisition options specified for individual DDA e-books. Specifically in 2012, 83.8 percent of the triggered e-books would have been purchased in scenarios with STL options. This ratio was lower in 2013 at 70.7 percent, which could be due to the cumulative nature of e-book usage over time. This purchase ratio for 2012 to May 2014 would have been 78.2 percent. It should be noted that the three STLs prior to purchase would incur extra costs.

Table 1. Scenarios Based on Usage

Scenarios			2012			2013			1/2012-5/2014		
			No. of E-books	%	% Total	No. of E-books	%	% Total	No. of E-books	%	% Total
Scenario 1 (current KSUL DDA practice): Direct triggered purchase without STL			900	100.0	100.0	905	100.0	100.0	2,124	100.0	100.0
Scenario 2/3 (what-if scenarios): 3 STLs prior to purchase	STL distribution	1 STL	6	0.7	16.2	17	1.9	29.3	75	3.5	21.8
		2 STLs	80	8.9		155	17.1		206	9.7	
		3 STLs	60	6.7		93	10.3		183	8.6	
	Purchase	3 STLs + Purchase	675	75.0	83.8	517	57.1	70.7	1,427	67.2	78.2
		STL not eligible	79	8.8		123	13.6		233	11.0	
Total			900	100.0	100.0	905	100.0	100.0	2,124	100.0	100.0

In contrast, only a small portion of the acquired e-books would stay at the STL stage in the timeframe examined. In 2012, 16.2 percent of e-books would be available for 1–3 STLs. The percentage would be at 29.3 in 2013 and at 21.8 for 2012 to May 2014, respectively. These e-books would incur less cost for STLs than purchases. Only time will tell whether these e-books on STLs will continue to receive usage and eventually be purchased.

Financial Picture of Various DDA Scenarios

To obtain a clear financial picture, the costs for different scenarios have been calculated and the results are summarized in table 2. Overall, during the twenty-nine months of KSUL's DDA program, the actual e-book usage data leads to the conclusion that the current KSUL DDA implementation offers better ROI than an STL program. This includes lower total cost, more titles owned for future free use, lower average cost per user session, lower average cost per title used, and lower average cost per title purchased.

In a specific year, an STL option may cost less in some measures. In KSUL's case, 2013 incurred less cost in terms of the total expenditure, average cost per user session, and average cost per title used. However, the year saw a lower number of e-books owned and a higher average cost per title purchased. Over time, if the e-books with STLs continued to receive usage, it would continue to cost more to own and use them. In comparison, in 2012, all measures indicate that a DDA purchase was a better option. Essentially the STL option would cost more in all measures in 2012.

The financial scenario analysis also shows that the cost of 1-day STLs would be 26–27 percent of the total expenditure and the cost of 1-week STLs would be 41–43 percent for the KSUL DDA. It is worth noting that 19–21 percent of total expenses for the 1-day STL scenario, and 30–35 percent for the 1-week STL scenario, are for pre-purchase STLs, which is an added cost compared to outright purchase and contributes to higher average cost per title purchased in the two STL scenarios.

It is clear that for KSUL's DDA, STL is not appropriate, and in most scenarios the STL option would be more expensive as an actual expenditure, average cost per user session, average cost per title used, and average purchase price while yielding fewer number of titles owned for future free use.

Time Factor in DDA E-book Triggers and Use

Since DDA e-book triggers are based on cumulative usage, time is an important consideration when evaluating and comparing different scenarios. This study examined the time factor in e-book triggers and e-book use pattern over time.

As shown in figure 2, 44 percent of acquired e-books in KSUL's DDA program were triggered within six months of availability in the library catalog, 67 percent within one year, and 92 percent within 1.5 years. A small portion of e-books (8 percent) took greater than two years to be triggered. Overall, it took an average of 300 days from an e-book's record upload to the catalog to a purchase trigger. This result may help DDA e-book programs establish a window for weeding e-book discovery records. It should be pointed out that the number of triggered e-books annually has been about 900 in the first two years of the program, despite the fact that the number of potential e-book titles as discovery records almost doubled at the end of the second year. At this point, KSUL's DDA program has not weeded out older discovery records, as there are no established benchmarks and practices to do so, and the library is planning to look at the longitudinal usage data as the starting point.

