



Academy Owned Scholarly Publishing

Big Ten Academic Alliance Landscape Assessment Report

Focus on: LIBRARY PUBLISHING

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Executive Summary

Launched in the fall of 2022, the Big Ten Academic Alliance [BTAA] landscape assessment of academy owned scholarly publishing activities explores the shared challenges and opportunities facing publishing programs and operations within the Big Ten institutions. The assessment, guided by the BIG Collection's open publishing goal to "Create the tools and methods that will enable the members to 'advance increasingly open, more equitable scholarship'", mapped the BTAA landscape using a survey and follow-up interviews with library publishers, scholarly communications librarians, institutional repository managers, open education librarians, and university press directors. Centered on scholarly and academic publishing activities, this report focuses on Library Publishing; a separate report will follow describing University Press activities.

Library publishing is a very young field within academic librarianship with most programs only having 10-15 years of experience. The robustness of the programs and what falls into the service offerings of those surveyed are varied. Some programs only publish open educational resources, some publish only journals, while other programs combine digital scholarship, traditional scholarly monograph and journal publishing, and OER publishing with the management of their institutional repository. Many BTAA institutions have all of those service offerings but they are often each in a different department within the library. Some programs have multiple staff members (up to 12 people) and some only have one. Some have a business plan with a strictly defined scope of service, and some are more experimental, serving the needs of those who come to them however they can. There is a great deal of diversity across the 15 institutions.

Despite how new and formative these programs are, and the range of work they are tackling, there is strong coherence in their commitments. Programs consistently strive to:

- Make publications available open access and in alignment with their values.
- Improve their methods to adhere to high quality standards.
- Find a path forward to publish scholarship at scale.
- Strengthen their relationships with their peers.

But these commitments are coupled with significant challenges: lack of resources, lack of clear scope, difficulty tracking and applying best practice standards, developing replicable processes,

managing existing technologies and learning about new technologies, and more. Beyond the actual difficulties in library publishing practices, organizational challenges also impact

"How do we get away from boutique services? We want to be able to scale. How do we standardize across the different journals? How can we streamline workflows?"

operations. Those include complex or changing organizational structures, lack of strategic planning initiatives (or a lack of clear connection to the work of library publishing in overarching library strategic plans), and lack of administrative experience within the field.

Despite this dynamic, library publishers work incredibly hard, and successfully, to offer excellent service to their communities. The “mission-driven” nature of this work creates a great desire among the staff to grow their services to be more impactful, not just on their campuses, but on the overall scholarly communications’ ecosystem. Working at-scale is imagined by many as the ultimate destination.

“For me, scale is the big, solvable problem. We've got to have greater scale. We're never going to be Google or Meta, or whatever but there actually is quite a bit of scale, if you look at the Big Ten. There are ways to do that, to create shared infrastructure and shared programs that preserve what is really important, which is the editorial diversity that we have, so that there are many options for scholars to bring their work out to the world.”

This expansive vision of the future opens the possibility for collective action in scholarly publishing across the Big Ten Academic Alliance, and it generates enthusiastic excitement. During the extensive community engagement process, many ideas were discussed. Some envision creating a stronger community within the BTAA, with shared strategic planning and shared contracting with vendors. Others imagine shared technology infrastructure and even shared service offerings. Opportunities arose in scoping of services and business model development, publishing standards, community engagement, shared training, shared marketing, shared education, the role of professional associations, accessibility, and preservation. Opportunities also arose in the potential benefits of a stronger alignment between library publishers and university presses, who face similar challenges. Each of these ideas has the potential to alleviate some of the shared challenges, while also helping individual programs reach their goals.

The community of library publishers also wanted to balance collective action while ensuring space for local autonomy. Ideally, the recommendations put forth will create a stronger community focused on shared challenges and solutions, and will also support meeting individual institutional needs through the creation of increased capacity. With this as a goal, and supported by the [extensive community input](#), the following three, concurrent, streams of activity are being recommended. The full description of the [recommendations are fully explained in the Recommendations section below](#).

The recommended actions are:

Action #1: Establish a BTAA Community of Practice and Develop a Shared Framework.

End Goals That Would be Achieved

- An established community of practice for scholarly publishers focused on information sharing, inclusion, innovation, and accessibility.
- The scholarly publishing Community of Practice facilitates collective action and operates within an agreed upon governance model.

Action #2: Pilot Planning & Implementation of Coordinated, Contracted Vendor Services

End Goals That Would be Achieved

- BTAA members would have access to a wide variety of publishing support services from an academy-owned publisher.
- Publishing processes that are currently not able to be provided would be implemented through vended services.
- Capacity would increase and standards would be improved.

Action #3: Build a Cooperative Aggregated Collection of BTAA-Published Works

End Goals That Would be Achieved

- The BTAA fully understands the scope of publications that are being published by their community and this shared intelligence informs local operational excellence.
- The BTAA is recognized for its high quality, trusted, scholarly and academic open access publishing.
- The BTAA works as a connecting point for scholars - authors, editors, reviewers, and readers - across the academy.
- The BTAA publishers have increased capacity due to collective actions on commonly shared publishing activities.

These three proposed actions are related to, and build on, one another. A clearly defined cohesive community, built on trust and a shared framework, is required for collaborative efforts to thrive. Vended services, to fill existing gaps in standard publishing processes and create increased capacity, will strengthen all library publishing operations. Creating a “sandbox” for all the BTAA-published publications will allow the community to engage in at-scale efforts that are challenging for individual operations to address. These include shared discovery, shared marketing, and shared preservation of content. There is also an opportunity here for university presses to participate, and to showcase their open access publications alongside library produced publications. The expertise that each community brings would benefit the other community tremendously, thereby strengthening each. The opportunities for impactful, collective action are great, and would significantly contribute to building the BIG Collection. Exciting times are ahead!

Report Creation & Review Process

This report is based upon anonymous survey and interview data gathered in the winter of 2022-2023. Participants in this study included professionals working at [Big Ten Academic Alliance](#) [BTAA] institutions in institutional repository management, library publishing, and scholarly communications. University Press directors were also surveyed and interviewed; however, the landscape analysis of university presses will be presented in a separate report to follow.

A tremendous thank you goes out to the BTAA community of library publishing staff for engaging in this effort and sharing their time, expertise, and insights for this assessment. They are inventive, resourceful, knowledgeable, thoughtful, and very hardworking. There is an abundance of talent within the field of library publishing across the Alliance.

This report was primarily authored by Kate McCready¹, librarian at the University of Minnesota, and visiting program officer for academy owned scholarly publishing at the Big Ten Academic Alliance. The first draft of this report was released on August 7, 2023 to a small group of early reviewers who provided feedback to improve the readability, organization, and clarity of the report's findings. Their input was extremely valuable in shaping this assessment and improving its quality. Their time and effort is greatly appreciated. The early reviewers are:

- Marian Leon, Assistant Director of the BIG Collection, Big Ten Academic Alliance
- Catherine Mitchell, Director of Publishing, Archives, and Digitization, California Digital Library
- Erik Moore, University Archivist, University of Minnesota
- Scott Rosencrans, Development Officer, Big Ten Academic Alliance
- Karla Strieb, Visiting Program Officer, Big Ten Academic Alliance
- Ken Varnum, Senior Program Manager and Discovery Strategist, University of Michigan Library
- Charles Watkinson, Associate University Librarian for Publishing and University Press Director, University of Michigan
- Maurice York, Director of Library Initiatives, Big Ten Academic Alliance

The draft report was then shared with the Big Ten's library publishing community on August 24, 2023. At four community input meetings (held on September 6th, 11th, and 14th, and October 2nd in 2023), the library publishing-related staff discussed the report's opportunity themes and provided input that informed the recommendations for collective

¹ See [About the Author](#) for more information.

action within the BTAA that are listed at the end of this report. The following library publishing-related professionals participated:

Indiana University

- Karen Stoll Farrell, Head of Scholarly Communication
- Matt Vaughn, Visiting Information Literacy Librarian, Publishing

Michigan State University

- Susan Kendall, Head of Collections Strategies and Copyright Librarian
- Kelly Sattler, Project Manager for Libraries' Strategic Initiatives
- Julie Taylor, Publishing Services Coordinator
- Arlene Weismantel, Director of Scholarly Communication & Faculty Affairs

Northwestern University

- Carolyn Caizzi, Head of Repository and Digital Curation
- Aerith Netzer, Digital Publishing and Repository Librarian

The Ohio State University

- Meris Longmeier, Head of Research Services
- Johanna Meetz, Publishing and Repository Services Librarian

Pennsylvania State University

- Ally Laird, Open Publishing Program Coordinator
- Angel Peterson, Open Publishing Production Specialist

Purdue University

- Nina Collins, Scholarly Publishing Specialist
- Rebecca Richardson, Associate Dean for Collections and Access

Rutgers University

- Antonio Barrera, Associate Director of Information Technology

- Isaiah Beard, Applications Developer
- Jeff Carroll, Assistant Vice President for Scholarly Communications and Collections

University of Chicago

- Adrian Ho, Scholarly Communications Librarian

University of Illinois Urbana-Champaign

- Dan Tracy, Head, Scholarly Communication and Publishing

University of Iowa

- Mark Anderson, Digital Scholarship & Collections Librarian

University of Michigan

- Jason Colman, Director of Michigan Publishing Services

University of Minnesota

- Lauren Boutang, Publishing Services Coordinator
- Emma Molls, Director of Open Research and Publishing

University of Nebraska Lincoln

- Linnea Fredrickson, Scholarly Communications Production Specialist
- Sue Gardner, Scholarly Communications Librarian
- Paul Royster, Coordinator of Scholarly Communications

University of Wisconsin

- Cameron Cook, Data & Digital Scholarship Manager
- Carrie Nelson, Head of Scholarly Communications

Introduction

Starting in the fall of 2022, the Big Ten Academic Alliance Library Initiatives launched the Academy Owned Scholarly Publishing initiative [AOSP]. The focus of this work is to examine the scholarly and academic publishing activities currently happening in the libraries and university presses in the Big Ten to understand where there is a need and appetite for community building, increased collaboration, shared infrastructure, and shared services. It is part of the BTAA's [BIG Collection commitment](#) to managing the separate collections of the Big Ten university libraries as a single collection which includes working in partnership toward the transformation of academic publishing and scholarly communication. Related, the effort to identify collective action opportunities for BTAA-hosted publishers completely aligns with the statement the BTAA library deans endorsed in August, 2022: "In order to advance a just, trustworthy, scalable, and sustainable open knowledge ecosystem, make open, more equitable scholarship the lead purpose of BTAA consortial investment."

The fifteen institutions studied include: the University of Chicago, the University of Illinois Urbana - Champaign, Indiana University, the University of Iowa, the University of Maryland, the University of Michigan, Michigan State University, the University of Minnesota, the University of Nebraska, Northwestern University, The Ohio State University, Penn State, Purdue University, Rutgers University, and the University of Wisconsin. The scope and the goals of the initiative are outlined in this [framework document](#).

Through the Academy Owned Scholarly Publishing initiative, the BTAA is working to transform academic publishing and scholarly communication by:

- Providing leadership in the acquisition, publishing, and archiving of open access scholarly content, with a specific emphasis on investigating direction and strategy for developing shared publishing infrastructure and services at scale.
- Strengthening the Big Ten's collective publishing capacity and discovery environment, while also coordinating attention to and investment in transformative and alternative publishing models.
- Investigating and outlining a multifaceted, sustainable course of action to strengthen academy-owned publishing for the BTAA.

The initiative's work began with a thorough landscape assessment of scholarly publishing activities happening in 2023 within Big Ten institutions. This assessment sought to learn about current, individual scholarly publishing practices on a very granular level, but always with an eye toward identifying collaborative opportunities in the future. All Big Ten Academic Alliance library publishers, open educational resource publishers, institutional repository managers (who publish scholarly content), scholarly communications librarians, and university press directors were invited to complete a survey and then to enhance their

responses with interviews. This report is focused on library publishing activities. A subsequent report, focused on university presses, will follow. All 15 libraries responded to the survey and participated in the follow-up interviews.

All scholarly publishing activities that fall under the definition of “library publishing” are included in this landscape assessment, (including publishing journals, books, textbooks, conference proceedings, reports, etc.), whether they are performed by the institutional repository manager, the publishing services librarian, or the OER librarian. The publications being created are the focus rather than the widely varying organizational structures in place. The information gathered is presented as both background information about the field of library publishing and through an in depth analysis of the specific activities involved in the work. Operational scope and staffing trends ground the picture of library publishing activities. Overarching strengths, or areas that should be built upon, and consideration of general threats that surfaced, are both highlighted. The strengths and threats listed synthesize the information and perspectives of the individuals responsible for, and contributing to, the specific library publishing operations as well as trends in higher education and in the library publishing field. All quotations throughout the report are from the staff who operationalize library publishing. These include publishing services librarians, institutional repository managers who publish original content, scholarly communications librarians, and open educational resource librarians.

The goal of this report is to broadly look at operational strengths and challenges related to publishing all types of materials, but the primary focus is to discover collective action opportunities that advance scholarly and academic publishing of original content (e.g., scholarly monograph, scholarly journals, and textbooks/course materials). Opportunities that improve the community’s ability to offer open access publishing services at scale are prioritized throughout.

The identified challenges and opportunities are organized into six distinct publishing practice areas:

- Business Operations
- Business Relationships or Outreach
- Technology Operations
- Editorial Work
- Production Work
- Post-Production Work

For each, survey and interview data combined with quotes are anonymously presented to paint a picture of the current state, the extensive known challenges, and some interesting possible opportunities for collective action to address the challenges. The challenges and

opportunities discussed here were all explicitly raised by the professionals in the field during the survey and interviews.

The recommendations made in this report are based on the input from community conversations with the BTAA's library publishing professionals held in September and October, 2023. Those conversations build on the findings of this report.

Landscape Assessment Scope

The landscape assessment looks closely at the scholarly library publishing activities happening in BTAA libraries and focuses primarily on:

- Scholarly and academic publishing by BTAA affiliates
 - Scholarly publishing production workflows
 - Scholarly publishing business models
- Academy owned infrastructure for publishing activities
 - Library publishing
 - University press publishing when it intersects with library publishing
 - Institutional repository publishing
- Policies, standards and workflows for open content and open infrastructure

Broadly, the scope spans scholarly and academic publishing activities including the publication of scholarly monographs and journals, and formal open educational resource publishing (e.g., textbooks with ISBNs or DOIs). It also includes the publishing efforts happening in institutional repositories, and the publication of scholarly reports, conference proceedings, or other scholarly content types.

Though they are not the primary focus of this report, several intersecting topic areas were consistently introduced by the members. Some of those areas were raised enough times that they are referenced in the report when relevant. Those include:

- Course material support and open educational resources: focus on formal content creation (e.g., textbooks that require a DOI).
- Publication data systems (e.g., research information management systems, institutional repositories + green open access deposits)
- Electronic dissertation and theses publishing
- Data management and publishing
- Multimodal digital projects

The scope of the work can also be viewed through an examination of the make up of the professional library publishing community. Figure 1, below, shows some of the areas of responsibility for those who responded to the survey. Requests to participate were handled through targeted invitations and through requests with library administrators to identify appropriate individuals. The varied and overlapping responsibilities make it difficult to narrowly scope the assessment. The different roles held, and functions performed, influence responses. Library publishers who are also data management librarians (in existence though not mapped on Figure 1) see intersections that are fascinating, but also quickly expand the topics raised. Publishing librarians who work on a wide variety of material types have different perspectives than those who only publish one type of

publication. What is clear is that library publishing is a field that intersects with many other library-based professional fields (e.g., data publishing, digital scholarship, course material support, etc.). There is an opportunity for this “interconnectivity” to be a strength if embraced. Though it is also worth acknowledging that managing the breadth of this space can be complicated to navigate and keep track of.

