

## Collection Creation as Collection Management: Libraries as Publishers and Implications for Collection Development

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### **Abstract:**

Digital collections, institutional repositories, open educational resources, open access publishing, and new forms of digital scholarship are all ways in which academic libraries are growing their collections from the inside out as well as making this content widely available to other libraries and users. This article will explore national and global trends in library-enabled publishing and content creation, focusing on the kinds of collections being published by libraries, the ways that metadata can bring these collections together for improved access, and the role of consortia in the process.

**Keywords:** Digitization | institutional repositories | journals | open access | publishing

### **Article:**

#### **Introduction**

No examination of the future of academic library collections would be complete without an exploration of the impact of the library as creator and publisher of its own collections. Digital collections, institutional repositories, open educational resources, open access publishing, and new forms of digital scholarship are all ways that academic libraries are growing their collections from the inside out as well as making this content widely available to other libraries and users.

The term “publishing” can have different meanings in different contexts. While some limit “published” material to products such as articles or monographs that have gone through the “traditional” publishing process, others (including the authors) advance a more all-encompassing definition that includes the dissemination of scholarly works such as digitized and born-digital primary source materials, open educational resources, digital humanities tools, and data sets. Just as “publishing” can be defined in many different ways, particularly with the advent of digital platforms, so too can “collection management.” As libraries direct more resources to creation of their own content—often resources that were formerly allocated to the acquisition of content from

external sources—it can be argued that this content creation then becomes a form of collection management with its own set of defined priorities and goals.

This article will explore national and global trends in library-enabled publishing and content creation, focusing on the kinds of collections being published by libraries, the ways that metadata can bring these collections together for improved access, and the role of consortia in the process. The authors will then examine publishing activities at one midsized state university library and how support for these initiatives is—or should be—solidifying the library’s reputation as an outlet for disseminating scholarly content.

### **National and global trends in library-enabled publishing and content creation**

Recent years have seen significant growth in the field of library publishing. Existing skill sets and infrastructure—such as open access institutional repositories—have helped support this transition, making it a natural area for expansion of services in some academic and research libraries (Lippincott 2016). Indeed, open access repositories are seen as critical to the rise of library publishing activities, especially for facilitating the dissemination of content created by the faculty members of an individual institution (Adema and Schmidt 2010; Chadwell and Sutton 2014).

Royster (2014a) advocates for library publishing as a mechanism for breaking out of entrenched beliefs and processes that are often associated with traditional scholarly publishing, such as requirements for authors to sign away rights to their intellectual property, perhaps unnecessarily high rates of rejection, the long process from submission to publication, high prices for published content, and limited distribution of such content. Royster (2014b) sees an opportunity for libraries to share works that are being left out of the “regular” publishing system. He suggests some examples that generally fall outside the purview of university presses and that are already prevalent within the university environment: digitization projects, document collections, posters, presentations, reports, seminar series, software, speeches, standards, symposia, and technical reports, among others (2014a). Lippincott (2016) also brings forward forms of gray literature that some libraries are publishing or disseminating, including blog posts, data sets, preprints, and student scholarship, such as electronic theses and dissertations. Still other library publishers are sharing digitized special collections and experimental forms of scholarship that necessitate electronic delivery, including multimedia and digital humanities projects (Tracy 2017).

But while gray literature, local content, and experimental electronic media are areas of inclusion or perhaps focus for some library publishers, an Association of Research Libraries’ (ARL) survey indicates that journals are the most commonly published format among ARL members, followed by conference papers and proceedings, and monographs (Hahn 2008). The literature supports these survey findings, providing discussion of journal publishing operations at libraries across the country (Busher and Kamotsky 2015; Mattson and Friend 2014; Perry et al. 2011). Existing software packages and publication platforms, including Open Journal Systems (OJS) and bepress Digital Commons, have helped facilitate the adoption of journal publishing services (Keller 2015; Tracy 2017).

With many library publishing efforts focusing on open access and electronic formats, there is the opportunity to align existing library skills—particularly in the realm of metadata—with author and publication needs. The library literature is replete with discussion of library metadata expertise and its importance (Crow 2009; Hahn 2008; Royster 2014a). Mattson and Friend (2014) provide examples of tiered service levels for journal support, with all but the most basic service level offering metadata training or assistance to journal personnel.

