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## **Publications Produced and Services Offered by Library Publishing Programs in the United States and Canada: A Data-Driven Analysis**

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## RESEARCH ARTICLE

# Publications Produced and Services Offered by 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 type and number of publications as well as services offered by 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 CSV file, we created a program written in C# and executed it on Windows 10. We narrowed the dataset to focus on just library publishing programs from the United States and Canada, and those that responded to the survey in early and later years. We also analyzed the data by enrollment and used the findings from our previous paper on staffing of library publishing programs to add context.

**Results:** From 2014 to 2022, the average library publishing program published mostly open access faculty-created journals, about three textbooks per year, and less than one monograph per year. On average, fewer journals were published in 2022 than in 2014. In 2022, the average library publishing program offers about one more service than it did in 2014.

**Discussion:** The average number of publications and services both peaked in 2020, while the average number of staff peaked in 2019. As of 2022, staff, services, and the number of journals published have not rebounded since their respective peaks.

**Conclusion:** From 2014 to 2022, the number of journals and monographs published by the average library publishing program decreased, while the number of textbooks published and services offered increased. Also, though there are certainly general conclusions or trends, there are also opportunities for additional quantitative and qualitative research to be done in this area.

**Keywords:** library publishing, services, labor, staffing

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## IMPLICATIONS FOR PRACTICE

1. While the library publishing community regularly shares their practices, there has been little analysis of the data, there has been little analysis of the data that has been collected by the Library Publishing Coalition's survey. Library publishing practitioners can make more educated choices about the type and number of publications they publish as well as the number of services they offer by gaining an understanding of this data, particularly as they face the challenges of sustainability and scalability (Meetz & Boczar).
2. Learning about how the number and type of publications and the number and type of services offered in the context of the number of staff can help library publishers become more aware of the varied models used by other programs, which could lead to positive changes in how their own programs are administered, such as the ability to advocate for additional resources available to peer institutions.

## INTRODUCTION

This article discusses how the type and number of publications, the category and number of services offered by library publishing programs, and how each has changed over time, using the Library Publishing Coalition's (LPC) Research Dataset. We explore the categories of publications (faculty-created, student-created, and external journals; textbooks; and monographs), and the access type (open, hybrid, and paid), as well as the services offered from 2014-2022. Lastly, we discuss how the number of staff in library publishing programs relates to the number of publications and services offered. We see this article as the beginning of a larger conversation about sustainability and scalability, as well as the issues of ethical labor, such as who gets paid and who does not, or whether relying heavily on student labor is fair, in library publishing. In addition, this work includes information found in a subset of the LPC's Research Dataset, and uses information shared in our previous article, *Staffing of Library Publishing Programs in the United States and Canada: A Data-Driven Analysis*, to continue our exploration of how library publishing programs have developed.

Overall, our work has two main goals. First, to make the data related to staffing from the LPC's dataset accessible in a new way and to present overall trends. This is important because, in its raw form, the dataset 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 the publications and services in the field at a high level over time, which cannot be accomplished by reading the individual library

publishing directories. Secondly, we hope to inspire additional quantitative research, since we have concentrated on part of the dataset, and qualitative research, which may be used to discover more about the causes, influences, or reasoning behind the conclusions outlined in this paper (Meetz & Story, 2025, p. 1–2).

## LITERATURE REVIEW

### Publication types

The LPC's survey asks respondents to submit the number of different publication types that they have published in the past year, and this paper focuses on the following categories:

- Journals, campus-based faculty-created
- Journals, campus-based student-created
- Journals, contracted by external groups
- Monographs
- Textbooks

We concentrated on these publication types because they are common, text-based options. The survey also asked respondents to report how many of each of the following library publishing programs they published:

- Conference papers and proceedings, faculty
- Conference papers and proceedings, student
- Databases
- Datasets
- Educational resources (textbooks, course modules)
- Electronic theses and dissertations (ETDs)
- Expansive digital publications (digital humanities or other complex multimedia projects)
- Journals, inactive back-issues
- Monographs, newsletters
- Technical/research reports
- Undergraduate capstones/honors theses

Much of the literature and conference presentations that address the different types of publications offered by library publishing programs are case studies.

### Faculty journals

The LPC survey describes faculty journals as campus-based, faculty-created, meaning that they originated from and are administered by faculty at the respondent's institution. Most of the journals library publishing programs publish are what the LPC survey describes as faculty journals, meaning those that are a joint venture with faculty at the publishing program's institution. Few articles are written about publishing faculty journals in particular, and instead, most discuss publishing generally. McIntyre et al. (2013) discuss how librarians, who traditionally helped faculty researchers at the beginning of the research cycle, may also play a role at the end by providing services that support scholarly publishing. Craigle et al. (2013) discuss building a publishing program by gathering information about faculty needs, reader demand, and feasibility.

### Student journals

The LPC survey describes student journals as campus-based, student-created, meaning that they were created and are overseen by students at the respondent's institution. Articles and presentations that discuss the unique challenges of publishing student journals are prevalent (Hensley & Johnson, 2019). In particular, Hensley and Johnson note that further research about student journals is needed, and "could explore the needs and preferences of faculty mentors and students...to better inform the educational activities and resource allocation of library publishing efforts" (p. 66). In general, whether written or spoken, the scholarship about publishing student journals has two common themes: publishing as pedagogy and sustainability.

### *Publishing as pedagogy*

The literature frequently discusses the benefits of library publishing in the context of pedagogy. The LPC's *Library Publishing Competencies* document notes that one of the unique features of library publishing is that it can be incorporated into the teaching and learning mission of parent institutions. Library publishers have the opportunity to participate in teaching by instructing their student workers or by collaborating with faculty to deliver publishing-related instructional content in courses. In their article, *The Library as Collaborator in Student Publishing: An Index and Review of Undergraduate Research Journals*, Hensley and Johnson (2019) argue that librarians have a threefold interest in publishing student journals; namely, these activities reflect dedication to including undergraduate research in the mission of library

publishing programs, commitment to teaching information literacy as it related to scholarly communication, and assuming a role as a collaborator on campus by supporting institutional strategic plans.

Several works highlight the educational benefits of publishing, including Buckland (2015) and Alexander et al. (2016). Others are more focused case studies, like Weiner & Watkinson (2014). Publishing student journals in a classroom setting is also a common theme discussed by Shuttleworth et al. (2019), Seelye (2020), and Miller (2018). Nelson & Thoms (2021) also consider library publishing as pedagogy in the context of student employment, rather than the classroom.