Throughout, the goal of this landscape assessment was to understand library publishing specifically, while allowing for intersecting areas to surface. Those areas are briefly examined in the [“Findings for Library Work Related to Library Publishing”](#) section.



Figure 1: Scholarly publishing survey responses

Additionally, several library publishing and scholarly communications staff noted that they also worked in other areas of the library. These included:

- 4 library publishers who work in digital scholarship and digital collections
- 3 library publishers who work in research data support (e.g., management, curation, publishing)
- 1 institutional repository manager who also works in research data support.
- 2 scholarly communications librarians who work in research impact and research information management

Organizing and Resourcing Library Publishing

The level and organization of BTAA library staff contributing to library publishing operations varies greatly from institution to institution. This is especially true because the scope of service varies greatly from department to department. For example, at one institution, there is a single “publishing” department that includes library publishing, institutional repository [IR] management, multimodal digital project development, and open educational resource publishing all in one unit. Whereas at another institution, the only “publishing” activity is open educational resource publishing. The staff working in larger departments have a variety of responsibilities (e.g., 50% monograph publishing and 50% textbook publishing) which adds to the complexity when trying to compare and contrast institutions to one another. That said, there are many similarities that create coherence and alignment across the work happening in the Alliance community.

From the fifteen libraries, there are 21 respondents who list “library publishing” as a responsibility area. As shown in Figures 2a and 2b, every respondent who selected library publishing as an area of responsibility also selected another area of work responsibility.

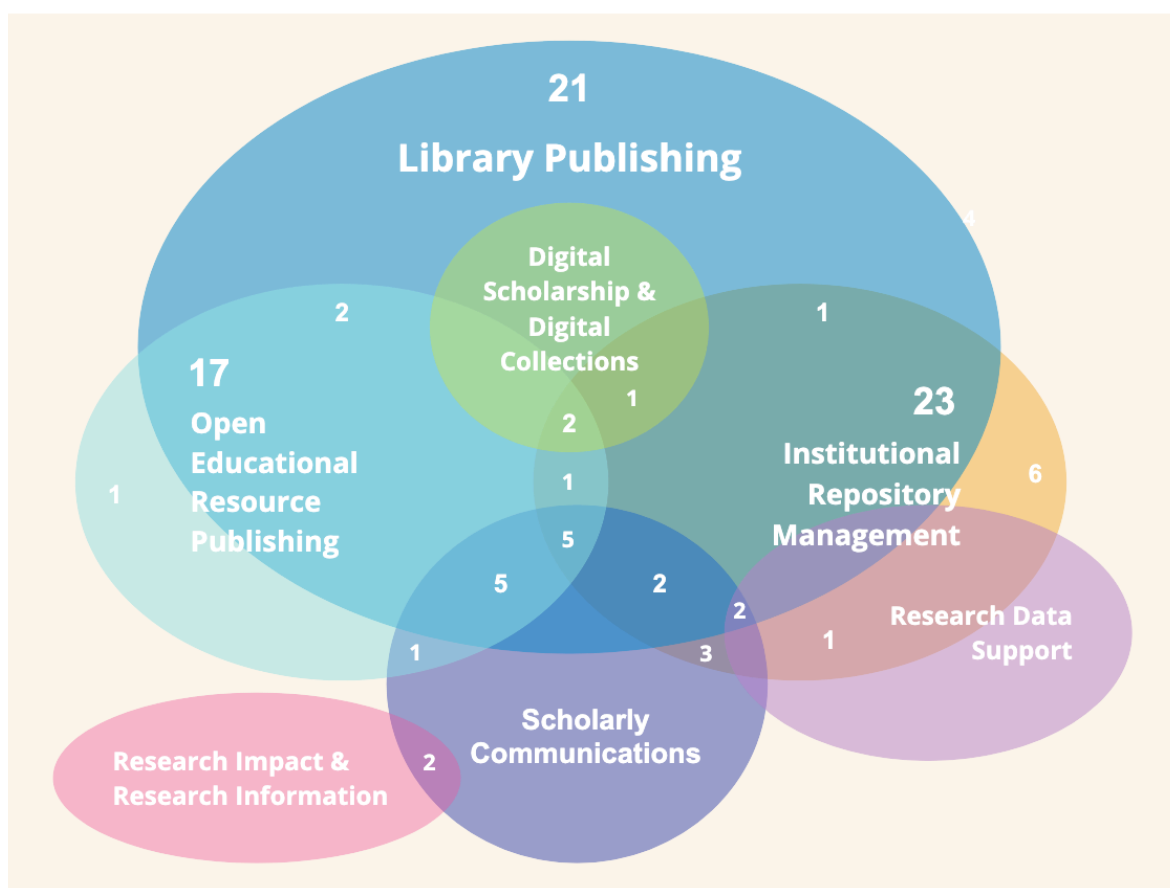


Figure 2a: Library Publishing Roles and Responsibilities - Diagram

Count	Lib Pub	OER	IR Mgmt	Schol. Comm	Digital Schol.	Data Mgmt.	Research Impact
2							
1							
5							
2							
2							
2							
2							
5							
1							
1							
6							
1							
2							
3							
1							
1							

Figure 2b: Library Publishing Roles and Responsibilities - Chart

Fifteen respondents noted additional responsibilities for OER publishing, and 14 have responsibilities for managing their institutional repository. Seven of those respondents have responsibilities in all three areas (IR, library publishing, and OER publishing). Additionally, many respondents note that they also have responsibilities in ‘scholarly communications’, digital scholarship, data management, and research impact. There are 15 combinations of responsibility areas. This totals 33 professionals’ opinions and insights for this assessment².

It is worth noting that 6 respondents perform only institutional repository management work, and only 1 is solely responsible for OER publishing work; however, during interviews, nearly all of those respondents expressed that they perform publishing work in their roles. An example of this is the publishing of dissertations and theses in an institutions’ IR. This work is rarely done by the “library publisher” but it has some similarities (e.g., establishing workflows, assigning metadata and identifiers, etc.).

Interviews reveal a clearer picture of the organization and scale of staffing for library publishing. The work is typically performed across 1-3 departments. The number of staff devoted to the effort is difficult to track, because sometimes these staff have other

² The Scholarly Communications + Research Impact and Research Information professionals’ survey responses were not included because they did not perform any of the publishing activities. However, they did participate in the interviews.

responsibilities such as data curation and management or multimodal digital project creation support. Library publishing departments also often rely on technologists who are housed in separate departments and the time allocations aren't always precise. Reportedly though, the number of staff working in departments that conducted "library publishing" varies from 1 person to 12 people. The average number of people with primary responsibility for library publishing is ~3 per institution. Uniformly report feeling short-staffed, overworked, and under-resourced.

This investigation did not delve deeply into the operating budgets of the library publishing programs. Most respondents noted that their work is either in whole, or largely, supported by the library budget. Only one institution seeks complete cost-recovery for their library publishing projects.

What was clear is that library publishing operations are small, especially in comparison to university press units, and staff have responsibilities in many different functional areas. They often do not have all of the resources (financial and staff) or expertise they need within their own departments, but lean on collaboration across departments to get the work done (e.g., working cross-departmentally with metadata librarians, developers, copyright specialists, etc.). They report feeling that their needs aren't always prioritized by other units they need support from.

Where it occurs, the impact of having the variety of publishing services in multiple units across the library organization is sometimes a strength and sometimes a challenge, and seems to largely depend on the quality of the working relationships and having clear boundaries for the scope of work. Multi-unit publishing operations uniformly reported that advocacy for their work is challenged by the dispersed organizational structure. These units also sometimes lack shared marketing, technologies, and workflows thereby creating inefficiencies. But, they appreciate the autonomy and the creativity that it allows.

Types of Publications

All of the 15 libraries collaborating across the Big Ten are publishing at least one type of original, open access scholarship: journals, course materials, and/or scholarly monographs (see Figure 3 and Figure 4). Nearly all, (12), libraries are also publishing other types of materials, including the following which were all mentioned: theses, dissertations, research datasets, reports, white papers, technical reports, multimodal digital projects, audio/video content, conference proceedings, research posters, presentations, bibliographies, and offprints. The majority of these other materials are published in the libraries' institutional repository or on specialized digital scholarship publishing tools such as Omeka and Scalar.

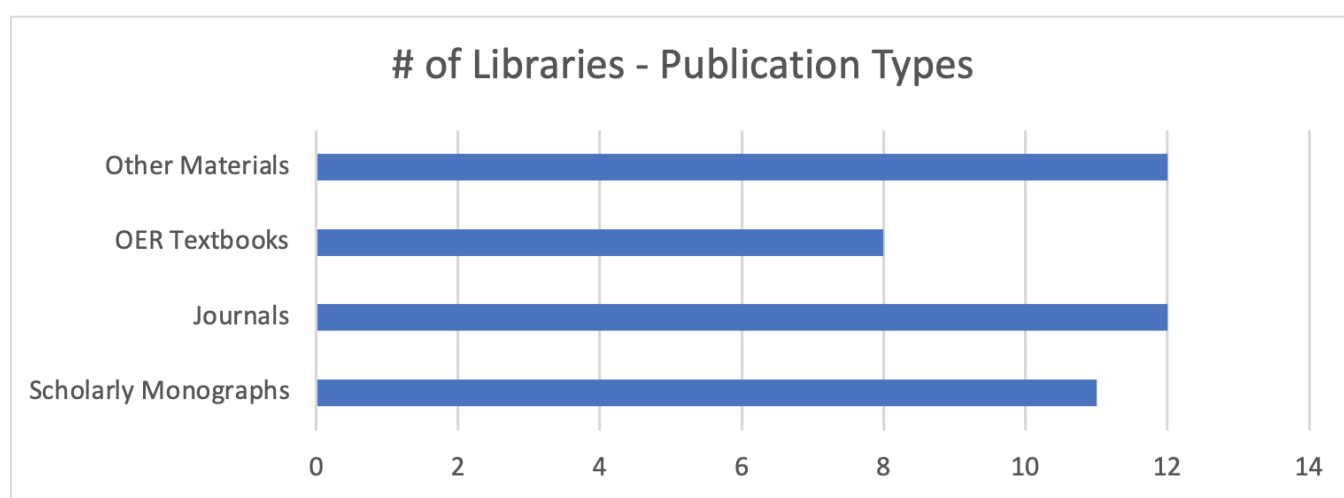


Figure 3: Library publication types bar chart

It is important to note that the definition of “publishing” varies from institution to institution, and even from department to department within a single institution. In the context of the survey and interviews, “publication” was defined as: “original content in a diamond or gold OA journal, OA monographs, OER textbooks, or green OA articles in a repository.” But the work to publish reports, datasets, and all the other items listed above, is often done through the same processes as scholarly journal or monograph publishing. Library publishers often report that they are the only option for scholars who have unique functional needs along with a desire to create open access content. Many libraries want to accommodate these requests but feel that they are creating “snowflake projects,” describing them as time consuming, hard to sustain and preserve, and at times, technologically challenging.

The mix of publication types that are being published by libraries varies from library to library. Some institutions publish all types of materials, while others have a more narrow scope of what they will create. Again, it is important to note that different types of

publications may be published by different units. For example, journals and monographs may be published by the publishing services unit while dissertations and theses are published by the institutional repository manager. OER textbooks are often published by the open educational resources unit and they may have entirely different processes and standards than the publishing services unit. The landscape of publication types by institution is shown in Figure 4.

Types of Works Being Published by Libraries				
# of institutions	Scholarly Monographs	Journals	OER Textbooks	Other ³
4	×	×	×	×
1	×	×	×	
3	×	×		×
1	×	×		
1	×		×	×
1	×			
2		×	×	×
1		×		×
1			×	×

Figure 4: Library publication types grid chart

³ Other publication types include: theses, dissertations, research datasets, reports, white papers, technical reports, multimodal digital projects, audio/video content, conference proceedings, research posters, presentations, bibliographies, gray literature, and offprints.

Library Publishing Platforms

Most institutions use an array of platforms in combination with one another. This allows for a greater diversity of the type of publication that can be created, but it also increases the amount of resources needed to license, learn, and maintain those platforms. The bigger the scope of services offered, the greater the overhead in managing the technology infrastructure. This chart, Figure 5, illustrates the multi-platform configuration that is happening across the BTAA institutions:

Combinations of Publishing Platforms In Use						
# of institutions	OJS	Janeway	Word-press	Press-books	Bepress Digital Comm.	Other (Primarily IRs) ⁴
1	×		×	×		×
1	×		×	×		×
2	×		×			×
2	×			×		×
3	×					×
1		×		×		×
1		×	×	×		×
1				×		×
1					×	
1					×	×
1						×

Figure 5: Combinations of publishing platforms in use grid chart

⁴ The "Other" category includes DSpace, Fedora, Samvera, Drupal, static HTML, Scalar, Omeka, OMP, locally developed platform, Canvas, and Esploro.

The majority of institutions are using Open Journal Systems [OJS] to publish journal content. Institutional repositories are also a core vehicle for publishing activities at most of the libraries. For those institutions who are primarily publishing textbooks as open educational resources, Pressbooks is the preferred platform. Often, each type of publication offered within a library's scope of service requires a different publishing platform. Fulcrum and bepress Digital Commons are tools that can support multiple publication types. Other IRs can also do this but often don't have the editorial backend to support content submission and peer review activities. Figure 6 shows the numbers of publishing platforms in use across the Big Ten.

