A Dynamic Approach to Digital Resource Development: A Look at Oxford Bibliographies Online

Thursday, June 18, 2015
11:00 a.m. PST | 12:00 p.m. MST | 1:00 p.m. CST | 2:00 p.m. EST
Speakers

Damon Zucca, Oxford University Press
Damon Zucca is Publisher of Scholarly and Online Reference at Oxford University Press, where he oversees the planning and development of a range of print and digital publishing initiatives, including *Oxford Biblical Studies*, *Oxford Bibliographies*, and *Oxford Handbooks Online*. He has been working in scholarly book publishing for fifteen years as an editor at Garland Publishing, Routledge, and Peter Lang before coming to OUP.

Susan MacArthur, Bates College
Susan MacArthur has worked at Ladd Library at Bates College for twenty years. She has been the electronic resources librarian since 2001. She has previously worked at Princeton University Library and the National Library Service for the Blind and Physically Handicapped among others.

Sawyer Sylvester (BA, JD, MA, Ph.D., Boston University), Bates College
Professor Sylvester’s primary areas of research and teaching interest include criminology, sociology of law, crime analysis, criminological theory, the history of criminology, homicide studies, crime prevention, the forensic uses of social data, and classical sociological theory. He has published in the areas of the history of criminological theory (1973, 1984), prison homicide (1977), and private security (1988). His current research is on the application of opportunity theory to techniques of situational crime prevention.
Oxford Bibliographies Today

- 5 years
- 40 subjects
- 5,400 articles published, plus 3,000 in process
- 43 million words, equivalent of 100 volumes
- 600 updated articles
- 6,000 authors from 62 countries
- 175 academic board members
Information Overload Problem

We started with a Question not a product

- Can’t keep up with field developments
- Slows productivity on research projects
- Blurs levels of authority
- Guiding students becomes impossible

“Researchers are drowning in a deluge of raw data and published information and face a bewildering array of options for disseminating and sharing their work.” -- Chris Bourg, OCLC Research
Planning Phase

234 Librarian survey respondents
48 phone interviews with research librarians
35 scholarly reviews from various academic fields
14 graduate student reviews and interviews
5 on-site focus groups at mid- and large-level libraries
3 Graduate student focus groups

Feb 2008: conversations begin with Librarian feedback on basic concept
Sept 2008: Librarian Focus Groups Yale, Southern Connecticut State University, Sacred Heart
Oct 2008: Round table at NYU with mix of librarians, faculty, and grad students
Nov 2008: Charleston Juried Product Forum
June 2009: ALA breakfast and focus groups
Jan 2010: ALA midwinter presentations
Goal: garner real-time feedback on usability, functionality, discoverability, and perceived value of OBO

- Partnered with 5 university libraries from main FTE bands
- Connect to cross-disciplinary and cross-functional sample of librarians, faculty, and graduate and undergraduates
- Combination of onsite focus group interviews and surveys
- Information used to improve website, publishing model, sales models, and future online initiatives.
OBO Library Research Program

What We Learned

- Improvements to user interface
- Refocused editorial plans
- Sharpen marketing descriptions
- Lessons for future projects

Here are examples of the sort of data we evaluated:

![Graph: Purpose for Revisiting Site]

![Graph: Change in Mean Scores from Wave 1 to Wave 4]
A different way of thinking about the publishing process
What Interested and Excited Us

- *Oxford Bibliographies* would cover many academic disciplines.
- We could trust the quality of content – selectivity, annotations, and peer-review.
- We could provide introductions to new topics, with a pathway to deeper research.
Developing *Oxford Bibliographies*
Susan MacArthur – Librarian, Bates College

**What Interested and Excited Us**

- Context and discovery – within each module and each topic.
- Transitioning to more online tools. The bibliographies would be continually updated, unlike print bibliographies, and available from anywhere.
- Mirrors reference and research activity where a variety of resources can be introduced – Overviews, Journals, Data sets, Films, Primary Sources, and traditional reference resources.
Participating in the GAUGE project
Susan MacArthur – Librarian, Bates College

Initial outreach by librarians to involve students and faculty

Questions and more questions about:

- Intuitive design
- Placement of features
- Linking
- Bibliographic records
- Possible new modules
Participating in the GAUGE project
Susan MacArthur – Librarian, Bates College

GAUGE also prompted thinking about…

- Improving our library site
- Continued outreach
- Purchase when possible
- Our consortial partners
Promoting *Oxford Bibliographies* to users

Library Database

A-Z Databases

Find the best library databases for your research.

