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Staffing of Library Publishing Programs in the United States and Canada: A Data-Driven Analysis

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RESEARCH ARTICLE

Staffing of Library Publishing Programs in the United States and Canada: A Data-Driven Analysis

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ABSTRACT

Introduction: Using the Library Publishing Coalition's (LPC) Research Dataset, this paper focuses on the staffing of library publishing programs at colleges, universities, and consortia in the United States and Canada from 2014 to 2022.

Methods: In order to transform the data into a consistent format and write it into a single table as a comma-separated values (CSV) file, we created a program written in C# and executed on Windows 10. We narrowed the data set to focus on just library publishing programs from the United States and Canada, as well as to those that responded to the survey in early and later years. We also analyzed the data by enrollment and compared the staffing of library publishing programs to the staffing of academic libraries in general using the annual Association of College and Research Libraries (ACRL) Library Trends and Statistics Annual Survey data.

Results: The average library publishing program relies largely on professional staff, has shown the most growth in paraprofessional staff, and has lost staff overall since 2019 while still showing growth overall since data collection began.

Discussion: Compared with staffing of ACRL libraries in general, library publishing programs lost staff members at about a four-times higher rate from 2014 to 2021.

Conclusion: From 2014 to 2022, the number of library publishing staff did not grow at the same rate as the number of staff in libraries did as a whole. Also, although there are certainly general conclusions or trends, there are also opportunities for additional quantitative and qualitative research to be done in this area.

Link to code: <https://github.com/jmeetz/LPCSurveyDataLoader>

Link to data: <https://kb.osu.edu/handle/1811/104685>

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IMPLICATIONS FOR PRACTICE

1. Although there is a strong history of communication and sharing of practices in the library publishing community, there has been little analysis of the data that have been collected by the Library Publishing Coalition (LPC)'s survey. Gaining an understanding of the staffing information available in the data can help practitioners make informed decisions about how they approach staffing their own publishing programs.
2. Comparing the staffing of library publishing programs with staffing in Association of College and Research Libraries (ACRL) libraries generally helps library publishing practitioners gain a high-level perspective that would not be clear otherwise.
3. Since library publishing programs face challenges of sustainability and scalability, gaining an understanding of the makeup and size of programs, as well as how they have developed over time, can help inform how we move forward.

INTRODUCTION

In this article, we use the Library Publishing Coalition (LPC)'s Research Dataset to discover how the staffing of library publishing programs has changed over time. We explore the classifications of employees that make up the staff in library publishing programs, including professional, paraprofessional, graduate students, and undergraduates, as well as how the amount of each type has changed. We chose to concentrate on staffing for several reasons. First, because it is the staff of library publishing programs whose labor results in publications and ultimately executes the values of the program and, by extension, the library and institution. In addition, in terms of the work done within the libraries, the number of staff is one of the main factors that determines how much output a publishing program can produce. Second, staffing is one of the largest expenditures for libraries and reveals how institutions have prioritized their library publishing programs (Taylor, 2023, para. 6). To that end, we also compare the evolution of the staffing of library publishing programs with information found in the Association of College and Research Libraries (ACRL) Library Trends and Statistics Annual Survey data.

Overall, our work has two main goals. First, to make the data related to staffing from the LPC's data set accessible in a new way and to present overall trends. This is important because, in its raw form, the data set requires programming skills to transform it so that it is comprehensible. Presenting this information in a format that can be understood by people allows library publishing practitioners to gain additional perspective on staffing in the field at a high level over time, which cannot be accomplished by reading the individual library publishing directories.

This additional perspective might allow individuals to advocate for additional staffing or draw conclusions about their own career trajectories. Second, we hope to inspire additional quantitative research, as we have concentrated on just one area of many in the data set, as well as qualitative research, which may be used to discover more about the causes, influences, or reasoning behind the conclusions outlined in this paper.

LITERATURE REVIEW

Library publishing is defined by the International Federation of Library Associations and Institutions (IFLA) as work that “advances the open scholarship agenda globally via the production of journals, monographs, and other publication outputs on a predominately open access basis” and is part of additional scholarly communication services that are administered by librarians (Bugge, 2023, para. 1). Moreover, library publishing entails producing content; making original, previously unpublished work available; and adding credibility to the work through peer review or institutional reputation (Library Publishing Coalition, 2023, para. 7). Library publishing differs from other types of publishing because it generally strives to make content open access and to be more flexible and open-minded about exploring informal and experimental ways of sharing information (Library Publishing Coalition, 2023, para. 8). It also works to challenge the current scholarly publishing ecosystem. Finally, library publishing can be seen as a complement to commercial publishing and university presses because it is a new model for publishing academic research that is open and sustainable (Lippincott, 2016, p. 187).

The Library Publishing Coalition was founded between January 2013 and December 2014 by 61 academic libraries in collaboration with Educopia Institute to form a community that would be committed to advancing library publishing (Library Publishing Coalition, 2023, “History,” para. 1). Within 18 months of its founding, the first Library Publishing Directory was published by the LPC and was made openly available to the public. This directory, which has been produced annually, is made up of information collected via a survey sent to library publishing programs and is the source of the data set used in this article. The information gathered by the surveys and published in the directories has varied over time but has generally included the following: mission statements; future plans; organization of units; types of partnerships (faculty, students, scholarly societies, etc.); number and type of staff (professional, paraprofessional, student, etc.); number and type of services (digital object identifier [DOI] assignment, International Standard Serial Number [ISSN] registry, typesetting, training, etc.); number and type of publications (journals, monographs, textbooks, etc.); publication formats (text, images, audio, etc.); degree of focus on open access; type of software is used (bepress, DSpace, Open Journal Systems [OJS], etc.); the method(s) of preservation (Amazon Glacier, CLOCKSS, LOCKSS, etc.); and budget information (Library Publishing Coalition, 2023, Library Publishing Directory).

Staffing of library publishing programs has been discussed in many contexts, including how library publishing programs are created and evolve; the challenges library publishers face, such as sustainability and scalability; developing business plans; and discussing services offered. In her book, *Library as Publisher: New Models of Scholarly Communication for a New Era* (2017), Lippincott asserts that library publishing programs do not usually start out with robust group of staff and instead begin by reallocating the time of some existing staff (p. 43). However, in order for a publishing program to scale up, new positions and/or additional reallocated staff time will likely be necessary unless the program plans to hire freelancers to do work that current staff are unable to complete (Lippincott, 2017, p. 25). Despite the fact that additional staff is required for growth, staffing for library publishing programs is usually lean (Lippincott, 2017, p. 30). The theme of small numbers of staff taking on the work of library publishing programs is common in the literature. In his presentation, *Sustainable Book Publishing as a Service at the University of Michigan* (2016), Colman also comments on the generally low number of staff in the average library publishing programs in North America (para. 20). Similarly, in her article, *Write up! A Study of Copyright Information on Library-Published Journals* (2016), Schlosser describes most library publishing programs as operating “on a shoestring” and notes that, according to the LPC Directory, many publishing programs have less than one full-time equivalent (FTE) staff member (p. 19).

In their article, *Developing a Business Plan for a Library Publishing Program* (2018), McCready and Molls note that staffing in library publishing programs varies greatly and cite the 2018 LPC Directory, which includes a range of publishing programs with 0.25% of a full-time professional staff member to 16 full-time professional staff members (para. 28). Regardless of the size of a publishing program, McCready and Molls assert that, like any other business venture, library publishers should develop clear service models along with a business plan that includes staffing requirements. Similar to all departments in a library today, library publishing programs must cope with the reality that typical budgets are either flat or declining, and creating new positions is challenging or impossible. In addition, librarians also face an increasing number of demands on their time and often lack the capacity to continually develop new programs and services to meet all needs on campus (Lippincott, 2017, p. 46). In their article, *Library Publishing Programs at Capacity: Addressing Issues of Sustainability and Scalability* (2021), Meetz and Boczar discuss how these issues of sustainability and scalability have affected two publishing programs and strategize about how to overcome these challenges.

