Library Connect Yearbook 2016

Elsevier’s Library Connect program thanks the librarians, information professionals and scholars from around the world who contributed to the webinars and newsletter in 2016.
### RESEARCH METRICS | basket of metrics, h-index, CiteScore, benchmarking

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### INFORMATION LITERACY | data literacy, curriculum planning, gamification, research commons

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### LIBRARIAN ROLES | reference, research support, liaison, solo librarian

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## OTHER | publishing history, banned books, international development

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<td>Librarian Quick Reference Cards for Research Impact Metrics POSTER</td>
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<td>Larger format CARDS – 4 per 8.5x11” page</td>
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<td>PowerPoint with one card per slide</td>
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<td>Curriculum Mapping Checklist</td>
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Talking to your researchers about the $h$-index

BY JENNY DELASALLE | MAY 24, 2016

The $h$-index is an indicator of research impact based on citation measurement. It is an attempt to measure a researcher’s productivity and the impact of their published documents. It was introduced by Jorge E. Hirsch in 2005 and has become one of the most common research impact metrics. It can be used for an individual author, or any collection of documents, e.g., for a journal or a research group’s outputs.

**How is $h$-index calculated?**

If a researcher has an $h$-index of 4, it means that 4 of his/her documents have been cited at least 4 times as shown below. If document 5 in the list accrues one more citation then the author’s $h$-index would increase to 5.

Professor X has a total of 10 documents:
- Document 1: 50 cites
- Document 2: 18 cites
- Document 3: 11 cites
- Document 4: 7 cites
- Document 5: 4 cites
- Document 6: 3 cites
- Documents 7, 8, 9, 10: 0 cites

What we can also see is that though the author has received an impressive 50 citations on Document 1 that is not reflected in the $h$-index.

**$h$-index will vary based on data source**

The calculation for $h$-index is the same regardless of where it’s found; however, the $h$-index could vary depending on the data source. For example, if one database indexes and draws data from a larger pool of journals then it may have more citations to include in the calculation. Therefore, when comparing $h$-indexes, it is important to compare from the same data source. Three of the most common are:

- Scopus
- Web of Science
- Google Scholar

**Benchmarking an author’s $h$-index**

It’s important not only to use the same data source when benchmarking authors, but also to account for discipline and career stage. This is also a good time to have a discussion with your researcher on whom they want to compare themselves to, which will likely change over time. Your researcher’s co-authors or colleagues might be a place to start.

You can find sources that attempt to quantify what a good $h$-index might be in a certain discipline. For example, on the London School of Economics and Political Science Impact Blog they discuss average $h$-scores for 120 social science academics, showing average $h$-scores by discipline and position.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Lecturer</th>
<th>Senior Lecturer</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>3.11</td>
<td>2.40</td>
<td>1.80</td>
</tr>
<tr>
<td>Geography</td>
<td>3.73</td>
<td>2.75</td>
<td>6.50</td>
</tr>
<tr>
<td>Sociology</td>
<td>1.91</td>
<td>2.50</td>
<td>3.67</td>
</tr>
<tr>
<td>Political Science</td>
<td>1.33</td>
<td>2.07</td>
<td>3.43</td>
</tr>
<tr>
<td>Law</td>
<td>0.83</td>
<td>0.50</td>
<td>2.58</td>
</tr>
</tbody>
</table>

Source: (http://blogs.lse.ac.uk/impactofsocialsciences/the-handbook/chapter-3-key-measures-of-academic-influence/)

More ▸
In comparison, the following table of highly cited Spanish scientists demonstrates the wide range from clinical medicine to mathematics.

<table>
<thead>
<tr>
<th>ISI Field</th>
<th>Name</th>
<th>h</th>
<th>H</th>
<th>Nc</th>
<th>Np</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>A. Corma</td>
<td>60</td>
<td>55</td>
<td>12210</td>
<td>625</td>
</tr>
<tr>
<td>Clinical Medicine</td>
<td>J. Rodés</td>
<td>84</td>
<td>65</td>
<td>15644</td>
<td>1047</td>
</tr>
<tr>
<td>Environment/Ecology</td>
<td>C. M. Herrera</td>
<td>35</td>
<td>32</td>
<td>2213</td>
<td>106</td>
</tr>
<tr>
<td>Immunology</td>
<td>F. Sánchez Madrid</td>
<td>56</td>
<td>29</td>
<td>8112</td>
<td>235</td>
</tr>
<tr>
<td>Mathematics</td>
<td>D. Nualart</td>
<td>15</td>
<td>28</td>
<td>892</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>J. M. Sanz Serna</td>
<td>21</td>
<td>40</td>
<td>1282</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>J. L. Vázquez</td>
<td>22</td>
<td>42</td>
<td>1015</td>
<td>111</td>
</tr>
<tr>
<td>Mathematical &amp; Genetics</td>
<td>E. Zuazúa</td>
<td>19</td>
<td>36</td>
<td>821</td>
<td>141</td>
</tr>
<tr>
<td>Neuroscience &amp; Behavior</td>
<td>J. M. Palacios</td>
<td>72</td>
<td>41</td>
<td>14231</td>
<td>540</td>
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<tr>
<td>Physics</td>
<td>M. Aguilar Benítez</td>
<td>38</td>
<td>38</td>
<td>7782</td>
<td>214</td>
</tr>
<tr>
<td>Plant &amp; Animal Science</td>
<td>C. M. Duarte</td>
<td>38</td>
<td>42</td>
<td>2944</td>
<td>252</td>
</tr>
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\(N_c = \text{number of citations}; \quad N_p = \text{number of papers}\)


### Table III

### Criticisms of the \(h\)-index and suggested alternatives

<table>
<thead>
<tr>
<th>Criticism of (h)-index</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>(h)-index can only be as high as the number of documents published.</td>
<td>(g)-index (number of citations factors into calculation)</td>
</tr>
<tr>
<td>An emeritus professor may have a higher (h)-index than an early career researcher, even if the emeritus professor has not published in years and the ECR has one of the most popular research papers of the year</td>
<td>( - ) contemporary (h)-index (weights recent citations more heavily)</td>
</tr>
<tr>
<td></td>
<td>( - ) (h)-index (outputs from last five years; Google Scholar)</td>
</tr>
</tbody>
</table>

There are many other \(h\)-type indexes that can be used based on your researchers’ specific situation.

Other criticisms of the \(h\)-index include that it does not take into account the authors’ roles or the context of the citation. For example, what if a co-author has only played a minor role in authoring the paper, yet they get the same value out of the citations within their \(h\)-index calculation as a lead author. Or perhaps the paper was cited in a negative way, yet the citation still counts toward a positive impact metric.

### Improving a researcher’s \(h\)-index

As a librarian, you can discuss with your authors ways in which they might improve their \(h\)-index and other measures based upon citations. These include:

- Publish a review article. These articles receive more citations than other papers (in general). Caveat: Some data sources may not include review articles as a document type in the \(h\)-index calculation.
- Don’t be too modest: sometimes you can self-cite. Even if the researcher’s self-citation has been stripped out of a calculation, it might lead to other citations that are counted.
- List documents out in order of the number of citations they have received. Is there one document that lacks only a few citations that could boost the score? Has the citation-tracking source missed any citations for that paper?
- Ensure author profiles are consolidated and accurate in databases such as Scopus, Web of Science and Google Scholar. Are all of your researcher’s papers attributed to him/her? Having multiple profiles in one data source will likely reduce your \(h\)-index.
- Register for an ORCID iD and link it to the other profiles to maintain a global view in one place.

For more information, see “Effective Strategies for Increasing Citation Frequency.”

### Conclusion

Remind your researchers that the \(h\)-index is only one measure of productivity and impact, and that they should be looking at a more comprehensive picture that includes other scholarly activity and commentary, and social and mass media activity.

### Additional resources

Watch the Library Connect webinar “Research impact metrics for librarians: calculation & context,” where Jenny Delasalle discuss the \(h\)-index among other topics, along with Andrew Plume.

Explaining the \(g\)-index: trying to keep it simple, May 25, 2016 post on Jenny Delasalle’s blog

Read about Scopus and the \(h\)-index on the Scopus blog, “5 facts about Scopus and the \(h\)-index.”
Librarian Quick Reference Cards for Research Impact Metrics

JUNE 30, 2016

The Quick Reference Cards for Research Impact Metrics posters, cards and PowerPoint found on this page were updated on Dec. 8, 2016 to include CiteScore. Find out more about CiteScore metrics in the article CiteScore metrics for librarians interested in research performance.

Increasingly, librarians are involved in tracking and reporting on research outputs. While metrics help illuminate the impact of research outputs, it can be a challenge for librarians unfamiliar with research impact to assemble a basket of metrics and find definitions and resources in one place.

Working with librarian Jenny Delasalle, who previously collaborated with Library Connect on the enormously popular infographic “Librarians and Research Impact,” we came up with a consolidated quick reference to some key research impact metrics.

For those of you who are experts in this area, the cards can be a jumping off point for discussions with early career colleagues or researchers. We also encourage you to provide feedback as we plan to update the cards as new metrics and resources come along.

DOWNLOADS

Quick Reference Cards for Research Impact Metrics POSTER (11x17 inch PDF with space in footer to add library information)

Contact libraryconnect@elsevier.com if you have any difficulty downloading any of the files. The customizable poster is also available as a flattened Photoshop file, which we will make available upon request.

Library Connect would also like to thank the Library Connect Librarians Feedback Group and Lisa Colledge, Elsevier’s Director of Research Metrics, for providing feedback on the cards. In a recent interview on the EASE Journal Blog, Lisa described 2 Golden Rules to making research metrics usable:

Golden Rule 1 – Always use quantitative metric-based input alongside qualitative opinion-based input.

Golden Rule 2 – Ensure that the quantitative, metrics part of your input always relies on at least 2 metrics to prevent bias and encouragement of undesirable behavior.

We hope that these cards will not only be useful tools, but help you to follow the Golden Rules! LC
Benchmarking with SciVal in Scholarly Communication and Research Services

BY REBECCA REZNIK-ZELLEN | APRIL 25, 2016

Benchmarking is the process of evaluating the performance of one entity in relation to other similar entities using standard measures.¹ In the academic sphere, when we benchmark, we are evaluating an individual researcher’s or a group of researchers’ scholarly performance using bibliometric measures.

Bibliometric measures are traditionally citation-based, measuring the circulation of an idea through formal communication outlets — journals — by tracking how often, where, and by whom a work is referenced. Though anchored in print, citation-based metrics are an established and familiar way to determine how well a work is received within its discipline. These metrics can be applied at varying levels of granularity (article, author or publication venue²) and measure different dimensions of scholarly performance (productivity, impact and collaboration³).

Large indexing databases do the work of collecting bibliographic metadata and make it easy to do basic reporting, such as identifying total citation counts for an article or the h-index⁴ for authors. But benchmarking can be more complex. For example, librarians might hear questions like these:

• Is there a way I can evaluate my department’s research performance against departments at other institutions?
• What is the best way to quantify the impact of a department or division, in terms of its collective publication record?

• How many articles did we publish in this particular journal last year compared with our competitor institutions?
• How collaborative is my research group?

Research intelligence tools like InCites by Thomson Reuters and SciVal by Elsevier greatly facilitate the evaluation of research performance using citation-based measures. SciVal, for example, is built on the Scopus database and calculates up to 31 metrics that can be run independently or in groups for a given individual or group of individuals. Several of these metrics are Snowball metrics, or vetted global standards for institutional benchmarking.⁵ The power of SciVal comes from its ability to evaluate multiple entities (individuals or groups or research areas) at once. By doing so, these products enable libraries to provide more powerful, citation-based metrics and tell better stories about research performance to faculty and administrators.

For example, in the first scenario listed above, University of Massachusetts Medical School (UMMS) librarians used SciVal to assess the research performance of an academic department that wanted to compare itself with similar departments at other institutions. The results would enable the group to, among other things, rank itself and its peers specifically with respect to the strength of their scholarly output.

... these products enable libraries to provide more powerful, citation-based metrics and tell better stories about research performance to faculty and administrators.
Selecting metrics and groups to compare

Given the range of metrics that SciVal provides, the first task in undertaking this project was to select appropriate metrics to make the comparison. After reviewing the merits and uses of all of the metrics SciVal offers, the project team settled on simple but powerful measures:

- Productivity as measured by scholarly output over time
- Impact as measured by citation counts, cited publications and citations per publication

The next step was to identify the groups being compared. To do this the project team randomly selected 10 institutions nationally and randomly selected 10 departmental faculty from each. Finally, entities for each group of 10 individuals were created in SciVal and used to calculate the benchmarks.

Results indicate leadership and areas for improvement

The results were immediately demonstrative. The following figures show how each institutional department performed based on productivity over time (Figure 1) and impact (Figure 2) for articles published between 2003 and 2013 with no subject filters applied. Although our institutional department (in brown) leads its peer group in productivity for the time period, a peer institutional department (in coral) is more impactful as measured by total citations, cited publications and citations per publication. These data together show a much broader picture than productivity metrics alone would and indicate some areas for improvement.

