Guidelines for media resources in academic libraries, 2006

Approved by the ACRL Board at the 2006 ALA Midwinter Meeting

by the Guidelines for Media Resources in Academic Libraries Review Task Force

These guidelines were approved by the ACRL Board at the January 2006 ALA Midwinter Meeting. These guidelines were prepared by members of ACRL's Guidelines for Media Resources in Academic Libraries Review Task Force. They have been extensively revised and supersede the guidelines developed and published by the ACRL Media Resources Committee in 1999.

Foreword

Technology used in teaching, learning, and research has created new challenges and opportunities for managers of college and university library media resource collections and services. Faculty and students need traditional media formats—audiocassettes, audio compact discs, videocassettes, laserdiscs, and so on—but librarians must also consider computer technology and emerging digital formats.

The boundaries among media collections and services, digital technology, and computer software and services have blurred. Academic librarians are working closely with other agencies on campus to support faculty and student information needs. In some institutions, librarians have become true partners in the delivery of instruction, working with faculty, technologists, and instructional developers to create "new learning communities."

Most academic libraries collect media, and these materials are as vital and diverse as any print collection in an academic library. An academic library media operation may encompass a variety of activities, such as scheduling and managing the delivery of audiovisual equipment to classrooms, operating distance educa-

tion television studios, offering instructional development and the production of audiovisual materials, and supporting multimedia production. However, this document will address only the core issues related to collecting and maintaining media resources and their attendant services.

The 1968 and 1987 versions of the guidelines could not have anticipated the rapid growth and the prevalence of digital media today. Digital media include digital formats, such as audio compact disc and digital versatile disc (DVD) and interactive multimedia, such as CD-ROM and DVD-ROM. The previous version (1999) was written in language that has admirably withstood the test of time, and much of the introductory information and many of the assumptions of the present document draw heavily from the 1999 document. However, there are new areas and variations that need to be addressed. In recent years rapid changes in scholarly communication have taken place. While electronic publications have increased in number, publications on paper and in other media formats have continued, making it a continuing necessity for librarians to store, provide, and interpret information in multiple formats.

Media resources can now be delivered via the Web, digital satellite systems, and a host of rapidly developing technologies. In the past, media librarians were able to focus on a narrow array of formats. Today we must widen the scope of our collection development activities, considering digital formats and multimedia along with traditional analog formats.

Media librarians should be advocates for viable new media technologies, expanding

Developing the 2006 guidelines

The first edition of the "Guidelines for media resources in academic libraries" was approved in 1968, and revised in 1987 and 1999. As the ACRL Media Resources Committee that produced the earlier version was no longer in existence, in January 2004 the ACRL Board appointed a task force to review the document.

The task force first met in January 2005 to decide whether the guidelines should be revised or totally rewritten. It was agreed that the format of earlier editions was still valid, so the task force decided to extensively revise the guidelines. A draft document was produced that was widely circulated on electronic discussion lists and published on the ACRL Web site.

Review of the draft was encouraged via e-mail to ACRL members, comments by appropriate committees (ALA Video Roundtable, and others), and a discussion session at the Consortium of College and University Media Centers conference in October 2005. All comments and suggestions were reviewed by the task force at meetings and via e-mail, and a final draft was produced. Both drafts were submitted to the ACRL Board for preliminary review.

At the task force meeting during the ALA Midwinter Meeting (January 2006), a final document was produced and sent to the Standards and Accreditation Committee, which approved the guideline with a few editorial suggestions. The minor changes were incorporated into the final document, which was then approved by the ACRL Board.

Members of the Guidelines for Media Resources in Academic Libraries Review Task Force responsible for the preparation of this edition of the guidelines were: Chair, William N. Nelson, Augusta State University, wnelson@aug.edu; Susan M. Anderson, Saint Petersburg College, andersons@spcollege. edu; Sebastian Derry, University of Montana, sebastian.derry@umontana.edu; Kathy-anne Dobda, Cleveland State University, k.dobda@csuohio.edu; Carleton L. Jackson, University of Maryland, carleton@umd. edu; Monique L. Threatt, Indiana University, mthreatt@indiana.edu.

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their knowledge base to include digital delivery systems. While supporting traditional formats, media librarians must assess rapidly evolving new formats and be ready to adopt them when they stabilize and when it has been determined that they meet content and programmatic needs within the institution. We must move more quickly than in the past to incorporate them into our collections. Libraries must plan for format adoption.