In addition to these works, staffing of library publishing programs has also been the topic of conference presentations. For example, Collins et al. presented at the 2017 Library Publishing Forum about labor, focusing on ethical and practical questions, including “How does staffing and/or your organization’s structure dictate the services you offer?” and “What are the successes and challenges you have encountered based on your structure?” Similarly, at the

2020 Library Publishing Forum, Reed et al. discussed creative staffing solutions for library publishing. Their presentation focused on how publishing programs at each institution were staffed, as well as the services offered. This topic and the facilitated discussion inspired further conversation through the LPC in the form of a community call, which was held about 2 months after the Forum. In the call, the presenters moderated an additional dialogue in which participants were asked to attend and share their questions, experiences, and thoughts about staffing challenges and solutions (Johnston, LPC Listserv, July 23, 2020).

As we can see, staffing of library publishing programs has been discussed in the literature and at conferences, and the LPC Directories have been cited. However, to date, to our knowledge, there has been no systematic, in-depth exploration or analysis of the information about staffing as captured by the yearly LPC Directory, which is the only source of information reported by library publishing programs over the years. In fact, the LPC's Research Agenda highlights labor as a topic in library publishing that should be further explored because this research would "help build better publishing programs, where staff are adequately trained in the intricacies of publishing and student employees are given the financial incentives along with skills necessary to start their careers" (Library Publishing Coalition Research Committee, 2020, p. 7).

METHODS

As mentioned, this paper is based on the LPC's Research Dataset, which is made up of all of the responses to the LPC's annual directory survey. The survey has been sent out annually since 2015 and asks people to report data from their institution for the previous year. This means that information found in each directory reflects the work done in the previous year; therefore, for example, the 2015 directory captures the work done in 2014. In each survey, the LPC asks institutions to fill out the survey if they are doing work that fits the following definition of library publishing:

"The set of activities led by academic and research libraries and library consortia to support the creation, dissemination, and curation of scholarly, creative, and/or educational works. Generally, library publishing requires a production process, presents original work not previously made available, and applies a level of certification to the content published, whether through peer review or extension of the institutional brand. Based on core library values and building on the traditional skills of librarians, it is distinguished from other publishing fields by a preference for Open Access dissemination and a willingness to embrace informal and experimental forms of scholarly communication and to challenge the status quo." (p. 2)

Over the years, this survey has gathered a wealth of information about library publishing programs. Our paper focuses on staffing and how it has evolved over time in colleges, universities,

and consortia. In addition, although the survey includes international respondents, our paper will focus on colleges, universities, and consortia from the United States and Canada because publishing programs in these geographic areas tend to operate more similarly to one another. In this instance, we wanted to compare the most complete set of similar programs in order to remove other variables that may come into play and affect the make up or number of staff.

As the survey questions have evolved over time, the formats of the survey responses were also different depending on the year that they were collected. For example, all of the staff type fields were recorded in one field until 2019, when they were split into multiple fields by category. In order to compare all the years efficiently and accurately, we converted all of the response data into a consistent format. In this way, data points for a specific data slice such as staff types can be charted together regardless of the year that they were submitted.

To achieve this, we created a program written in C# and executed on Windows 10. This program ingested all of the raw survey response data, transformed the data into a consistent format, and wrote the data for all years into a single table as a comma-separated values (CSV) file. This data transformation did not compute any new fields; it only converted the raw values into the new format.

After working with the data, it was clear that we could gain additional clarity by further narrowing the scope. As a result, we have included only the institutions that filled out the survey in either of the first 2 years (2014 or 2015) and either of last 2 years (2021 or 2022), which gives us the most complete picture of how staffing of library publishing programs changed over time. In addition, as we completed our analysis, we identified a subset of outliers that included six institutions that reported much higher levels of staff than other institutions. This list includes Columbia University, Cornell University, Purdue University, Rutgers University, the University of Guelph, and the University of Michigan. We reached out to these universities to confirm the accuracy of the numbers, and all revised their responses except for Cornell University, which did not respond by confirming their original reported numbers or sending us new correct numbers. Because the other five institutions indicated that there were errors in the originally reported data, we have removed Cornell from our analysis to avoid including any probable errors. The corrections made to the data originally submitted by these institutions, as well as the reasons behind the changes, are detailed in the Limitations section of this paper. The end result is a subset of 87 out of the original 215 institutions that responded to the survey at some point between 2014 and 2021. We will refer to this subset of 87 as early/late respondents.

In addition, we also decided to break down this set of early/late US and Canadian respondents by enrollment to see whether there were patterns that could be gleaned depending on the size of the institution. To do this, each institution was assigned a general size category, i.e., extra-small, small, medium, large, and extra-large, depending on its latest enrollment data.

Size category	Enrollment	Number of institutions
Extra-small	0–5000	7
Small	5001–15,000	11
Medium	15,001–30,000	23
Large	30,001–50,000	30
Extra-large	50,001+	16

Table 1. List of early/late reporting institutions by enrollment ([National Center for Education Statistics, 2023](#); [Universities Canada, 2022](#))

Although this subset of institutions responded to the survey more regularly, the number of respondents each year still fluctuated. As a result, we have used averages to remove these variables from our calculations as much as possible, and we have also included both analysis and visualizations that push beyond the average to ensure that we are also including outliers. We have also included information gleaned from all survey respondents from the United States and Canada and not just the subset of early/late respondents as a point of comparison where relevant.

In summary, this paper discusses staffing in library publishing programs that are part of colleges, universities, and consortia in the United States and Canada in the following two contexts:

- Subset of 87 early/late respondents
- Subset of 87 early/late respondents broken down by institution size (extra-small, small, medium, large, and extra-large)

RESULTS

Colleges, universities, and consortia in the United States and Canada: early/late respondents

To begin, we will provide a breakdown of the types of staff members who make up library publishing programs and how they have changed over time. The LPC survey asked respondents to submit information about the number of each type of staff member using FTE because it is not unusual to have staff members who allocate a percentage of their time to library publishing programs. We have continued to use FTE in our discussion as the most accurate measure of staff time. Furthermore, although data were collected about staff types in 2014, 2015 was the first year that the LPC survey included a separate category for paraprofessional staff. Therefore, we have used data from the 2015 survey to identify the distribution of staff types.

In addition, the LPC survey never offered a definition for professional and paraprofessional staff for respondents to use when submitting their data; therefore, we do not know with

certainty how people would have determined which of their staff belongs in each category. That being said, we imagine that most may have defined professional as those who work in positions that require a library degree and paraprofessional as those who work in positions that do not require library degree.

	2015	2022
Professional	64%	65%
Paraprofessional	16%	15%
Graduate students	8%	11%
Undergraduates	13%	9%

Table 2. Staff types 2015 and 2022, early/late respondents; percentage calculated as the reported number of FTE type divided by total FTE for the given year

In 2015, the average early/late respondent’s library publishing programs had mainly professional staff members, and they relied secondarily on paraprofessional staff. By 2022, there was little change, with nominal growth in the areas of professional and graduate student staff.

When compared with all respondents, the average early/late respondent library publishing program has nearly identical composition (Table 3).

	Early/late respondents	All respondents
Professional	65%	65%
Paraprofessional	15%	16%
Graduate students	11%	9%
Undergraduates	9%	10%

Table 3. Staff types 2022, all US and Canada reporters and early/late respondents; percentage calculated as the reported number of FTE type divided by total FTE for the given year

When all colleges and universities in the United States and Canada that completed the LPC survey are included, the percentages of each staff type are nearly identical.

Figure 1 visualizes the change in staff types over the years for the early/late respondents; however, there was very little change, with professional and paraprofessional staff decreasing slightly and the other types showing even less change. The columns in lighter blue indicate where FTE was lost.

