

An International Journal on Grey Literature



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‘PRAXIS AND THEORY IN GREY LITERATURE’

GreyNet

The Grey Journal

An International Journal on Grey Literature

COLOPHON

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About TGJ

The Grey Journal is a flagship journal for the grey literature community. It crosses continents, disciplines, and sectors both public and private. The Grey Journal not only deals with the topic of grey literature but is itself a document type classified as grey literature. It is akin to other grey serial publications, such as conference proceedings, reports, working papers, etc.

The Grey Journal is geared to Colleges and Schools of Library and Information Studies, as well as, information professionals, who produce, publish, process, manage, disseminate, and use grey literature e.g. researchers, editors, librarians, documentalists, archivists, journalists, intermediaries, etc.

***Grey Literature** is defined as "information produced and distributed on all levels of government, academics, business and industry in electronic and print formats not controlled by commercial publishing i.e. where publishing is not the primary activity of the producing body."*
 (Luxembourg, 1997 expanded in New York, 2004)

About GreyNet

The Grey Literature Network Services was established in order to facilitate dialog, research, and communication between persons and organizations in the field of grey literature. GreyNet further seeks to identify and distribute information on and about grey literature in networked environments. Its main activities include the International Conference Series on Grey Literature, the creation and maintenance of web-based resources, a moderated Listserv, and The Grey Journal. GreyNet is also engaged in the development of distance learning courses for graduate and post-graduate students, as well as workshops and seminars for practitioners.

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Contents

"PRAXIS AND THEORY IN GREY LITERATURE"

How do High-Energy Physics scholars discover scientific information?	7
Anne Gentil-Beccot (<i>Switzerland</i>)	
The use of grey literature in historical journals and historical research: A bibliometric and qualitative approach	14
Cees de Blaaij (<i>The Netherlands</i>)	
Finding the Grey in the Blue: Transparency and Disclosure in Policing	21
Paul Sturges and Louise Cooke (<i>United Kingdom</i>)	
Grey literature for development: Some case studies	29
Bharati Sen (<i>India</i>)	
A Scholarly communication perspective of Grey literature in Library and Information Science education	34
Debbie L. Rabina (<i>United States</i>)	
Grey Literature: A Pilot Course constructed and implemented via Distance Education	41
Dominic J. Farace and Jerry Frantzen (<i>The Netherlands</i>), Joachim Schöpfel and Christiane Stock (<i>France</i>)	

Colophon.....	2
Editor's Note.....	5
On the News Front	
A Tiny Slice of China Gets a Glimpse of Global Grey Literature.....	47
Gretta E. Siegel (<i>United States</i>)	
Tenth International Conference on Grey Literature GL10 Announcement and Call-for-Papers.....	48
Advertisements	
GreyNet Associate Membership 2008.....	4
INIST-CNRS.....	6
EBSCO.....	46
About the Authors.....	50
Notes for Contributors.....	51

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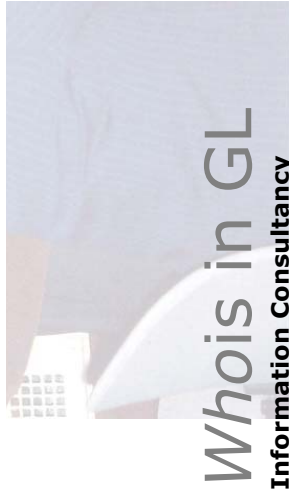
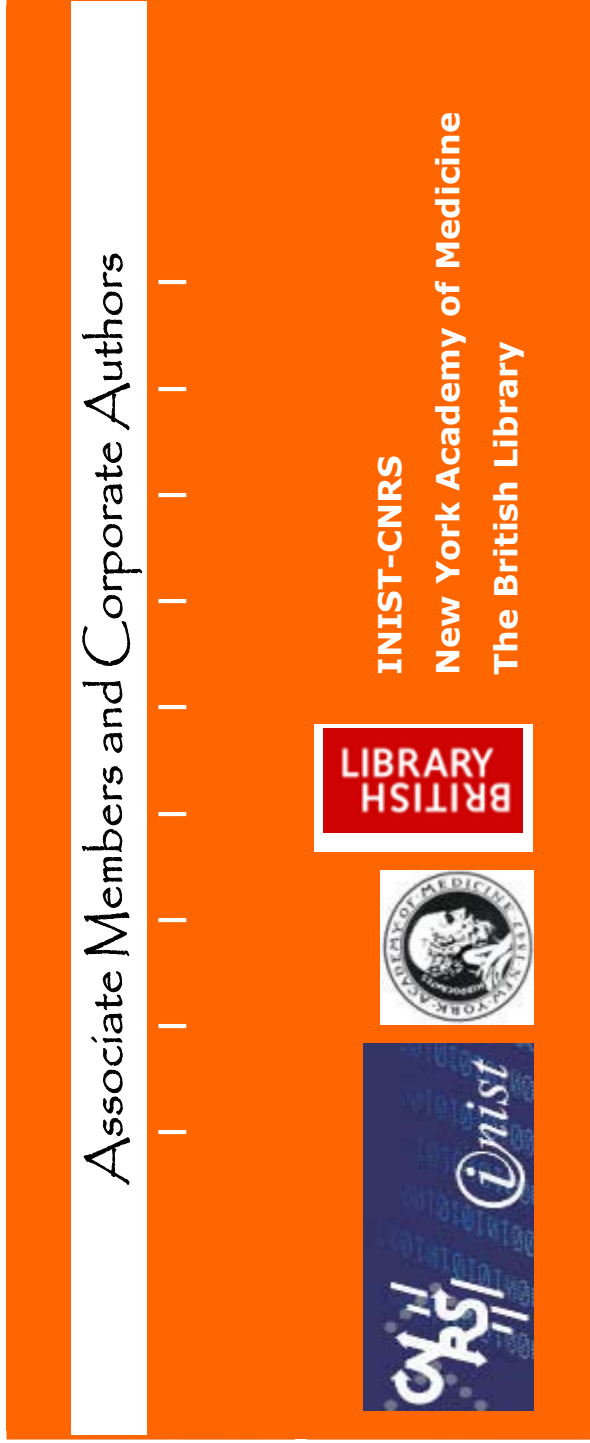
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EDITOR'S NOTE

The Grey Literature Team at the New York Academy of Medicine won the Louise Darling Medal 2008 for Distinguished Achievement in Collection Development in the Health Sciences. On behalf of GreyNet, I was asked to provide a letter of support in advance of the award. By way of congratulations to NYAM and on behalf of the grey literature community, I take the opportunity here to reiterate the text of that letter.

"The Grey Literature Report can rightly be seen as a millennium project in collection development for health care and public health. First conceived in 1998 and launched in 1999 for associates of the Academy, the Grey Literature Report has become a unique information resource now serving librarians, researchers, and practitioners both stateside and abroad.

The Grey Literature Report has emerged over the past eight years as an instrument in collection development capable of identifying, capturing, and making publications and their concurrent bibliographic and documentary information available in a web environment. These serial and non-serial publications in various formats and document types qualify as grey literature in that they are outside the realm of commercial publishers. Many of these publications are not indexed by traditional indexing methods of databases or union catalogs.