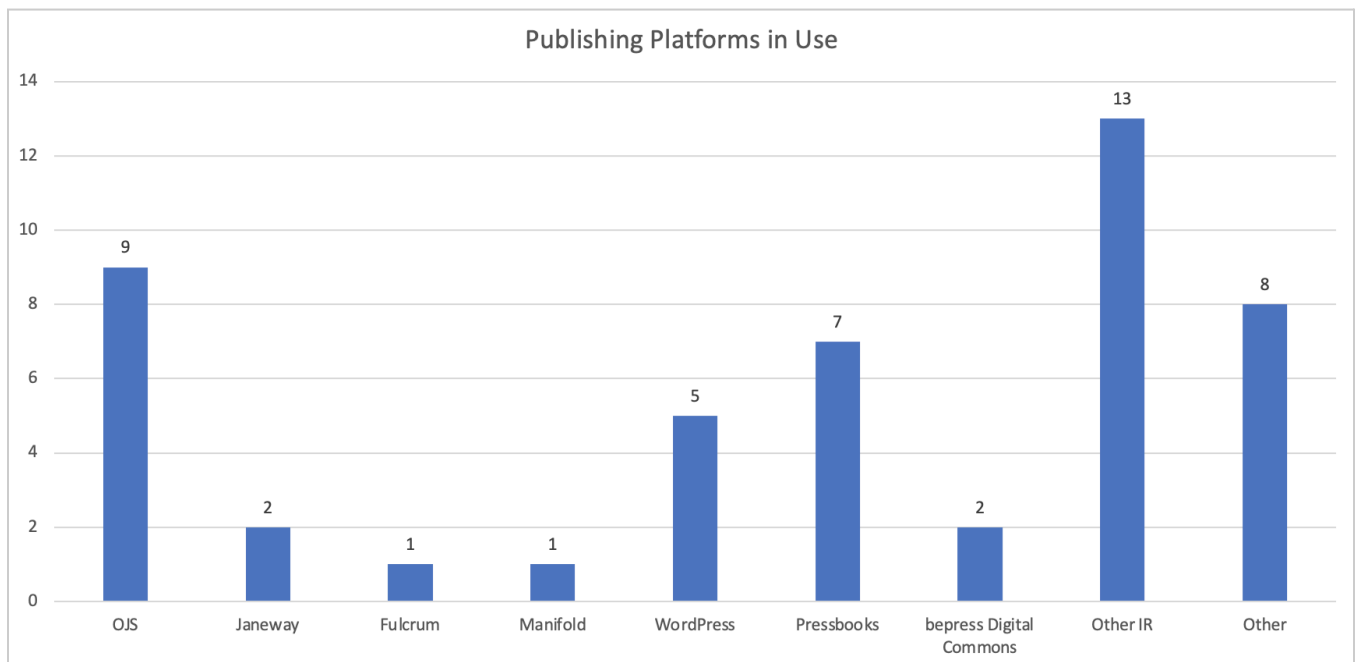


Figure 6: Publishing platforms in use in libraries bar chart

Two institutions also noted that they are contemplating adding Pressbooks to their list of platform options.

Current Library Publishing Strengths

These are the common strengths that were reported or discovered during the survey and interview process.

- Library publishers are successful in **connecting to the faculty** as authors and editors; understanding and meeting their needs.
- There is **strong demand for open access publishing services**. Library publishers report a demonstrated growth in their campus' need for support and assistance for open access publishing support, along with related needs such as data management, etc.
- There is general **support for publishing services** across the libraries' administration and, if the program is known about, beyond. Library publishers feel that there is tremendous growing support for open access initiatives.
- Library publishers are able to **access many of the resources they need** - budget, access to technology, connections to expertise within their libraries. Technology expenditures seem broadly supported. Institutions with an integrated, holistic approach to their technology solutions feel that's part of their success.
- There is **strong alignment between values** of the libraries and the goals for library publishing. These include values such as caring about diversity, accessibility, inclusivity, good relationships with authors and editors, and open access.
- There is a shared **commitment to make publications high quality**, peer reviewed, and accessible. Many library publishers are working to ensure they are meeting current standards (such as those put out by the Directory of Open Access Journals [DOAJ] and Committee on Publication Ethics [COPE]).

"I think that we have very strong support from the administration of the libraries, as well as from the administration of the University."

Current Library Publishing Threats

These are some of the general threats that are impacting library publishing programs.

- Library **budgets are not growing**. At all the institutions, expanding the number of staff working on publishing appears to be unlikely. There were some instances of existing staff/positions being reassigned to work on publishing activities, but this was rare.
- “The challenge is the enormity and complexity of the work involved and the lack of available resources to support this work at scale.”*
- **Library publishing programs are often not tightly scoped**. Many institutions are still experimenting with the types of publications that they produce. They respond to faculty requests and try to offer solutions to meet those individual needs. This is often an essential step for building a catalog of titles, while also establishing strong relationships and building champions for their service. However, operating without a clear scope can make advocacy efforts difficult. It also prevents library publishers from effectively managing resources, scaling their services programmatically, and developing expertise in routine areas of work.
 - Library publishing **can be viewed as “outside” the traditional role of the Library** causing a perceived risk of being eliminated if budget reductions require retrenchment.
 - Library publishing **does not have a standard organizational home within the libraries’ organizational structures**. The placement of the “publishing” unit within the BTAA libraries is varied. Additionally, because it is relatively new and outside the traditional work of a library, there isn’t always experienced leadership available to guide it. This creates a situation where each individual library publishing program is operating in a different ecosystem. Shared experiences for managing a program (which can lead to shared growth) are difficult to come by.
 - Library publishing is **not always well understood on campuses**; though open access is increasingly understood and supported there is not always a robust understanding of what library publishing offers. This is especially true in the perceived differences between university presses and library publishing programs.

Library Publishing Activities Analysis

Library Publishing Activities



Figure 7: Library publishing activities diagram

The goal of this landscape assessment is to understand both the broad challenges of operating a library publishing program, but also understanding where there are specific challenges with specific tasks.

The list of publishing activities studied was drawn from several sources; The Educopia Institute's [Publishing Workflows grant](#) was generous in sharing the information they've collected. Additionally, the Scholarly Kitchen's list of "[102 Things that Journal Publishers Do](#)" was examined to identify core tasks that could be rated by the library publishers. The activities were synthesized, added to, and then sorted into the six main categories shown in Figure 7:

- Business Operations
- Business Relationships or Outreach
- Technology Operations
- Editorial Work
- Production Work
- Post-Production Work

The activities are not all weighted equally; some require much more effort than others and some (though important) are infrequent. The commonality is that all are standard tasks within the field and all have the possibility of benefitting from collective action.

Survey respondents were asked whether they performed each specific task and then were asked to rank them on the difficulty level to accomplish them. When they ranked something as moderate or difficult, they were also asked to comment on why they chose that ranking. As noted above, there were 33 respondents to the survey who identified as working in publishing within a library. This included library publishing, open educational resource publishing, and publishing within an institutional repository context.

Challenges & Opportunities

Survey⁵ respondents were asked to rate the forty-four publishing activities according to how difficult they were to perform: easy, moderate, or difficult. They then were asked to explain any moderate or difficult rating. The activities that were frequently marked moderate or difficult were also explored during the follow-up interviews. These areas were discussed and respondents were asked to identify opportunities for collective action that could alleviate the challenges.

In this section, each of the categories are outlined separately, noting the specific issues that arose during the assessment. The opportunities listed for each category were identified through community member suggestions and also awareness of developments in the field of scholarly publishing. The individually listed opportunities are amalgamated as themes in the [Recommendations](#) section.

→ A. Business Operations Activities

Business operations are the activities undertaken by a publishing services librarian or department director overseeing the administrative work that supports the publishing activities happening in the service unit.

Library Publishing Task - Business Operations	# of Institutions that Perform Task	# of Individual Respondents Who Perform Task
Develop or Revise Publishing Workflows	13	26
Manage, Train, Develop Staff	14	28
Conduct Strategic Planning	14	32
Plan and Manage Finances	10	15

Figure 8: Business Operations - Activity Grid Chart

As shown in Figure 8, most institutions are engaging in business operations to run their publishing services program. For each of the business operations tasks, the respondents rank them as moderate to difficult over 50% of the time (see Figure 9). Developing workflows, managing and training staff, and conducting strategic planning are all noted by the majority as difficult to do.

⁵ The full list of survey questions can be found in the Appendix of this report.

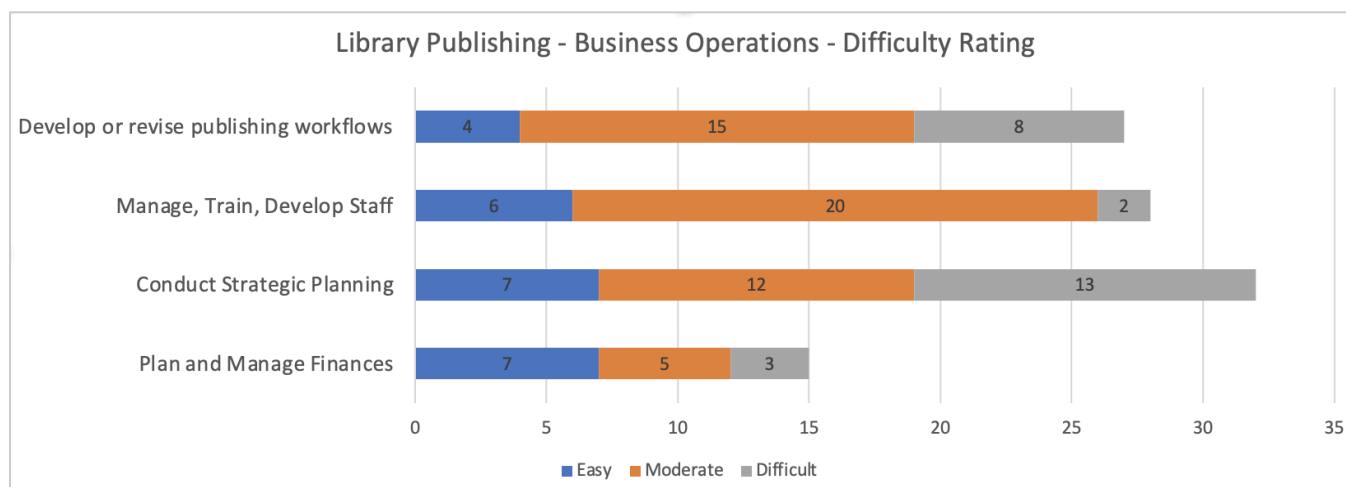


Figure 9: Library Publishing Business Operations - Difficulty Rating Graph

A - 1. Business Operations Challenges

1. **Lack of enough staff.** Staffing shortages cause problems in all areas of investigation but because resourcing the work is the responsibility of the service business owner, they are highlighted here:
 - a. Staff feel overworked. Library publishing operations often have a wide scope of services but limited staff. This results in staff with broad, but shallow, expertise. They are expected to be able to do work in all the required tasks. Many reported feeling like they perform many tasks, but nothing extremely well.
 - b. Staffing “shortages” are ubiquitous. Nearly every respondent reported that they feel overburdened and under-resourced.

“I simply lack the resources or capacity to stay informed about scholarly publishing standards and trends..... especially difficult because of the speed and extent of change within the publishing ecosystem.”

“Library publishing is still a growing industry. Demand is increasing while resources grow at a slower rate and developer resources are stagnant. A multiplicity of platforms exist with differing degrees of fitness for purpose. High staff turnover historically and these other factors make these two endeavors a challenge.”

- c. Staying on top of publishing standards and OA requirements is time-consuming. The information about standards can be complex to understand and implement.
- d. With more knowledge of OA publishing and more success stories on campus, demand for services is growing.
- e. When key resource positions are vacant (e.g., copyright librarian, metadata specialist) these tasks become extremely difficult and they take longer to manage.
2. **Lack of a clear scope of service.** Many publishing operations either have an unclear service model or a model that is so broad it is difficult to manage with limited resources.
- a. Concerns about sustainability of the service offerings and financial framework.
- b. Difficulties defining “publishing” work. It often happens in various parts of the institution and isn’t well coordinated.
- c. Difficulties drawing boundaries between digital scholarship support and open access publishing.
3. **Hiring and training staff** is hard and extremely time-consuming.
- a. Staff with library publishing experience are difficult to find. When a trained staff member leaves, the whole operation often comes to a standstill.
- b. There are some training resources and built-in help for the various technologies and workflows used, but they aren’t always as robust as needed. Skills and roles are changing rapidly.
- c. Hiring restrictions and slow bureaucratic hiring processes derail smooth operations.

“When I started, I talked to the production service manager at the time, and they said ‘We’re riding a razor thin edge. If one thing goes wrong, it’s all going to fall apart.’ And they weren’t wrong! And so for for the first, gosh, two years - to me - this job felt like being pulled behind a runaway carriage. I think this year has been the year where the runaway carriage broke down in like three or four serious ways. And so now we’re fixing the carriage, and then, hopefully, when it’s running again, it’s not gonna just pull us behind it. Hopefully, we’re gonna drive it.”

“Our digital publishing program is still very much in development. Understanding the needs and resources for strategic planning - in conjunction with lean staffing - is challenging. Increasing staff capacity to undertake this work would absolutely make it easier to meet the demand for these services.”

4. **Managing staff** requires a lot of time and effort. There is a desire by those in management positions to do a good job managing staff, but the managers are also in the position of being functional experts and working on creating publications. A lot is expected of them. Additional challenges to managing staff include:
 - a. Staff positions don't always have advancement opportunities within the organization.
 - b. Inability to financially reward excellent staff sufficiently to encourage them to stay and to attract new high-quality applicants.

5. **Strategic planning** is incredibly hard.
 - a. Difficult to understand the demand for services from campus.
 - b. Difficult to align with the campus and/or library's priorities and coordinate across units. (e.g., Should the service focus on accessibility? That would require more resources. Are additional resources available? How do you secure them? Who "owns" the service? Do they support and prioritize the work?) Many reported that their institutions engage in large-scale planning, but do not continue the work to fit the individual service areas into the larger puzzle.
 - c. Organizational structures don't support the aims of the program/operation.
 - d. Lack of knowledge about peer operations and their priorities.
 - e. Library publishing is still a "growing industry"; the future often feels like guess work.

6. **Establishing and revising workflows** is often a manual, complex process requiring deep coordination from all team members, and is difficult because there is a lack of resources (staff time, money) to do it in an efficient, scalable way.
 - a. Past practices quickly become not just obsolete but difficult to bring up to present standards. This is particularly true with workflows: editorial, metadata, moving to xml-workflows, assigning DOIs, etc.
 - b. Existing systems don't support the incorporation of new forms of metadata (e.g., ORCID, ROR).

7. **Marketing** is needed for the publishing program as well as the individual publications being produced, but both the publishing staff and editors/authors often have no experience or training. Creating awareness of the library's publishing service is also complex as some members of campus sometimes don't understand why the library is involved in publishing activities.

8. **Changes in library administrations and budgets** often mean changing priorities. These changes sometimes leave library publishing operations

"Library publishing is spread across a number of different work groups and AUL portfolios. We are now trying to understand where this work needs to live for the best coordination."

without a clear home. Related services are often spread throughout different departments and units. Staff sometimes aren't sure if their services are fully understood or prioritized by their administrations.

A - 2. Business Operations Opportunities

1. Collaborative **strategic planning** activities.

“Workshops on strategic planning or access to sample plans from peer institutions could make this process easier.”

2. Centralized investigation and deployment of information about **standards**, new requirements, workflow development needs, etc.
3. Support for the **development of business models** that include a clear scope, high quality standards, and a philosophy of service that works at-scale. Note that this development could be implemented locally or collectively. If done collectively, local needs and shared standards must be considered.

4. **Increasing staff capacity** to undertake this work and meet the demand for these services. There are many ways to increase staff capacity including hiring or reallocating positions, reducing the scope of service, reorganizing to merge service units, outsourcing to experienced vendors, and developing cross-institutional shared staffing models.

“At the risk of sounding like a broken record: the difficulty is in the complexity and time required. If we were larger, handled the tasks more often, and had a person exclusively dedicated to some of these tasks, I'm sure they'd find ways to automate, streamline, and simplify the work.”

5. Developing a **cross-institutional shared staffing model** that allows for deeper expertise for parts of the publishing workflow (vs. handling all aspects).
6. **Centralizing publishing and related services** to avoid individual program failure due to staff departures, administrative and organizational structure changes.