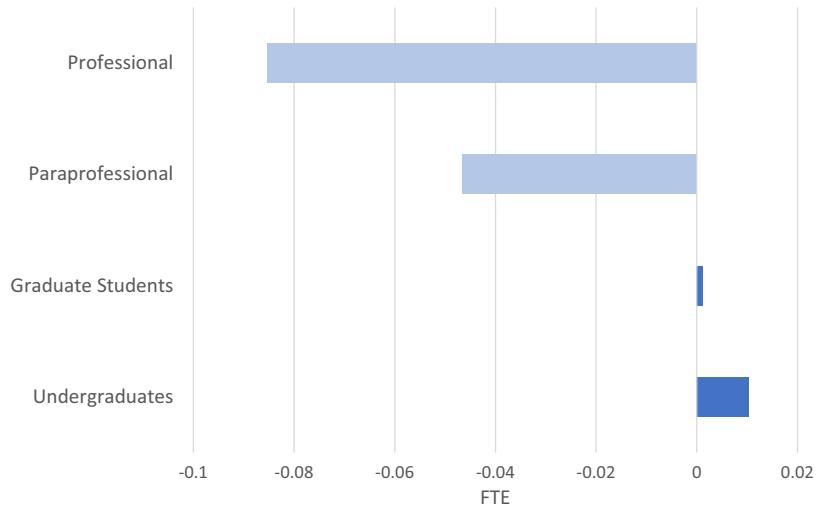


Figure 1. Change in staff type averages in FTE over time, early/late respondents; Note that the data for paraprofessional staff started in 2015 because that was the first year it was categorized separately FTE, full-time equivalent.

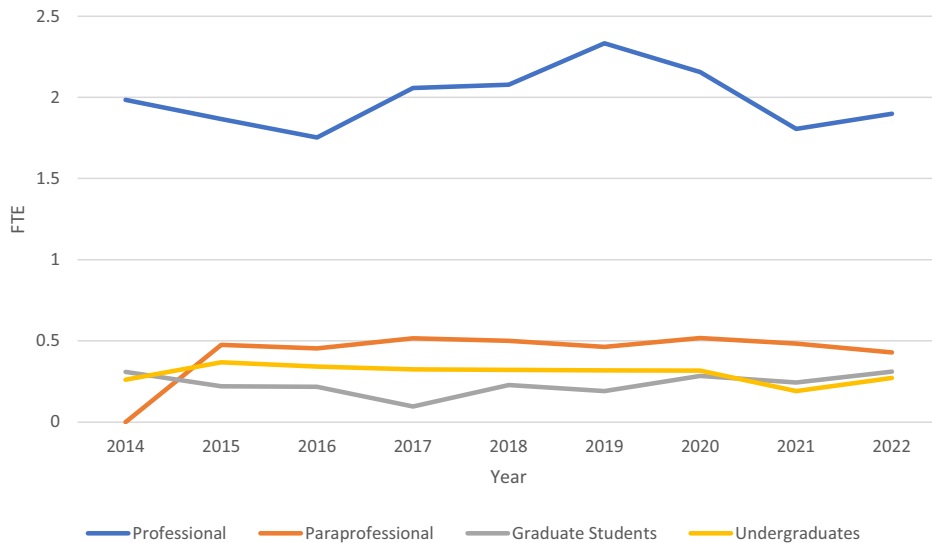


Figure 2. Average number of staff by type, early/late respondents

Figure 2 shows the change in the makeup of staff types over all of the years and provides additional information than just comparing 2015 with 2022 directly. Although there was little change in staffing numbers overall between those 2 years, the data from 2016 through 2019 reveal that there was an increase in professional staff in particular.

Specifically, in 2019, there was an average of about 2.3 FTE professional staff per institution. By 2022, the number of professional staff decreased by about 19% to about 1.9 FTE. Overall, about 0.4 FTE of professional staff was lost between 2019 and 2022 at the average institution.

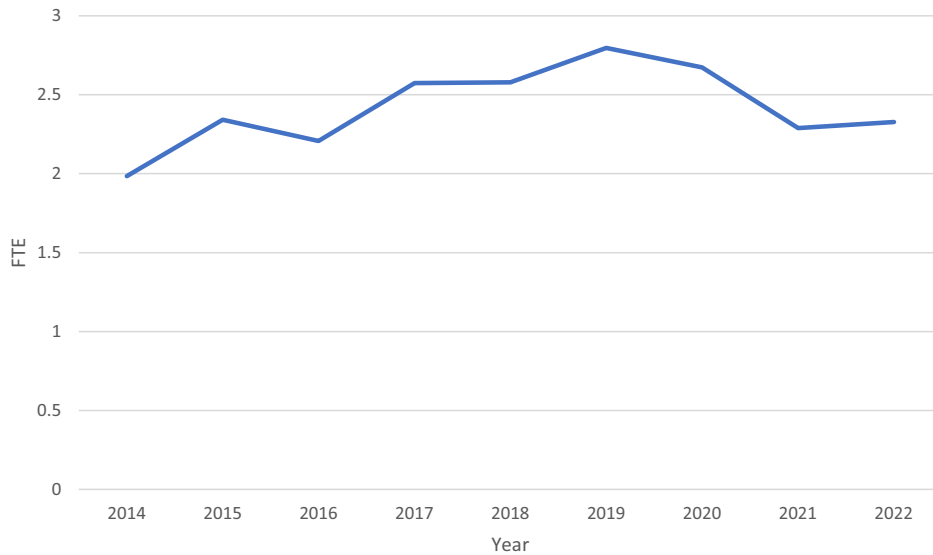


Figure 3. Average number of non-student staff, early/late respondents

Figure 3 combines paraprofessional and professional staff to show only the non-student staff who work in these library publishing programs. The peak number of staff occurred in 2019, with an average of 2.8 FTE. Since then, there has been a decline of about 17%, i.e., from about 2.8 FTE to 2.3 FTE. Still, overall, between 2014 and 2022, there has been about an 18% increase in non-student staff of library publishing programs for an overall gain of about 0.3 FTE.

Colleges, universities, and consortia in the United States and Canada: early/late respondents by enrollment

We have also broken down the percentage of staff types of these early/late respondents by enrollment over time. Here, the sizes extra-small, small, medium, large, and extra-large are used, as described in the Methods section.

In Figure 4, the composition of staff of each size institution in 2015 is shown. Small, medium, and large institutions all had about the same percentage of professional staff, i.e., between 58%

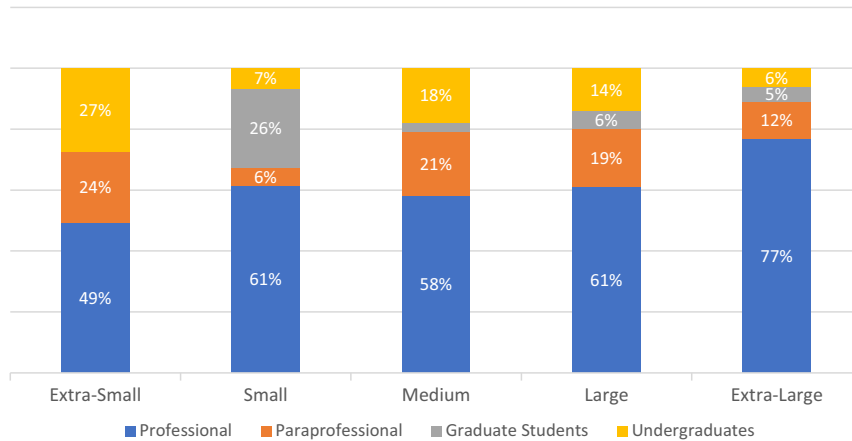


Figure 4. Staff types 2015 by enrollment, early/late respondents

and 61%, whereas extra-small had 49% and extra-large had the most, with about 77%. Extra-small institutions had the greatest percentage of paraprofessional staff, whereas small institutions had the least. Extra-small institutions also had the highest percentage of undergraduate students on staff, about 27%, whereas extra-large institutions only had 6%. All except small institutions had low percentages of graduate students.