In addition to providing metadata training for journal personnel, library metadata experts are positioned to add value to the publishing process in multiple ways. Perry et al. (2011) discuss enhanced discovery for published content as one of the critical reasons to have librarian expertise applied to metadata for library publishing projects. Reed (2018) mentions the creation of Digital Object Identifiers (DOIs) as one-way library metadata personnel can support discovery and add value to the process. Another critical consideration in relation to discovery is the sharing of metadata between systems. Compliance with the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH) is one method for accomplishing this (Hahn 2008).

Metadata also plays an important role in preservation. Moulaison and Million (2015) discuss the role of library metadata expertise in supporting digital preservation of the products of library publishing efforts, while also advocating for librarians to educate authors about their rights in relation to their intellectual property.

Some models of library publishing house all publishing activities within the library, but other models may have libraries working collaboratively with associated university presses or in other publishing partnerships (Crow 2009). Mattson and Friend (2014) discuss the close relationship between the Penn State Libraries and the Penn State Press, and collaborative opportunities that have arisen because of it. Park and Shim (2011) also mention university presses as potential collaborators, while also suggesting consideration of partnerships with campus information technology departments, scholarly societies, and other libraries. Collaboration requires not just partners, but delineation of duties and activities. Cruz and Fleming (2015) put forward four types of publishing partnerships libraries might enter into: functional, advocacy, collaborative, and community; they also discuss ways in which these partnerships might function.

The case study that follows addresses library publishing activities that align with many of these areas, including digitization of locally-held primary source materials, a collaborative institutional repository, support for open access and Open Educational Resources (OERs), open journal publishing, and other developing areas.

### **Publishing initiatives at UNC Greensboro**

The University of North Carolina at Greensboro (UNC Greensboro) is a Carnegie R2 doctoral university with just over 20,000 students and a faculty of approximately 1,000. The University Libraries hold 1.2 million physical volumes in addition to millions of online items available through commercial databases and other sources. The University Libraries also maintain a strong program of digital publishing of their own collections, through digitization, a collaborative institutional repository, journal hosting, and numerous support options for open educational resources and open-access publishing.

## Digital and community collections

Digitization projects at UNC Greensboro have focused on both internal and external collections and audiences almost from the start. While the earliest projects were largely based on collections held within the Martha Blakeney Hodges Special Collections and University Archives, the first major grant-funded digitization initiative was *Civil Rights Greensboro*, a collaborative project documenting Greensboro's part in the postwar civil rights movement. *Civil Rights* was built in part on an oral history collection jointly created by UNC Greensboro and the Greensboro Public Library, but also included other types of material from collaborators ranging from the Greensboro History Museum to Duke University. This exhibit became the foundation for a large digital collections program at UNC Greensboro (currently consisting of more than 750,000 digital images) that includes previously published books and periodicals, manuscript collections, and photographs held by nine institutional partners.

In 2011, the digitization unit at UNC Greensboro implemented a set of collection priorities that established collaborative local history projects as a major focus area, along with university history, women's history, and the performing arts. While projects outside these four priority areas are considered for digitization, they must have a compelling "hook" to demonstrate why an exception should be made (e.g., grant funding, a pressing need or demand, etc.). Projects are assessed annually by an interdepartmental team with representatives from Electronic Resources and Information Technology (ERIT), Special Collections and University Archives (SCUA), and Technical Services. The team considers proposals submitted by library faculty and staff, often in collaboration with other departments and sometimes with external institutions. The process is not currently open to submissions from outside the library, but this may change based on several initiatives that will be outlined later in this article.

Some of the projects completed since 2011 have included:

- *The North Carolina Runaway Slave Ads Project*, which documents advertisements for runaway slaves, as published in North Carolina newspapers from the 1700s through 1840, in partnership with NC A&T State University.
- *Textiles, Teachers, and Troops*, which documents the history of Greensboro from Reconstruction through World War II, focusing on the textile industry, higher education, and the military presence during World War II. This project was a partnership with UNC Greensboro's Special Collections and University Archives, four other local colleges and universities, the Greensboro Public Library, and the Greensboro History Museum.
- *Good Medicine*, which documents the history of medical practice in Greensboro from the Civil War to the present, completed as an extension of a collaborative project with the Cone Health Medical Library, and also incorporating materials from UNC Greensboro's archives, the Greensboro Public Library, and the Greensboro History Museum (<http://triadhistory.org/>).