To identify the patterns of e-book use over time, we reviewed the usage data for e-books acquired in 2012 and 2013 through KSUL's DDA program. The following usage patterns emerged:

Table 2. Costs for Different E-Book Acquisition Scenarios

Scenario	Notes	Cost	User sessions	Titles used	Titles owned	Average cost per user session	Average cost per title used	Average cost per title purchased
2012								
Scenario 1 (current KSUL DDA practice): Direct triggered purchase without STL	Actual expenditure of KSUL DDA, no STLs	$86,115.18*	10,850	2,516	900*	$7.94*	$34.23*	$95.68*
Scenario 2 (what-if scenario): Up to 3 one-day STLs prior to purchase	Estimated 1-day STL cost is @10% of list price, 4th trigger use is a purchase @ single user list price	$97,228.11 $25,268.66 (26%) on STLs) $21,654.55 (22%) on pre-purchase STLs**	10,850	2,516	754	$8.96	$38.64	$128.95
Scenario 3 (what-if scenario): Up to 3 one-week STLs prior to purchase	Estimated 1-week STL cost is @20% of list price, 4th trigger use is a purchase @ single user list price	$122,496.76 $50,537.31 (41%) on STLs $43,309.09 (35%) on pre-purchase STLs***	10,850	2,516	754	$11.29	$48.69	$162.46
2013								
Scenario 1 (current KSUL DDA practice): Direct triggered purchase without STL	Actual expenditure of KSUL DDA, no STLs	$86,724.85	12,572	3,268	905*	$6.90	$26.54	$95.83*
Scenario 2 (what-if scenario): Up to 3 one-day STLs prior to purchase	Estimated 1-day STL cost is @10% of list price, 4th trigger use is a purchase @ single user list price	$81,960.22* $22,238.74 (27%) on STLs $15,586.90 (19%) on pre-purchase STLs**	12,572	3,268	640	$6.52*	$25.08*	$128.06
Scenario 3 (what-if scenario): Up to 3 one-week STLs prior to purchase	Estimated 1-week STL cost is @20% of list price, 4th trigger use is a purchase @ single user list price	$104,198.97 $44,477.49 (43%) on STLs $31,173.80 (30%) on pre-purchase STLs***	12,572	3,268	640	$8.29	$31.88	$162.81
1/1/2012 to 5/31/2014								
Scenario 1 (current KSUL DDA practice): Direct triggered purchase without STL	Actual expenditure of KSUL DDA, no STLs	$204,632.61*	27,648	5,983	2,124*	$7.40*	$34.20*	$96.34*
Scenario 2 (what-if scenario): Up to 3 one-day STLs prior to purchase	Estimated 1-day STL cost is @10% of list price, 4th trigger use is a purchase @ single user list price	$213,601.89 $55,497.56 (26%) on STLs $44,586.67 (21%) on pre-purchase STLs**	27,648	5,983	1,660	$7.73	$35.70	$128.68
Scenario 3 (what-if scenario): Up to 3 one-week STLs prior to purchase	Estimated 1-week STL cost is @20% of list price, 4th trigger use is a purchase @ single user list price	$269,099.46 $110,995.13 (41%) on STLs $89,173.34 (33%) on pre-purchase STLs***	27,648	5,983	1,660	$9.73	$44.98	$162.11

* = best value for the column/measure among various scenarios in a specific timeframe.
** = extra cost on pre-purchase 1-day STLs.
*** = extra cost on pre-purchase 1-week STLs.

