



A BIMONTHLY REPORT ON RESEARCH LIBRARY ISSUES AND ACTIONS FROM ARL, CNI, AND SPARC

THE RESEARCH UNIVERSITY AND SCHOLARLY PUBLISHING: THE VIEW FROM A PROVOST'S OFFICE

by James V. Maher, Provost and Senior Vice Chancellor, University of Pittsburgh

Editor's note: Dr. Maher delivered the following remarks on October 20, 2006, at a forum in Washington, DC, cosponsored by ARL, the Association of American Universities (AAU), CNI, the National Association of State Universities and Land-Grant Colleges (NASULGC), and SPARC.

I'm delighted to talk to you about the concerns that a provost sees when looking at the current state of scholarly publishing because this is one area in which the future of the research university is truly threatened. Let me preface my closer analysis of the university and the difficulties of scholarly publishing in today's world by giving you an overview of the university, as I see it, and then coming back to the issue of scholarly publishing with the university as the context within which my remarks are located.

The Nature of the Research University

The research university is really the public's preferred model for higher education. Not all students go to research universities, but most of the knowledgeable families who are selecting schools for their children look at higher education and expect to see their child at either a research university or an institution that has a lot of the earmarks of a research university. So, for instance, what you've seen in the last 10 or 15 years, when competition and financial pressures have pressed higher education so severely, is a strong tendency for universities that had not claimed, in the past, to be research universities to now call themselves research universities. You also see colleges renaming themselves as universities, and even the most elite of the liberal arts colleges, which do not, in any sense, claim to be research universities, are, nevertheless, now hiring faculty who are at least research-active enough to supervise senior theses.

Schools do this mainly because the families who are willing to send children to elite schools would not do so if at least that aspect of a research university was not available at the school.

On the other hand, the cost structure of a research university is daunting. Many of the schools that are talking about themselves as research universities are not really facing the costs involved, while the research universities that are, in fact, committed to the mission of a research university face very severe costs. You do hear criticisms of higher education because of the high costs: the high tuition charged to the students and the general financial strain on anyone connected with these universities. When you look at the cost structure, it's easy to see why that problem exists.

First off, you have to realize that the consumer price index is not a reasonable measure of the inflation that research universities encounter. The market basket for a typical research university is not the market basket that is listed in the consumer price index, by any means. Instead, the higher education price index that reflects the market basket universities need to deal with is three-fourths salaries, and those salaries are heavily located in the higher-paid professions for which families expect universities to prepare their children. The inflation in those salaries nationwide has been far above the consumer price index for several decades now, and universities are struggling along, trying to recruit and retain the right faculty and staff in order to provide the education that families want.

There are extra difficulties for a research university. If you are recruiting faculty who can do both research and teaching, the salary structure is much more expensive than if you are recruiting people who will only teach. In fact, it's a difference of about a factor of two. In addition, if we expect the faculty to do research

and also insist on high-quality teaching from these faculty, we cannot insist on the same *quantity* of teaching as would be the case if they were not simultaneously expected to do research. In fact, the teaching that is done by an individual faculty member who is research-active at a major research university is about half the amount done by a full-time teaching faculty member at a typical small college. So there's another factor of two in the cost.

We now have a factor of four in the cost for the faculty member at the research university, and that strain on the budget is very, very serious, leaving the administration of the university trying to be responsive both to the need to make the university as good a research university as it can be and the need to keep the cost down so that the student tuition does not get out of control. That strain on the administration of the university is a very serious one.

Scholarly Publishing & the Research University

With all of that as background now, let's look at scholarly publishing. There are several aspects of scholarly publishing that are crucial to the functioning of a research university. The first aspect is that the research mission of the university requires that all of the scholars at the research university have access to research from around the world. Ideally, every scholar would have full access to every scholarly result from anywhere in the world. All of you here know how difficult that is to fit into the budget of a library that serves a research university.

In addition, we are addressing the needs of all of the people at the university—and instead of calling them faculty or students, let's call them learners. When the youngest freshman is busy learning the work the freshman does, we call that homework. When the more advanced research faculty members are learning, we call it research. But it's really that this is a learning community, and everybody in the community needs to be learning as much of the time as possible, and these learners need help in evaluating the quality of the scholarship within those publications they are encountering. That used to be relatively easy with the paper publications of refereed journals. But now we've got very strange things floating around the World Wide Web and various electronic versions of journals and quite a range of quality in journals: the need for the scholarly community to know the reliability of a given publication is quite an important issue.

Similarly, when the university goes to hire a faculty member or promote a faculty member or give a faculty member tenure, it's clearly a responsibility of the university—given the cost of hiring a faculty member and

keeping that person for several decades—to do all that it can to make sure that it is hiring a person who is really a very, very good scholar and someone who will do a very, very good job in both research *and* in the instruction of the students of the university through a long and hopefully successful future. Those evaluations of the quality of the work of the individual faculty member are not easily separable from the evaluations of the quality of the scholarship in journals, since it is the scholarship that that particular faculty member puts into journals that will give the best understanding we have of how that particular faculty member is contributing. So it's the quality that's being evaluated when one looks at those publications, not just the quantity—and maybe not even the quantity. Really,

it's the quality and the magnitude of the impact of this person's work on the field, and that has always been taken care of by the scholarly publishing system.