A broader basket of metrics

Of course, citation-based metrics are not the only metrics that can be used to measure scholarly performance. Where citations measure the circulation of an idea through formal publishing venues, web-based, article-level metrics, such as download counts and page views, social media mentions and media
coverage ("altmetrics") measure the penetration of an idea outside of formal channels and into the public sphere. (SciVal's roadmap shows the addition of alternative metrics to the product throughout 2016 to complement the traditional citation indicators.) Taken together, citation-based and alternative metrics create a broad view of scholarly performance and present a comprehensive set of measures to use when benchmarking the scholarly performance of researchers. LC

References
5. Snowball Metrics website (http://goo.gl/BEVool)
CiteScore metrics for librarians interested in research performance

BY COLLEEN DELORY | DEC 8, 2016

Download new versions of the Quick Reference Cards for Research Impact Metrics with the CiteScore card added: https://libraryconnect.elsevier.com/metrics

Introduced on December 8, CiteScore™ metrics are a suite of research metrics for journal citation impact available in a free layer on Scopus, the largest abstract and citation database of peer-reviewed literature. You can read more on Elsevier Connect about the development and launch of CiteScore metrics: New metrics will make journal assessment more complete and transparent.

In this article, I’d like to focus on some of the key questions librarians will be asking and encourage you to submit any additional questions via the comments below or to libraryconnect@elsevier.com.

Are they for journals only?

CiteScore metrics are not only available for journals, but for any of the approximately 22,000 serially published sources indexed by Scopus. Those include conference proceedings, book series and trade journals, as well as journals. Check out the coverage of CiteScore compared with the Journal Impact Factor in the chart below. This wider coverage means you have more information available to help advise faculty, researchers and students (library users) about what to read and where to publish, and for your own collection development purposes.

Scopus serials: titles with only CiteScore or Impact Factor, or both

When do they come out?

CiteScore metrics will be released yearly in the spring and a monthly updating CiteScore Tracker will show progress of journals coming up to this annual release.

The annual CiteScore metrics shown currently are for 2015, while 2016 values will be released in spring 2017.

CiteScore Tracker presents an accumulating view of the development of citation impact across a serial over time; the document count won’t change much, if at all, but as the citation count rises monthly, CiteScore Tracker will increase. By sharing CiteScore Tracker with your library users, you’ll be able to engage in some interesting conversations about citation development over time.

CiteScore metrics are not only available for journals, but for any of the approximately 22,000 serially published sources indexed by Scopus.
Where do I find CiteScore metrics?

You do not need a subscription to Scopus to find and use CiteScore metrics.

The serial-level metrics are available in a free layer of Scopus: https://goo.gl/whpyjq

In addition, dive deeper into the annual CiteScore numbers for groups of journals in the same subject field, or published by the same publisher. You can find these and additional filters to compare and contrast serially published material on the Scopus Journal Metrics website.

You can also download a spreadsheet of all CiteScore metrics values.

Bookmark these pages and share them with your library colleagues and library users.

How is CiteScore calculated?

As shown in the quick reference card, CiteScore is the number of citations received in one year for documents published in the previous three years divided by the number of documents published in the previous three years. Not only can you find CiteScore in Scopus, you can also click on the numerator and denominator to see the documents and citations that are used to calculate CiteScore Tracker. This ability to dig into the numbers is a great tool for transparency in scholarly communication!

How can I benchmark a CiteScore?

If library users want to benchmark a CiteScore number, you can encourage them to use CiteScore Percentile from the family of CiteScore metrics. The Scopus screenshot above shows the Journal of Biomedical Science has a CiteScore of 3.13. That puts it in the 84th percentile of the Biochemistry (medical) category; this means that it rates as high as, or higher than, 84 percent of titles in that subject category. You can also see that this journal is ranked 9 out of 56 journals in this category, so your users can judge that a CiteScore of 3.13 is good for this field by both CiteScore Percentile and Rank.

It is also good practice to encourage your users to use the Two Golden Rules of research metrics for a balanced, multi-dimensional view for decision-making:

1. Always use both qualitative and quantitative input in your decisions.
2. Always use more than one research metric from the basket of metrics as the quantitative input.

CiteScore metrics were developed in context of a basket of metrics and are shown alongside SNIP and SJR to emphasize the importance of using more than one metric.

Participate

Let us know if you have any questions about CiteScore metrics, or suggestions for how to use them in your library programs and services, in the comments below or email libraryconnect@elsevier.com.

What do you think belongs in a basket of metrics for research performance? Please take a few minutes to provide your opinion via this survey from Cambridge University Press, Elsevier, Emerald, the European Association of Science Editors (EASE) and Taylor & Francis.
The following questions were posed during the Library Connect webinar, “Research impact metrics for librarians: calculation and context.” The webinar presenters have shared their thoughts below.

Q&A

The following questions were posed during the Library Connect webinar, "Research impact metrics for librarians: calculation and context." The webinar presenters have shared their thoughts below.

Yes, papers with multiple authors are generally thought to be more highly cited. Each author might self-cite, and together they will have a broad network of contacts who might cite the paper. A nice study of this can be found on PubMed: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3296690/

With open-access papers, more people can read those papers, so it stands to reason that there is a better likelihood of it being highly cited. Many published studies have investigated this effect. See this list for more information http://sparceurope.org/oaca_list/

Two “tricks” that I’ve seen mentioned to increase article impact and citations are writing articles in collaboration and open-access publishing. Do these methods improve visibility?

Yes, papers with multiple authors are generally thought to be more highly cited.

What is the difference between the h-index and g-index?

For more information on both the h-index and g-index see the following by Jenny Delasalle:

Talking to your researchers about the h-index
Explaining the g-index: trying to keep it simple

What would an average h-index score be in chemistry, as compared to politics or nursing?

I would expect that the average h-index of the chemist would be higher than that of the politics researcher, and perhaps the nursing researcher somewhere in between, but I couldn’t tell you numbers. There’s the question of citation practices, and of the numbers of journals and articles in the data set for each discipline. It’s not easy to calculate such an average. You can do a literature search to find out what others have calculated and published about, but even if you do, you won’t get the most up-to-date picture. And why would you want an average for a whole discipline anyway? A professor will have a much higher score than an early-career researcher, even within a high-citing discipline, and it seems unfair to talk about averages. I think that the best you can hope for is to look at the profiles of a number of individuals of similar career stage and discipline to the researcher whom you hope to benchmark.
Does a researcher need at least four documents to have an $h$-index?

No. If there is a researcher with 0 citations, then they have no $h$-index. But if a researcher has even one citation for one document, they would have an $h$-index.

Could you explain how Google Scholar calculates $h$-index?

The calculation for $h$-index is the same regardless of where it's found. However, the $h$-index could vary depending on the data source. For example, if one database indexes and draws data from a larger pool of journals, it may have more citations to include in the calculation.

What metrics can be used to measure open access journals that are not indexed or listed in mainstream resources?

If you’re evaluating journals, have a particular purpose in mind. If you’re selecting items to either add to your library collection or weed out from it, for example, you might look at different features than an author who is choosing where to publish, or a researcher who is choosing which articles to read.

Authors should look first at the subject match, and whether the type, scale and significance of their research project fits with the journal’s usual published content. Authors should read some of the articles featured in the journal of interest, and perhaps also talk to experienced authors.

This blog post might be helpful: [https://jennydelasalle.wordpress.com/2014/10/31/12-questions-to-ask-for-basic-clues-on-the-quality-of-a-journal/](https://jennydelasalle.wordpress.com/2014/10/31/12-questions-to-ask-for-basic-clues-on-the-quality-of-a-journal/)

For the study of MRIs of subjects shown a prestige journal containing their article, was there a difference for men and women?

The article mentioned is available here: [http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0142537](http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0142537)

Aside from mentioning that nine of the 18 participants were female, it offered no sub-analysis by gender.

Is there any correlation between all four of the journal metrics?

We could point at a large number of studies that have looked at the differences between the metrics, but none has compared all four of them, with one exception, this article written in Spanish. In any case, Table 2 shows the correlations between the scores, and they are typically reasonably high. (But of course, it’s in the scores that do not correlate where things get interesting!)

Benchmarking is not easy in general, and it is more difficult for cost per use or download. Do you have any resources that could help?

You would want to ensure your downloads are counted in the same way. Publishers will supply that information, but to compare the outputs from one publisher against another publisher, I think you would have to do it yourself. Also, you can’t really compare one journal with another. A highly practice-oriented medical journal would give you a high download count, while a journal with a different focus may be used in a different way. You can’t even compare one download with another. What about the researcher who was so inspired by what they read in an article that they went on to successfully bid for a project to research that subject further, as compared to the download that is still sitting in someone’s digital library waiting to be read? So I would be wary about using cost per download on its own.

I can really only recommend the COUNTER website for further reading: [http://www.projectcounter.org/](http://www.projectcounter.org/)

There’s an increasing emphasis on interdisciplinary research. How could you benchmark impact in these circumstances where publishing a paper in a journal might not appear in the usual category for that discipline?

Citation impact of an individual article or an entire journal can be done in a variety of ways, but in essence it comes down to comparing the observed count of citations to a derived ‘expected’ count of citations for a document or documents of the same age, document type (article or review, for example) and subject field or topic. The latter needs most care, as the field can be defined by top-down journal classification into subject groupings, or at the document level by (for example) analyzing the spread of cited references the document itself includes. For the measurement of truly interdisciplinary research outputs, where the journal classification may not (yet) sufficiently capture emerging or novel disciplinary intersections, metrics using the document-level benchmarking is often more appropriate. Since the four metrics we looked at today are defined at journal level and are not article-level metrics, they do not use document-level benchmarking.

How does SciVal’s field weighted citation index relate to SNIP or SJR - which of the latter journal level citation metrics can be comparable across disciplines?

SciVal’s Field-Weighted Citation Impact (FWCI) indicator is a Snowball Metric and is defined as follows in the *Snowball Metrics Recipe Book*:

Field-Weighted Citation Impact is the ratio of the citations actually received by the denominator’s output, and the average number of
I don’t think that we can answer for the NIH or NSF, or indeed for other grant funding agencies. It is possible that peer review panels that are assessing grant applications for funders might be aware of a researcher’s impressive publication and/or citation scoring history, but I think that they would focus more on the quality of the research proposal.

I think that a read through of literature produced by many funding agencies will show that they are actually interested in research impact, which goes beyond citation measurement. I believe that they are more interested in the context, which can sometimes be gleaned from (alt)metrics and analytics tools.

What is DORA?

The San Francisco Declaration on Research Assessment (DORA), initiated by the American Society for Cell Biology (ASCB) together with a group of editors and publishers of scholarly journals, recognizes the need to improve the ways in which the outputs of scientific research are evaluated. The group met in December 2012 during the ASCB annual meeting in San Francisco and subsequently circulated a draft declaration among various stakeholders. It is a worldwide initiative covering all scholarly disciplines. See: http://www.ascb.org/dora/
Librarian Quick Reference Cards for Research Impact Metrics

Metrics illuminate the impact of research outputs. When meeting with students, researchers, deans or department heads, the metrics — found on Elsevier products or via other sources — on these quick reference cards can help you to:

1. **CITATION COUNTERS**
   - **H-index**: A measure of a scholar’s productivity and impact. It is calculated as the largest integer h such that h papers have at least h citations each. For example, an h-index of 10 means that the researcher has 10 papers each cited at least 10 times.
   - **CiteScore**: A unique metric that calculates the average number of citations received per article in a specific journal. It is based on the number of citations a journal receives over a three-year period.

2. **OUTPUTS IN TOP PERCENTILES**
   - **Source Normalized Impact Per Paper (SNIP)**: A metric that weights journal impact factor scores by the number of citations received by the paper. It helps to identify the relative importance of a journal within its field.
   - **JOURNAL IMPACT FACTOR**: A metric that measures the average number of citations received per document published in a journal.

3. **SOCIAL ACTIVITY ONLINE**
   - **Mentions or micro-blogging sites**: This includes platforms like Twitter, Facebook, Google+, LinkedIn, and others. Monitoring these sites can help you to understand the discussion around your research.

4. **MEDIA MENTIONS**
   - **Mentions as mass or popular media**: This includes television, radio, newspapers, and websites. Media mentions can highlight the significance of your research.

5. **SCHOLARLY ACTIVITY ONLINE**
   - **Scholarly activity on online platforms**: Platforms like ResearchGate, Academia.edu, and others. These platforms are useful for tracking the impact of your research.

6. **PERCENTILE BENCHMARK (ARTICLES)**
   - **Percentile benchmark**: A method to compare your research output against others in the same discipline. It helps to understand where your research stands relative to others.

7. **FIELD-WEIGHTED CITATION IMPACT (FWCI)**
   - **Field-Weighted Citation Impact**: A metric that adjusts the citation impact of a journal by comparing it to the average citation impact of journals in the same field.

8. **FREQUENCY OF MENTIONS**
   - This includes Google Scholar, Scopus, and other platforms. It helps to understand how often your research is being discussed online.