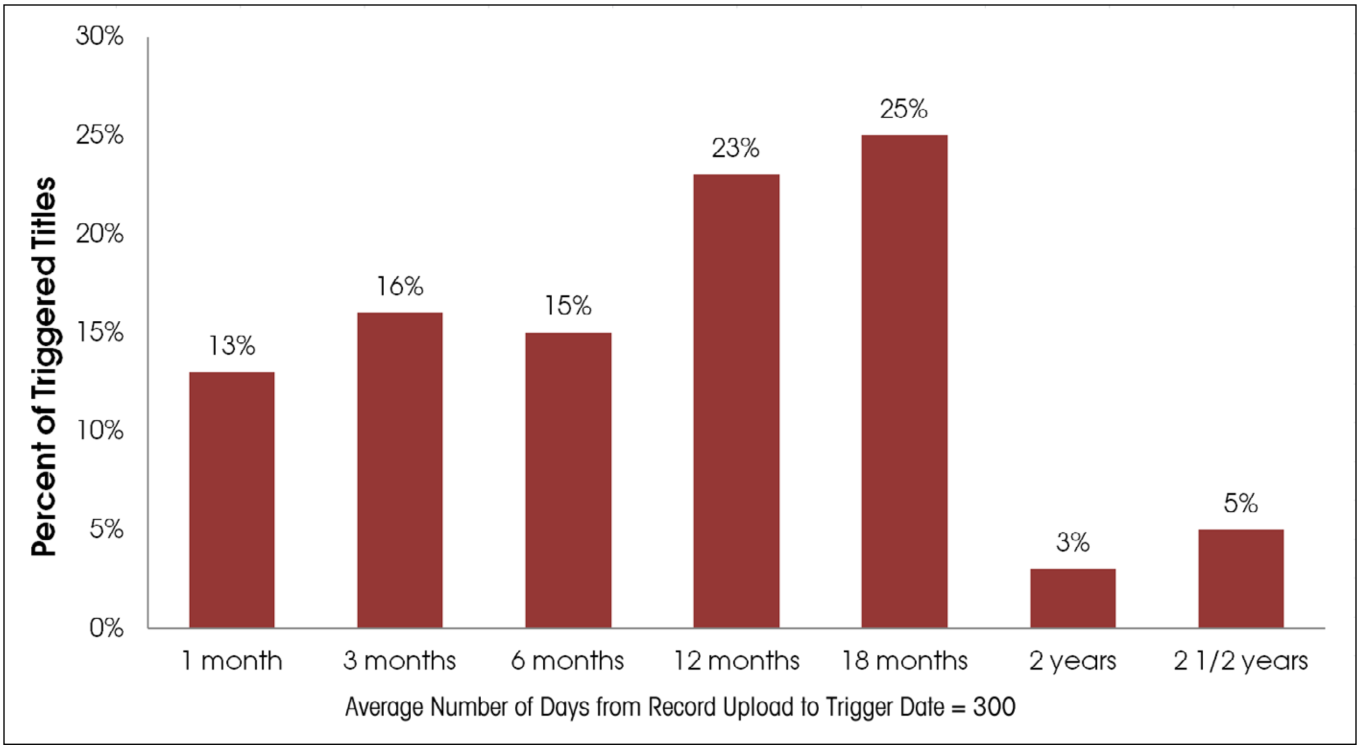

Figure 2. Time from Record Upload to Trigger

- The number of acquired e-books used peaks during the year in which they are triggered and decreases over time. As summarized in table 3, all e-books acquired in 2012 were used during that year, while only 42 percent were used the following year, and were used at a prorated 32 percent during the third year. E-books acquired in 2013 demonstrated a similar usage pattern for the triggers and acquiring year with some pre-trigger usage in the previous year, followed by a decreased usage ratio (39.5 percent) in the subsequent year.
- At the same time, other e-books continue to receive intense use over time as measured by successful section requests per use. Ebrary defines successful section requests as the total of the number of pages viewed, copies made, pages printed, instances of PDF downloads, and instances of full-document downloads.[20] The e-books acquired in 2012 received 85.34 section requests during that year, 47.49 section requests per used title in the subsequent year, and 75.78 section requests per used title in the third year. Of the e-books acquired in 2013, these e-books received 86.21 successful section requests per used title in the acquiring year, and 72.65 in the subsequent year. These results suggest sustained heavy usage over time for some e-books.

Discussion

This paper introduces a scenario analysis approach and illustrates how a DDA program may be evaluated under different scenarios using existing data. This data-driven simulation can help libraries understand how their DDA program would operate and perform in various scenarios without incurring actual expenses, using resources, and spending time on trial-and-error efforts. This approach may also be used to help libraries fine-tune their existing DDA programs, similar to what Grand Valley State University did to calculate the optimal number of STLs.[21] With this approach, different DDA programs can be compared and a broad evidence-based recommendation of best practice may emerge.

Results of this study clearly indicate that the current practice of KSUL's DDA program, i.e., purchasing e-books outright, is a good fit for the library based on its e-book usage. Additionally, the results show the common DDA practice of three STLs prior to purchase would not work for KSUL's DDA program. In the 29-month duration of the DDA program, 67.2 percent of the e-books purchased outright would have been purchased anyway after three STLs, which would have incurred 21 percent extra and unnecessary expenses on 1-day STLs and 33 percent extra expenses on 1-week STLs. The extra expenses would have resulted

Table 3. Usage of Acquired e-Books Over Time

Purchase timeframe	Usage timeframe	# of e-books used (percent in # of acquired)	Section requests	Section requests per used
2012	2012	900 (100%)*	76,802*	85.34*
	2013	379 (42%)	17,997	47.49
	2014 (prorated for the whole year)	285.6 (32%)	21,643	75.78
2013	2012 (pre-trigger)	99 (11%)	696	7.03
	2013	905 (100%)*	78,021*	86.21*
	2014 (prorated for the whole year)	357.6 (39.5%)	25,980	72.65

* = best value for the column/measure for the acquired cohort.

in a higher purchase price for e-books acquired in the two scenarios with STLs, a result also found in analysis of the e-book program in California State University–Fullerton's Pollak Library.[22]

The findings of this study add to the debate about STL as a general recommended practice, and challenge the notion that the STL option is necessarily more economical for academic libraries than a DDA model that uses triggered purchases only. More research on various types of libraries is needed to gain a better understanding of the conditions and context wherein STLs are a better option than triggered purchases and vice versa.

Since DDA, STL, and purchase outcomes are based on cumulative patron e-book usage, time is a key factor when evaluating and comparing DDA programs and scenarios. This study and previous studies have shown that while e-books experience decreased post-trigger usage overall, some e-books continue to receive heavy post-trigger use.[23] For a detailed assessment of e-book acquisition and collection development, it would be helpful to identify the profile of this set of e-books with sustained use. Likewise, the profile of e-books with little or no post-trigger use would also be valuable for collection assessment and development.

