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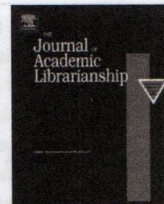
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Publisher's Note

Laura Mesquita

Introducing article numbering to The Journal of Academic Librarianship

Within the publishing industry, article numbering has emerged as an easy and efficient way to cite journal articles. Article numbering has already been successfully rolled out to Elsevier's multidisciplinary open access journal *Heliyon*, as well as more than 200 other journals, and has been well received by the academic community. Based on that positive feedback, we are now pleased to introduce article numbering to The Journal of Academic Librarianship from Vol 45/5.

What is article numbering?

A unique article number is an abbreviated form of an article's DOI - digital object identifier. Citing an article with an article number is very simple: the article number is used instead of the page range in the citation.

Style 5 – APA

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While journal volumes and issue numbers will remain in place, article numbering will now play the key role in identifying specific articles. The introduction of article numbers brings several benefits for the journal and its readers and authors.

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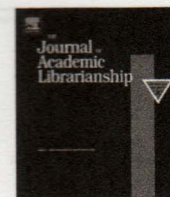
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- **Increased options for grouping related content:** In online collections and Special Issues, articles can now be placed in any order, helping readers to identify papers relevant to their research interests faster.
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- When citing articles, you will need to use the article number; see the example provided above. More examples of citing articles with article numbers are available in the Guide for Authors at the journal homepage on www.elsevier.com. Please note that the export citation functionality available on ScienceDirect for this journal already supports this new citation format.

We are delighted that The Journal of Academic Librarianship's readers and authors will now enjoy these benefits.



'So near while apart': Correspondence Editions as Critical Library Pedagogy and Digital Humanities Methodology

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ARTICLE INFO

Keywords:
 Digital humanities pedagogy
 Text Encoding Initiative (TEI)
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 Digital editions

ABSTRACT

The following case study describes two library-led text encoding projects involving correspondence collections. The first, a documentary edition of personal papers held by Peter Still, a former slave, was conceived as an independent research project involving the participation of two undergraduate research assistants; the second, based upon letters to and from the Rutgers College War Service Bureau (1917–1919), has been designed as a two-week text encoding unit in a proposed undergraduate course on data and culture. These two projects, both featuring the letter as their object of study, are compared and contrasted as models of data and process, affording reflections on the overlapping concerns of the library instruction and digital humanities communities of practice. I propose viewing text encoding projects, particularly those that focus on lesser known creators or on life documents such as letters, as a means of accessing both critical library pedagogy and digital humanities methodology. By developing such projects, librarians address a number of collection and instruction related objectives of the library, while offering a valuable introduction to a set of methods that are of increasing importance to undergraduate education. Furthermore, these projects may be conducted at smaller scales, by re-using and adapting methods and software shared by the digital humanities community, thereby limiting reliance on institutional partners for technology and infrastructure support, which may not be forthcoming in under-resourced institutional contexts.

Introduction

Libraries have long had a stake in the work of the text encoding community, which emerged in the late 1980s as an assertion of the need for shareable and durable electronic text against a proliferation of proprietary file formats introduced by mass-market software. A shared desire for a standardized and application-independent way of representing literary and historical texts for the computer age united scholars, technologists, and information professionals alike. The elaboration of what would become the Text Encoding Initiative (TEI) *Guidelines for Electronic Text Encoding and Interchange* was primarily driven by humanists, but librarians were quick to see the advantages of a standard that would allow them to assert some control over the curation and dissemination of electronic texts for the scholarly community (Gaunt, 1999; Hockey, 2004). While early library involvement in this senior branch of the digital humanities was mostly constructed as a technical services intervention involving digitization, metadata, and preservation, nowadays it is more common that public services

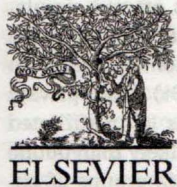
librarians, especially the digitally inclined, participate in TEI projects. As the library's contribution to this area of practice has evolved, librarians increasingly frame digital editing with the TEI as an examination of research process, as well as a method of scholarly production. A compelling argument can be made that librarian participation in both the process and products of text encoding at once expands the compass of library information literacy instruction, and makes an original and powerful contribution to the humanities classroom.

While digital editing is not synonymous with text encoding, anyone embarking on an editorial project would have to confront the question of whether or not to use the Text Encoding Initiative Guidelines. The TEI has become a standard for the creation of machine-readable texts for humanistic research in large part because it provides a toolkit for thinking through the implications of representing text digitally, as well as a method of making one's thought explicit via the markup (Burnard, 2014; Pierazzo, 2015b). The flexibility of the TEI Guidelines, at once a great strength and a potential deterrent, means that texts can be

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Library services for unaffiliated patrons at Association of Public and Land-grant Universities (APLU)

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ARTICLE INFO

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ABSTRACT

This study reviewed library websites at Association of Public and Land-grant Universities (APLU) to learn more about the services they provide to unaffiliated patrons and how they share this information. This review demonstrated that websites at land-grant libraries affirmed unaffiliated patrons' building access privileges at slightly higher rates and circulation privileges at lower rates than non-land-grant APLUs. Data also revealed that requirements and fees for library privileges varied across APLU libraries as a whole. This research is a first step in identifying how libraries at land-grants and non-land-grant APLUs compare to one another and to different types of institutions in the services they provide to unaffiliated patrons. It also continues the discussion of whether libraries, especially those at land-grant colleges and universities, have an obligation to open their spaces and collections to unaffiliated patrons.

Introduction

Academic libraries often extend services to unaffiliated patrons in addition to serving affiliated students, faculty, and staff members; however, the types of services offered, the requirements and fees to gain access to these services, and the availability of this information on library websites differ considerably (Barsun, 2003; Courtney, 2001, 2003). Within the library literature, researchers have examined the services offered to unaffiliated patrons by members of specific colleges or universities and their peer institutions (Busbee, Busch, & Nance, 2015; Ellern, Hitch, & Stoffan, 2015; Shires, 2006; Weare & Stevenson, 2012), the Association of Research Libraries (ARL) (Barsun, 2003; Cook & Shelton, 2007; Driscoll, 2003; Fernandez, 2013; Weber & Lawrence, 2010), the Coalition of Urban and Metropolitan Universities (CUMU) (Dole & Hill, 2013), and institutions in different Carnegie classification categories (Courtney, 2003). Researchers have also detailed librarians' perceptions of services offered to unaffiliated distance students, a specific group of unaffiliated patrons (Tuñón, Barsun, & Ramirez, 2004). Even with this wealth of literature, researchers have yet to investigate the libraries at Association of Public and Land-grant Universities (APLU) as a distinct group. As an organization, the APLU and its 210 members¹ are "dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico" (APLU, n.d.; see

Appendix A). Of these members, 23 are Historically Black Colleges and Universities (HBCUs) and 11 are Hispanic-Serving Institutions (HSIs) (APLU, 2019, pp. 23–25). Across the APLU, 74 institutions and one university system are classified as land-grants (APLU, 2019, pp. 23–25). These 83 institutions were founded on the unique three-part mission of "teaching, research, and extension" (National Research Council, 1995, p. 15). Many land-grants and their affiliated extension offices use official statements to detail their commitment to serving the citizens of their particular state.² With the prominence of public service statements across land-grant institutions, this research sought to discover the services APLU libraries provided for unaffiliated patrons, how these libraries presented this information on their websites, and whether there were similarities or differences between land-grant libraries, non-land-grant APLU libraries, and different types of institutions.

Literature review

Academic librarians' perceptions of unaffiliated patrons

Academic libraries are often caught between the need and desire to effectively serve their own students, faculty, and staff and the aspiration to serve any patron, regardless of affiliation (Lenker & Kocovar-Weidinger, 2010). Within the library literature, academic librarians'

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¹ Since data collection was completed in December 2018, three non-land-grant APLUs joined the association and three non-land-grant APLUs left the association. There have been no changes in land-grant, HBCU, or HSI membership. See Appendix A for a list of the 210 institutions included in this study.

