

How Far Apart Are L and M? The Institutional and Publishing Disconnects between LIS and Museum Studies

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This article explores two considerations in the push toward joint “LAM” (Library, Archive, and Museum) programs of education and research: the organizational proximity of departments and schools of library and information studies (LIS) and museum studies (MS); and the degree to which individual scholars of LIS and MS share publishing outlets, as an indicator of current levels of scholarly interaction. An environmental scan of LIS and MS programs in the United States, Canada, the United Kingdom, Australia, and New Zealand was conducted to investigate the extent to which the two sets of programs were based in different universities and disciplinary units. A bibliometric survey was also carried out to gauge the extent to which LIS and MS scholars based in Australia publish in common journals, conference proceedings, and books. Findings show that the extent to which LIS and MS programs are offered by the same universities and colleges varies widely across countries, even within the English-speaking world. Further, the results suggest that while museum and curatorial studies tend to be located with arts and humanities disciplines, LIS programs are more likely to be located, particularly in North America, with the social sciences and ICT, although the disciplinary location of LIS programs is relatively diffuse. The bibliometric analysis confirmed the authors’ hypothesis that Australian LIS and MS academics publish in different outlets, with academics from the two groups presenting at only one conference in common and publishing in no common journal in the period studied.

Keywords: curatorial studies, LAM sector, library and information studies, museum studies, scholarly publishing, university administration

In recent times, a range of “LAM” (or “GLAM” to include galleries, in British and Australian English terminology) initiatives concerned with addressing various issues of importance to collecting, memory, and cultural heritage institutions indicates a push toward greater collaboration and cooperation between the library, archive, and museum professions (Glam Peak, n.d.; Zorich, Waibel, & Erway, 2008). These initiatives are set against a backdrop of “small government” budget squeezes and the challenge that all LAM institutions face of remaining visible in an increasingly online, and increasingly crowded, information environment. It appears that libraries, archives, and museums (including art museums) find

themselves with much in common, including the upholding of shared goals around equitable access to education and ideas, the development of inclusive narratives of culture and history, and the free flow of information (Hedstrom & King, 2006).

However, the closer working relationship between the LAM sectors does not appear to have translated to equivalent synergies in the educational sphere. For the most part, the education that supports the LAM professions continues to be conducted, at least at the university level, through separate programs and accredited or overseen by different professional bodies (Given & McTavish, 2010). While examples of programs covering both library and information science (LIS) and archival science (AS) can be readily identified, with some being the product of the “iSchools”¹ movement (Cox & Larsen, 2008), examples of programs covering LIS and museum studies (MS; we use

the term here to include studies of art curation), such as those offered at Kent State University and the Technological and Educational Institute of Athens, are rare, although they demonstrate that the implementation of a “LAM curriculum” is *possible* (Bastian, 2017; Giannakopoulos, Kyriaki-Manessi, & Zervos, 2012; Latham, 2015), as does the mapping between MS, LIS and AS curricula recently carried out by Hider and Carroll (2018).

There is probably a range of reasons why an integrated, or even coordinated, “LAM” curriculum has, on the whole, not yet been realized. The “information” curriculum is already crowded: There may simply not be room for museum studies, let alone art history, which is often a required part of curatorial studies. There are also differences of emphasis that would make the design of an integrated curriculum challenging (Hider & Carroll, 2018). Furthermore, there are different professional associations to engage with, which may view professional education and any associated accreditation from quite different perspectives. Alongside such issues are those at the levels of the institution and the individual. LIS and MS programs cannot readily be combined if they are offered at different institutions; nor can they so easily be combined if they are located in quite separate parts of one institution. Likewise, they are less likely to be

KEY POINTS:

- The degree of collocation of departments and schools of LIS and museum studies varies widely across countries and academic traditions, and departments are quite frequently located in different universities.
- LIS departments tend to be located in units covering social sciences and ICT, whereas museum studies departments tend to be located with units covering the arts and humanities.
- LIS and museum studies academics in Australia publish in different journals and present at different conferences.

combined if the academics involved in the different programs have little to do with each other and work in quite separate scholarly communities.