### *Sustainability*

Another common theme in the literature is the issue of sustainability in student journals. In their article, *The Problems and Possibilities of Creating and Sustaining a Multidisciplinary, Undergraduate, Digital Journal*, Farkas and Pashkova-Balkenhol argue that, though there are many documented benefits for authors, editors, and faculty mentors who publish undergraduate journals, in order to reap the rewards, the journal itself must be sustainable. Similarly, Hoffmann et al. (2023) discuss the issue of sustainability in their conference session, *Let's Chat! How Do You Support Student Journals to be Sustainable and Ongoing?*. The session provided an opportunity for practitioners to describe issues they have faced in maintaining consistent operations for student journals, and ended with them offering an example template document that they use to support the editorial transition process. Portions of Saracco and Adams' (2022) presentation entitled *Successes, Failures, and the In-Between: Reflecting on a Medical-Student Operated Open Access Journal as it Passes its Third Year in Operation*, note the importance of having a pipeline of trained student editors as well as a strong mentor who can assist to ensure that journals can continue to publish. Roh's (2024) session, *BOAF: Student Publications*, was a follow-up to informal Zoom conversations that were held in 2023 by LPC members working with student publications. It touched on issues of sustainability and labor and invited participants to share helpful practical tips.

Related to the theme of sustainability is that of inactive student journals. In *Going Wayback: Digitally Preserving a Defunct Student Journal*, Churchill-Baird et al. (2023) discuss using the Wayback Machine to retrieve and then preserve articles from a defunct student journal. Similarly, in their presentation, *Using Open Access Publishing to Promote Undergraduate Research*, Say et al. (2022) discuss the process of revitalizing an undergraduate journal with more than 30 years of history.

## External journals

The LPC survey describes external journals as contracted by external groups, meaning that they were created outside of the publisher's institution. There is limited discussion in the literature about publishing this specific type of journal, likely because it is similar to publishing faculty journals. Molls (2022) discusses publishing the journals of scholarly societies with the goal of making open access journals a long life and a sustainable future. Stapleton (2019) addresses the importance of publishing journals in partnership with scholarly societies, and Scherer et al.'s (2021) presentation discusses how library publishers can partner with external groups to support transitioning their journals from paid to open access.

## Textbooks

The literature about library publishing programs and textbooks includes many case studies and focuses on open educational resources (OER) in particular. Depending on the institution, OER programs may be part of library publishing programs, or they may be separate initiatives located in different areas of libraries. Regardless of administrative structure, the work is similar. The LPC survey asks respondents to report only the textbooks, which may be open access, hybrid, or paid, that their library publishing programs publish.

OER programs, the services they provide, and the challenges they face are discussed extensively in the literature. Some of the most common services provided by OER programs include funding, a platform for publication, project management support, and coordination of peer review. Similar to library publishing, OER programs struggle with sustainability, but have the additional challenge of funding in addition to staffing and services (Santiago & Ray, 2020). Discussion of collaboration between OER programs and university presses is also common (Waller et al., 2017, and Sutton & Chadwell, 2014).

In the book chapter *Textbooks and Educational Resources in Library-Based Publishing*, Oberlander asserts that library publishing programs, which are publishing open access journals, monographs, or digital projects, have created the infrastructure needed to publish open textbooks. Publishing OERs in library publishing programs is further detailed by practitioners at the University of South Florida (Johnston & Boczar, 2019), the State University of New York (Oberlander, 2015), Oregon State University (Sutton & Chadwell, 2014), Portland State University (Bjork, 2020), and Utah State University (USU) (Wesolek & Spooner, 2013), the University of Houston, and The University of Washington (Santiago & Ray, 2020).

## Monographs

In addition to publishing journal articles, it is understood that scholars in the humanities and humanistic social sciences are expected to publish a scholarly monograph, typically through a university press, in order to receive tenure. Moreover, this has remained true, despite the growth of digital scholarship (Grimme et al, 2019). However, library publishers, as well as university presses and scholars, are also examining this norm and advocating for changes. In the article, *Libraries, Scholars, and Publishers in Digital Journal and Monograph Publishing*, Lorimer describes how the scholarly publishing ecosystem has changed over time and argues that scholars, libraries, and publishers can work together to rethink and revise how scholarly monographs are published. Similarly, in *Content and Collaboration II: Opportunities to Host, Possibilities to Publish*, Wesolek and Spooner describe re-thinking publishing scholarly monographs after the USU and USU Libraries were integrated to develop a new model of open scholarship. In addition, Knowledge Unlatched and Toward an Open Monograph Ecosystem (TOME) are experimenting with business models that presume open access is the norm for monographs (Grimme, 2019).

In their white paper, *Multimodal Monographs: Content, Collaboration, Community*, Levy and McKee explore the current practices of digital scholarly publishing and discuss the future, based on a summit with scholars as well as staff from academic institutions and university presses. In particular, the summit focused on questions of collaboration between institutions, engagement with the community, professional development, open access, peer review, discoverability, preservation, and sustainability (Levy & McKee, 2022). The white paper also includes eight case studies, which are common in the literature about publishing monographs as well. Other case studies include *Making Digital Monographs*, a presentation from Emory University (Li et al., 2020). *Approaches to Tracking the Impacts of Library-and-Press-Published Monographs* and *An Open-Access Triple Triumph: Collaborating at Syracuse University Libraries* both discuss monograph publishing at Syracuse University Libraries.

## Services

The LPC survey defines library publishing services as those offered in support of library publishing activities. These are discussed in greater detail later, but include things like analytics, business model development, copyediting, and typesetting. The services offered by library publishers vary greatly and are dependent on factors like the number of staff available to work on the publishing program (McCready & Molls, 2018, and Cohen & Fitzpatrick, 2015). However, at minimum, library publishing programs should act as a host, but may also offer the services of a traditional publisher, if they are able (McIntyre et al. 2013). In their

article, *Developing a Business Plan for a Library Publishing Program*, McCready and Molls discuss the value of creating a business plan for library publishing programs, including creating a scope of services, which describes the specific services a library publishing program provides. Moreover, the services offered by a library publishing program must be sustainable and integrated into the library and its institution's strategic goals and priorities (Gilman, 2014).

In addition, the Open Access Diamond Journals Study, which has a broader scope that includes diamond open access journals published worldwide, discusses services related to publishing, and Edgar & Willinsky (2010) investigate who performs some services performed by journals using Open Journal Systems, like copyediting, layout, and proofreading in their article, *A Survey of Scholarly Journals Using Open Journal Systems*. In their article, *Work It: Looking at Labour and Compensation in Canadian Non-Commercial Scholarly Journals*, Lange & Severson (2022) investigated the scope of services in Canadian library publishing programs, detailing the tasks undertaken as part of the publishing process as well as who is responsible for them. Similarly, Betz et al. (2025) also discuss services offered by Canadian library publishing programs in their article, *Defining the National Role of Canada's Library Publishing Programs*. Appleby et al. (2018) explore library publishing services in the context of the language library publishers use to describe their work in their paper entitled, *What's in a Name? Exploring Identity in the Field of Library Journal Publishing*.

