



ANSS CURRENTS

Anthropology and Sociology Section
of the Association of College & Research Libraries

The Newsletter of the ACRL Anthropology & Sociology Section
ISSN 0888-5559

Volume 31, No. 1
Spring 2016

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MESSAGE FROM THE CHAIR

Miriam Rigby

One of the things I've enjoyed the most about ANSS, in the years I've been a member, is how active the membership is and how many opportunities there are for people to participate in committees and projects. Despite a nearly entirely virtual Midwinter conference for ANSS, the ANSS Social was the best attended Midwinter social I've seen in years! So I guess we now know what people show up for. (That's a joke, by the way, we also had some of the best meeting attendance we've had in years for our Midwinter section meetings.) I had a chance to sit in on most of these committee meetings, and was thoroughly impressed with the engagement and efficiency of the members. In the past, I've mostly just seen the output of these committees, but "watching the sausage get made," as they say, did not ruin it as the saying warns it might.



Of course, our membership is not just active within ANSS, we're all out there every day doing interesting things. Be sure to check out the Member News in this issue of Currents, and consider submitting your own news – big or small, we enjoy hearing what you are up to. Personally, I am excited for an upcoming trip to Dublin, Ireland to participate in LILAC—the Librarians' Information Literacy Annual Conference, where two colleagues and I will be leading a workshop on a fun game we use to introduce new university students to our library's resources. By the time you read this, I'll have returned, hopefully full of new ideas for teaching library sessions.

For another way to stay involved—don't miss out on your chance to vote in the ALA Elections! Choose the next incoming chair-elect for ANSS, and the same for ACRL. And don't miss voting on the many other important roles!

Message from the chair continued...

I hope you can make it to ALA Annual in Orlando, too. There promises to be a full slate of good discussions, meetings, a lively ANSS Program on Sunday morning from 8:30 - 10 a.m. (likely with coffee and some good breakfast treats), and perhaps the main event—the ANSS Social on Friday evening at 7:30 p.m. should be its usual lively self, full of food and camaraderie.

-Miriam

ANSS PROGRAM AT ALA ANNUAL 2016



MAGICAL DIGITAL ENCOUNTERS OF THE SOCIAL SCIENCE KIND

Sunday, June 26th
8:30 a.m. - 10 a.m.

What do librarians need to know about emerging trends in digital social sciences? Many digital research centers encompass digital humanities and digital social sciences. What about digital social science both sets it apart from digital humanities and could open up self-awareness and new areas for research? This program brings together a scholar (Michael Simeone, director of the Nexus Lab at Arizona State University) and a librarian (to be announced) focused on digital social sciences to give librarians insight into this trend in scholarship.

Co-sponsored (in name only) by the Digital Humanities Interest Group (DHIG) and Women & Gender Studies Section (WGSS).

PRELIMINARY ANNUAL MEETING SCHEDULE

2016 Orlando

Friday, June 24

Possible ANSS	
Outing/Tour	afternoon
ANSS Social	7:30-9:00pm

Saturday, June 25

Conf. Prgm. Planning (Chicago, 2017)	8:30-10:00am
Soc. Lib. Discussion	10:30-11:30am
Subject & Bib. Access	10:30-11:30am
Membership	3:00-4:00pm
Resource Review & Bib.	3:00-4:00pm
Instruction & Info. Lit.	3:00-4:00pm
Cri. Just. Lib. Discussion	4:30-5:30pm
Conf. Prgm. Planning (Orlando, 2016)	6:00-7:00pm

Sunday, June 26

ANSS Program	8:30-10:00am
Publications	8:30-9:30am
Nominating	8:30-9:30am
Liaison	10:30-11:30am
Review & Planning	10:30-11:30am
Anthro. Lib. Discussion	4:30-5:30pm

Monday, June 27

Executive	8:30-10:00am
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COMMITTEE REPORTS

CONFERENCE PROGRAM PLANNING COMMITTEE – 2016, ORLANDO

Anne Larrivee & Deborah Margolis, Co-Chairs

The Conference Program Planning Committee for Orlando, 2016 conducted their ALA Midwinter Meeting virtually through WebEx software on January 22, 2016. The co-chairs, Deborah Margolis and Anne Larrivee, confirmed that ACRL accepted the proposal as an official ALA program, which means we are eligible for ACRL funding. The conference program for this year is titled “Magical Digital Encounters of the Social Science Kind” and will take place Sunday, June 26 from 8:30 a.m. until 10 a.m. The program will include perspectives from a librarian and an academic faculty member who are involved in digital scholarship and can comment on how these digital trends will affect the social sciences. The ALA groups Digital Humanities Interest Group and Women and Gender Studies Section have agreed to serve as in-name sponsors. We look forward to seeing everyone in June!

INSTRUCTION AND INFORMATION LITERACY COMMITTEE

Priscilla Seaman and Rui Wang, Co-Chairs

The committee held its ALA Midwinter virtual meeting on January 22, 2016. Eleven members participated in the meeting. Nancy Fawley, who is the liaison between the ACRL Information Literacy Frameworks and Standards Committee (ILFSC) and the ANSS Instruction and Information Literacy Committee, also attended the virtual meeting. She updated us on the following: at ALA Annual last year, it was thought that committees could map to either the Standards or the Framework, but in conversation with Sharon Mader (ACRL Visiting Program Officer for Information Literacy), ACRL is going forward with the Framework.

Currently, the Women and Gender Studies (WGS) section is working with a book called *Threshold Concepts in Women’s and Gender Studies*. The Journalism section is updating their standards but the ILFSC does not have a report from them yet.

The first ANSS Standards were developed in 2008 and sought and incorporated input from disciplinary organizations (AAA/ASA). In our previous two meetings, the ANSS IL committee discussed the Framework and the idea of communicating with and reaching out to disciplinary associations to prepare for the revision of the ANSS Standards to step into the Framework. Although some concern was expressed about past difficulties in reaching out to disciplinary associations, most committee members, in this meeting, agreed to move forward and reach out to the disciplinary organizations (ASA/AAA/Criminal Justice) while waiting for the working progress of WGS and Journalism sections. Rui Wang will reach out to ASA, Tony Stamatoplos will reach out to AAA, and Elizabeth Fox will investigate options for working with a criminal justice organization. Meanwhile, the committee members offered several ideas for reaching out to the disciplinary associations including forming a panel or presentation with anthropologists at the AAA conference (we might fit in with the Teaching and Learning track) and sending a message out to the ANSS listserv for possible interest in an AAA presentation. In the meeting, Priscilla Seaman reported on the decisions of the ANSS Executive Committee at ALA Annual to include criminal justice in the ANSS/IL charge, and solicited feedback from committee members about their thoughts on the addition of criminal justice. Most committee members didn’t object, and felt there are enough similarities, especially in regard to teaching broader social science information literacy skills. Elizabeth Fox graciously volunteered to investigate

ways of folding criminal justice into the work of our committee.

To facilitate the discussion we recommended Nancy Foasberg's article "[From Standards to Frameworks for IL: How the ACRL Framework Addresses Critiques of the Standards](#)" to the committee members. The revision of the ANSS Standards is a significant and unwieldy project because it is a philosophical and practical transition from the Standards to the Framework and involves many stakeholders. We are currently in the process of absorbing new information, sorting out ideas, and elaborating tasks and steps for the ANSS IL committee to build the foundation for revision of the ANSS Standards.

ANSS LIAISON COMMITTEE

Katie Elson Anderson, Chair

The Liaison Committee met via Google Hangouts on January 13, 2016. The committee is pleased to announce the opportunity for a new ANSS liaison, Liaison to the Academy of Criminal Justice Sciences (ACJS). The recruitment announcement was edited and a timeline for recruitment was completed. Our ASA Liaison, Maud Mundava, has had to step down due to a change in location and employment. We thank her for her work as ASA Liaison. Recruitment for the ASA Liaison will follow the same timelines as the ACJS liaison. AAA Liaison Juliann Couture reported on her experiences at the AAA Conference. She is a member of AAA's Committee on the Future of Print and Electronic Communication (CFPEP), and reported on the committee's discussion of publishing trends, open access, and sustainability. AAA is hiring a new director of publishing and an Ethnographic Data Repository is in development. The Liaison Committee is also working towards finalizing the details of the Liaison blog. There will be one blog organized by tags, and all three liaisons will have access to the blog to share their experiences with the ANSS membership.

ACRL - AMERICAN ANTHROPOLOGICAL ASSOCIATION LIAISON REPORT

Juliann Couture, ACRL Liaison to AAA

This past year's American Anthropological Association (AAA) Annual Meeting was held November 17 - 22, 2015 in Denver, CO. In attending the meeting, I continued to develop the relationship between AAA and ACRL through outreach to members and specific sections and committees. This year's annual meeting theme was *Familiar/Strange* which provided the foundation for many panel sessions and roundtable discussions on themes related to the areas of research and scholarly environment in the ACRL Plan for Excellence.