→ B. Business Relationships or Outreach Activities

Business relationships or outreach is the work that library publishers do to develop and manage partnerships and vendor relationships. Most publishing programs do not have the internal capacity (both time and expertise) to do all the production or business tasks necessary to create high quality scholarly publications. This category also includes the outreach work done on campuses to educate authors and editors about open access publishing generally as well as the services provided by the library's program. Managing business relationships is done by nearly all the staff at all the institutions (see Figure 10).

Library Publishing Task - Business Relationships or Outreach	# of Institutions that Perform Task	# of Individual Respondents Who Perform Task
Provide guidance or education on OA publishing best practices (e.g., copyright, licensing, etc.)	15	30
Manage vendor relationships: Third-party licensing & negotiation for services, publishing platforms, etc.	13	17
Develop and manage partnerships (e.g., society, association, or other partnerships)	14	20
Perform marketing or branding of your publishing services	14	23

Figure 10: Business Relationships or Outreach - Activity Grid Chart

The work involved in managing business relationships was noted as slightly easier than managing the overall business operations, but these tasks remained moderate to difficult for over 50% of the respondents as outlined in Figure 11.

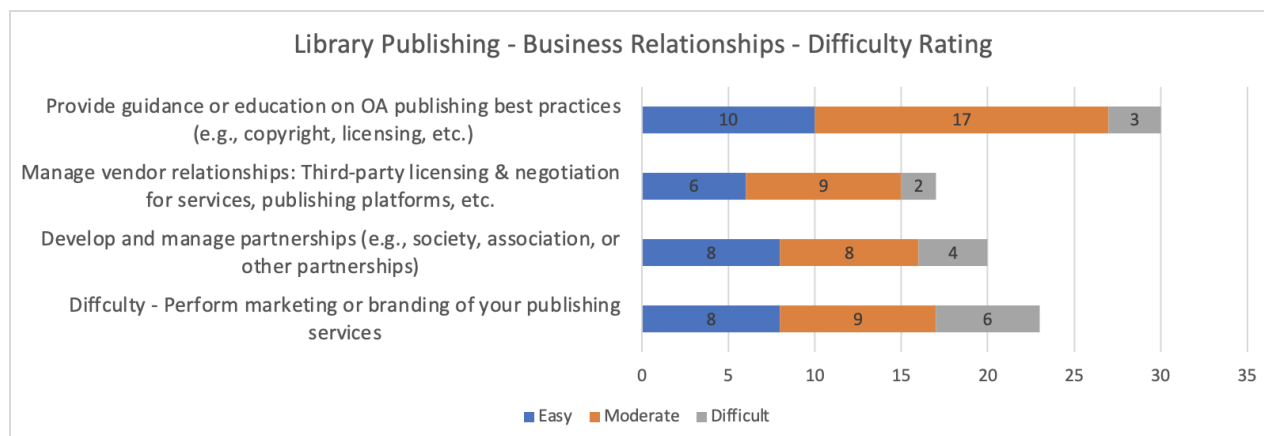


Figure 11: Business Relationships Activities - Difficulty Rating Graph

B-1. Business Relationships & Outreach Challenges

1. **Library publishing programs and university presses are generally siloed from one another** and operate completely separately from one another. This can cause confusion on campus.
2. **Promoting the benefits and advantages of open access** is complex and time consuming. Providing guidance to authors and editors on open access best practices tends toward unique challenges, not generalities.
3. **Developing trusting relationships** requires an investment of time. This is especially true with societies or associations where there is a lot of back and forth to gain understanding and belief in the longevity of the publishing program.

“The largest challenge is to overcome the lack of understanding of the publishing ecosystem among scholars, librarians, and societies. Especially smaller societies who are among our most important clients. They simply lack the resources or capacity to stay informed about scholarly publishing.”
4. **Reliance on other parts of the library’s organizational structure for support** (e.g., technology, marketing, metadata, usage tracking, copyright, etc.) can be challenging if the other units aren’t collaborative or those positions are vacant.
5. **Marketing** will bring more business when these programs are already short staffed. Difficult to collaborate with the communications offices who have their own priorities (e.g., messaging to donors, etc.).
6. Many **vendors are not set up to support small, open access publishers**. Campus policies make contracting with vendors difficult.

“Vendor relationships are difficult mostly from a campus policy perspective.”

B-2. Business Relationships & Outreach Opportunities

1. **Build trust** between library publishers and university presses.
 - a. Strengthen shared expertise between libraries and university presses. Determine where resources can be shared, and how to leverage siloed expertise.

-
- b. Facilitate a process to examine the individual service scope to identify what boundaries should be in place and where greater collaboration could flourish.
 2. **Identify shared needs for outsourced services.** It is important to note here that all university presses, though they are staffed more robustly than library publishing programs, all rely on third party vendors to ensure that all publishing tasks are attended to. Much could be learned from the standards that university presses have established and the relationships that they use in order to meet those standards.
 3. **Centralize the business relationship (contracting) with vendors** that are used by many of the library publishers.
 4. **Develop best practices for partnerships** (e.g., scope of services, memoranda of understanding [MOUs], etc.). The Library Publishing Coalition has a shared collection of these types of resources for their members.
 5. **Develop shared priorities and values across library publishing programs** to support the investment in library publishing across institutions.
 6. **Create well developed, shared marketing materials.** Build in support and training for effective marketing of services.
 - a. Create more awareness of the benefits of open access publishing, academy-led/owned publishing, and why libraries are involved.
 - b. Create educational materials about open access that can be used globally.

"We are managing our existing partnerships and third-party vendors acceptably, but taking on additional partners and vendors would stretch our capacity. How could these be easier: more money, more staff!"

→ C. Technology Operations Activities

The technology category is fairly broad and includes activities that rely upon highly specialized technology solutions. It also includes activities related to selecting and managing technology solutions.

Publishing Task - Technology Operations	# of Institutions that Perform Task	# of Individual Respondents Who Perform Task
Preserve published content	12	24
Experiment with new technologies	14	25
Integrate new technology standards	10	17
Migrate publication formats (e.g., XML to NLM DTD to JATS)	10	12
Migrate publications (from publisher to publisher)	11	15
Develop and build new publication sites	11	16
Upgrade and/or migrate publishing platforms	11	19
Establish and administer publishing infrastructure systems	12	22

Figure 12: Technology Operations - Activity Grid Chart

In this category, as represented in Figure 12, we begin to see that not all library publishers engage in the activities identified. This is, in part, because some programs do not have dedicated developers or other technologists assigned to their units. Library publishers often need to rely on staff members from other departments to assist with the activities associated with their program's offerings. But, another reason that some do not perform these tasks is because they do not have the expertise within their staff, or they don't have the time to learn and engage in them. They are also not using platforms that have technology services built into them (such as bepress Digital Commons, DeGruyter's Ubiquity Press, or Fulcrum hosting services). Some of these are also not performed because they happen infrequently (such as upgrading or migrating publishing platforms).

As shown in Figure 13, technology operations are reported to be rarely "easy" according to the respondents. The moderate and difficult rating for these items always surpasses 65% of responses. Migration efforts - whether the individual publication or the publishing platform - are nearly always rated as moderately hard or difficult. Simply administering the systems is reportedly difficult for most respondents; it represents a large amount of overhead work. Experimenting with new technologies was mentioned in the interviews as essential, but is simultaneously also reported as difficult and hard to find time to do.

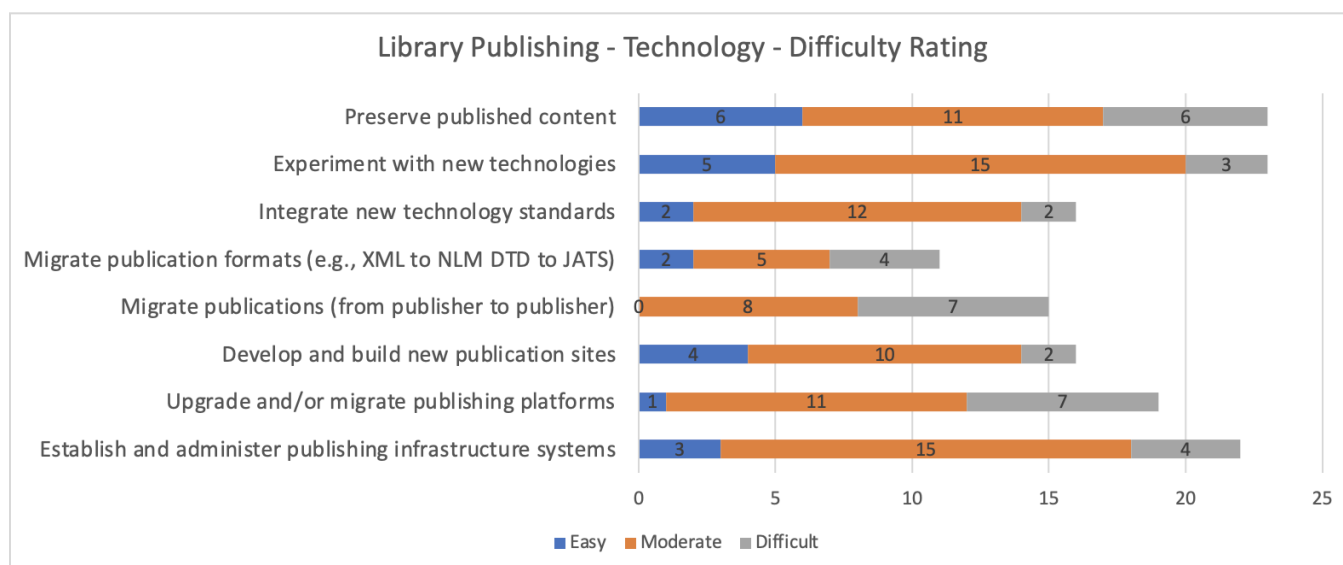


Figure 13: Technology Operations - Difficulty Rating Graph

C-1. Technology Challenges

1. **Selecting and using publishing platforms/technologies** is challenging:
 - a. Time-consuming to experiment and evaluate platforms and tools.
 - b. Access to documentation and training on the system is often lacking.
 - c. Difficult to learn and understand all the functionality.
 - d. Often lacking the support to implement tools and platforms.
 - e. Funding is often not available for desired tools and platforms.
 - f. Assessment is difficult for some because of a lack of a clear scope of service.
 - g. The sheer number of systems, platforms, and software is an issue.

“There are many publishing platform options, and many of them are still being developed with little or no documentation.... Navigating the options, experimenting with the platforms, learning the pros and cons of each and which use case scenario is effective for which platform, and then getting support to implement that platform... All those steps are time consuming and tedious.”

- There is a lot of duplicate work when there isn't system integration.
- h. The difference between “publishing platform” and “institutional repository” is fuzzy. Sometimes, when these tools are managed by separate departments, there aren't standard protocols for determining the best tools for the product being created. Additionally it is sometimes unclear when a publication should also be deposited in the IR.
2. **Content migration** is rarely automated, requires a lot of problem solving, and takes a great deal of time. Vended repository platforms do not make it easy to get data out of the system.
 3. **Publication format migration.** These processes require extensive manual work. Respondents reported using templates, and macros, but that “brute force effort” cannot be avoided.
 4. **Access to the technology.** This includes:
 - a. Not having to rely on another service unit to assist with production and user support tasks.)
 - b. Technology support units are not always aligned with publishing services.
 - c. Publishing services has to compete for developer resources
 5. Comprehensive **preservation solutions are lacking** (especially with the number of

“Preservation is a challenge because of the amount of publication types of publication platforms we use.”

“Preserving published content is a mess for us, preservation in general. We're all trying to fix it. For publishing in general, we have the right plug-ins turned on, I recently discovered not everything has been/is being preserved. So I need to troubleshoot what's going on. Plus some of our publications are on systems that don't have built in preservation tools so those are just backed up like websites are generally.”

publication types and publishing platforms).

C-2. Technology Opportunities

1. **Shared evaluation and testing of publishing tools.** Collaboratively creating requirements documents. Creation of a shared development sandbox w/ a familiar content set.

2. **Collaborative publication platform selection and management.** Identify common platform needs and centralize the management of the technology. This could include shared services, or the platforms could be partitioned.
3. **Streamlined migration of publications.** This includes migrations from one platform to another, but also the migration of existing publications into new platforms.
4. **Automated creation of different formats.** This would likely help with preservation and accessibility issues.
5. **Access to consistent, reliable IT staff and developers.** Robust technology is essential to the success of any library publishing program. Even with tightly scoped services, technologists are needed to develop publications and portals.
6. Development of a **comprehensive preservation system.** Identification of a suite of preservation options for the various publication platforms and publication types.
7. **Continuity and sustainability of service** not dependent on changes to organizational structure changes, strategic planning shifts, staff vacancies, etc. The ability to trust in the longevity of the publishing services for serial publications is essential. Editors and authors need to be able to rely on the commitment to the production and long term stewardship of their scholarship.

"...some sort of centralized or group infrastructure for some of this might help us all gain some efficiencies -- but that would certainly need more discussion and exploration to verify and understand how."

→ D. Editorial Work Activities

A good portion of editorial work - academic editing - on scholarly journals and monographs is done by scholars who serve on editorial boards and those who participate in peer review. In addition to that effort, many publishers participate in the editorial work alongside the scholars — either through providing advice, or implementing and enforcing policies, or providing copyediting services. For both, the editorial work is immensely important. Because the effort differs for books and journals, the data for this section is broken out as much as possible by those two categories in the Figure 14 and 15 below. Figure 14 displays the data in chart format and Figure 15 as a graph.

Publishing Task - Editorial Work	Books		Journals	
	Institutions	Individuals	Institutions	Individuals
Problem-solve publication issues (authorship, format, copyright issues, etc.)	8	10	10	10
Investigate potential ethics violations	5	5	5	5
Track and report publication analytics and metrics	9	9	9	10
Market or advertise publications	5	5	5	5
Develop publication branding	6	6	6	6
Recruit and retain editors and reviewers	3	3	4	5
Solicit new content for publications	4	4	2	2
Implement/enforce policies/procedures	3	3	2	2
Develop editorial policies and procedures	7	7	6	6
Participate in editorial board work (meetings, reviews, etc.)	3	3	3	3

Figure 14: Editorial Work - Activity Grid Chart

This data shows that many scholarly publishing editorial tasks are not being undertaken by the current publishing service operations. In the case of investigating ethical violations and soliciting new content for publications, it is possible that there hasn't been a need yet to undertake the activity. For other activities it is very likely that the efforts are the responsibility of the editorial board. Some activities, however, show that there is a lack of (likely helpful) guidance or standards from the library publisher to the editorial board in the areas of branding, marketing, developing editorial policies and procedures. Respondents were not asked about the effects of artificial intelligence on editorial work.