Similar to the publication types discussed, much of the literature that examines services of library publishing programs is case studies. For instance, in *First Steps for a Library Publisher: Developing Publishing Services at UNC*, Wu and McCullough (2015) discuss the services offered by their library publishing program, including platform software hosting, training, copyright consulting, and preservation (p. 78). In their presentation, *Distributed Publishers: Collaborating & Facilitating Publishing Across Campus*, Wirth (2017) discusses adding additional structure to an existing publishing program by creating documentation, like an MOU and a new journal request form, in order to formalize the publishing process, including services offered. In their article, *Scholarly Publishing Literacy at the University of South Florida Libraries: From Advising to Active Involvement*, Johnston & Boczar (2019) discuss ways they have strengthened their publishing program, including detailing the services offered. These include supporting efforts to receive the DOAJ Seal, minting DOIs, layout, copyediting, production, marketing, and tracking and analyzing download statistics (p. 9). Other case studies include Newton et al., who discuss an open access journal and the services associated with it at Columbia University Libraries (2014), and Wirth, who describes why and how the University of Nevada Libraries acts as host rather than publisher (2017).

## Staffing

Our previous work, *Staffing of Library Publishing Programs in the United States and Canada: A Data-Driven Analysis*, is an in-depth exploration and analysis of the information about staffing as captured in the LPC's annual survey, and includes a literature review on staffing. This paper can be thought of as its sequel, in its parallel exploration of the number and type of publications and the number and types of services reported by library publishing programs using different information captured in the same dataset. Betz et al. (2025) also discuss staffing of Canadian library publishing programs in their article, *Defining the National Role of Canada's Library Publishing Programs*.

## METHODS

The methods used in this study are nearly identical to those described in our previous work, *Staffing of Library Publishing Programs in the United States and Canada: A Data-Driven Analysis*, and are reproduced here for completeness.

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 asked 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, so, 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 this 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 the number of publications and services in comparison to staffing and how they have evolved over time in colleges, universities, and consortia. In addition, though 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 publications or services.

Since the survey questions evolved over time, the formats of the survey responses were also different depending on the year they were collected. For example, all of the publication 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. This way, data points for a specific data slice, such as staff types, can be charted together regardless of the year they were submitted.

To achieve this, we created a program written in C# and executed it 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 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 the last 2 years (2021 or 2022), which gives us the most complete picture of how publications and services of library publishing programs changed over time. In addition, as we completed our analysis, we identified a small subset of outliers, which included five institutions that reported much higher levels of textbooks or monographs published in a particular year than other institutions. These institutions include Embry-Riddle Aeronautical University, Oregon State University, the University of California, the University of Tennessee, and the University of Toronto. We reached out to these universities to confirm the accuracy of the numbers and revised the responses for the number of monographs and/or textbooks published by Embry-Riddle Aeronautical University, the University of California, and the University of Tennessee. We removed the data from the University of Toronto in one year because they reported that it was inaccurate, but did not have a number to substitute. We did not hear back from Oregon State University, and the number reported was so dramatically different than other years reported that we opted to remove their data. The specific modifications made to the data originally are detailed in the section of this article entitled Other Publication Types. 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, which is the same subset we used for our article about staffing of library publishing programs. We will refer to this subset of 87 as early/late respondents. Lists of these groups of institutions are available as appendices in our previous work, *Staffing of Library Publishing Programs in the United States and Canada: A Data-Driven Analysis* (Meetz & Story, 2025).

In addition, we also decided to break down this set of early/late United States and Canadian respondents by enrollment to see if 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: 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](#)).

Though 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, though 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.

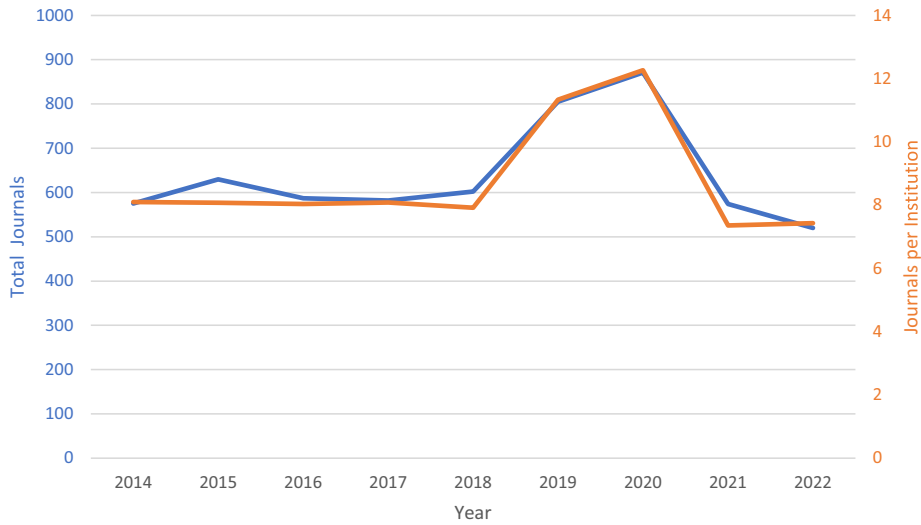
In sum, this paper discusses publications and services in library publishing programs that are part of colleges, universities, and consortia in the United States and Canada in two contexts:

- 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) ([Meetz & Story, 2025](#), p. 5–7)

## RESULTS

### Number of journals

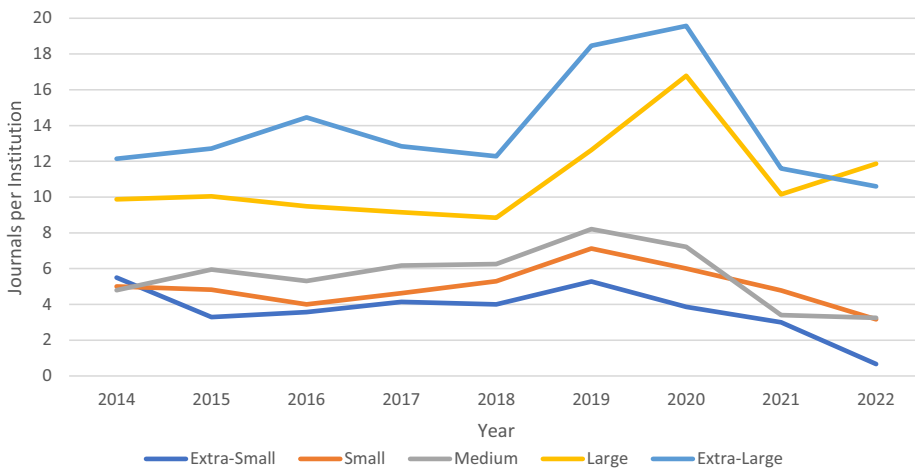
To begin, [Figure 1](#) shows the total number of journals of all types that institutions reported publishing compared to the average number of journals at each library publishing program over time.



**Figure 1.** Total journals published by year and number of journals published per institution by year from 2014–2022, early/late respondents.