Networked information is a reality, and many new digital library initiatives are offering media resources. At the same time, we must be sensitive to the needs of our users and to the pace of institutional change. This change can only be done within a context of collaborative relationship involving media personnel, library administrators, computing service personnel, and the users of our media resource collections.

The goal of these "Guidelines for media resources in academic libraries" is to assist librarians and library administrators who are developing media collections and services. Although the guidelines are not a practitioner's manual, we hope that they will be helpful to librarians and media personnel at all levels of the organization who want to improve media resource collections and services.

Assumptions

A set of assumptions first prefaced the guidelines in the 1999 edition. We agree that this is a good way to address the similarities between print and media collections. Rather than dwelling on the similarities between print and media collections, we have covered those points in the assumptions. In the guidelines themselves, we have focused on the differences. Furthermore,

research and experience over the past 30 years have taught us that some practices are more effective than others in building useful collections and meeting our users' needs for media-related services. The guidelines reflect this knowledge. The recommended guidelines represent best practices for an academic library media program. Collectively, they describe a model media resources program. In this document, *media resources program* refers to all aspects of media resource collections and services in the library.

Assumptions of a model media resource program

Assumption 1: All academic libraries will collect media resources. Some academic libraries exclude some or all media formats from their collections. However, ACRL standards for academic libraries specify that the library shall select and acquire materials in all formats. If only one media collection exists on a college or university campus, that collection and its attendant services should be part of the library. The library staff is uniquely qualified to provide the best access to that collection, both physical and bibliographic. The library is also the most qualified to build planned collections, responsive to both immediate and anticipated programmatic needs. If another administrative unit on campus also collects media, it is assumed that the library will coordinate its efforts with that unit.

Assumption 2: All media resources will be cataloged in accordance with current national standards and practices, including full subject access and classification. Some academic libraries exclude media resources from the online catalog or provide only minimal-level cataloging. Many academic libraries do not classify media resources. These practices could contribute to inadequate access to media collections, especially those in open stacks. Some media materials require more timely cataloging and, thus, should be eligible for rush cataloging and processing.

Assumption 3: All academic libraries will provide adequate funding for media services and collections; *adequate funding* is determined by the library's goals and objectives for media

services and collections. ACRL standards provide evaluative measures for the adequacy of the budget. These measures should be applied to funding for media collections and services.

Assumption 4: The principles of collection management that apply to print and other library collections also apply to media resources. Media collections require policies and procedures for purchase, leasing, renting, deselection, resource sharing, and licensing.

Assumption 5: The principles of collection preservation that apply to print and other library collections also apply to media resources. The library program for conservation and preservation should encompass both archival and access media collections.[1]

Assumption 6: The principles of library service that apply to other library services also apply to media services. Reference and instruction programs should include locating and using appropriate media resources for instruction and research.

Guidelines

Given the stated assumptions, the specific guidelines for media resource collections and services will assist academic libraries in strengthening their media resources programs. The ACRL "Guide to policies and procedures" states:

"Guidelines consist of procedures that will prove useful in meeting the standards. In order for a document to be classified as a guideline it must:

1. be specific to programs, service, or staffing;

2. identify a framework for developing services policies and procedures;

3. define qualitative criteria; generally exclude quantitative criteria;

4. identify factors contributing to program effectiveness; and

5. incorporate benchmarks by which a particular library and information service, resource, or material may be judged."[2]

Objectives

1.0 Librarians should develop a mission statement for the media resources program based upon the mission statement of the library.

Commentary: A clear, unambiguous statement of the role of the media resources program is essential for planning and evaluation, regardless of the organizational structure of the library. Whether or not there is a separate media department within the library, a mission statement is essential to an effective media program.

Organization/administration

2.0 The responsibilities and functions of the media resources program should be clearly defined within the organizational structure of the library. The administration of the library should assign responsibility for the media resources program to a librarian.

Commentary: To develop an effective media resources program, a librarian should be responsible for planning collections and services, with sufficient additional staff to support the program.

2.1 The person responsible for the media resources program should take a proactive role within the institution, beyond the library, working cooperatively and collaboratively with personnel in other media-related units on campus.

Commentary: Most colleges and universities have more than one unit delivering media services. The media resources librarian should actively promote the library's collections and services, among these personnel and plan cooperative ventures with them as appropriate. These relationships might also include computing center personnel, particularly those involved with multimedia.