It should be noted that this study and most previous DDA research focuses on finances and e-book usage to evaluate DDA programs. There are other important considerations that could affect DDA implementation decisions. Other considerations and factors may include user experience and satisfaction; user needs; library services; balanced collection development; subject/discipline; technical service workflow; publishers, authors, and scholarly communication.[24] In particular, the NISO DDA recommended practice calls for a DDA model that works for publishers, vendors, aggregators, and libraries, and it is crucial that DDA models are sustainable for all e-book stakeholders involved.[25] However, it is unclear exactly how to achieve this desirable balance.

The results of this study also raise new concerns about removing the DDA "deadweight" from the catalog. That is, if 87 percent of eligible DDA e-books have never been used and most e-books that are used are triggered within the first eighteen months of availability, further analysis of what is not used may provide insight about records that should be removed from the discovery pool. We know that factors such as an older publication date and superseded editions may be good targets for periodic weeding, but as this study has shown, other dynamics such as length of time in the catalog should also be a consideration.[26] Subject analysis and metadata associated with the discovery records need further investigation to determine what variables are important to the issues of weeding.

Conclusion

This study aimed to address key questions facing libraries with a DDA e-book program: how may a DDA program be evaluated under different scenarios, does an STL option make sense, and is the current DDA implementation a good fit for the library? A scenario analysis based on actual DDA usage data shows that for KSUL, STL does not appear to be a cost-saving option for the DDA e-books model. We know that for KSUL, time is an important variable when comparing different e-book DDA scenarios. Other factors, such as discipline and subject, need further exploration for their role in e-book model comparisons. Because of numerous variables involved in each model, such as size and parameters of the discovery pool, it is difficult to make a broad-based conclusion on KSUL data alone. Further studies could include the application of this methodology against data from similar programs. In this way, the analysis could be applied to other e-book DDA programs for a general picture of e-book DDA best practices.

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Book Reviews

Elyssa M. Gould

Personal Archiving: Preserving Our Digital Heritage. Ed. Donald T. Hawkins. Medford, NJ: Information Today, 2013. 320 p. $49.50 softcover (ISBN 978-1-57387-480-9).

In the very first paragraph of chapter 1, Jeff Ubois of the MacArthur Foundation presents for us the overlying objective of this book, a genuine compendium of approaches to understanding and dealing with our digital selves: "By helping to build a common understanding of personal archives, this book supports collaboration between diverse types of institutions and individuals working in different disciplines" (1). This is key, because it seems to me that many of us have been looking at the problems associated with organizing and maintaining long-term access to all that we create and record and share, and that we are still trying to define what the "personal digital archives" is. But for the sake of so many—ourselves as individuals, our families and future generations, the research community, and the collective memory of what builds every nation—the need to protect the digital legacy is an imperative, starting now, and starting with this book.

I say this, after carefully reading through thirteen essays crafted by sixteen experts in this new area of research, because I feel as if I finished with a good sense of current personal digital archiving issues, and with a desire to become part of the solution. The editor does a nice job of keeping the essays at a level that is mostly comprehensible to a broader audience (notably free of a lot of jargon, I might add). We are only beginning to grasp the complexity and challenges on many fronts, including bringing together and organizing all that stuff stored in disparate locations (held, for example, on the PC [including email and commercially downloaded content such as music and books] and on our various devices, online, with third parties, and on social media platforms); understanding the legal ramifications of digital inheritance, privacy, and copyrights; figuring out ways to fully access this digital treasure trove ten, twenty, even one hundred years from now; and how to protect against loss. While only a few chapters seem to address the individual directly, the book as a whole speaks volumes to the information profession, first about the importance of outreach to inform our communities (public, academic, or otherwise), then with possible technical solutions, but mostly by challenging us to think big about information from a cultural standpoint, including information behaviors.

Ubois defines personal digital archives as "collections of digital material created, collected, and curated by individuals rather than institutions" (5). Extending from this, Danielle Conklin, author of chapter 2, "Personal Archiving for Individuals and Families" does a terrific job of outlining risks, such as obsolescence of the formats and software, the need to migrate information forward, the importance of keeping your collections organized, and distributing copies to assist preservation efforts. In chapter 3 Mike Ashenfelder outlines ways that the Library of Congress (LC) is working to raise awareness and promote best practices for managing digital family collections through a range of venues, especially through the public libraries. The expansive efforts coming out of LC are an important part of many nationwide efforts, and partnerships, aiming to reach out to the general public to help preserve family collections. Evan Carroll's essay "Digital Inheritance: Tackling the Legal and Practical Issues" reminds us of the value of our digital assets and offers straightforward advice on how to protect them when we die, for example, listing all your accounts with attendant usernames and passwords (safely stored, of course!).