More recently, UNC Greensboro has begun working directly with individuals and community organizations to publish otherwise "hidden" materials, many of which are held by members of

underserved populations. These generally smaller scale projects have included community outreach in the form of public scanning events directed at multiple communities, oral history interviews with local craft brewers and members of the LGBTQ + community, and collaborations bringing together diverse players such as local churches and public schools, UNC Greensboro's Department of History and Department of Library and Information Studies, and nonprofit groups. By working with, for example, local craft brewers, UNC Greensboro hopes to begin documenting community history "as it happens" by preserving and publishing ephemeral items before they are lost to time and neglect. This process is also introducing significant numbers of born-digital materials alongside digitized analog items.

Since UNC Greensboro has the resources and infrastructure to manage and host large projects, while its partners (as well as individuals and community groups) have the compelling content, this sort of partnership and collaboration is beneficial to all parties, and to end users who benefit from the rich local history content. The ultimate goal of these projects has been the publication of a large body of primary source material in a local history portal that provides access to content produced by UNC Greensboro and its community partners. To further this goal, in 2017 UNC Greensboro convened a local history committee composed of its past grant partners and other members of the local cultural heritage community; this group is currently considering ways to make its published material more accessible and discoverable. UNC Greensboro is also examining the possibility of providing consortial hosting of projects for its partners and for other departments within the university using open-source software such as Islandora and Omeka.

UNC Greensboro has also devoted more attention to classroom use of its digital collections in recent years. The digitization unit works closely with the university's Department of Library and Information Studies to provide hands-on training for students entering the field of librarianship. The unit has also worked extensively with faculty members in the Department of History to provide classroom training in digitization and digital exhibits and has also helped develop projects that would teach students about issues related to the use of digitized primary source materials in their own research. The staff in SCUA also make extensive use of digitized materials in both classroom and community instruction and outreach. The digitization unit is exploring ways to become more involved in faculty research support and has already been involved in several projects where digitization and scholarship have intersected.

### **Collaborative institutional repository**

Open access dissemination of campus-created scholarly content is frequently mentioned in library literature as a critical role for the library as publisher. Chadwell and Sutton (2014) espouse this idea, building on the history of library advocacy for open access scholarship, the creation of open access institutional repositories, and the increasing expectation of public access to publicly-funded research. UNC Greensboro has a strong history in this realm, as the host and a founding partner of the collaborative NC DOCKS institutional repository (<https://libres.uncg.edu/ir/>). The NC DOCKS partnership was initiated in 2008 with Appalachian State University, East Carolina University, UNC Greensboro, UNC Pembroke, and UNC Wilmington. The project was created to address the schools' need for a low-cost repository to enable sharing of open access scholarly works created on their campuses. Since its inception, the

partner group has grown to include North Carolina Central University, UNC Asheville, UNC Charlotte, and Western Carolina University. With the recent additions of Elizabeth City State University and Fayetteville State University, the group now includes eleven universities, all of which are part of the seventeen-school University of North Carolina System.

NC DOCKS was developed by UNC Greensboro's ERIT department, and personnel from ERIT and Technical Services continue to host and support the system. Designed as a lightweight utility, NC DOCKS allows users to search and find scholarship from any of the participating institutions and is optimized for discovering content via Google. Faculty scholarship—in the form of scholarly articles—and student works such as electronic theses and dissertations (ETDs) form the bulk of the materials in the database, but UNC Greensboro and some partner schools are seeing increasing demand for support for other material types, including slides, images, posters, video and audio content, and data sets.

By banding together, the libraries at the partner universities were able to create a solution to gather and curate the intellectual output of their own campuses. Collaborating and using a locally-built custom system allows libraries to maintain more control over content versus entrusting it to a third party, commercial enterprise. In an age where there is still an ongoing dialog surrounding the licensing of content for access versus ownership, this effort is a small but important step for library collection management.

There is currently discussion among the NC DOCKS partner schools about methods to expand awareness of the system's support for archiving and sharing of forms of nontraditional scholarship, such as media from the visual and performing arts. Acquisition of student capstone projects that are not covered by ETD deposit mandates is another area of interest among group members. The group has also discussed expanding the system to allow for newer and emerging forms of scholarship such as digital humanities projects and open educational resources (OERs). Regardless of future directions the group pursues, NC DOCKS remains a critical structure for making available scholarship from UNC Greensboro's faculty and students.

### **Support for open access and open educational resources**

In addition to sharing UNC Greensboro scholarship via the NC DOCKS institutional repository, the University Libraries are actively working to facilitate the creation of Open Educational Resources (OERs) and other open access scholarship.