This article explores these latter potential barriers to LAM synergies within the academy. Following a brief literature review, it reports first on an environmental scan of professional-entry LIS and MS programs offered by universities in United States, Canada, the United Kingdom, Australia, and New Zealand, in which the programs' institutional locations are compared. The article then describes a preliminary bibliometric study that examined the publishing outlets used by LIS and MS academics currently based in Australian universities, along with an analysis of the overlap between the lists of journals identified as "LIS" and "MS" in the Australian Research Council's recent Excellence in Research for Australia (ERA) research evaluation exercise (Australian Research Council, 2018; Haddow, 2015). The degree of overlap in outlets used by LIS and MS academics for their research provides an index of interaction between the two communities of scholars.

Review of the literature

There has been a large number of articles discussing the arguments for, and examples of, collaboration between libraries, archives, and museums. For instance, an extensive review was recently published by Warren and Matthews (2019a, 2019b). Such collaborations include collaborative programming, collaborative creation and management of digital collections, and the sharing or integration of facilities (Duff, Carter, Cherry, MacNeil, & Howarth, 2013; Warren & Matthews, 2019a; Yarrow, Clubb, & Draper, 2008). However, despite common functions there remain major differences in professional practices, education, and training across the LAM professions, leading to differences in professional identity, values, language, and communication (Duff et al., 2013). Libraries, archives, and museums, the practitioners and educators, have distinct historical traditions that do not necessarily overlap, resulting in different cultures (Latham, 2015) and different professional bodies, which aim to advocate for their members and the development of their workplace knowledge and skills (Warren & Matthews, 2019a). Current educational programs emphasize differences rather than similarities (Trant, 2009), perhaps with the exception of emerging digital curation specializations within LIS programs (Ray, 2009) and the interdisciplinarity encouraged by the iSchools (Cox & Larsen, 2008; Duff et al., 2013; Given & McTavish, 2010; Latham, 2015).

Comparisons of the different LIS and MS scholarly traditions and institutional situations, however, have been relatively rare. The differences in historical traditions and cultures are reflected in a survey of MS and LIS programs conducted in the United States in 2010, where Kim (2012) found 60 institutions with MS programs and 50 with accredited LIS programs. Of the 60 MS programs, only two

were independent, 22 were in other departments such as arts, visual arts, art history, anthropology, and education, 18 were interdepartmental programs, and the rest were in a graduate school or college of arts. Some had incorporated subjects on information and collection management. The institutional location of the LIS programs was not explicitly discussed, although we know that there are many standalone LIS schools and LIS programs located in iSchools (Shu & Mongeon, 2016). In a few universities with both MS and LIS programs, the LIS programs offered elective courses to MS students, usually in collection development, information management, or preservation (Kim, 2012). Of the 50 accredited LIS programs identified by Kim, many adopted museum-related information subjects such as museum librarianship, art librarianship, art documentation, museum archives, and exhibitions. In their analysis of two museum informatics courses, Marty and Twidale (2011) noted that these occur at the intersection of MS and LIS curricula. Both Kim and Marty and Twidale noted that the MS and LIS programs themselves were separate, even when offered in the same university.

An Australian study (Wilson, Kennan, Boell, & Willard, 2012) identified that, like the MS programs in the United States, Australian LIS programs were often housed in much broader-based schools and faculties, such as education, information technology, and business; the authors posited that this circumstance meant that these programs risked a lack of visibility. Meanwhile, in another Australian study, Howard, Partridge, Hughes, and Oliver (2016) pointed out that “very few museum studies programmes were located in the same university as library and/or archives programmes.” Anecdotal evidence would suggest that the two sets of Australian scholars do not have occasion to interact all that much either. A major reason for this is likely to be the quite distinct histories of LIS and MS professional education and scholarship, as played out in Australia (Barrett, 2011; Carroll, 2016; Wilson, Kennan, et al., 2012).