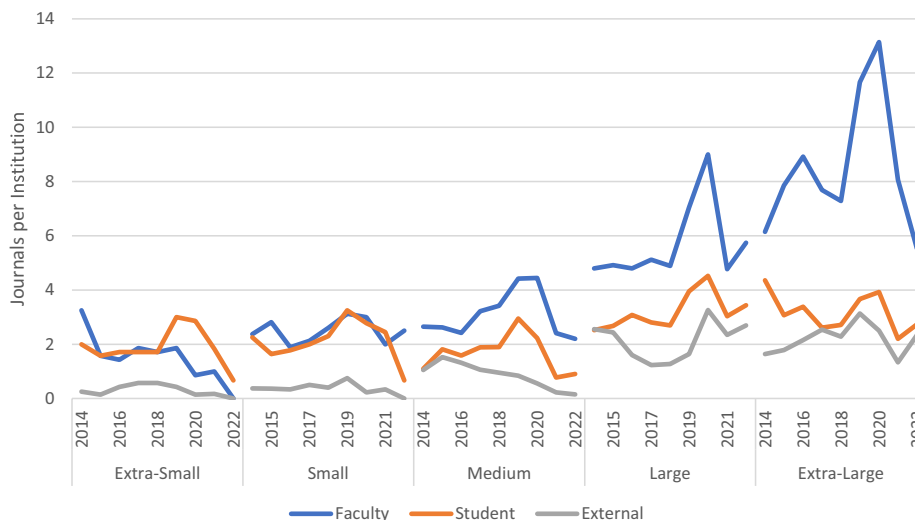
Notably, the average library publishing program publishes slightly fewer journals in 2022 than in 2014, about 7.4 compared to eight. The peak in the average number of journals published was reported in 2020, when about 12.3 journals were published by the average library publishing program.

Figure 2 shows the average number of journals published broken down by enrollment. As would be expected, the average library publishing program at extra-large institutions publishes the greatest number of journals every year except 2022, when large institutions published the



**Figure 2.** Average number of all journal types by enrollment from 2014–2022, early/late respondents.

most on average. Small institutions also published more than medium institutions at times, indicating that size is usually an indicator of publishing program output, but not always.



**Figure 3.** Average Number of Journal Types by Enrollment 2014-2022, early/late respondents.

Figure 3 shows the change in the average number of faculty, student, and external journals from 2014–2022 by institution size. Extra-large, large, and medium institutions have consistently published more faculty journals than any other type, which is not true of extra-small or small institutions, which have sometimes published more student journals. Extra-small and small institutions have consistently published fewer external journals, and medium institutions reflect this same pattern from 2019 onward.

### Open access, hybrid, and paid journals

Next, we examined how the percentage of open access, hybrid, and paid journals that were published by the average library publishing program changed over time.

	Open Access	Hybrid	Paid
<b>2019</b>	94.2%	4.3%	1.5%
<b>2022</b>	98.1%	1.2%	0.8%

**Table 2.** Percentages of open access, hybrid, and paid journals, early/late respondents.

The LPC survey did not ask respondents to input the total number of journals that fit in these categories until 2019. Unsurprisingly, since open access aligns with the values and mission of most publishing programs and the academic libraries they operate within, the percentage of open access journals libraries published was high in 2019 and increased by 2022. In addition, the number of hybrid and paid journals published by the average library publishing program decreased.

### Journal types

The LPC survey asks respondents to report how many of the following journal types they published in the previous year:

- Journals, campus-based, faculty-created
- Journals, campus-based, student-created
- Journals, contracted by external groups

For simplicity’s sake, we will refer to these as faculty, student, and external journals.

	Faculty	Student	External
<b>2014</b>	51%	30%	19%
<b>2022</b>	53%	28%	19%

**Table 3.** Percentage of journal types in 2014 and 2022, early/late respondents.

From 2014 to 2022, the percentage of all journal types in the average library publishing program remained nearly the same.

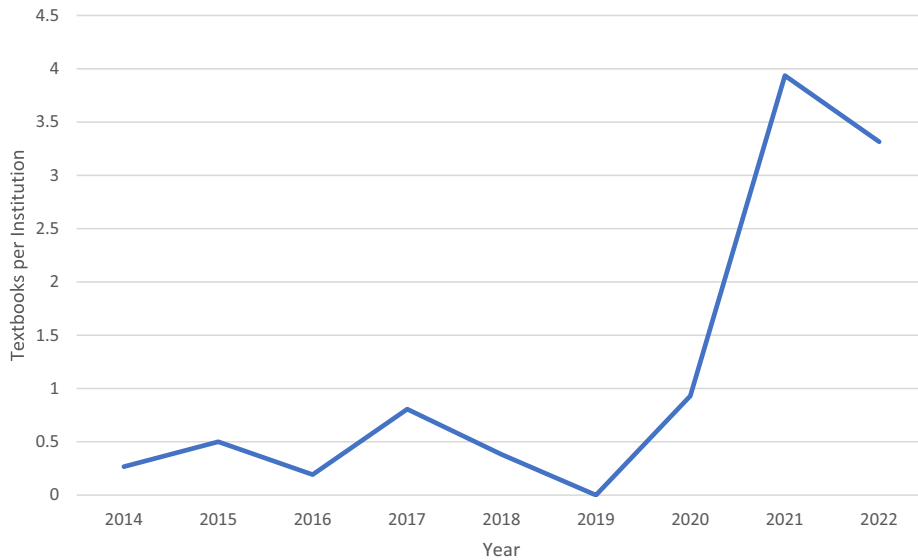
### Other publication types

Library publishing programs often publish many types of scholarship in addition to journals, including textbooks and monographs, and the LPC survey also asks respondents to report the total number of these materials published.

	Open Access	Paid	Hybrid
<b>2020</b>	82.5%	0.0%	0.0%
<b>2022</b>	96.5%	0.0%	0.0%

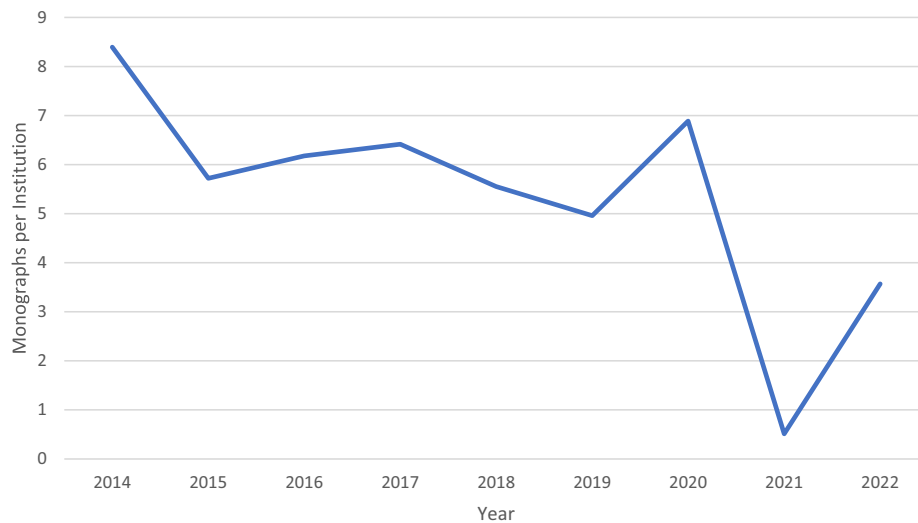
**Table 4.** Percentage of open access, paid, and hybrid textbooks, early/late respondents. Note that these do not add to 100% because we have not included data from the category for textbooks published by university presses, since our analysis focuses on content published by library publishing programs.