In recent years, the university's Faculty Senate Scholarly Communications Committee, chaired by the Libraries' Assistant Dean for Collection Management and Scholarly Communications, has pursued financial incentives for faculty members willing to commit to OA and OER. The University Libraries have partnered with the Office of Research to provide an OA publishing fund through which faculty members may apply for reimbursements for expenses and fees incurred in OA publishing. Since the program began in 2012, reimbursements totaling nearly \$40,000 (a maximum of \$1,000 per award) have been awarded to 47 faculty members.

The committee has also coordinated a competitive OER mini-grant program that has provided 33 stipends to faculty members for revising their syllabi and other course materials in order to lower

textbook costs for students. These mini-grants support faculty in identifying and implementing low- or no-cost course materials such as existing OERs, resources held by the Libraries, or other low-cost options. The University Libraries have also partnered with East Carolina University on a Library Services and Technology Act (LSTA)-funded project to provide additional faculty stipends for course revisions and to lower the cost of textbooks as described above, while also identifying course adoption textbooks that the library could purchase without user restrictions. Since 2015, these projects have saved UNC Greensboro students hundreds of thousands of dollars in textbooks costs while also helping raise faculty awareness of open and low-cost course materials.

### **Open textbook network publishing cooperative pilot project**

The Open Textbook Network (OTN) launched its Publishing Cooperative in 2017, and UNC Greensboro is one of the nine founding institutional members. This program consists of a three-year pilot where participants receive project management training and support from OTN to produce at least two dozen OA textbooks by 2020 with the goal for each institution to build their own publishing imprint (Guimont, Walz, and Bernhardt 2018). Through this project, libraries participate directly in the publishing process, provide a way to support authors in maintaining their intellectual property, and learn more about the benefits of open access and open licensing options.

OTN Publishing Cooperative's intention is to "[grow] open textbook publishing expertise in higher education institutions, and increase the availability of free, open textbooks for use by instructors and students across the world" (Open Textbook Network 2017). This mandate aligns with UNC Greensboro University Libraries' goals and efforts to support adoption and implementation of OERs on campus and beyond. Joining the cooperative provides an opportunity to increase the level of support and services the University Libraries can offer scholars interested in using and creating OERs.

After the initial project management training offered by OTN, UNC Greensboro University Libraries' project personnel sent a call for proposals to faculty members across campus to write and publish an open access textbook to use in their classrooms. Through a competitive process, three faculty proposals were selected to receive grants to support the creation of these textbooks. The winning proposals encompass a variety of disciplines: international business management, mathematics, and social work. The UNC Greensboro librarians working on the OTN Publishing Cooperative project serve as consultants to the faculty grant recipients throughout the publication process. The completed textbooks will be openly available for use by any interested party.

### **Journal publishing**

Like many other libraries that provide publishing services, the UNC Greensboro University Libraries provide journal publishing support via the Open Journal Systems (OJS) platform. The Libraries installed OJS in 2010, in response to requests from campus faculty members who needed support for scholarly journal hosting and publishing activities. As of 2018, the Libraries' OJS installation supports twelve active publications, with journals dedicated to learning spaces, mathematics and statistics, peace research, service learning, and other areas.

All UNC Greensboro-based journals publish original scholarly content. Some focus on student works from the UNC Greensboro campus, with a goal of showcasing student scholarship while also giving students the opportunity to learn about the scholarly publication process. However, most UNC Greensboro-based journals solicit and review content from scholars across the country and around the world.

The University Libraries manage and maintain the OJS installation, while also providing OJS training to journal personnel. To facilitate communication, training, and troubleshooting, hosted journals must maintain a UNC Greensboro-based primary contact person; other journal personnel may be located at UNC Greensboro or at other institutions. Technical questions—particularly those related to use of the OJS system—were planned for and expected as part of the Libraries’ OJS hosting project. But as OJS and journal support services have developed, so too have the scope of support requests. While OJS training and related technical questions do comprise the bulk of the support needs, Libraries’ OJS support personnel have also been called on to field questions about International Standard Serial Numbers (ISSNs), article layout, metadata, graphic design, web design, copy editing, proofreading, and indexing in external systems, as well as journal policies relating to open access, copyright, and other areas.

These unexpected support needs have created opportunities for University Libraries’ OJS support personnel to extend their knowledge beyond just OJS usage, encompassing other needs related to journal publishing. Libraries’ personnel are now able to consult on application processes for ISSNs and for inclusion in the Directory of Open Access Journals (DOAJ), as well as offer advice on a number of other areas. By expanding their education to meet OJS user needs, the Libraries’ OJS personnel are now better positioned to address related areas, such as supporting creators of OERs.