9. **SCIMAGO JOURNAL RANK (SJR)**
   - **Science Citation Index Expanded (SCI)**: This includes core metrics like impact factor, h-index, and journal factor.

10. **SCHOLARLY COMMENTARY ONLINE**
    - **Scholarly commentary on blogs, social media, and platforms**: This includes platforms like ResearchGate, Academia.edu, and others. It helps to understand the broader impact of your research.

11. **HISTORY OF RESEARCH IMPACT METRICS**
    - This includes a brief overview of the development of research impact metrics over time.

Find a printable version of larger cards at https://libraryconnect.elsevier.com/metrics

**Note**: The information provided is a general overview of research impact metrics and their uses. For specific details and calculations, please refer to the respective sources.
SAMPLES OF INDIVIDUAL CARDS:

**CITESCORE**

citations in a year to documents published in previous 3 years

# of documents in previous 3 years

This comprehensive, current and open metric for journal citation impact (introduced in December 2016) is available in a free layer of Scopus.com. It includes a yearly release and monthly CiteScore Tracker updates. Find CiteScore metrics for journals, conference proceedings, book series and trade journals at https://www.scopus.com/sources

**FIELD-WEIGHTED CITATION IMPACT (FWCI)**

# of citations received by a document

expected # of citations for similar documents

Similar documents are ones in the same discipline, of the same type (e.g., article, letter, review) and of the same age. An FWCI of 1 means that the output performs just as expected against the global average. More than 1 means that the output is more cited than expected according to the global average; for example, 1.48 means 48% more cited than expected.

**h-INDEX**

# of articles in the collection (h) that have received at least (h) citations over the whole period

For example, an h-index of 8 means that 8 of the collection’s articles have each received at least 8 citations. h-index is not skewed by a single highly cited paper, nor by a large number of poorly cited documents. This flexible measure can be applied to any collection of citable documents. Related h-type indices emphasize other factors, such as newness or citing outputs’ own citation counts.

**SCHOLARLY COMMENTARY ONLINE**

# of mentions in scientific blogs and/or academic websites

Investigating beyond the count to actual mentions by scholars could uncover possible future research collaborators or opportunities to add to the promotion and tenure portfolio. These mentions can be found in the Scopus Article Metrics module and within free and subscription altmetric tools and services.
WEBINAR | RESEARCH IMPACT METRICS FOR LIBRARIANS: CALCULATION & CONTEXT

View webinar: https://libraryconnect.elsevier.com/library-connect-webinars?commid=199783

SAMPLE SLIDES:

**Research impact metrics for librarians: calculation & context | May 19, 2016**

**Overview of selected journal citation metrics**

**Impact Factor**
- Easy calculation
- Easy-to-handle value
- Short citation window (2 yrs)
- Field-dependent
- Self-citations included
- Available for 11k journals (paid)
- Numerator & denominator misaligned

**SNIP**
- Complex calculation
- Easy-to-handle value
- Medium citation window (3 yrs)
- Normalized to local citation environment
- Self-citations included
- Available for 22k journals (free)

**SJR**
- Complex calculation
- Hardest-to-handle value
- Long citation window (5 yrs)
- Measures journal prestige
- Self-citations excluded
- Available for 11k journals (paid)
- Journal size influences score

**The basket of metrics**

A “basket of metrics”: flexible and sophisticated, breadth and depth
Do any of these statements sound familiar?

“I wish I had known about the library sooner.”
—growing senior

“The students should have learned this already.”
—faculty member

“Your department should include more information literacy instruction courses.”
—library administrator

If you have heard similar statements, or if you are not hearing from students and faculty members at all, it may be time to try curriculum mapping. An analysis and planning process that helps chart a course for your information literacy instruction program, it results in a curriculum map (in the form of a document or report) that maps your library learning outcomes to specific classes in a major.

**WHAT MAKES UP A MAP?**

**STEP 1: COLLECT DATA**

- **Library Instructional Data**
  - Stats for prior one-shot sessions
  - Learning Outcomes
  - Librarian's lecture notes
  - LibGuides statistics

- **Departmental Curriculum Information**
  - Course catalog information
  - Syllabi
  - Departmental curriculum maps or accreditation information

- **Interviews**
  - Curriculum Coordinator
  - Librarians

<table>
<thead>
<tr>
<th>Students will be able to</th>
<th>Basic Module</th>
<th>Advanced Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find ways to get help from a librarian</td>
<td></td>
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<tr>
<td>Find and review an article and book</td>
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<tr>
<td>Construct a search using ACOSA</td>
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<tr>
<td>Identify characteristics of popular and scholarly articles</td>
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<td></td>
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<tr>
<td>Provide examples of unintentional and intentional plagiarism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate career resources</td>
<td>Very slightly for those paper</td>
<td>Very slightly for all others</td>
</tr>
<tr>
<td>Identify and correctly produce the correct citation styles for major works</td>
<td></td>
<td></td>
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<tr>
<td>Locate newspaper articles</td>
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<tr>
<td>Evaluate online materials</td>
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<tr>
<td>Identify ways of locating non-traditional research materials and-evaluating the source</td>
<td></td>
<td></td>
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<tr>
<td>Evaluate copyright and ethical use of information</td>
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</tbody>
</table>

Example of curriculum map by Katy Kavanagh Webb, East Carolina University

Use the following road map to get started with curriculum mapping for departments at your institution.

**Gather data**

The first things you need to make a curriculum map are the drive and the time to do it. Whatever the reason that you are undertaking a curriculum map, the three stages will be the same. In this first stage, you will collect data, including instructional statistics from your program, department course information from your university’s course catalog, and any accreditation information you can find. Collect these in a document so you have an overview of the library services now being offered to the academic department.

Some measures of success for curriculum mapping would be new library sessions, an increase in your research consultations, modules in your learning management software, or new LibGuides to serve different tracks for a major.
You may need to conduct interviews to get more information about a particular department. Before reaching out to faculty, make sure you have done your homework. You can usually find information about the courses in a major from the course catalog, so do not ask for basic information that you can find elsewhere. At my institution, there is a curriculum coordinator for each department. Try to find an interested faculty member and meet with them before asking for an interview or going to a departmental meeting. Additionally, be aware that your curriculum map may not be met with total enthusiasm if you are reaching out for the first time, so make sure faculty know that you are making suggestions, not telling them what to do.

Another group on campus to reach out to is your institution’s planning, assessment and research group. This office is responsible for accreditation processes and will have a lot of information to share (if they are able to).

Analyze data and map the curriculum

The second step is to analyze the data and map the curriculum. I recommend a SWOT (strengths, weaknesses, opportunities, threats) analysis, which will reveal the positives in your relationship with the department and point toward opportunities you may have for better service. During this stage, you will also have to map information literacy learning outcomes to courses in the major. Curriculum mapping is visual, so consider using a colorful table or mind-mapping software, such as MindMeister, to help tell your story.

Take action

The final step is to take action. You may find that you need to reach out to specific faculty members, attend a departmental meeting, teach some new classes or create tutorials. Your map will help you do so with a better picture of the students’ information needs. Use your university’s class scheduling software to find out who is teaching specific classes. If you email faculty members, make sure that each message is tailored specifically to them.

Curriculum mapping is best done as a group project. If you are in a department with multiple liaison librarians offering instruction to departments, consider having each person explore one of their departments. The work can be scaffolded over the course of multiple departmental meetings in a workshop format.

Whatever the result, you will reach out to faculty either via email, in a one-on-one meeting or a departmental meeting. Some measures of success for curriculum mapping would be new library sessions, an increase in your research consultations, modules in your learning management software, or new LibGuides to serve different tracks for a major.

Start (and continue) your own projects

A successful curriculum mapping project can enhance your library’s information literacy program in many ways. Use the accompanying curriculum mapping checklist (https://goo.gl/DqIaje) to start a project at your institution and modify it for your needs.

You may find that you have time to start a curriculum map, but not the time to finish it. Curriculum maps are never really finished. Come back to it when you have the time, and once you complete your first attempt, keep it updated. Keep an eye on the classes going through the curriculum committee at your university to look for new classes to add to your curriculum map. I also suggest that you monitor your email and faculty senate committee minutes for new initiatives at your university that could affect library instruction (and your map), such as departmental reorganizations, quality enhancement plans and large-scale grants.

And if you need a little more inspiration, watch the third segment of the Library Connect webinar “Trends in teaching information literacy” for my presentation on curriculum mapping.  

LC
Epic wins: engaging students globally with game-based learning

BY JAY BHATT AND DANIEL CHRISTE | OCT 24, 2016

Game design principles correlate nicely with principles of active learning. They get progressively harder as we go through them and achieve different levels. Gamers spend about 80 percent of their time failing, but in a learning context this should be considered in a positive light. As in real life, gamers observe the world, develop a hypothesis, test it, iteratively learn and revise their approach in the next attempt. Sounds a lot like something called the scientific method.

Engineering Academic Challenge

The Engineering Academic Challenge is an immersive interdisciplinary problem-set based competition that uses two powerful databases, Knovel and Engineering Village. It began on October 10 and a new problem-set of questions will be posted until November 13.

Knovel provides access to approximately 3,500 reference items and 90,000 interactive tables, graphs and equations. Engineering Village indexes the two largest engineering databases, Inspec and Compendex, which has content dating back to 1884. In combination these tools can provide the background information engineering students need, with the scholarly scientific literature, to build on to their final projects.

The game is based on five broad transdisciplinary themes, such as energy for a sustainable future and the future of transportation. The themes are grounded in the National Academy of Engineering Grand Challenges for Engineering, which were decided by a global committee in 2008 as key advancements for civilization. Behind every one of

Photo caption | Drexel University game makers: L-R Savannah Lee, Krishna Dhanani, Jay Bhatt, Rishiraj Mathur, Daniel Christe, (not pictured: Chris Badurek, Krzysztof Mazur and Matthew Morton)

Game design principles correlate nicely with principles of active learning.
the challenges is an interdisciplinary core of engineering expertise expressing the notion of engineering as the liberal art of the 21st century.

At Drexel University, the Challenge was kicked off with a live event where more than 60 people dropped in over a three-hour period. The gaming environment was transformed into a commons where learners and researchers from all fields could intermix and work together, fostering innovation, collaboration and problem solving. The engineering librarian and the Drexel development team was also on hand to mentor players on using the library’s resources, with a majority (80 percent) indicating they would use Knovel and Engineering Village beyond the game.

Drexel student learning priorities

Students graduating from Drexel University demonstrate competencies in core intellectual and practical skill areas such as information literacy, self-directed learning and technology use. A gaming approach integrates these core areas using active and engaged learning among students participating in the Engineering Academic Challenge.

The Engineering Academic Challenge may be a game, but it is also a thoughtful and deliberate way to engage learners across the world, while supporting the four key directions of Drexel University Libraries’ current strategic plan:\n
- Ensure access to ideas and authoritative information sources
- Deepen Drexel’s connections with scholarship through expert guidance across knowledge communities, authoritative publications and unique data sources
- Build learning environments in physical and cyber spaces
- Model a collaborative and entrepreneurial library organization that effectively leverages university and external resources to serve students, enhance teaching, and support researchers

The Engineering Academic Challenge addresses these priorities in a creative, engaging and interactive fashion.

More information

Librarians who would like to launch the game at their institution can find resources at:

- Engineering Academic Challenge homepage
- Engineering Academic Challenge Librarian toolkit

DOWNLOAD the white paper “A Game-based Learning Approach to Information Literacy” to learn more about how online games can be used to promote information literacy in engineering students.

Watch the Library Connect webinar “Trends in teaching information literacy” for Jay Bhatt and Daniel Christe’s presentation “A Game-based Learning Approach to STEM Information Literacy” (second segment). LC

References

4. https://www.library.drexel.edu/strategic-plan
On March 31, 2016, Meris presented at the Library Connect webinar “Fostering research community through library spaces and services” on the space, services and promotion of The Ohio State University’s new Research Commons. Meris is an Associate Professor and Head of Research Services at the OSU University Libraries. Due to the volume of questions, she did not have time to respond to all questions during the webinar. Meris has kindly provided additional responses below.

- Visit OSU’s Research Commons website
- View the webinar on demand
- Download the webinar slides

**How do you manage space for researchers?**

Currently researchers are able to reserve rooms up to one week in advance; they are also able to make same-day reservations. They can book the project rooms themselves for five-hour chunks once per day. If they want another space in the Research Commons, they can email the Research Commons up to two months in advance and reserve the brainstorming, visualization, computer lab or classroom spaces.

**Did you try to determine the best time of the semester/week/day to hold your workshops before scheduling them?**

We have done a little bit of this. We plan to take a deep dive into our first semester statistics this summer. The current workshop schedule was shaped around previous semester statistics and would likely be a good indicator of times that work for researchers at Ohio State. See our events schedule (https://library.osu.edu/researchcommons/events/).
Do you supply any technology for people attending the Research Commons workshops, or do you expect people to bring their own laptops, etc.?

It’s a mixture. We have some hands-on classes, but others are bring your own devices (BYOD). For those that are BYOD, we do not provide laptops.