The LPC survey began collecting data about the number of open access, paid, and hybrid textbooks published in 2020. The majority of textbooks published by library publishing programs have always been open access, though the number grew by about 14% from 2020 to 2022, showcasing an even greater commitment to open access and greater alignment with the mission and vision of most academic libraries.



**Figure 4.** Average number of textbooks published by year from 2014 to 2022, early/late respondents.

Figure 4 shows the average number of textbooks published from 2014–2022. The number fluctuates over time and jumps, falls very low in 2019, before increasing again in 2021, before falling in 2022. Overall, the average program published about 0.25 textbooks in 2014 and an average of about three in 2022. Overall, the average number of textbooks peaked at about four in 2021.



**Figure 5.** Average number of monographs published by year from 2014–2022, early/late respondents.

Figure 5 shows the average number of monographs published from 2014–2022. The number fluctuates, peaking in 2014 and falling to its lowest point in 2021. Overall, from 2014–2022,

the average number of monographs published decreased from about eight to about four. This data did contain some outlier institutions that we contacted to confirm the accuracy of the information. Originally, there was a large jump from 2019–2020, which was attributed to the University of California, which reported publishing 1503 open access monographs in 2020. They clarified via email that 1503 is the total number of items in their institutional repository that self-submitters have identified as book-length works that have ever been deposited, as opposed to the total for the previous year (J. Gonder, personal correspondence, September 11, 2024), as the survey requests. As a result, we removed this number from the chart. We also reached out to Embry-Riddle University, which initially reported that it published 1299 open access monographs in 2020. However, this was an error, and the correct number has been used to generate the chart above (C. Wolfe, personal correspondence, September 5, 2024). We also contacted the University of Tennessee and the University of Toronto, who reported 100 open access monographs in 2019 and 226 open access monographs in 2020, respectively (H. Mercer, personal correspondence, August 14, 2024 & S. Thaysen, personal correspondence, August 14, 2024). Corrected numbers were substituted in Figure 5 as well. Lastly, we contacted the Oregon State University, which reported publishing 1265 open access monographs in 2021, but we did not hear back from them. As a result, we removed their data from Figure 5.

## Services

The LPC survey asks respondents to select which services from the provided list their library publishing programs provide, though there was also a space to add services not on the list. Any free-text entries are not included in this analysis. Additional services were added to this pre-populated list as the practice of library publishing evolved over time, from 2014–2022.

Between 2014 and 2022, six additional services were added, including: applying for cataloging in publication data, audio/video streaming, data visualization, image services, ISBN registry, and print-on-demand. One service that is not included in this list of options is preservation. Instead, preservation is its own category in the survey that is not included in our analysis.

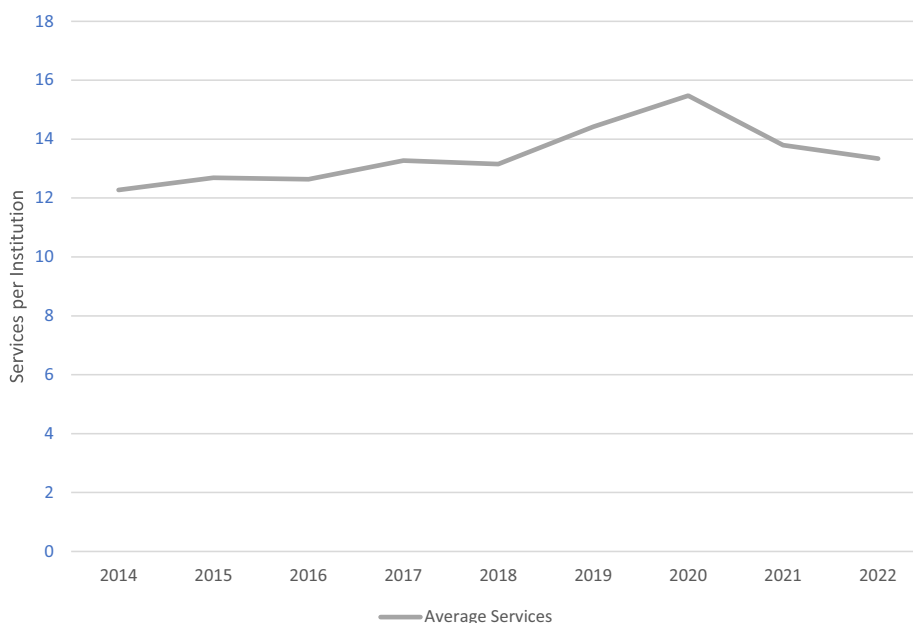
Figure 6 shows that the average number of services offered by library publishing programs has grown a little over time. The average program offered an additional 1.1 services in 2022 than reported in 2014. The greatest average number of services was offered in 2020, which was about 15.5. So, since the peak in 2020, the average library publishing program now offers about 2.1 fewer services.

Institution	Original Open Access Monographs 2019	Corrected Open Access Monographs 2019	Original Open Access Monographs 2020	Corrected Open Access Monographs 2020	Original Open Access Monographs 2021	Corrected Open Access Monographs 2021
Embry-Riddle Aeronautical University			1299	138		
Oregon State University					1265	Removed, did not receive response
University of California			1503	Removed, because number represents all time total, instead of total from the past year		
University of Tennessee	100	1				
University of Toronto			226	Removed, program indicates no known correct number		

**Table 5.** All changes made to open access monograph data are represented in Figure 5.

2014	2022
Analytics	Analytics
Audio/video streaming	Applying for cataloging in publication data
Author copyright advisory	Audio/video streaming
Budget preparation	Author advisory: copyright
Business model development	Author advisory: other
Cataloging	Budget preparation
Compiling indexes and/or table of contents (TOCs)	Business model development
Contract/license preparation	Cataloging
Copyediting	Compiling indexes and/or table of contents (TOCs)
Dataset management	Contract/license preparation
Digitization	Copyediting
DOI assignment/allocation of identifiers	Data visualization
Graphic design (print or web)	Dataset management
Hosting of supplemental content	Digitization
ISSN registry	DOI assignment/allocation of identifiers
Marketing	DOI distribution
Metadata	Graphic design (print or web)
Notification of abstract and index (A&I) sources	Hosting of supplemental content
Open URL support	Image services
Other (please specify)	ISBN registry
Other author advisory	ISSN registry
Outreach	Marketing
Peer review management	Metadata
Training	Notification of A&I sources
Typesetting	Open URL support
	Other
	Outreach
	Peer review management
	Print-on-demand
	Training
	Typesetting

**Table 6.** Services available to report on LPC Surveys in 2014 and 2022. Cells with grey fill denote the new services added over time.