I continue to serve as a member of the AAA Committee on the Future of Print and Electronic Publishing (CFPEP) and in addition to the committee meeting, there was a forum that brought together AAA journal editors and members of various AAA committees to explore trends and issues in scholarly publishing. This event was designed to engage multiple stakeholders in how AAA's journal portfolio should change and grow as anthropological research and its dissemination shift. One main issue that arose centered around the integration of multimedia content within scholarly journals and how to support such content. In addition to the integration of multimedia content, there was discussion on archival issues surrounding the use of such forms. This provided an opportunity to vocalize possible partnerships with academic libraries since we are dealing with issues similar to this one on many levels. The CFPEP meeting spent much of its time discussing future options for the association's publishing and how the RFP process for the upcoming publishing contract will proceed. Serving on this committee continues to be an eye-opening experience in the nuances of publishing within a scholarly society.

In addition to my committee commitments, I attended numerous sessions related to open access, research data, and student research and learning. One panel explored issues related to the anthropology of data, focusing on how we are increasingly defined by data and the larger societal implications of a data focus, including data

privacy laws. I noticed that at this year's meeting there were more discussions around teaching and student learning which had been noticeably absent at previous meetings. In one session, panelists discussed issues, challenges, and potential options to mentor undergraduate research. This panel highlighted unique paths instructors used to engage undergraduate students in anthropological research. The presentations went into depth regarding how the instructors guided students through different parts of the research process, including the IRB review process and structuring a research project.

In addition to the committee meeting and session attendance, I spent time exploring the exhibit hall and engaging in many hallway conversations to discuss issues facing anthropologists. There were many engaging conversations about sharing ethnographic data, student learning, and open access. Additionally, I had the opportunity to speak with a few anthropologists who collaborate with academic libraries as research sites for their undergraduate and graduate classes.

The area of student learning and information literacy continues to prove problematic in my outreach efforts with AAA. The annual meeting is designed to showcase research and generally does not focus on the teaching aspect of anthropology. There continues to be limited activity on the one sub-committee on teaching anthropology and few members attend its meetings. It was encouraging to see more panels at the annual meeting that did explore undergraduate research and teaching anthropology. There still is no one place to engage AAA members on the topic of student learning and discipline-specific information literacy. I am exploring the possibility of organizing a roundtable which would focus on this area for discussion.

In an attempt to engage anthropologists in a discussion on student learning and information literacy, I am collaborating with Erin Gratz to present at the Southwestern Anthropological Association meeting in San Diego in April. We are part of a larger panel on methodology and our aim is to discuss information literacy as an important component of anthropology education. In addition to the presentation, we will hold

a meet-up where we can engage in casual conversation around this issue. This is my first time attending this conference but hope that a more localized conference might provide a smaller forum for engaging anthropology faculty in this conversation.

I partnered with Marcel LaFlamme at ALA Midwinter to lead the ANSS Anthropology Discussion Group on *Anthropology, Libraries, and Issues of Open Access and Scholarly Publishing*. We were joined by 25 participants and we explored various open access issues and how they might vary according to institution. Our aim was to understand more about the conversations that are happening at the local level as well as how individual libraries are supporting open access journals or alternative funding models. We are still interested in hearing from librarians about these issues, and you can listen to the full discussion [on Youtube](#).

I continue to explore ways to connect ANSS membership with AAA and build the relationship between ACRL and AAA. I'd love to know more about the opportunities and challenges ANSS members face at their home institutions, and the ANSS Liaison committee has gotten the liaison blog all set up on ANSSWeb. My aim is to continue dialogue between the liaisons and ANSS membership. I'd love to hear your thoughts, and if there are any specific topics you would like to explore on the blog, please feel free to contact me at juliann.couture@colorado.edu.

MEMBERSHIP COMMITTEE

Jill Conte and Wade Kotter, Co-Chairs

The ANSS Membership Committee met virtually on January 4, 2016. We reviewed the latest membership statistics provided by ACRL, which showed that ANSS has grown by 25% over the past year. This is significant, given the fact that ACRL membership has increased by a much smaller percentage and that overall ALA membership has declined. As of January 2016, the ANSS Facebook page had 495 likes, the ANSS Twitter account had 196 followers, ANSS-L had 560 subscribers, and the ANSS web page had been viewed 1,005 times by 483 visitors. The Committee also analyzed the ANSS results for the 2015 ACRL

Membership Survey. Based on the findings, we resolved to strengthen retention by developing strategies that target newer ANSS members. More research is needed to determine the best strategies and programs, however, possibly including a survey, focus group, and/or environmental scan. The Committee explored additional membership promotion ideas, such as distributing ANSS brochures (available online) at local/regional library conferences. Lastly, the group discussed the ANSS Social at ALA Annual in Orlando, which is traditionally held Friday evening. The location will be announced shortly on ANSS-L and social media. Please consider joining us for dinner and drinks with fellow ANSS members!

NOMINATIONS COMMITTEE

Pauline Manaka, Chair

For ALA Midwinter 2016 in Boston, the committee did not meet in person. All committee meetings were conducted online. The slate of candidates required of ANSS in this coming election had been presented prior to the deadline of September 15, 2015. Pauline Manaka and Jenny Bowers, committee members, had candidates lined up for the following ANSS seats: Vice chair/chair elect and one member-at-large.

There is no opening for secretary or for second member-at-large with this election; those positions will function through June 30, 2017. This report serves to thank those who worked with us by agreeing to run for offices this year. It is also a reminder for all of us ANSS members to PLEASE participate by voting.

For the three year term of ANSS Vice Chair/Chair Elect, from July 2016 - June 2017; Chair July 2017 - June 2018; Past Chair July 2018 - June 2019, the candidates are:

- Anne Larrivee
Subject Librarian, Anthropology, Human Development, Social Work, & Africana Studies
Binghamton University
- Katie Elson Anderson
Reference Librarian
Rutgers University-Camden

For the two year term of ANSS Member-At Large from July 2016 - June 2018, the candidates are:

- Rui Wang
Subject Librarian for Sociology, Anthropology, Social Work, Psychology, Neuroscience, & Military Science
Central Michigan University
- Mary Michelle Moore
Reference & Instruction Librarian
California State University-San Marcos

We encourage everyone to please VOTE.

PUBLICATIONS COMMITTEE

Erin Pappas and Beth Sheehan, Co-Chairs

The ANSS Publications Committee met virtually on January 21, convened by co-chairs Beth Sheehan and Erin Pappas. The meeting was also attended by *Currents* co-editors Hailey Mooney, Louisa McMurray, and Jaimie Beth Colvin; and committee members Michelle Guittar, Allison Ringness, Spencer Acadia, and Helen Clements.

ANSS web site statistics from the 2015 calendar year show an overall increase from 2014 in the total number of views, visitors, and average visits per day. The total number of Facebook Likes doubled in 2015, and the number of Twitter Followers increased by 28%.

Current and upcoming changes in Publications Committee leadership and editorship are as follows:

Beth Sheehan will be cycling off of the committee in June 2016. Erin Pappas will continue to chair the committee; Erin and Allison Ringness will co-edit the ANSS web site. Due to these responsibilities, Erin has stepped down from ANSS *Currents* editorship, and the newsletter will be edited by Hailey Mooney, Louisa McMurray, and Jaimie Beth Colvin.

The committee discussed content for the Spring 2015 issue of *Currents*, and also brainstormed future options for making *Currents* more discoverable. Possibilities discussed include linking to it from ACRL LibGuides, and/or depositing back issues in the University of

Michigan's archives (so as to obtain a .edu domain for potential indexing with Google Scholar). Investigation of these possibilities will continue in future meetings.

RESOURCE REVIEW & BIBLIOGRAPHY COMMITTEE

Helen Clements, Chair

We have been actively creating material the Spring 2016 *Currents*. We met first on January 19, and after daunting technical difficulties, we succeeded on February 10 (Our thanks go to Elois Sharpe, ACRL Program Coordinator, for her help with the second meeting!).

RRB members have traditionally worked closely with the Publications Committee, by writing articles and collaborating to make constructive comments (i.e., peer reviews) on our work. You will find several pieces by RRB members in this issue. Celia Emmelhainz is the author of "Altmetrics: Measuring Your Scholarly Impact with Tweets, Posts, Citations, and Teaching Scores." Our discussion on publication metrics included several observations about whether or not RRB members' libraries were actually subscribing to the *Scopus* database, given that many of us are also *Web of Science* subscribers. We hope that ANSSers will post their observations about alternative metrics to ANSS-L.

We are very interested in exploring further ways to hold ongoing discussions about information resources. While long articles with detailed data about how a specific database functions are valuable, it may also be helpful to include shorter coverage of several related tools. (See Nancy Skipper's update on the subscription model for the new journal, *Sociological Science*, also in this issue.)

We have also discussed the possibility of doing a review or a series of articles, comparing several video services, such as those available from Alexander Street and Kanopy, as well as Ambrose Video. Among the important factors mentioned were expense, availability of transcripts, accessibility, captioning, and the amount of content related to anthropology, sociology or criminal justice/criminology. It may be that the longer, in-depth articles and the shorter, comparative overviews can both be useful. Spencer's article on the *Ambrose*

Digital collection appears in this issue. We invite members to submit further articles to build on his review.