² See Cornell University (n.d.), Michigan State University (2019), Oregon State University (n.d.), University of California: Office of the President (n.d.), University of Idaho Extension (n.d.), and Washington State University (n.d.) for a few examples of these statements.



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Employee reactions to user incivility in academic libraries

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ARTICLE INFO

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 Problem patron behavior
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 Behavioral responses
 Behavior attributions

ABSTRACT

Workplace incivility and its consequences have been studied by many scholars; however, little attention has been given to the phenomenon in the library environment. More specifically, empirical research in the Library and Information Science (LIS) literature has focused on deviant behaviors, such as bullying, mobbing, and aggression, mainly from colleagues and supervisors rather than from users. However, incivility in the workplace is more common than other forms of negative behaviors, such as aggression. Moreover, in service organizations uncivil behavior from patrons is more frequently encountered than from co-workers and supervisors. In this vein, the current exploratory study aimed to investigate the manifestations and frequency of user incivility, as well as employee reactions to these behaviors in Greek academic libraries. Employee perceptions regarding the causes of user incivility were also explored. Results indicated that users are mainly impatient, angry and make unreasonable demands. These behaviors are attributed to user personality. Finally, respondents reported milder reactions to user incivility compared to those of their colleagues. Implications of the findings for library leaders are also discussed.

Introduction

Negative behaviors in the workplace have attracted the interest of organizational behavior and management scholars (Schilpzand, Pater, & Erez, 2016). These behaviors vary in intensity and take many forms from deviance, incivility, and noncompliance to aggression,¹ bullying, abuse, violence etc. (for a review see Griffin & Lopez, 2005). “Bad” behaviors² can be instigated by individuals from inside and outside the organization (supervisors, co-workers, subordinates, suppliers, and customers) and are attributed to wide range of personal, organizational, contextual, and work factors (Cortina, Magley, Williams, & Langhout, 2001; Lau, Au, & Ho, 2003). Finally, the outcomes of bad behaviors include negative emotions, impaired wellbeing, reduced job satisfaction and affective commitment, absenteeism, turnover intentions, poor service quality, and low individual and organizational performance (Estes & Wang, 2008; Hershcovis & Barling, 2010).

In the Library and Information Science (LIS) literature a plethora of papers can be found on how to manage difficult patrons (see Dyszlewski, Moore, and Tung (2015) for a review). However, recent empirical research is rather limited and has so far focused on deviant behaviors, such as bullying, mobbing, and aggression, mainly from

colleagues and supervisors (e.g., Freedman & Vreven, 2016; Henry, Eshleman, Croxton, & Moniz, 2018; Kendrick, 2017; Kim, Geary, & Bielefield, 2018) rather than from users (e.g., Dyszlewski et al., 2015; Kean & McKoy-Johnson, 2009). However, incivility in the workplace is more common than other forms of negative behaviors, such as aggression (Sliter, Sliter, & Jex, 2012). Moreover, in service organizations uncivil behavior from patrons is more frequently encountered than from co-workers and supervisors (Sliter, Jex, Wolford, & McInnerney, 2010).

Literature review

Workplace incivility

The term “workplace incivility” was introduced by Andersson and Pearson (1999), who define it as a “low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others” (p. 457). Incivility should be separated from other types of disruptive behaviors, such as bullying, mobbing, aggression, and violence, because these behaviors

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¹ Workplace aggression is defined as “a behavior by an individual or individuals within or outside the organization that is intended to physically or psychologically harm a worker or workers and occurs in a work-related context.” (Schat & Kelloway, 2004, p. 191).

² Bad behavior refers to “...any form of intentional (as opposed to accidental) behavior that is potentially injurious to the organization and/or to individuals within the organization.” (Griffin & Lopez, 2005, p. 988).



Postgraduates' personal digital archiving practices in China: Problems and strategies



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ARTICLE INFO

Keywords:

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Status quo
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Postgraduates
China

ABSTRACT

This study examined postgraduates' personal digital archiving (PDA) practices in China. Based on a case study of the PDA practices of postgraduates in Wuhan University, many problems in PDA were found; postgraduates have a higher awareness of PDA, but the differences between different grades level and disciplines are obvious. Many postgraduates are technological optimists. Those who realize the importance of PDA lack real action and can only use a single strategy. The protection of personal privacy and information security is still challenging. To solve these problems, efforts from individuals and institutions are proposed, including the suggestion that institutions should implement an advanced intervention in PDA progress to improve postgraduates' PDA awareness, and the suggestion that postgraduates should view archiving technology dialectically and make rational use of archiving tools, using various strategies, regularizing their PDA behavior, and taking multiple measures to protect their personal privacy and information security.

Introduction

Since the 1980s, with the application of electronic products and the popularity of the Internet, people have accumulated more personal digital archives online and offline. As an individual's original records in social practice, a personal digital archive may tell a story about a person's life, serving as a witness to one's memories (Reyes, 2016). Compared with the preservation of paper archives, PDA is more challenging due to its personalization, complexity and randomness, thus making it an emerging topic in the field of library and information science (Marčetić, 2015).

In 1940s, Vannevar Bush recognized and defined Memex Vision as "a device in which an individual stores all his books, records, and communications, and which is mechanized so that it may be consulted with exceeding speed and flexibility" (Bush, 1945), but he did not foresee the exact technology that would be needed to accomplish; until 1990s, the "Lifestreams" proposed by Freeman and Gelernter (1996) and the "Haystack" system built by Adar, Karger, and Stein (1999) both used a simple organizational metaphor, a time-ordered stream of documents, as an underlying storage system for personal digital archives.

Furthermore, relevant PDA projects and conferences have awakened citizens' awareness of archiving and provided guidance for PDA. In 2001, Microsoft Research initiated the MyLifeBits project, which is a

system for storing all of one's digital media, including documents, images, sounds, and videos (Gemmell, Bell, Lueder, Drucker, & Wong, 2002). The Paradigm Project conducted by Oxford University and Manchester University from 2005 to 2007 studied the structure and preservation of personal digital archives in different courses. The British Library launched a two-year Digital Lives research project in 2007, aiming to take a wider look at personal digital document acquisition, creation, organization, retrieval, disposal or archiving, considering all applications and formats. As an important part of NDIIPP, the Library of Congress provides citizens with advice and guidance on PDA both online and offline through the establishment of a PDA portal and "PDA Day".

Compared with foreign countries, China made a late start in personal computer and Internet development (Lu, Du, Zhang, Ma, & Le, 2002), yet it has made rapid progress in a short time; entering the 21st century, personal computers began to become ubiquitous. *The 43rd China Statistical Report on Internet Development* released by the Chinese Internet Network Information Center (CNNIC) shows that in December 2018, the number of Internet users in China reached 829 million, and the usage rates of social applications such as WeChat, Qzone and Weibo were 83.4%, 58.8% and 42.3%, respectively (CNNIC, 2019), resulting in a huge number of digital records. Faced with so many personal digital records, citizens in Shenyang, Guangdong, Shandong and other places have been encouraged to archive their personal records with

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Exploring Innovative Information Seeking: The Perspectives of Cognitive Switching and Affinity with Digital Libraries

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ARTICLE INFO

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Innovative information seeking
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ABSTRACT

Drawing on adaptive structuration theory (AST), this study develops a research model to explore innovative information seeking in the context of digital libraries from the perspectives of cognitive switching and affinity. Innovative information seeking behavior is the combination of innovative IT (information technologies) use behavior and information seeking behavior and subsequently refers to innovative IT use oriented to information seeking. A research model was developed and survey data were collected. The partial least squares (PLS) structural equation modeling (SEM) was employed to verify the research model. The findings suggest that affinity with digital libraries is the most powerful determinant of innovative information seeking. Meanwhile, task nonroutineness and disconfirmation have positive effects on innovative information seeking; the effect of social influence on innovative information seeking is overpowered by affinity with digital libraries. The findings and their implications for theory and practice are discussed.