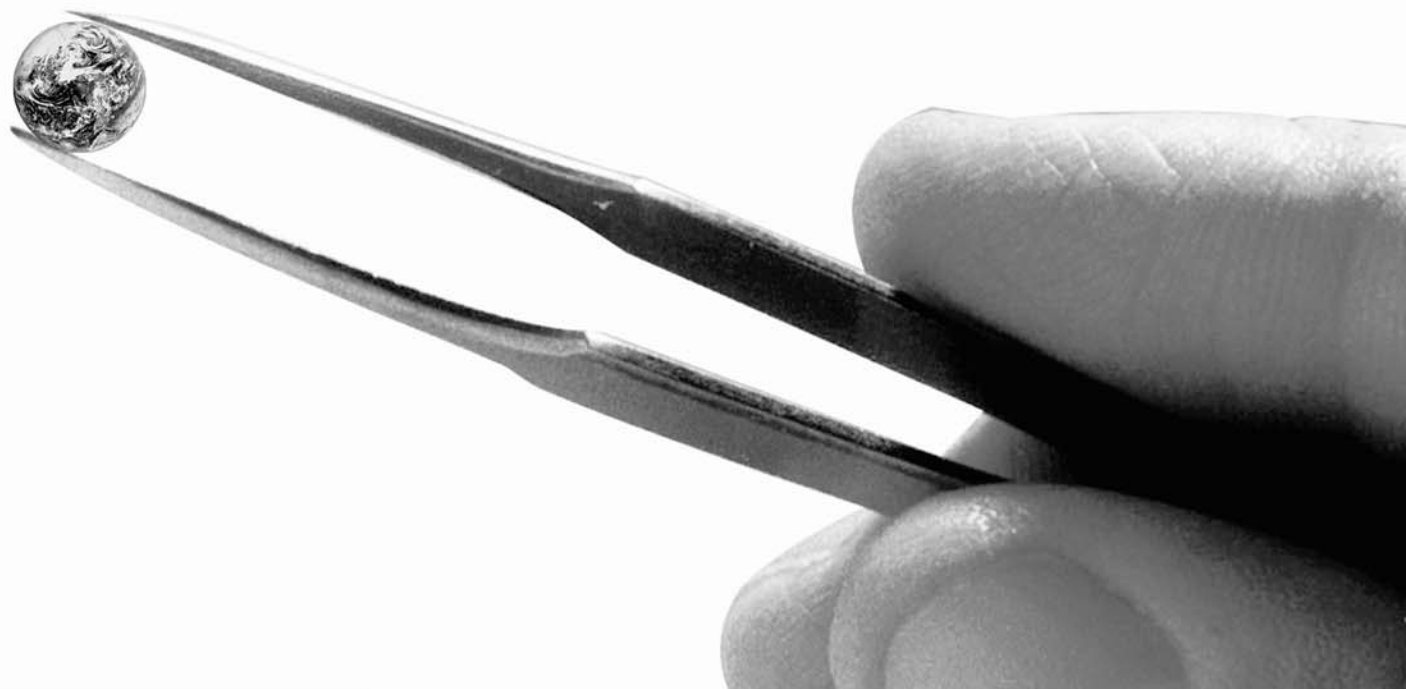
By its inception, the Grey Literature Report sought to address the elusive nature of grey literature by firstly identifying major organizations in health care and public health that publish research results via the grey circuit be it in electronic and/or print formats.

The Grey Literature Report has proven to be an extraordinary initiative within the grey literature community. For it is one of the earliest web-based initiatives in the health sciences to link full-text documents to their descriptive metadata. While we have seen this accomplished in the field of physics with preprints and eprints and in economics with working papers, the Grey Literature Report has demonstrated that such an approach to collection development could be applied to other subject areas - be it in the natural sciences, the social sciences, or the humanities.

The Grey Literature Report has become the example of an information resource that not only guides other organizations in the development of best practice in collection policy but at the same time promotes the awareness and use of grey literature to an unprecedented population of net-users. To this end, the Grey Literature Report has stayed the loss of valuable information, while tapping and harvesting the very knowledge base in public health and health care.

On behalf of GreyNet and its members, I am pleased to endorse the nomination of the New York Academy of Medicine Grey Literature Report Team for the coveted Louise Darling Medal for Distinguished Achievement in Collection Development in the Health Sciences."

Dominic J. Farace, Journal Editor
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How do High-Energy Physics scholars discover scientific information? *

Anne Gentil-Beccot (Switzerland)

Abstract

Grey literature has always been the main conduit of scholarly communication for High-Energy Physics (HEP) researchers. An efficient way of searching and accessing this information is a central part of their research workflow. In 2007, a survey was conducted to understand which information resources HEP scholars use to find the information they need. The results of this survey are presented. Over 2000 answers, representing about one-tenth of the active HEP community, were collected and show that community-driven resources largely dominate the landscape, with commercial services serving only a small proportion of the users. In addition, HEP scholars appear to use different tools for different information needs, which are clearly prioritized. Finally, the results of the survey shed light on the future information needs of HEP scientists over the next five years.

Introduction

The High-Energy Physics community is a small and cohesive community, counting about 20,000 scientists. Grey literature has always been the main vehicle of scholarly communication for this community, which has built specific information systems to access and use these resources. As well as information services specifically developed by the community, some other information services exist: commercial online databases, providing metadata about all scientific literature; journal platforms, serving metadata and full-text of articles in the field; the pervasive Google and its scholarly instance, Google scholar...

These three categories of information systems constitute the current landscape of information provision and search platforms used by the HEP scientists. In addition, online services are changing more and more, new tools are developed and new ways of interacting with users evolve. In this environment it is important to understand what is the current usage of information services¹ in HEP. Do scientists prefer publishers' own portals, or Google, or the field-specific access provided by HEP information resources? Do they expect to see some changes? Which of these platforms is better placed to answer any need for change? What kind of evolution should be envisaged for an information system to meet the needs of HEP scholars?

After describing the specific relation there is between HEP community and grey literature, this article describes the survey jointly conducted in 2007 by several HEP research institutes about the usage of HEP information systems. An overview of the methods used in the survey is first presented, followed by the main results: the large domination of community-based services and an insight into current and future information needs of HEP scholars.

Grey literature in High-Energy Physics

The High-Energy Physics (HEP) community has always used grey literature as its main vehicle of communication². Half a century ago, before the time of electronic journals, the delay between the submission of a scientific paper and the time when it reached the reader appeared unacceptable to HEP scientists, who embraced preprints as their main means of communication. One of the origins of this phenomenon is the peculiarity of a two-soul community: experimental physicists working at accelerators of subatomic particles of ever-increasing energy, witnessing a discovery a week during the early stages of the discipline; and theoretical physicists interpreting these results, refining their theories and suggesting new studies, as well as providing insight into the inner working of our universe. Months of delay in communication were out of the question: enter grey literature.

With the onset of use of the internet, the process continued electronically. And the community launched its own tools to manage this literature: in 1991, even before the web was invented, Paul Ginsparg, at the Los Alamos laboratories, launched arXiv, the first physics preprint repository³. SPIRES⁴, the SLAC e-catalogue of preprints, which had existed since 1974, was able to benefit from the invention of the web, and become the first web server in the U.S. - it rapidly became the first HEP information

* First published in the GL9 Conference Proceedings, February 2008

system in the world. In 1993, CDS⁵, the CERN Document Server, was launched. Even if publication in journals is essential for the career evolution of HEP scholars, as for scholars in any other field, this is almost decoupled from the effective information transfer between scientists. Preprints remain today the main communication channel; "only" the discovery and submission processes have changed. Authors still submit a paper to arXiv before submitting to a journal: the date of submission of the paper to arXiv carries more importance to them than the "received" stamp on the subsequent journal article. Even in the era of electronic journals, therefore, grey literature fully retains its importance in the discipline. Instead of being phased out together with the paper era, grey literature is actually growing in importance, reflecting the evolution of modern scholarly communication beyond the printed word. Fifty years ago, scientists communicated by writing articles, of which the preprint versions made up the bulk of grey literature in the field. Nowadays, scientists go to conferences and their slides, generated in digital form, constitute a new form of grey literature that other scientists want to access immediately, and often to quote in their subsequent publications, without having to wait for a conference paper to be written and submitted as a preprint to a repository somewhere.

Grey literature has still today a paramount importance in scientific communication in HEP. Its discovery plays a pivotal role in the scientific workflow of HEP scholars. It is very interesting to understand how the community discovers and accesses grey literature, and whether current information services fulfil the information needs of HEP scholars and their projected evolutions in the new technological milieu. This is the aim of the survey jointly conducted in May 2007 several High Energy Physics institutes, which is discussed in this article.

The survey, methods and answers overview

From April 30 to June 11 2007, a survey was jointly conducted by several High Energy Physics institutes: CERN⁶ (European Organization for Nuclear Research), SLAC⁷ (Stanford Linear Accelerator Center), DESY⁸ (German Electron Synchrotron) and Fermilab⁹ (Fermi National Accelerator Laboratory). The aims of the survey were to understand the users' perceptions of current HEP information systems, to assess user requirements and preferences, and to define future needs.