Do you have any other tips to increase attendance (i.e., reduce no-shows) by those who register, especially grad students?

We have tried a couple of different tactics for ensuring higher participation. We require that folks register in advance. However, we do take walk-ins as space allows. For those that register, we send a reminder a week in advance and a couple of days in advance, and then a follow-up email afterwards. The closer the reminder, the greater the chance at higher attendance. We have had some success reaching out to faculty who want their entire lab group to attend a session and those are nearly at 100 percent attendance.

Did you hire additional staff to provide these services or did you restructure current staff responsibilities?

We were able to hire additional staff rather than restructure current staff responsibilities. Some staff were existing, but their job responsibilities didn’t change; they now offer those same services in a new location.

Have any of the strategies implemented been affected by library budget cuts, especially as it relates to redesigning physical spaces and acquiring new hires. If so how was this dealt with?

We weren’t impacted by library budget cuts. We were limited a little in the type of furniture we provided due to limited budgets. However, money had been set aside for renovating library spaces and an additional donation covered a feasibility study for the space.

Can you share a link to the Ohio State infographic on the research pillars?

The image is shown below and you can download it at: https://goo.gl/Hy3RUR

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**University Libraries Supporting the Research Lifecycle**

### Planning Research
- Research Consultations: SL
- Author’s Rights Consultations: CRC & DCS
- Consulting on Management of Research Outputs: DCS & DMS
- Data Management Plan Consultations: DMS & DMS
- Finding Grants: SL

### Increasing Impact of Research
- Providing Open Access Solutions: DCS
- Measuring Citations and Usage: SL & DCS
- Strategizing Methods for Maximizing a Research Portfolio: SL
- Data Sharing: DCS & DMS

### Conducting Research
- Information and Data Literacy: SL & DMS
- Acquiring Library Resources for Research: SL
- Using Databases and Other Library Resources: SL
- Access to Articles at Other Schools: ILS
- Citation Management Support: SL
- Copyright Resources Center: CRC
- Digital Content Services: DCS
- Data Management Services: DMS
- Geospatial Information Services: GIS

### Publishing Research
- Rights: CRC
- Copyright: CRC
- Author’s Rights: CRC
- Permissions: CRC

### Where to Publish?
- Identifying Appropriate Journals for Publication: SL
- Open Access Publishing Options: SL

### Access
- Journal and Conference Publishing: DCS
- Archiving Research in the Knowledge Bank: DCS
- Complying with Funder Mandates for Open Access: DCS & CRC
Current Trends in Information Literacy: Free EPUB/PDF download

OCT 12, 2016

This 122-page download (https://goo.gl/ydsXve) explores multiple aspects of information literacy from building users’ competencies to the role of librarians. It contains both foundational definitions and related concepts such as critical thinking, metaliteracy and cultural context.

Available in PDF or EPUB, the download draws from books within the Chandos Information Professional Series and comprises five chapter excerpts.

1. The nature of information literacy by Tibor Koltay, Sonja Špiranec, László Z. Karvalics, Research 2.0 and the Future of Information Literacy

2. Critical thinking and information literacy by Anthony Anderson and Bill Johnston, From Information Literacy to Social Epistemology

3. Information literacy skills in the research process by Hilde Drivenes Daland and Kari-Mette Walmann Hidle, New Roles for Research Librarians

4. Visual literacy meets information literacy by Mary J. Snyder Broussard and Judith Schwartz, Skills to Make a Librarian

5. Science information literacy and the role of academic librarians by Svetla Baykoucheva, Managing Scientific Information and Research Data

Current Trends in Information Literacy is the third volume of Elsevier’s Learning Trends series. Elsevier Books is providing this series of free digital volumes to support and encourage learning and development focused on a central theme.

Find the excerpted books on ScienceDirect:

- Research 2.0 and the Future of Information Literacy (https://goo.gl/X8PFsz) by Tibor Koltay, Sonja Špiranec and László Z. Karvalics
- From Information Literacy to Social Epistemology (https://goo.gl/7n7JeM) by Anthony Anderson and Bill Johnston
- New Roles for Research Librarians (https://goo.gl/DOuICJ) by Hilde Drivenes Daland and Kari-Mette Walmann Hidle
- Skills to Make a Librarian (https://goo.gl/StrWXR) by Dawn Lowe-Wincentsen
- Managing Scientific Information and Research Data (https://goo.gl/TYtQVZ) by Svetla Baykoucheva
WEBINAR | TRENDS IN TEACHING INFORMATION LITERACY

View webinar: https://libraryconnect.elsevier.com/library-connect-webinars?commid=222419

SAMPLE SLIDES:

Trends in teaching information literacy
October 13, 2016

Chris Morrison
Copyright and Licensing Compliance Officer
Quality and Standards, Information Services, University of Kent

Jay Bhatt
Liaison Librarian, Engineering
Drexel University

Daniel Christe
Research Associate
Dept of Mechanical Engineering & Mechanics

Katy Ravanagh Webb
Assistant Professor | Head, Research and Instructional Services
J.V. Joyner Library, East Carolina University

GAME DESIGN PRINCIPLES || ACTIVE LEARNING

- Microcosms of the real world
- Challenging…but doable
- Progressively harder
- Instant feedback
- “Just-in-time” learning
- FUN !!!!

WHAT MAKES UP A MAP?

Library Instructional Data
- Class size breakdown
- Library usage data
- Library course plans
- Faculty activities

Departmental Curriculum Information
- Course catalog information
- EPS/EPD
- Departmental curricular maps or syllabi for a class

Interviews
- Library Course Coordination
- Librarians
WEBINAR | RESEARCH DATA LITERACY AND THE LIBRARY

View webinar: https://libraryconnect.elsevier.com/library-connect-webinars?commid=226043

SAMPLE SLIDES:

Research data literacy and the library
December 8, 2016

Sarah Wright
Life Sciences Librarian for Research
Cornell University

Christian Lauersen
Director, Faculty Library of Social Sciences
Copenhagen University Library / The Royal Library

Anita de Waard
VP Research Data Collaborations
Elsevier


A Maslow Hierarchy for Research Data:

https://www.elsevier.com/connect/10-aspects-of-highly-effective-research-data
WEBINAR | FOSTERING RESEARCH COMMUNITY THROUGH LIBRARY SPACES AND SERVICES

View webinar: https://libraryconnect.elsevier.com/library-connect-webinars?commid=192865

SAMPLE SLIDES:

Fostering research community through library spaces and services | March 31, 2016

Yvonne Nobis
Head of Science Information Services
Betty and Gordon Moore Library
University of Cambridge

Diananne Mizzy
Head of Kenan Science Information Services
Kenan Science Library
University of North Carolina at Chapel Hill

Meris Mandernach
Associate Professor and Head of Research Services, University Libraries
The Ohio State University

Solutions — building a new community

Create a large new silent study space – that can also be used as an 80-people seminar room. (Just about finished as you can see from the photo!)
Creating an eating area and providing vending and coffee machines
Addition of a fiction collection – taking part in world book night for the first time
Informal seating (also known as bean bags)
Cambridge Science Festival events

Hub Partners
Odum Institute for Research in Social Sciences
Center for Faculty Excellence
North Carolina Translational and Clinical Sciences Institute
Carolina Health Informatics Program
REACH NC
BeAM (Be A Maker@Carolina)

Research Commons Mission Statement

- The Research Commons at The Ohio State University Libraries leverages campus partnerships to provide support services at each stage of the research lifecycle. It enhances the Libraries’ mission by providing a hub for collaborative, interdisciplinary research that is both expertise and technology enabled.
Current Trends in Information Literacy

WORKSHEET | CURRICULUM MAPPING CHECKLIST

Curriculum Mapping Checklist

Step 1: Gather data
Gather the following resources and add data to your map:

- **Class Instructional Data.** Your aim here is to count up the number of this department’s classes and students coming for library instruction. You will also consider the outcomes of any assessment data available from formal or informal assessments given to students in these courses.

- **Further Library Instructional Data.** You are looking for any other library data that might help you understand how students are using the library. Pull LibGuides statistics each semester, review the lesson plans on your hard drive, and look for any lesson plans on shared drives.

- **Course Catalog Information.** You are trying to get a general idea of how a student moves through a major. Add the core courses, concentrations, and capstones to your curriculum map. Look especially for writing-intensive courses.

- **Departmental Website.** Review the department’s website for any helpful information to add to your map, including:
  - Who is the curriculum coordinator?
  - Who is the chair?
  - Does this department go through an accreditation process?
  - If yes, what is the accrediting body and when was the department last accredited?
  - Are there any student groups for this major?
  - What kind of research is done in this program?
  - Does this department have graduate students? How many?

- **IPAR.** Check the university’s program accreditation cycle for when the department will next be accredited.

Step 2: Analyze Data and Map the Curriculum

- **SWOT Analysis.** Conduct a SWOT (strengths, weaknesses, opportunities, threats) analysis for your library’s relationship with this department. What are your strengths? Where are the weaknesses? How could you grow the instructional program in this area? Are there any threats?

- **Learning Outcomes.** Think of the information that students in this major will need throughout their courses and in their careers. What are some learning outcomes?

- **Curriculum Mapping.** Where are you teaching certain learning outcomes now? If you were able to grow the program, could you reach the students with more advanced learning outcomes? Where would you do this? (For example, in a LibGuide or tutorial, by conducting outreach to upper level instructors, etc.)

Step 3: Take Action

- **Actions.** What actions will you take for this department? List them in SMART (Specific, Measurable, Attainable, Relevant and Timely) Goal format.
Librarians as change agents in navigating the new publishing and open science terrain

BY OLIVER RENN | JUNE 22, 2016

Publishing, science communication and library and information science have never been as exciting as they are today. If you take your role as an information professional seriously, there is always something new to learn.

Librarians as change agents

Because information professionals in academia or business act as facilitators between researchers and science communication channels, they need to know about the latest developments in these channels. The Chemistry | Biology | Pharmacy Information Center (ICBP) at ETH Zürich considers this an important goal, and has developed ways to introduce these developments to its students and researchers, including:

• Coffee Lectures — 10-minute presentations about databases, tools and services
• Research Group Menu Card Seminars — presentations tailored to a field or research
• Courses for undergraduate and PhD students

For their outreach programs to be successful, librarians need to be aware of publishing industry changes. ICBP invited Elsevier, a major scientific, technical and medical publisher, to discuss developments in open science and open data as part of the third Elsevier Library Connect Event Switzerland.

Five tenets of open science

Open science in Europe is particularly fostered by the European Commission under the auspices of the Netherlands and is promoted in a bottom-up approach by some researchers, but also in a top-down approach from an increasing number of funders. According to Fecher and Friesike, “open science” can be understood as an umbrella term for five schools of thought:

• Public — believes that science needs to be accessible to the public
• Measurement — thinks that scientific contributions need alternative impact measurements
• Infrastructure — supports adoption of research tools and applications
• Pragmatic — believes that knowledge creation could be more efficient if scientists work together
• Democratic — states that access to knowledge must be equally distributed

Targeting the needs of all five schools, Elsevier and other publishers are developing tools and initiatives to help researchers cope with an increasing amount of research output, including data.

Managing research data

According to IBM1, 2.5 quintillion bytes of data is created every day, with 90 percent of existing data having been created in the last two years. Unstructured data, or “dark data,” accounts for 80 percent of all data generated today and is expected to grow to 93 percent by 2020.
Tools are needed not only to share data easily but also to analyze that unstructured data. Tools for cognitive analysis include natural language processing, machine learning, question analysis, feature engineering and ontology analysis. Tools like IBM’s Watson can be taught to understand contents of peer-reviewed papers and allow the discovery of new materials.

Librarians would benefit from knowing about several Elsevier programs and pilots that cover the entire data cycle, including:

- Mendeley Data — a data repository
- Hivebench — an electronic lab notebook (ELN) tool
- Data in Brief — a journal that allows researchers to easily share and reuse each other’s datasets by publishing data articles
- Data Profile — a feature on ScienceDirect that allows authors to provide a summary of an article’s research data
- In-article data visualization on ScienceDirect
- Research data search engine (prototype)

Figure 1 shows this entire ecosystem, highlighting Elsevier but including open systems and other publishers’ repositories, journals, and search and management tools.

**From media mentions to APIs**

Other new publishing initiatives from Elsevier include:

- **Atlas** — an online journal that showcases research that could significantly impact people’s lives around the world
- **STM Digest** — features layman summaries of scientific papers with societal impact
- Reviewer Recognition — a program to engage and reward those who review articles (Other startups, including Publon, have also offered peer-review tools.)
- Alternative metrics — Initiatives and tools include Snowball Metrics and the newly acquired service Newsflo, which allows universities to measure and track media coverage by faculties, departments, research groups and other categories
- **APIs** — ScienceDirect and Scopus APIs help automate the delivery of publication data, e.g., ScienceDirect APIs are being used to update institutional repositories

**Conclusion**

By learning about these new tools and introducing them to researchers, librarians and information professionals can have a positive impact on researchers’ workflows, including helping researchers share and manage data more effectively. LC

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**References**

1. “Do we still need researchers reading publications?” Presentation by Dr. Costas Bekas, Manager, Foundations of Cognitive Computing, IBM Research
A five-point plan to become an acknowledged copyright authority

BY LESLEY ELLEN HARRIS, SEPT 22, 2016

Many times I hear non-lawyers say they’ve become the “go-to” person at work for copyright issues, regardless of whether they’re librarians, library directors or information managers. They may work in an academic or corporate library, archive, museum, for-profit or non-profit organization, but may not hold a formal title including the word “copyright.”