In short, asking in what way a system of scholarly publishing might change raises a number of issues that are crucial to the success of a research university in meeting its mission within a reasonable cost and while dealing fairly with both the public and the faculty and staff.

How Strains in Scholarly Publishing Affect the University

Now let's take a look at the major elements of the university that are involved in the strains on scholarly publishing at the moment. In fact, I think that you will find that essentially every viewpoint on the difficulties of scholarly publishing is present within the university, even though there are some elements of some of those viewpoints that are not part of the universities themselves.

Within a university, first, you've got the library, which has to acquire material to provide access. The librarian's viewpoint on these things all of you know rather well.

Secondly, you have the university press, and the university press has a responsibility to publish scholarly work to provide access. Universities who have presses usually have them through an understanding of responsibility, since their faculty are creating much of the scholarship, to provide outlets to communicate scholarly work to other scholars around the world. University press books are usually rather heavily subsidized. That subsidy has to be increased as libraries stop buying university press products. So the more the library budgets are constrained and the libraries respond to that by reducing their purchases of university press books, the

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more pressure the provost then feels to increase the subsidy of the university press. It really is clear at the provost level that these strains are significant and complex.

Thirdly, you have the faculty. They write in order to provide access to their scholarship, the results of their work. And they read to learn what others have done so that they can, in their future scholarship, build on what others have done without having to reinvent the wheel. The faculty interest is obvious: they would like to have access to absolutely everything and they would like to be able to publish reasonably easily.

And then you get to the scholarly societies that you might think of as separate from the university, but which are, in fact, institutions grounded in a discipline or a profession that are of such importance to the faculty that the university cannot ignore their legitimate needs. In fact, to take it a step further, the faculty of the university will, within the university, represent the interests of their scholarly societies very aggressively; no university decision can be taken without regarding what issues might arise that come out of the legitimate interests of the scholarly societies.

So, where does that leave the provost? We've got all of these conflicting—or at least potentially conflicting—elements in the currently very strained world of scholarly publishing, all within the house. And the provost, in setting the budgets and setting the policies that create the environment in which all of these groups must work out their difficulties, is a person who must exhibit real balance in order to keep all of the legitimate interests of all of these groups in mind.

Where Are the Faculty?

I do see a very real possibility to enlist the faculty in helping with creating the right balance, since the faculty, number one, have influence on all the major players. The library cares about the faculty's opinion. The university press cares about the faculty's opinion. The scholarly societies care about the faculty's opinion. The faculty—if they can get themselves well informed about these issues and then go out and advocate some reasonable resolution of the difficulties faced by scholarly publishing—could have a major impact.

The faculty are also the ones whose success brings success to the research mission of the research university, and their general state of happiness with the scholarly climate will also be important for the environment in which our students are taught. We cannot succeed—and the faculty cannot succeed—unless real balance is achieved

in dealing with all of the legitimate problems faced by scholarly publishing. At the moment, I don't think we understand, and certainly our faculty don't understand, either the scope or the depth of our problem. In particular, I worry about the intimidation of faculty that has gone on by some of the journals. I know that attempts to get the faculty engaged and to use the faculty's inherent strength to deal with problems of scholarly publishing—in particular, access constraints due to the common practice of transferring copyrights to publishers—have really been thwarted by the faculty's fear that the journals would not publish their work and that, particularly, they wouldn't be able to get their work into the right journals. But many faculty have tried, albeit fitfully, to have an influence, and their positive results are most evident in the improved

cooperation exhibited in recent years by many of the scholarly societies.

Intimidation of the faculty is a real thing and must be dealt with by anyone who sincerely wants to work on this problem and who wants to try to work with the faculty to solve these problems. I have found that a number of public statements that claim "the faculty want this" or "the faculty want that" are often statements that do not take proper cognizance of the pressure that is put on the faculty to go along with things that the faculty, in fact, don't approve of at all.

Conclusion

I hope you've found this to be a helpful overview of what the provost sees at a given research university when looking out at all the issues that have arisen around scholarly publishing. I think that we could accomplish an awful lot of good if we could come to a consensus, with faculty help, on how to deal with all these problems at the same time. It's absolutely crucial that we refrain from a lot of finger pointing and accusations and instead try to get all of the different elements in the scholarly publishing spectrum working together trying to find a good solution. A meeting like this meeting is wonderful, in that sense: we've had all the viewpoints present in the room, and that gives us an opportunity to try to work through some of the difficulties in a respectful and positive environment.

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Dr. Maher's paper was presented at the forum "Improving Access to Publicly Funded Research" held October 20, 2006, in Washington, DC. Other papers and slides presented that day are available at <http://www.arl.org/forum06/>.