This survey was promoted and distributed within the HEP community by e-mailing members of major experimental collaborations, users, and authors of papers at large laboratories, and by putting links on several of the websites under discussion, community-based as well as commercial. Publishers of popular journals in the field added links on their home pages and, in one case, e-mailed all registered authors. The survey included 20 questions, with both check-boxes and free-text answers possible; there were four optional questions in addition.

During the survey period, 2110 answers were received. It is estimated (by counting the number of distinct authors appearing on papers in SPIRES-HEP published in this decade) that the particle physics community represents some 20,000 people. Therefore the answers received represent over 10% of the community. This high participation is further enhanced by the fact that 90% of the respondents answered at least one free-text question, and 78% of the respondents answered at least one additional optional question. Over 50% of the respondents wanted to be contacted via e-mail to be informed of the results of the survey.

Furthermore, the answers came from more than 30 countries (Figure 1). This distribution is similar to that of the origin of published articles in HEP¹⁰ which implies that the entire community is well represented by the answers. Of particular interest is the experience of users: are they new to the field, or have they been using these systems for a long time? 86% of the respondents have been using a HEP information system for more than 6 years, which corresponds to the expected age profile of the community, however, there is interesting information revealed by the behaviour of the younger physicists, as discussed later. Familiarity with the systems is demonstrated by the fact that 82% of the respondents use HEP information systems several times per week.

Given the volume of responses in comparison with the size of the community, and the interest shown by the participants, it becomes evident that the survey reached a substantial fraction of the community providing a real snapshot of its practices in the search and access of information and its information needs.

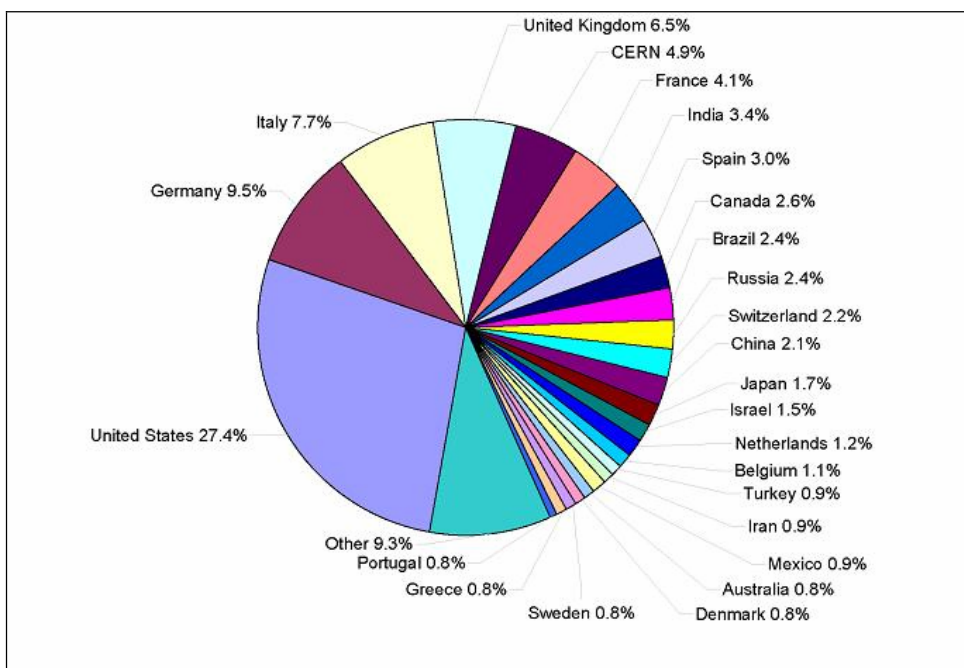


Figure 1 – Distribution of answers by country

The domination of community-based systems

The first and foremost question of the questionnaire was: 'Which information system do you use the most?' The results are presented in figure 2: 91.4% of the respondents prefer community-based services. This is not a surprising result since most of the community-based systems were created to meet the needs of HEP scholars, and they tend to be tailored specially to the evolving needs of the HEP community. These systems have been user-driven for decades. Google and Google scholar are used as the system of preference by 9% of the respondents. On the other hand, a mere 0.1% of users prefer commercial systems (commercial databases and publisher journal platforms).

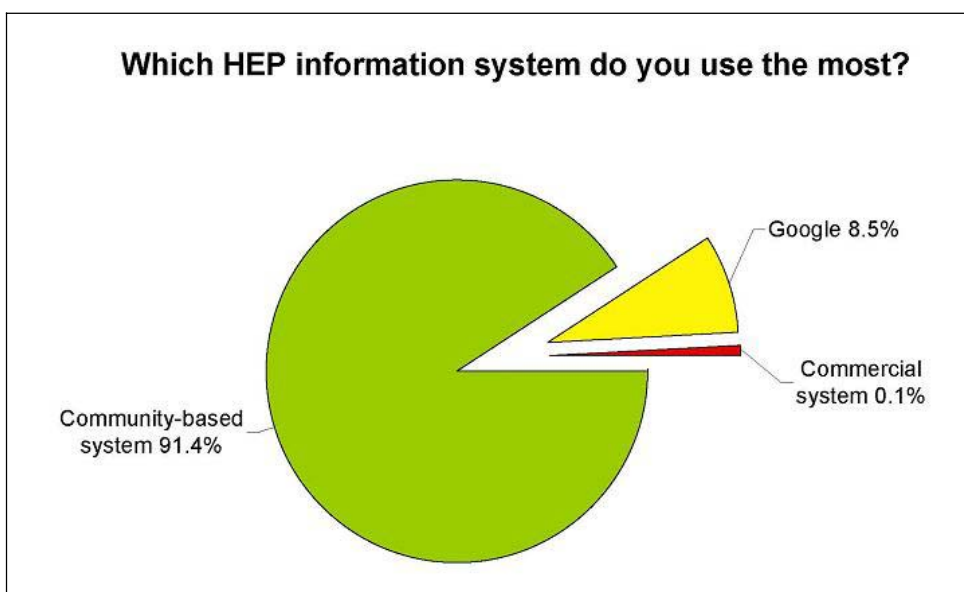


Figure 2: Scientific information systems favoured by HEP scholars.

Respondents were also asked which system they used the most when looking for preprints or published articles in different search situations (Figure 3). As one might expect, when searching for preprints, the community-based services are slightly more preferred than in the general case. The slice for commercial services run by publishers is only larger than one percent when a search for articles is concerned, and even then this amounts to only 3% of the total. Thus the overall landscape does not change

substantially between preprint and article searching. This is extremely relevant in the interplay between grey literature and "conventional" literature in the field: when HEP scholars need to access "conventional" literature they still use the systems which were initially conceived to index and curate the grey literature in the field! Solutions invented for grey literature are therefore main-stream in this community.

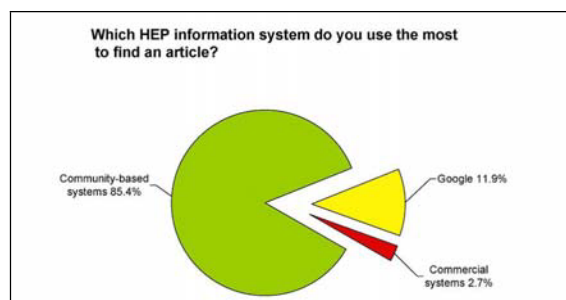
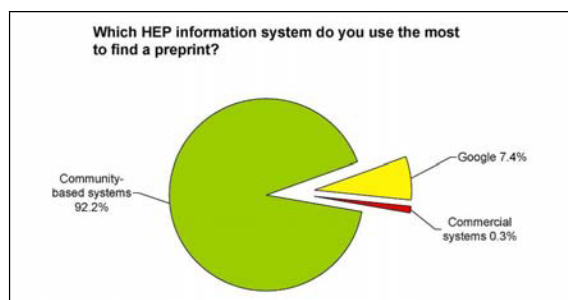


Figure 3 - Preferred information systems used by HEP scholars to find a preprint (left) or an article (right).