Introduction

Digital libraries are the extension of physical libraries, delivering a collection of information and associated services to audiences by using a variety of information technologies (IT) in modern society (Heradio, Fernandez-Amoros, Cabrerizo, & Herrera-Viezma, 2012). During the last three decades, digital libraries in universities have experienced from a curiosity to mainstream (Arms, 2012), playing an increasingly central role in satisfying users' researching, teaching and learning needs in an academic institution (Malapela & De Jager, 2018; Zha, Xiao, & Zhang, 2014). In China, digital libraries in universities have grown rapidly since the digital library project initiative "China Academic Library and Information System (CALIS)" was launched in 1998 by the Ministry of Education (MOE) (Yao & Ling, 2005).

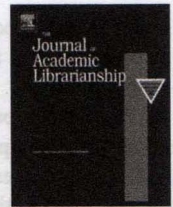
The extant digital library research has focused on the technical development of digital libraries (Rao et al., 1995), social informatics in digital libraries (Bishop & Star, 1996), acceptance of digital libraries (Park, Roman, Lee, & Chung, 2009) and multifaceted evaluation criteria of digital libraries (Xie, Joo, & Matusiak, 2018). Given a huge investment in digital libraries, library and information science researchers have noticed that the benefits of digital libraries often fall short of expectation. The most frequently cited reason for the phenomenon is that digital libraries are seriously under-utilized (Hammond, 1994; Hsieh-

Yee, 1996). Many reports have relied on the use of IT as a key success measure to materialize the potential of IT. However, most existing studies mainly examined use from a quantitative view which employs the frequency, intensity, or the amount of time involved as the variable to measure effective use of IT such as electronic knowledge repositories (Kankanhalli, Tan, & Wei, 2005). With the increasing complexity of IT use, some authors have argued that the effective use of IT should be mostly determined by how, rather than *whether or how often*, IT are used (Fadel, 2012). Digital libraries are a kind of IT application. Yet, there is a lack of research on how users actively use digital libraries for fulfilling information needs. Hence, it is imperative to conduct research identifying the factors that shape quality or depth of use of digital libraries.

Adaptive structuration theory (AST) provides a general framework to understand how individuals integrate IT into their work practice (DeSanctis & Poole, 1994). Appropriation is one of the core concepts of AST. Appropriation reflects how users actively select to use the social structures within IT (DeSanctis & Poole, 1994). Following appropriation in AST, many information system (IS) studies have been established to explore adaptive IT use behaviors at the technology level, system level as well as feature level, specifically with regards to extended IT use (Hsieh, Rai, & Xu, 2011), exploitive IT use (Burton-Jones & Straub, 2006), explorative IT use (Liang, Peng, Xue, Guo, & Wang, 2015) and innovative IT use (Wang, Li, & Hsieh, 2013). However, these

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Embracing the Spiral: An Action Research Assessment of a Library-Honors First Year Collaboration

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ARTICLE INFO

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Information literacy
Library instruction
Honors students
Action research
Assessment

ABSTRACT

Librarians often use assessment methodologies to evaluate the efficacy and impact of their information literacy instruction sessions and programs. In this article, researchers use an action research methodology to explore the effect of information literacy instruction on first-year honors student assignments. The researchers explain how they implemented multiple cycles of planning, acting, observing, and reflecting in order to better understand student needs, increase the impact of library instruction, and communicate that impact to library and external stakeholders. Robust and cyclical assessment gave librarians and their strategic partners the opportunity to make iterative improvements to instruction, address issues of overconfidence in students, and make the case for additional information literacy instructional opportunities for honors students.

Introduction

Library instruction in first-year courses is common practice in academic libraries. Many libraries have robust, scaffolded information literacy programs that are embedded within their campus first-year experience programs or general curriculum. In addition, many libraries have collaborated with strategic campus partners to develop information literacy interventions for specific populations on campus, including specific departments or majors, underserved populations, or honors programs.

Despite the wealth of knowledge and approaches in the literature, librarians continue to struggle to determine whether their instructional efforts are successful. Is a lesson plan that was popular a couple of years ago still engaging students? Would an activity that worked well at another institution translate to a different campus environment? Are students learning what they need in order to be successful in college, or just to be successful in their current assignment? These questions and more continue to be asked by libraries and librarians across the country. Assessment using an action research model is one way to begin to answer these questions.

At the Texas A&M University Libraries, librarians were approached to partner with the University Honors Program to improve first-year honors students' information literacy skills and knowledge. A critical element of the collaboration would be assessment of student learning, which was intended to ensure the impact of library instruction to honors students.

The research questions for the Honors Housing Community assessment project included the following:

1. What information literacy skills and knowledge gaps do first-year honors students exhibit at Texas A&M University?
2. Can library instruction sessions improve first-year honors students' ability to demonstrate common information literacy skills such as source evaluation and source attribution?
3. Which methods of information literacy instruction have the largest impact on first-year honors students' ability to demonstrate common information literacy skills?

In order to address these questions, the researchers designed an assessment based upon an action research model of iterative reflection and improvement.

Institutional background

Texas A&M University is a very large university serving more than 60,000 students in College Station, Texas. Of these 60,000+ students, approximately 12,000 are first-year students. The University currently does not offer a unified first-year experience program to engage first-year students. Instead, students can choose to participate in a wide variety of learning communities, living/learning communities, and other first-year experience programs across campus. One of these

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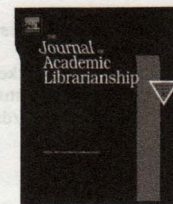
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Visions of value: Leading the development of a view of the University Library in the 21st century

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The University of Sheffield



ABSTRACT

Over the course of 2018 the University of Sheffield Library conducted a series of interviews and workshops with stakeholders as part of a strategic project to reflect on the value of the university library in the 21st century. Using a mixed methodology, participants were asked to reflect upon the future Higher Education (HE) environment for the university and, for academic participants, their discipline. In this context participants were also asked to reflect upon the future value of the University Library in a series of questions designed to elicit value statements using a tool which the project group have called the 'Wheel of Value'. The resulting reflections upon the future environment have been grouped into four categories reflecting the drivers for change; Digitalisation, Student Experience, Diversification and Collaboration recognizing that there is considerable overlap and interconnection between these. The reflections on the future value of the library are presented by Wheel of Value higher order categorization. This approach proved useful in eliciting responses from participants in the face of recognized difficulty in getting beyond current views of the library and the approach is recommended to other universities looking to carry out a similar project. The results of this research will be used to inform the development of a view of the library for the purpose of engaging with our university community and key partners.

Introduction

University libraries do not operate in isolation from their host institutions. Their development strategy needs to align closely to that of their institution and their vision of the future needs to fit that of their institution. Thus it is reasonable to assume that the changes currently affecting the HE sector in the UK should be having some impact on university libraries and this should not only be reflected in changing practices and priorities but also strategic direction and visions of the future library.

In a recent report for SCONUL, Pinfield et al. (2017) note that whilst there is widespread agreement on the above point amongst both library and non-library commentators there are few major differences in priorities between institution types and furthermore that whilst there is considerable recognition of the challenges facing both universities and their libraries there is little difference in their collective visions of the library of the future.

"Having said that the participants in our research recognized many of the challenges identified above, emphasized the complexity of the environment and saw many trends as offering potentially transformational change, it is, paradoxically, interesting that many of them nevertheless

clearly conceived of libraries of the future as very similar to libraries of today."

(p. 22, Pinfield et al., 2017)

This leads us to ask why there exists such a persistence of the current view of university libraries in an increasingly turbulent HE sector? Is it due to a particularly entrenched library brand which defies alignment with institutional strategies, or are our institutional future visions inextricably anchored to existing and previous practice¹?

The answer, unsatisfyingly, may well be a bit of both. Pinfield et al. themselves suggest that academic libraries need to question the mantra 'The Library is a strong brand':

"That the Library is a strong brand may be true in many institutions and our survey participants agreed that it was; but it is clear that the brand is often narrowly conceived...and increasingly seen as less important...it can sometimes get in the way of communicating the message of what the library currently is as well as what the library might become."