If you feel that you’ve fallen into this position (or if you’ve chosen it), follow the five-point plan below to help ensure colleagues acknowledge your expertise — you’ll know you’ve been successful as the copyright questions and requests flood in. The five-point plan is for any non-lawyer who’s that go-to copyright person.

1. Get authority

If you’re handling copyright and licensing issues but your job title doesn’t have the word “copyright” in it, get that changed. You want fellow employees to find you in the company directory; you need people to follow your advice when you tell them they can’t copy a newsletter or other item; and you need confirmation in your own mind that you are, in fact, the go-to copyright person.

If you’re going to be guiding people on copyright compliance, senior management should be aware of your role and why certain things are or aren’t permitted, and your fellow employees need to recognize your role in this complex and often frustrating area. You need authority to provide advice and guidance and ensure copyright compliance where necessary.

2. Get correct information

Take the time to find out what’s happening on the copyright and licensing front in your library and organization. What sorts of copyright materials are being used? Are print books an issue or just electronic books? Are there questions regarding public showings of movies or concerns relating to copying sound recordings? Do you have licensing agreements that no one can understand? How are copyright and licensing issues resolved? Do you answer questions about copyright and licensing issues, or are they dealt with in different ways by different people? As that go-to copyright person, you can help organize and streamline copyright issues in your organization.

3. Get a budget

As the copyright go-to person, you’ll find there are many things on which to spend money. You’ll need to purchase books and newsletters about copyright and place them on a reference shelf/Intranet page for you and your colleagues to consult. You’ll want some training in copyright law, and you may also want to train others with whom you work so they know the basics too.
You may need money to hire a copyright consultant or get assistance from your legal department (if you have one) to develop a copyright policy. The policy will guide copyright compliance matters in your organization and be a reference tool for you and your colleagues. You may also need a budget to consult with an external copyright lawyer on questions that you can’t answer.

4. Get educated

You don’t need to get a law degree to be the copyright go-to person; in fact, many librarians and other non-lawyers who work on copyright issues each day know more about managing copyright issues than do many lawyers (though likely not lawyers who specialize in copyright!). Locate books on copyright and licensing that are written for non-lawyers (several are available). Read websites and blogs (keep in mind that many of these have a particular perspective rather than provide straightforward copyright information). Take online and in-person courses to learn basic principles, upgrade your knowledge and stay on top of changes in the law.

5. Get help

To whom do you turn when you can’t answer a copyright question? Do you have a network of people you can contact for assistance, such as colleagues in similar positions? Does your organization have an attorney, either on staff or on retainer, who can advise you on copyright matters that are outside your comfort zone?

It’s important that you establish contacts with other copyright professionals. Build a support system by attending conferences and meeting others who work in copyright, networking with fellow students in copyright courses, and joining online copyright communities.

Now, get going!

Although you may never have intended to be the copyright person in your organization, you may find that the job offers much satisfaction. You’ll be a key player in helping people gain access to information, lowering your organization’s risk of copyright infringement, moving work forward, and eliminating the frustration and uncertainty that others confront when using content. Although you may often say “no” to requests and have to find creative ways to get to “yes,” your colleagues will soon appreciate your value in guiding them through the copyright maze. LC

The content of this article is for informational purposes only and should not be relied upon as legal advice; consult a lawyer should you need legal advice.
Three C’s of library leadership in the Pacific Rim: culture, context, change

Interview with Irene Herold, University Librarian, University of Hawai‘i at Mānoa | FEBRUARY 22, 2016

The University of Hawai‘i at Mānoa (UH Mānoa) is the flagship campus of the UH System and one of a handful of universities nationwide to hold the distinction of being a land, sea, and space grant institution. The National Science Foundation ranks UH Mānoa in the top 50 US public universities for research expenditures. Its diverse student population is 36.2% Asian, 22.6% Caucasian, 16.7% Native Hawaiian or other Pacific Islander, and 24.5% other. UH Mānoa Library Services has two physical locations and 134 faculty and staff, not including students.

UH Mānoa is the major research university of the Pacific Island region, so everything we do is grounded in being a Hawaiian place of learning. We support the curriculum and research of our faculty and students, and we support access to and preservation of information for our sister institutions in the Pacific Islands and Asia.

We are members of the Pacific Rim Research Libraries Alliance (PRRLA), which includes universities from Australia, Canada, China, Hong Kong, Macau and Singapore, among others. It’s been eye opening to see the challenges some of my colleagues face in dealing with government hierarchy and organizational structure to make artifacts available or, in other cases, simply due to a lack of equipment.

A recent example of working with other libraries in the region involved our rare, pre-1945 Okinawan collection, which is the largest outside of Japan. We provided access to a scanner and 600 items to the University of the Ryukyus in Japan, and they sent the personnel to digitize the items and draft the metadata in English and Japanese. We introduced different ways to think about the metadata and formulate the schema to ensure the items would be discoverable. Finally Tokiko Bazzell, our Japan Studies librarian, and I attended a one-day symposium in Okinawa, where we discussed the importance of the project, not just to researchers and scholars, but also to the people of Okinawa. These were cultural treasures that would have remained hidden and inaccessible without the combined work of our libraries.

Interview highlights:

- A partner in preserving cultural heritage and access
- Change is endemic to the heart and principle of the work we do
- It’s not just about library value, it’s the value of higher education
- Beyond headcount to the human side of leadership

How is the library’s role different at UH Mānoa than at other places you have worked?

**It never occurred to me that as a librarian I would not be an educator.**
Irene Herold speaking at the Okinawa symposium

Where do you see the biggest potential for change in libraries?

As information professionals, we know that change is endemic to the heart and principle of the work we do. Libraries have evolved from 19th-century storehouses to 20th-century access points to a 21st-century model that incorporates resources, access and knowledge creation. Tools and resources have changed over time, but the application and end goals are pretty consistent.

My dissertation was historical in nature, and I recall reading old journal articles that described librarians’ consternation over having to use a typewriter to create catalog cards instead of handwriting them. We need continuous improvement in our skills and abilities to work with new tools, but I don’t know how that’s really different from how it’s been in the past 100 years.

Our library spaces are also evolving to accommodate the shifting needs of the institution. At our Sinclair Library, we have repurposed space to house the Honors Program, Student Success Center, Institutional Research Services, Advising, the Outreach College (continuing education) and a grant-funded K-12 initiative. Our library-specific space has shrunk, yet the synergies of these partnerships have created excitement for the 21st-century learning models within the library. Educational concepts such as high-impact practices, flipped classrooms, engaged learning and student success have been incorporated more actively and openly.

So the library is becoming more integral — and adding more value — to the institution?

We always have been integral to the life of the university; we are just getting noticed more!

Within the Association of College & Research Libraries (ACRL), we have been thinking in terms of not just the value of the library, but in broader strokes about the value of higher education and the creation of an engaged, educated workforce. This thinking has driven some of the ACRL conversation around the decision to embrace a constellation of documents that now includes the information literacy framework. This gives guidance for the campuses to assess student learning and puts library value in context of student success. ACRL has positioned itself as a higher education association, not just a library association.

This resonates with me, as I started out as a public school teacher. It never occurred to me that as a librarian I would not be an educator. Of course that is not necessarily a view all librarians have held or embraced. But it seems that people are now catching up with a view I have always held to be true.

If change is always part of the landscape, how can library leaders prepare their staff?

I am a big proponent of the eight-step process that John Kotter outlines in his book, Leading Change, which advocates that we need to not just manage change, but create the environment in which the change can be successful. When entering a new situation, you don’t know what you don’t know until you get there. In every place I have worked, there is a different environment; as a leader you need to be open to and considerate of the culture.

As library leaders, we need to think about how we help our workforce evolve and develop. It’s easy to get wrapped up in things like planning a new space — from the lighting to the wear count on the furniture. We need to think more about the human side, and not just about the headcount and the associated budget.

Change always feels uncomfortable. If you are not uncomfortable, you are not going beyond the box you set up for yourself. I advocate for helping staff to push past those limits. If we demonstrate emotional intelligence then our staff will feel empowered to change, understanding that they have our support. By acting with emotional intelligence we instill confidence in those we are leading and achieve alignment with the vision and way forward.

As the university librarian, what is your role in setting institutional priorities?

Everywhere I have worked as head librarian, I have sat on the executive team that sets the direction for the institution. The head librarian can offer a global institutional perspective. I’m not just advocating for my school or my particular areas of subject expertise; this is sometimes a surprise to my colleagues at that level, but it’s a view that is valued. As a dean, for example, it is easy to get immersed in thinking that the only value is in the numbers: of graduates, of credit hours, instructor ratios. But as we parse out resources or think about planning or value, we need to consider the institution’s larger leadership role.

As the university librarian, I am also an advocate with our state government — meeting with legislators, participating in hearings, showing we value their support, and helping them understand where we need support.

Where do you turn for professional development and engagement?

The different associations, including ACRL, PRRLA, the Greater Western Library Alliance, and the Association of Research Libraries, are extremely valuable to me. I keep up-to-date with their white papers, toolkits and other initiatives. I’m also privileged that my leadership role at ACRL requires me to read all the committee reports, which keeps me in touch with the landscape.

For quick pointers to good information, I use Twitter and Facebook. And I have my own research and writing with a focus on leadership. (See Irene’s contributor profile for more on her work: http://libraryconnect.elsevier.com/contributors/irene-herold)
What emerging healthcare trends will affect medical librarians over the next 10 years?

BY STACY HARTUNG | JULY 26, 2016

The rapidly evolving landscape of healthcare today presents a constant challenge to stay current, while at the same time prepare for what is around the corner. At MOSAIC 2016, we asked 80 attendees to share with us what emerging trend in healthcare will affect their role the most over the next 10 years.

Personalized medicine

Thirty-nine percent of those surveyed believe personalized medicine will have the greatest impact. Personalized medicine, defined as “an evolving field in which physicians use diagnostic tests to determine which medical treatments will work best for each patient” by the Personalized Medicine Coalition, is becoming more and more an integral part of patient care. Pharmaceutical and diagnostics industries are increasingly investing in this field.

Dr. Peter Edelstein, Chief Medical Officer of Elsevier Clinical Solutions, projects that personalized healthcare will be at the forefront of medicine into the next century. He foresees patients and doctors being able to identify disease risk, and manage disease and treatments in a “truly individual, DNA-based way.”

View Dr. Edelstein’s full commentary on personalized medicine as part of the Elsevier Medical Clinics 100 year anniversary commemoration, where we asked multiple healthcare leaders what will be the top innovations in medicine over the next 100 years: https://youtu.be/dWyu9JImTEU

Health information technology (HIT) in patient care

About a third of the medical librarians and health information professionals surveyed think that HIT to gather patient information and allow patient self-management will have the greatest impact on their role in the near future.

According to the Office of the National Coordinator for Health Information Technology, in 2014 almost half of Americans used a form of HIT to interact with their healthcare provider, view personal health information, and track health and wellness with use significantly increasing between 2013 and 2014.

Poll results for “What emerging trend in healthcare will affect your role the most over the next 10 years?”

- Personalized medicine: 39%
- Health information technology to gather patient data and allow patient self-management: 34%
- Wellness programs that improve health and reduce medical costs: 10%
- Value-conscious patients and consumer/patient-centered care: 13%

Poll results for “What emerging trend in healthcare will affect your role the most over the next 10 years?”

Thirty-nine percent of those surveyed believe personalized medicine will have the greatest impact.
Dr. Carol Steltenkamp, Chief Medical Information Officer at University of Kentucky Healthcare and Vice President of the Healthcare Information and Management Systems Society (HIMSS), believes this trend will only continue to increase, and technology will have a more dominant role in patient-directed care in the future.

Listen to Dr. Steltenkamp’s comments on the future of HIT in medicine: https://youtu.be/HU-o1YnZrJU

Victoria Tiase, MSN, RN-BC, Director of Information Strategy at New York-Presbyterian Hospital predicts there will be an even greater shift from “illness” to “wellness” in the future with an increase in innovations that allow patients to see and understand their own state of wellness at all times.

You can hear more about her predictions here: https://youtu.be/SF2Rr2neDSw

According to Accenture’s 2016 Consumer Survey on Patient Engagement, of the 80,000 global healthcare consumers interviewed, 78 percent would wear health-tracking technology to track their fitness and vital signs, and the number of people who use health apps has increased from 16 percent in 2014 to 33 percent 2016.