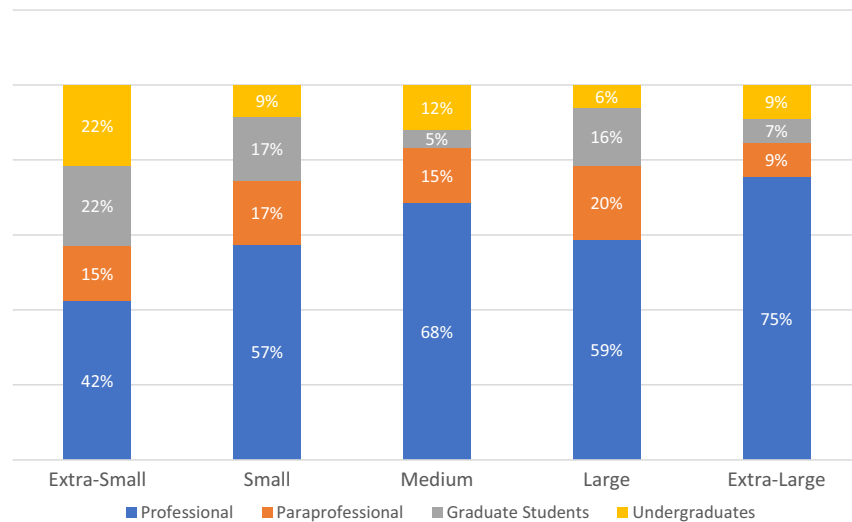


Figure 5. Staff types 2022 by enrollment, early/late respondents

By 2022, the makeup of the staff had shifted. Extra-large institutions still employ the highest percentage of professional staff, whereas small, medium, and large institutions' percentage of professional staff now fall between 57% and 68%. The most significant change in

paraprofessional staff was in small institutions, where they now make up about 17% of their staff. The staff of extra-small institutions are now made up of 22% graduate students, whereas none were reported in 2015.

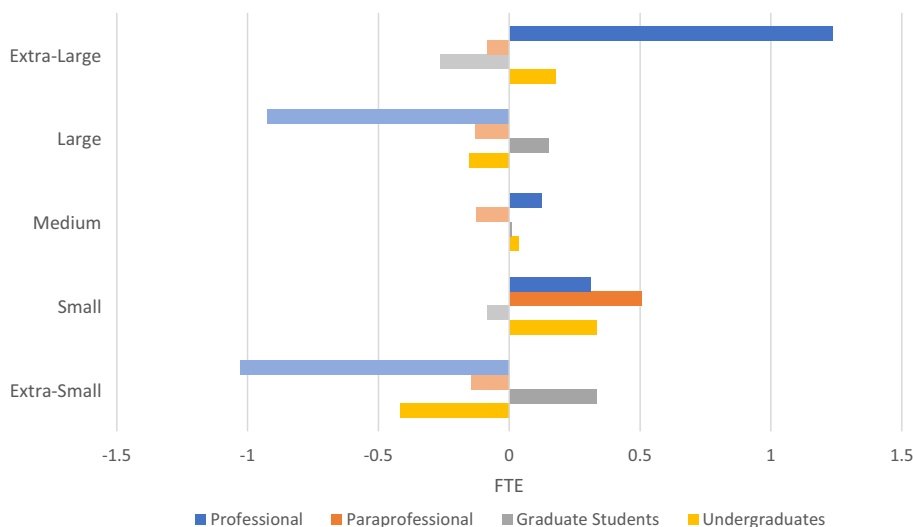


Figure 6. Change in staff type averages over time by enrollment, early/late respondents (Note that the data for paraprofessional staff started in 2015 because that was the first year it was categorized separately)

In [Figure 6](#), the change in staff types by institution size over time is shown; the lines to the left of center indicate where FTE was lost. Extra-large institutions saw the most growth in professional staff, i.e., an average of about 1.2 FTE. Extra-small and large institutions both lost professional staff, i.e., about one FTE each. Interestingly, paraprofessional staff only grew in small institutions by about 0.5 FTE.

[Figure 7](#) shows the changes in staff type over time and broken down by institution size for the early/late respondents. Similar to the set of data that includes all reporters, generally, the number of undergraduate and graduate student staff has been more stable. All but extra-small institutions show peaks and valleys in their number of professional staff, with extra-small and large reporting fewer in 2022 than in 2014. The number of paraprofessional staff is relatively stable at all institution sizes.

Overall, between 2014 and 2022, there was a decrease of 48%, or about 0.8 FTE, in non-student staff of library publishing programs at extra-small institutions and a decrease of 17%, or a loss of about 0.4 FTE, at large institutions. In contrast, non-student staff at small institutions increased by 51%, or about one FTE, while non-student staff at extra-large institutions increased by 81%, or about 1.6 FTE.

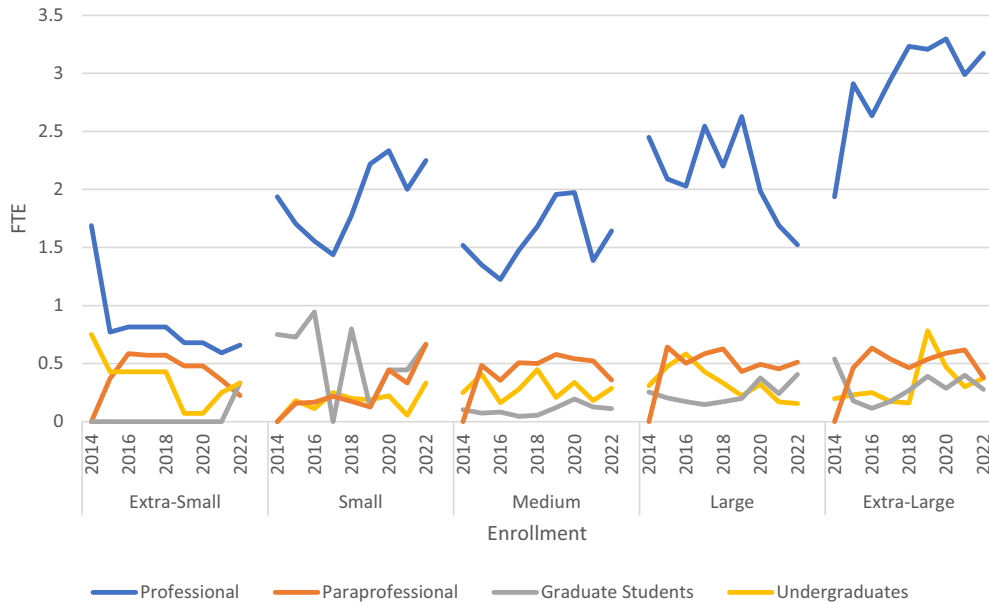


Figure 7. Average number of staff by type by enrollment, early/late respondents

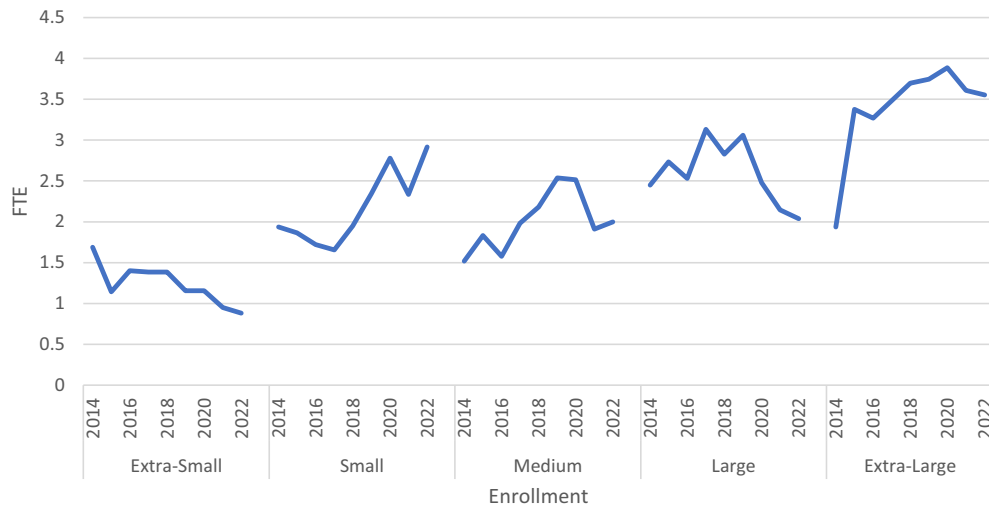


Figure 8. Average number of non-student staff by enrollment, early/late respondents