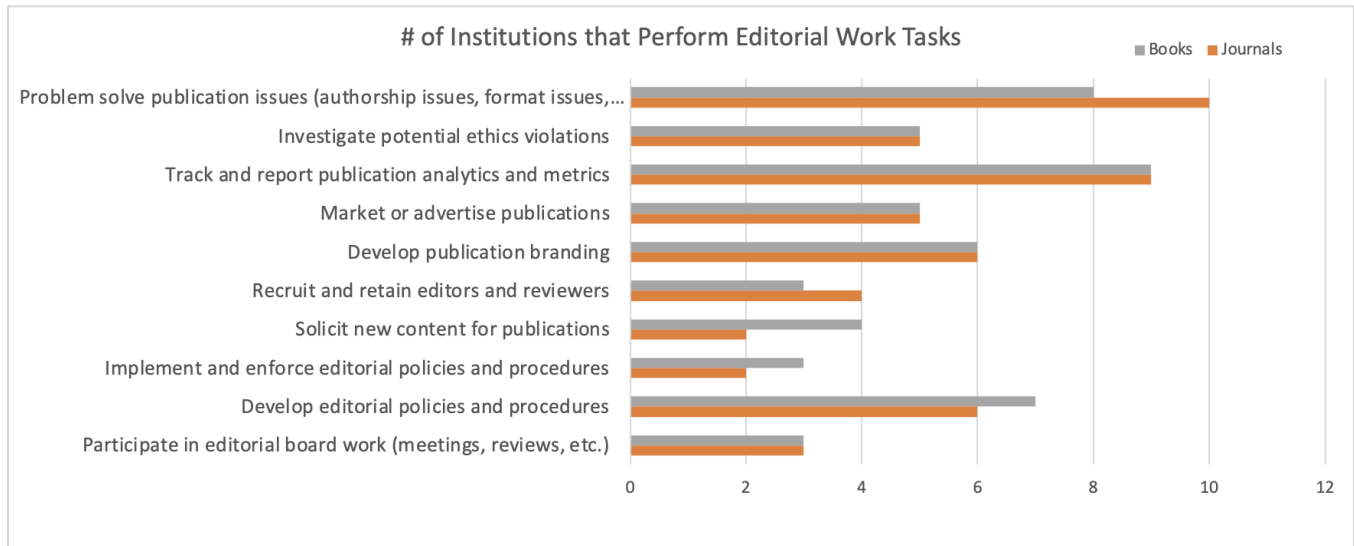


Figure 15: Editorial Work Activities - Count of Institutions Graph

Figure 16 shows that the difficulty levels for editorial work begin to shift toward easy to moderate with many fewer “difficult” ratings. Note that the respondents were only asked to rate the difficulty of the task itself, not to break it down by books vs. journals. For the activities that are not performed by the institutions, it would be interesting to know if and when these activities are expected to be completed by the scholars involved in the publications. More research would need to be done to understand if there are standard expectations and how difficult these activities are for the scholars to undertake.

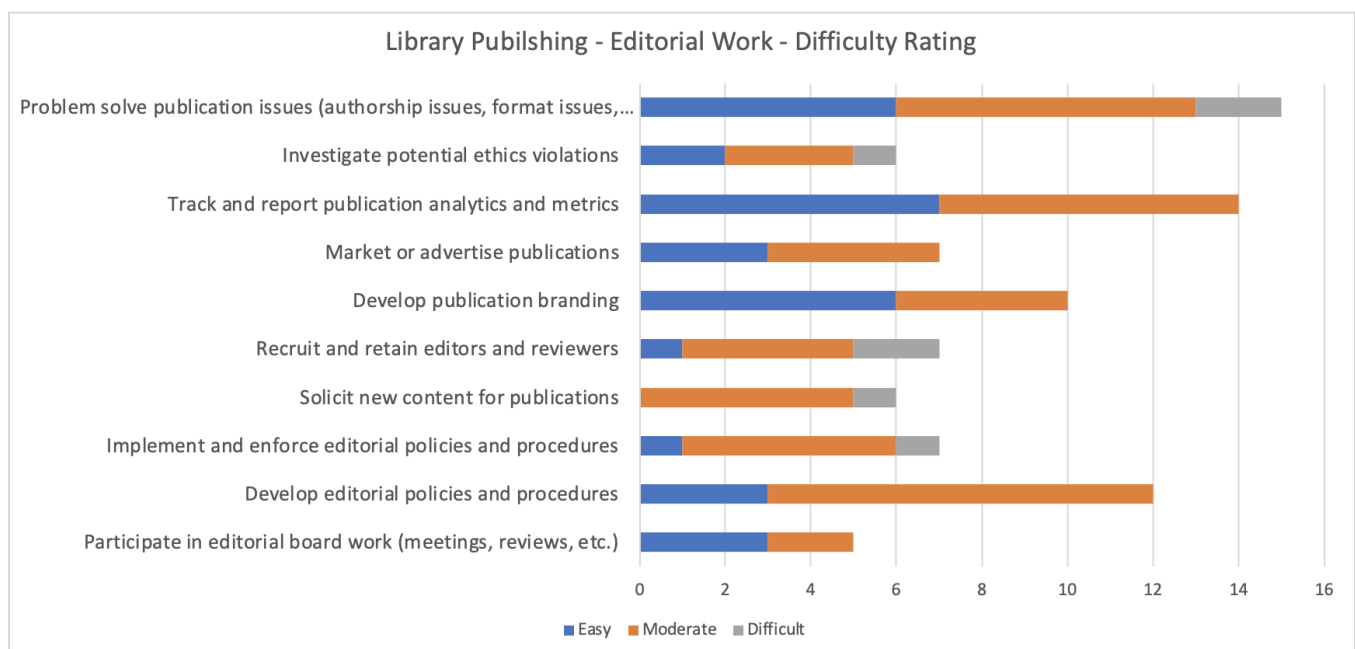


Figure 16: Editorial Work - Difficulty Rating Graph

D-1. Editorial Work Challenges

1. **Recruiting editors and peer reviewers** is difficult because they have many demands on their time. Fewer universities are offering course releases or support for grad student assistants. Faculty seem overworked and not rewarded for this effort.
2. **Supporting the full workflow** to produce high quality monographs, journals, and textbooks. Deep expertise in all aspects of the editorial processes is difficult to build and maintain. Understanding and staying up to date on standards and guidelines is hard to prioritize.

“Many demands on faculty time and the uncertain rewards of participating make editor recruitment difficult.”

“This isn't terribly challenging, but I need to stay on top of developments/guidelines from organizations like COPE. Basically this isn't just one-and-done. I suppose this could be easier if I didn't have to seek out the information myself and I got notified if official guidance changed.”

3. **Training new editors and authors** takes a lot of time. Editors can be demanding about improving system functionality.
4. **Marketing and branding** are seen as important but the skillsets aren't always there and the priority is on creating high quality, trustworthy content.
5. **Assembling usage and impact data** is problematic and incomplete. Different systems use different methods for counting “usage.” OA copies proliferate and are difficult to track. Additional metrics tracking is expensive.
6. **Boundaries between publishing staff and scholars/editors** can be difficult when it comes to setting and following policies, investigating possible ethics violations, deciding on features and functionality (that come with resource needs), etc. Expectations aren't always clearly set, and not always followed.

D-2. Editorial Work Opportunities

1. **Shared staffing models** that build redundancy and allow for greater depth of expertise.

2. **Shared training sessions and development of training materials.** Platforms that are used across multiple institutions could develop common guides, and hold shared training sessions.
3. Compilation of **shared publishing standards, and centralized tracking of new requirements.** Identify common production standards that boost quality. Identify a systematic method for keeping standards current and awareness high.
4. Shared standards and tools for compiling and analyzing **usage and impact data.**
5. **Standardized memorandums of agreement** to bring clarity to the scope of services offered, and the roles and responsibilities of all stakeholders.

→ E. Production Work Activities

Production tasks are those associated with taking the raw materials of a publication and turning them into a fully developed published work. As listed in Figure 17, this includes the product design, styling and copyediting, peer review, and submission management. A large number of institutions/individuals do not perform all production work activities that are associated with scholarly publishing. And, not all production work activities may be deemed necessary for a publishing program depending on the scope of services.

Library Publishing Task - Production	Books		Journals	
	Institutions	Individuals	Institutions	Individuals
Manage multimedia content within publications	9	9	6	6
Perform or manage illustration work for publications	5	7	2	2
Perform design work for publications	4	5	4	4
Perform or manage layout & composition of publications	9	12	6	7
Perform copy-editing, proofreading, & styling of materials	7	9	4	5
Perform language and substantive editing	4	5	2	2
Manage technical reviews	1	1	1	1
Manage statistical reviews	0	0	1	1
Manage peer review process	2	2	1	1
Track work on publications	6	7	4	5
Manage submissions (copyright, conflict of interest, etc.)	4	5	1	1
Plagiarism detection	0	0	1	1

Figure 17: Production Work - Activity Grid Chart

Additionally, some production work activities are often outside the standard offerings of publishing programs, such as offering options for including multimedia content or design services. Very few respondents are engaging in the management of technical or statistical reviews, peer review processes, or plagiarism detection. There are also areas where the technology employed automates the processes (such as managing submissions). As with editorial work, some of the production work (e.g., the copy editing, proofreading, managing copyright, etc.), might expected to be completed by the scholars (i.e., the editors and

authors) but those tasks might also be some that are omitted from the publishing process. This is a further area of exploration, and a question of how standards might intersect with collective action aims. It wasn't explored in this study, but precisely what standards should be expected for library publishing programs?

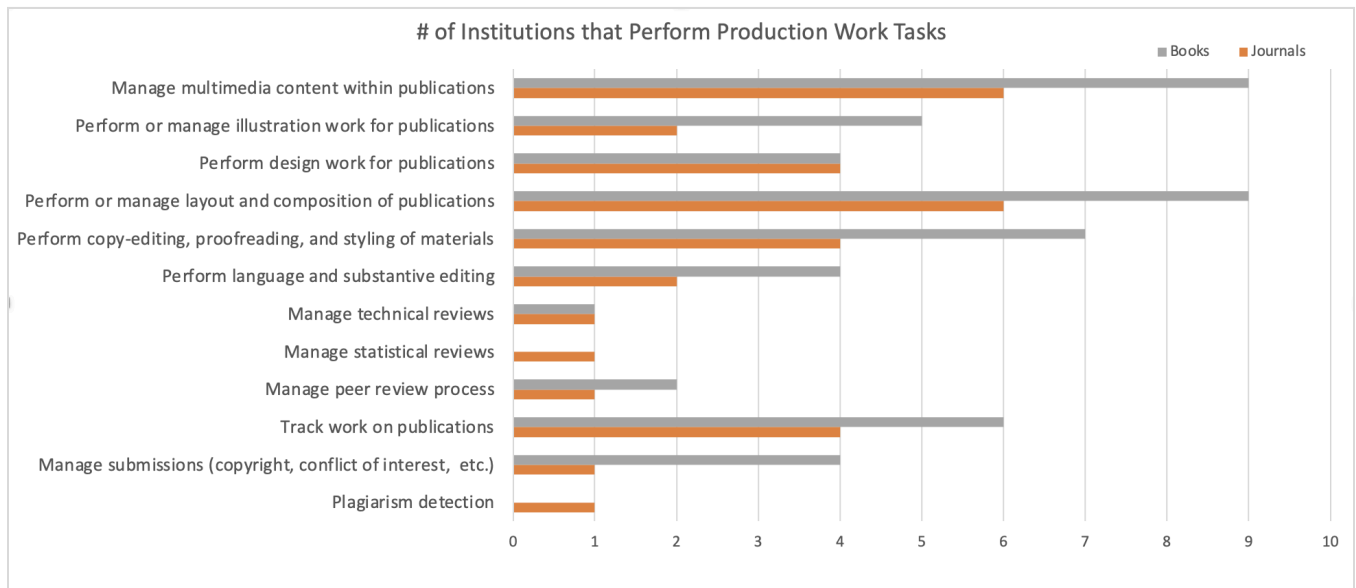


Figure 18: Production Work - Count of Institutions Graph

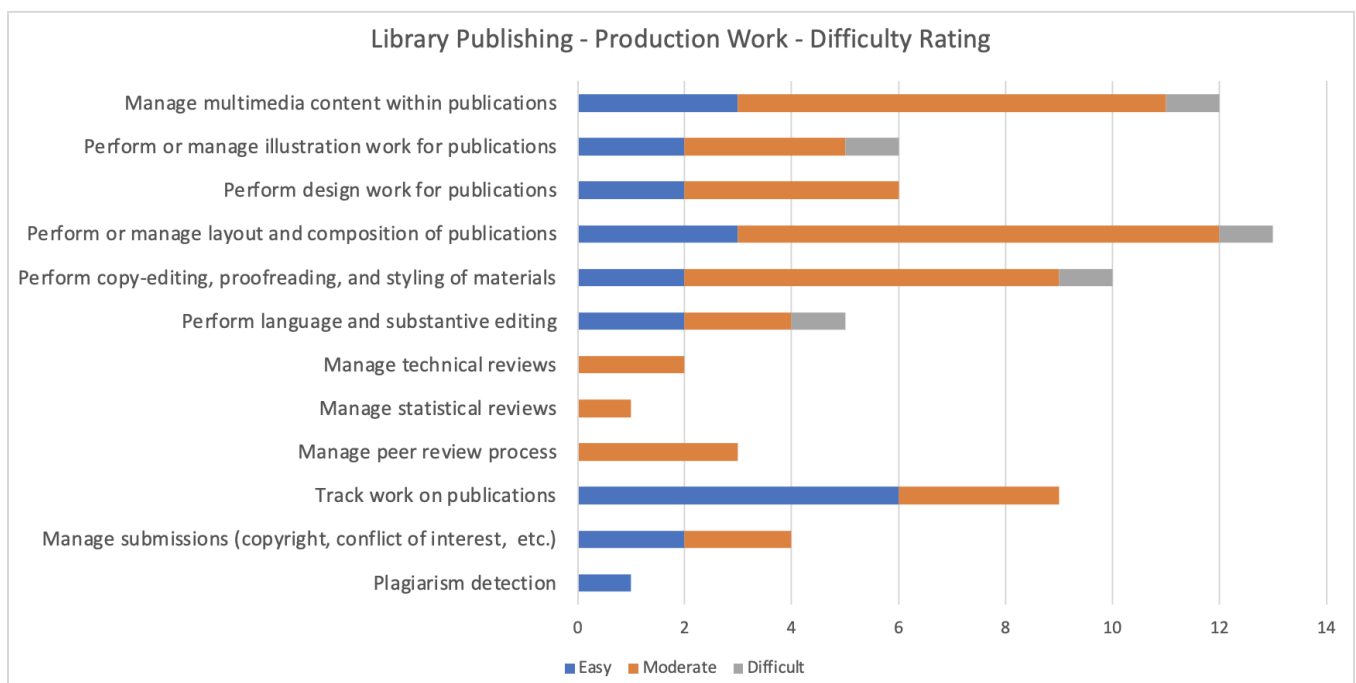


Figure 19: Production Work - Difficulty Rating Graph

As with editorial work, the difficulty rating, as shown in Figure 19 above, for production work moves toward easy to moderate with very few difficult ratings. The difficulty ratings for the activities are not able to be separated by books and journals though some tasks are singular to the publication type.

Production work has been described as the steps it takes to turn a document into a publication. The desire by many library publishers to work “at scale” and to create programs that influence the scholarly communications marketplace is in conflict with the current level of production service offerings. Commercial publishers can offer many of these services, and, especially scholars working in the sciences, expect this level of service. More research is needed to determine what scholars consider to be essential to qualify as high quality editorial, production, and dissemination practices.