In the fall, expect to see a review of the *Sociological Index* by Nancy Skipper and Sue McFadden. They will also add comparative notes on *Sociological Abstracts*, since that database has been reviewed fairly recently. We also want to take account of the discussion of the two databases which took place on ANSS-L during the late winter. Nancy and Sue would like very much to hear other comments. Nancy's email address is nss3@cornell.edu, and Sue can be reached at smcfadde@iue.edu. (Other committee members are Spencer Acadia, Celia Emmelhainz, Deborah Margolis, and Helen Clements.)

We would also welcome reviews of sources that deal with criminology or criminal justice. Even more, we call on you for suggestions about the kinds of resource reviews you want to see! Please make suggestions on ANSS-L, Facebook, or email Helen Clements, the current committee chair, at helen.clements@okstate.edu. We look forward to hearing from you!

REVIEW & PLANNING COMMITTEE

Erin Gratz, Chair

The 2016 ALA Midwinter meeting for the ANSS Review and Planning Committee was held virtually. The primary issue discussed was a proposal for archiving ANSS documents by Beth Sheehan. The proposal addressed ANSS documents that need saving and the position or committee that should be charged with maintaining and archiving these documents. There is an old archiving policy, in which the Secretary would gather and send all the print documents yearly to ALA Archives located at the University of Illinois at Urbana-Champaign. With the shift from paper to digital, documents are now posted in different places, and material gaps are present in the ALA Archives. The section needs to determine how best to collect new content to send to the archives. It was agreed upon that the Secretary and Editor of ANSS's web site should be the two individuals responsible for funneling pertinent

documents to the archives. The committee makes the recommendation that, after each Midwinter and Annual meeting, ANSS documents will be posted or sent to the ALA Archives. This recommendation was brought before the ANSS Executive Committee's midwinter meeting.

There was a brief discussion about the one Executive meeting to be held at Annual. Everyone still feels good about the decision. This new meeting schedule will be evaluated after Annual to see how well it works. Additionally, the committee thought the virtual Midwinter was going very well. There seemed to be more participation in the virtual meetings than if they had been face-to-face. Despite having a virtual Midwinter, the ANSS Social in Boston was very well attended, with 23 people (many from the Boston area).

The past few Review & Planning meetings have included discussions on possible ways to allocate the budget. One idea was student scholarships to attend the conference, unfortunately this is not allowed by ACRL. It would be possible to contribute to the ACRL scholarship fund, but there is no guarantee that an ANSS-interested recipient would be awarded the scholarship. The ANSS program has been accepted for ALA Annual, and a portion of this year's budget will be used to support it.

SUBJECT AND BIBLIOGRAPHIC ACCESS COMMITTEE

Carolyn McCallum, Chair

The Subject and Bibliographic Access Committee (SBAC) met virtually via WebEx on January 15, 2016 and was convened by SBAC Chair Carolyn McCallum. Five committee members and two guests, Ruth Baker and Miriam Rigby, ANSS Chair, were in attendance.

Topics for Cataloging Q&As were discussed and scheduled for the months of January – June 2016. LC subject headings for the following topics will be investigated and reported on: homes, housing, and architecture; cross-cultural research; ghosts, vampires, and zombies in folklore; and political or revolutionary Islamist movements. Cataloging topics under consideration for examination include: 3xx fields in authority records; VIAF (Virtual International Authority File) and its relation to Library of Congress' authority record system; ISNI (International Standard Name Identifier) and its relation to Library of Congress' authority record system; Library of Congress Demographic Group Terms (LCDGT); and whether authors who publish under more than one name should have only one or multiple authorized records for their name. Committee member Wayne Sanders will continue his work in compiling newly approved LC subject headings in the social sciences for 2016.

To gauge how the SBAC can better serve the greater ANSS community, a message will be sent via ANSS-L inviting people to give feedback. Discussion on who will be rolling off the SBAC, as well as who its next chair will be after ALA Annual 2016, took place.

KEEP UP WITH ANSS ON SOCIAL MEDIA



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twitter.com/ANSS_ACRL





DISCUSSION GROUP REPORTS

ANTHROPOLOGY LIBRARIANS DISCUSSION GROUP

Erin Pappas & Niamh Wallace, Co-Conveners

The ANSS Anthropology Discussion Group met virtually on January 20, 2016 using the WebEx conferencing software provided by ACRL. Our speakers were Juliann Couture and Marcel LaFlamme. Juliann Couture is Interdisciplinary Social Sciences Librarian at the University of Colorado-Boulder and serves as the ACRL Liaison to the American Anthropological Association. Marcel LaFlamme is managing editor of *Cultural Anthropology* and a current PhD candidate in Anthropology at Rice University. He holds an MLIS from Simmons College and has served as a library director for a community college in southeast Kansas.

Juliann and Marcel led a discussion about the future of scholarly publishing as it relates to the American Anthropological Association, AnthroSource, *Cultural Anthropology*, and anthropology resources in general. Juliann and Marcel were able to speak together on their proposed topics. These included gauging the interest in open access publishing amongst faculty and senior administrators, what kinds of shifts have taken place in collection development owing to budget constraints or open publishing, local institutional repository practices, local support for article processing charges, and the possibility of supporting open access publishing on a subscription model, such as the Open Library of Humanities.

Because of the platform we used, only a few participants were able to speak, and the rest of the group was limited to offering input via the Q&A and Chat functions. The full video may be [accessed here](#). Moving ahead, we agreed to try different platforms for encouraging communication between AAA and ANSS using Twitter, perhaps with a dedicated hashtag, during conferences. Other suggestions about how to increase dialogue are also welcomed.

SOCIOLOGY LIBRARIANS DISCUSSION GROUP

Jill Conte and Susan Silver, Co-Conveners

The Sociology Discussion Group meeting was held virtually on January 22, 2016. The meeting continued the discussion started at the 2015 Annual Conference, which focused on integrating the new Framework for Information Literacy for Higher Education into sociology instruction. Since many libraries have not yet integrated the new framework into their learning outcomes, or do not have an established set of learning outcomes, librarians have found integrating the framework to be challenging. There was recognition that, due to time constraints, it can be difficult to incorporate frames that require extensive discussion and higher-order thinking into “one shot” instruction sessions. It was suggested that smaller, more informal rollouts of the framework might be more effective, and the group discussed concrete examples of how this could be done. On this note, the group agreed that it would be helpful if ANSS provided a clearinghouse for information and sample lesson plans pertaining to the new framework, with the ANSS Instruction and Information Literacy Committee taking the lead on this initiative. For further details, the session was recorded and is available online [via YouTube](#).

ANSS MIDWINTER SOCIAL 2016

The ANSS Midwinter 2016 Social was held at the Anthem Kitchen and Bar in Boston on Friday, January 8.



Photo credits: Miriam Rigby

Photo credit: Jill Conte

UPCOMING ANSS SOCIAL: ALA ANNUAL CONFERENCE 2016 ORLANDO

Date & Time: Friday, June 24, 2016, 7:30 p.m.

Location: Islands Dining Room at [Loews Royal Pacific Resort](#), 6300 Hollywood Way, Orlando, FL, 32819 Phone: (407) 503-3463

Map: [Google Maps link](#)

Getting There: The Loews Royal Pacific Resort is adjacent to Universal Orlando and is a 15-20 minute cab ride from the Orange County Convention Center.

RSVP: Our reservation is for 20 people. RSVPs are strongly encouraged. Please send your RSVP to Wade Kotter (wkotter@weber.edu) or Jill Conte (jill.conte@nyu.edu) as soon as your plans are confirmed; also, please indicate if you would like to meet around 7:00 p.m. to share a cab. All are welcome!



ANSS HISTORY CORNER

MEMORIES OF ANSS SOCIAL EVENTS

This is the second installment in the series “Memories of ANSS Social Events,” in which ANSS members describe their first or most memorable ANSS Social from a past ALA Annual or Midwinter conference. Please join us at the upcoming ANSS Social at ALA Annual 2016 in Orlando (details on previous page), and make your own ANSS Social memories!

In this installment, we celebrate the birth of this tradition through Chris Smith’s memories of the first “official” ANSS Social Event.

“It was during my term as ANSS Section Chair that someone new to the section contacted me before Midwinter 1999 in Philadelphia and asked whether ANSS had a social event. I said that we did not, but that I would look into starting one. We ended up borrowing another ACRL section's social location, the appropriately named Library Lounge on the 19th floor of the Park Hyatt at the Bellevue. Alas, the person who contacted me did not attend, but, thankfully, the tradition continues, although the Library Lounge does not. It morphed into the XIX bar.”

J. Christina "Chris" Smith
Anthropology/Sociology Bibliographer
Mugar Memorial Library
Boston University



NEWS & ANNOUNCEMENTS

MEMBER NEWS

Richard Freeman has published a book chapter, “University of Florida’s ‘Developing Librarian’ Digital Scholarship Pilot Training Project” in [Dynamic Research Support for Academic Libraries](#).

Spencer Acadia has several items:

He is serving as Program Chair for the [Knowledge Management \(KM\) Satellite Conference](#) convening in conjunction with the 82nd International Federation of Library Associations (IFLA) [General Conference and Assembly](#). This year, the KM Satellite Conference will be held on August 12 in Cincinnati, OH. The main IFLA Conference will be held August 13-19, 2016 in Columbus, OH.