345 DATABASES

Find Databases by Title

Go

All Subjects  Article Indexes  All Vendors / Providers

O

Oceanic Abstracts
Biology, Ecology. Coverage: 1951 to present
more...

Oxford Bibliographies
more...
Promoting *Oxford Bibliographies* to users

**LibGuides**

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**Women & Gender Studies**

Last Updated: Nov 18, 2014  |  URL: http://libguides.bates.edu/content.php?pid=63099  |  Print Guide

- **Home**
- **Women's Periodicals**

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**Literature Review Sources**

- **Oxford Bibliographies Online**
  Great help when starting to pull together resources even though there is not coverage of women in their own module yet - women's issues, of course, permeate most others.

- **Annual Reviews**
  Same can be said about this resource - but give it a try!

**Article Indexes**

- You can do a combined search with Gender clicking on “Choose Databases” when you
  - Gender Studies Database
  - SocINDEX with Full Text
  - JSTOR

**Primary Sources**

- Women's History online collections from Library of Congress
- New England Women and Their Families

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**Book Resources (both online and print)**

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**Researching a topic?**
<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Author</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Zen Buddhist landscape arts of early Muromachi Japan (1336-1573)</td>
<td>Parker, Joseph D</td>
<td>1989</td>
</tr>
<tr>
<td>7</td>
<td>Buddhist art: an illustrated introduction</td>
<td>Chiarelli, Charles F</td>
<td>2004</td>
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<tr>
<td>8</td>
<td>Buddhist Art and Thought</td>
<td>Sadibäla</td>
<td>2007</td>
</tr>
<tr>
<td>9</td>
<td>Buddhist Art and Architecture in Japan</td>
<td>Blair, Heather</td>
<td>2010</td>
</tr>
</tbody>
</table>

When Buddhism entered Japan in the sixth century, its sculpture, painting, architecture, and texts—and the sophisticated technologies used to produce them—played a major role in attracting new adherents. These materials came to be viewed as “art” only with Japan’s participation in international exhibitions and the domestic development of museums during the 19th century. Today it is primarily art historians who study Buddhist art and architecture, but as Buddhologists take an interest in social history and material culture, cross- and inter-disciplinary research is becoming more common. Disciplinary stereotypes do persist, however. They would have it that art historians are preoccupied with formalism, while Buddhologists are so sunk in a textual mindset that they are unable to assess material objects critically. The Japanese-language literature on Buddhist art and architecture is voluminous, and is not covered in any significant detail here. Non-art historians should also...
What are the needs of students and researchers?

How can this resource meet those needs?

Using *Oxford Bibliographies* in teaching & research
Promoting *Oxford Bibliographies* to users

Teaching students about the resource
Promoting Oxford Bibliographies to users
Teaching students about the resource

Introduction
The literature on crime control policy has developed from several areas of study. Included among these areas are general descriptive studies of the operations of the crime control system (police, courts, and corrections), studies of the causes of criminal behavior in relation to the rehabilitation of offenders, critical inquiry into crime control policies and practices, historical studies of crime control, studies of crime control reforms, studies of get-tough crime control policies, and studies aimed at linking crime control knowledge to public policy. A theme emerging from this literature has been a recognition of the patterned capacity of various crime control policies and reforms to have unintended consequences.

General Overviews
There are a number of criminal justice textbooks that provide introductory and largely descriptive information on the formal criminal justice system. These textbooks generally provide coverage of crime and criminal law, the police, the courts (such as prosecuting and sentencing of criminal defendants), corrections (such as prisons, parole, probation, and community corrections), and the juvenile justice system. In addition, there are edited volumes on crime control that provide more detailed assessments of the law, police, courts, and corrections. The introductory textbooks are suitable for beginning undergraduate students (see Schmalleger 2015, Cole and Gertz 2013, Peak 2011, Reid 2011, Bohm and Haley 2009, Del Carmen and Trulson 2005). The edited volumes provide more focused and detailed readings that are useful for graduate students and researchers.
Q&A