DISCUSSION

In order to put these conclusions about the staffing of library publishing programs in context, we used the annual ACRL’s Library Trends and Statistics Survey as a point of comparison. The ACRL survey is “designed to gather information at the national level from all types of academic libraries” and is the largest survey conducted of academic libraries in the United States (ACRL,

p. 5). ACRL collects information annually about the numbers of staff by type. Throughout the years that our work encompasses, the categories of staff have changed from two, i.e., student staff and non-student staff, to four, i.e., librarians, other professional staff, student staff, and all other paid staff. These more recent four categories are defined using National Information Standards (NISO) definitions as follows: Librarians are “staff members doing work that requires professional education in the theoretical and scientific aspects of librarianship, archives, or information studies” (NISO, as cited in ACRL, 2022); Other professional staff are defined as “staff performing professional level tasks who, though not librarians, have equivalent education and training in related fields (e.g., computer sciences, business administration, education)” (NISO, as cited in ACRL, 2022); All other paid staff are defined as “staff members whose position descriptions do not require formal qualification (or equivalent combination of training and experience) in librarianship, archives, information studies, or other relevant specialization, and they are not included elsewhere” (NISO, as cited in ACRL, 2022); Finally, student assistants are defined as graduate and undergraduate students who are “employed on an hourly basis whose wages are paid from funds from the library budget or from an account(s) within the institution, including the Federal Work-Study Program” (NISO, as cited in ACRL, 2022).

Similar to the earlier analysis, we will begin by discussing the makeup of ACRL staff at university libraries. Please note that we removed one outlier from the ACRL data that seems to be an error; namely, in 2015, Covenant College reported 42,302 FTE student employees.

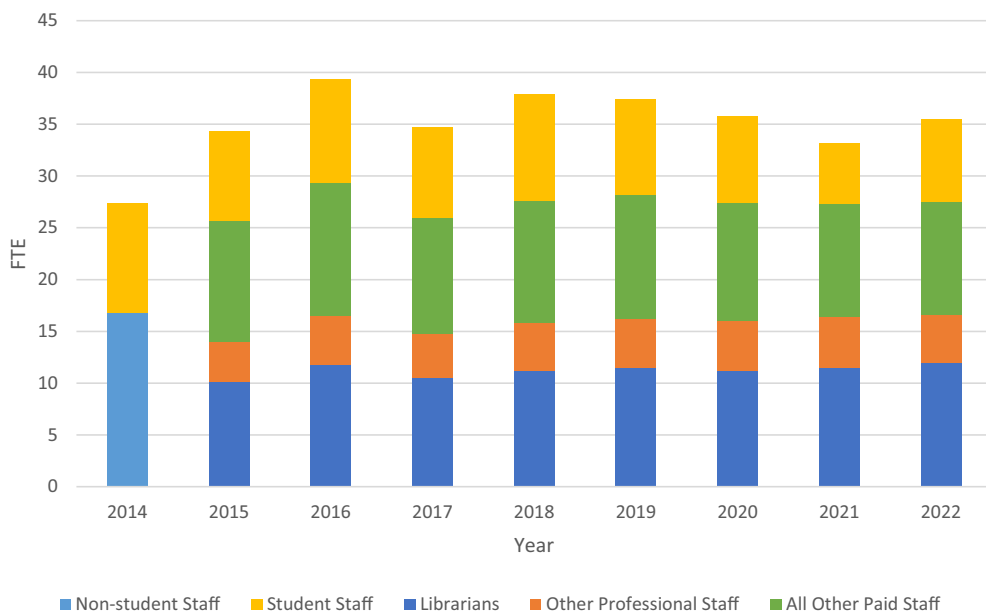


Figure 9. ACRL staff types

Figure 9 shows the breakdown of staff by type according to the annual ACRL survey. Similar to the 2014 LPC survey of library publishing programs, the 2014 ACRL survey does not separate the types of professional staff. If we look at the data from 2015 through 2022, we can see that the average number of librarians and other professional staff has increased and decreased slightly over the years, ending at its highest average in 2022. Notably, this peak is due to the increasing average number of librarians as the average number of other professional staff still declined in 2022. Overall, since 2015, the average number of librarians and other professional staff has grown by about 18%.

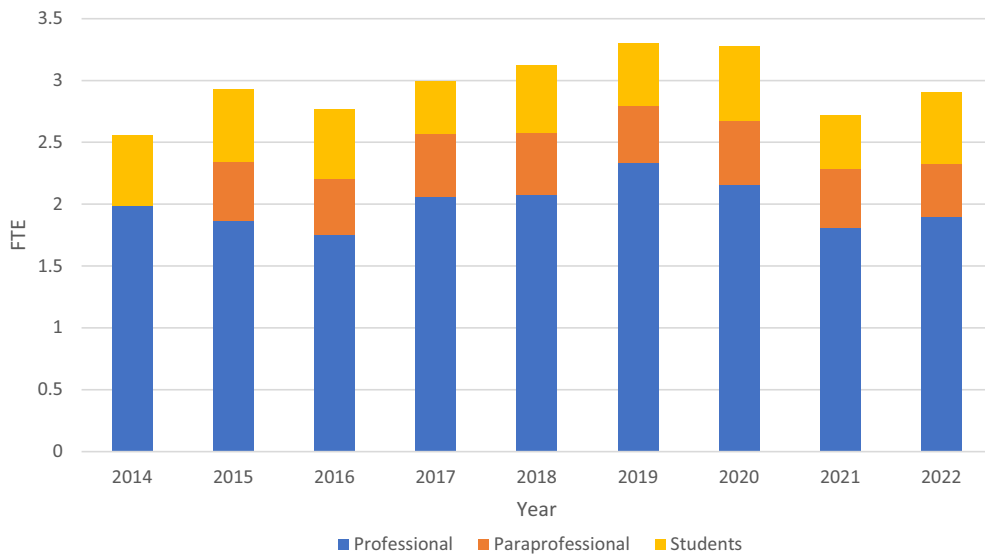


Figure 10. Library publishing program staff types, early/late respondents

Since the LPC survey does not have a definition of professional versus paraprofessional staff, and because the categories used by LPC and ACRL do not align exactly, it is difficult to know for sure which categories are most relevant to examine in the ACRL survey. That being said, we imagine that most library publishing staff would fall into ACRL's categories of librarians and other professional staff. When we compare the LPC's categories of professional and paraprofessional staff with ACRL's librarian and other professional staff categories, multiple differences are apparent. In the set of early/late respondents, the average number of professional and paraprofessional library publishing staff peaked in 2019, with an average of about 2.79 FTE. From 2019 to 2022, there was a 16% decrease in the average number of non-student staff. From 2015 to 2022, the average number of professional and paraprofessional staff stayed nearly the same, showing a very small decrease of about 1%.

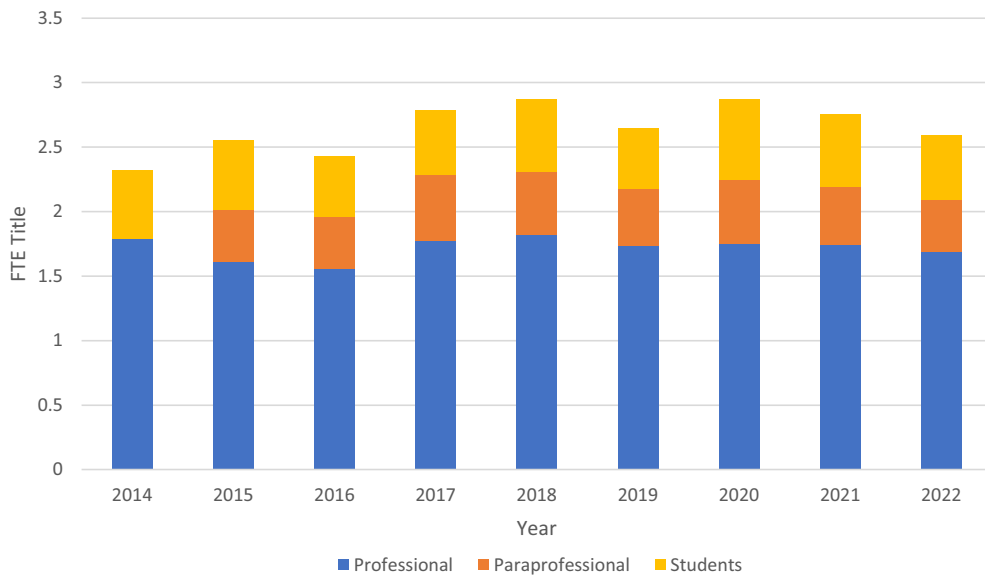


Figure 11. Library publishing program staff types, all respondents

When all respondents from the United States and Canada are included from the LPC data, the pattern is very similar. The average number of paraprofessional and professional staff stayed essentially the same, showing just a 3% increase between 2015 and 2022. Since the peak in 2018, the average number of paraprofessional and professional staff has decreased by about 10%.