Spencer and colleague Elizabeth Turner published a chapter, "Selection, Implementation, and Behavioural Considerations for Knowledge Management Tool Adoption" in the book [Knowledge Management in Libraries and Organizations](#).

He also published the article "[Books Be Gone! Reducing an Academic Library's Print Collection by Half to Meet Strategic Planning Initiatives and Participate in a Joint Library Resource-Sharing Facility](#)" in the *Journal of Library Administration*.

SOCIOLOGICAL SCIENCE: OPEN ACCESS JOURNAL'S MEMBERSHIP MODEL AND PUBLIC IMPACT

Submitted by Nancy Skipper

A description of *Sociological Science*, a relatively new open access journal, appeared as a brief news item in the Spring 2015 issue of *ANSS Currents*. To develop a firm financial footing, while remaining open access with high quality editing and peer review, the journal is now offering an optional membership model which includes libraries as well as individuals. The annual [membership](#) cost for academic organizations, institutions, or libraries is \$375.

Sociological Science has been successful, both in the quality of articles published and in adhering to its goal of quick review times. It is impressive to note that a paper submitted by a sociologist in August, 2015, on the tension between voting and representational equality, was published in early October and cited in a Supreme Court blog as part of an *amicus curiae* brief by mid-October. Presented by the Democratic National Committee, the contention of the brief is that state and local jurisdictions should apportion state and local districts on the basis of total population, as determined by the United States Census, including noncitizen immigrants. Sociology in action!

Cowan, S. (2015). Periodic Discordance Between Vote Equality and Representational Equality in the United States, *Sociological Science*, 2, 442-453. Retrieved from https://www.sociologicalscience.com/download/volume-2/august/SocSci_v2_442to453.pdf

Brief for Appellant, Sue Evenwel, et al., Appellants v. Greg Abbott, Governor of Texas, et al. No. 14-190 (135 S.Ct. 2349, Sept. 25, 2015) Retrieved from <http://www.scotusblog.com/wp-content/uploads/2015/10/Evenwel-DNCbrief092515.pdf>

ACRL/CHOICE PUBLICATION SEEKS PEER REVIEWERS

Submitted by Anne Doherty

Resources for College Libraries (RCL) invites librarians with collection development experience in the social sciences and science and technology disciplines to participate as peer reviewers. RCL is an online [database](#) recommending over 85,000 essential titles across 61 subjects for academic libraries and is co-published by the Association of College & Research Libraries' *Choice* magazine together with ProQuest.

We are currently seeking peer reviewers for the following subjects of particular interest to ANSS members: Anthropology, Psychology, and Sociology.

Referees will be responsible for evaluating and providing feedback on the RCL subject's core title selections, along with its taxonomic organization. This is a one-time professional service opportunity and all referee work is scheduled for completion by August 15, 2016. To volunteer, submit a CV and a brief description of collection development or assessment experience to Anne Doherty (adoherty@ala-choice.org), RCL Project Editor. Past referees have called RCL review work a "rewarding experience" and a "very good collection development exercise!" Learn more about RCL at <http://rclinfo.net/>.



MEMBER PROFILE

ERIN GRATZ

Librarian, Web and Instructional Technology
University of La Verne



Interviewed by Allison Ringness

Allison Ringness interviewed fellow knitter and ANSS member Erin Gratz in a delightful conversation that touched on librarianship, ANSS, and awkwardness.

AR Can you tell me a little bit about your current job?

EG I have two jobs. I am the subject librarian for anthropology, criminology, social science, finance, and legal study. I do instruction, reference, collection development, that kind of thing. Sociology is my academic home, I have my master's and an undergraduate degree in sociology.

I am also the web and instructional tech librarian. I do administration for our SpringShare products, I also maintain the library website and am the social media person, which includes an instructional video collection on YouTube.

I also have been serving as faculty senate president for past year, which is a full-time job unto itself, but it's good to get people thinking about the university in a new way. It's been a very good experience.

AR What is your history with ANSS?

EG I joined ALA/ACRL in library school, and with my membership I got two sections, so I joined ANSS and the Women and Gender Studies sections. That was in 2004, but didn't get involved until 2009, I kind of lurked in background. Then I went to an ALA and suddenly I was on the publications committee, and I quickly became co-chair of ANSS Conference Program Planning. It is so easy to join and get involved. I did the work of moving to Currents to WordPress, and then went on to become secretary, and section chair.

AR How did you find your way to librarianship?

EG I had worked at college library as undergrad. After going to grad school, I worked as an education specialist in a domestic violence shelter, it didn't take me long to burn out emotionally. At that point I stepped back and tried to think about what brought me joy. I was living in southeast Alaska at the time, and there was a library assistant position at college library there, so I applied and worked there before going back to school for my MLIS.

AR How do you balance work, volunteer activities like ANSS, and life?

EG [Laughs] In general I am notorious for putting too much on my plate, but I love being engaged and doing stuff. So...At the end of the day, try to be present where you are in the moment, let everything else go at that

moment. It's great to be involved in extra-curricular activities, but I try really hard to set everything else aside to be in this meeting, or spend time with my husband, and not worry about all the other things.

AR What excites you about anthropology and/or sociology in the 21st century?

EG This year I started a doctoral program, and have started thinking more about organizational culture from a sociological perspective. Because of my studying, I am less focused on disciplines as a whole, and most focused on my own research, which includes organizational innovation and organizational behavior. Over the past two to three years, I have gotten more into biological and physical anthropology. The place I'm in right now is different than where I was 10 years ago, and it's interesting to find a new pocket of the disciplines, and uncover all this research...it's so cool that there is always something new to learn about.

AR Do you have any words of wisdom for librarians who are new to ALA or ACRL?

EG Get involved! Find your section. Especially if you are in ANSS, it is so easy to get on a committee, get to know other members. Relationships in ANSS are some of the most valuable ones I've formed. And go to the social! We are all really friendly, and a little socially awkward, and it's fun.

ACRL PRECONFERENCES @ 2016 ALA ANNUAL CONFERENCE

ACRL is offering three preconferences in conjunction with the 2016 ALA Annual Conference in Orlando on Friday, June 24, 2016. Complete details, including descriptions, learning outcomes, and registration materials, are [online](#).



BUILDING A CURRICULUM ON THE INTERSECTIONS OF SCHOLARLY COMMUNICATIONS AND INFORMATION LITERACY

This half-day, hands-on preconference will build librarians' capacity as leaders on issues and projects of campus-wide interest that involve elements of scholarly communication, information literacy, and their connections (i.e., data literacy, intellectual property, open access, etc.).

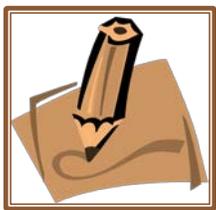
CROSSING THE THRESHOLD WITH THRESHOLD CONCEPTS: REDESIGNING A LIBRARY INSTRUCTION LESSON PLAN

The Framework for Information Literacy for Higher Education offers a more conceptual approach to information literacy instruction by providing a set of "interconnected core concepts" rather than standards. In this full-day preconference, participants will learn and put into practice strategies to incorporate these threshold concepts into lesson design.

TEACHING DATA INFORMATION LITERACY: A HANDS-ON INTRODUCTION

This interactive preconference, presented by the ACRL Instruction Section, consists of two parts. First, presenters will share their experiences in developing instruction around data information literacy. Part two will be conducted through hands-on exercises, in which participants will have the opportunity to formulate what they see as the most important skills for their target audience to acquire.

Contact Margot Conahan at mconahan@ala.org or call 312-280-2522 with questions.



ARTICLES

TECH CORNER

ALTMETRICS: MEASURING YOUR SCHOLARLY IMPACT WITH TWEETS, POSTS, CITATIONS, AND TEACHING SCORES

Celia Emmelhainz

Anthropology and Qualitative Research Librarian, Berkeley University

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I've recently had anthropologists ask how they can show that their books and articles are having an impact, whether for their own or a colleague's merit review. In this column, I'll share tips for anthropologists and sociologists (and their librarians!) on how to track your work in citation indexes as well as using newer "altmetrics." I'll also suggest how you might promote your work going forward, so you can show greater public impact in your next departmental review.

1. Traditional Measures: Citations, Impact Factor, and the h-index

As you know, the basic way we measure scholarly impact is **citations**: the number of times your book or article is referenced in other scholarly works. Another approach, the **h-index**, compares citations per work to how many well-cited works you have. For instance, an *h-index of 5* means five of your articles were cited at least five times each, while an *h-index of 15* means 15 of your publications were cited at least 15 times each... no matter how many total publications you have. This is a good estimate of your broad impact, but can undervalue wildly popular articles. It may also under-credit you if you're working in an important niche but not being cited widely.

A final measure of impact is which journal you publish in, as a journal's **impact factor** measures how widely it is cited in the field (but this can be gamed, if journals only publish popular or contentious articles rather than featuring a broad selection of current scholarship in their field).