Staff

3.0 The person responsible for the media resources program should have a graduate degree from an ALA-accredited program in library or information science or equivalent degree or experience.

Commentary: This person should have coursework and/or experience in working with academic library media resources. This coursework may include film studies, mass communications or related fields, depending upon the scope of the librarian's responsibilities.

3.1 The person responsible for the media resources program should belong to and participate in media-related professional associations and other professional development activities. The library should fund continuing education and conference attendance.

Commentary: Because of the issues inherent to collecting and delivering media resources, participation in professional organizations and professional development activities is essential. Participation in conferences affords important opportunities to share ideas with other media librarians and attend relevant meetings.

3.2 Support staff for the media resources program should have specialized media training and technical expertise.

Commentary: The necessary support staff and their expertise will vary according to the program at each library. However, the skills and responsibilities of the staff should be defined clearly and be updated regularly. The total number of librarians and other staff will vary according to the program at each library.

Budget

4.0 The media resources mission statement should form the basis for the program budget and be part of the library planning process.

Commentary: The media resources mission statement and annual objectives form the basis for the program budget. Stable and consistent funding for acquisitions based on an approved collection development policy is necessary for effective service.

4.1 An ample and stable budget for the acquisition of media resources should be based either on a percentage of the total library acquisitions budget or on a formula related to collection use as measured by circulation statistics.

Commentary: Basing the media resources materials budget on a percentage of the acquisitions budget assures that large academic libraries allocate a reasonable amount of funding to building media resources collections. Using circulation statistics to determine funding levels for the purchase of media resources assures that a high-use collection will be able to meet the demand for new titles, additional copies of popular titles, and replacement of worn materials. Materials budgets should also be large and flexible enough to support the

exploration of new media formats along with traditional formats.

4.2 Media equipment is essential to pro-viding access to media resources. The library should establish an ample and stable budget for the maintenance and purchase of media equipment. The addition and replacement of equipment should be based upon a written plan.

Commentary: Libraries cannot provide access to media resources without sufficient and well-maintained equipment. The level of funding should be based upon the life expectancy for equipment and in-house use of the collection. A budget plan for media equipment should include the repair and replacement of worn equipment, the need to provide upgrades to existing equipment, and the purchase of additional equipment as user demand increases. The plan should also anticipate the adoption of new technologies and the need to expand support for new kinds of equipment. Equipment maintenance and replacement have a major impact on the longevity of collections.

User services

5.0 The media resources program should provide a variety of services that support and expand the media resources collection.

Commentary: It is expected that libraries will provide circulation and other typical collection services for media collections. However, media resources require services particular to media collections, such as a centralized distribution system, group viewing facilities, media booking, computers for listening and editing, off-satellite videotaping, and teleconference downlinking.

5.1 Media resources should be acces-sible through resource sharing, in accordance with the ALA "Video round table guidelines for the interlibrary loan of audiovisual formats."

Commentary: Many libraries treat media collections as special collections and prohibit their interlibrary loan or consortial borrowing. However, library users benefit when media collections are included in resource-sharing programs. The guidelines recognize that some materials may be excluded; however, the exclusion of entire formats from interlibrary lending should be avoided.

There may be extenuating circumstances that prevent some libraries from participating in interlibrary lending or consortial borrowing. Media resources in emerging formats, such as DVD, may be susceptible to cracks, heat and physical damage, loss, mishandling, and theft. Thus some libraries may find it difficult to participate in resource sharing. Libraries are encouraged to preserve those items that are hard to replace or irreplaceable. Libraries must use reasonable discretion when participating in interlibrary lending, and set policies that will promote a preserved and well-balanced collection.

5.2 Specialized media-related reference services, supported by appropriate print and electronic reference sources, should be available to assist the students, faculty, and staff in meeting their instructional, informational, and research needs.

Commentary: Users may need assistance in identifying relevant media resources to use in instruction and research. Instructors may need assistance in developing instruction using media resources. Library staff often do not have the necessary training to provide these information services.

5.3 The necessary equipment to access media resources should be available and maintained to provide ready access to collections.

Commentary: Media collections cannot be used without the necessary playback equipment. While some media collections circulate outside the library, many do not or portions of the collection do not. Some users do not own or have other access to playback equipment. It must be available in the library.