In summary, the ACRL data set shows an 18% increase in librarians and other professional staff from 2015 to 2022, while both LPC data sets of early/late respondents and all respondents show essentially no change in their corresponding categories. There could be many different reasons for this disparity. One possibility is that the changes occurring in individual library publishing programs are balanced out in aggregate. For example, while library publishing programs at some institutions have been downsized (Meetz & Boczar), other institutions may be starting publishing programs or increasing the staffing of their existing programs. It is also possible that libraries are dedicating more staff time to other means of shifting the scholarly communication landscape, such as transformative agreements, or are not interested in increasing their investment in library publishing in general. Furthermore, as academic libraries add more services to their portfolios, and as resources become increasingly scarce, new service areas may be staffed from reallocated positions from previously existing areas. Since it has been over 20 years since the LPC was founded in response to the growth and prevalence of library publishing, it is possible that some of the lost FTE was allocated to newer services that libraries have added that may be outside of the area of scholarly communication. It is also likely that COVID-19 also has a role to play, although the lack of growth in staff

would be seen across libraries and therefore reflected in the ACRL data as well, which does not show the same flat trajectory as the library publishing staff. In addition, the decline in library publishing staff began 2 to 3 years before COVID-19 hit in 2020.

LIMITATIONS

This research is limited in several ways. First, it depends on the accuracy of those who originally submitted data to the LPC via their annual surveys. Although we reached out to several institutions that we suspected had made errors in their data submissions, received corrected data, and input them into our data set, it is possible that there are other errors in submissions that were not outliers and were therefore not easy to spot. If this is the case, these errors are replicated here. That being said, it is our hope that the number of respondents and the use of averages will help minimize the impact of errors when looking at the information gleaned in aggregate. Second, not every institution submitted data each year. Third, the surveys that the study is based on did not gather information about why different staffing models were chosen or why they may have changed over time. We can make educated guesses about motives for trends, but, without further exploration, we cannot be sure. Fourth, while looking at the average trends is meaningful and does help mitigate the issue of varying response rates, there are some institutions that are outliers and whose stories are not reflected in the average.

Outlier institutions

In order to include all perspectives, we wanted to include some additional information about the initial set of outliers: Columbia University; Cornell University; the University of Guelph; Purdue University; Rutgers University; and the University of Michigan. Each of these institutions originally reported much higher numbers of FTE than average or had a large gain or drop in number of FTE.

This table shows the staffing history of all institutions that were outliers in 2014, 2015, 2021, or 2022. It also shows the revised FTE data that we received from each institution. As noted, because it was possible that the original numbers were errors, and they are high enough compared with the average to cause distortion, we reached out to each institution to ask for confirmation or revision. Columbia University reported that the FTE included in the LPC Directory from 2014 to 2017 incorporated all staff from the Center for Digital Research and Scholarship, which included the institutional repository, digital humanities, and Gutenberg-e dissertations and were all thought of as part of the publishing program. Among these were a scholarly communication operation, a research data manager, a video team, and communications individual, and a number of staff working on a digital scholarship platform.

Institution	Original 2014 FTE	Corrected 2014 FTE	Original 2015 FTE	Corrected 2015 FTE	Original 2021 FTE	Corrected 2021 FTE	Original 2022 FTE	Corrected 2022 FTE
Columbia University	14.5	14.5	14.5	14.5	14	2.5	No Report	2.5
Cornell University	7	None received, data removed	7.25	None received, data removed	0	None received, data removed	0	None received, data removed
Purdue University	4.25	1.25	7.25	1.25	10	1.25	1.25	1.25
Rutgers University	16	1.6	2	2	1.5	1.5	1.5	1.5
University of Guelph	7	7	60	0.6	1	1	1	1
University of Michigan	0	0	17	17	37	14.6	37	14.6

Table 4. Original and corrected 2014 to 2015 and 2021 and 2022 FTE from top six outlying institutions, early/late respondents; while this table only captures a selection of the data across 4 years, all of the original and corrected data are available in [Appendix 3](#)

However, in 2018, a major reorganization of the Columbia Libraries and staff departures reduced the number of staff working on publishing projects in 2018 (Pope & Jackson, personal communication, June 25, 2024).

Purdue University clarified that the initial data submitted mistakenly included Purdue University Press staff. Furthermore, the Press has since separated from the library (Little & Wilhelm-South, personal communication, June 27, 2024). Similarly, the University of Michigan's original data also mistakenly included the staff of their library administered university press. Their revised numbers include just library staff (Colman, personal communication, June 17, 2024).

The data first submitted by Rutgers University were submitted by a now retired staff member, and current staff are not certain why the FTE was so high. The best guess is that it included all FTE that were involved in some aspect of publishing as opposed to the fraction of their time spent on just publishing, or that the initial figure was missing a decimal point (Marker, personal communication, June 17, 2024). Similarly, the University of Guelph also believes the originally submitted 60 FTE was missing a decimal and should be 0.6 FTE. Interestingly, the LPC data differ here depending on the source. The online and printed directories for 2015 indicate 0.6 FTE, whereas the data set says 60 FTE. However, all sources report the 60 FTE error from 2016 to 2018 (Popovich, personal correspondence, June 25, 2024).

We also discovered two outliers in the set of all respondents, i.e., the University of Redlands and Iowa State. The data from the University of Redlands were also missing decimal points for both paraprofessional and professional staff, and Iowa State's data were missing a decimal point in 1 year of their professional staff. All of the corrections made to the data from these institutions are also detailed in Appendix 3.

After the corrections had been made to the initial outliers in the early/late respondent data set, the overall number of outliers overall has decreased.

In Figure 12, 50% of the reporting institutions each year are represented in the blue boxes, and the other 50% are represented by the dots between the whisker lines and the outlier dots, which fall outside of them. In 2014, the majority of institutions had between 0 and 4.5 FTE, and, in 2015, the majority had between 0 and 6 FTE. By 2021, the majority had between 0 and 6 FTE, and, in 2022, the majority had between 0 and 6.5 FTE. In addition, in 2014, 75% of institutions had 2.5 or fewer FTE, and, by 2022, 75% of institutions had 3.25 or fewer FTE. The standout institution is the University of Michigan. Even though their number of FTE was corrected to include only library publishing staff, they still have maintained more