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NSF AND ARL CONDUCT WORKSHOP ON DIGITAL DATA STEWARDSHIP

To explore the challenges of digital data stewardship and preservation, ARL and the National Science Foundation (NSF) conducted a workshop in September 2006 on “New Collaborative Relationships: Academic Libraries in the Digital Data Universe.” The workshop was co-chaired by San Diego Supercomputer Center (SDSC) Director Fran Berman and University Librarian Wendy Lougee from the University of Minnesota, and organized by Prue Adler, ARL Associate Executive Director. The workshop report provides a wealth of information on the issues of digital preservation; the Executive Summary follows.

Executive Summary

The rapid adoption of information technology and ubiquitous networking has transformed the research and education landscape. Central to this transformation are scientific and engineering digital data collections. The life cycle management challenges associated with these intellectual assets are substantial.

This is the Executive Summary of a report of a two-day workshop that examined the role of research and academic libraries with other partners in the stewardship of scientific and engineering digital data. Workshop participants explored issues concerning the need for *new partnerships* and collaborations among domain scientists, librarians, and data scientists to better manage digital data collections; necessary *infrastructure development* to support digital data; and the need for *sustainable economic models* to support long-term stewardship of scientific and engineering digital data for the nation’s cyberinfrastructure.

The workshop builds on prior studies supported by the National Science Foundation (NSF), engaging numerous research communities. It reflects the recognition, voiced in many NSF workshop reports, that digital data stewardship is fundamental to the future of scientific and engineering research and the education enterprise, and hence to innovation and competitiveness. Overall, it is clear that an ecology of institutional arrangements among individuals and organizations, sharing an infrastructure, will be required to address the particularities of heterogeneous digital data and diverse scholarly and professional cultures.

Summary findings and final recommendations are presented below.

Findings

- The ecology of digital data reflects a distributed array of stakeholders, institutional arrangements, and repositories, with a variety of policies and practices.
- The scale of the challenge regarding the stewardship of digital data requires that responsibilities be distributed across multiple

entities and partnerships that engage institutions, disciplines, and interdisciplinary domains.

- Historically, universities have played a leadership role in the advancement of knowledge and shouldered substantial responsibility for the long-term preservation of knowledge through their university libraries. An expanded role for some research and academic libraries and universities, along with other partners, in digital data stewardship is a topic for critical debate and affirmation.
- Responsibility for the stewardship of digital information should be vested in distributed collections and repositories that recognize the heterogeneity of the data while ensuring the potential for federation and interoperability.
- Stakeholder groups have different expertise, outlooks, assumptions, and motivations about the use of data. Forging partnerships will require transcending and reconciling cultural differences. Collaboration models to share expertise and resources will be critical.
- Stewardship of digital resources involves both preservation and curation. Preservation entails standards-based, active management practices that guide data throughout the research life cycle, as well as ensure the long-term usability of these digital resources. Curation involves ways of organizing, displaying, and repurposing preserved data.
- Infrastructure for digital data resources is a shared common good and the digital data produced through federally funded research is a public good.
- The stewardship and sharing of digital data produced by members of the research and education communities requires sustainable models of technical and economic support.
- There is a need for a close linking between digital data archives, scholarly publications, and associated communication. The potential for an expanded role for research libraries in the area of digital data stewardship affords opportunities to address these important linkages.
- A change in both the culture of federal funding agencies and of the research enterprise regarding digital data stewardship is necessary if the programs and initiatives that support the long-term preservation, curation, and stewardship of digital data are to be successful.
- It is critically important that NSF and other funding agencies raise awareness and meet the needs of the research community for the stewardship and sharing of digital data.

Recommendations from the Workshop

Overarching Recommendation

NSF should facilitate the establishment of a sustainable framework for the long-term stewardship of data. This framework should involve multiple stakeholders by:

- supporting the *research and development* required to understand, model, and prototype the technical and organizational capacities needed for data stewardship, including strategies for long-term sustainability, and at multiple scales;
- supporting *training and educational programs* to develop a new workforce in data science both within NSF and in cooperation with other agencies; and
- developing, supporting, and promoting educational efforts to *effect change in the research enterprise* regarding the importance of the stewardship of digital data produced by all scientific and engineering disciplines/ domains.

Three general recommendations emerged around the following themes.

NSF should:

1. *Fund projects that address issues concerning ingest, archiving, and reuse of data by multiple communities.* Promote collaboration and “intersections” between a variety of stakeholders, including research and academic libraries, scholarly societies, commercial partners, science, engineering, and research domains, evolving information technologies, and institutions.
2. *Foster the training and development of a new workforce in data science.* This could include support for new initiatives to train information scientists, library professionals, scientists, and engineers to work knowledgeably on data stewardship projects.
3. *Support the development of usable and useful tools, including*
 - automated services which facilitate understanding and manipulating data;
 - data registration;
 - reference tools to accommodate ongoing documentation of commonly used terms and concepts;
 - automated metadata creation; and
 - rights management and other access control considerations.