(p. 49, Pinfield et al., 2017)

A review of the current literature² will reveal that there is considerable agreement that university libraries are struggling to communicate the value that they currently deliver to their institutions.

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¹ Griew et al.'s (2018) recent study of Australian Universities interestingly makes the claim that the model of *research-informed teaching* 'shackles' institutions into uniformity.

² See Cox (2018) for a recent example.



Open Access initiatives in Zimbabwe: Case of academic libraries

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ABSTRACT

Globally library consortia activities are gaining momentum and Africa is not an exception. The Information and Communication Technology (ICTs) dispensation has ushered in a transformative era characterised by the open access initiatives (OAI). Technologies development has added a new dimension to how academic libraries manage scholarly content. This article seeks to explore how academic libraries are progressing in their open access initiatives in Zimbabwe. This article also examines the extent to which open access has been adopted in Zimbabwe's higher education institutions (HEIs). The article seeks to find out how academic libraries can benefit from open access initiatives. The article also analyses the roles of stakeholders in strengthening the open access initiatives among academic libraries in Zimbabwe. The paper will suggest strategies to strengthen the open access initiatives in Zimbabwe.

Introduction

The academic library terrain in Zimbabwe is experiencing changes due to the pervasive impact of new information and communication technologies (ICTs). Such technologies have rendered great advantages to the scholarly communication revolution (Chitiyo & Harmon, 2009; Singh, 2016). Ezema and Ugwu (2013) view this ICTs' dispensation as an opportunity for libraries to rethink the preservation and dissemination of electronic theses and dissertations (ETDs) through the open access (OA) movement. Abels, Kantor, and Saracevic (1996) note that the academic library environment is undergoing transformation in terms of resources, services and users. The authors further highlight the fact that the collection of sources now reflects the digital information representation trends as evidenced by the proliferation of ETDs, CD-ROMs and other current formats. Currently all the universities in Zimbabwe have institutional repositories and this provides an opportunity to widen access to scholarship beyond institutional boundaries.

Research objectives

The following research questions guided the study:

- i. What is the current state of open access in Zimbabwe's academic libraries?
- ii. What policies are in place to support OA and ETDs?
- iii. How many academic institutions have developed IRs?

- iv. What is the role of the library consortia in promoting open access?
- v. How can OA and ETD culture be strengthened?

Literature review

Altenhöner, Junger, and Schwens (2014) noted that the information environment, the nature of research work and sharing information, access to information and information generation continue to dramatically change at a rapid pace. These changes can be attributed to the ICT revolution as highlighted earlier. The Open Access Initiative (OAI) as a catchword has become the chant of international and local associations involved in library and information science development and is concerned with broadening access to scientific research. Singh (2015) describes ETDs as rich and unique sources of information, overall a "... untapped and under-utilised asset...".

Open Access has become an important part of the publishing landscape by helping researchers to disseminate their work and democratising access to publications for public good (Mamtora, Yang, & Singh, 2015, 162–176). The open access wave has been embraced by many countries including Zimbabwe (Chikonzo, 2013).

Suber (2012, 1–5) described open access, as "... the name of the revolutionary kind of access these authors, unencumbered by a motive of financial gain, are free to provide to their readers.... Open access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions. We could call it 'barrier-free' access, but that would emphasize the negative rather than the positive".

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Telling their stories: A study of librarians' use of narrative in instruction

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ARTICLE INFO

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ABSTRACT

Narratives are the heuristics the brain uses to make sense of the world. When they are embraced in teaching, they make the process more efficient, engaging and enjoyable for both students and instructors. While the insights of psychologists, neuroscientists and education researchers into the cognitive and affective mechanisms of meaning-making are not new, capitalizing on these insights in order to engage and instruct is part of a recent trend of evidence-based educational practices. This study is unique in that it uses a phenomenological methodology and semi-structured interviews with 19 academic librarians who teach in Canadian higher education institutions to determine what narrative tools or approaches they use, and to what extent these practices may enrich both their outcomes and their teaching praxis. The authors document the variety of ways in which librarians use narrative techniques instinctively, categorizing these teaching narratives into concepts with more granular themes. A purposeful use and reuse of these narrative techniques, the authors hope, will help inform librarian teaching and reflective practice.

Introduction

Before reflecting on the narrativity of human perception and learning, one may disambiguate between the terms *story* and *narrative* that, while used almost interchangeably in everyday speech, differ in a significant way. Story is a sequence of events; narrative is the representation of those events in time and with the use of devices (Abbott, 2008). People instinctively insert a dynamic, sequential flow – called “narrative time” (Abbott, 2008, p. 7) – into vignettes presented as static frames. This built-in cognitive bias for processing information as events in time is among the defining characteristics of human learning and decision-making (Cosmides and Tooby, 1995; Tooby and Cosmides, 2001). Narrative may thus be thought of as organizing or assembling the building blocks of the story – the events, the entities involved, and the actions they take – into a coherent whole. The story is thus mediated by the narrative discourse.

Narratives package and streamline what is perceived and observed. “The problem of how to make all this wisdom understandable, transmissible, persuasive, enforceable – in a word, of how to make it stick – was faced and a solution found. Storytelling was the solution – storytelling is something brains do, naturally and implicitly” (Pinker, 1997/2009, p. 539). Cron (2012) further distilled two neurological advantages that narratives offer to brains bombarded with data: (1)

training simulations of life experiences, including ones that would be costly in life; (2) suggested solutions, allowing for the development of strategies for the future. Narratives are much like software training simulators. They appear to have evolved for learning.

Structuring teaching narratively should be effective because narrative engages the strategies the brain already uses to make sense of the world (Bruner, 1990; Clark and Rossiter, 2008; Peterson, 1999; Smith, 2012; Tokuhama-Espinosa, 2010). Narratives are not just about organizing information. As problem-solving simulations, narratives rely on a full immersion effect by engaging both emotions, such as surprise, curiosity or the excitement of discovery (Boyd, 2009; Bruner, 1962/1979; Peterson, 1999), and moral reasoning (Gottschall, 2012). People learn through the affectively-charged narrative process to discover, predict, and triage what they need to do to solve a problem. Through sustained practice with narratives, learners also “[...] form a sense of the canonical and ordinary as a background against which to interpret and give narrative meaning to breaches in and deviations [...]” (Bruner, 1990, p. 67). This dimension of narrative learning helps to determine the boundaries of a situation, emphasizing that narrative construction is shaped by cultural norms as much as it is driven by the evolutionary learning heuristics.

Clark and Rossiter (2008, p. 63) point out that “[n]arrative learning falls under the larger category of constructivist learning theory, which

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Exploring Twitter use and services of academic innovation centers

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ABSTRACT

This study examined the Twitter streams and websites of 36 university innovation centers and identified 14 service categories the centers offered. Exploring the present Twitter use practices of innovation centers and the services the centers provide can inform the design and planning of service offerings at new innovation centers and support training for center staff in the use of this social media platform. In addition, existing innovation centers can benchmark their service offerings against those services. Furthermore, mapping the services the innovation centers offer to the activities in an innovation workflow model can help center managers optimize the information architecture of their websites and resource guides. In this way, students can easily be informed about the help and resources available for each activity or phase of the innovation process. A comparison of the tweet categories identified in the present study with those of academic libraries assembled in a previous study revealed significant overlap, but some differences as well. In contrast to the Twitter accounts of academic libraries, the Twitter accounts of innovation centers did not tweet about their information services even if they offered them. Innovation centers also did not use Twitter to provide Q&A services to their users. Furthermore, innovation centers tweeted not only about the technological resources they provided, but also about the human resources they recruited to serve as student mentors and advisors. Finally, technology use was more mediated in innovation centers than in libraries, and some centers offered their users fee-based assistance from professionals with their 3D design and printing tasks.