The survey attempted to question practitioners about each publishing activity only once, and “accessibility” ended up being listed in the post-production work section below. During the interviews and feedback sessions, many respondents noted that the work to ensure accessible publications must happen throughout the entire production process as it helps with styling, setting color contrast, and other formatting issues at the source.

E-1. Production Work Challenges

1. **Volume of production work exceeds capacity.**

Limited staffing makes assistance in this area difficult. Additionally, the number of tasks and the expertise required is often not available within one person.

“Production is not usually complicated but the volume of work presents some challenges.”

2. **Design work** is complicated and is often not clearly defined in the scope of service. Staff with design expertise are rarely available within publishing service teams.

3. **Boundaries between the publishing staff and editor responsibilities** are not always clear. Standard agreements about the level of production work that can be

“We typeset for some of our journals, and that's always time-consuming... We also sometimes spot copyright issues and will let editors know. Sometimes boundaries are hard here--we don't want to step on editorial toes. Also, if the typesetting has issues and we're going back and forth with editors, that's time-consuming/challenging. Sometimes, depending on their skill, it would be easier to do it ourselves. But taking on more typesetting is not something on my to do list.”

accomplished by the teams don't always exist. Staff go above and beyond to meet the needs of the editors/authors, but that amount of effort doesn't scale.

4. **Publishing systems aren't always interconnected.** For instance, adding multimedia content can be difficult if there isn't a streaming server available. Linking between institutional repositories and publishing platforms is not always straightforward and presents "just another hurdle."

E-2. Production Work Opportunities

1. **Shared contracting with third party vendors** for copy editing, layout, typesetting, etc.
2. **Shared service model** would potentially allow staff to specialize in areas allowing for greater resourcing of production work activities.
3. **Establishing shared production standards and expectations.** Production standards vary across the BTAA library publishing programs. Establishing baselines, with clear workflows and processes could assist in creating quality controls and shared effort.
4. **Shared systems for tracking work on publication development.** Tracking the development phases of each publication can be overwhelming when many publications are being worked on. Having a system that helps manage each publication as a project was noted as something that would benefit many of the institutions.
5. **University press and library publishing collaboration.** University presses have well established practices and methods for tracking work. Library publishers would benefit from learning more about the standards used at presses, and from the processes that are employed.
6. **Accessibility.** Investigate and establish process improvements, and develop standards throughout production workflows to ensure publications are fully accessible.

"Production work is labor intensive, but there may be ways of making it more automated."

→ F. Post-Production Work

Once the publication has been created, the work isn't done. The materials need to be moved from the development environment into the production environment, metadata needs to be created, accessibility standards need to be adhered to, and the materials need to be added into distribution systems. Ideally, implementing accessibility standards has happened throughout the entire workflow, but accessibility is listed here as the final check. All of these activities are essential to the discovery and ease of use of the publication and are listed in Figure 20.

Library Publishing Task - Post Production Work	Books		Journals	
	Institutions	Individuals	Institutions	Individuals
Print and distribute physical editions/issues	6	7	0	0
Publish works (move from development to production)	10	14	8	11
Generate XML or other formats	6	7	7	8
Register DOIs	8	11	12	17
Create publication metadata, tagging	8	12	10	13
Perform accessibility checks on publications	8	10	7	8

Figure 20: Post-Production Work - Activity Grid Chart

Another view of the number of institutions that perform post-production tasks is shown in Figure 21.

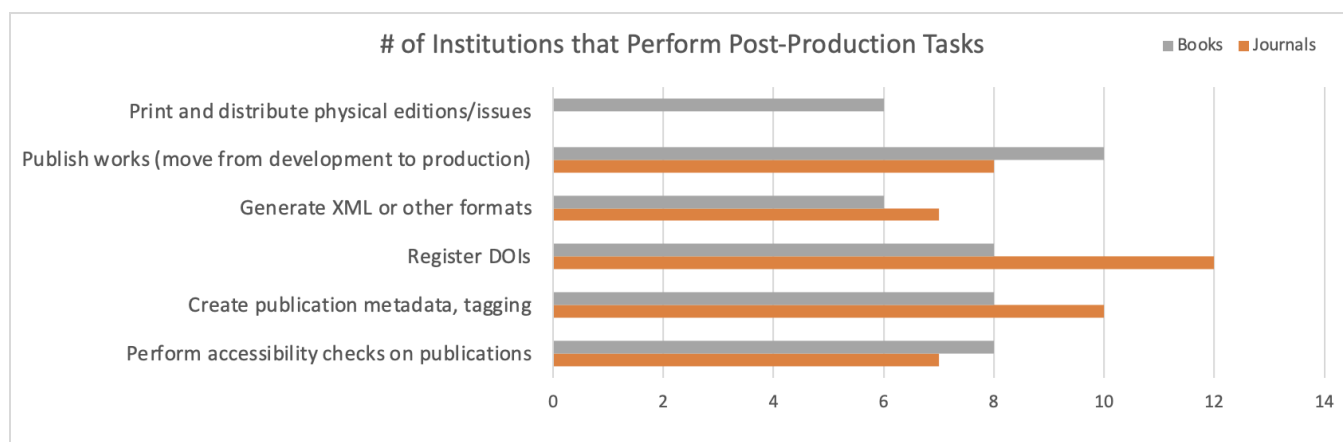


Figure 21: Post-Production Work -Count of Institutions Graph

Of all the publishing activities evaluated, post-production work is rated as the easiest for library publishers (see Figure 22). This makes sense as these activities are the closest to traditional library work. This results in fewer challenges and opportunities on the survey data; however, the number of institutions not engaging in some of these tasks (as well as comments during interviews) indicates there are significant challenges in some of these areas.

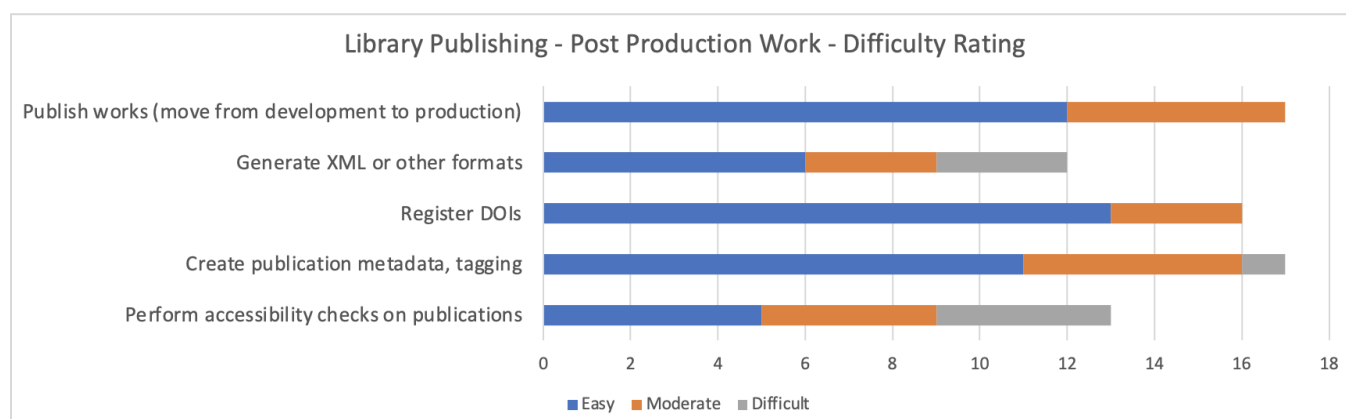


Figure 22: Post Production Work - Difficulty Rating Graph

F-1. Post-Production Work Challenges

1. **Accessibility.** Ensuring that all BTAA library published works are meeting current accessibility standards is a major problem. Staff are not trained in this type of work, and there are not enough staff available to perform the amount of work necessary to have fully accessible publications. Works are published in many different formats and languages requiring numerous additional steps and workflows (e.g., non-Latin scripts, media files, etc.). The platforms used by library publishers do not have built-in accessibility checkers.

"If we suddenly need to take on a lot more accessibility work for all PDF-based journals, I don't know how that can happen without additional staff. I also don't think most of the editors are capable of doing that work themselves or even willing to try. I'm hesitant to try to recruit more journals because I don't know if we can fulfill our part of the commitment depending on what happens with accessibility expectations."

2. **DOI registration** can be difficult. It is not designed for, nor friendly to, small publishers. DOIs for book chapters was noted as a particular challenge.
3. Past practices for **metadata** creation can quickly become obsolete and difficult to bring up to present standards. Getting accurate and complete metadata out to the various channels can be time intensive and often relies on manual processes.

F-2. Post-Production Work Opportunities

1. Creation of **standard accessibility review and remediation processes**, or shared contracting with accessibility reviewers.
2. The work of **assigning DOIs** would benefit from shared contracting with vendors. Many institutions are not minting (e.g., creating and assigning) DOIs for publications which highlights another area where shared quality standards would benefit the publications being created.
3. Implementation of a **shared project management system** that would allow production and post-production tasks to be managed more efficiently and with fewer errors.
4. More **training on the creation of metadata and tagging**.
5. Increased **collaboration between university presses and libraries**. While this report doesn't highlight the challenges that are faced by presses, post-production work is an area of strength for libraries. The expertise and skill that is present would benefit the university presses that are still shifting from print, to digital, and now to open access.
6. If demand exists, **implementation of print on demand services**. University presses use these services extensively and they are considered to be well-established within the publishing industry with relatively low overhead for setting up the service.

"We could manage [the post-production tasks] more efficiently and with fewer errors if we had a project management database and more training on metadata and tagging, as well as more staff to handle creating metadata."

Library Publishing's Relationship to University Presses

Though this report does not dive into the data collected from the BTAA university presses that participated in the survey and the interviews, there are some overlapping areas of opportunity that should be considered. As noted above in some of the specific opportunity sections, the university presses have significant expertise that would benefit the library publishing community's processes and practices. As also noted above, the libraries of the Big Ten also have unique expertise that would likely benefit the university press community's processes and practices.

Additionally, the [Big Ten Open Books pilot project](#) to build a 100-title collection of open access monographs previously published by Big Ten university presses on the topic of gender and sexuality studies concluded in August 2023. The pilot phase has resulted in specific recommendations for the Big Ten Open Books' next phase, the [project development phase](#) that are relevant in their similarity to some of the opportunities listed for library publishing. Those goals are:

1. Implement a **scaled, holistic, and sustainable business model** to fund the creation of open-access collections of published scholarly ebooks from multiple presses.
2. Create **scholarly engagement opportunities** by convening diverse groups of scholars to establish and encourage impactful interaction with open-access content.
3. Create a **standardized copyright review process** for analyzing existing rights and converting previously published works to open-access editions.
4. Articulate and implement a sustainable technology framework for creating **well-preserved**, and **fully accessible** open-access book collections.
5. Establish **robust metrics of usage and indicators of engagement** to understand the real-world impact of university press publications. Adopt systems to communicate this information.

These recommendations have significant overlap with some of the areas of opportunity for library publishers. Conversations between these two values-aligned groups should be fostered to encourage knowledge sharing and collective problem solving.

Community Input on Collective Action Directions

During September and early October of 2023, the BTAA's library publishing professionals assembled to discuss the challenges and opportunities presented in the initial draft of this report in order to provide input on the recommendations for collective action. As with OCLC's report, *Operationalizing the BIG Collective Collection*⁶, the foundational tension underlying these conversations is determining the appropriate scope of collective action so that it brings benefits to each institution, while ensuring that local autonomy remains where it is essential. Dempsey, et al. put it this way: "A major contention...is that consortial working involves tradeoffs between consolidation and autonomy." As Karla Strieb, an early reviewer, astutely noted: Investments in collective action ideally create efficiencies, free up resources, and ultimately allow for greater autonomy to meet local needs.

As we approach discussions of collective action for each new area within the BIG Collection's expansive container, we need to surface the issues and opportunities unique to each space. The depth and scope of collective action can, and likely should, be different depending on the level of cooperation that has already been in place, and the benefits that can be achieved. As such, the framework for collective action in interlibrary loan will likely look very different than what it will initially for library publishing. When proposing a range of collective action recommendations, the BIG Collection report writers also noted that "If they [the BTAA libraries] agree to a stronger commitment, they will need to put in place a strategy aligned with shared expectations, and also to strengthen processes around decision-making, shared investment, and planning."

With this as the framework, theme areas for collective action were discussed. A base listing of themes were presented and participants added to the list of potential areas to be considered. The following is the complete list of potential themes for collective action:

- Scoping of services and business model development - both for individual library publishing programs, and for collective action
 - Strategic planning, setting priorities
 - Shared and adopted definition of "publication" and "publishing"
 - Publication types included in the service model
 - Financial structures for supporting the work
 - Establishing shared vision, principles, and values
 - Partnering to expand the scope of work

⁶ Dempsey, Lorcan, Constance Malpas, and Mark Sandler. 2019. *Operationalizing the BIG Collective Collection: A Case Study of Consolidation vs Autonomy*. Dublin, OH: OCLC Research. <https://doi.org/10.25333/jbz3-iy57>.

- Governance models
- Sustainability
- Overall need for a shared vocabulary and framework for communication

- Publishing skills & operational standards
 - Shared documentation
 - Workflow requirements
 - Editorial standards
 - Production and post-production quality markers
 - Automation (e.g., creation of formats)
 - Accessibility
 - Preservation
 - Discoverability
 - Usage and impact data (e.g., gathering end user feedback)
 - Project management skills

- Technology environments (e.g., publishing platforms)
 - Tool evaluation and testing
 - Shared platforms
 - Shared templates (e.g., OJS/journal article templates)
 - Publication/Data portability (import/export from older platforms)
 - Ongoing maintenance/improvements to Open source projects/platforms
 - Flexible technology environments to support changing academic resources

- Service model
 - Increasing staff capacity
 - Building deeper expertise

- Vendor relationships (e.g., contracting services).
 - Editorial services
 - Production services
 - Print on Demand
 - Project tracking software
 - Vendors for Discovery channels

- Library + university press collaboration
 - Shared expertise
 - Development of standards in common areas of concern (e.g., preservation, accessibility, discoverability, etc.)
 - Awareness and recognition of disciplinary differences

- Community Engagement
 - Cross institutional dialog: sharing, discussion space, commonalities
 - Shared documentation between library publishing operations
 - Education (shared resources/documentation and perhaps services):
 - Open access education
 - Editor and author publishing training/best practices
 - Copyright education, requirements, review
 - Education of institutional leaders
 - Faculty outreach and education of publishing ecosystem
 - Cooperative Marketing
 - Celebrating successes and promoting/branding projects
 - Recognition and support for disciplinary differences

- The role of professional associations

Identified Priorities

The participants of the feedback sessions were then asked to prioritize 3 actions they believed were important to undertake as a community. Those are broken down here, and as much as possible, ranked by the number of participants that raised them. It is important to note that there was a bell curve in the responses: a small number of participants preferred to limit collective action to establishing a community of practice. The majority wanted to build upon that and find additional areas of cooperation on a variety of fronts (e.g., shared vendors, accessibility, discovery, marketing, etc.). And a corresponding smaller group that expressed ideas that require much more integration in operations (e.g., shared editorial workflows, shared staffing models, etc.).

Suggested Actions

The specific suggestions for collective action fall into two broad categories. The first area is everything associated with building community, and the second area includes a wide variety of process/product improvements.