These general recommendations and themes are amplified by the following targeted recommendations.

1. NSF should develop a program to fund projects/ case studies for digital data stewardship and preservation in science and engineering. Funded awards should involve collaborations

between research and academic libraries, scientific/research domains, extant technologies bases, and other partners. Multiple projects should be funded to experiment with different models.

2. NSF, with other partners such as the Institute of Museum and Library Services and schools of library and information science, should support training initiatives to ensure that information and library professionals and scientists can work more credibly and knowledgeably on data stewardship—data curation, management, and preservation—as members of research teams.
3. NSF should support the development of usable and useful tools and automated services (e.g., metadata creation, capture, and validation) which make it easier to understand and manipulate digital data. Incentives should be developed which encourage community use.
4. Economic and social science experts should be involved in developing economic models for sustainable digital data stewardship. Research in these areas should ultimately generate models which could be tested in practice in a diversity of scientific/research domains over a reasonable period of time in multiple projects.
5. NSF should require the inclusion of data management plans in the proposal submission process and place greater emphasis on the suitability of such plans in the proposal’s review. A data management plan should identify if the data are of broader interest; if there are constraints on potential distribution, and if so, the nature of the constraint; and, if relevant, the mechanisms for distribution, life cycle support, and preservation. Reporting on data management should be included in interim and final reports on NSF awards. Appropriate training vehicles and tools should be provided to ensure that the research community can develop and implement data management plans effectively.
6. NSF should encourage the development of data sharing policies for programs involving community data. Discussion of mechanisms for developing such plans could be included as part of a proposal’s data management plan. In addition, NSF should strive to ensure that all data sharing policies be available and accessible to the public.

The complete report of the workshop, *To Stand the Test of Time: Long-Term Stewardship of Digital Data Sets in Science and Engineering* (Washington, DC: ARL, 2006), is available on the ARL Web site at <http://www.arl.org/info/events/digdatarpt.pdf>.

STATISTICS & MEASUREMENT

Martha Kyrillidou, Director, Statistics & Service Quality Programs

THE IMPACT OF ELECTRONIC PUBLISHING ON TRACKING RESEARCH LIBRARY INVESTMENTS IN SERIALS

by Martha Kyrillidou, Director, Statistics & Service Quality Programs, ARL

The recently published *ARL Statistics 2004–05* reports a decline in the unit cost per serial since 2000, the year when electronic subscriptions were officially included in the serials purchased figures. In 2004–05 the serial unit cost was \$239, close to the 1996–97 unit cost levels. This figure has been on a declining trajectory over the past five years.

Libraries continue to spend more on serials each year, as the average annual percent change in serial expenditures is still above 7% (at a time when the CPI is increasing at an annual rate of about 3%). Serial expenditures for the median ARL library were close to \$6 million last year. The *ARL Statistics 2004–05* shows that about half of the money spent on serials (\$2.8 million) was used to purchase electronic serials and research libraries spent 37.5% of their overall library material budget to purchase electronic resources (\$3.1 million out of a median library materials budget of \$8.6 million).¹

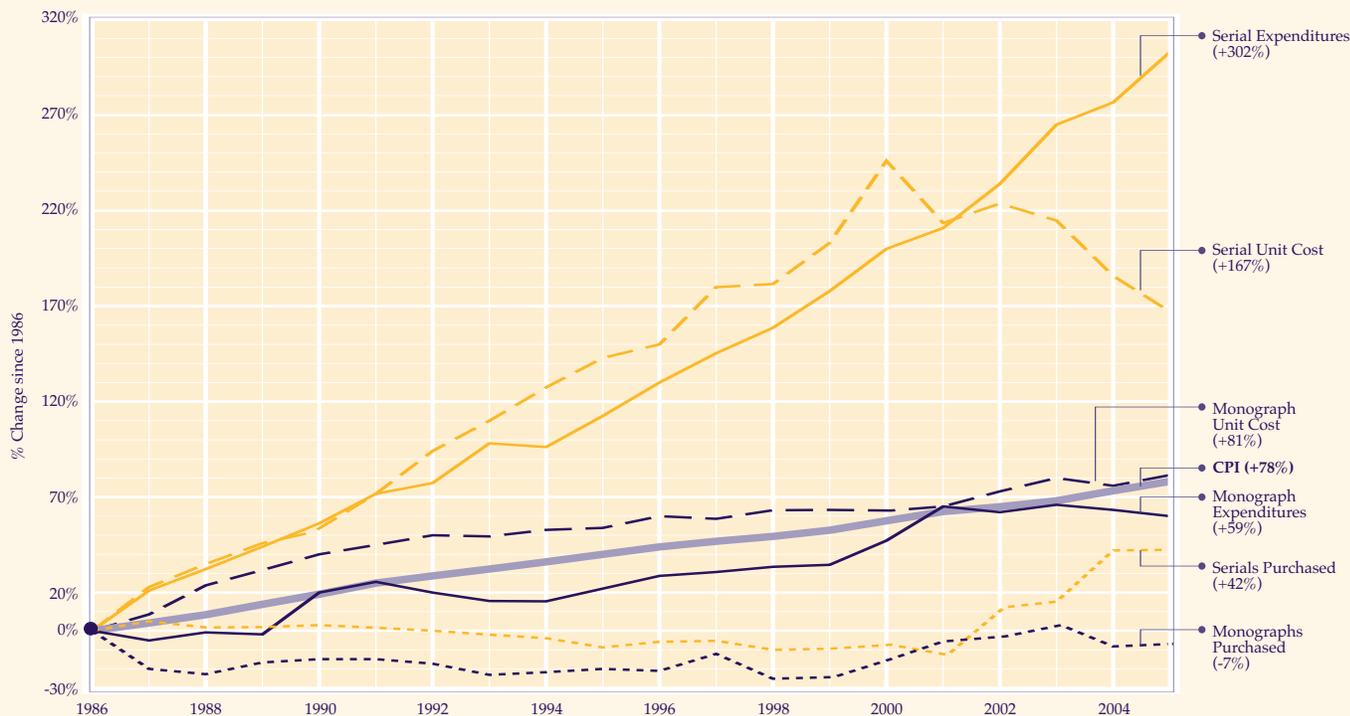
The story of struggling library budgets during the 1990s was told in terms of the “serials crisis.” Serial expenditures and unit costs were increasing much more quickly than inflation for almost two decades, as has