Citations at Scopus (Library Subscription)

Scopus allows you to do an "author search" to chart your co-authors and number of citations over time. Because Scopus is an expensive database, not all university libraries can afford it—but ask to see if you have it or if your library is considering it. As with all other databases, Scopus indexes only

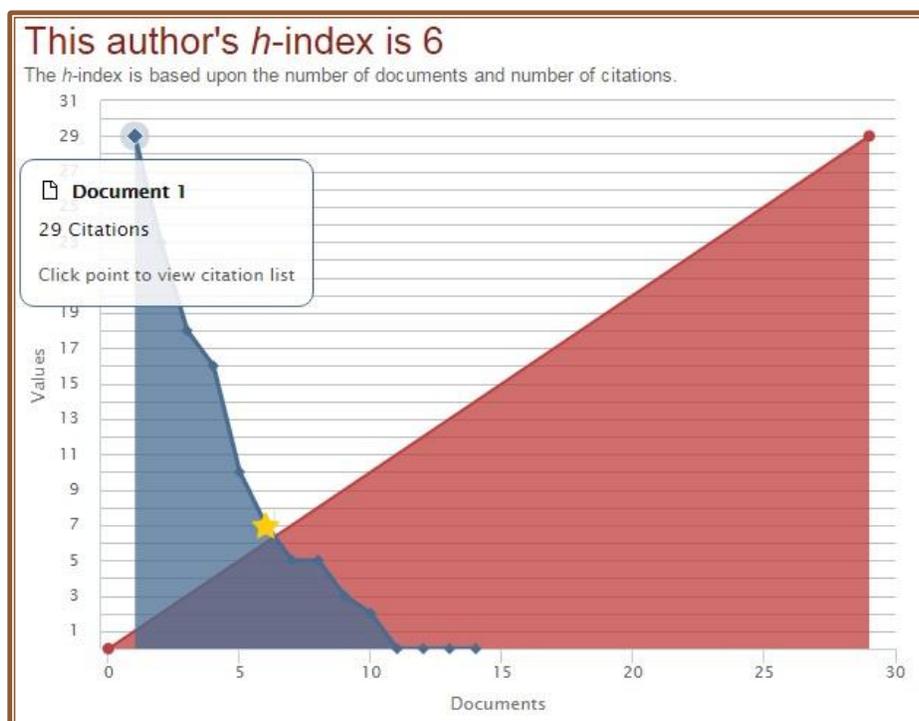


Figure 1: Example of *h-index* for Cynthia Werner from Scopus

some of an author's publications. For instance, it found 14 articles for anthropologist Cynthia Werner, cited a total of 118 times. This gives Werner an h-index of 6—in other words, at least six of her documents have been cited at least six times each (Figure 1). The higher the h-index, the more prolific and broadly recognized an author is likely to be.

Citations on Google Scholar (Free)

Google Scholar lets you set up a free profile listing all of your articles, books and chapters. It's a great way for readers to find your work, and for you to track new citations over time. For the same scholar, Google found 40 works and 475 citations, with an h-index of 13 (at least 13 articles cited at least 13 times each) (Figure 2). That's more than double the articles and impact that Scopus was estimating—and further evidence that it pays to check your metrics at a range of websites.

Citations on Web of Science (Library Subscription)

Web of Science is a subscription database; if your library has purchased access this year, you can search by author within the relevant social science indexes. Web of Science found just seven articles by Cynthia Werner, cited 25 times, with an h-index of only 2 (Figure 3)—quite an undercount compared to both Scopus and Google Scholar.



Figure 2: Google Scholar citation metrics for Cynthia Werner

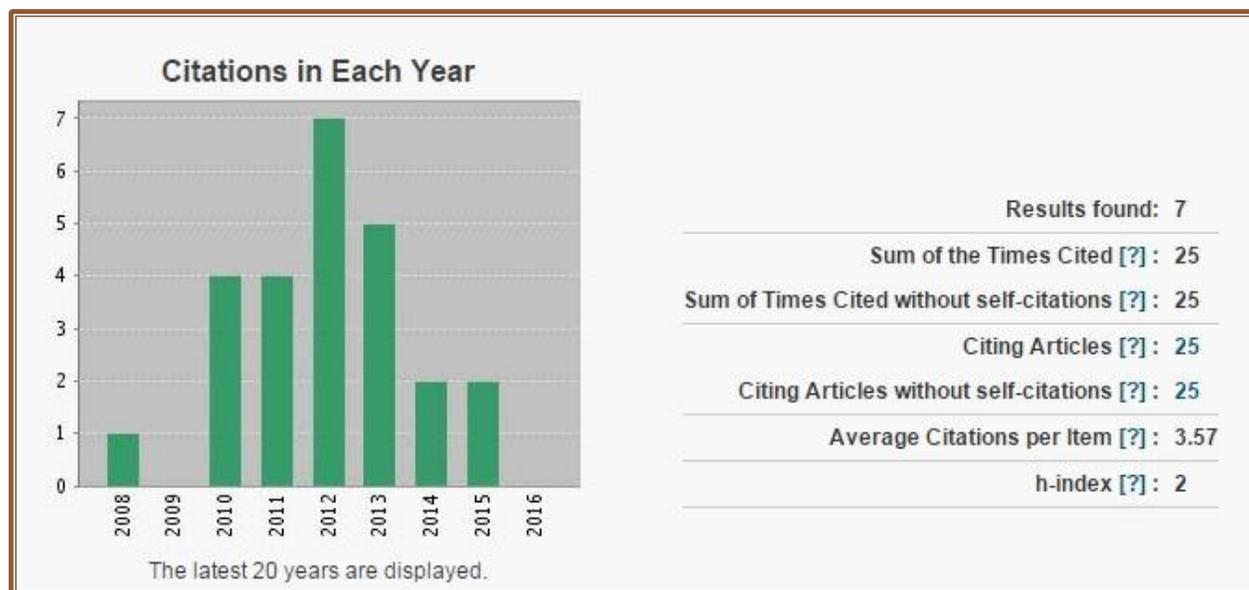


Figure 3: Web of Science citation metrics for Cynthia Werner

Each vendor has access to different article indexes, so your h-index and citation counts may be different on each site. It's worth tracking all the measurements you can get, and then sharing the individual or collective measures that put your work in the best light.

2. Altmetrics: New Measures of Public Impact

As scholarly conversations expand beyond the peer-reviewed article, there are other ways to tell the story of scholars' work. Major publishers have jumped in to sell alternative metrics, or **altmetrics** for short, alongside their regular databases of articles and citations. As Robin Featherstone [discusses](#), altmetrics connect you to the new “scholarly ecosystem” online, showing when you are cited in tweets, blog posts, Facebook shares, or citation websites like Mendeley, [etc.](#) Below are some current offerings, with screenshots and comments on their services.

See library holding and database views at [PlumX \(Departmental Subscription\)](#)

Plum Analytics tracks your citations and altmetrics, but also how many libraries purchased your book (WorldCat) and how often your articles were downloaded in EBSCO databases like *Anthropology Plus*, *Social Work Abstracts*, or *Women's Studies International*. This paid license is only available at the institutional level, so you'd need buy-in from an office of research, dean, or department head to view detailed statistics. See Figure 4 below for an example from one senior scholar:

Year	Title	Type	CAPTURES		CITATIONS		Usage: Holdings: WorldCat	Abstract Views: EBSCO	PDF Views: EBSCO
			Exports-Saves: EBSCO	Readers: Mendeley	Cited by: Scopus	Citations: Google Scholar			
2015	Negotiating Everyday Islam after Socialism	Entire Book/Book Chapter		1			99		
2015	Immobility and the re-imaginings of ethnic identity	Peer-reviewed article							
2015	The Unequal Burdens of Repatriation	Peer-reviewed article							
2014	Cold War Memories and Post-Cold War Realities	Entire Book/Book Chapter					650		
2014	Transnational migration, local economic change	Entire Book/Book Chapter					2		
2013	Discovering a sense of well-being through the revival	Peer-reviewe	4	9	1	1		141	
2010	The kazakhs of western mongolia	Peer-reviewe	39	3	5	15		515	230
2009	Ethics Training at Texas A&M	Non-Refereed Publications							
2009	Bride Abduction In Post-soviet Central Asia	Peer-reviewe	130	11	11	24		1101	584
2009	Mobility, Immobility and Return Migration	Peer-reviewed article				13			
2008	Modern Mongolia: Reclaiming Genghis Khan	Book review							
2008	Everyday Life in Central Asia	Book review							
2008	Patriotism, Profits and Waste	Entire Book/Book Chapter		2			246		
2007	Unraveling the Secrets of the Past	Entire Book/Book Chapter	2			4	364	23	
2007	Transnational Identities: Mongolian Kazakhs	Non-Refereed Publications				12			
2007	Perceived risks from radiation and nuclear testing	Peer-reviewe	40	29	13	26		316	131
2006	After the Cold War: International politics, domestic p	Peer-reviewe	39	10	2	6		473	176
2005	Markets and market liberalization	Book				3	902		
2004	Values and valuables	Book				8	257		
2004	Markets and Moralities: Ethnographies	Book Review							
2004	Women, Marriage, and the Nation-State: The Rise of	Entire Book/Book Chapter		11		38	453		
2004	Ethical Dilemmas of Bride Kidnapping in Central Asia	Non-Refereed Publications							
2004	Feminizing the new silk road: Women traders in rural Kazakhstan					15			
2003	Anthropological perspectives on economic developm	Book				3	145		

Figure 4: Example of altmetrics from Plum Analytics

See your public impact at [ImpactStory \(Free\)](#)

ImpactStory lets you view who is tweeting, blogging, or bookmarking your work using a handy map. You can import articles from Google Scholar and ORCID, code from GitHub, datasets on figshare, and Slideshare presentations to see how they're impacting the public (Figure 5). [As they note](#), tracking an article's impact corrects against the idea that journal reputation is the most important indicator of value.