Introduction

Innovation can be defined as a set of activities that use technologies, data, or both to produce new products, services, workflows, business models, and processes or services (Ayele, Juell-Skielse, Hjalmarsson, & Johannesson, 2018; Fichman, Dos Santos, & Zheng, 2014; Nambisan, Lyytinen, Majchrzak, & Song, 2017; Zuiderwijk, Helbig, Gil-García, & Jansen, 2014). Universities are presently making significant investments to establish integrated infrastructures to support their students' experiential learning and their innovation and entrepreneurship activities. These efforts and initiatives may take different forms and may be composed of multiple units referred to by different names, including, but not limited to, makerspaces, fablabs, innovation centers, incubators, and accelerators. Here, we refer to this integrated infrastructure collectively as *innovation centers*.

Innovation centers can help students develop design thinking and an innovation mind-set (i.e., curiosity, connections, and creating value; Balz, Bernal, Kline, Livingston, & Misak, 2019). They provide access to technologies and tools that allow users of those technologies to engage in creative or design activities. These types of technologies range from woodworking and sewing to 3D modeling, printing, engraving, cutting, and robot building (Fourie & Meyer, 2015; Slatter & Howard, 2013). Some of these centers have a discipline or area focus and are located and managed by individual colleges or departments. The focus of other centers is interdisciplinary, and they usually operate at the university

level. Regardless of the focus and institutional placement of these innovation centers, they need to enable innovation or provide support for innovation activities to be successful and serve as effective instruments for innovation. Hence, it is essential to identify both the innovation activities that take place in innovation centers and the related services these centers provide.

Multiple innovation models have been proposed in the literature. For instance, Ayele et al. (2018) identified six activities involved in the innovation process: planning, ideation, service design, preparation, implementation, and exploitation. Hansen and Birkinshaw (2007), in contrast, proposed a more general model of innovation that included three activities: idea generation, idea development, and diffusion of the developed concepts. Participants in each of these activities will need to know what technology or data they can use and how to use it, how the activity can be completed, and how the output of the activity can be exploited (Wang & Ramiller, 2009). For example, students developing a new recommender web service or mobile app may need to know what open source software libraries are available to use in developing their application, what free open data and knowledge sources are available to use on which to train their application or use as background knowledge, what the quality of those data sources is, and what the relevant literature is to identify the state of the art of this type of application. Finally, students may need know what skills they need for a particular activity, where to seek expert advice, and how to identify and recruit team members with those skills and expertise.

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The academic library: Structure, space, physical and virtual use

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ARTICLE INFO

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Academic libraries
Branch libraries
Central library
Departmental library
Division libraries
Faculty library
The library as a place
Virtual library

ABSTRACT

This mixed-methods study aims to characterize the appropriate structure of the academic library in the information age according to the perceptions of the faculty members who use the library and the academic librarians operating it. Two main issues were addressed: centralization versus decentralization, and the provision of physical versus virtual services. The study population included members of the faculties of Humanities and Social Sciences in three academic institutions in Israel and academic librarians working in these institutions. Qualitative data was collected through interviews with 20 faculty members and 15 librarians, while quantitative data was collected through questionnaires filled by 191 faculty members and 50 librarians in the above-mentioned institutions. Analysis of these data reveal that faculty members generally prefer a concentration of materials—rather than decentralization—and they show a similar preference toward a faculty library model, a combined faculty/departmental library model, and a central library model. Similarly, the academic librarians prefer either faculty or combined faculty/department libraries, but their preference toward a central library model is lower than that of the faculty members. The decentralized, departmental library model was the least favored by both groups. In addition, our findings indicate that both the faculty members and the librarians appreciate the virtual services that the library provides as well as its physical presence, although fewer faculty members than librarians perceived the latter as an important role of the library. Taken together it appears that the preferred model for the academic library in the information age is of large, multidisciplinary libraries that contain materials from a variety of fields and provide comprehensive virtual services.

Introduction

In the characterization of an academic institution, one of the most important symbols is its campus library (Yebowaah & Plockey, 2017). For many years, the library has been perceived as a “knowledge center” (Jamieson, 2009, p. 19) on campus, in terms of symbolism, geography, and practicality, as it concentrates and preserves the academic knowledge found in various materials. In recent years, however, the library has transformed into a ‘learning center’ (Jamieson, 2009, p. 19) according to Scott Bennett’s model of designing academic libraries, which describes the transition of the library from a traditional book-centered structure to a technology-supported, learning-centered structure. Indeed, the recent change in the library space is both conceptual and physical (Khoo, Rozaklis, Hall, & Kusunoki, 2016, p. 53).

The transformation to a learning-centered structure is characterized by the transition of the library from a quiet place of individual learning to a place that provides, in addition to quiet learning spaces, spaces for collaborative learning, social gatherings, and non-learning activities; computers that are connected to various online services; innovative

technological systems; and a place for a new learning culture. Such a transformation has been greatly influenced by the ongoing changes in higher education, in general, the most prominent being reflected in the perception of the student’s place in the process of learning (Pinfield, Cox, & Rutter, 2017). Unlike the traditional perception of the lecturer as the source of knowledge, the higher education system today encourages learning groups, multidisciplinary programs, and informal meetings as additional ways of learning (Zvyagintseva, 2018), and many online courses have been developed that allow students to learn the course material outside the campus and at times of their convenience. Because access to course materials has become immediate via the Internet, students in ‘the digital era’ expect the library to provide access to full-text online materials, at any time and from any place. Accordingly, the modern academic library operates technologies that enable access to various online materials, and technology has essentially changed the services and skills required from academic librarians (Association of College and Research Libraries, 2010; Gwyer, 2015). The modern library maintains many computer stations for various uses beyond learning and contains learning areas of various designs, thus expressing

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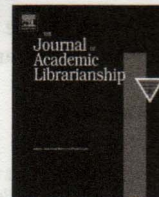
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Optimizing library's organizational climate through improvement of the weak scales identified by ClimateQUAL™ surveys: A case study of Nanjing Agricultural University Library

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ClimateQUAL™

ABSTRACT

Nanjing Agricultural University Library (NAU Library) performed an organizational climate assessment in 2011 with a revised ClimateQUAL™ scales and implemented some measures to optimize the weak areas identified. The second and third rounds of assessment were carried out in 2014 and in 2017 to examine the effects of such optimization measures. The results showed the scores increased overall. Data from the three rounds of assessments revealed that team work was markedly improved. Interpersonal conflict and task conflict decreased in the work place. However, the pattern of all the scales kept almost the same. Justice, Deep Diversity, Continual Learning, Stimulate & Competition, Organizational Commitment and Psychological Empowerment in the Workplace are in the bottoms of the curves of the survey results of 2011 and 2017. Librarians thought they were qualified for the job but they did not have a large impact on or a great deal of control over what happens in the library. Innate problems that influence the library climate have not been solved yet. Such issues need to be addressed at a societal level before changes are seen at an organizational level.

Introduction

Chinese academic libraries place increasing emphasis on organizational culture and view it as one of the core issues in library management (Ke, 2013). However, Chinese academic libraries face many challenges with regard to a satisfactory organizational culture.

In China, an academic library is a designated unit within a university, providing information services to all faculties within the university. Within the hierarchical administrative structure of a university, the library operates in parallel to other institutes and colleges. The university assigns one of the vice presidents to coordinate the library's activities and collaborate with the other institutions of the university. The university also appoints a director and several assistant directors to take charge of the daily administrative work of the library. In general, a library has several departments that fulfill specific functions in order that different types of information resources can be organized and utilized by all faculties within the university.

The Nanjing Agricultural University (NAU) library is such a Chinese academic library. The library consists of nine departments: The Administrative Office, Information Application Department, Network

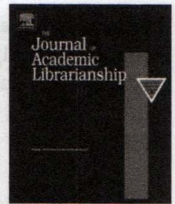
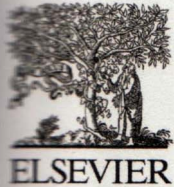
Operations Department, Customer Service Department, Development & Research Department, Reference Department, Department of Educational Technology, Department of Construction Resources, and the Department of Reader Services. The departments differ greatly in terms of their respective roles and duties. The management of each department is primarily concerned with motivating librarians to provide a reliable range of resources, promoting better campus information technology, and providing high quality education and technical services.