When respondents were asked about the systems used to look for theses (an example of "greier" literature), the share of Google increases significantly, with Google and Google Scholar accounting for about one-third of usage. This emphasizes that community-based systems do not yet cover the complete scientific information needs of the field in the particularly important area of grey literature represented by theses. Community-based repositories can collect most HEP literature because it is, for the most part, on arXiv and in a few major journals. But it is a more labour intensive process to collect conference proceedings and theses, and so other automated search engines work relatively better here. In every other case, the field-specific utility provided by the community-based, tailored services overwhelms the often broader more expensive services offered by commercial providers. This conclusion has to inform the future development of the community-based services towards an investment in the harvesting and curation of theses.

The correlation between the age of the respondents and their favoured systems presents an interesting trend, as shown in figure 4: the usage of Google tends to increase as the age of the respondents decreases. This is a reflection of the integration into the HEP community of individual scholars belonging to an age group which has been exposed to internet search before their academic career, as opposed to scholars who first used internet search engines during their professional activity. With the exception of theses, discussed above, it must be noted that Google might actually be only a gateway to other sources, as it indexes material from arXiv, SPIRES and CDS. Effectively, those using Google ultimately use some of the other information services to really access the document.

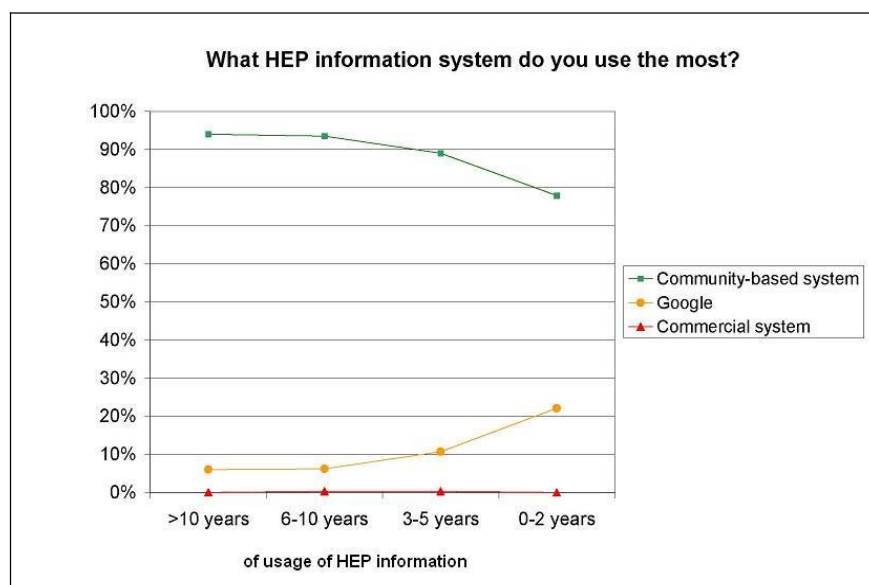


Figure 4: Comparison of the preferred system with the number of years a scholar has been active.

In summary, community-based systems largely dominate the landscape, even if Google takes a non-negligible part. The choice of information systems is linked to needs, and varies according to what scholars are looking for, each information system having strengths and weaknesses, depending on the features they have developed.

The current and future needs

The central part of the survey asked the users to prioritize the features of a scientific information system most important for their research workflow. The results are summarized in Figure 5 and show that 'Access to full text' comes as a first priority. It is therefore not surprising that community-based systems have such an important place, as they all aim to give the easiest and fastest access to the full text of documents. The same applies to the second feature: "Depth of coverage", indeed HEP repositories give very close to full preprint coverage. This applies both to arXiv.org, which in the last decade received submission of virtually all preprints relevant to the field, and to SPIRES, whose staff have painstakingly curated a complete database of all literature relevant to HEP scholars. These systems are field-specific, with searches returning close to zero noise, and therefore obviously fulfil the demand for: 'Quality of content'.

The three winning features therefore correspond exactly to the design requirements of community-based systems; this explains why these systems have such an important place in the landscape. These strong user requirements will continue to inform the evolution of these systems.

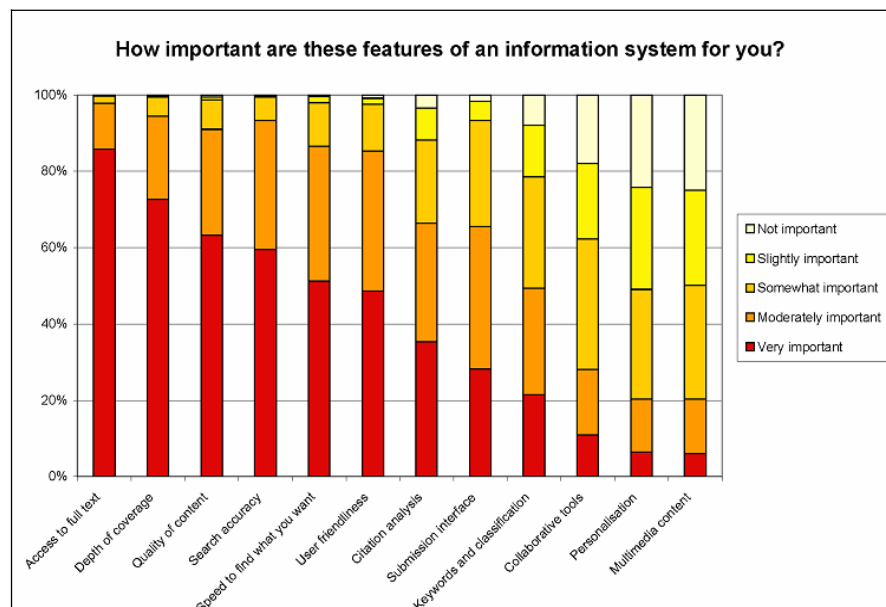


Figure 5 – Most important features of an information system

A crucial question in the survey was whether users expect some changes in their information needs in the next five years: 75% answered positively. Times are changing and the users are well aware of this, posing a challenging environment for the developer of scientific information systems.

Finally, the survey inquired about the future needs of the users. The analysis of these answers is still ongoing and only an overview is presented in Figure 6. Most of the projected needs are linked to access to full text and deeper content: "linked presentations of all instances of a result", "access to data and tables". According to free-text answers, access to more grey literature is a very strong need; some users emphasized the importance of having access to conference slides, theses or laboratory reports. This is again proof of the growing importance of grey literature for the immediacy of communication in the discipline in the new technological environment and the strong need of HEP scholars to easily access these information resources.

It is interesting to remark that centralization of information access comes in second place: 70% of the respondents think that it is somewhat important. This shows that users would like to use only one information gateway. This need explains to some extent the growing popularity of Google, where people go for a 'primary search' and are redirected to the right information system. Google is, in this case, a metasearch engine: a simple gateway to other tools.

As a very first conclusion, we can say that the future needs imagined by users correspond essentially to a wish to have easier and wider access to content and data. But inspired by the onset in our daily communication channels of the web 2.0 paradigm, other needs appear, such as 'recommendation of article' (almost 50% of the respondents think it is somewhat important).

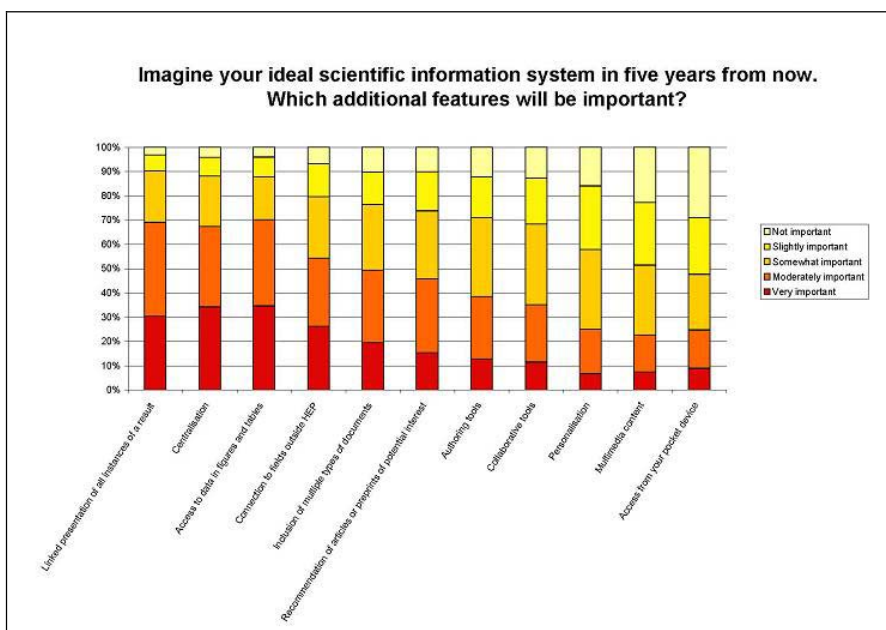


Figure 7 – The features of an ideal information system

Conclusion

The overwhelming number of answers to this survey was almost unexpected, reaching 10% of the community. This shows an incredible level of interest and involvement of the community in informing the evolution of tools which are central in their research workflow. HEP scholars are very discerning in their information needs and know what they want. This article presents some preliminary and partial results of the survey. The analysis of the responses is still ongoing and more complete analyses will soon appear. However, the current status of information search in the field and the future needs of the community are very clear.