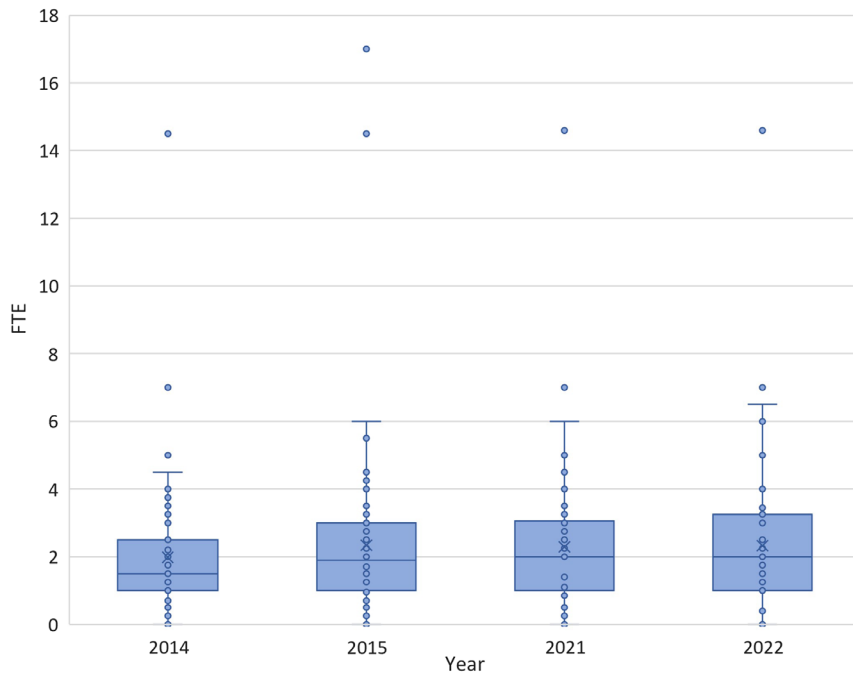


Figure 12. Distribution of non-student staff members plus outliers, early/late respondents

FTE than other institutions. Since the average number of professional and paraprofessional FTE remains nearly the same from 2014 to 2022, but the range of the four quartiles on the chart grows, this indicates that, over time, roughly the same amount of FTE is distributed differently. In addition, there is greater growth in the upper quartile area of the chart in 2022 than in 2014, suggesting that library publishing programs are more likely to have more FTE in 2022 than in 2014.

Unsurprisingly, as institution size increases, so does the likelihood of there being an institution that has a large enough staff to be an outlier. The large institution outliers captured here include Columbia University, with 14.5 FTE in 2014, the University of Guelph, with 7 FTE in 2014, and the University of Texas at Arlington, with 6.5 FTE in 2022. Columbia and Guelph lost FTE and are no longer outliers in 2021 or 2022. The extra-large outlier in 2022 is the University of Michigan, which has maintained its high number of FTE over the years, although they did not report in 2014. Notably, small institutions show a surprising level of growth from 2014 to 2022, with the highest third quartile of any size and surpassing medium, large, and extra-large institutions. Emory University is a standout here, with more FTE than a number of large or extra-large institutions. In fact, the Emory Center for Digital Scholarship has 15 full-time staff, many of whom spend at least part of their time on publishing (Karlsberg & Bailey, personal correspondence, July 16, 2024).

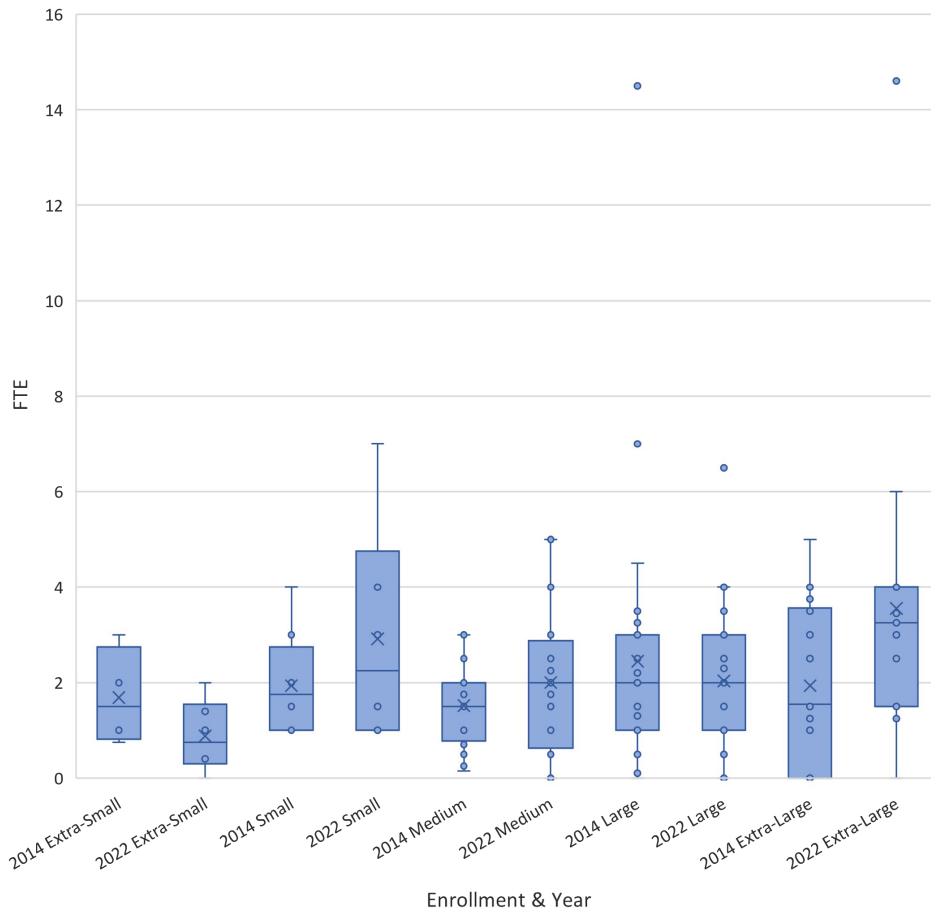


Figure 13. Distribution of non-student staff plus outliers by enrollment, early/late respondents

CONCLUSIONS

In addition to the detailed analysis, we can draw some more general conclusions about the staffing of the average library publishing program. First, the average library publishing program relies largely on professional staff, followed by paraprofessional staff. Second, although there is some variability, the number of FTE in the average library publishing program for early/late and all respondents remains largely unchanged between 2015 and 2022. Third, dependence on student labor has stayed about the same among our early/late respondents and decreased a bit more when all respondents from the United States and Canada are counted (from 22% to 16%). Fourth, the larger the enrollment of an institution, the more likely they are to have more FTE in their publishing program; however, institution size is not always an indicator of FTE devoted to publishing, and some small institutions have more FTE than medium, large, or extra-large institutions.

Moreover, when compared with the ACRL data, it is clear that, from 2015 to 2022, the number of library publishing staff did not grow at the same rate as the number of staff in libraries did as a whole; in fact, the average number of paraprofessional and professional FTE did not grow between 2015 and 2022, although it was distributed differently among institutions. In addition, the average library publishing program FTE reported by all respondents continued to lose professional and paraprofessional staff through 2022, while ACRL's corresponding category of librarian and other professional staff has increased since 2020. In summary, the staff of the average library publishing program has not grown, while staffing in academic libraries overall has increased.

Finally, there are many more opportunities to examine and report on the data found in the LPC's directory data set, and work is underway on an additional article analyzing the number of publications and services offered over time by library publishing programs and how that compares with their number of staff. In addition, as we have noted, there is also more qualitative research that could be done to determine the reasons for the changes in the number and compositions of library publishing program staff. As library publishing programs continue to face issues of sustainability and scalability while working to create change in the scholarly communication landscape, understanding how staffing has developed can help inform how we move forward as individuals and as a community.