Shared publications or shared publication outlets, or the lack thereof, may also reflect connections or disconnections amongst academics. Any interdisciplinary research, education, or training requires collaboration and coordination between scholars in different fields, programs, or departments. Shu and Mongeon (2016) claim that this requires encouragement, that strong leadership can help facilitate such collaborations, and posit that this may be why interdisciplinary research has emanated from the iSchools (although the authors do not specifically mention LIS and MS). They suggest that the “i” of iSchool can refer to either “information” or “interdisciplinary”; a focus of iSchool research is the intersection of information, technology, and people (Shu & Mongeon, 2016), which transcends traditional LIS and MS boundaries.

With regard to shared publications and shared outlets between MS and LIS, it has been found that Australian LIS researchers tend to favour

journal publications (Wilson, Boell, Kennan, & Willard, 2012); indeed, they tend to write for a clearly identified set of “LIS” journals. This can be seen in the fact that Clarivate Analytics has a master journal list for “Information Science-Library Science” but has no equivalent list for MS, museology, or similar disciplines (Clarivate Analytics, n.d.). This omission may be reflective of an MS literature that is dispersed and fragmented across a variety of disciplines, with a greater presence in book publishing. Commentators have noted that many museological periodicals are of mainly local interest and often in languages other than English (East, 2008; Rounds, 2007; Teasdale & Fruin, 2017).

Institutional location of LIS and MS programs

Method

An environmental scan of the institutional, and also the intra-institutional, locations of graduate, professional-entry programs of LIS and MS in the United States, Canada, the United Kingdom, Australia, and New Zealand was carried out. The programs were identified using accreditation and authoritative lists; all programs that were currently being taught were included. From each program’s web page and the pages linked to it, the institution (usually a university or college) offering the program was recorded, as was the institution’s largest division, based on discipline, which housed the program, where it could be readily identified. Typically, this unit was a college or faculty, and sometimes a school. Some institutions were found to offer multiple LIS or multiple MS programs; in such cases, the institution was recorded only once. Within a few institutions, more than one of its first-order divisions offered LIS programs; all of these divisions were recorded, as they were for the one or two cases of MS programs being offered by different parts of an institution.

All the divisions with a disciplinary coverage that could be readily identified through their names and/or a brief inspection of their websites were then assigned one or more of the codes for the broad fields of education in the current ISCED scheme (UNESCO, 2014), to indicate the “disciplinary location” of the programs within their institution. A few of the divisions, however, were too general in scope (e.g., covering the “liberal arts” or “sciences”) to be confidently coded. Overall, across both the LIS and MS programs, 146 institutions were identified and 166 codes recorded. The codes pertained to the first seven specific fields in the ISCED scheme, as listed below.

- 01—Education
- 02—Arts and humanities
- 03—Social sciences, journalism and information
- 04—Business, administration and law
- 05—Natural sciences, mathematics and statistics
- 06—Information and Communication Technologies
- 07—Engineering, manufacturing and construction

Findings

The environmental scan revealed a wide variation in the degree of institutional overlap between LIS and MS programs across the five countries, from Australia with no LIS and MS programs offered by the same institution, to the United Kingdom with over 70% of LIS and MS programs (or clusters of programs) sharing the same institution. Overall, as shown in Table 1, the percentage of overlap was less than 50, with the United States at 25%. This suggests that opportunities to combine programs within an institution are much greater in some countries (such as the United Kingdom) than in others (such as Australia). It also points to traditions of LIS and MS education that are particular to certain countries; in the case of Australia, the MS programs are offered by many of the older, more established universities, as their origins predate most of those of the LIS programs, which are the product of a separate move by the Australian library profession to introduce tertiary qualifications in line with a similar move in the United Kingdom in the second half of the twentieth century—in many cases, the qualifications were first offered by technical colleges (as they were in the United Kingdom) that have since become universities.