Community-based services are overwhelmingly dominant over Google and commercial services. In other words, the HEP community is able to fulfil its own needs. Users said that their primary concern is access to full text. However, other features, mainly linked to the evolution of grey literature in the new technological environment, will be important in the coming years. Therefore, changes have to be expected. To continue writing pages in their multi-decade success story, community-based systems have to evolve with the needs of the users, meeting the Google-generation's wish for centralization of information. Community-based systems could meet this requirement by uniting their efforts and trying to construct a unique information platform that would cover all the needs of the users, present and future. This new system should continue to be designed around "old" and "new" forms of grey literature, enabling on one side, new usages of electronic preprints, including exploitation of text-mining applications, and on the other, an exploration of "new" forms of grey literature, such as, but not limited to, slides presented at conferences. Finally, these systems should brace themselves for the next generation of users, who will expect web 2.0 features in all their information systems.

References

¹ We use the term "information service" to describe this broad class of services that provide researchers with information or access to information that they need for research. This concerns only information services relevant for HEP community

² Luisella Goldschmidt-Clermont, Communication Patterns in High-Energy Physics, published in *High Energy Physics Libraries Webzine*, 6 (2002). <<http://library.cern.ch/HEPLW/6/papers/1/>>

³ Paul Ginsparg, First steps towards electronic research communication, published in *Computers in Physics* 8 (1994) 390.

⁴ SPIRES-HEP database has been run by the Stanford Linear Accelerator Center <<http://www.slac.stanford.edu/spires/>>, with Fermilab and DESY. The history of SPIRES, including how it came to be the first web server on US soil is recounted in L. Addis, 2002 <<http://www.slac.stanford.edu/spires/papers/history.html>>

⁵ CDS is run by CERN <<http://cdsweb.cern.ch>>

⁶ <<http://www.cern.ch>>

⁷ <<http://www.slac.stanford.edu/>>

⁸ <<http://www.desy.de/>>

⁹ <<http://www.fnal.gov/>>

¹⁰ Quantitative Study of the Geographical Distribution of the Authorship of High-Energy Physics Journals, Mele S.; Lindqvist, C-M; Krause, J, July 2007. CERN-OPEN-2007-014

The use of grey literature in historical journals and historical research : A bibliometric and qualitative approach*

Cees de Blaaij (*The Netherlands*)

Abstract

Grey literature is generally accepted as an important part of scholarly communication especially in the "hard" sciences. Since little is known about the use and nature of grey literature in the humanities and specifically in the discipline of history, a systematic analysis was done to characterize the bibliographic references appearing in ten core history journals.

Methods: references from all research articles published in ten core history journals in 2005 were analyzed – five printed and five Open Access history journals - to determine the portion of references from grey literature. The Open Access history journals are free available on the internet. The references were analyzed and categorized according to the type of publication. The uses of grey literature in printed versus Open Access versions were compared.

It will be shown that grey literature as a primary source will be less important than in STM journals. Surprisingly the role of grey literature is of significance in Open Access history journals. The printed history journals show opposed results. Supplementary to grey literature is the development of the format of grey literature as aggregated historical datasets. These datasets are electronically available and will have an important influence on historical research if historians will get more confident in using these sources.

Introduction

The fathers of history - the Greek Herodotus and his peers - didn't care too much about what truly happened in history. Their primary aim was to provide for stories that gave the ancient Greeks a cultural identity through literature or poetry. The literary format was important to legitimize their culture. They didn't think about standards of impartiality and objectivity which are embedded today in the practice of historian scholarship. These standards were the outcome of a process when history became a matured academic discipline. However the research subjects in history were long into the 20th century focused towards "Great Men" and the contextual wars, diplomacy and politics.

Only since the beginning of the 1960's there has been a steady evolution as historians learned from other disciplines and incorporated new innovative techniques and methodologies.

Economic and social science theories challenged existing historical narrative practices. New disciplines like historical demography, social and anthropological history and the use of quantitative methodology¹ opened the way for new perspectives of dealing with the past.

Although some historians felt unhappy leaving traditional narrative paths historical scholarship followed new standardized norms practiced by social science disciplines. The result was increasing differentiation of the discipline history into many sub disciplines. Depending on the type of specialization – methodology, subject and historiographic perspective - the historian's craft is humanities or social science discipline oriented or a mix of both.

Bibliometric characteristics of history

Historical scholarship today offers methods and insights both from the humanities and social sciences. Systematic citation analysis can help us to understand the many qualities and structure of history as an academic discipline. Peters² studied the sources used by historians in the United States who wrote about modern Germany. He asked

* First published in the GL9 Conference Proceedings, February 2008

the question if history should be considered one of the social sciences using the categorization of hardness and softness of a discipline based on three characteristics: the percentages of monographs and serials, the percentage of recent sources, and the percentage of self-citation.

Peters found that the ratio of monographs to periodicals (1.21:1) and the subject dispersion (18.1 percent) showed that history belonged with the social sciences. The percentage of recent references (9.5 percent) was the lowest for any discipline and showed that history should be considered one of the humanities.

These results, when combined, indicate that history is a soft social science that acts as a bridge to the humanities. There is a large variety in the use ratio of monographs to periodicals in historical studies depending on the type of historical scholarship. Traditional narrative oriented historical scholarship relies heavily on the use of monographs just as the rest of the humanities. Citation studies show a predominance of monographs between 60.6 % and 88.5% of the total of citations.³ Studies also show if history becomes more interdisciplinary oriented monographs are used less and journals are more favored as an outlet for scholarly communication. In such a situation the use of monographs varies between 36.4% and 64.1% and the use of journals is represented between 11.6% and 29.8 %.⁴ Nevertheless overall in history – in disciplinary *and* interdisciplinary context - monographs are cited more frequently than journals.

Researchers who have been evaluating scholarly communication agree that there is a lack of enough recently published citation studies⁵ for the humanities. For the discipline of history it was suggested that bibliometrics showed itself even to be ahistorical.⁶

Initially bibliometric research focused itself on the hard sciences. The last two decades more monitoring effort has been made for the social sciences with help from the Social Science Citation Index (SSCI) and for the humanities the Arts & Humanities Citation Index (A&HCI). The humanities arrived late on the citation research scene. Garfield noticed "that humanities scholars are less compulsive about the literature than scientists are."⁷ Perrault noted that researchers in the humanities tend to use older materials than researchers in other disciplines. Currency is not a vital characteristic of humanists' materials and these materials are the "least susceptible to obsolescence"⁸. On the other hand lack of currency does not appear to devalue significantly the intellectual contribution of a work.⁹

The use of grey literature in history

Although there has been research on the use of information sources by historians no systematic review till up to now has been undertaken to analyze the use of grey literature as a separate category in historical research. Grey literature is not a well known concept in the discipline of history. Rather the distinction is made between the use of primary and secondary sources.

Primary sources enable the researcher to get as close as possible to what actually happened during a historical event or time period. Secondary sources interpret or analyze a historical event or phenomenon. In this respect history is a house with many rooms: each sub discipline has its own specific ways of dealing with sources. A historical demographer will use different sources than his colleague who is interested in parliamentary politics.