The book's editor, Donald T. Hawkins, introduces us to a number of products and services developed to help manage personal digital archives, particularly photographs, in chapter 4. It is encouraging to find out that the commercial sector recognizes the need for personal-level solutions; some applications reside on the user's PC and others are third-party services. Several authors remind readers about the importance of backup, noting that most people do not; even I'm guilty on this note. I enjoyed reading about the various features and functionalities, even knowing full well that by the time I actually get around to test-driving these options they may not be there: things change so quickly.

Continuing on in terms of technology solutions, chapter 12, titled "New Horizons in Personal Archiving: 1 Second Everyday, myKive, and MUSE" by Hawkins, Christopher J. Prom, and Peter Chan, is short but promising in terms of real technologies being developed to deal with email (MUSE stands for Memories Using Email), or how to push or pull information to/from all the various places where digital data reside (myKive is a pilot being developed at the University of Illinois Library). Email is problematic for many of us, and while thoughtful on the subject, the chapter by Jason Zalinger et. al titled "Reading Ben Shneiderman's Email: Identifying Narrative Elements in Email Archives" seemed less than practicable, but I appreciated their ideas on "narrative search techniques." The importance of the memory institution and its relationship to the individual in bringing that valued content into a protected environment for future scholars is also a theme that runs comfortably through Hawkins' book. The chapter titled "Faculty Members as Archivists: Personal Archiving Practices in the

Academic Environment" by Ellysa Stern Cahoy relates to many communities on many levels. These include scholars as individuals, our librarians as mentors, our colleges and universities as memory institutions, and future researchers. She argues about a need to change our institutional repositories (IR) from something static to a more active platform, for example, by capturing "versioning" and other pieces of the scholarly workflow.

Chapter 10 was out of place in terms of the book's objectives. Author Aaron Ximm, in "Active Personal Archiving and the Internet Archive," states quite explicitly, right up front, that the Internet Archive is not actually doing anything in terms of personal archiving. However, their altruism and work to preserve digital content on other fronts (outlined in some detail) is certainly highly respected and appreciated, and this is a good overview of their work as a whole. Richard Banks goes on in "Our Technology Heritage" in chapter 11 about devices that could, if ever fully developed, bring our digital lives into our physical lives (he values the idea of displaying our digital images, for example, in our homes), but right now little boxes that sit around and salvage and store information don't seem exactly visionary. Hollywood has given us many examples of a future where the walls are literally alive with computer-generated/digital living (examples like *Avatar* and the Hunger Games series come to mind). I wonder if preservation and access to personal digital archives could ever be exciting enough for a Tom Cruise sequel to *Mission: Impossible*.

The articles by Catherine C. Marshall ("Social Media, Personal Data, and Reusing Our Digital Legacy"), Sarah Kim ("Landscape of Personal Digital Archiving Activities and Research"), and the final chapter by Clifford Lynch ("The Future of Personal Digital Archiving: Defining the Research Agendas") do the most in terms of making you think, really think, about what we're up against in terms of understanding the digital environment. Lynch's further discussion about how the private becomes public is especially thought provoking, and his further remarks on legacy planning are worth noting. This is a book well worth reading, every chapter, even if they are all a bit different in terms of how they consider personal digital archiving. Somewhere you will find your own role in this, you'll think of that role in context, and it will all be very exciting.—*Karen E. K. Brown (kebrown@albany.edu), University Libraries, University at Albany, SUNY*

The Preservation Management Handbook: A 21st–Century Guide for Libraries, Archives, and Museums. By Ross Harvey and Martha R. Mahard. New York: Rowman & Littlefield, 2014. 376 p. $95.00 hardcover (ISBN: 978-0-7591-2315-1); e-book (ISBN: 978-0-7591-2316-8).

A recent issue of *Preservation, Digital Technology & Culture* was devoted to preservation education and presented the conference papers from the 2011 University of Michigan "Symposium of Preservation Educators." Paul Conway, the convener in the opening session, provided the key to the importance of the program: "In the cultural heritage sector of libraries, archives, and museums, the ongoing transition from analog to digital technologies as source, medium and technique has accelerated the pace of the knowledge required for one to be an effective preservationist, and it has complicated the transfer of knowledge from experts to students."[1] This is one of the issues for teaching preservation courses, and so the question of what to use for textbook and/or reading assignments becomes part of the challenge to adequately cover the traditional analog, still key and dominant in collections, environment and the growing digital landslide of files. And of course it is not just incoming professionals who need this hybrid knowledge, but also professionals in the various cultural institutions who are asked to add responsibility for digital to the responsibility of collections. *The Preservation Management Handbook: A 21st-Century Guide for Libraries, Archives, and Museums* helps to provide that transfer of knowledge from expert to student as well as providing a resource for collection managers. The resources, which are international and frequently cited as websites, are especially telling and suggest that the e-book format may the preferred format. The need for an up-to-date textbook has been talked about for some time, and educators have frequently resorted to assigning current articles rather than relying on textbooks alone, or indeed in requiring any textbook, to provide the necessary information as the preservation world continues to change rapidly to greater emphasis on digital and audio visual formats that is a recognized need in cultural collections. The term "curation" or "stewardship" has in many cases become the term for collection management, and that is discussed in the early part of the monograph. Stewardship "is the necessary duty of everyone involved in managing digital objects" (8).