The proportion of codes assigned to institutions by country, as shown in Tables 2 and 3, was not altogether consistent with the proportion of institutions examined by country (see Table 1), with the US institutions' first-order divisions being assigned relatively fewer codes; the main reasons

Table 1: Institutional overlap by country

	With an LIS/MS counterpart	Total institutions	Overlap (%)
Australia	0	15	0
New Zealand	2	5	40
US	28	112	25
Canada	10	20	50
UK	16	22	73

Table 2: LIS disciplinary location (codes)

	Education	Arts & human.	Social sciences	Business	Natural sciences	ICT	Engin.	TOTAL N of programs
Australia	2	4	1	1	2	2	2	14
NZ	0	0	0	1	0	0	0	1
US	9	0	29	3	1	18	1	61
Canada	1	2	4	1	0	2	0	10
UK	0	5	3	1	1	0	1	11

Table 3: MS disciplinary location (codes)

	Education	Arts & human.	Social sciences	Business	Natural sciences	ICT	Engin.	TOTAL N of programs
Australia	1	6	3	0	0	0	0	10
NZ	0	4	2	0	0	0	0	6
US	0	27	7	0	1	1	0	36
Canada	1	4	2	0	0	0	0	7
UK	1	8	1	0	0	0	0	10

Table 4: LIS disciplinary location (%)

	Education	Arts & human.	Social sciences	Business	Natural sciences	ICT	Engin.	TOTAL
Australia	14	29	7	7	14	14	14	100
NZ	0	0	0	100	0	0	0	100
US	15	0	48	5	2	30	2	100
Canada	10	20	40	10	0	20	0	100
UK	0	45	27	9	9	0	9	100

Table 5: MS disciplinary location (%)

	Education	Arts & human.	Social sciences	Business	Natural sciences	ICT	Engin.	TOTAL
Australia	10	60	30	0	0	0	0	100
NZ	0	67	33	0	0	0	0	100
US	0	75	19	0	3	3	0	100
Canada	14	57	29	0	0	0	0	100
UK	10	80	10	0	0	0	0	100

for this would appear to be more complex organizational structures in which the higher division could not be easily identified and a greater tendency to divide at a very broad level that did not clearly define discipline. Nevertheless, many more codes were assigned to US divisions than to those in all four other countries combined.

Tables 4 and 5 show the distributions of codes across the seven broad fields of education in percentages, by country, for LIS and MS respectively. In all countries, except for New Zealand with very small numbers of codes and institutions, the LIS programs would appear, from these results, to be located with a wider spread of disciplines than are MS programs. Indeed, the MS programs are located primarily with the arts and humanities in all

Table 6: LIS and MS disciplinary location comparisons (%)

	Education	Arts & human.	Social sciences	Business	Natural sciences	ICT	Engin.
Aus. - LIS	14	29	7	7	14	14	14
Aus. - MS	10	60	30	0	0	0	0
NZ - LIS	0	0	0	100	0	0	0
NZ - MS	0	67	33	0	0	0	0
US - LIS	15	0	48	5	2	30	2
US - MS	0	75	19	0	3	3	0
Can. - LIS	10	20	40	10	0	20	0
Can. - MS	14	57	29	0	0	0	0
UK - LIS	0	45	27	9	9	0	0
UK - MS	10	80	10	0	0	0	0

countries, and secondarily with the social sciences, irrespective of country. Conversely, while these are fairly common locations for Australian and British MS programs, in North America, and particularly in the United States, the situation is markedly different, with the social sciences being the most common location, followed by ICT; in fact, *no* US LIS program was identified as being institutionally located with the arts and humanities. The divergent LIS and MS distributions of location, particularly in the United States, Canada, and New Zealand, are highlighted in [Table 6](#).