Methods

The use of what we call grey literature in history fits the scope of the definition as formulated during the third International Conference on Grey Literature. Although an exception has to be made in regard to archival records which are used as a source for historical research. Because of their generic nature archival records are not considered to be grey literature as such and are excluded in this study.

To evaluate the use of grey literature by historians this study analyzed and categorized the references of selected historical journals published in 2005.

Several criteria were used to get a representative selection of core journals in the field of history:

1. To assess the use of grey literature relevant scholarly historical journals were selected. The journals contain together a wide variety of historical themes and methods.

2. Selected journals represent not only printed history journals but also Open Access history journals which are electronically available.
3. Selected journals were to be of importance to historians in general on the basis of impact factor and/or widely held by libraries.

Ten journals were selected: five printed journals from the top ten of history journals based on the impact factor compiled by Thomson ISI Journal Citation Reports (JCR) for 2005 and five other open access journals which are available online.¹⁰ Only one of the OA historical journals (Medical History) has an impact factor.

With the advent of new citation databases like Scopus¹¹ and Google Scholar new opportunities for better citation research are created in addition to the existing use of Web of Science. A comparative study from Meho and Yang¹² shows that Scopus and Google Scholar enhance the scope and depth of citation analysis substantially. It is suggested that the new tools "marked the beginning of a new era in citation and bibliometrics analyses".

For finding citations to grey literature in general Google Scholar seems to be the best buy.

GS covers not only print and electronic journals but also a lot of grey literature: conference proceedings, books, theses, dissertations, preprints and technical reports from academic publishers, scholarly societies, government agencies and preprint/reprint repositories from universities.¹³ GS does have several disadvantages: it does not offer a publishers list, title list, document type identification or any other information about time-span or the refereed status records.

It was also shown that Thomson ISI databases do not count many citations from most conference proceedings.¹⁴ However for analyzing the use of grey literature this is an indispensable attribute. Scopus, the citation database from Elsevier, was used to analyze the references from most of the selected journals. The selected printed journals and two OA journals (Medical History and African Studies Quarterly) are indexed by Scopus. The remaining three OA journals were analyzed *in visu*.

Table 1 Core Journals in History

Core journals in History	Number of WorldCat Holding Institutions	JCR Impact factor
Printed Journals		
American Historical Review	2291	1.623
Journal of Modern History	1638	0.568
Comparative Studies in Society and History	875	0.561
Journal of Interdisciplinary History	875	0.312
Social Science History	390	0.286
Open Access Journals		
African Studies Quarterly	313	None
49 th Parallel	230	None
History of Intellectual Culture	262	None
Medical History	244	0.333
ERAS	254	None

The OA journals are freely accessible online.¹⁵ Only six journals out of ten selected as core journals were given an impact factor by Thomson ISI JCR. Only one historical journal has an impact factor of more than 1.0.

All impact factors were derived from the 2005 JCR Social Science Edition. Thomson ISI does not publish a JCR for the humanities. They believe that these are not relevant to literature because the most important publications are books citing other books. Impact factors are relevant where research publications are journal articles that cite other journal articles. Unfortunately only a limited number of history journals has an impact factor but nevertheless some indication of journal relevancy is available to us. Historical journals have on average a low impact factor compared to the hard sciences. There are several reasons for this. First scholarly communication between historians works differently than in the hard sciences¹⁶. The monograph is the most important vehicle for communication not the journal. Secondly the output in the history field does address an international audience on a different level. Regional studies and local history have a limited range as far as output and as impact so in other words it would be ridiculous to rate such subjects lower than the sciences. Thirdly the absolute value of the impact factor is meaningless. A journal of IF 2 would not be impressive in medicine, while in history it would be top notch. Only the relative value of the impact

factor for comparisons between history journals in a mutual context has some relevancy. To supplement the relevancy of a journal in order to select relevant historical OA journals another criterion was added – the number of holding institutions. This represents the availability of OA history journals where an impact factor was missing.

Thomson ISI and Scopus both index the citations of the selected printed journals. Scopus also indexes African Studies Quarterly and Medical History as an OA journal. ISI Thomson did provide only one impact factor for an OA journal i.e. Medical History¹⁷. Thomson ISI doesn't index citations from historical OA journals. The selected journals have different approaches to the discipline of history. Three journals represent a social science perspective towards history. Two journals with the highest impact factor reflect traditional historiography. The OA journals have each a distinct approach: geographically, subject and time oriented.

The following steps were taken in the analysis of grey literature in the selected history journals published in 2005:

1. To determine the number of articles that appeared in each issue
2. To determine the total number of references appearing in the research articles
3. To determine the number of references considered to be grey literature.
4. Categorizing the numbers of grey literature references into relevant groups
5. Analysis of the numbers

The types of grey literature were categorized into the following groups: conference proceedings, government publications, news bulletins, organization literature, dissertations and theses. Unpublished dissertations were counted as grey literature. Finally a category miscellaneous was created for those publications which couldn't be categorized elsewhere.

The ten history journals published in 2005 were selected for reference analysis. The journal issues contained a total of 156 articles. A total of 18,366 references were found in the reference lists. It is obvious that history has a very high average of citations per page and citation per article, making it one of the densest fields for citations.

Results

In this study there are two striking differences between printed journals and OA journals. First the average number of references per article is much lower for OA journals than for printed journals. Secondly it seems as if the use of grey literature is much higher in history OA journals than in their printed equivalent. Use of grey materials varies between 5.2% and a very high 48.4 %. The median for grey materials in OA journals is 13.4% and the median for printed journals with a relatively high impact is 4%.¹⁸ An explanation for this could be the different historiographic orientation towards national topics and the treated time period. In general the history OA journals were thematically more oriented towards contemporary modern history and relatively more grey literature was used as a primary source of information.

Table 2 Results for grey literature in History Journals

Journal title	Number of articles	Number of references	Ratio Reference per article	Number of GL references	GL%
Printed History Journals					
American Historical Review	20	4027	201.6	167	4.14%
Journal of Modern History	12	2339	194.9	54	2.31%
Comparative Studies in Society and History	27	2856	105.7	114	3.99%
Journal of Interdisciplinary History	24	4595	191.5	169	3.68%
Social Science History	21	1180	56.2	142	12.03%
Open Access History Journals					
African Studies Quarterly	11	349	31.7	169	48.42%
49 th Parallel	9	256	28.4	43	16.80%
History of Intellectual Culture	5	211	42.2	11	5.21%
Medical History	20	2158	107.9	170	7.88%
ERAS	7	395	56.4	53	13.41%

The results show also a strong correlation between impact factor en reference densities for history journals. The citation median for printed journals is 105.7. The median for OA history journals is 42.2. In an earlier combined humanities field studies an average of 62.5 citations per article was found compared with an average of 40.4 citations per article found in a study of biology.¹⁹ These results are consistent with what was found on citation density in printed and OA history journals.

The use of grey literature appears to be much stronger in the social sciences oriented history journals. The traditional history journals have a higher impact factor but the examined references show much lesser use of grey literature. In one other study where citations from seven journals in English history were examined 12.6 percent could be related to grey literature for the categories unpublished material, manuscripts and theses. Most of the citations - 59.8 percent - were to published, nonserial items; 27.1 percent were to serials.²⁰

In several other studies²¹ which included categories for types of publication other than books or periodicals the bandwidth ranged from 2.0% to 15.8% for grey material. Manuscripts, dissertations, newspapers, theses, unpublished letters, artifacts, and other miscellaneous sources were included in these categories.

Table 3 Number of grey literature references by type

Journal title	Conf	Gov	Org	News	Diss /Thes	Misc	Total
Printed History Journals							
American Historical Review	9	22	44	14	24	78	191
Journal of Modern History	13	28	4		7	4	56
Comparative Studies in Society and History	8	11	43	5	23	23	113
Journal of Interdisciplinary History	9	20	41	14	25	60	169
Social Science History	14	66	43	4	19	4	150
Open Access History Journals							
African Studies Quarterly		8	37	1	1	12	59
49 th Parallel		24	6		1	12	43
History of Intellectual Culture		2	5		4	1	12
Medical History	32	34	66	1	19	18	170
ERAS	2	15	17	3		15	52
Total References	87	230	306	42	123	227	1015
Percent References	6.1	22.7	30.1	4.1	12.1	22.3	100

*Conf =conference; Gov=government; Org=organization; Newsb=newsbulletin; Misc=miscellaneous

A breakdown of grey literature by type of publication can be found in Table 3. Organizational and governmental documents were used in 53.8 percent of references of grey literature. It shows how important they are as a primary source. Government publications accounted for 22.7 percent. There was a wide variety of types of publications due to international themes in the history journals. The geographical dispersion is wide over all the continents. Several of these publications can be accessed online.