Harvey and Mahard's monograph is divided into four parts: "Fundamentals," which covers planning and the changes in the cultural heritage world of today; "Collections," which covers the varied types of collections and what is needed for policies and protocols for handling hybrid collections; "Materials and Objects," which covers digital "preservation friendly" objects as well as the standards needed for quality materials such as paper; and "Media and Material," with contributions from varied experts covering the formats and what is needed in terms of environment, handling and guidelines for extending the useful life of these objects. Further, the chapters on media and material follow the same layout for each format which makes the reference to any chapter easier to find as information is consistent across the format types. This "textbook" also serves as a reference tool for the professional who may be asked to provide oversight for a variety of material types in a first job or as an additional assignment.

The stated goal of the authors is to focus on material culture and to cover all the general topics without getting too bogged down in the details necessary for some preservation actions such as metadata or conservation. Rather, the book sets out the current preservation environment, reinforces the collaborative nature of this environment across cultural heritage institutions, and treats digital and analog with a balanced and measured coverage as if all preservationists need to understand these diverse areas with the same importance. While technical expertise in any one area from conservation to digital metadata requires in-depth knowledge, this textbook, management book, provides the overarching principles needed to manage any program for preservation whether archive, library, or museum based.

While this emphasis on overarching principles may be perceived as a weakness, believe it is a definite strength. The need for specific training in any one area is not the goal of this title, nor would it provide the management information necessary to serve the overarching direction for a broad-based collection preservation program for the hybrid collections now in most cultural institutions. This manual serves that purpose and in so doing also serves as a very useful textbook for a preservation management course taught within information, archive, or museum studies programs. The use of experts for the materials chapters provides excellent information by format type and references standards and other useful websites for more in-depth information. These chapters are recommended to those who might be asked to provide preservation administration for small or midsized cultural institutions because of the abundance of references to more detailed information on all subjects. As a textbook for semester long course work this manual provides an abundance of resources for the student. The bibliography and list of standards are helpful. I recommend this book for professionals who may be starting out in collections management or who have recently been assigned that responsibility. It also serves as an excellent reference tool for collections management across cultural institutions with collections of all types.—*Jeanne Drewes (jdre@loc.gov), Library of Congress, Washington, DC*

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Rare Books and Special Collections. By Sidney E. Berger. Chicago: Neal-Schuman, 2014. 537 p. $129.00 softcover (ISBN 978-1-55570-964-8).

In the introduction to *Rare Books and Special Collections*, author Sidney E. Berger writes that the book aims to be an overview, "of the realm" (xv), and the text presents itself as an omnibus from someone who has extensive experience and knowledge of the field. A novice or an outsider to the rare books and special collections world will gain a broad understanding about its diversity from this work, but experienced librarians and other practitioners might consider it more for refreshing concepts or ideas introduced in their schooling, but not as a ready reference. Part memoir, part seminar, this book allows you to visit with Berger and glimpse at the many experiences that informed his career.

Several years ago, I took advantage of the opportunity to hear Berger give a one day workshop titled "The Medieval Manuscript from Sheep to Shelf." His enthusiasm for the topics covered—parchment making, historical pigments, book layout and construction, and many other facets of medieval book creation—was energizing and truly a joy to experience. It was obvious to everyone in the room that he was deeply devoted to his subject, well studied in it, and passionate about sharing his knowledge with others. Having as extensive a background as Berger does with historical books, he made the most of his short time covering myriad topics that all lead back to his thesis. The workshop participants followed him down every path he carved toward making himself, and his subject matter better understood. Berger's free-form lecture style is replicated in this book, with his obvious enthusiasm and energy for the topic combined with a roundabout way of delivering the maximum amount of information into every chapter.

The physical layout of *Rare Books and Special Collections* and what it is meant to accomplish mirrors his passionate and enthusiastic lecture style, delivering the maximum amount of information into every chapter with a liberal use of textual asides. Inserting personal anecdote sidebar bubbles and extensive, sometimes thematically overlapping endnotes reinforces this effort as more of a rolling oratory than a textual work. Unfortunately, the constant referral to these graphics and to information previously covered or to be covered in upcoming sections interferes with the narrative and is distracting to the topic at hand. The endnotes and reference citations suffer from this disruptive style as well, as they are inconsistently listed in notes, works cited, further reading, or subject-specific bibliographies at the end of every chapter. With such a wide range of topics, why not organize these references alphabetically by subject at the end of the book, as was so well done for "The Physical Materials of the Collections" chapter? And why defer to Wikipedia for so many standard definitions when Berger has the ability to explain something in his own meaningful way, or turn to one of the many well-known dictionaries of terminology for this field. With his accomplished and lengthy background in teaching, research, and publishing, a personal commentary on quoted resources could have highlighted his refined opinions and created a curated, annotated bibliography for any level of bibliophile looking to learn from his experience.