The overall distribution of the disciplinary codes for LIS and MS is of course biased toward the US distribution, given the preponderance of codes assigned to US programs, but [Figure 1](#) highlights the fact that museum studies has a far stronger association with the arts and humanities, and conversely a far weaker association with ICT. The figure also suggests that both LIS and MS can be positioned quite comfortably with the social sciences, presenting a “middle ground” that would probably be the most conducive to developing a combined or integrated curriculum. However, it should be noted that the analysis used a classification scheme that already associates the field of “information” with the social sciences, and that a large number of the corresponding codes were assigned on this basis, particularly in North America, where the “iSchool” concept is especially prominent.

Publishing outlets of LIS and MS academics in Australia

Method

Two complementary studies were conducted. First, the LIS and MS journal lists used in the Australian Research Council’s ERA research evaluation exercise were examined for overlap. Second, a bibliometric study of

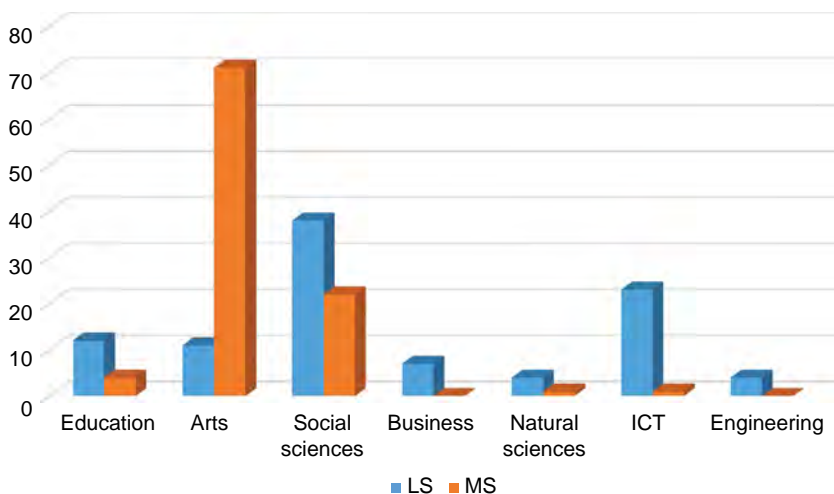


Figure 1: Overall LIS and MS Disciplinary Location (%).

individual LIS and MS academics at Australian universities was conducted in order to test the hypothesis that the two groups published in different outlets. The hypothesis, if accepted, would suggest that the two groups operated in quite distinct scholarly environments and that the level of interaction between them was probably, on the whole, quite low.

Although the latest round of ERA was conducted in 2018, the most recent publicly available journals list is for the 2015 exercise, which was collated by John Lamp (2015) from the official documents at the time. Most journals in the list are assigned one or more specific “fields of research,” which are considered those fields that each journal primarily covers. The list was compiled by the Australian Research Council in consultation with the various disciplinary communities in Australia (including both the LIS and MS communities). The fields of research are based on the Australian and New Zealand Standard Research Classification (ANZSRC; Australian Bureau of Statistics, 2008). They include those coded 0807 for “Library and Information Studies” and 2102 for “Curatorial and Related Studies,” which was taken to approximate to MS. A simple comparison of the lists was conducted, recognizing the caveats around the identification of MS journals (East, 2008; Teasdale & Fruin, 2017).

For the bibliometric study of individual LIS and MS academics, those included were defined as being currently engaged in teaching and supporting the programs identified in the environmental scan. This operational definition might have missed the occasional scholar who did not teach in a relevant postgraduate program, but the resulting lists of academics were considered to represent the majority of those who would self-identify as LIS or MS academics. Perhaps a larger problem was that

they may have also included some academics who taught mostly in other programs outside of LIS and MS and who did not self-identify as LIS or MS academics; nevertheless, close inspection of the list of LIS academics by the authors, who were personally familiar with most LIS academics in Australia, suggested that it was a reasonably accurate list of those academics with a strong association with the discipline, and the two lists, of LIS and MS academics, were used without further revision, given the purposes of this preliminary bibliometric exercise. The LIS and MS academics were identified through the LIS and MS programs' webpages. Sometimes the linking pages did not clearly associate particular academics with particular programs, but for the most part the authors were reasonably confident with the inferences they drew about associations, albeit with the proviso that these associations might have been out of date on occasion. The resulting lists totalled 49 LIS academics and 21 MS academics, with no overlap.