been shown in the *ARL Statistics* (see accompanying graph).

The serials world changed dramatically, though, with the introduction of electronic publishing and the consequent rise in dual-format publishing. During the initial stages of the transition period, some publishers bundled print serials with electronic, some more adventurous souls ventured into entirely new models and products, and quite a few entrepreneurs simply repurposed print to take advantage of the many accessibility features of the electronic world. As a result, libraries now are acquiring access to serials abundantly, some locally but many more through consortia, and an increasing number of serials holdings are electronic and are duplicative of print holdings.

In the same year that ARL began asking libraries to include e-journals in their statistical reporting, the serials unit cost began declining. Had the serials crisis been resolved? Not necessarily. In informal conversations held with some ARL librarians, it seems that a number of factors contributed to this downward trend in the serial unit cost. The inclusion of electronic serials in the counts of serial subscriptions purchased caused a substantial increase in purchased serials—often, for a relatively small addition to the base subscription price. Between 2001 and 2005, purchased serial subscriptions increased by 64%. Some publishers provide access to electronic serials for an additional

MONOGRAPH AND SERIAL COSTS IN ARL LIBRARIES 1986–2005*



Source: *ARL Statistics 2004–05* (Washington, DC: Association of Research Libraries, 2006).
*Includes electronic resources from 1999–2000 onward.

10–20% surcharge over what a library pays for a print subscription. Following ARL's definition of a serial subscription, journals collected in two formats like this have been counted twice. Furthermore, the elimination of the print subscription may have resulted in discounted subscription fees for the electronic-only title; a library may have access to the electronic-only version of a journal for 90% (or some other fraction) of the print subscription price. Also possibly contributing to the lower serial unit cost are consortial licensing arrangements for electronic journals, where a pooled collection of titles is shared among participating libraries.

Discussions regarding best ways to track research library investment in serials have been posted over the past year on the ARL Survey Coordinators Web page² and the ARL Statistics and Measurement program has emphasized collecting data elements regarding electronic resources in practical and meaningful ways.

Given users' preference for electronic serials and the ubiquitous availability of the electronic format, working groups of ARL member library survey coordinators have voiced their preference for shifting ARL's unit of measurement from serial subscriptions to serial titles and recommend reporting these counts in a non-duplicative fashion, i.e., count a title only once even if there are multiple access points to that title as a result of its electronic accessibility.

For more information regarding the annual ARL Statistics data collection, consult the ARL Statistics Web cast held on December 5, 2006; copies are available on CD by request to stats-ra@arl.org.

For more information about the *ARL Statistics* or to download the data files or a PDF of the publication, please visit <http://www.arl.org/stats/arlstat/>. See below to order print copies of the publication.

Ordering Information

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ARL, UNIVERSITY OF VIRGINIA LIBRARY, AND UNIVERSITY OF WASHINGTON LIBRARIES COSPONSOR LIBRARY ASSESSMENT CONFERENCE

by Richard Groves, Customer Relations Coordinator,
Statistics & Measurement, ARL

ARL, the University of Virginia Library, and the University of Washington Libraries cosponsored the Library Assessment Conference: Building Effective, Sustainable, Practical Assessment, held in Charlottesville, Virginia, September 25–27, 2006.

The conference brought together more than 200 participants from 36 US states and 8 countries. The attendees—representing 109 libraries, associations, library systems, and vendors—participated in more than 40 paper and panel sessions. The conference also featured 20 poster presentations and 3 plenary sessions on the topics of “Library Performance Measures That Matter,” “Changing User Needs and Perceptions,” and “Organizational Diversity and Climate Assessment.”