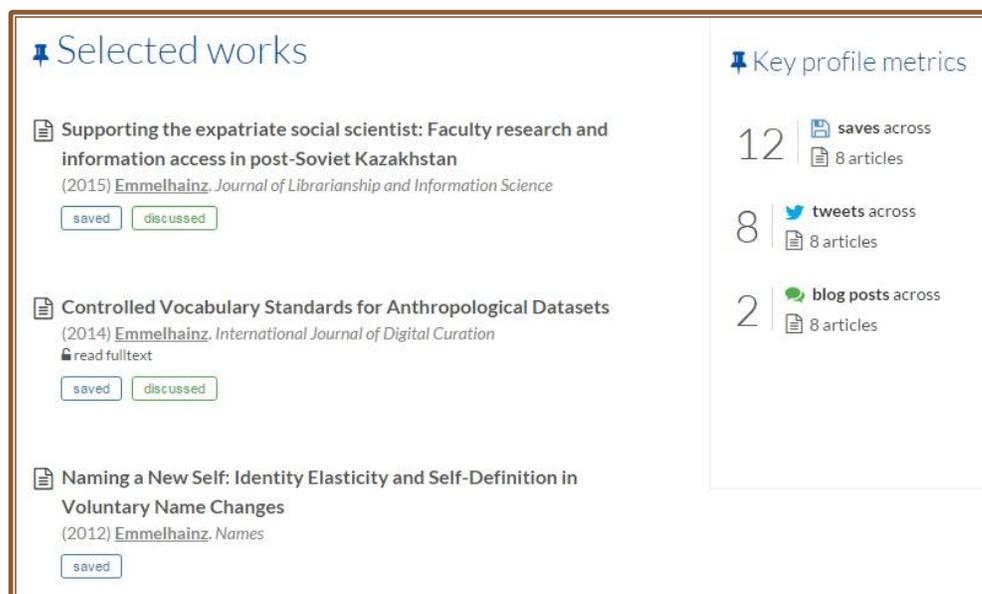


Figure 5: Example of almtetrics in Impact Story

Track your most-taught articles at the Open Syllabus Project (Free)

The [Open Syllabus Project](#) uses a million public syllabi from department and university websites to give publications a “Teaching Score,” and their [Explorer](#) lets you search by field (anthropology, sociology) for articles, books, or authors to see how often your work is assigned as a course text. For instance, Mary Shelley’s *Frankenstein* is found on 2,710 syllabi in the sample (a teaching score of 99.5 out of 100), while Clifford Geertz’s *Notes on a Balinese Cockfight* is on 310 syllabi (scored at 39.4 out of 100). The Explorer also [lists texts](#) your work is taught alongside. If your syllabi aren’t public, consider asking department administrators to [submit old syllabi](#) and improve the accuracy of this useful project. Student exposure is an important way we get our ideas out to the public, so use of your work as a course text should definitely “count!”

Track tweets and blog mentions at Altmeter Explorer (Subscription)

Altmeter is a paid service (but [free to librarians!](#)) which scores each article based on the number of people tweeting, blogging, or saving a reference on Mendeley and CiteULike. I only found a few of Cynthia Werner’s articles when searching by her name or article identifier (DOI), but what Altmeter did capture is useful.

As seen in Figure 6, one Twitter account linked to Werner’s article, someone referenced it on a Wikipedia page, and three readers saved it on Mendeley. Because Altmeter only “counts” links to an article’s permanent URL/DOI or a book’s Google Books or publisher page, do



Figure 6: Altmeter Explorer example for Cynthia Werner's article

your colleagues a favor and link to formal sources when you promote scholarly articles online!

3. Tips for promoting your books and articles, and tracking their citations:

Get a free [ORCID](#). Adding a researcher ID to your future publications makes it easier to track their impact, and easier for readers to find related work that you've written.

Publish with a [DOI](#). Before submitting your work, check if each article or book chapter gets its own "digital object identifier" (e.g.: [doi:10.1177/0961000615591651](https://doi.org/10.1177/0961000615591651)). DOIs let others find and cite your work, and let altmetrics track internet chatter around your work more effectively.

Publish through [open access](#) (or at least add preprints to your university repository). The more scholars who can access your work, the more likely you will be read and cited. Talk to your librarian.

Get your book reviewed, and have people recommend it to their libraries. The more reviews and library holdings your book has, again, the more likely it will be read and cited.

Promote your work on Twitter, blogs, or Facebook. If others write about you on blogs or news sites, have them link to your [book on a publisher's webpage](#) or your article's DOI. These digital traces become "altmetrics" that show your research is having an impact. Ridiculous? Yes. But the benefits of people talking about your work are real, and in today's 'attention economy' it increases the number of people who actually read and benefit from your work!

ORCID: AN IMPORTANT RESOURCE FOR ACADEMIC AUTHORS

Mark Vinyard

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mvinyard@pepperdine.edu

As librarians, we have experienced the difficulties of searching for authors with common names such as John Smith, which in APA format is "Smith, J." The issue of author ambiguity extends beyond common last names. Faculty who change their names after getting married will have articles under different names. In a similar vein, authors' middle initials are used inconsistently. With the increased globalization of scholarly research, a growing challenge in searching for researchers' works is transliterated names with different variations. The goal of ORCID (Open Researcher and Contributor ID) is to provide unique, numeric author identifiers that will make it easier to search for authors' works.

Researchers can obtain an ID by going to the [ORCID](#) Web site and registering for a free account. After registering, researchers obtain a 16-digit unique author identifier. In their ORCID profile, they can list their scholarly works, variations of their name, education, and employment history. ORCID, a nonprofit organization, lets researchers decide how much information they wish to reveal in their ORCID profiles. However, the ORCID profile will be more valuable to researchers if they provide as much information in their profiles as possible (Meadows, 2015). If an author lists their institution and several of their works, it will be easier for other researchers to identify them.

Of course, ORCID IDs will only be useful in connecting authors and their research work if publishers, funding agencies, and professional organizations incorporate ORCID as well. Here are some important partnerships:

- ORCID is working with Crossref, the organization that provides an extensive database of Digital Object Identifiers (DOI) which are used to identify scholarly documents. Users can search this database of 76 million

documents for articles with authors' ORCID IDs. In addition, this collaboration with Crossref is providing authors with the option of auto-updating their ORCID records with their publications. This makes it much more convenient for them to keep their ORCID profiles updated with their latest scholarly works.

- Funding agencies have shared the academic world's interest in disambiguation of authors. Researchers can include their ORCID IDs when they apply for grants from organizations such as the National Institutes for Health or Autism Speaks.
- Academic publishers have recognized the value of ORCID. Currently, more than 3,000 journals collect ORCID IDs for article submissions. Some journals, such as *Science* and *PLOS*, a journal at the forefront of altmetrics data, are now requiring ORCID IDs for article submissions (ORCID, 2015).

ORCID is a work in progress and increased integration will make these IDs even more useful. The Scopus database allows users to search for authors by their ORCID IDs. Unfortunately, ORCID IDs are not automatically added to Scopus. Authors have to log in to Scopus and register their IDs. In other words, ORCID integration with Scopus lags behind its efforts with Crossref.

In addition, important periodical database vendors such as EBSCO and ProQuest have not incorporated ORCID into their search capabilities. Even though the Modern Language Association and the American Psychological Association are integration partners with ORCID, currently users cannot search for authors with ORCID IDs in the *PsycINFO* or *MLA International Bibliography* databases. The MLA has launched an app called *MLA BibLink* that allows authors to search for their works with ORCID IDs and also provides an easy way for their works to be added to their ORCID profile. This app is a good starting point, but ORCID should also be integrated into the commercial *MLA International Bibliography* database. ORCID has identified closer relations with publishers as an important goal (Meadows, 2016).

ORCID continues its trend of being integrated with important academic publishing trends by partnering with altmetrics resources. PlumX, a commercial database with altmetrics data, uses ORCID IDs to harvest authors' scholarly works for altmetrics analysis. Altmetric, a competing altmetrics resource, provides the functionality of retrieving data in their Explorer database with ORCID IDs. Other resources that include altmetrics data and are utilizing ORCID IDs are ImpactStory, Mendeley, ResearchGate and Academia.edu. Any researcher concerned with improving their altmetrics rankings should register an ORCID.