Category 1: BTAA Community Development and Shared Framework for Collective Action

- *Establish a BTAA Community of Practice*
 1. Create interest groups to discuss common challenges, share solutions
 2. Establish a communication tool, preferably something more robust and effective than another listserv.

-
3. Share examples of collaborations, understanding successful library publishing + university press partnerships with one another.
- *Create a Shared BTAA Publishing Framework for Collective Action*
1. Conduct strategic planning with key stakeholders (include university presses)
 2. Develop shared vocabulary (e.g., definitions, principles, and values) before we start any work together. Define what brings us all together.
 3. Develop shared standards for production and output quality. Determine what can be done collectively to improve quality (e.g., editing standards, discoverability, shared templates)
 4. Develop a shared vision for where we are going together, how we will move forward
 5. Identify financial structures for the business operations

Category 2: Process & Product Improvement

- *Accessibility*
1. Identify standard processes and tools to improve accessibility
- *Standards*
1. Establish shared editorial standards and workflows / checklists (ethics statements, etc);
 2. Create shared training materials, host training sessions collaboratively.
- *Awareness*
1. Identify standard processes and tools to improve discoverability
 2. Conduct cooperative marketing to improve awareness of programs and publications
 3. Create an inventory of all the BTAA-published publications
- *Support Services*
1. Establish shared vendor relationships that provide a reliable pool of resources (e.g., shared freelance pool for copy editing, print on demand options, etc.)
 2. Establish collaborative planning for open source software development (e.g., collective requests for feature enhancement, shared development initiatives w/ local resources, etc.)
- *Platforms*
1. Establish a centralized, shared license for publishing platforms/technology.

Community Expressed End Goals

As with the priorities, when the participants were asked to share their vision for what library publishing at the BTAA will look like in 5 years, the responses ranged from having established an engaged community to having built shared infrastructure and services. The following statements represent some of the sentiments and themes that were expressed; they are not word-for-word transcriptions.

Retain
More
Local
Control

- Our **community of publishers** has established regular communications, resource and information sharing, agreed upon standards within collective action initiatives, and have knowledge of each others' programs.
- The BTAA library publishers have a **shared focus** on enabling robust, innovative, and accessible open access publishing opportunities.
- The BTAA **works as a connecting point** for editors, authors, and readers who want to reach our publications.
- Across the academy, the BTAA **creates visibility and discovery of the publications** of its member organizations (through catalogs, discovery systems, and marketing and promotion efforts).
- The BTAA is a 'home' for **recognized high quality, trusted, scholarly and academic open access publishing**. The BTAA is a **recognized brand in scholarly publishing**.
- Collectively, we work to **amplify marginalized voices, and elevate and integrate community voices** in our publications, and ensure our **publications are accessible** and flexible.
- The BTAA offers a **collective shared services platform** for members via discounted or shared **external vendor partnerships** (copyediting, typesetting, POD) that is ideally academy-owned.
- The BTAA is a **sustainable cooperative**, sharing maintenance and support overheads, that offers networked services, shared infrastructure, shared training and education, and best practices to BTAA institutions while allowing the **autonomy required to meet local needs**.
- The BTAA has a clear **governance model to support shared staffing, platforms, and infrastructure**, which will allow the community to improve discovery, make smarter storage and preservation choices, and decrease duplication of effort.

Realize
Greater
Collective
Action

Recommendations: Proposal for Collective Action through FY2025

The BTAA’s Library Publishing community is ready for action. The challenges are known and the opportunities are exciting. The work to strengthen our academy-owned publishing operations falls within the BIG Collection’s Open Publishing goal for reaching the first milemarker of providing any content, to anyone, from anywhere... now and in the future. The Open Publishing goal is to: "Create the tools and methods that will enable the members to 'advance increasingly open, more equitable scholarship", and the associated action item is to: "Support collective action for library publishing programs through the development of shared infrastructure and services." To do that, three streams of activities are being proposed as shown in Figure 22, and described in text below.

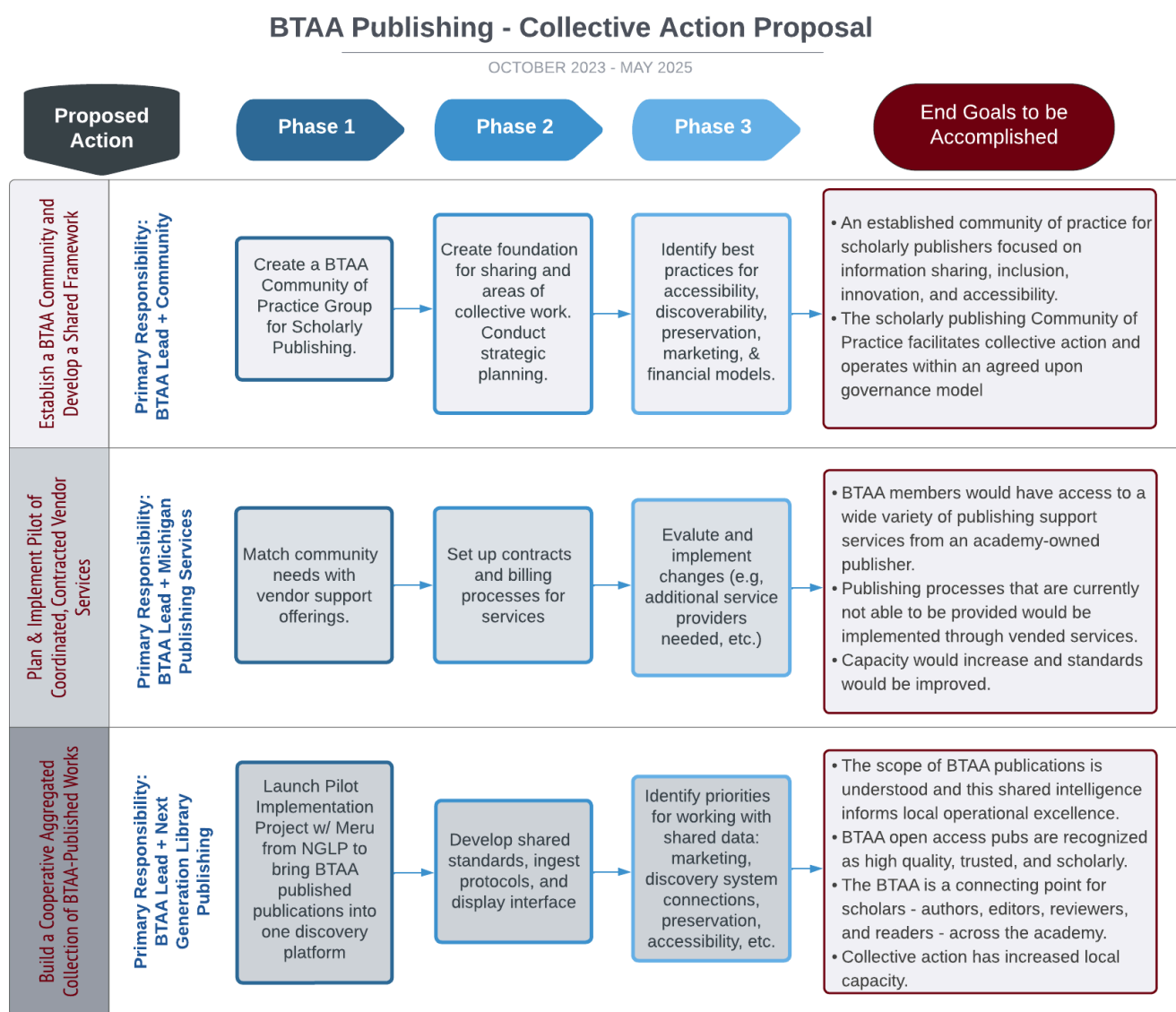


Figure 23: Diagram: BTAA Publishing - Collective Action Proposal Streams

Action #1: Establish a BTAA Community and Develop a Shared Framework

Description:

Establish a BTAA Community of Practice for Scholarly Publishing, with the BTAA VPO for Academy Owned Scholarly Publishing as their initial BTAA representative. The community would develop a charter for the group to outline clear roles and responsibilities, and specific outcomes (e.g., drafting shared definitions for publications, shared strategic planning, identifying priorities for desired vendor provided services, etc.). The Community of Practice would establish a governance model, in relationship with the BIG Collection Steering Committee and the BTAA Library Initiative's current governance structure, for shared goal setting, pilot projects, and timelines in order to identify best practices for accessibility, discoverability, preservation, marketing, financial models for collective action, etc.

End Goals That Would be Achieved

- An established community of practice for scholarly publishers focused on information sharing, inclusion, innovation, and accessibility.
- The scholarly publishing Community of Practice facilitates collective action and operates within an agreed upon governance model.

Work Breakdown

Phase 1

- Create a BTAA Community of Practice for Scholarly Publishing with a clear charter containing the group's purpose, resourcing of the group, membership of the group, and concrete deliverables for collective action.

Phase 2:

- Develop community norms
- Identify best practices for sharing
- Formulate standard definitions, guiding principles, & vision

Phase 3:

- Identify priority areas for collective work
- Identify methods for investigating and making recommendations for best practices for areas such as accessibility, discoverability, preservation, marketing, financial models for collective action, etc.

Action #2: Plan & Implement Pilot of Coordinated, Contracted Vendor Services

Description

Create a pilot program to offer vended publishing services to BTAA institutions. Services could include copyediting, typesetting, JATS XML and EPUB creation, accessibility assessment and remediation, MARC record creation, as well as support for other publishing activities such as hosting content, print on demand, etc. The BTAA would pilot a contract with a single vendor, the University of Michigan Publishing Services, who is able to provide a wide variety of infrastructure and support services to meet the expressed needs of BTAA library publishers. The BTAA would facilitate the contract that would allow the BTAA members access to all services provided by the vendor.

End Goals That Would be Achieved

- BTAA members would have ready access to a wide variety of publishing support services from an academy-owned publisher.
- Publishing processes that are currently not able to be provided would be implemented through vended services.
- Capacity would increase and standards would be improved.

Work Breakdown

Phase 1

- Survey community needs for support
- Determine relevant service portfolio of offerings from Michigan Publishing Services

Phase 2

- Set up contracts and billing processes for services

Phase 3:

- Evaluate services and processes
- Identify changes (e.g, additional service providers needed, etc.)

Action #3: Build a Cooperative Aggregated Collection of BTAA-Published Works

Description

With the goal of improving access, and to lay the foundation for collective action between publishers at BTAA member institutions, pilot the creation of an aggregated collection of BTAA-published works from multiple publishers. This collection of BTAA-published content allows the community to fully understand the type of resources that are being published, and opens up many possibilities for shared effort. Opportunities such as creating awareness of our shared publishing activities through shared discovery system integration, as well as shared marketing and promotion of the content. While still allowing for the display of a single institution's works, an aggregated collection of BTAA-published works would also support standardization of publishing workflows, and provide opportunities for shared preservation, and accessibility assessment and remediation.

This would be accomplished through a pilot implementation of the Next Generation Library Publishing's Meru Platform. Meru is an open source display-layer solution that can ingest content from existing, widely adopted publishing platforms (such as Janeway, OJS, and DSpace) into a unified discovery and display interface. Beginning with a pilot implementation would demonstrate proof of concept and would facilitate development work on Meru to ingest content from platforms that are currently not supported, but in use within the BTAA.

End Goals That Would be Achieved

- The scope of BTAA publications is understood and this shared intelligence informs local operational excellence.
- BTAA open access pubs are recognized as high quality, trusted, and scholarly.
- The BTAA is a connecting point for scholars - authors, editors, reviewers, and readers - across the academy.
- Collective action has increased local capacity.

Work Breakdown

Phase 1

- Develop a pilot implementation project charter to bring BTAA published publications into one discovery platform.
 - Refine scope of project: participants, data targets, etc.

Phase 2

- Develop standards for inclusion

- Develop ingest protocols with NGLP & Cast Iron Coding
- Develop shared display interface

Phase 3:

- Identify priorities for working with shared data: marketing, discovery system connections, preservation, accessibility, etc.

Actions in Relation to One Another

This visualization, Figure 23, illustrates how these three streams of proposed actions relate to one another.

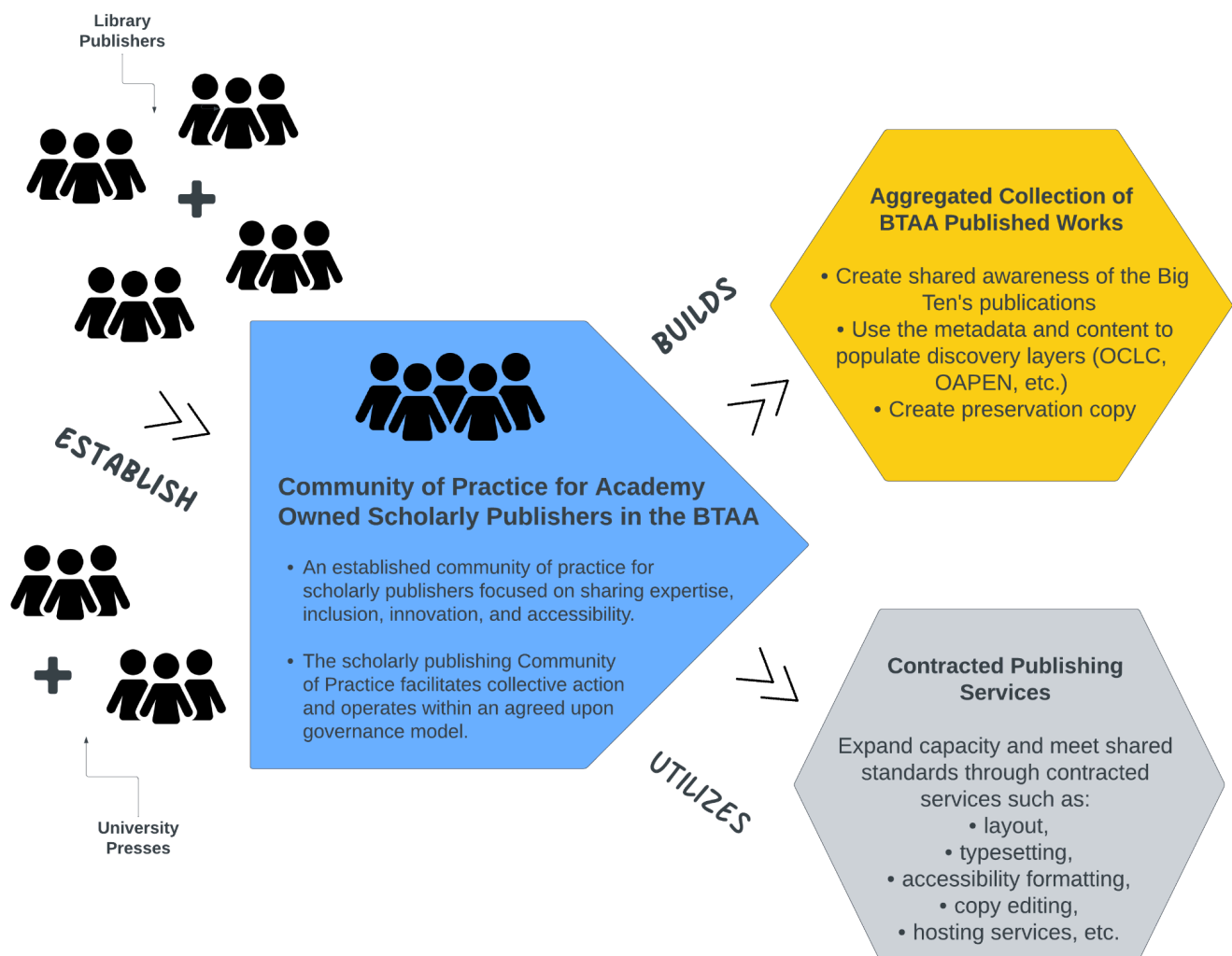


Figure 24: Diagram: Collective Action Streams

Conclusion

The three proposed actions are related to and build on one another. A clearly defined cohesive community, built on trust and a shared framework, is required for collaborative efforts to thrive. Vended services, to fill existing gaps in standard publishing processes and create increased capacity, will strengthen all library publishing operations. Creating a “sandbox” for all the BTAA-published publications will allow the community to engage in at-scale efforts that are too challenging for individual operations to solve including shared discovery, shared marketing, and shared preservation of content.