5.4 Authentication of users should be easy and seamless with help available if there are problems.

Commentary: Many resources are available digitally and license agreements make them available only to users from a certain institution. Remote authentication of these users should not be so difficult that it deters use of the items. Library staff should either know how to help or know where to refer users for help.

5.5 Instruction programs should incorporate the use of media resources as information sources for instruction and research.

Commentary: Just as instruction programs have now incorporated information available on the Web, locating and using media resources should also be a part of library instruction. Library courses and instruction in information literacy should include visual literacy and media literacy.

5.6 The person in charge of media resources should offer assistance to educators who want to integrate the use of media resources into their courses, either as a part of classroom instruction or as supplemental study in the library.

Commentary: The person in charge of media resources should actively promote use of the collection in teaching by offering services to faculty in locating local media resources for a new or revised course, suggesting ways in which these materials might be used, locating resources available at other libraries or for purchase, and generally assisting in the use of these materials. Media personnel should be included on collaborative teams developing new courses, as many faculty are unfamiliar with the tools needed to locate and evaluate media resources.

Collections

6.0 The media resources program should make available an organized collection of materials and information in diverse formats.

6.1 The library should have a sepa-rate, written collection development policy statement to serve as the basis for selection and acquisition of media resources.

Commentary: The library's overall collection development policy will include media resources, but a separate policy is needed to establish priorities and guide selections. Selection decisions are different from format to format. These differences must be described in the collection development and selection policies.

6.2 The selection of media resources materials should be the shared responsibility of librarians specifically charged with building the media resources collection and the subject selectors.

Commentary: The selection of media resources is different from the selection of print materials. Media selection requires the use of specialized review sources and may include previewing materials under consideration or purchasing on approval. Media selectors need special training and skills. However, subject selectors provide necessary content expertise when considering more specialized media resources.

6.3 Consortial acquisitions policies should be considered when selecting media items.

Commentary: Many institutions are now part of consortia that make recommendations concerning purchases of all items. These consortial policies should include media and ways to share media, including licensing and copyright issues, in the consortium. Media should not be treated differently than print items in regards to sharing.

6.4 Digital media should receive the same kind of attention regarding selection, acquisition, and access as traditional media items.

Commentary: With capabilities for streaming audio and video, the use of digital media increases. Institutions should provide all the necessary equipment and connectivity to ensure access to this media format. Personnel should also be trained to troubleshoot and use this format.

6.5 Obsolete, worn out materials should systematically be removed from the collection and replaced if necessary.

Commentary: Worn materials represent a hazard to equipment. Most academic libraries, including research libraries, do not maintain archival media collections on site, due to the need to maintain outdated equipment. These materials are usually housed in separate archival collections. See 7.2 below for amplification. Access collections require a vigorous program of weeding and replacement.

6.6 Libraries should develop proce-dures to address media resources for dying and obsolete formats, in order to preserve access to content that is jeopardized by changing technologies.

Commentary: As equipment becomes obsolete and unavailable, the library should have a plan for preserving the content of the media. The procedures for decision making should

consider whether the materials are in an archival collection or in an access collection and whether they should be replaced or reformatted. All applicable copyright laws should be considered when reformatting.

6.7 The media resources reference collection should include a wide selection of standard works and specialized reference tools in all formats.

Commentary: Print tools are inadequate to address all informational and technical resource needs of media personnel. Adequate funding is necessary in order to provide access to these resources.

Facilities

7.0 The media resources program should provide adequate space for housing collections and for use of the materials. Any renovation of media space should consider the rapidly evolving world of digital media and the attendant networking requirements. Magnetic materials and optical storage media require specialized storage for conservation and preservation. Archival collections should receive special treatment and handling.

Commentary: Recommended storage and handling practices vary by type of material and by intended use. Access collections should be treated differently from archival collections. Libraries should have policies for all the variations in their particular collection.

7.1 Media resources should be available in a variety of playback situations, including a mixture of individual, small group, and large group viewing facilities.

Commentary: While most other information sources are designed to be used by individual users, many media resources are designed to be used in groups. Others are designed to be used by individuals. Libraries must accommodate all types of users in a variety of settings

7.2 Archival media resources collections require specialized storage and handling. The library should establish a program for archiving media resources, even if housed in a separate special collection.

Commentary: While most media resources collections are access collections, some may require more long-term environmental considerations.

Bibliographic access and cataloging

8.0 Bibliographic and holdings information about media resources should be made accessible through the same retrieval mechanisms available for other library materials.