Most researchers have praised the benefits of ORCID, but it hasn't escaped controversy. Seth Leopold (2016), the editor of *Clinical Orthopaedics and Related Research*, expressed concern that ORCID makes no attempt to verify the profiles that researchers create. According to Leopold, in countries outside the United and Europe, it is acceptable for multiple researchers to share the same ORCID and for junior faculty to ghostwrite articles for senior professors. This concern is valid, but requiring researchers to verify their profiles would make the process of creating ORCID IDs onerous and would slow the growth of this important initiative. Ideally, ORCID would establish a verification process that wouldn't also place a steep burden on authors.

Librarians can take a leadership role by discussing the benefits of registering ORCID with their faculty. They can also encourage database vendors such as EBSCO and ProQuest to integrate ORCID into their products.

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GETTING TO KNOW THE INTERNATIONAL STUDENTS AT NEW YORK UNIVERSITY ABU DHABI

Ilka Datig

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“What are your students like?” As the library liaison to the Social Science division at New York University Abu Dhabi (located in the United Arab Emirates), this is the question I hear the most when I introduce myself at conferences in the United States. Even though I’ve been at NYUAD for several years now, it is still a question that continues to fascinate me. Over the years I have organized a number of research projects at my university—on space, on intellectual property, on library experiences—but the fundamental question of who our students are and how they understand and use libraries is always at the forefront of my mind.

The student body at NYUAD is incredibly unique. Currently, our students come from more than 110 countries and speak 100 unique languages (in fact, most students are at least bilingual). In the newest class (2019) Emirati students were the largest group of students by nationality for the first time. Other countries that are well represented include the [US, China, South Korea, India, Pakistan, and Egypt](#). In some ways, every student at the university is an “international student.” Although the Emirati students remain in their home country, NYUAD is a liberal arts research university and is very different from other colleges and universities in the UAE. The core curriculum, and most of campus life, probably feels most familiar to students from the US—but the geographical context is completely different from what most of them have experienced in the past. Although US-based LIS literature on international students can often treat them as a homogenous group, at NYUAD we have found that they come with a wide variety of experiences and opinions regarding research and libraries. For that reason it can be very hard to generalize when talking about them, and we have learned that a more nuanced approach is called for.

The first research project I engaged in at NYUAD was focused on how students perceived libraries. I implemented a simple survey (sent to students the summer before their first semester) and conducted some interviews with freshman in the first few weeks of the school year. I continue to run the survey every other year. Intellectual property and plagiarism are a common topic in the library literature on international students, and we have been able to contribute to that conversation. I have been able to survey and interview students about their opinions on intellectual property and copyright, their experiences learning about plagiarism, and their perceptions of how intellectual property plays a role in their academic lives. I’ve also conducted space assessments at the library, involving observation, behavior mapping, and interviews with student users (and non-users) of the library. Once I began to feel that I had a good sense of where our students come from, how they think about citing their sources, and how they use various spaces for research, I decided to shift my focus to how they find, evaluate, and select sources for their research.

My current research is focused on graduating students in the Social Sciences. I have chosen a mixed-methods approach involving citation analysis and focus groups. This Fall I analyzed the bibliography of every Social Science Capstone project from 2014 and 2015. Since every student majoring in a Social Science (Economics, Political Science, and Social Research & Public Policy) is required to write a final Capstone paper and submit it to the library archives, this is a wonderful resource for us to learn more about the types of sources students are using. I will also be conducting focus groups with students in late April 2016, directly after they turn in their final Capstone papers. My goal with the focus groups is to get a more holistic view of how students make decisions about which sources to include in their bibliographies.

In the citation analysis part of the project I have been tracking the usual factors: source type, age, disciplinary area, domain name, publisher, and library availability. Given the international student body, I am also interested in whether or not students are using a significant number of sources in languages other than English. So far I have noticed a relatively wide variety of languages, but they do not make up a large portion of the students' citations. Also, these sources are usually newspaper articles or websites rather than scholarly journals or books. In general, when I conduct the focus groups I hope to learn more about the students' processes for finding sources (where they look for information) and how they made decisions about which sources to use (did they consider age, relevance, language, or other factors?). This information will be very useful to us locally as we design instruction for the Social Science students, and hopefully will be helpful to the academic library community at large.

I continue to be very interested in learning more about the students here at NYUAD, and also how the library might be more effective in our instruction, reference and outreach. We have made several improvements based on our research with students and our library leadership appreciates all the information we can find on our student users. With the growing focus on international students in US academic libraries, and higher education more generally, I hope that the work that I have been doing will be helpful to a wide variety of academic librarians, including my ANSS colleagues.

RBMS 2016 CONFERENCE – EARLY BIRD DEADLINE MAY 20!

OPENING DOORS TO COLLABORATION, OUTREACH, AND DIVERSITY

Biltmore Hotel, Coral Gables, FL

Tuesday, June 21, 2016 – Friday, June 24, 2016

<http://conference16.rbms.info/>

Conference housing, tours and workshops are filling fast for what is sure to be a diverse and exciting program at the historic Biltmore Hotel in Coral Gables, FL. If you have yet to register, join us for all of the engaging plenary speakers, fantastic seminars and short paper sessions, as well as interactive discussion and poster sessions.

We look forward to seeing you
in sunny Coral Gables!

Aislinn Sotelo and Lori Dekydtspotter
2016 RBMS Conference Program
Planning Co-Chairs





RESOURCE REVIEW

USING AMBROSE DIGITAL AS A STREAMING MULTIMEDIA RESOURCE FOR SOCIOLOGY AND ANTHROPOLOGY

Spencer Acadia

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Reviewed February-March, 2016

Publisher: Ambrose Video Publishing, Inc., 145 W. 45th St. #1115, New York, NY, 10036, Phone: 212-768-7373, 1-800-526-4553

URL: <https://www.ambrosevideo.com>, <http://www.ambrosedigital.com>

Per Program Cost: \$25.00 per program with one-year streaming license and unlimited simultaneous use

Full Database Cost: [Reduced pricing available](#) for multi-campus and/or consortium licensing, long-term licensing, and large-volume licensing

Coverage Dates: Release dates of streaming videos are not readily available

Introduction

Ambrose Video, Inc. publishes educational films in DVD and online streaming formats. Ambrose videos are referred to as “programs” and may be separated into “chapters.” Programs collectively make up a “series.” All programs include closed captioning (CC) and most new programs are filmed in high definition (HD). Ambrose’s physical library boasts [over 1,000 DVDs](#), while over 650 programs are available on their streaming platform. The current review focuses only on Ambrose’s streaming service, *Ambrose Digital*.

Ambrose’s videos are appropriate for school grades 9-12, as well as higher education students at community colleges and in early-level university courses. For most videos, ancillary teaching and learning materials are available for librarians and instructors to download.

To stream Ambrose’s videos, users must have Adobe Flash installed on their computers and have high-speed internet connections. Dial-up and slow-speed internet connections, common in rural settings, are insufficient for streaming. Ambrose’s videos are available in a wide range of file qualities based on a user’s internet connectivity (i.e., higher connectivity speeds will play a video in higher quality than slower connectivity speeds).

As with many proprietary electronic databases, Ambrose allows IP address proxy authentication so users can access the platform through their host library without needing separate login credentials. Plus, all streaming videos have permalinks for quick, consistent access. Videos also include embed codes that can be placed in learning management systems such as Blackboard or Desire2Learn. All of Ambrose’s streaming videos have MARC records available for quicker cataloging and better discoverability in library catalogs and discovery layers.

Streaming Content

A [list of streaming programs](#) and the series to which they belong are available in the “Screening Room” tab on the Ambrose Digital website. As of this writing, a total of 103 series are listed, resulting in a combined total of 663 programs. Table 1 in the Appendix provides a selected listing of series that are applicable to a wide-range of studies in sociology and anthropology.

Browsing, Searching, and Navigating

The Ambrose Digital subscription database platform is straightforward and easy to navigate. Search options include matching “any” or “all” keywords a user types into the search box, and a field for words and phrases to omit is provided. Figure 1 shows the search option section of the database with an example search using the keyword “gender.” This executed search will look for “gender” in all descriptions, keywords, and captions in all streaming content to which a university subscribes; it does not search unsubscribed content. The Search Results section on the right side of the screen displays the search conducted as well as the number of matched series, programs, and chapters.

Find clips by typing keywords, then press Enter.

Enclose phrases in double quotation marks, e.g. "Grapes of Wrath" "Henry IV".
 Descriptions, keywords, and captions will be searched; punctuation is ignored.

Words and Phrases to match:

Match All Keywords Match Any Keywords

Words and Phrases to omit:

Video Durations can be seen by moving your mouse over the Play button.

Search Results

Must match All 1 keywords
gender

Matched:
 12 Series
 32 Programs
 35 Chapters

Figure 1: Search option section with example search using keyword “gender” in the Ambrose Digital subscription database

After a conducted search, the matching results appear below the search option section shown in Figure 1. Results are organized by series, program, and chapter. Figure 2 provides an example of one of the series results. In this example, the term “gender” appears somewhere in the descriptions, keywords, and/or captions of programs and chapters within the series *A History of Equal Rights in America*. Results are provided at the program level first, and then broken down into the specific chapters within each program.