Outside the parallel, poster, and plenary sessions the Library Assessment Conference featured workshops, a special tour of Monticello and the Jefferson Library, and a reception held at the University of Virginia Harrison Institute/Small Special Collections Library.

Those not able to attend the conference may download presentations and handouts from the conference Web site.¹ ARL will publish conference proceedings in 2007 and distribute copies to all conference registrants. Copies will also be available for purchase from ARL.

With the generous help of Stephanie Wright of the University of Washington, ARL has added a library assessment blog² to its collection of tools to help build the culture of assessment in libraries. The blog is aimed at assessment librarians and others interested in building effective, sustainable, and practical assessment.

The next Library Assessment Conference will be held at the University of Washington in Seattle, August 4–6, 2008.

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¹ <http://www.arl.org/stats/laconf/>

² <http://libraryassessment.info/>

¹ Martha Kyrillidou and Mark Young, comps. and eds., *ARL Statistics 2004–05* (Washington, DC: ARL, 2006): 21.

² See summaries of discussions held on January 20, 2006, and June 23, 2006, http://www.arl.org/stats/arlstat/coord_mtgs.html.

RECRUITING A DIVERSE RESEARCH LIBRARY WORKFORCE

by Jerome Offord Jr., Director of Diversity Initiatives, ARL

The ARL Initiative to Recruit a Diverse Workforce, funded by the Institute of Museum and Library Services (IMLS) and 52 ARL member libraries, offers a graduate education stipend of up to \$10,000 to attract students from underrepresented racial and ethnic groups to careers in research libraries. The initiative reflects the commitment of ARL member libraries to create a diverse research library community that will better meet the challenges of global competition and the changing demographics that research institutions are experiencing.

In addition to a stipend for attending graduate library school, the initiative provides graduate students with a mentoring relationship, leadership development training, and placement assistance for starting their careers in research libraries. Participants agree to a minimum two-year working relationship with an ARL library upon graduation.

With the combined funds from ARL member institutions and IMLS, 25 Diversity Scholars were selected this fall to participate in the Initiative to Recruit a Diverse Workforce.

Why Does the Program Exist?

The goal of the Initiative to Recruit a Diverse Workforce grows more relevant every year for both the profession and ARL member libraries, as evidenced by the changes in the research library workforce and the diverse user communities served by these libraries. These changes and the value of seeking diversity in academic environments are widely documented. For example:

- Kaylyn Higgs reviewed trends in the US ARL university library workforce and found only a three-percentage-point increase in librarians of color over a 20-year span, from 10% of the professional workforce in 1985–86 to 13% in 2005–06. Higgs compared this to trends in the nation and found that “the US Census Bureau reports that minorities made up approximately 30% of the country’s population in 2000 and that percentage was expected to remain stable through 2005.”¹
- Stanley Wilder documented the graying of the research library workforce with almost half (46%) of the population retiring between the years 2010 and 2020.²
- Paula Kaufman, then Dean of Libraries at University of Illinois at Urbana-Champaign, wrote that we have fewer graduates of library and information science programs than in the

2006–08 ARL DIVERSITY SCHOLARS & THEIR LIBRARY SCHOOLS

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Joseph G. Valdez, University of Arizona
Xurong Zhao, University of Alberta



ARL 2005–2007 Diversity Scholars attend a dinner hosted by Jim Mullins, Dean of Libraries, during the April 2006 visit to Purdue University.

Front row, left to right: Jerome Offord Jr. (ARL), Claudia Sueryas (Florida State University), Valerie Yazza (University of Arizona), Latanya Jenkins (Drexel University), Megan Perez (University of North Carolina at Chapel Hill), Deborah Lilton (University of Alabama).

Back row left to right: Jason Lee (San Jose State University), Marissa Alcorta (University of Alabama), Douglas Lyles (University of Pittsburgh), Phuongkhanh Nguyen (San Jose State University), David Fernandez-Barrial (Catholic University), Yasmin Morais (University of Toronto), Jim Mullins, Liladhar Pendse (University of California, Los Angeles), and Miriam Bridges (University of Maryland).

past and these graduates have more diverse opportunities than ever before.³ Taking action to recruit people into research library careers is essential.

- Carnevale and Fry predict that by 2015 almost 80% of students who enter college in the US will be students of color.⁴
- The American Association of State Colleges and Universities/ National Association of State Universities and Land-Grant Colleges Task Force on Diversity issued a report with practical tools for identifying and assessing diversity on campus because “Research over the past decade demonstrates that institutional commitment to diversity results in positive educational outcomes for all students...and enhances the ability of colleges and universities to fulfill their roles as economic engines and democratic leaders.”⁵

ARL member libraries are keenly aware of the value that a diverse workforce brings to a library serving a



ARL 2004–2006 Diversity Scholars, along with other Simmons College MLS students and Nancy Cline, Roy E. Larsen Librarian of Harvard College, at Harvard University in November 2005.