Wellness programs

Emerging trends in wellness programs that improve health and reduce medical costs, and an increase in value-conscious patients and consumers were viewed as having the most impact on their roles over the next 10 years by 28 percent of attendees. Research has shown time and time again that preventative health services and utilization of wellness programs can help save lives and save money. Now with the increased number and use of individual wellness programs — particularly through smartphone apps and wearables — more people are taking charge of their health and their interactions with the healthcare system.

Medical librarians who adapt their support and resources to trends such as these will be poised to continue making a significant and valued contribution within their organizations. Savvy librarians stay up-to-date with the evolution of both their profession and the environment in which they operate.

To learn what more healthcare leaders think will be the top innovations in medicine to come — and to see how far we have come over the past 100 years — visit medicalclinics100.com, a website dedicated to the 100th anniversary of Medical Clinics. (Found on ScienceDirect, ClinicalKey and Journals Consult, Medical Clinics provides the latest clinical reviews on the issues healthcare professionals face every day.)

Do you agree these will be the biggest trends in healthcare to affect your role over the next 10 years? Let us know what you think in the comments below. LC
Capturing and communicating the value of information management services in a corporate culture

A Q&A WITH ULLA DE STRICKER | MAY 10, 2016

The webinar is now available on demand at: https://libraryconnect.elsevier.com/library-connect-webinars?commid=202895

On June 21, Ulla de Stricker will share her advice for information managers (IMs) in the webinar “Capturing and communicating the value of information management services in a corporate culture.” We posed a few questions about the current challenges faced by IMs at corporate organizations relating to understanding and communicating the value of the services they provide.

What are the top 3 challenges IMs face daily?

In consulting, my experience has been that the top 3 are all related to organizational culture.

1. When a corporate culture supports the notion that everyone (say, as a result of having gone to graduate school) is a qualified researcher, the need for specialized information skills may be lost on decision makers.

2. When the culture lacks insight into the difference between qualified and questionable information sources, it is no surprise there’s a perception that the librarian (or IM) is an expensive relic from the past.

3. When no one has specific responsibility for how knowledge is captured, kept, made available and shared, the IM’s special qualifications will likely go unnoticed while subject matter experts fend for themselves and ask colleagues for help when they’re stuck.

With information all around us, the organization evolves to treat information as a form of oxygen and asks: Why would we pay for specialists to mind the air? Only in the worst “pollution scenarios” would that become relevant. Such a mindset is particularly prevalent in organizations where much of the workforce has never experienced a time when information was not readily available.

I would sum up the challenges faced by IMs in corporate environments this way: If intellectual workers have never known what it’s like to work with an information specialist, they have no way of knowing the benefits and therefore lack motivation to ask for one.

What are some reasons why info pros are finding it difficult to convey their value to their corporate stakeholders?

A key difficulty in conveying one’s own value is related to a perception that the communication is self serving, aimed at protecting our positions. (In the webinar we’ll discuss how to overcome that perception.)

A second contributing factor is the paradox of “But we’re doing well, aren’t we?” Without calamity looming, the inducement to institute and follow good information management practices is lacking. Efforts on the part of the IM to engage the intellectual workers in a conversation about information management opportunities may be dismissed as unwelcome interruptions. Good knowledge practices, unlike appropriate legal diligence, do not enjoy a pre-existing acceptance and understanding of the reason why they are necessary. Everyone instinctively understands the

Our task here is to connect the IM expense to the “business of the business” in ways managers understand readily ...
consequences of actions carrying significant risk, so the lawyers in
the legal department are sought out as a matter of course. Everyone
accepts the need for accountants — the organization couldn’t function
without them. Information managers? Not so much.

Librarians and IMs globally are coming under intense pressure
to reduce (and defend) their budgets. In your experience, what
are the key reasons for that?

The need to defend budgets and manage on ever smaller budgets are
symptoms of the organization’s culture. Organizations do not question
the cost of doing business associated with, say, equipping employees
with mobile devices. Decision makers who sign off on budgets connect
the expense to a perceived value: It is a benefit to the business that
employees can be reached at all hours of the day anywhere they may
be, and it is a benefit that workers can work anywhere.

Paying for information management (staff and content), on the
other hand, may be regarded in a different light and thought of as a
just-in-case or nice-to-have service. Also, senior executives may be
unfamiliar with the realities of pricing in the professional publishing
industry and be unaware of the nature of the interaction between the IM
and the business teams. Our task here is to connect the IM expense to
the “business of the business” in ways managers understand readily,
and that is a key aspect of our discussion in June.

What are some best practices you will share in the webinar to
help IMs better identify, capture and share their value within
corporate environments?

I’m grateful for the opportunity to discuss how IMs can communicate
their value in ways that are professional and comfortable. My central
message is that strong relationships with the business teams are
the foundation for building an organizational awareness of the true
contribution made by the IM or information management team. IMs
may express concern that outreach would be seen as an intrusion;
I will discuss strategies to help IMs move beyond such an impasse.

IMs must communicate their value with impact measurements to go
with the usage measurements. The latter in themselves are inadequate
as value indicators; the effective story to tell is the one dealing with
business outcomes resulting from the IM’s work (be that reactive
service or proactive consultation). Webinar attendees will come away
with insight into relationship management, impact clarification, and
the art of demonstrating value to stakeholders by tracking business
outcomes from the application of information services.

Interested in learning more about how to better understand and
demonstrate your value? Sign up for the webinar on June 21. LC
Introducing your researchers to text mining: 5 first steps

BY RACHEL MARTIN | NOV 29, 2016

Text mining makes it possible for researchers to analyze vast data sources, extract answers and develop new concepts more quickly and efficiently than ever before. However, a recent survey by the Publishing Research Consortium found that awareness of text mining techniques is still relatively low. Three out of four respondents had not used these techniques, and two-thirds of that group had not heard of text mining before the survey.

Librarians play a key role in raising awareness of text mining’s potential and helping to facilitate its use. Here are five key pointers to help introduce your researchers to text mining, including videos and information on how to use Elsevier’s APIs.

**Text mining can be a powerful technique to help in your next research project.**

There are millions of articles and book chapters out there, packed with information that might help answer your research questions. So what exactly is text mining and how can it help? Text mining uses computerized tools to automatically search, extract and analyze large amounts of text from source documents. Similarly, data mining employs equivalent techniques to analyze databases and statistics. Together they are known as TDM.

1. Introduce your researchers to text mining basics with this two-minute video (https://www.youtube.com/embed/I3cjbB38Z4A) that includes a simplified example of a research question.

   **Text mining is more than just a search process.**

   Text mining uses natural language processing (NLP), a form of machine learning, to help you detect connections and patterns at a volume and speed that would be impossible to achieve manually. This is the true potential of text mining — analyzing all potential resources to gain new insights into potential relationships.

2. Explain how the text mining process works with the help of this short video (https://www.youtube.com/embed/xxqrlZyKKu).

   **Text mining is still experimental and requires specialized tools and some programming knowledge.**

   While its potential is very exciting, text mining is still at the early stages, particularly for scientific, technical and medical (STM) content. Typical text mining tools are designed for general internet content such as news items or social media posts. This type of content is very different from discipline-specific content, such as STM, which will have its own jargon, abbreviations and uniquely formatted references. As a researcher in a specific discipline, you will probably need customized tools.

   There are three main options for text mining tools, requiring varying levels of knowledge in programming, statistics and linguistics:

   • Off-the-shelf: If you have basic technological skills, a ready-made TDM workbench provides building blocks to put together a customized tool.

   More ▶
• Build your own: With more advanced programming skills, you can create your own tools.

• Outsource to a specialist provider: Accurate text mining, in particular, requires NLP expertise.

3. Review specific tools available for TDM via your library or open source providers.

Text mining requires bulk downloads of vast amounts of articles and book chapters.

TDM tools run against a working set of data and/or content known as a “corpus.” To assemble a corpus, you need to bulk download (i.e., make a copy of) the material that you wish to mine, often from publisher platforms. Application programming interfaces (APIs) are a standard way for a computer to access and interact with the content. For text mining, APIs make it much easier to download the volume of content that you will typically want to mine and to do so in a programmatic language. Best of all, APIs will typically return results faster, reducing the overall time needed to bulk download content.

4. Demonstrate how to create an account and obtain an API key (see Elsevier API Key video http://www.youtube.com/watch?v=dT-fKh49k3M).

Access scholarly content for text mining purposes right now!

To mine across publisher platforms, use the free Crossref TDM service and Crossref Metadata API to access the full text of content identified by Crossref DOIs across more than 4,000 participating publishers.

Elsevier supports researchers who want to mine text for non-commercial purposes. All its journals and book chapters are converted into XML, a machine readable format, and available through an API.

5. Visit the Elsevier Developers portal (https://goo.gl/LWb4tQ) and help researchers register for an account and API key. LC
WEBINAR | TARGETING THE LIBRARIAN’S ROLE IN RESEARCH SERVICES

View webinar: https://libraryconnect.elsevier.com/library-connect-webinars?commid=223121
Download slides: https://libraryconnect.elsevier.com/sites/default/files/LCW_Research-Services_Nov-8-2016.pdf

SAMPLE SLIDES:

Targeting the librarian’s role in research services
November 8, 2016 | 10:00-11:00 am EST, 15:00-16:00 GMT, 16:00-17:00 CET

Nina Exner
Researcher and Grant Support Services Librarian
North Carolina A&T State University

Amanda Horsman
Academic Medical Librarian
Université de Moncton

Mark Reed
Professor
Newcastle University

Why research support?

Universities often have three pillars: teaching, research, and service. Faculty are evaluated on teaching, research, and service. That is how they think about and organize their work lives.

So if you work with faculty, addressing research is a great relationship builder.
- Provides more routes to engage with faculty and keep the conversation going
  » Research is an alternate way to reach faculty who don’t use library instructional services
- Great for liaisons, scholarly communications librarians… and anyone interested in building relationships and creating a broader view of libraries!

Types of projects

- Literature Review
  ◦ General overview of articles available on a particular subject

- Scoping Review
  ◦ Detailed, rigorous overview of (scientific) articles available on a particular subject

- Systematic Reviews
  ◦ Detailed, rigorous search of ALL (scientific) articles available on a particular subject
  ◦ Performed in teams

1 Design
2 Represent
3 Engage
4 Early impact
5 Reflect & sustain
WEBINAR | CAPTURING AND COMMUNICATING THE VALUE OF INFORMATION MANAGEMENT SERVICES IN A CORPORATE CULTURE

View webinar: https://libraryconnect.elsevier.com/library-connect-webinars?commid=202895

SAMPLE SLIDES:

Introduction: The IM’s Career Surprise

- “If I’d known how much ‘selling’ is necessary ...”
- “I’m stunned how much time I need to spend on just explaining ...”
- “Relationship Management was not a course in my program. It should have been ...”

What are Our Strategic Options for Tackling the Challenges?

1. Understanding culture
2. Selling by telling: Gauging impact, spreading the word
3. Managing relationships for lasting advocacy
4. Connecting IM investment to the business of the business
5. Being on the lookout for value-add opportunities

Context: The IM’s Challenges

- “Everyone knows how to do research. Why would we need specialists?”
- “All the information I need is out there. Why would we pay so much for subscriptions?”
- “Back in the day, no doubt the IM role was justified. But now ...?”
- “What’s the problem? We’re doing OK, aren’t we?”
From project initiation to choosing a tool, librarians follow a series of logical steps to develop an institutional repository. Download the free ebooklet A Librarian’s Process for Building an Institutional Repository to visualize these steps in a series of process flowcharts annotated with tips and tools.

Researched and written by Leo Stezano, who recently completed a three-year engagement as Project Manager at the Avery Architecture and Fine Arts Library at Columbia University, the ebooklet provides a handy how-to structure for an institutional repository project and can be adapted to other LIS initiatives.

DOWNLOAD and SHARE!

A Librarian’s Process for Building an Institutional Repository by Leo Stezano and Elsevier Library Connect is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.  LC
Article sharing on scholarly collaboration networks

BY FRED DYLLA | MARCH 24, 2016

The global community of librarians, researchers, publishers and scholarly collaboration networks (SCNs) needs to work in tandem to improve the article sharing experience. To this end, a working group of the International Association of STM Publishers has published — with community input — voluntary principles for article sharing on SCNs. As community ownership, endorsement and adoption is key to their success, we are asking for your participation.

The evolution of scholarly sharing

A scholar investing the time and effort to write an article for a scholarly journal has very clear goals in mind. First, the author wants this article to meet the publishing community standards established by the journal’s peer review and editorial guidelines. Once published, the author wants to inform research colleagues of the article’s publication — and have it read widely by providing access or sharing a copy.

The sharing of journal articles is a practice that dates back to when the scholarly journal was first invented 350 years ago, only the ease and methods of sharing have changed. In the print days, authors were often given, or could purchase, extra copies (reprints) of their articles for distribution. Authors could replicate their reprints and mail them; readers could also make personal copies from the journals held by their institutional library. The advent of electronic files, email and the Internet facilitated sharing at new levels, and we are just beginning to realize how growing, global interconnectivity will impact this time-honored practice.