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APPENDIX 1.
**List of colleges, universities, and consortia in the United States
 and Canada who were early/late respondents**

Boston College	Indiana University	Simon Fraser University
Brigham Young University	Iowa State University	State University of New York at Brockport
California Polytechnic State University	Kansas State University	State University of New York at Geneseo
Carnegie Mellon University	Linfield University	Syracuse University
Claremont Colleges	Loyola University Chicago	Temple University
Columbia University	Macalester College	Texas Tech University
Duke University	McGill University	The Ohio State University
Eastern Kentucky University	McMaster University	Tulane University
Embry-Riddle Aeronautical University	Northwestern University	University of Alberta
Emory University	Oklahoma State University	University of Arizona
Florida International University	Oregon State University	University of British Columbia
Florida State University	Pacific University	University of California
George Mason University	Penn State University	University of Central Florida
Georgetown University	Pepperdine University	University of Florida
Grand Valley State University	Portland State University	University of Guelph
Illinois Wesleyan University	Purdue University	University of Illinois at Chicago
	Rutgers University	
	Seattle Pacific University	

University of Iowa	University of Richmond	Virginia Tech
University of Kentucky	University of South Florida	Washington University in St. Louis
University of Maryland	University of Tennessee	Wayne State University
University of Massachusetts Amherst	University of Texas at Arlington	Western University
University of Massachusetts Medical School	University of Texas at Austin	
University of Michigan	University of Texas at San Antonio	
University of Minnesota	University of Toronto	
University of Nebraska- Lincoln	University of Victoria	
University of Nevada Las Vegas	University of Washington	
University of New Orleans	University of Waterloo	
University of New Orleans	University of Windsor	
University of North Carolina at Chapel Hill	University of Wisconsin- Madison	
University of North Carolina at Charlotte	University of Wisconsin- Milwaukee	
University of North Carolina at Greensboro	Utah State University	
University of North Texas	Vanderbilt University	
University of Oklahoma	Villanova University	
University of Pittsburgh	Virginia Commonwealth University	

APPENDIX 2.

List of all reporting colleges, universities, and consortia from the United States and Canada

Abilene Christian University	California State University at San Marcos	Eastern Illinois University
Appalachian State University	Carnegie Mellon University	Eastern Kentucky University
Arizona State University	Catholic Theological Union	Embry-Riddle Aeronautical University
Asbury Theological Seminary	Central Washington University	Emory University
Atlanta University Center	Claremont Colleges	Florida Atlantic University
Auburn University	Clemson University	Florida Gulf Coast University
Ball State University	Colby College	Florida International University
Bates College	College of William and Mary	Florida State College at Jacksonville
Boston College	College of Wooster	Florida State University
Brigham Young University	Columbia University	George Fox University
Brock University	Connecticut College	George Mason University
Brown University	Creighton University	Georgetown University
Butler University	Dalhousie University	Georgia College & State University
California Institute of Technology	Dartmouth College	Georgia Gwinnett College
California Polytechnic State University	DePaul University	Georgia Southern University
California State University at Northridge	Duke University	
	East Carolina University	

Georgia State University	Linfield University	Pacific University
Gettysburg College	Loyola University Chicago	Penn State University
Gonzaga University	Lynn University	Pepperdine University
Grand Valley State University	Macalester College	Portland State University
Gustavus Adolphus College	McGill University	Private Academic Library Network of Indiana (PALNI)
Hamilton College	McMaster University	Purdue University
Humboldt State University	Memorial University of Newfoundland	Queen's University
Illinois State University	Miami University	Rice University
Illinois Wesleyan University	Middle Tennessee State University	Rochester Institute of Technology
Indiana University	Mount Saint Vincent University	Rowan University
Indiana University Purdue University Indianapolis (IUPUI)	Northeastern Illinois University	Rutgers University
Iowa State University	Northeastern University	Ryerson University
James Madison University	Northwestern University	Sam Houston State University
Johns Hopkins University	Oberlin College	Seattle Pacific University
Kansas State University	Oklahoma State University	Simon Fraser University
Kennesaw State University	Ontario Council of University Libraries	Southern Illinois University Carbondale
Kwantlen Polytechnic University	Oregon State University	Southern Utah University

Spring Arbor University	The University of Southern Mississippi	University of Colorado Boulder
St. Mary's University School of Law	The University of Texas at San Antonio	University of Colorado Denver
St. Thomas University	Thomas Jefferson University	University of Delaware
State University of New York at Binghamton	Touro College	University of Florida
State University of New York at Brockport	Trinity University	University of Georgia
State University of New York at Buffalo	Tulane University	University of Guelph
State University of New York at Geneseo	University of Alberta	University of Hawaii at Manoa
State University of New York at Plattsburgh	University of Arizona	University of Houston
Stephen F. Austin State University	University of Arkansas	University of Idaho
Swarthmore College	University of British Columbia	University of Illinois at Chicago
Syracuse University	University of Calgary	University of Illinois at Urbana-Champaign
Temple University	University of California	University of Iowa
Texas A&M University	University of California, Berkeley	University of Kansas
Texas Digital Library	University of Central Florida	University of Kentucky
Texas Tech University	University of Chicago	University of Louisville
The Ohio State University	University of Cincinnati	University of Maryland
	University of Colorado Anschutz Medical Campus	University of Massachusetts Amherst

University of Massachusetts Medical School	University of Oklahoma	University of the Pacific
University of Miami	University of Oregon	University of Toronto
University of Michigan	University of Ottawa	University of Utah
University of Minnesota	University of Pittsburgh	University of Vermont
University of Montana	University of Puget Sound	University of Victoria
University of Montreal	University of Redlands	University of Virginia
University of Nebraska- Lincoln	University of Regina	University of Washington
University of Nevada Las Vegas	University of Rhode Island	University of Waterloo
University of New Brunswick	University of Richmond	University of Windsor
University of New Mexico	University of San Diego	University of Wisconsin- Madison
University of New Orleans	University of San Francisco	University of Wisconsin- Milwaukee
University of North Carolina at Chapel Hill	University of South Florida	Utah State University
University of North Carolina at Charlotte	University of Southern Mississippi	Valparaiso University
University of North Carolina at Greensboro	University of St. Augustine for Health Sciences Library	Vanderbilt University
University of North Texas	University of Tennessee	Villanova University
University of Northern Colorado	University of Texas at Arlington	Virginia Commonwealth University
	University of Texas at Austin	Virginia Tech
	University of Texas at San Antonio	Virtual Library of Virginia (VIVA)

Wake Forest University

Washington State
University

Washington University
in St. Louis

Wayne State University

West Virginia University

Western University

Western Washington
University

Wheaton College

Winona State University

Worcester Polytechnic
Institute

Yeshiva University

York University

APPENDIX 3.
All data corrections

Year	2014		2015		2016		2017		2018		2019		2020		2021		2022	
	Original Professional Staff FTE	Corrected Professional Staff FTE	Original Professional Staff FTE	Corrected Professional Staff FTE	Original Professional Staff FTE	Corrected Professional Staff FTE	Original Professional Staff FTE	Corrected Professional Staff FTE	Original Professional Staff FTE	Corrected Professional Staff FTE	Original Professional Staff FTE	Corrected Professional Staff FTE	Original Professional Staff FTE	Corrected Professional Staff FTE	Original Professional Staff FTE	Corrected Professional Staff FTE	Original Professional Staff FTE	Corrected Professional Staff FTE
Columbia University	14.5	14.5	14.5	14.5	14.5	14.5	14.5	14.5	N/A	N/A	14.5	3.5	14	3.5	14	2.5	N/A	N/A
Iowa State University	N/A	N/A	2.6	2.6	2.6	2.6	2	2	2	2	12	1	1	1	N/A	N/A	1	1
Purdue University	4.5	1.25	6.25	1.25	1.25	6.5	1.25	11	1.25	11	11	1.25	N/A	N/A	9	1.25	1.25	1.25
Rutgers University	16	1.6	0.5	0.5	0.5	1	1	1	1	1	0.5	0.5	0.8	0.8	1.5	1.5	1.5	1.5
University of Guelph	7	7	60	0.6	60	60	60	0.6	60	0.6	0.4	0.4	0.4	0.4	1	1	1	1
University of Michigan	0	0	17	17	12	14	14	14	16	16	40	14.6	38	14.6	37	14.6	37	14.6
University of Redlands	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	1	50	0.5	25	0.25	20	0.2

Table 5. All revisions made to professional staff data, denoted by grey shading in cells with corrected data.

Year	2014		2015		2016		2017		2018		2019		2020		2021		2022		
Institution	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	Original Parapro- fessional Staff FTE	Corrected Parapro- fessional Staff FTE	
University of Redlands	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.25	0.25	70	70	70	70	70	70	0.7

Table 6. All revisions made to paraprofessional staff data, denoted by grey shading in cells with corrected data. University of Redlands corrected data was provided by Paige Mann (personal correspondence, July 15, 2024), and Iowa State's corrected data was provided by Harrison Inefuku (personal correspondence, July 19, 2024).