The Ministry of Education of China is the principal government agency that designates funding to the universities. Universities allocate operating and resource expenses to academic libraries. However, personnel expenses are not allocated to academic libraries. The department of human resources of the university is responsible for the payment of librarians' salaries (wages). Such salaries vary in accordance with the types of employment contract, which also determine the identity and status of the librarians.

In general, there are two types of contracts: the first is signed by a librarian and the university, whereby the librarian is a university member; the second contract-type is signed by a librarian and a labor

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Biomedical researchers and students knowledge about predatory journals

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Researchers

ABSTRACT

Background: The number of predatory journals is constantly growing and creating a major threat. Researchers in biomedical sciences should be aware of predatory publishers and be able to recognize them.

Objective: The aim of this study is to assess biomedical researchers' knowledge about predatory journals both before and after showing them an infographic explaining these journals and their publishing model.

Methods: This study was conducted with a sample of biomedical researchers and students. Subjects answered two questionnaires, one before explaining a designed infographic to each participant through a direct face-to-face interview.

Results: A total of 158 participants were included in this study, with a mean age of 22.6 (\pm 1.72) years. They were 122 (77.2%) undergraduates and 36 (22.8%) graduate students. The median number of research projects our subjects participated in was 1 (0–5), and the median number of published projects was 0 (0–3). Awareness of predatory journals or Beall's List improved from 7% and 2.5%, respectively, before the infographic to 97.5% and 94.9% after the infographic.

Conclusion: Our results indicate the beneficial use of the designed infographic to improve young researchers' awareness of predatory journals. We encourage research institutions and universities to effectively spread awareness of predatory journals.

Introduction

Publishing and disseminating one's findings in a high-quality peer-reviewed journal remains the prime goal of any researcher, especially early career researchers. The open access (OA) model of publishing attracts authors who are eager to provide free access to their results and allow knowledge to be disseminated and built upon. The recently emerging trend toward open access publishing also opens up the way for predatory publishers, who are motivated by financial gain to take money from writers without providing substantial peer review (Hansoti, Langdorf, & Murphy, 2016). Many researchers, especially young and dedicated readers of original biomedical journals, have been victimized by this because the attraction of successful publication in an open access journal may make them forget the need to investigate the legitimacy of the journal. Furthermore, evaluating the quality of a journal can be difficult, especially in developing countries where there is no strong or powerful research infrastructure (Christopher & Young, 2015), in addition to many researchers in these countries expecting Western journals to reject them (Kurt, 2018). Apparently, publishing

medical research without taking into consideration the scientific peer review process is considered less safe than legitimate peer review because it is more likely lead to unprofessional clinical practice and incorrect clinical decision based on false data (Hansoti et al., 2016).

Currently, there are some efforts to expose predatory practices. Jeffrey Beall was the first to list some of these predatory open access publishers (Kurt, 2018). Beall's List aims to document open access publishers that do not perform real peer review, effectively publishing any article as long as authors pay the open access fee. Others such as the Open Access Scholarly Publishers Association (OASPA) and The Directory of Open Access Journals (DOAJ) are attempting to form lists of journals that fulfil their "criteria for authors to decide before submitting a manuscript to a journal" (Gunaydin & Ozgur Dogan, 2015). Moreover, there are commentaries in the *New York Times*, other articles, and several publisher websites that try to expose such predatory resources.

Researchers of various disciplines and academic experience should be made aware of these predatory publishers and the potential ways to recognize them. This study aims to assess the knowledge of biomedical researchers about predatory journals both before and after showing

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The evolving reference desk: A case study

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Introduction

The concept of the reference desk as a place was popularized in the late 1870s, and within a few years had become the standard for providing information service to library users (Green, 1993). The reference desk as a focal point for user service has continued even to this day, although it is not without its critics. Ford (1986) proposed the elimination of the reference desk, concluding that it was an inefficient method for delivering needed information. Over the past two decades the feasibility of moving away from the reference desk as a service point has become more and more viable. Internet services, wi-fi access, laptop computers, tablets, and smart phones all provide sufficient accessibility to librarians, allowing reference service to be provided from almost anywhere. Additionally, in the last few decades librarians have increased the amount of information literacy instruction they provide. Theoretically, teaching students information literacy skills helps them understand how to use the library and its resources. This may be one reason for the decrease in the number of questions asked at reference desks. Nationally, the data show that fewer reference questions are being asked every year (Morris & Roebuck, 2017).

This national trend of decreasing usage of reference assistance has also been reflected at the Felix G. Woodward Library at Austin Peay State University. During the 2004–05 academic year (AY), reference librarians answered more than 8800 queries. By AY2014–15 the number of reference transactions had dropped to just over 3000. Like in many libraries, Woodward Library librarians began looking for reasons for these shrinking numbers, and in the spring of 2015 performed an in-depth analysis of their reference transactions. This analysis included a look at the total number of questions asked annually, the number of transactions that could be characterized as reference questions, and the cost per transaction, based on personnel salaries. These numbers were then broken down by semester, week in the semester, day of the week, and the time of day. Although there were any number of possible reasons library users were less likely to request assistance at the reference desk, it was evident that changes to the service should be considered going forward. The change process included multiple goals: to collect reference usage data in a more systematic manner, to seek a better understanding of why students did or did not use reference services, to promote and increase reference service usage, and to move elsewhere

those queries that did not require reference-level assistance.

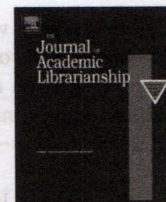
The first change made to the service was to shift to a new method for counting reference questions that more accurately determined their complexity. The need for this change was discovered when it was determined that the existing method did not categorize question types in a way that provided sufficient detail to make administrative decisions. Shifting to a new method for identifying question types would provide data to help the library determine the level of professional assistance needed. Understanding the complexity of reference transactions helps determine the level of personnel expertise that is needed to provide the service. Once this transition was made, a clearer picture of the service needs began to take shape.

Based on usage data that revealed a continuing decrease in the number of transactions taking place at the reference desk, the library director determined that a change to the service staffing model should be considered. Upon reviewing the literature, several articles pointed in the direction of using an “on-call” staffing service model. Peters (2015), Murphy et al. (2008), Arndt (2010), Meldrem, Mardis, and Johnson (2005), and others discussed the transition from the traditional staffed reference desk to the “on-call” model. In the case study by Murphy et al. (2008), a change to a single point service desk model was described that eventually resulted in reference librarians working in an on-call capacity. Their study included data from a survey of librarians and library staff conducted two and half years after the on-call model was implemented. Survey results showed that 80% of the respondents thought the on-call method worked for them personally. Approximately 66% of the respondents thought the on-call model worked well for library users, while only 7% thought it did not work, and 27% remained uncertain of its effect on service.

After a review of the relevant literature and much discussion and deliberation, the on-call model was chosen to be implemented at the Woodward Library during fall 2015. The main reason for choosing this model was a desire to increase librarians' productivity by making better use of their time. During a majority of desk shifts, reference personnel answered one to two questions during weekdays, and even fewer during evening and weekend hours. At the same time, there was a desire to continue to provide reference assistance to students who did come into the library. Initially the on-call model was used solely during the evening hours. The following year the on-call staffing model was

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Unsubstantiated Conclusions: A Scoping Review on Generational Differences of Leadership in Academic Libraries

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ABSTRACT

The academic library profession is experiencing a large turnover in leadership. To date, information on differences in the generational expectations about how to lead is scarce and the research is contradictory. This article presents a scoping review of the literature on generational expectations of academic library leaders. Based on predefined eligibility criteria, the authors searched twelve bibliographic databases and performed a broad web search. 5435 articles were located and considered for inclusion, however, only four eligible articles were identified and included for analysis. There is little empirical evidence that generational differences are evident in the academic library setting or in individual leadership expectations. There is a lack of original research on generational differences in leadership in libraries, however, anecdotal and opinion literature is drawing attention to this topic in ways that cannot be validated.