The Scopus database was used for this study to identify the publications of the 70 academics over the 10-year period from 2007 to 2017. Scopus was selected because Teasdale and Fruin (2017), while acknowledging that no database covered all the MS journals, noted that Scopus did index 17 of 20 major museum studies journals. Similarly, Scopus emerged as a database with strong coverage of LIS journals (Meho & Yang, 2007; Olmeda-Gomez & de Moya-Anegon, 2016). Care was taken over authors with the same name and authors with different forms of name (changes of name were not investigated). Although reliance on a single database was not ideal, any bias toward either of the disciplines would mean that the actual overlap between outlets would be less than that calculated in this analysis. A large number of outputs from *both* LIS and MS academics that Scopus did not capture would increase the calculation's margin of error, but a check on the authors' own lists of outputs, produced by the database, suggested that the analysis would cover many of the academics' publications for the reference period and thus provide a reasonable indication of the degree of overlap. The outputs from within the LIS and MS groups were de-duplicated and sorted into the categories of journal articles, conference papers, book chapters, and (authored) books. The journals, conferences, and (edited) books that included the book chapters were then de-duplicated within each group's collection of outputs, so that all the outlets used by each group could be directly compared (whole books were not considered outlets for the purpose of this exercise).

Findings

The ERA journals list identified 176 journals for the 0807 field of research (LIS) and 40 journals for the 2102 field of research (MS). The smaller number of MS journals may reflect a greater reliance on alternative forms of publishing, such as books and book chapters (East, 2008; Teasdale & Fruin, 2017), or possibly a smaller field. Only three journals were

Table 7: Distribution of outputs by outlet type

	Journals		Conferences		Edited books		Authored books		TOTAL	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
LIS	435	51	384	45	29	3	6	1	854	100
MS	61	56	5	4	35	32	9	8	110	100

identified pertaining to both 0807 and 2102: *Archivaria*, the *International Journal of Digital Curation*, and *Library and Information History*. These journals cover areas of intersection of LIS and MS that have been recognized by other studies (e.g., Ray, 2009).

The 49 LIS academics were found to have authored 854 unique publications recorded by Scopus, and the 21 MS academics, 110 unique publications. The proportionately greater number of publications by the LIS academics may of course simply be due to a greater level of productivity, but it may also be due to a different publishing profile, with larger outputs, such as books, compensating for a smaller number of items from MS academics, or to this profile being covered less well by Scopus (its coverage of book chapters, as well as books, is probably not as strong as its coverage of journal articles and conference proceedings). Certainly, from Table 7, it would appear that the publishing behaviour of LIS academics is significantly different from that of MS academics, in terms of the kinds of outputs they produce. While LIS and MS academics both produce many journal papers, with this category accounting for roughly half of total outputs in both cases, most of the MS academics' other outputs were book chapters, whereas most of the LIS academics' other outputs were conference papers.

LIS academics were found to have published in 295 different journals, conferences, and edited books, while the MS academics had published in 81 different outlets. However, only one outlet was found to be common to both groups, namely the ACM International Conference. Even this outlet did not provide for much common ground, with only one paper contributed by the MS group. The degree of overlap between the outlets of the two groups was thus calculated as 2/376, or about 0.5%. Lists of the most commonly used outlets for each group are provided in Appendices 1 and 2.

It would be interesting to investigate whether this extremely low amount of overlap in the publishing outlets of LIS and MS is the same in other countries, by extending the study to the United States, Canada, and the United Kingdom, for example, where Scopus provides reasonably similar levels of coverage, and where, according to this research and other studies, LIS and MS scholars are more likely to work in the same school or university. It would also be interesting to investigate whether the low overlap in Australia is similarly reflected in other databases that cover MS and outlets other than journals.