Commentary: Library catalogs should represent the complete holdings of the library, regardless of format. Media resources may be unique information sources—oral/visual histories, classroom observations, simulations, clinical diagnostic techniques. These materials could be overlooked without proper bibliographic access in library catalogs.

8.1 Media resources should be cataloged in accordance with current national standards and practices, including full subject access, description, system requirements, and classification to provide maximum information to the user of the library catalog.

Commentary: Following national standards for cataloging media resources will uphold the quality of library catalogs, enhance bibliographic retrieval, and provide necessary information to users about subject content and equipment requirements. Bibliographic access points should incorporate subjects, alternate titles, subtitles, translations of titles, series, and persons or bodies responsible for the performance or the primary content of the media resource. Full cataloging provides the user with optimum retrieval opportunities. Classification is less important for collections housed in closed stacks.

8.2 Media resources should be cataloged in a timely fashion, with a sufficient level of support for catalogers, equipment, and training to ensure that the materials will not be backlogged.

Commentary: Generally media resources have complex cataloging routines and lengthy bibliographic descriptions. They have physical characteristics that require unique processing. Therefore, media resources take more time to catalog and process than most print resources. Trained professional catalogers with media expertise require access to appropriate catalog-

ing and indexing tools, playback equipment in all formats represented in the collection, and the Web.

8.3 Summary statements in bibliographic records should supply users with important information about the content and purpose of media resources.

Commentary: Summary statements and/or contents notes should provide the user with descriptive information about the content of media resources and their intended use, if available. This assists the users in determining whether the resource is likely to meet their needs. When the content requires subject expertise, the summary should be written with the assistance of appropriate subject specialists.

Background on audiovisual/media resources guidelines

The 2006 "Guidelines for media resources in academic libraries" are the fourth set of guidelines for audiovisual materials or media resources adopted by ACRL. ACRL's Audio-Visual Committee published the first "Guidelines for audio-visual services in academic libraries" as a 24-page monograph in 1968 (reprinted in 1969). The purpose of the guidelines was "to supply basic assistance to those academic libraries that will assume all or a major portion of an audiovisual program" (p. iv). Since few academic libraries had audiovisual collections at that time, the authors emphasized the demonstrated effectiveness of using audiovisual materials in instruction and provided practical suggestions for developing and maintaining these collections. Early audiovisual collections in academic libraries typically included 16mm films, slides, reel-to-reel audio recordings, and phonograph records.

Nearly 20 years later, the authors of the 1987 "Guidelines for audiovisual services in academic libraries" noted the extraordinary technological changes that had occurred since the adoption of the 1968 guidelines. By 1987 it was no longer necessary to convince librarians that audiovisual materials are valuable resources for instruction. The forward to the 1987 guidelines noted the potential of audiovisual materials to support research, as well as instruction. The authors of this revision had seen the advent of new formats, such as VHS videocassettes, audiocassettes, laserdiscs, and audio compact discs, which had brought audiovisual materials into a majority of academic libraries. The emerging issues in 1987 were related to adopting new formats and providing equipment and technical support for them. Although CD-ROMs were becoming popular in academic libraries, they were text-only at this time and not a concern to media librarians; multimedia CD-ROMs made their debut around 1990.

The years between 1987 and 1999 marked a revolution in media resource collections and services. During this time media librarians grappled with a major technological development, the introduction of multimedia CD-ROMs. Until the early 1990s, media resource collections, both analog (magnetic tape and phonograph records) and digital (optical discs), were played on a single-use machine. Multimedia CD-ROMs introduced interactive media to the mix. Users required an expensive computer, equipped with a CD-ROM drive, a sound card, and a video card to use most software. Just as media librarians were beginning to grapple with questions regarding where these materials fit into library collections, the Web changed everything. CD-ROM development began waning because users wanted everything delivered on the Web. Despite the tremendous technological barriers to multimedia delivery via the Web, commercial and academic forces worked to bring networked digital multimedia to classrooms and desktops through online, on-demand services.

Web resources

Ed. note: All ACRL standards and guidelines are available online at www.ala.org /ala/acrl/acrlstandards/standardsguidelines.htm.

ACRL—Guide to Policies and Procedures. Chapter 14, Standards and Guidelines.

ACRL—Guidelines for Academic Status for College and University Librarians. June 2002.

ACRL—Guidelines for Distance Learning Library Services. June 2004.