Introduction

Kotter (1990) defines leadership as the act of creating a vision, and through this vision the organization sets a course to reach organizational goal. The workforce is organized to align with the vision and to implement it with the proper communication and appropriate support networks in place. In order for this to happen, the leader motivates and inspires employees to overcome obstacles and produce change. Kotter distinguishes leadership from management by describing management as the tasks of creating a plan, managing budgets, and managing staff among other activities, with the goal to have a predictable and stable organization. This paper focuses on leaders of academic libraries, specifically deans, university librarians and directors (director). Hernon, Powell, and Young (2002) suggest that moving into a director role means that the individual transitions from managing internal functions to becoming a leader at the institutional level.

The academic library profession is experiencing a large turnover of directors in the Association of Research Libraries (ARL). Before the 1970s, turnover in director positions was stable and those leaders remained in their jobs for decades (Hernon et al., 2002). Since then, a growing trend in turnover of directors has been identified. Based on data the authors received directly from ARL in 2018, in the 1970s, 16 new directors were hired; in the 1980s, 38 directors took office; and in the 1990s, 69 were hired. This growing turnover continued between

2013 and 2018, as 87 ARL dean/director positions were filled. Furthermore, the age demographic of ARL directors indicates that additional positions will open in the next 5–10 years. In 2015, 39% of ARL directors in the US and Canada were age 65 or above, a marked increase from only 2% in 2000, and in 2015, 14% of ARL directors in the United States were age 70 and older (Wilder, 2018a).

In tandem with the aging workforce, changes are adrift in the general hiring within libraries. In reference to recent hiring trends, Wilder (2018b, p. 17) noted, “taken as a whole, these changes in hiring amount to an epochal shift in the nature of library work, in what it means to be a library professional.” As a result of this shift, 41% of hires have been for non-traditional jobs, which are defined as jobs for which the candidates need skills outside of traditional librarianship, e.g., computing, the legal field, financial expertise and human resources experience. In addition, three non-traditional jobs, which include digital specialists, functional specialists, and administration, are included in the top six job categories as reported in the 2015 ARL Salary Survey of 21 job categories. Further, 40% of non-traditional new hires do not have library degrees versus 8% for those hired into traditional positions (Morris, 2017).

With such changes in mind, it is timely to examine the leadership models that academic libraries are using, both in their training and expectations for what a leader is. Further, as academic libraries are transitioning from leadership by Baby Boomers to that by Generation X

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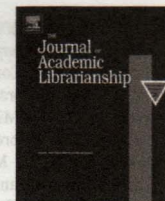
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Using time-driven activity-based costing to improve the managerial activities of academic libraries

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ABSTRACT

Nowadays, Academic libraries are required to provide high quality services despite their limited budget. Library managers should rely on valid information to keep the library's activities, resources and costs under control. In this paper, we present a case study implementation of Time-Driven Activity-Based Costing (TDABC) at the library of the University of Macedonia, Thessaloniki, Greece. The TDABC is a reliable accounting method that considers many aspects that may affect the employees' efficiency and performance. We adopted quantitative and qualitative methods to evaluate the library's loan and return processes. In particular, we: i) analyzed cost data, ii) interviewed the library's staff, and iii) recorded the duration for all relevant activities with a stopwatch. The activities' duration was recorded via direct observation. The data were collected during the academic year 2017–2018 to cover all the different academic periods. According to our results, the automation of repetitive processes in the circulation department may decrease significantly the operating costs. This may be achieved by reducing the number of staff and replacing them by robotic services. Implementing TDABC in the lending and return processes helped the library managers to determine which activities demand more time and are costly, and to analyze their respective causes.

Introduction

The operation of academic libraries all over the world has been affected radically by changes in the socioeconomic environment. During the last decade, academic libraries have experienced large cost cuts due to reduced funding and the digitalization of services and resources. Limited budget resources led to the reduction of costs for staff training, subscription to electronic resources, operational expenses, etc. (McKendrick, 2011; Sigüenza-Guzman, Van den Abbeele, Vandewalle, Verhaaren, & Cattrysse, 2014; Kostagiolas, Banou, Vazaiou, & Kapellas, 2016; Saunders, 2015). In order to provide quality services while keeping costs under control, library managers relied on valid cost estimates and adapted cost saving techniques (Stouthuysen, Swiggers, Reheul, & Roodhooft, 2010). The analysis of the activities' costs helped library managers to make resourceful decisions on how to allocate and effectively use library resources. The current analysis may also help managers determine which activities are the most important, and how to reduce costs related to non-added value activities (Ellis-Newman, Izan, & Robinson, 1996; Sigüenza Guzmán, Van den Abbeele, & Cattrysse, 2014).

To achieve this, library managers should adopt a cost system that is

simple and easy to implement. Many researchers (e.g., Pernot, Roodhooft, & Van den Abbeele, 2007; Sigüenza-Guzman, Van den Abbeele, Vandewalle, Verhaaren, & Cattrysse, 2014) consider Time-Driven Activity-Based Costing (TDABC) to be a simple and useful costing system, which may help library executives to perform a cost analysis more efficiently.

This paper describes the development and application of the TDABC system to the academic library of the University of Macedonia, Thessaloniki, Greece. The University of Macedonia (UoM) is a public medium-sized higher education institution and is considered a representative case study for the Greek Universities. This case study focuses on one of the most important library's departments, the circulation department. Library circulation is a key function and an integral part for every academic library. The circulation department employs the largest number of librarians and thus, has high staff costs.

The paper is organized as follows: In the theoretical background section (§2), we briefly address the library's costing systems, and in particular the technique of TDABC. In the next section (§3), we describe the steps involved in the implementation of TDABC in the lending and returning process and discuss the findings of our analysis. Finally, we reach conclusions and suggest new studies for future research (§4).

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Women technology librarians as good citizens

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ABSTRACT

Purpose: This practitioner-focused study explores the issues of organizational justice for women technology librarians who experience the gendered-nature of organizational citizenship behavior (OCB).

Design/methodology/approach: This study uses interviews (qualitative) to collect data from women technology librarians who work in an academic library within the United States.

Research limitations/implications: The generalizability of the findings is due to the sample consisting of only academic librarians within the United States. The methodology also has limitations since interviews are not a perfect methodology and rely on self-reported descriptions and experiences; thus, may be susceptible to perceptual biases. The findings from the research also rely only on the gender variable while ignoring other variables that affect an individual's experiences.

Practical implications: Organizations need to reevaluate perceptions of women's OCB and the structural barriers they encounter.

Originality/value: This study contributes to the literature on gender and organizational citizenship behavior and gender and librarianship. Yet, in this first study that looks at gender, organizational citizenship behavior in librarianship.

Roy Tennant, who frequently speaks and writes about library technology, released an article about the gender disparity in library technology. He stated that the profession needs to “[r]ecruit and support women who are interested... [and that] more women are interested in a tech career than care to survive the cultural gauntlet to make it. We [...] can help to change this” (Tennant, 2012, p. para 9). Yet, Tennant failed to recognize that women in library technology face a more challenging cultural gauntlet than men, one that can't just be overcome through socialization or equity policies. Furthermore, after Tennant released the 2012 article, the conversation regarding gender and library technology ceased. To create a transformation within our profession, we must interrogate and understand the structural and cultural barriers that currently exist so that library technology is more welcoming for women. This article is intended to resurrect the conversation within our profession regarding women in library technology.