For collective action to thrive, a cohesive community, built on trust and a shared governance framework must be established. The first recommended action creates a space for the library publishing community to grow together. The individual participants also need to be operating with shared standards and within their resourced capacities.

Offering vended services, from a trusted, academy-owned partner such as Michigan Publishing Services, will provide the individual publishing operations the opportunity to scale their own work, implement more robust workflows, and ensure they are meeting scholarly publishing standards. It is important to note that Michigan Publishing Services is organizationally aligned with the University of Michigan Press. They are unique in their integrated operations, as well as in their shared publishing platform, Fulcrum. Because they have contracted with a robust network of vendors, they are poised to extend those relationships and serve as a third party connector for the other BTAA institutions that would find managing even one or two of those relationships onerous.

Once the BTAA's library publishing community has been brought together, and they have been able to fill in the gaps within their individual workflows, the real power of the BTAA network can be fulfilled through a shared display of the content being published. The time savings in creating a unified display, that can also showcase an individual publisher's works, is powerful on its own, but the underlying data that is gathered together offers exceptional benefits and enables the BTAA library publishers to work at-scale on shared challenges. Through this shared collection, the community will be able to realize collective action systematically - in part through standards for participation, and also through efficiencies found in doing the work only once. This collection can deliver content to discovery system providers (e.g., EBSCO, ExLibris, OCLC), it allows for shared marketing efforts, and it can also deliver content to preservation systems. The standards developed by the community can also ensure these discoverable, well preserved publications meet the highest standards for accessibility and reuse.

There is an opportunity here for university presses to participate, and to showcase their open access publications alongside library produced publications. The expertise that each community brings would benefit the other community tremendously, thereby strengthening each.

The BIG Collection encourages the BTAA community to identify solutions to shared challenges. It inspires us to transform our processes to work at scale. The opportunities for impactful, collective action between BTAA member publishers are great, and would significantly contribute to building the BIG Collection and meeting the first milemaker of “Any content, to anyone, from anywhere... now and in the future.”

Exciting times are ahead!

Appendix

1. Findings for Library Work Areas Related to Library Publishing

→ Course Material Support

Course material support, which often includes open educational resource publishing, holds its own challenges and opportunities. It also holds a large amount of associated work that wouldn't be considered publishing work including managing grant awards, administering course material management systems, and connecting with campus on affordable content initiatives to name a few. Universities are generally extremely supportive of saving students money through OER publishing efforts. These related areas are not explored in this report but would benefit from a similar analysis.

The course material support units that offer publishing services (or, conversely, publishing units that include course material publishing) are sometimes supported financially through the university's central administration bringing high awareness and broader support for the efforts. The programs offering open educational resource publishing reported on the following OER-specific themes:

- Limited staffing for the amount of work. Demand can easily outpace the staff capacity.
- Publishing staff do not have expertise in the subject matter being published. Many programs don't have a peer review system in place for the variety of topic areas being produced.
- Many of the programs use Pressbooks to handle OER publishing. Pressbooks allows the author to enter their content directly into the system, and work collaboratively with the publisher within the content creation environment, which can help with staffing constraints.
- Difficulty in coordinating with authors. Roles and responsibilities, along with the minimum editorial and production work required, were not always clear between parties. Training authors on the publishing tools can be challenging and time consuming.
- Difficulty in ensuring accessible publication formats. There isn't an accessibility checker built into Pressbooks and authors don't always follow best practices.
- Workflows are still being developed at many institutions. Standards are not fully documented across the community.

- OER publishing programs often also require the management of an incentive program.
- Several institutions are also part of Unizin, the Open Education Network, and other state-wide initiatives. They also need to coordinate their publishing tools with the campus learning management system and the course reserves system. There are many interdependencies to consider and manage.
- Versioning is a challenge when faculty want to update their text, but others have adopted it for their teaching.

→ **Electronic Dissertations & Theses**

The majority of electronic dissertation and thesis [ETD] publishing is happening through the institutional repository, not the library publishing program. That said, the staff managing the repository often publishes, or at least hosts, original scholarly content. There are a lot of complexities in this work, and it is ripe for discussion among the community for collective action. Topics that were raised include:

- Management of the relationship between the graduate school or academic departments.
- Management of embargos for the content.
- Management of the relationship between libraries and ProQuest, who are self-described as “the world leader in dissertation access and dissemination” at the same time that the libraries are creating OA editions of these works.
- Desire for a discussion on creating a centralized ETD management service.
- Students as authors are generally unaware of how the publication of their ETD works, and the copyright and access implications that arise.
 - Authors don't necessarily understand the distinction and differences between the various processes required to publish their dissertation or thesis; the commercial routes vs. institutional routes can get conflated.
 - Authors are generally unaware of how copyright and the publication of their dissertation or thesis works.
- The ETD/OA/IR community does not have a standard protocol on the assignment of DOIs to ETDs as part of the publishing process, even though the repository is usually the home of the version of record.

→ Publication Data Systems

Research Information Management, Institutional Repositories + Green Open Access Deposits

Institutional repositories, which are often used as part of the technology stack for library publishing activities, are also an essential component in the work to build research information management (RIM), systems that track faculty activity and connections (e.g., what they've published, grants they've won, who they've worked with, etc.). These systems are sometimes housed in the library and often run in partnership with other campus units such as the office of research, or the provost's office. There is also a relationship between deposit of green OA articles into institutional or subject-based repositories and the research information management system. Both systems can play a key role in the discovery of relevant content.

Additionally, the recent work across the BTAA to create more OA content through collective licensing agreements and through efforts like the Big Ten Open Books project, has led some staff to investigate how the data about those publications is showing up in discovery systems (yet another system that stores large amounts of publication data). The goal (for some institutions) for this type of exploration is to populate the IR and/or the RIMs for tracking and preservation purposes.

This “publication data systems” landscape is ripe for exploration to understand the opportunities and challenges that exist. There currently aren't shared views across the practitioners for identified needs, best practices, or solutions. Each institution seems to have a different methodology for “capturing scholarly activities,” and different philosophies for how that capture should be handled. As more OA content is being produced through our shared licenses with commercial publishers and through our own publishing efforts, there is also the question of where that content should be archived. Much could be learned from cross-institution discussions.

→ Data Management & Publishing

The majority of interview respondents were also interested in discussing data management (e.g., data repository deposits and dataset publishing). There are many different use cases and many different solutions for making research data publicly available. There is also a huge outstanding question of how the demand for data management solutions will change now that federally funded research datasets will need to be made publicly accessible.

Similar to the issues surrounding the tracking of metadata about publications, there are a myriad of issues related to managing datasets including: What system(s) are best for the different types of datasets being created? Are there collective action solutions that the BTAA should be exploring? How to best support researchers' growing needs? Again, much could be learned from cross-institution discussions.

→ **Multimodal digital projects**

Several respondents also worked on digital scholarship (also known as digital humanities, or multimodal digital projects). Interestingly, however, the digital scholarship units were not aligned with library publishing units. As noted above in the challenges, when "publishing" type work was happening across multiple units, the number of challenges increased and the opportunities for stronger strategic planning and implementing efficiencies (e.g., shared management, shared marketing, shared technologies, and easier handoffs and collaborations internally) were unrealized. An investigation of what faculty and students need to support their digital work would be interesting as it would likely be through a "publishing" lens.

2. Library Publishing Activities

Category	Task
Business Operations	Plan and manage finances (any: budgeting, e-commerce, advertising sales, etc.)
	Conduct strategic planning
	Manage, train, and develop staff
	Develop or revise publishing workflows
Business Relationships or Outreach	Perform marketing or branding of your publishing services
	Develop and manage partnerships (e.g., society, association, or other partnerships)
	Manage vendor relationships: Third-party licensing & negotiation for services, publishing platforms, etc.
	Provide guidance or education on OA publishing best practices (e.g., copyright, licensing, etc.)
Technology Operations	Establish and administer publishing infrastructure systems
	Upgrade and/or migrate publishing platforms
	Develop and build new publication sites
	Migrate publications (from publisher to publisher)
	Migrate publication formats (e.g., XML to NLM DTD to JATS)
	Integrate new technology standards
	Experiment with new technologies
	Preserve published content
Editorial Work	Participate in editorial board work (meetings, reviews, etc.)
	Develop editorial policies and procedures
	Implement and enforce editorial policies and procedures
	Solicit new content for publications
	Recruit and retain editors and reviewers
	Develop publication branding
	Market or advertise publications
	Track and report publication analytics and metrics

	Investigate potential ethics violations
	Problem solve publication issues (authorship issues, format issues, copyright issues, etc.)
Production Work	Plagiarism detection
	Manage submissions (copyright, conflict of interest, etc.)
	Track work on publications
	Manage peer review process
	Manage statistical reviews
	Manage technical reviews
	Perform language and substantive editing
	Perform copy-editing, proofreading, and styling of materials
	Perform or manage layout and composition of publications
	Perform design work for publications
	Perform or manage illustration work for publications
	Manage multimedia content within publications
Post-Production Work	Perform accessibility checks on publications
	Create publication metadata, tagging
	Register DOIs
	Generate XML or other formats
	Publish works (move from development to production)
	Print and distribute physical editions/issues

3. Scholarly Publishing Survey Questions

The [full list of survey questions](#) are available on Google Drive. The survey questions are also available in a [Word Document that can be downloaded](#).

4. Related Professional Associations

Library Publishing Coalition

<https://librarypublishing.org/>

The Library Publishing Coalition is an organization of nearly 80 institutions that are working to “provide a professional forum for developing best practices and shared expertise”. It is self-described as an “independent, community-led membership association of academic and research libraries and library consortia engaged in scholarly publishing”. Currently, ten Big Ten libraries are current members. The Library Publishing Coalition excels in the areas of developing standards, creating community and information sharing opportunities, and supporting awareness of emerging open access technologies and practices.

Open Education Network

<https://open.umn.edu/oen>

Based at the University of Minnesota’s College of Education and Human Development, the Open Education Network [OEN] is both a network of institutions and the host of the Open Textbook Library [OTL]. “More than 1,600 public and private higher ed organizations throughout the U.S., Canada, Australia, and the U.K. are represented through membership in the Open Education Network.”. Ten of the Big Ten institutions are participating in the OEN, and some are actively contributing open textbooks to the OTL. The OEN offers a framework for creating open educational resources. It offers certificate programs in open educational practices and open educational librarianship.

Society of Scholarly Publishing

<https://www.sspnet.org/>

The Society of Scholarly Publishing [SSP] is a nonprofit membership organization for individuals. It was “formed to promote and advance communication among all sectors of the scholarly publication community through networking, information dissemination, and facilitation of new developments in the field.” Individuals who participate in the SSP come from publishing, printing, developers, technologists, librarians, and editors. They represent many different small and large organizations. They offer networking opportunities and provide a great deal of education through seminars, events, and their annual meeting.

Open Access Scholarly Publishers Association

<https://oaspa.org/>

The Open Access Scholarly Publishers Association [OASPA] is a large membership organization that represents “...a diverse community of organisations engaged in open scholarship”. OASPA states that their mission is “...to encourage and enable open access as the predominant model of communication for scholarly outputs.” They offer many opportunities for education and collaboration. The Big Ten Academic Alliance is a supporting member of OASPA.

Association of Learned and Professional Society Publishers

<https://www.alpsp.org/>

Based in the UK, the Association of Learned and Professional Society Publishers [ALPSP] is “the international trade association which supports and represents not-for-profit organizations that publish scholarly and professional content, and those that work with them. Membership of ALPSP is for the whole organization so all employees can take advantage of the benefits. ALPSP has over 300 member organizations across 30 countries.” The association provides opportunities for sharing information and engaging in discussions about publishing challenges and opportunities.

Association of University Presses

<https://aupresses.org/>

Despite its name, one third of the members of AUPresses do not have “university press” in their name. Presses started by libraries are increasingly among the 160+ members of the Association, and there is also a growing number of born-OA publishers. The majority of the Association’s members are very small publishers, and over 30% of the members with “university press” in their names report into libraries. These university presses are often happy to include library publisher colleagues in receiving the benefits of membership, which include training, discounts, communities of practice, and industry data. Over 50% of the members of the Association publish journals.

About the Author

Kate McCready is a librarian with a broad array of professional experience. She currently serves in a three-year appointment as the Visiting Program Officer to the Big Ten Academic Alliance Library Initiatives to advance the work of building the 'BIG Collection'. In this role, Kate is leading the development, from June 2022 through May 2025, of a vision for a multifaceted, sustainable course of action to strengthen academy-owned publishing for the BTAA. Kate provides leadership in strategy development for the acquisition, publishing, and archiving of open access scholarly content, with a specific emphasis on investigating direction and strategy for developing shared publishing infrastructure and services at scale.

Formerly, from 2019 to 2022, Kate served on the Libraries senior leadership team at the University of Minnesota as the interim associate university librarian for Collections & Content Strategy where she was responsible for the goals and work of the service area and provided leadership in the development, discovery, and long term stewardship of the Libraries' wide-ranging collections which include over 7.7 million print volumes, and millions of electronic resources that address all current and emerging areas of study at the University. Leading to that role, Kate was the director of the Content Services department which comprised the Interlibrary Loan/Digital Delivery and the Open Scholarship and Publishing Services units. Throughout, Kate has worked extensively to advocate for sustainable models for scholarly communication and information sharing.

During her time working on library publishing, Kate served as president of the board of the Library Publishing Coalition, "an independent, community-led membership association of academic and research libraries and library consortia engaged in scholarly publishing." She has authored several publications on library publishing, discovery, and project management including the co-authored, award winning article in 2018, "[Developing a Business Plan for a Library Publishing Program](#)".

Kate has extensive project management and grant management skills and served as the project manager for EthicShare, a research environment created for the field of bioethics by the University of Minnesota's Center for Bioethics, University Libraries, and Department of Computer Science. It now resides at Johns Hopkins University. Kate also served as the program director of Experts@Minnesota, the research information management system, which creates profiles for University of Minnesota faculty and researchers to allow for research networking and the discovery of the institution's expertise. Earlier in her career, Kate provided and led a variety of reference and information services, taught research methodology classes, ran a Foundation Center Cooperating Collection, and served as the editor of Foundations in Wisconsin.