ACRL—Guidelines for Instruction Programs in Academic Libraries. June 2003.

ACRL—Guidelines for University Library Services to Undergraduate Students. Draft (April 2005).

ACRL—Standards for Faculty Status for College and University Librarians. January 2001.

ACRL—Standards for Libraries in Higher Education. June 2004.

ALA—Access for Children and Young People to Videotapes and Other Nonprint Formats: An Interpretation of the Library Bill of Rights

ALA—Distance Education and the Teach Act

ALA—Freedom to View Statement

ALA—Video Round Table Guidelines for the Interlibrary Loan of Audiovisual Formats. January 1998.

AMIA—Guidelines, Manuals, Q&As and Fact Sheets (includes media storage guidelines)

IFLA—Audiovisual and Multimedia Section; Guidelines for Audiovisual and Multimedia Materials in Libraries

The Digital Millennium Copyright Act

United States Code. Title 17-Copyrights. Legal Information Institute.

United States Copyright Office. Circular 21. Reproduction of Copyrighted works by Educa-

tors and Librarians See especially pages 12-17, Reproduction By Libraries And Archives, dealing with duplication of media.

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John W. C. Van Bogart, *Magnetic Tape Storage and Handling: A Guide for Libraries and Archives*. Washington, D.C.: The Commission on Preservation and Access, 1995.

Video and Multimedia Collections in ARL Libraries. SPEC Kit 199, December 1993. Washington, D.C.: Office of Management Studies, Association of Research Libraries. Documents compiled and SPEC flyer by Kristine Brancolini and Rick E. Provine.

Video Collection Development in Multi-type Libraries: A Handbook, 2nd edition, edited by Gary Handman, Westport, Conn.: Greenwood Press, 2002.

Notes

1. Archival collections contain unique or rare materials and should be preserved as long as

possible. Access collections containing materials needed for immediate use and for magnetic media usually have a functional lifetime of approximately ten years.

2. "Chapter 14: Standards and Guidelines."

Association of College and Research Libraries, American Library Association. 2005. http://www.ala.org/ala/acrl/aboutacrl/resourcesfor-work/guidetopolicies/chapter14standards.htm (Accessed 20 November 2005).

The first is to do what we can to help our institutions and scholars take explicit ownership of the opportunity to manage copyright for their own and the academy's and the public's benefit. One form this ownership takes is as a scholar-led mandate to manage copyright. In some non-U.S. institutions this mandate comes indirectly in the form of a mandate to deposit one's research in an institutional repository. At the University of California the faculty are currently discussing a different approach. At this writing there is an active proposal from one corner of the university's faculty governance that the faculty place a mandate on themselves, which would require, by default and as a condition of being a faculty member, transferring a nonexclusive, limited right to the university to place the faculty member's scholarship in a noncommercial, open access repository.[3]

The second task is a high order, long-term one dealing with copyright in its broad institutional context. Management of copyright, with regard to scholars' publications, enables more flexible approaches to dissemination, educational use and preservation, and may influence economics to lower access barriers. But copyright pops up everywhere in institutional planning: in contracts and grants offices, in technology transfer and patent offices, in instructional technology services and course management, in nearly all aspects of library services, and in a fair number of IT discussions. Yet it is the central focus in very few places. Combine that lack of focus with the growing number of environmental factors to consider—the ways in which copyright is playing out (and therefore affecting scholars' perceptions) in digital consumer services, such as music, mass digitization, DRM, and you begin to see the problem.

So the task is to begin a broadly based and sustained discussion regarding the operation and implications of copyright law, policy, and technology, writ large, for the effective dissemination, use, and stewardship of the information resources needed to support the academy's mission. That task must certainly be undertaken institution by institution as well as collectively. And building an overall copyright environment need not prevent real progress on the narrower question of how to build tools and services for managing copyright in publications, the issue closest at hand. The fellowship of the copyright ring would do well to look toward that piece of middle earth too, *ℵ*

Notes

1. ACRL's toolkit is replete with suggestions and resources along these lines (www.ala.org/ala/acrl/acrlissues/scholarlycomm/scholarlycommunicationtoolkit/toolkit.htm) as are other websites (see, for example osc.universityofcalifornia.edu/manage/).

2. See www.arl.org/sparc/announce/011706.html for an announcement of this work, due to be released "in early Spring [2006]."

3. See www.universityofcalifornia.edu/senate/committees/scsc/reports.html *ℵ*