At the same time, it is his experience that makes this book possible. I have not seen any volume attempt to approach everything from the lexicon of printing type, to the economics of library departments, to the ins and outs of building security, public programming, descriptive bibliography, mass deacidification, and anomalous legal issues such as the Children's Internet Protection Act (CIPA). Perhaps employed as a classroom text in any library training track, the juxtaposition of some of these seemingly unrelated issues can be a useful exploration into the expansive world of maintaining and making information available to library users. Berger's voice as a teacher comes through in every chapter or lesson, making both administrative issues and historical objects tactile and relevant. As a reminder for best practices, his chapter "Running a Rare Book Department" is thorough, yet to someone who has worked in different library settings and has had to make difficult compromises, his summary seems idyllic. To someone training for this kind of position, it could be helpful for them to get a sense of everything they should be aware of as they progress through their career. In essence, no corner of librarianship is left unexplored in this text, and for Berger, all roads lead back to rare books and special collections.

In this manner, there is no beginning and no end to the journey through this text. Chapters are not necessarily building blocks, but stand-alone topics that relate from some tangent to one another. Chapters 1–5, "Some Practical Realities," "Running a Rare Book Department," "Archives," "The Physical Materials of the Collection," and "Physical Layout and Operations," bounce around from a second general introduction (1), to the daily tasks of departmental staff (2), to detailed definitions of collection, and non-collection materials (3–4), and then back to discussions that inform daily tasks of departmental staff (5). Advice and anecdotes nestled in the Fund-Raising (6), Security (7), and Outreach (11) chapters raise thoughtful points about donors, building access points, and faculty engagement, respectively, but are very much dependent on the particulars of an institution to be widely applicable. "Legal Issues" and "Bibliography," chapters 8 and 9, tackle topics that are exacting in nature and difficult to cover within the space of a single chapter. Much like touching on the arena of book collecting and handling (10), these chapters especially should be taken as starting points for much further study or immersion. Chapter 12 explores preservation and conservation, my specialty, and appropriately identifies broad issues such as environment, common repair jargon, item condition and reformatting, and even the differences between the often misused restoration/conservation/preservation designations. Chapters 13 and 14, "Special Collections Departments Today," and "Other Issues," revisit earlier topics, offering somewhat redundant commentary in some instances, and thoughtful, fresh assessments in others. Composing a retrospective on a long career, these chapters populate this book with personality and awareness.

As a vehicle for documenting a broad range of organizations in this populace, the book devotes significant space to American Library Association (ALA) specialty groups (Rare Books and Manuscripts Section and Preservation and Reformatting Section, for example) as well as independent companies, internet discussion forums, and specific library departments within colleges and universities. Berger freely acknowledges the existence of all these contributors to this realm without skipping a beat. In fact, by embracing new technologies, he manages to substantiate and reinforce his allegiance to the foundation that made them possible.

It is thrilling to see that ALA, in this increasingly digital age, has supported and promoted the publication of a work devoted to a field that is not necessarily shiny and neat, and does not always successfully translate its multi-dimensional nature to a two-dimensional environment. The importance of this book appearing now in an atmosphere where librarians wonder about what is happening to their role with institutional collections and with their profession in a new age of information is not lost on Berger. The book's foreword, contributed by Joel Silver, an exceptional librarian, teacher, and scholar in this same community, sets the stage for this comprehensive volume when he writes that it is, "the result of many decades of Sidney Berger's complete involvement in all aspects of books, from their creation to their institutional care . . . [enabling] him to consider and describe the world of rare books and manuscripts with a perspective that few others can match"(xii). A unique text, remarkable in its breadth, Berger's work showcases how a dedicated career in rare books and special collections can lead to a lifetime of discovery and erudition; and how an understanding of these rare and special physical materials ensures a place for them in future libraries and personal collections.—*Rachel Lapkin (Rachel_Lapkin@Brown.edu), Brown University*

Linked Data for Libraries, Archives, and Museums: How to Clean, Link and Publish Your Metadata. By Seth van Hooland and Ruben Verborgh. Chicago: Neal-Schuman, 2014. 278 p. $85.00 softcover (ISBN 978-0-8389-1251-5).