The rise of SCNs

Social media added ease and convenience of sharing information among a group of “friends.” SCNs went a step further offering both convenience and more structured options to share with colleagues and potential new collaborators interested in the article’s subject matter.

SCNs first appeared early in the web era, and their popularity has grown enormously in the last few years. The best known networks are very successful start-ups in terms of the number of users: ResearchGate (6 million members) and Academia.edu (30 million monthly visitors), and Mendeley (5 million members), now owned by Elsevier. These networks solicit researchers to establish collaboration networks and give users capabilities to upload versions of their articles to be shared with user-defined collaboration groups and, in some cases, members of the public.

Given the growing popularity and utility of SCNs, the scholarly publication community needs to support this new venture — but in a way that allows the practice to evolve as a useful tool without undue harm to the enterprise that published the article. Given that the business of scholarly publishing is still dominated by the

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subscription model, if all publications are made instantly available to anyone on the day of publication, subscription income and the means of sustaining the value of the scholarly publishing enterprise would be at risk. When a majority of the publishing business moves to an author-paid, open access model, this becomes less of a concern. But in my view, this transition will continue incrementally as it has done for the last 10 years, and for certain fields (the humanities, for example) it may never be a viable model.

Supporting SCNs in a sustainable way

How can the scientific and publishing communities support SCNs? This topic affects the entire scientific enterprise, in both markedly positive and potentially negative ways. It is therefore vitally important that all stakeholders — librarians, researchers, publishers and sharing networks — fully understand the impact and engage in mapping out fair and sustainable practice for these new sharing tools.

Most scholarly publishers are comfortable with such sharing practices if they don’t substitute for the publisher’s own offerings and services by repackaging articles for resale or posting the publisher’s final version on widely available public websites (unless the article was published using an open access business model, of course). The ease with which article sharing can now be done would have been impossible without the significant investments in digital technologies that publishers made in journal production and dissemination, and libraries made in institutional repositories. In addition, both parties worked collaboratively to develop necessary digital identifiers and archive standards. The convenience of article sharing made possible by these new tools must be used responsibly to maintain the viability of producing the original articles.

Principles for article sharing on SCNs

For the last year and half, I have had the honor of chairing a working group assembled by the International Association of STM Publishers to help establish some general guidelines for the use of such networks by all parties.

In February 2015, the working group posted a draft of voluntary principles for article sharing on SCNs and related FAQs concerning the use of these networks. We asked the wider research community to consider the draft principles available on the STM website and actively sought commentary over a two-month consultation period that concluded in April 2015.

This round of consultation resulted in a healthy debate across the stakeholders, including substantial library community comments. A revised set of voluntary principles was posted on the STM consultation web page in August 2015 (attachment included at the end of article). The principles basically provide user guidelines for sharing articles among research collaborators and the FAQs address additional cases. (More information and background about the process can also be found on this website.)

Adopting and endorsing the principles

The STM working group is now soliciting buy-in from stakeholders across the scholarly publishing community; it is only through wide-based support that we can affect collaborative practices for mutual benefit. The current list of endorsing organizations can be found at http://www.stm-assoc.org/stm-consultations/scn-consultation-2015/.

We ask libraries and library associations to consider the principles, let us know what you think, and show your support by endorsing the principles.

Why might librarians want to endorse a set of principles developed through a publishing standards association? The issues addressed by the principles also greatly impact librarians. Your users may seek advice and guidance about where and how to share articles, and you will be well positioned to respond with this guidance. By engaging with STM in this effort and working with us to identify and endorse good practices, you will enable sharing networks, publishers and librarians to work together to make the process hassle-free for you and your users. These platforms need to evolve in a way that complements library services as well as publisher services, so you will have a voice and influence on the evolution of these new sharing tools.

Your organization can formally endorse the voluntary principles by emailing Matt McKay (mckay@stm-assoc.org). Matt also is the point of contact to receive any additional feedback (comments, thoughts, ideas) that you have to offer. Finally, he can keep you informed of developments pertaining to this initiative by adding you to our distribution list for updates.

As a direct result of this working group’s efforts, publishers are issuing policies that address posting via SCNs. In addition, a new working group has been formed to develop technical solutions that will help implement the principles, such as improved article version metadata and extended usage measurements. The library and publishing communities will benefit from improvements in both article version metadata and the extension of usage data to these new platforms. We are committed to working towards solutions to improve the article sharing experience for all. Please join us.

LIBRARIAN RESOURCES | Library Connect Yearbook 2016
Register for Scopus webinars in English or German — even power users learn a lot!

By Colleen Delory | May 24, 2016

What you’ll learn
In each webinar, our experts explore a variety of Scopus functions and features — perhaps ones you have never heard of, or others you’ve been implementing in a limited capacity.

- Learn tips that will save you time — 10 minutes saved a day for a year would be a week’s work of time!
- Discover features such as metrics or APIs that allow you to offer new library services
- Ensure your searches are comprehensive and current

And for librarians, this new knowledge will have a ripple effect as you share it with your grad students and researchers.

New webinar topics every month
Free monthly webinars on different topics are available in English and German and can be viewed live or on demand. Topics include metrics, author profiles, content coverage, search tips, APIs and more.

The product managers who design and launch product functions present the English-language webinars, which offers attendees an unparalleled opportunity to ask questions and provide feedback. On the German side, customer consultants with in-depth product knowledge present.

Where to register
Your organization has already invested in Scopus. Reap higher returns on that investment by registering for an upcoming webinar:

View/Register for Scopus Webinars (English)
http://goo.gl/VSCnFf

View/Register for Scopus Webinars (German)
https://goo.gl/V92UMY

A software tester once told me that all but 10 minutes of a full-day training I had organized was a repeat of stuff he already knew. I was crushed. “So it was a waste of time?” I asked.

“Oh no!” he responded. “It was worth it for those 10 minutes.”

I think you’ll get much more than 10 minutes’ worth of the right stuff for you in each hour-long Scopus webinar.

For new Scopus users or power users, the webinars provide insight into the world’s largest abstract and citation database of peer-reviewed literature, including scientific journals, books and conference proceedings. There are now more than 62 million pieces of content indexed in Scopus from 5,000 publishers. It has a rich feature set for both search and analysis, and these webinars will help you make the most of it.

Testimonials from attendees

“Very clear, concise, useful presentation! I’ve used Scopus for years, and wasn’t aware of a number of these elements! Thank you for sharing them!”
— Marina Englesakis, Information Specialist University Health Network (Canada)

“I have used Scopus for years, but still learned a lot from Gillian — thanks!”
— Mike Scanlon, Assistant Librarian Department for Environment, Food & Rural Affairs (UK)

These are just a few of the many positive comments the Scopus trainers have received this year.
A Librarian’s Process for Building an Institutional Repository

Library Connect Blueprint for Success

http://libraryconnect.elsevier.com

Define Content

- Theses and dissertations
- Articles (accepted MS, DOI full-text final versions, OA PDFs)
- Conference proceedings
- Chapters of books
- Research datasets
- Lecture notes and/or videos
- APIs/software applications
- Metadata
- Abstracts

Will there be a mandate to upload? NO

Define parameters and policies

Define content types and versions to include

Define repository taxonomy

Define relationship to institution’s digital collections

Finish

The Overall Process

Start

Project initiation

Define content

Define feature set

Define access protocols

Define maintenance process

Choose tool

Build/inst and launch system

Finish

Create Metadata Schema

Start

Responsible websites for target artifacts

Choose schema based on available metadata

Define basic metadata set

Create metadata set extension

Yes

Are schemes needed for specific artifact types?

Define metadata completeness for specific artifact publication

Define responsibilities for new artifact creation

Finish

No

Automate repository updates with ScienceDirect metadata. ScienceDirect APIs can check entitlements, link users to the best available version, display an access indicator, check embargo end dates and embed final articles. (http://aspurl.elsevier.com)


The Overall Process

Watch the Library Connect webinar "Institutional & research repositories: Characteristics, relationships and roles" to see 3 different approaches (http://aspurl.elsevier.com)
Organizational operations: The information professional’s opportunity to add value

In Chapter 4, we looked at nontraditional roles information professionals can fill. Here, we discuss opportunities information professionals may uncover once they are working inside an organization. All enterprises contain information-centric functions, and information professionals have a great deal to offer to those working in such functions. Our task is to identify the opportunities and be ready to demonstrate our relevance should it happen that our current role gets phased out.

The small essays below are intended to illustrate how typical organizational activities present situations we may use as inspiration for proposals to enhance business operations (not to mention our own careers).

Note that the term “knowledge worker” refers to someone with an information- and knowledge-focused job or a subject matter expert whose functions are intellectual in nature.

5.1 Managing knowledge worker information supply is a challenge—Get information professionals on it

In my consulting work—assisting clients determine the optimal strategies for supporting knowledge workers—I often see that an information professional (or three, or more, depending on the size of the organization) could be a significant value add … within the business teams or close to them. Yet, as the number of roles for information professionals as embedded (or portfolio) researchers and information consultants is modest, it is particularly important for information professionals to have practiced the “scary stuff” of business cases, ROI assessments, and similar analyses so as to sell their skills into new roles. In other words, information professionals face an employment landscape in which they are in effect required to sell potential employers on the desirability of creating new positions where unique information skills will contribute to organizational goals. Established information center managers are similarly required to demonstrate the value and ROI of the infrastructure costs they incur for the parent organization; they are in effect becoming agents for hiring and deploying information professionals working directly with subject matter experts. Scary, yes; doable, yes.

What can information professionals do for knowledge workers who are run off their feet, arrive late to meetings because they were held up in a previous one, have their gadgets go off every few minutes, and so on? (No wonder stress levels are off the chart, but that’s another conversation.) The challenges for information professionals supporting client populations bombarded with all the flashing and beeping add...
Grants now open to train LIS professionals and users in developing countries on how to use Research4Life

BY LENNY RHINE | MARCH 22, 2016

During the past decade, I have had the privilege of conducting 60-plus workshops in 35 countries to teach individuals in developing countries how to access Research4Life resources. As the key advocate behind Librarians without Borders® (LWB), I have had wonderful experiences working with information professionals, lecturers, physicians, researchers and students from universities, research centers, ministries of health and non-governmental organizations.

Since 2007, I have been the coordinator of the LWB E-library Training Initiative sponsored by the Medical Library Association (MLA) and funded by the Elsevier Foundation (elsevierfoundation.org). In December, MLA announced the expansion of this initiative, including the new MLA HINARI/Research4Life Grant that focuses on training activities for the Research4Life programs. This expansion reflects a decade-long commitment of Elsevier and the Elsevier Foundation to fund MLA/LWB for a cumulative commitment of US $409,000 to provide essential training to boost Research4Life usage in developing countries.

I would like to urge those eligible to apply for the training grants. Thanks to generous funding by the Elsevier Foundation, MLA will be able to offer grants for the next three years. The funded projects will center on training for Research4Life’s health program (HINARI) and developing additional instructors.

About Research4Life

The goal of Research4Life is to reduce the knowledge gap between high-income countries and low- and middle-income countries by providing free or low-cost access to critical scientific research.

MLA HINARI/Research4Life Grants

Application deadline: June 13, 2016

Grant information: Up to five grants each year of $1,500 to $6,000 each. Elsevier Foundation has committed to funding the one-year grants through 2018.

Purpose of grants: Conduct HINARI/Research4Life training activities

Eligibility:
- Individuals and/or organizations
- LIS qualification (or exceptional candidate)
- Health and/or sciences library or related science information organization

Details and online application: http://www.mlanet.org/p/cm/d/id/949

More ➤
Research4Life (research4life.org) is a public-private partnership of the World Health Organization (WHO), Food and Agriculture Organization of the United Nations (FAO), United Nations Environment Programme (UNEP), World Intellectual Property Organization (WIPO), Cornell University and Yale University, the International Association of Scientific, Technical & Medical Publishers and over 200 international scientific publishers.

Its goal is to reduce the knowledge gap between high-income countries and low- and middle-income countries by providing free or low-cost access to critical scientific research. This potentially will increase the volume of publishing from these countries with research outcomes that could have a positive impact on a large percentage of the world’s population.

The four Research4Life programs include Research in Health (HINARI), Research in Agriculture (AGORA), Research in the Environment (OARE) and Research for Development and Innovation (ARDI). Since 2002, the programs have provided researchers at more than 8,000 institutions in more than 100 low- and middle-income countries with free or low-cost online access to up to 68,000 leading journals and books in the fields of health, agriculture, environment and applied sciences.

Grant submission process

The deadline to submit proposals is June 13, 2016. Individuals or organizations can apply. Find details and apply online. (mlanet.org/p/cm/ld/fid=949)

The MLA will award the first round of grants by approximately June 30, with additional grants in 2017 and 2018. The Elsevier Foundation will fund between three and five projects at $1,500 to $6,000 each.