Conclusions

The degree of institutional overlap between the location of graduate programs of LIS and MS varies widely from country to country. No doubt this is due in large part to different educational histories: Once established at particular universities, programs cannot be easily moved to other institutions, and while new programs are sometimes developed elsewhere, and existing programs are sometimes closed, such changes tend to be piecemeal rather than systematic. In any case, this study sheds no light on whether overlap is increasing or decreasing overall; one might speculate that there is no general trend, though there might be in a particular country.

Within the institution, the study's findings indicate that MS tends to be located with the arts and humanities, in all five of the countries covered. It is likely that this is particularly the case with programs that focus on art curation. Although LIS programs can also be found in arts faculties and colleges of some universities, they are more likely to be located with the social sciences, especially in North America, and it is suggested that combined or integrated programs of LIS and MS might sit most comfortably in such a location, rather than with the arts on the one hand, or ICT on the other.

The lack of common publishing outlets amongst the LIS and MS academies, at least in Australia, would suggest that the two groups may wish to consider establishing forums dedicated to sharing the results of research across the LAM fields, as a first step toward increasing interdisciplinary dialogue. A genuinely integrated curriculum would seem an unlikely prospect while the academics in the two fields have little to do with one another in a scholarly sense.

A convergence of LIS and MS, even an integration of the two fields, and of all the fields of LAM, remains very much a *possibility*, despite a current lack of interaction and institutional co-location. Neither of these conditions represents an insurmountable barrier; on the other hand, both may need to be addressed.

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Note

1. The iSchools organization is a consortium of information schools dedicated to advancing the information fields. iSchools are created

or evolving from programs formerly focused on specific disciplines and fields such as information technology, library science, informatics, information science, computer science, and so forth. While each iSchool has its own specializations, they “share a fundamental interest in the relationships between information, people, and technology” (iSchools, n.d.).

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Appendix A: Most Common LIS Outlets

- *ACM International Conference* (16)
- *Archival Science* (5)
- *ASIST Annual Meeting* (15)
- *Aslib Proceedings/Aslib Journal of Information Management* (12)
- *Australasian Conference on Information Systems* (18)
- *Australasian Document Computing Symposium* (20)
- *Australian Academic and Research Libraries* (49)
- *Australian Computer-Human Interaction Conference* (6)
- *Australian Library Journal* (17)
- *Cataloguing and Classification Quarterly* (5)
- *CEUR Workshop* (12)
- *Conferences in Research and Practice in Information Technology* (17)
- *Education for Information* (5)
- *Electronic Library* (5)
- *Higher Education Research and Development* (5)
- *IEEE International Conference on Data Mining* (6)
- *IEEE/WIC/ACM International Conference on Web Intelligence* (13)
- *Information Processing and Management* (7)
- *Information Research* (15)
- *International Conference on Information and Knowledge Management* (10)
- *JASIST* (7)
- *Journal of Academic Librarianship* (15)
- *Journal of Documentation* (10)
- *Journal of Information Science* (8)
- *Learned Publishing* (5)
- *Lecture Notes in Business Information Processing* (5)
- *Lecture Notes in Computer Science* (97)
- *Libraries and Information Science* (6)
- *Library and Information Science Research* (12)
- *Library Hi Tech* (5)
- *Library Management* (11)
- *Library Quarterly* (5)
- *Library Review* (6)
- *Library Trends* (7)
- *New Library World* (5)

- *Pacific Asia Conference on Information Systems* (23)
- *Records Management Journal* (6)
- *Scientometrics* (6)

Appendix B: Most Common MS Outlets

- *Australian Archaeology* (3)
- *International Journal of Heritage Studies* (6)
- *International Journal of Historical Archaeology* (5)
- *Journal of Australian Studies* (5)
- *ReCollections* (3)
- *World Archaeology* (3)