Search results include play buttons next to each program and chapter result for immediate streaming. Users can hover their cursor over play buttons to see the play time of each program/chapter. Hovering over the key icon displays the program/chapter keywords under which videos have been categorized. An executed search term may not appear in the keywords list, but may be contained in the full video descriptions or captions. In this example, the word “gender” does not appear in any of the keyword lists or video descriptions, but does appear in all the videos’ dialogue/closed captioning.

Upon clicking a play button, the corresponding video opens in a new browser tab. If closed captions are desired, the viewer must turn them on using the “CC” button at the bottom of the streaming video. Downloadable ancillary teaching and learning materials in PDF format are included on the streaming page when available. Permalink and embedding information are obtained by clicking the button at the bottom of the streaming page.

A History of Equal Rights in America
This series recounts the significant advances and the ongoing effort to gain a clear and permanent guarantee of privileges for women and all economically disadvantaged groups.

- Hide Search Results

Program title

Series title

Chapter title

▶ **1837 - 1862** Homestead Act, passed during the Civil War, gave homesteaders, pioneers and settlers a chance to settle the west but it also gave women the right to own property and thereby increased women's rights.

▶ **1862 - Homestead Act Opens Up Property Rights for Women** Homestead Act, passed during the Civil War, gave homesteaders, pioneers and settlers a chance to settle the west but it also gave women the right to own property and thereby increased women's rights.

▶ **1863 - 1902** The American Equal Rights Association was founded by Susan B. Anthony and Elizabeth Cady Stanton with help from Frederick Douglass, Lucy Stone and Sojourner Truth with the idea of extending equal rights to all Americans.

▶ **1866 - American Equal Rights Association is Founded** The American Equal Rights Association was founded by Susan B. Anthony and Elizabeth Cady Stanton with help from Frederick Douglass, Lucy Stone and Sojourner Truth with the idea of extending equal rights to all Americans.

▶ **1902 - 140,000 Mine Workers Go Out on Strike** The United Mine Workers and mine owners met with President Theodore Roosevelt, giving labor unions a boost in recognition and legitimacy.

▶ **1964 - 1970** After the Stonewall in Riots in 1969, Gays and Lesbians began working for Gay rights which involved Gay Pride marches throughout many major American cities.

▶ **1969 - Stonewall Inn Riots Initiate the Gay Rights Movement** After the Stonewall in Riots in 1969, Gays and Lesbians began working for Gay rights which involved Gay Pride marches throughout many major American cities.

▶ **1971 - 1973** The 1972 Equal Employment Opportunity Act took care of omissions in the 1965 Title VII Civil Rights Act, that banned discrimination in hiring by businesses by creating the EEOC, Equal Employment Opportunity Commission, that would guarantee Equal Employment.

▶ **1972 - Congress Passes the Equal Employment Opportunity Act** The 1972 Equal Employment Opportunity Act took care of omissions in the 1965 Title VII Civil Rights Act, that banned discrimination in hiring by businesses by creating the EEOC, Equal Employment Opportunity Commission, that would guarantee Equal Employment.

▶ **1973 - 2011** The American Hospital Association, the AHA, created the first Patient's Bill of Rights, a natural extension of President Lyndon Johnson's Great Society and Medicare/Medicaid and would be part of health care reform in the 20th century that would lead to the Nursing Home Reform Act, Federal Emergency Medical Treatment Act, Patient Self-Determination Act, and the 2010 Affordable Care Act.

▶ **1973 - The American Hospital Association Adopts the First Patient's Bill of Rights** The American Hospital Association, the AHA, created the first Patient's Bill of Rights, a natural extension of President Lyndon Johnson's Great Society and Medicare/Medicaid and would be part of health care reform in the 20th century that would lead to the Nursing Home Reform Act, Federal Emergency Medical Treatment Act, Patient Self-Determination Act, and the 2010 Affordable Care Act.

▶ **1997 - Madeleine Albright Begins a New Era for Women in American Leadership** Madeleine Albright was one of the 20th century's women pioneers, and showed that women were becoming a force in leadership roles of government when appointed Secretary of State.

Figure 2: An example of a one series' search results using keyword "gender" in the Ambrose Digital subscription database

Critique

Pros

- Great for community colleges and university students at the sophomore level and below
- Flexibility to play entire programs or individual chapters within programs
- Accompanying documents and teaching tools for programs are downloadable, when available
- Closed captioning (CC) for every program and high definition (HD) for most new programs
- Permalinks and embed codes available for easy access and deployment into learning management systems
- IP address proxy authentication
- MARC records are downloadable and videos are findable in library catalogs and discovery layers

Cons

- Content may be too basic for junior-level students and above
- No advanced search options
- Streaming may not be possible for users with limited or slow internet access
- Videos, even those in HD, may seem dated and "old-fashioned" to younger viewers
- Cannot search individual series or chapters for content
- Series are not classified, grouped, or categorized in a browsable or searchable way by subject area
- Users cannot make their own video clips from videos
- Video citations are provided in many styles (e.g., APA, MLA, etc.) but must be used with caution as accuracy is questionable
- Videos are not likely to be used by students on their own without an accompanying course assignment

Out of its entire streaming catalog, Ambrose Digital offers a handful of programs (about 25%) relevant to undergraduate studies in sociology and anthropology. However, the database's strength lies in subjects such as English literature and history. Because the content of Ambrose Digital is multidisciplinary, its utility is wide-reaching and therefore useful for a lot of topics. But, institutions wanting only sociological/anthropological content may be better off licensing individual programs of interest rather than the entire database.

Ambrose Digital's content is appropriate for beginners and learners at the sophomore level and below. For all levels of students, more diverse streaming products such as Films on Demand or Alexander Street Press could be a more favorable investment depending on an institution's objectives, student body, and budget.

Appendix

Table 1: Alphabetized list of 23 streaming series offered by Ambrose Digital with sociological and anthropological subject matter

Series Title	Number of Programs	Total Running Time
20 th century turning points in U.S. history	8	222 min.
21 st century turning points in U.S. history (2000-2009)	4	109 min.
Advanced placement human geography: Making sense of planet Earth	9	261 min.
Ancient history	11	330 min.
Arctic	5	260 min.
Arctic's changing climate and economics	1	29 min.
Civilization: Is the West history?	6	285 min.
Death camp Treblinka: Survivor's stories	1	59 min.
A history of American Indian achievement	8	225 min.
A history of Black achievement in America	8	223 min.
A history of Chinese American achievement	8	222 min.
A history of civil rights in America	8	226 min.
A history of equal rights in America	8	219 min.
A history of Hispanic achievement in America	8	225 min.
A history of Jewish achievement in America	8	230 min.
A history of women's achievement in America	8	229 min.
History's ancient legacies	6	162 min.
History's ancient legacies 2	6	169 min.
History's ancient legacies 3	6	184 min.
Human geography: Making sense of planet Earth	8	232 min.
The long search	13	680 min.
The making of mankind	7	349 min.
Radical Islam: A historical perspective	2	69 min.
23 total series	157 total programs	5,356 total minutes (89.3 hours)

HOST ACRL STANDARDS, SCHOLARLY COMMUNICATION WORKSHOPS IN 2016

Today's academic and research librarians increasingly act as change agents in the higher education community while being called on to demonstrate their value on campus. ACRL's one-day scholarly communication and Standards for Libraries in Higher Education workshops help you achieve those goals through learning more about these important topics at your campus, chapter, or consortia. Facilitated by our team of expert presenters, both workshops provide a framework for libraries to grow, innovate, lead, and succeed.

SCHOLARLY COMMUNICATION: FROM UNDERSTANDING TO ENGAGEMENT

To help empower our community in accelerating the transformation of the scholarly communication system, ACRL is pleased to offer the day-long workshop, "Scholarly Communication: From Understanding to Engagement." The workshop helps participants in very practical ways, such as preparing for library staff or faculty outreach, contextualizing collection development decisions to internal and external stakeholders, and initiating or supporting new models for scholarly communication. Details are available on the ACRL website at www.ala.org/acrl/issues/scholcomm/roadshow.

STANDARDS FOR LIBRARIES IN HIGHER EDUCATION TRAINING WORKSHOPS

The ACRL Standards for Libraries in Higher Education provide a framework for planning and assessment that can be adapted for a variety of circumstances including strategic planning, program review, and accreditation self-study. ACRL's "Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action" workshop provides information on using the standards and other foundational documents as a framework to develop benchmarks, evaluate quality and performance, and demonstrate value. Details are available on the ACRL website at www.ala.org/acrl/standardsworkshop.

Hosts are responsible for the full cost of both workshops and may choose to recover costs through registration fees. Stay tuned for more information on two new workshops currently under development that you can also bring to your campus, chapter or consortia on research data management and the intersections of scholarly communication and information literacy.

The *ANSS Currents* (ISSN 0888-5559) newsletter is a biannual electronic publication of the Anthropology and Sociology Section of the Association of College and Research Libraries, a division of the American Library Association, 50 E. Huron St., Chicago, IL 60611, (800) 545-2433, Ext. 2523, <http://www.acrl.org>.
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