**Figure 6.** Average Number of Services Offered from 2014–2022, early/late respondents.

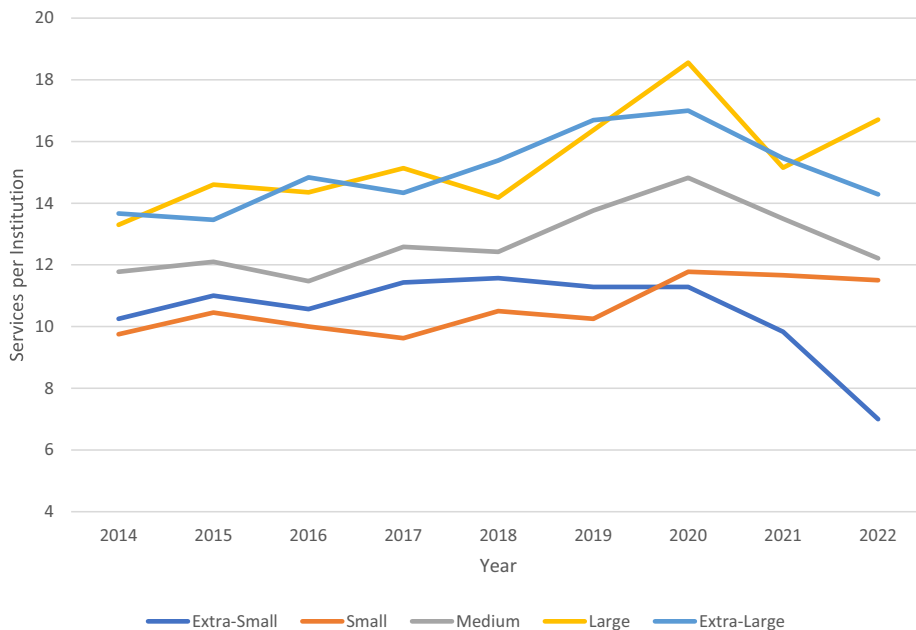
Rank	Services 2014	Services 2022
1	Metadata	DOI assignment/allocation of identifiers
2	Author Copyright Advisory	Metadata
3	Digitization	Author Copyright Advisory
4	Hosting of Supplemental Content	Hosting of Supplemental Content
5	Training	Training
6	Analytics	Digitization
7	Cataloging	ISSN Registry
8	Outreach	Cataloging
9	ISSN Registry	Analytics
10	Marketing	Audio/Video Streaming

**Table 7.** Top Ten Most Common Services Offered by Library Publishing Programs in 2014 vs. 2022, early/late respondents.

The top ten most common services offered changed from 2014 to 2022. Notably, DOI assignment/allocation of identifiers did not make the top 10 in 2014 but became the most popular service in 2022. Digitization, the third most popular service in 2014, fell to the sixth most popular in 2022. Outreach, the eighth most popular service in 2014, does not make the top ten in 2022, while ISSN registry moved from ninth to seventh.

**Services by enrollment**

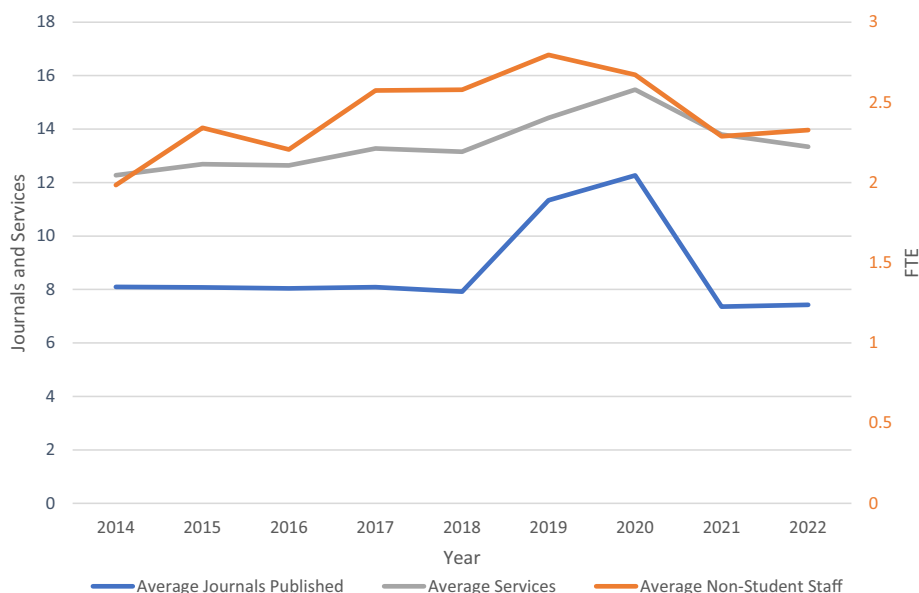
Figure 7 shows that, when broken down by enrollment, the average number of services offered by a library publishing program has increased for small, medium, large, and extra-large institutions, while decreasing for extra-small. Large institutions increased their service offerings the most, about 3.4 on average. Next were small institutions, whose services increased by 1.75 on average, followed by extra-large, which grew by 0.61 on average. Last are medium institutions, which increased their services by about 0.43. On the other hand, extra-small institutions decreased the average number of services offered by about 3.25.



**Figure 7.** Average services offered broken down by enrollment from 2014–2022, early/late respondents.

**DISCUSSION**

In order to gain greater insight into the trends seen in the results section, and since the number and type of publications and services offered by library publishing programs are likely affected by the number of staff, we compared them. First, we began with journals, which are usually long-term commitments for library publishing programs and, if successful, will continue to publish for many years. This is in contrast with monographs and textbooks, which are projects that have a discrete start and end point.



**Figure 8.** Average Journals Published, Average Services offered, and Average Non-Student Staff in FTE, early/late respondents.

We chose to focus on the number of journals published in this part of our analysis for two reasons. First, library publishing programs generally publish more journals than books on average, and second, because journals represent a long-term commitment with continually recurring work. When the average number of staff, journals, and services is plotted together, staff and services share a general upward trend from 2014 to 2019–2020, and then both decline in 2021. While the average number of services continued to decline in 2022, the average number of staff increased slightly. On the other hand, the average number of journals published remains relatively unchanged from 2014 to 2018, and then increases until 2020, when it declines. Overall, while staff and services show an increase of about 0.34 and 1.07, respectively, from 2014–2022, the number of journals published went down about 0.67 on average. Regardless of gain or loss, these changes from 2014–2022 are relatively small.