Front row, left to right: Senele Gonzalez (Simmons College), Claudia Holguin (San Jose State University), Isabelle Marques De Castilla (Catholic University), Nancy Cline, Beverly Ann Fortner (University of Maryland), Michele Alaniz (San Jose State University), and Rachel Seale (Simmons College)

Back row, left to right: Stephanie Miles (Simmons College), Jerome Offord Jr. (ARL), Jovanna Frazier (University of Maryland), Jackie Ball (Simmons College), and Maurice Gordon (Simmons College).

diverse user population and are committed to attracting librarians from underrepresented groups to careers in research libraries. In addition to sponsoring the stipend program, ARL libraries have hosted the Diversity Scholars on campus to introduce them to research library operations and issues. (See the accompanying photos from visits made to Purdue University and Harvard University.)

Program Results to Date

Since the Initiative to Recruit a Diverse Workforce was established in 2003, ARL has recruited 51 MLS graduate students from underrepresented groups. Of those 51 students, 28 are still in library school, 13 are working in ARL libraries, 4 are currently job searching, 4 are working in other academic libraries, and 2 are not currently working in the profession (1 is working in higher education and the other was called into active military duty).

With this experience, ARL successfully met the proposed outcomes for its 2004 IMLS grant and, in 2006, received additional funding from IMLS to extend the initiative.

A New Focus on Sciences and Information Technology

The 2006 grant from IMLS will allow ARL to focus on recruiting students who have an educational background in natural and applied sciences or in information technology.

With the rise in digitization and management of digital resources, research libraries must recruit specialized staff to address the changing needs of library users, both locally and virtually.

With the new IMLS funding, ARL will recruit students from underrepresented groups with educational backgrounds in natural and applied sciences or in information technology. As during the first years of the initiative, the students will receive stipends, leadership training, mentoring, and placement assistance in beginning a career in research libraries.

Applications for the 2007–09 class will be available in February 2007. For more information, contact Jerome Offord Jr., Director, ARL Diversity Initiatives, jerome@arl.org.

¹ Kaylyn Hipps, "Diversity in the US ARL Library Workforce," *ARL: A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC*, no. 246 (June 2006): 1–2, <http://www.arl.org/newsltr/246/diversitywkfc.html>.

² Stanley J. Wilder, *Demographic Change in Academic Librarianship* (Washington, DC: ARL, 2003).

³ Paula T. Kaufman, "Where Do the Next 'We' Come from? Recruiting, Retaining, and Developing Our Successors," *ARL: A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC*, no. 221 (April 2002): 1–5, <http://www.arl.org/newsltr/221/recruit.html>.

⁴ Anthony P. Carnevale and Richard A. Fry, *Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?* (Princeton, NJ: Educational Testing Service, 2000).

⁵ *Now Is the Time: Meeting the Challenge for a Diverse Academy: A Report of the AASCU/NASULGC Task Force on Diversity* (Washington, DC: American Association of State Colleges and Universities, National Association of State Universities and Land-Grant Colleges, 2005).

PROMOTING CAREERS IN RESEARCH LIBRARIES

ARL Third Annual Leadership Institute

Held in conjunction with the American Library Association Midwinter Meeting in Seattle

January 19–21, 2007

The Leadership Institute is a component of ARL's Diversity Initiatives that support member library recruitment efforts by promoting careers in research librarianship among underrepresented groups in the US and Canada.

The Leadership Institute offers three programmatic tracks.

- Track 1: Any MLS graduate student or new library professional who wishes to learn more about research libraries, along with the 2006–08 ARL Diversity Scholars from the Initiative to Recruit a Diverse Workforce.
- Track 2: ARL Academy Fellows, 2006–07 (subject specialists now in MLS programs).
- Track 3: ARL Leadership & Career Development Program, class of 2007–08 (midcareer librarians).

The institute provides an opportunity for all participants to gain exposure to current issues and trends in research libraries. The program focus is on transitioning into and building career networks in research libraries and will include presentations from library directors and other leaders in the field.

Three events are held during the institute when directors of ARL libraries as well as human resources and other senior library staff may meet and interact with all the participants. See the Web site below for event details.

Registration is required but there is no registration fee. The Institute of Museum and Library Services and ARL member libraries provide funding for the institute.

For more information and to register, visit <http://www.arl.org/diversity/symposium.html> or contact Jerome Offord Jr., Director, ARL Diversity Initiatives, jerome@arl.org.

ARL ACTIVITIES

Kaylyn Hipps, Managing Editor, Web Content

ARL MEMBERSHIP CONVENES

ARL President Brian E. C. Schottlaender (California, San Diego) convened a meeting of 115 member institutions at ARL's 149th Membership Meeting, held in Washington, DC, on October 17–19, 2006. To advance the ARL agenda in three areas, speakers addressed "Profiling Research Libraries," "NSF Office of Cyberinfrastructure Initiatives with Research Libraries," and "Faculty Assessment of New Publishing Models." Speakers' slides are on the ARL Web site <http://www.arl.org/arl/proceedings/149/>.