### **MetaArchive and digital preservation**

Digital preservation is not always at the forefront of discussions about publishing needs and services. But as Moulaison and Million (2014) write, digital preservation is a critical area for consideration when developing library publishing services.

An ideal situation would include digital preservation activities taking place concurrently with associated publishing endeavors (Moulaison and Million, 2014), but not all libraries are equipped or funded to meet this ideal. The UNC Greensboro University Libraries recently joined the MetaArchive Cooperative, which seeks to provide education about digital preservation trends and methods while also offering long-term preservation of members’ digital content (<https://metaarchive.org/about/>). Through membership in MetaArchive, the University Libraries hope to address digital preservation needs of several areas, including published content described in previous sections.

### **Support and future plans**

Institutional support for new and ongoing initiatives in the form of both infrastructure and staffing is essential to reinforce the library’s reputation as content creator, publisher, and custodian. The University Libraries at UNC Greensboro have committed to additional positions

and technology to support content development and publishing platforms. The model for vetting and assessing some of the planned projects is still being developed, as is the overall organizational structure.

### **Allocation of infrastructure resources**

The University Libraries maintain a robust information technology infrastructure, managed by ERIT, and digital publishing projects would be considerably more challenging—if not completely impossible—without this crucial support structure. The department handles server administration, several cloud-based systems, technical support for library computers, and web application development. ERIT manages local installations of OJS, CONTENTdm, Islandora, and also developed the NC DOCKS platform. Recently, ERIT has also taken on campus-wide support for ArcGIS. The digitization unit is housed in this department as well.

ERIT has recently instituted cross-platform support for more open-source products, starting with the hiring of a Linux system administrator and the provision of additional PHP training for the development team. The primary purpose for this expansion has been to support a broad array of publishing platforms requested by teaching faculty and librarians (e.g. Islandora, Omeka, OJS). This commitment has helped solidify the library's reputation as a publishing outlet for digital scholarship, digitized materials, and other content. Future plans include the possibility of additional development talent, expansion of NC DOCKS, and additional digital humanities and data manipulation applications. ERIT and the digitization unit are also exploring the possibility of consortial hosting for community partners (as part of the Digital Triad initiative) and increased integration between multiple digital content platforms (Islandora, ArchivesSpace, and NC DOCKS).

Much of this work is being made possible by the decision to support new platforms, and managing discovery across this array of platforms will no doubt create additional infrastructure challenges. UNC Greensboro's digitized collections and institutional repository are made available for harvesting by OAI-PMH, allowing content to be added to such aggregators as WorldCat and the Digital Public Library of America. UNC Greensboro also uses cloud-based OCLC products for its online catalog and its discovery layer. However, not all platforms are (or will be) harvestable in this way. Options for addressing this might include the creation of a local discovery system to integrate the various platforms, as at the University of British Columbia (<https://open.library.ubc.ca/>) and other institutions, or perhaps the use of one platform, such as Islandora, as a "hub" for content of multiple types, as with the Historic Pittsburgh project (<https://historicpittsburgh.org/>).

### **Support for faculty digital research projects**

In 2016, UNC Greensboro initiated the Digital Partners program, administered in ERIT that provides "through a competitive annual application process, up to \$22,500 worth of IT resources (a combination of IT staff time and infrastructure, but no cash awards)." The library further commits to long-term hosting and stewardship of this scholarship using existing hardware and software resources ([https://library.uncg.edu/research/support/digital\\_partners.aspx](https://library.uncg.edu/research/support/digital_partners.aspx)). Projects completed to date have included digitization, development, database creation, and other

components of digital scholarship. Participating academic partners have involved disciplines ranging from the humanities to social sciences and natural sciences. The program not only provides faculty members with a long-term platform for hosting their work, but also allows the University Libraries to provide these works of scholarship to the university and the community as a whole in an open-access platform, building on its roles as publisher and content creator.

### **Further digital scholarship efforts**

The Digital Partners grant initiative was envisioned as a way to gauge existing demand, areas of need, and available capacity in relation to library support for technology-enabled faculty scholarship and research. The success of these grants and growth of interest in this area has led to the development of the Scholarship, Technology, and Research Services initiative (STARS). Through STARS, the University Libraries strive to assist faculty in incorporating digital scholarship tools and methods into their research and teaching.