However, when compared to their peaks, there is greater change. From 2019–2020, the average library publishing program lost 2.32 full-time equivalent (FTE) staff. From 2020–2021, about 4.85 journals ceased publication on average, and from 2020–2021, an average of about 2.14 services ceased to be offered. Detailed analysis of staffing of library publishing programs is discussed in our previous work, *Staffing of Library Publishing Programs in the United States and Canada: A Data-Driven Analysis*, but for the purposes of this analysis, the decrease in FTE began before the COVID-19 pandemic, which is also true for publications and services, since the data for 2020 describes work done in 2019. It is possible that the decrease in staff precipitated the decrease in publications and services.

Overall, the data show that the number of library publishing staff, services, and the number of journals published have not increased at a meaningful rate during this time period. Each peaked either in 2019 (staff) or 2020 (journals and services), and then declined. The number of staff continued to decline through 2022, while the number of publications and services showed small increases. So, in 2020, fewer FTE were publishing the highest number of journals and offering the most services. The subsequent decreases in the number of journals and services may indicate that this model was unsustainable when FTE was lost.

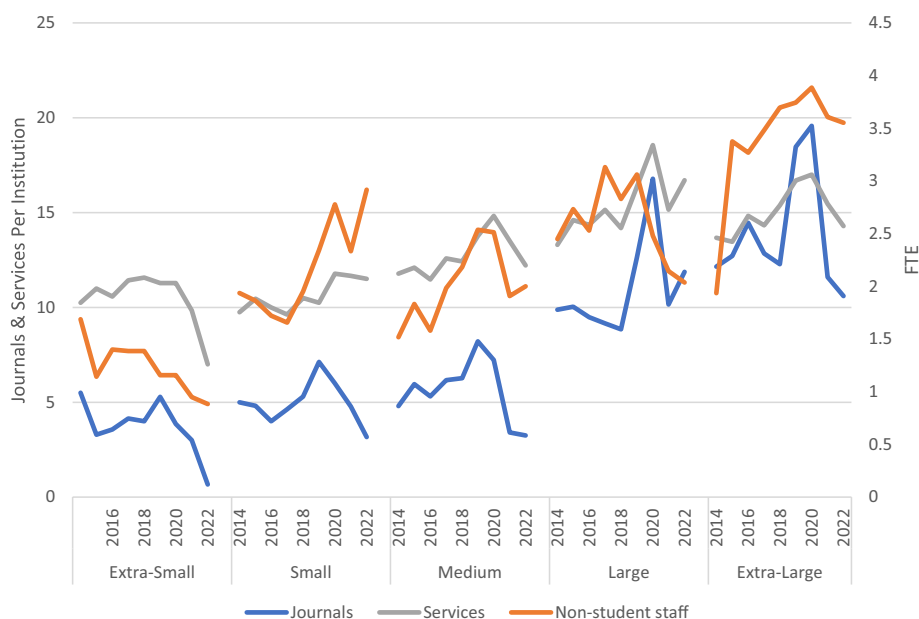
The drop in the number of library-published journals may or may not have been affected by the COVID-19 pandemic. While the timing aligns because the 2021 survey data describes the work and state of publishing programs in 2020, the literature discusses the increase in submissions to journals in 2020 and 2021, even among subject areas that do not pertain to the pandemic itself (Taylor & Francis, 2022, and Squazzoni et al., 2021).<sup>1</sup> So, while we might imagine that faculty would have been overwhelmed with their work as instructors in 2020–2021, the year when the decrease in the number of library-published journals began, the literature seems to support a greater capacity of faculty to focus on research. Therefore, the decrease in journals published by library publishing programs may be due to factors beyond the pandemic. Alternatively, perhaps journals published by traditional publishing companies were able to, or felt greater pressure to, continue to perform their duties as editors throughout this time period, while library-published journals were not.

Another factor is the LPC survey itself. The 2020 survey is the first one that directs respondents to report only active titles, but the decrease in the number reported does not appear until 2021. So, it is likely that at least some of this decrease is due to more journals being considered inactive in 2021 compared to 2020. While journals may become inactive for a variety of reasons, since there was such an increase in article submissions during this time period, it seems unlikely that it would have been due to a lack of demand from authors needing a venue for their publications.

When broken down by enrollment, from 2014 to 2022, extra-small institutions show an overall decrease in the number of journals published, the number of services offered, and the number of staff. Small and medium institutions show a decrease in the number of journals, but an increase in the number of services and staff. Large institutions show an increase in the number

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<sup>1</sup> It is important to acknowledge that, while there was an unusually high number of scholarly articles submitted in early 2020, there is evidence that women submitted proportionally fewer manuscripts than men. This may be due to the fact that most academics were working from home, and a disproportionate amount of familial or domestic duties may have fallen on women, preventing them from being as productive as men (Squazzonie et al., 2021).



**Figure 9.** Number of journals published, services offered, and non-student staff by enrollment from 2014–2022, early/late respondents.

of journals, staff, and services. Extra-large institutions show a decrease in the number of journals, but an increase in the number of staff and services. Overall, from 2014–2022, most institutions increased the number of services offered, though their FTE was more likely to stay the same or decrease. These changes reflect the diverse service models of library publishers of all sizes. While some programs may choose to prioritize and potentially expand the number of journals published, others may choose to add additional services for existing journals.

It is also important to note that the number of services offered is likely the category that publishing programs have the most control over, since journal editors may cease publishing journals or move them to other institutions, and the amount of FTE allocated to publishing programs is often determined by library administration. Services are also things that library publishers can gather feedback about from both editors and staff, and make changes in order to better suit needs. Of course, some services may require expertise that is not found among publishing program staff, like copyediting, and these may require additional funding if offered, which would be dictated largely by the institution, rather than the publishing program itself.

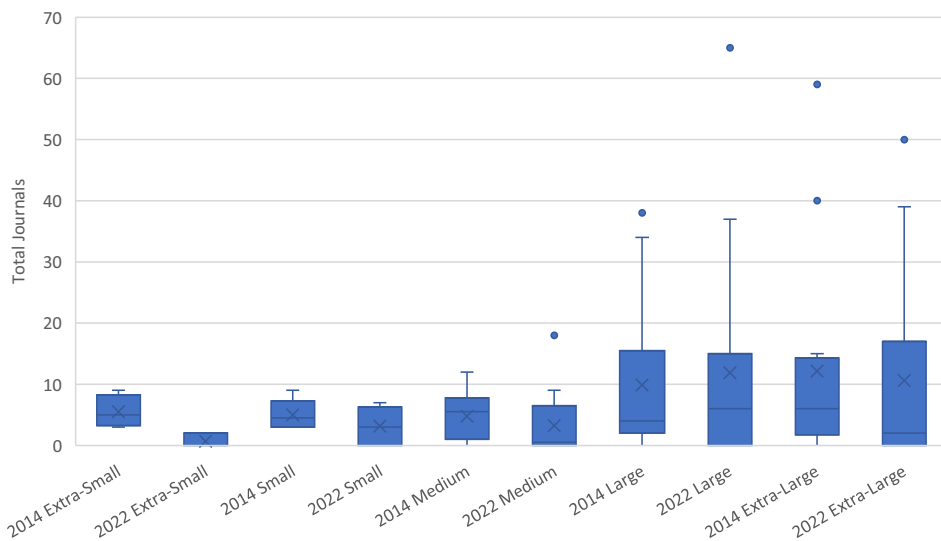
## LIMITATIONS

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. If the information submitted