For the past few years, librarians have heard how Linked Data will be the future of bibliographic data. *Linked Data for Libraries, Archives, and Museums: How to Clean, Link and Publish Your Metadata* tries to make sense of the hype. The goal of this book is to introduce "the process of making your collections available, from the arduous processes of cleaning and connecting to publishing it for the world" (xiv). Specifically, this book describes metadata standards including Linked Data, associated tools and technologies, and the sustainability of metadata and technologies. The authors critically evaluate various options that can be used to clean, enrich, and publish metadata along with the history, advantages, and disadvantages of each.

Both authors Seth van Hooland and Ruben Verborgh are metadata specialists. Seth van Hooland holds a PhD in Information Science, is an assistant professor at the Université libre de Bruxelles (ULB), and is the academic responsible for the Information and Communication Science Department. Ruben Verborgh is researcher in semantic hypermedia at Ghent University—iMinds Belgium and holds a PhD in Computer Science Engineering. Together they created a website, http://freeyourmetadata.org, to provide learning materials on metadata.

This book is well organized and thought out. The authors describe their approach as "pragmatic." A glossary at the front defines the terms used, and helpful illustrations and tables are included to highlight the concepts presented. The introduction clearly lays out the structure of the book by giving the goals, audience, concepts, and skills of each chapter. Each of the five core chapters end with a case study that allows practice of the concepts presented in the chapter. The case studies are easily identified in the text by a grey vertical bar in the margin. The authors note that three of the five case studies use OpenRefine software. The sample data used in the case studies is based on real-world data and is available for download at the website, http://book.freeyourmetadata.org. This book takes on a tough task of trying to reach a diverse audience of library, archives, and museum professionals and their various needs. In order to relate to all, the authors use case studies from a wide range of institutions: Schoenberg Database of Manuscripts, Powerhouse Museum, British Library, and Cooper-Hewitt National Design Museum.

Each successive chapter—"Modelling," "Cleaning," "Reconciling," "Enriching," and then "Publishing"—builds on the concepts presented. They all begin with a bulleted list of clearly stated learning outcomes and contain a conclusion summing up the concepts presented. The chapters take the reader through the steps needed to make metadata accessible on the web.

"Modelling" provides an overview of four data models: tabular data (flat files), relational model (databases), metamarkup languages (XML, etc.), and Linked Data. Diagrams depicting each model and a summary table listing the advantages and disadvantages of each are included.

"Cleaning" claims that most metadata needs to be cleaned. The focus is on improving data quality and some common data problems. It introduces the term "data profiling"—determining the quality of data and then enhancing the quality. The case study introduces OpenRefine.

"Reconciling" discusses controlled vocabularies, in particular the importance of sharing and re-using vocabularies. Included are introductions on full-fledge vocabularies, such as Library of Congress Subject Headings (LCSH), and a lightweight web approach, Simple Knowledge Organizing System (SKOS), which is often used with Linked Data.

"Enriching" details various ways of augmenting unstructured metadata. The main focus is on applying Named-Entity Recognition (NER) to metadata as a way to identify and disambiguate unstructured data.

"Publishing" describes how to publish your metadata in a sustainable way. In particular, there is a discussion of Application Programming Interface (API) vs. Representation State Transfer (REST) technology. APIs are considered as unique to each system while REST is a global standard that is re-usable.

The conclusion discusses the global impact of Linked Data. It lacks a summary chapter connecting the concepts presented together. Additionally, the discussion on Resource Description Framework (RDF) includes the statement, "We purposely do not provide examples here, as there are many on the web" (210). Yes, there are many examples on the web, but many of them are bad. This book should provide more "good" examples of publishing Linked Data and its associated syntax in "Publishing."

In the introduction, the authors declare that this is the first handbook designed specifically for library, archives, and museum professionals and does not require a computer background. Though not a handbook, librarians may remember the Library Technology Reports publication, *Linked Data Tools: Connecting on the Web* by Karen Coyle that provides an overview of Linked Data that is geared towards librarians.[1] Even though the authors say that the book is aimed at a non-technical audience, knowledge of structured data and query language is necessary to follow some of the discussions and the case studies. But in general, the concepts presented are in a clear and concise manner. Also, for librarians, the detailed explanation of classification, subject headings, and thesauri in the chapter titled "Reconciling" may be unnecessary, but would be useful for students and others.

After reading this book, readers may feel that there is a lot more to Linked Data than they thought. The authors organize the information in a logical way to help sort out the various options. Plus, they emphasize the importance of cleaning up data before publishing. Because of the volume of valuable information about metadata in this book, *Linked Data for Libraries, Archives, and Museums: How to Clean, Link and Publish Your Metadata* would be appropriate for those wanting to learn more about Linked Data and metadata. Working though the examples on the author's website would reinforce the concepts presented.—*Lisa Romano (Lisa.Romano@umb.edu), University of Massachusetts Boston*

Reference

1. Karen Coyle, *Linked Data Tools: Connecting on the Web* (Chicago: American Library Association, 2012).

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