The STARS initiative will build on existing Digital Partners services, including digitization, web development, and database creation, while also incorporating areas that are new to the University Libraries, such as planned support for data visualization and geospatial data projects. With the institutional integration of the STARS initiative, the University Libraries are moving from a project-based model to an established, ongoing program of support for digital scholarship. Though this is a new initiative, it seems likely that many of these projects will culminate in the creation of online, open access resources that will benefit scholars worldwide.

### **Staffing support**

Staffing is likely the most important and costly resource associated with library publishing. UNC Greensboro relies on cross-departmental project teams for many of its publishing initiatives and anticipates that this collaborative approach will continue. Digitization priorities are managed by a team with representation from ERIT, SCUA, and Technical Services; and the actual digitization unit, with one full-time librarian and two staff members in ERIT, also has a quarter-time staff member from Technical Services. There is also significant collaboration with metadata librarians in Technical Services and archivists in SCUA. Two full-time librarians and one full-time staff member in Technical Services work with NC DOCKS as a significant part of their duties. There has also been considerable collaboration with ERIT and SCUA on a retrospective digitization projects for theses and dissertations. Finally, OA and OER support has traditionally been based in Technical Services, with support from ERIT and from the Research, Outreach, and Instruction (ROI) department. While there is no dedicated staff charged with OA and OER, the Assistant Dean for Collection Management and Scholarly Communications has traditionally led these initiatives in consultation with the Scholarly Communications Committee, on which there is representation from different library departments.

Similar team-based approaches are utilized for digital preservation and other publishing-related activities, and the expectation is that the STARS initiative will include several new library faculty positions who will also engage in collaborative work with other relevant departments. UNC Greensboro is currently recruiting candidates for new positions that are expected to work

closely with existing staff to further develop research and publishing support services for faculty and students.

Staffing will undoubtedly continue to be a challenge for the various digital publishing initiatives as well as for oversight of the entire range of services. Presumably demand will outpace resources at some point, necessitating decisions about project selection and resource allocation. Clear communication and prioritization become even more critical given the interdepartmental nature of many of the projects and the different areas of expertise required. Many questions arise: Who is in charge? Who decides which projects are and are not pursued? Will projects continue to be vetted through competitive processes like the Digital Partners and OER grants? Does one department have veto power over projects the others have approved? Will the model of collaborative teams continue to be the best solution or will digital publishing ultimately need to develop its own structure, perhaps as a standalone department? At UNC Greensboro, at least, this remains to be seen, but it is best to consider these issues before they become critical.

## **Conclusion**

Both the professional literature and UNC Greensboro's specific experience suggest that library publishing is and will likely continue to be a growth area, particularly among academic libraries. Creation and implementation of new platforms, particularly the collaborative institutional repository, has been a particular area of strength at UNC Greensboro, and a high level of support for technology and infrastructure in general have helped facilitate the growth of all platforms. A dedicated internal IT unit has been extremely beneficial to library publishing, as has the collaboration of a knowledgeable professional and paraprofessional staff housed in multiple departments. Funding for new positions to support this infrastructure has been relatively strong, all things considered.

Publishing initiatives usually involve not only multiple departments within the University Libraries, but also engage external partners at the university and in the larger community, resulting in a broadened sense of ownership for library publishing projects. A commitment to outreach by librarians working with the institutional repository and the digitization unit, and the significant work done to date by the scholarly communications team on open access and open education resources, have helped build the reputation of the University Libraries as a reliable custodian of the community's scholarly output.

This growth has not come without challenges, however. The inevitable growing pains and organizational issues have surfaced, especially as the University Libraries have considered issues surrounding capacity and vetting of publishing projects and have attempted to develop a framework for departmental oversight of interdepartmental projects. The lack of an open access publishing policy at UNC Greensboro has surely limited, to some extent, the level of participation in the institutional repository and other platforms. And coordination of discovery across all the distinct platforms and metadata profiles has proved somewhat difficult given sometimes inflexible content management systems and aggregation tools.

A primary challenge in coming years will be addressing these issues within the constraints of tightening budgets and increasing demand. Will development of the library's own collections

happen at the expense of funding and infrastructural support for traditional collections acquired from external publishers? Will collecting policies for internally published items be consistent with the policies for externally acquired materials, and will each complement the other? This all remains to be seen, but it seems certain that library-published collections will be an increasing large proportion of the holdings of many libraries.

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