The number of documents from non-governmental and not-for-profit organizations is relatively high. Remarkably low however is the 6.1 percent of references for conference proceedings. This is an example of how scholarly communications works differently in the humanities. Conferences play a minor role in history but in other fields – especially the hard sciences – conferences are much more important.

Another interesting result is that dissertations and conference proceedings are much more important in printed history journals than in OA history journals. Perhaps it suggests that OA journals are less serious treated by historians. Several studies noticed that OA Journals aren't well known in the humanities and the there is a lot of uncertainty to embrace electronic journals for quality publishing.²² The printed journals do have a more prestigious image in the humanities and for a number of scholars it is important to be recognized as a scholar.

The high percentage of references in the category miscellaneous reflects the historians working method. They have to recruit evidence from a considerably wider range of sources than scholars in other disciplines. So there is a greater variety in origin, format and language than in other studies. This is not surprising because history as a discipline has no defined body of texts like philosophy, law and literature.

Grey data: the future for history?

Despite the fact that grey literature is lesser used in the humanities than the hard sciences can it be that the influence of grey literature will grow in the future? In an effort to increase visibility and having access to all kind of documents more and more institutions are producing electronic texts like dissertations, working papers, historical datasets, manuscripts etc. In the Netherlands two projects are relevant for the field of history: the Dare project (Digital Academic Repositories)²³ where Dutch dissertations are available with summaries in English.

Another organization in the Netherlands is DANS: the national organization responsible for storing and providing permanent access to research data from the Humanities and Social Sciences.²⁴

The EASY (Electronic Archiving System) System is open to all researchers in the arts, humanities and social sciences. It allows them to store permanently their data and to search data themselves. This includes data from the former socio-scientific Steinmetz Archive and the former Netherlands Historic Data Archive. The objective of EASY is become the electronic repository for data from the social sciences and the arts and humanities. DANS is also a partner in international data organizations. The Netherlands Historical Data Archive comprises a wide range of historical data sets (also known as studies) relating to the Netherlands and its former colonies, and/or created by Dutch historians. The data sets cover the earliest historical periods up to and including contemporary history. At this moment (December 2007) 252 datasets are available. These electronic datasets can give historical research a strong impulse especially in the fields of economic and demographic history. The Dutch National Accounts 1800-1913 and the Dutch Population Census (1795-1971) are a few examples of datasets.

Although the history community is not very confident in using electronic publication channels historians should have more faith in using digital resources and data. This is something which applies to the rest of the humanities as well.

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Finding the Grey in the Blue : Transparency and Disclosure in Policing *

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Abstract

Police services have traditionally valued the ability to work without ongoing public scrutiny of their investigations and operations. They can very reasonably cite the need to avoid alerting criminals to police activities that might result in their arrest and charging with offences, the need to protect police and witness safety, and the frequent need to act swiftly and decisively without obtaining special approval from relevant authorities or endorsement from public opinion. This necessary lack of disclosure concerning many police operations has often extended into a general lack of transparency regarding police activities and expenditures, to the extent that, in many countries, the police services are regarded as unaccountable and unconcerned with how public opinion perceives them. In such a climate, police corruption and arbitrary exercise of police power flourishes. This paper addresses the creation of a policing environment radically different from this through the introduction of transparency into policing in the UK and the consequent revelation of layers of grey documentation and data. The paper makes use of official documentation and case studies of selected British police forces to show how the culture of policing is being changed. The principles of open government, scrutiny, and disclosure with a view to establishing accountability, are in the process of becoming institutionalised in the UK right across government, local government, other 'public authorities' and the business and non-governmental organisation (NGO) sectors. The UK Human Rights Act 1998 sets the context, and a legal framework for this transparency is provided by the Freedom of Information Act 2000 and, to some extent, the Public Interest Disclosure Act 1998. The press and civil society are consistently using these mechanisms to call those with political and economic power to account. It has become apparent, even in sectors formerly as concerned with avoiding openness as the police service, that pro-active disclosure is the best way to meet public expectations. Police services now respond as a matter of course to freedom of information requests, organise a range of meetings to provide information and answer questions (from local officers' meetings with community groups through to major budget consultative meetings with citizens' panels), and participate in public and semi-public enquiries into aspects of the success or failure of police programmes and operations. The case studies in this paper will explore the opinions of key players in this process and draw attention to the grey information that is becoming available as a consequence.

Introduction

British policing is now very different from the period before 2000, and this is largely an information phenomenon. Despite the fictional image of days and nights on patrol, fights and car chases, and cases solved by the brilliant insights of individuals, policing has always been essentially an information handling profession. The last few years have merely served to bring information aspects to the fore, through the strengthening systems and, most significantly, the introduction of high levels of transparency. The passing of the UK Freedom of Information Act in 2000 may, at first, seem to be the driving force behind this, but there are other influences and pressures that are arguably more significant. This paper concentrates on transparency and disclosure in policing to demonstrate the ways in which publications and semi-published, broadcast and electronic information arising from police work have been made available to the British public in ways which have genuinely revealed the grey resources that can inform people about activity in the blue-uniformed ranks of the police. All of this is comparatively new because in the past the need for not subjecting ongoing police investigations, and sometimes aspects of the judicial process, to public scrutiny has dominated the police information ethos.

In this paper we explore the shift from an ethos of concealment and confidentiality to one of transparency and disclosure mainly through the cases of two sample police forces. Their grey literature and web resources will be identified and described in the light of opinion and contextual information obtained through interviews with personnel

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from those forces. The paper is openly more descriptive than it is analytical. As a first step into this new and little investigated (at least as far as information science is concerned) information environment, it is worthwhile simply to describe and make some sort of initial assessment of the dimensions of the phenomenon. The content of this paper is largely drawn from observation and discussion of the activities of two police forces in the English Midlands: Derbyshire (1) and Leicestershire (2). The information materials and access obtained for these two case studies have been examined and placed in context through meetings with communications staff in both forces. The demography of the two counties makes them reasonably representative of the country (they are in the mid-lands in more senses than one) and the statistics relating to policing confirm them as worthwhile examples. Generalisations made from two cases are, of course, vulnerable to later more extensive and intensive research, but for the purposes of a preliminary essay we believe that these cases serve very well.

Background: Policing As An Information Profession

The effective management and use of information has always been critical to crime prevention, reduction and investigation strategies. The 'paper burden' borne by police officers is heavy, even in these times of electronic communication (Luen and Al-Hawamdeh, 2001; Ericson and Haggarty, 1997). A recent study within a UK policing unit indicated that personnel regarded information overload as a significant barrier to effective internal communication within the unit (Syson, 2007). As a result of this avalanche of paperwork it is generally acknowledged that the police spend a relatively small proportion of their time dealing directly with crime (Ericson and Haggarty, 1997). Indeed, it has been suggested that direct involvement in crime work takes up as little as three per cent of the working time of patrol officers (Comrie and Kings, 1975; Ericson, 1982, cited in Ericson and Haggarty, 1997, p.20). Even where criminal investigation work is considered, Ericson found that detectives spent about half their time in the office, much of it on recording investigation activities rather than on conducting actual investigation work (Ericson, 1993). An example of this can be seen in the requirement in England and Wales for all interviews with suspects to be audio taped and then summarized on a standard form. The time devoted to this one specific requirement has been estimated to be equivalent to the full-time efforts of 1,400 police officers (Royal Commission on Criminal Justice, cited in Ericson, 1997, p.20).