Examples of projects include:

- Organizing a HINARI/Research4Life workshop at a registered institution where the applicant is employed
- Conducting a workshop at a registered institution where the applicant/organization has ties (for individuals in developed countries)
- Organizing and teaching Research4Life distance-learning courses
- Organizing a regional US-based workshop for information specialists interested in HINARI/Research4Life activities and/or researchers, faculty or students from institutions that have linkages with Research4Life registered organizations
- Creating a new distance-learning training module or course
- Increasing mechanisms for promoting HINARI and Research4Life programs and their training resources
- Developing tools to measure outcomes of training activities

For further information, contact Maria Lopez, MLA’s grants coordinator (lopez@mail.mlahq.org).

Positive outcomes and challenges beyond access

Many workshops participants are practicing physicians who cancel clinics so they can learn useful skills for accessing research and clinical information. When they complete the exercises that involve searching databases (particularly PubMed in HINARI workshops), I tell them to enter “searches of interest to you.”

Quite often, the participants will complete a search, open an article and start reading instead of continuing onto the next assignment. Apparently, they have already found useful information, perhaps on a topic that they have been concerned about for years. I just smile to myself, knowing that they understand the value of the material and will be regular users of the HINARI resources.

There have also been sad post-workshop outcomes. I conducted a workshop in a country that now is in the middle of a civil conflict. Initially, the participants had numerous positive outcomes, but many now live in cities without basic resources such as food, water and electricity. I also communicate with colleagues living in places where there have been natural disasters, which can result in many of the same shortages and impediments.

In the end, though, I am more heartened than dismayed. I am impressed by the knowledge and ability of the participants, and amazed by the resilience of people and the desire of individuals and organizations to effect positive change. LC

I am impressed by the knowledge and ability of the participants, and amazed by the resilience of people and the desire of individuals and organizations to effect positive change.
In March, Library Connect announced that proposals were being accepted for a new Medical Library Association (MLA) HINARI/Research4Life Grant focused on training activities for the Research4Life programs. More than 30 proposals were submitted from developed and developing countries, and the recipients — announced earlier this month — are from Ethiopia, Honduras and the US. Donated by the Elsevier Foundation, this year’s $20,000 in awards will fund training workshops and an update of Hinari training videos.

Via these funds, grant winners will increase awareness and usage of valuable HINARI/Research4Life resources at an institutional, regional or even national level.

**Congratulations to the 2016 Grant Recipients**

- Martha Cecilia Garcia, National Library of Medicine, Honduras, Facultad de Ciencias Médicas, Universidad Nacional Autónoma de Honduras
- Karin Saric, Norris Medical Library, University of Southern California, US
- Alemayehu Bisrat, Center for eHealth, College of Health Sciences, Tikur Anbessa Specialized Teaching and Referral Hospital, Addis Ababa University, Ethiopia
- Dativa Tbyampansha, Kilimanjaro Christian Medical University College, Tanzania, and Megan von Isenburg, AHIP, Duke University, NC, US

**Librarians without Borders®**

Over the past decade, MLA’s Librarians without Borders® (LWB) has provided 55 workshops in 32 countries and 6 distance learning courses to more than 1,800 participants. The goal is simple, but ambitious — to drive usage and knowledge of Research4Life’s critical resources while building a robust training infrastructure across its four programs.

Since 2007, the LWB E-library Training Initiative has worked to improve access to high-quality science, technology and medical information through Research4Life by increasing the quantity and quality of usage in low-use areas. It provides critical online research skills training to librarians in developing countries as well as training of information specialists, researchers and health personnel across the globe. The initiative, based on the principle that key elements in improved health science may be shared by means of technological infrastructure, ensures access to quality information.

**An ongoing partnership: Elsevier Foundation and LWB**

In 2016, the Elsevier Foundation expanded its grant to fund LWB Train the Trainers workshops, cross-program modules, distance learning courses and user groups for another three years. This expansion reflects a decade-long commitment of Elsevier and the Elsevier Foundation to fund MLA/LWB to provide essential training to boost Research4Life usage in developing countries.

Over the years, Elsevier has also provided funding for training through the Elsevier Foundation’s Innovative Libraries in Developing Countries Program along with technical and communications expertise to boost usage and awareness.
A risky proposition: When Elsevier began its academic publishing with banned books

BY COLLEEN DELORY | SEPT 21, 2016

As I read through some listserv discussions on whether academic libraries should promote Banned Books Week (the answer being a resounding YES!), I wondered whether Elsevier had any banned books in its history. After all, the modern-day publishing company has been operating since 1880. And I discovered — via colleagues in the Amsterdam headquarters — a tale that I hadn’t known about.

In the years preceding World War II, as the Nazis rose to power in Germany, Elsevier Director J.P. Klautz acquired some of the back catalogues and new manuscripts of authors who had been blacklisted by the German government because of their Jewish heritage or affiliations that did not align with Nazi ideology. After extensive study of archival materials, Elsevier historian Sjors de Heuvel believes Klautz was motivated by a sense of fairness and responsibility, in addition to business acumen. Within a few years, as the publisher of banned books in the German-occupied Netherlands, Klautz was jumping out windows and living in hiding to avoid the German Security Police.

Much of what I’ll share below comes from an Elsevier company history that de Heuvel is writing. He has not only studied decades’ worth of board minutes, letters and annual reports, but also interviewed surviving relatives of company leaders and consulted other books written on the topic.

From journalist to publisher

J.P. Klautz began his career as a journalist and only joined Elsevier in an attempt to become more respectable in the eyes of a young lady’s parents who did not want a journalist to darken their doorway. In his successful 1928 application to the company, Klautz’s ego and flair for the dramatic come out as he proclaims, “summing up my qualities would go against the modesty you demand [in your advertisement], but I find the publishing industry very appealing.”

After devoting himself to learning the publishing business and demonstrating a knack for modernizing the business, Klautz was appointed director in 1931 after only three years at Elsevier. From that point on (with the backing and mentoring of former Director Herman Robbers), he was the driving force behind the evolution of a modest 20-person Dutch company publishing literary works into the world’s leading international scientific publisher.

“Someday the historian of the twentieth century will ask himself if the refugees of today, just as occurred in earlier times, found a material or intellectual harbor in the Netherlands.”

Buying banned books

A turning point in Elsevier history came in 1936, when an Amsterdam bookseller proposed to Klautz that Elsevier publish three German-language manuscripts by banned historians, two of whom had fled Germany and one who was deceased:

- Veit Valentin, the former director of the German national archives in Berlin (moved to US) — Bismarck’s Reichsgründung im Urteil englischer Diplomaten (Bismarck’s Unification of Germany According to English Diplomats)
- Heinrich Cunow, a Marxist university professor (moved to Amsterdam) — Geschichte und Kultur des Inkareiches (History and Culture of the Inca Empire)
- Friedrich Gundolf, a literary historian (died in 1931) — Anfänge deutscher Geschichtsschreibung (Beginnings of German Historiography)

Klautz was intrigued by the thought of entering into academic publishing, which could transform the publishing company by moving beyond a relatively small region for sales to a global market. After acquiring additional works, such as Säuglingskrankheiten (Infant Diseases, 1938) by H. Finkelstein, and speaking with scholars, publishers, booksellers and government officials in Austria, Czechoslovakia, Germany and Switzerland, Klautz decided to proceed despite the risks.

With the rise of Nazism in Europe, any publisher stepping up to publish banned authors would become a target, warned Nazi government officials. Though Klautz was undaunted he still needed to persuade Elsevier’s Board of Directors. Klautz was equal to the task. In a speech to the board members he spoke eloquently: “Someday the historian of the twentieth century will ask himself if the refugees of today, just as occurred in earlier times, found a material or intellectual harbor in the Netherlands.”

The board approved the plan; however, the German imprint was short-lived. The tide was turning from German-language publications as authors fled to the West and censorship peaked within Germany and occupied nations. English was to become the new lingua franca of academic publishing.

A new direction

In de Heuvel’s history of Elsevier he notes, “… after the Anschluss and Kristallnacht events of 1938, Klautz announced that no more contracts would be made for the publication of books in the German language.” The company was to move forward with English translations of German authors, including those banned in Germany, and founded offices in London and New York. These foreign operations lay dormant during the war as by 1940 the Elsevier headquarters was located in a German-occupied territory.

As Elsevier continued to support persecuted authors during the occupation, Klautz became a target of German Security Police. He evaded them once by jumping out a bedroom window and hiding in a neighbor’s chicken coop and subsequently by living in a hotel and bookstore. Before and during the war, he was able to help some Jewish colleagues escape, such as Maurits Dekker, the bookseller who helped found Elsevier’s New York office, while sadly others were lost, including Edith Josephy, one of the original editors of Elsevier’s Encyclopaedia of Organic Chemistry, who was killed in Auschwitz.

Starting with the German publications and then the English translations, these banned books became part of the foundation for a new Elsevier focus on scientific publishing that would flourish into the 21st century.

Freedom to speak, freedom to read

Elsevier was not the only publisher to reach out to authors who were persecuted; trade publishing firms Querido and Allert de Lange, among others, also published authors and works that were banned in Germany. Throughout the history of the world, I believe that for every vocal and violent book banner or burner, there have been many more steadfast souls who wish to preserve and protect knowledge.

A Canadian librarian on the listserv commented that Canadians refer to Banned Books Week as Freedom to Read Week. The American website for Banned Books Week also makes that connection with the tagline “Celebrating the freedom to read.”

I like this idea of celebrating what we have. If there is one thing that looking back at a time when voices were silenced reminds us, it’s the importance of shining a light in dark corners and speaking out about the things we value … like books and libraries and the people who bring them to us. LC

Sjors de Heuvel (1987) joined Elsevier in 2013 after completing his degree in publishing studies at Leiden University in the Netherlands. One of the caretakers of the Elsevier Heritage Collection, he is working on several projects related to Elsevier’s history through the Global Communications team.

References
Rebuilding a Malawian library after disaster

BY JENNY HAYES | JUNE 10, 2016

In December 2015, Mzuzu University Library in Malawi was tragically destroyed in a fire. The building and all of its books — around 45,000 volumes — were consumed, along with the equipment and furniture. The loss of what the Malawi Library Association called “a model library” and “one of the richest reservoirs of knowledge in Malawi” will affect not only the university’s staff and students but also the wider community. The library supported students and lecturers in fields including education; environmental, health and information sciences; and tourism and hospitality management. It also housed a children’s library and a unique collection on Malawi and Mzuzu City.

“Books are very important sources of information for the faculty because they mostly provide basic information, which is very necessary for teaching and learning,” says Felix Majawa, University Librarian at Mzuzu University. “Students are not able to buy their own books, and as a result the library is always under pressure to provide books for their studies.”

Outfitting a temporary library

University staff spent much of their Christmas holiday developing a plan to ensure that the next semester could still start on time in March. They decided to use the main student assembly hall as a temporary library and appointed a contractor to fit it out with shelves and tables donated by the University of Strathclyde in Glasgow, Scotland. Meanwhile, Felix and his team worked with the library’s national and international partners to begin restocking. But a collection of 45,000 volumes cannot be quickly replaced.

“We have received about 5,000 books while others are in transit. Other partners have promised to help us, and we are still waiting to hear from them,” says Felix.

The first 5,000 books were enough to enable the semester to begin. Library staff organized a short loan collection for students to use while they waited for the temporary library space to be completed.

Donations from Book Aid International and Elsevier

Book Aid International, a UK-based library development charity working in sub-Saharan Africa, is one of the partners helping Mzuzu University Library to restock. The charity provides around a million new books, donated by publishers, to more than 2,600 African libraries each year. In response to the university’s call for help, Donations from Book Aid International operates in 22 countries in sub-Saharan Africa as indicated in light green.

More ➤

“Students are not able to buy their own books, and as a result the library is always under pressure to provide books for their studies.”
Book Aid International dispatched an initial shipment and plans to send more shipments this year, including a donation from Elsevier, which has supported the charity since 2003.

"When we heard the terrible news from Mzuzu just before Christmas last year, we were anxious to help and found over 800 relevant books in stock, which we sent them in February," says Stevie Russell, Book Aid International’s Collections Development Manager. "Then we received a very timely, extra special delivery from Elsevier in the USA: over 6,000 higher education textbooks in science and medicine, many of which cover the very subjects they needed. Thanks to Elsevier we will be able to send over 3,000 books to the university this year, including titles such as Computer Organization and Design, Medical-Surgical Nursing, Gray’s Anatomy, Kanski’s Clinical Ophthalmology — and, just for luck, Robertson on Library Security and Disaster Planning."

Planning for the future

The temporary library is now complete and about to open to staff and students. It has seating for 250 and will provide a short and long loan service as well as reference service and e-resource access.

But Felix stresses that this arrangement is not a long-term solution and that the library needs a new permanent home: "We have about 4,000 undergraduate students and 187 postgraduate students. The problem of reading space is still there, and we plan to construct a new library that will have 1,000 seats."

The university is currently designing the new library building, and Felix is keen that it includes mechanisms for disaster prevention.

When asked what he and his colleagues have learned about librarianship through this tough situation that they’d like to share with other librarians, Felix said, "There is a need for a disaster management policy and the promotion of the safe use of electronic resources."

While the fire has been catastrophic, we hope that the combination of a new collection and new building will see the students, lecturers and community of Mzuzu flourish. LC