Using the construct of organizational citizenship behaviors, this study explores the structural and cultural gauntlet that women technology librarians' experience. Organizational citizenship behaviors (OCB) are actions performed by employees that are not in their job description (Lovell et al., 1999). Five specific OCB categories are identified: altruism (helping behavior), conscientiousness (contributes to efficiency), sportsmanship (describes employees as team/group),

courtesy (helps prevent problems), and civic virtue (serves the interest of the organization) (Organ, 1988). Employees' who engage in OCBs are often framed as “good citizens” (Allen, 2006) or “good soldiers” (Kidder & Parks, 2001; Organ, 1988), because these behaviors help shape the organizational culture and facilitate organizational functioning (Podsakoff & MacKenzie, 1997).

OCBs are also a gendered construct since gender may affect the salience of the OCB (Allen, 2006; Kidder, 2002; Kidder & Parks, 2001). Existing gender role stereotypes frame women to OCBs that are helping behaviors (Eagly, Wood, & Diekmann, 2000), such as altruism, courtesy and conscientiousness (Allen, 2006; Kidder & Parks, 2001). Yet, women who perform these behaviors are often overlooked and less rewarded (Kark & Waismel-Manor, 2005; Kidder, 2002; Kidder & Parks, 2001). Therefore, even the unconscious consideration of someone's gender and their OCBs during a performance evaluation reinforces gender stereotypes and may result in women and men's job performance being evaluated using unfair standards (Allen, 2006; Kidder, 2002; Kidder & Parks, 2001).

Literature review

Literature defines academic libraries as the type of libraries that

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Case studies

Training Temporary Reference Staff for Maximized Learning: A Case Study

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ABSTRACT

This paper will discuss the 2018 redesign of the University of Michigan Library's Ask a Librarian reference service. The library's tiered reference model relies heavily on the support of graduate student and part-time staff — a temporary workforce that is expectably vulnerable to high turnover. As such, a training program must consider the vast knowledge required of staff to prepare them for providing reference service, provide ongoing support/training, and be sensitive to the constraints, responsibilities, and roles of these employees, who are often first and foremost, full-time students and/or individuals working multiple jobs. The training redesign focused on the creation of an interactive, online learning component that could also provide a knowledge base of support for staff to continually refer to, while engaged learning activities were emphasized during limited in-person training sessions to reinforce training and offer opportunities to build camaraderie between new staff and their fellow colleagues.

Academic libraries are increasingly reliant on students and non-librarian staff to support general reference services. These students and staff enter this work without the extensive education or reference experience of their librarian counterparts. At my institution, we primarily staff our reference desk and IM services with graduate student employees and part-time staff. This staffing choice was influenced by the decrease in questions requiring the expertise of a librarian, a change that has been seen across other institutions (Brenza, Kowalsky, & Brush, 2015; Dinkins & Ryan, 2010; Gremmels, 2013; Keyes & Dworak, 2017; Peters, 2015). However, while there has been a decrease in questions requiring advanced research knowledge and skills, non-librarian reference staff are still expected to answer a wide variety of questions from the public, which requires an extensive knowledge of library policies, procedures, and information. As this staffing shift seems likely to continue, it is imperative to discuss how best to train and support a temporary staff population. Training must be comprehensive enough to prepare non-librarian staff for providing general reference assistance, but it must also be sensitive to the conflicting time constraints and unique needs of students and part-time staff.

In January 2018 I began a new position in the University of Michigan's Library. I would be providing reference assistance and managing the work of graduate student assistants and non-librarian, part-time reference staff. As part of this role, I went through a previous iteration of our Ask a Librarian reference training program. Considering my recent experience completing this training and new role as a supervisor for the service's staff, I was charged with leading a redesign of the reference training program over the Summer of 2018. Developing a

program that could be conducted on-demand as needed was important as I considered the high and unpredictable turnover of our student and part-time staff. Training also needed to be dynamic and robust, maximizing time to prepare staff for working the desk and IM services, while also providing staff with ongoing support, training, and a knowledge base to which they could continuously refer. I will discuss the ways I approached this work, but first want to provide a brief snapshot of the University of Michigan and our library system.

Institutional background and staffing

The University of Michigan is a large academic institution serving over 275 degree programs. U-M is a multi-campus institution with campuses located in Ann Arbor, Flint, and Dearborn, Michigan. The Ann Arbor Campus consists of 19 different schools, some of which are primarily served by their own specialized libraries, e.g. the Law Library or the Kresge Business Library. While the general University of Michigan Library primarily serves the needs of faculty, students, and staff of the Ann Arbor campus, our patron population often includes scholars from other institutions, guests, and community members. Therefore, reference staff must be able to provide quality service and assistance to a large, diverse patron population with varying informational needs. This can be both challenging and overwhelming.

Between Spring and Summer 2018, we lost a combination of eight graduate students and staff from the reference team, while also losing a few hours of contribution from librarians whose positions and responsibilities shifted away from reference services. Due to the oscillating

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Case studies

I wish I had been told that: Reflections on career paths

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A typical path

In my experience, one of the most interesting questions to ask in this profession is: when and how did you decide to become a librarian? In twenty years of being a librarian, no answer has been uniformly the same. Some paths seem more usual than others, but on the whole, there seems to be no such thing as a “typical” path – and this is a good thing. These varying paths are what give the profession both personality and diversity.

In this column, I will reflect, from personal experience, on a few different career paths for an academic librarian. From these experiences I hope to share some of the career advice I have received and, in some cases, wish I had received. I should note that I feel fortunate in my own career path, since it has included many good co-workers, managers, administrators, and employees/direct reports.

Tenure track, non-tenure track, and professional staff

One of the key early career decisions is understanding and obtaining a position with the type of employment status you desire. The job statuses available are typically faculty (tenure track/non-tenure track) or professional staff. Each job status has its pros and cons, and these may weigh heavily on the decision of which type of job you want to pursue. Some of these positions are more challenging to obtain than others, depending on factors such as geographic location and job function.

Tenure-track (TT) faculty positions are becoming less typical in libraries, but are still sought after (Walters, 2016, p. 165). These positions entail not only the day to day work of a librarian, but also the additional requirements of publication, presentation, instruction, and service. During the tenure process, this can literally result in a job and a half. The upside of tenure-track positions is that they typically insure permanent job appointments. Tenure can also be transferrable to other institutions. On the downside, some take the view that the additional requirements necessary for achieving tenure—specifically publication and presentation—are a distraction from a librarian's essential job functions.

Non-tenure track (NTT) faculty positions allow for some of the same perks as tenured positions without the extra requirements for publication and presentation. However, these positions often do not result in

permanent appointments. Due to a variety of factors, primarily that of economics, this type of position is becoming more popular in academia (Dunn, 2013). Because these positions are term, this allows the institution more flexibility in realigning or terminating these roles. Furthermore, in many instances the NTT status diminishes the impact of the library generally on campus by limiting these positions' involvement in campus committees and working groups. There are fewer opportunities for connecting with and influencing fellow faculty who are tenure track, since for NTT service is not required and, oftentimes, the opportunity is not even offered.

Professional staff positions are more akin to a 9 to 5 job. These positions typically have clearly defined roles and expectations. They vary from at-will to union positions, and job security will correspond to that status.

In my career, I have been both professional staff and tenure-track faculty. I have found that both have their advantages and disadvantages. My professional positions were narrow in scope and allowed me to develop deep knowledge in very specific areas. Additionally, the set job hours allowed me to continue my education in the evening. By contrast, I found being a tenure-track faculty member to be both engaging and challenging. The process of tenure forced me to engage with the profession at a level I had not previously done. I published, presented, and became involved in library associations and university committees. It was one of the most professionally engaging processes I have ever experienced, and that process made me a better librarian. Thus, I wish I had actively pursued a TT position in collection development earlier in my career. I left the TT position due to an administrative opportunity that was too good to pass up.

Early career paths: finding your way

I should mention that, when making early career decisions, I did not seek out mentors. Individuals would slip in and out of that role depending on the position I currently held or the projects upon which I was working. As I matured in my career, I informally sought out mentors, but I did not actively think about who I wanted to be my mentor. The process was more passive in that I would simply encounter individuals who were within my network. Looking back, this was not ideal – I wish I had actively sought early career mentors from formal mentoring programs offered by library associations or groups.

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