contained an error, that error is 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. Secondly, not every institution submitted data each year (Meetz & Story, 2025, p. 17). Thirdly, the surveys it is based on did not gather information about why the number or type of publication may have increased or decreased, or why certain services are offered over time. It also does not gather information about how frequently each service is performed or how much time is devoted to it. For instance, an institution might offer typesetting, which is a very time-consuming and labor-intensive service, but only for textbooks and not for journal publishing. The ongoing time commitment of typesetting a journal is very different from typesetting a textbook, but it would appear the same on the survey. While we can make educated guesses about motives for trends, 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 (Meetz & Story, 2025, p. 17).

### Outlier institutions

In order to include all perspectives, we wanted to incorporate a visualization that showcases institutions that are not clearly represented by the average. The bars and whiskers represent the four quartiles, and the dots represent the outliers.



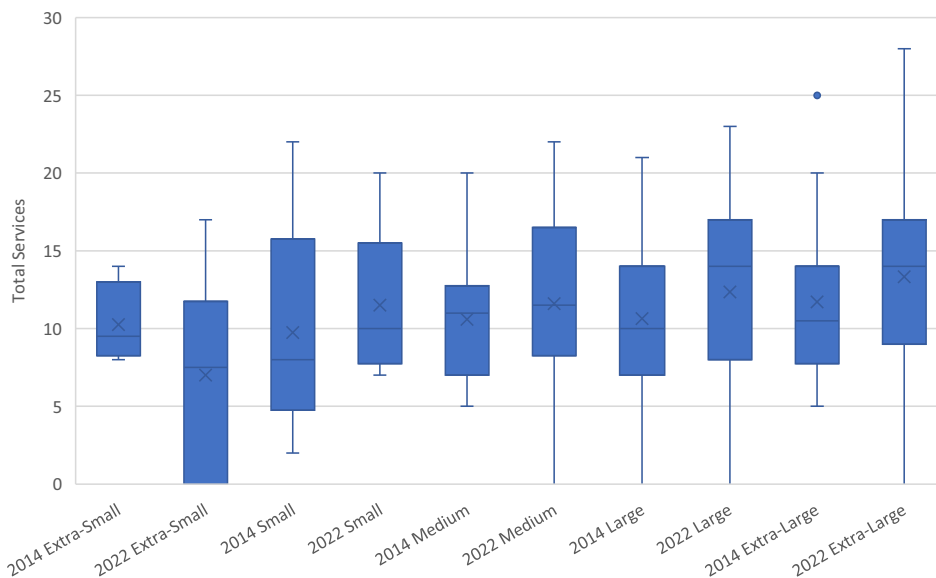
**Figure 10.** Total journals published by enrollment in 2014 and 2022, early/late respondents. Only medium, large, and extra-large institutions have institutions that publish enough journals to be considered outliers.

The fact that only medium, large, and extra-large institutions have outliers makes sense in that larger institutions are more likely to have greater FTE, and can therefore publish more journals. Over time, we see that extra-small institutions are publishing fewer journals; small and medium institutions are publishing about the same number of journals; and large and extra-large institutions are publishing fewer journals as well as publishing a greater number of journals.

The services data has only one outlier, Purdue University in 2014, which reported that it offers 25 services. By 2022, this had been reduced to ten. Over time, extra-small institutions are decreasing the number of services offered, while small, medium, large, and extra-large institutions have more institutions offering greater numbers of services.

Institution	2014	2022	2024
Boston College (medium)	8	18	9
Columbia University (large)	38	N/A	26
University of Alberta (large)	30	65	56
University of California (extra-large)	59	50	71
University of Toronto (extra-large)	40	0	N/A

**Table 8.** Number of journal publications by outlying institutions, outlying years in filled cells. Data from the 2024 library publishing directory has been included here for additional context. An entry of N/A indicates that the institution did not respond to the survey that year.



**Figure 11.** Total services by enrollment in 2014 and 2022, early/late respondents.

## CONCLUSIONS

While the in-depth analysis offered above is useful, it can also be helpful to offer some higher-level conclusions about the data. First, library-published journals have always been predominantly open access, with a few hybrid and very few paid. By 2022, just over 1% were hybrid, and less than 1% were paid. The percentage of each type of journals published (faculty, student, or external) stayed essentially the same for the average library publishing program from 2014–2022. Of the journal types published by the average library publishing program, medium, large, and extra-large institutions have always published the greatest number of faculty journals, followed by student, and then external journals. The average library publishing program at extra-small and small institutions has alternated between publishing more faculty or more student journals, while the number of external journals has always been the lowest.

The peak average number of journals was published in 2020, and, overall, fewer journals were published on average in 2022 than in 2014. Unsurprisingly, when broken down by enrollment, the number of journals published grows as the size of the institution increases, with a few exceptions. In 2022, large institutions published more journals on average than extra-large institutions, and, in 2021, small institutions published more on average than medium institutions. Overall, the average number of journals published by extra-small, small, medium, and extra-large institutions is declining, while the average number at large institutions is increasing.

The number of services offered by the average library publishing program was stable from 2014–2022, varying between 12 and 13. The number of services peaked in 2020, but there were still slightly more services offered by the average publishing program in 2022 than in 2014. When broken down by enrollment, small, medium, large, and extra-large institutions are all increasing the number of services they offer, while extra-small institutions are decreasing from about 11 to about 7. Large institutions also offered more services than extra-large institutions in 2020 and 2022.

The majority of textbooks published by library publishers have always been open access, but the number grew by over 10% from 2020–2022. The average library publishing program went from publishing less than one textbook in 2014 to publishing about 3.5 textbooks in 2022. Most textbooks were published on average in 2021. In contrast, the number of monographs published by the average library publishing program fell from about eight in 2014 to about 3.5 in 2022. The highest number of monographs on average was published in 2014.

When 2014 and 2022 are compared, the amount of FTE of the average library publishing program shows a small increase, while the average number of journals published by library publishers has declined, and the average number of services has increased. The exceptions include large institutions, which show an increase in the average number of journals published, and extra-small institutions, which show a decrease in the average number of services offered. As of 2022, staff, services, and the number of journals published have not reached their respective peaks.

Finally, there is a wealth of other information available in the LPC's directory dataset ready to be used by researchers to gain more understanding of how the field has developed over time. Additional qualitative research could also be completed to discover more about why the patterns and trends seen in the data occurred.

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