Also at the Membership Meeting, four new member representatives were introduced and welcomed to the ARL community: Loretta Ebert (New York State Library), Lorraine Haricomb (Kansas), Rick Luce (Emory), and Jeff Trzeciak (McMaster). Dale Canelas (Florida) and Bernard Dumouchel (CISTI) were saluted on their retirement and Diane Perushek (Hawai'i at Manoa) was wished well in her new role at the university.

The membership ratified the Board's election of Marianne Gaunt (Rutgers) as Vice President/President-Elect and the membership elected three new members of the ARL Board: Barbara Dewey (Tennessee), Carol Mandel (New York), and Dana Rooks (Houston). Ann Wolpert (MIT) and Betsy Wilson (Washington), whose Board terms ended in October, were acknowledged and thanked for their contributions.

At the conclusion of the Business Meeting, Brian Schottlaender presented the gavel to Sherrie Schmidt (Arizona State), who began her term as ARL President.

HONORS

Susan Brynteson, Director of Libraries at University of Delaware, was elected by the Corporation of Yaddo to the honor of lifetime membership in the corporation. The corporation oversees one of the oldest and most prestigious artists' retreats in the US. The election took place at the members' annual meeting in September 2006.

ARL TRANSITIONS

Canada Institute for Scientific and Technical Information (CISTI): Bernard Dumouchel is retiring from his position as Director General of CISTI, effective January 31, 2007.

Cornell: Sarah Thomas announced her resignation as University Librarian. She has been appointed Bodley's Librarian and Director of the Oxford University Library Services at the University of Oxford in the UK, effective February 2007.



OCLC hosted a reception during the ARL Membership Meeting in celebration of the coming together of OCLC and RLG and to acknowledge the collaboration that made this possible. Pictured above, from left to right, are James Michalko (RLG Programs), James Neal (Columbia University and Chair of RLG Programs Board), Duane Webster (ARL), Jay Jordon (OCLC), Betsy Wilson (University of Washington and Chair of OCLC Board), and Brian E. C. Schottlaender (University of California, San Diego, and ARL President).

PHOTO BY JEFF HAN.

Hawai'i at Manoa: Diane Perushek resigned from her position as University Librarian, effective September 2006, to work in the Chancellor's Office on the university's strategic plan for international affairs. Paula T. Mochida, Interim Associate University Librarian for Administration and Public Services, is serving as Acting University Librarian.

ARL STAFF TRANSITIONS

Beth Secrist joined the ARL staff as Program Officer for Information Technology Services, effective September 11, 2006. She was previously Director, Technology Across the Curriculum, George Mason University.

OTHER TRANSITIONS

Council on Library and Information Resources (CLIR): Charles J. Henry, Vice Provost and University Librarian at Rice University and Publisher of Rice University Press, was appointed CLIR President, effective early 2007. He will succeed Susan Perry, who has served as Interim President since July 1, 2006, after Nancy Davenport stepped down June 30.

National Information Standards Organization (NISO): Todd Carpenter was named Managing Director of NISO, effective September 1, 2006. He was previously Director of Business Development at BioOne, a nonprofit aggregator of online journals.

US Government Printing Office: Judith C. Russell, Superintendent of Documents, announced in September that she will retire in early 2007.



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ARL CALENDAR 2007

<http://www.arl.org/arl/cal.html>

- January 18 Mapping License Language for Electronic Resource Management
Seattle, Washington
- January 19 Building on Success: Sharing What We're Learning
Seattle, Washington
- January 19 Library Assessment: Building Effective, Sustainable, and Practical Assessment
Seattle, Washington
- January 19 ARL Survey Coordinators and SPEC Liaisons Meeting
Seattle, Washington
- January 20 SPARC-ACRL Forum: Public Access: Federal Research Access Policies and How They'll Change Your Library
Seattle, Washington
- January 20–21 Third Annual Leadership Institute to Promote Careers in Research Libraries
Seattle, Washington
- January 22 LibQUAL+® 2007: An Introduction
Seattle, Washington
- January 22 Your LibQUAL+® Community: A Results Meeting
Seattle, Washington

- February 8–9 **ARL Board Meeting**
Washington, DC
- March 12–16 Service Quality Evaluation Academy
New Orleans, Louisiana
- April 16–17 CNI Spring Task Force Meeting
Phoenix, Arizona
- May 22–25 **ARL Board & Membership Meeting**
St. Louis, Missouri
- July 23–24 **ARL Board Meeting**
Washington, DC
- October 9–12 **ARL Board & Membership Meeting**
Washington, DC

ARL MEMBERSHIP MEETINGS 2008

- May 21–23, 2008, Coral Gables, Florida
- October 15–17, 2008, Washington, DC
Tentative Dates

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