At the local level, it must be recognised that the operational and regulatory environment in which police officers work is also dynamic and fast-changing, complex, sensitive and highly stressful. Such work frequently requires the assimilation, management and generation of vast quantities of information in a timely and effective manner. Thus, despite the contention of Brodeur and Dupont (2006) that informational work ('shuffling paper') is perceived as being of little value and carries no prestige within policing organisations, it is clear that policing is indeed an information-intensive operation.

However, whereas in the past much of this informational activity, and the records arising from it, were not open to public scrutiny, police forces in the UK are now operating in a climate where public bodies and members of the public demand a high level of transparency and information disclosure. High profile incidences of failure to pass on information between police forces and other agencies have increased the need to scrutinise the external communication patterns of policing organisations. Thus, for example, the terms of reference of the Bichard enquiry, investigating the circumstances relating to child murders in the village of Soham in Cambridgeshire, included an assessment of police information sharing with other agencies. This concluded that the lack of clear, understandable, national standards and guidance on the subject of information sharing and of record creation, retention, review and deletion, had contributed to the tragedy (Bichard, 2004). This recognition led to the drafting of a Code of Practice on the Management of Police Information (MOPI) (National Centre for Policing Excellence, 2005), together with guidelines for implementation of the Code (National Centre for Policing Excellence, 2006), which challenged the UK police service to move forward from a culture of information storage to one of information management and sharing. In addition to ensuring consistency between Forces in the way that information is managed, the Code of Practice aimed 'to ensure effective use of available information within and between individual forces and other agencies, and to provide fair treatment to members of the public' (MOPI, 1.1.4). The subsequent implementation guidelines give recognition to the value of information

as a 'corporate resource' for the police service, and the principle that effective policing is dependent on the efficient management of information.

Origins Of Change

The emergence of police forces which are both more effective as handlers of information and more open to the scrutiny of outsiders than before is still a work in progress. However, from many (if not all) British police forces there is now a confident projection of themselves and their activities as a matter for sharing with a multiplicity of stakeholders. When asked the question as to the sources of this change, the response is sufficiently diverse and, indeed, imprecise as to suggest that the new openness arises from a broad cultural change across the sector, rather than a single driving force. In the past there was formal communication with the public driven by the legal requirements to report on quantitative and financial aspects of the work of each police force. Anything else seemed to be regarded as potentially confidential, or at least not meeting some unspecific test of a public 'need to know'. As we have already indicated, government priorities have shifted the emphasis towards disclosure and consultation. There is, for instance, a requirement to hold public consultative meetings. Senior appointments now tend to be made from officers who buy into an ethos of openness, and this has quite quickly influenced practice. Most specifically it has led to the creation of communication teams dedicated to involving and informing the public.

Legislation not specifically directed at police forces has also contributed to this fast-moving change: first of all the relevant clauses of the Human Rights Act, 1998, the contribution to this ethos of the Public Interest Disclosure Act, 1998, and most significantly the Freedom of Information Act 2000. Relevant policy initiatives include the *Modernising Government* agenda of the Blair government, which focussed on a commitment to public sector reform, including making public sector bodies more accountable to their users (Parliament, 1999). This in turn led to a programme of police reform outlined in a White Paper *Building Communities, Beating Crime: A Better Police Service for the 21st Century*, which aimed to build 'a more responsive police service with neighbourhood policing at its heart' and to improve the way the police are held to account (Home Office, 2004). Specifically, with regard to information provision, the White Paper commented that

'Local people need to be clear who is responsible for what in terms of community safety. They need to understand how they as individuals, families and members of the community, can play a role in keeping their communities safe and reducing crime; how they can have a say in setting local priorities, and how well their local police are performing. This information needs to be available to every household and people should know what they can do...if local problems are not being tackled effectively.' (Ibid., p.10)

The increased capacity to communicate demanded by such measures has, in turn contributed to an increased ability to address priorities through the means of communication. Intense public interest in policing, and vociferous criticism of perceived failures and inadequacies, reflected in and sometimes fuelled by the media, have demanded a response. In some parts of the world this has undoubtedly led police forces to retreat into a laager of more tightly managed communication and reduced accountability. In Britain the opposite direction has been chosen: by being more open the police discover the value of an increased ability to enlist the public more closely into their decision-making and day to day activity. For instance in Derbyshire the response to a proposed merger with neighbouring police forces took the form of intense communication with the public through seminars, surveys, online and postal, and relevant website content. The resulting abandonment of the merger plans could be seen as being equally owned by the police force and the public. Also in Derbyshire, the response on the part of the police to a slightly higher than average fear of crime and perception that crime rates were high, has been to communicate better with the public to reassure them that, in fact, Derbyshire is measurably safer than otherwise comparable counties. The situation seems to be that police forces having perhaps somewhat unwittingly moved into an arena of greater openness for a complex of extrinsic reasons, now find themselves functioning highly effectively in the fresh environment and offering greater disclosure as a matter of operational choice.

Both Derbyshire and Leicestershire have comparatively recently created communications units dedicated to what is sometimes described as 'reputation

management', but which is much more than this. These teams, of about a dozen in each case, include members with backgrounds in journalism, website management, public relations and marketing. In Derbyshire their work is seen as directed at three audiences: the general public; partner agencies such as the Criminal Justice system, ambulance and fire services, and local authorities; and interested parties, particularly the victims of crime. Their role includes creating a flow of positive stories for local press and media, to the extent that colleagues say that the Leicestershire communications staff 'keep the *Leicester Mercury* in business'. They also play a major part in facilitating communication face to face with the public, and drive aspects of more formal communication through the creation of publications and the incorporation of information technology applications.

Face To Face Communication

The whole pattern of police communication in both case study police forces is built on intense grassroots activity, which needs to be discussed before identifying the more formal face to face activities. Members of the communications teams stress the primacy of face to face communication between officers and the public in both disseminating messages and in obtaining insights and intelligence. This pattern of communication involves the use of meetings and publications, supported by the use of telecommunications media. In Leicestershire this is characterised as including police surgeries, visits to schools and youth groups, partner/agency work with bodies such as parish councils and Neighbourhood Watch groups, road shows as part of recruitment drives and many other informal and semi-formal means of contact. 'Street briefings' by officers on patrol are also a means by which exchanges take place with the public on matters such as priorities for surveillance and intervention. The Leicestershire force takes a stall in Loughborough market on a regular basis, so that the public can be informed about matters including crime prevention and personal safety. Identification and action on 'signal crimes' such as graffiti and littering, which contribute to public fear of crime, can be intensified through this type of contact.

Central to this approach is a policy of neighbourhood policing. Derbyshire, for instance, is divided into 103 neighbourhoods, each with its Safer Neighbourhood Team. These are the chief channel of communication to the public, and source of intelligence from the public. The Teams are made up of locally based police officers, Police Community Support Officers (PCSOs), special constables, park wardens and others. These teams, particularly their PCSO members, are seen as providing one of the few constant local presences (given the closure of village and neighbourhood shops and post offices and even the loss of many unprofitable local public houses). In Derbyshire the communications unit has four Community Officers supporting the work of the teams with materials such as posters, and publicity in the media.

A pattern of events, campaigns and other activities can then be constructed on this basis of widely distributed communication. For instance, Derbyshire launched its Operation Relentless in May and June 2007 as a high profile campaign to reduce the incidence of crime, improve detection rates and raise the visibility of policing activity. This involved a number of specific policing operations, for which an 8% reduction in crime, a 6% increase in detection and a 14% increase in arrests were claimed over a 61 day period. Associated with the campaign were 'Relentlessly Attacking Crime' seminars for the public, with demonstrations of police technology, dogs and the use of the police helicopter. In October 2007 the campaign was renewed with a focus on violent crime and anti-social behaviour; again with associated seminars in the north and south of the county. This combination of a targeted policing campaign linked to a publicity campaign seems to typify a major approach by police forces to integrating the role of communication in their activities. Other examples of localised communication are events such as Derbyshire's first Safer Neighbourhood Week, in which the public were invited to meet senior officers, visit police facilities and learn about the partnerships with other agencies. The police contributed to Liberation Day events, in which older citizens were encouraged to liberate themselves from the fear of crime.

More formal events share the same ethos of exchanging information and opinion rather than merely publicising the police position. For instance the budgetary consultation meetings held in Derbyshire in late 2006 involved the Chief Constable and financial officers making presentations about the budgetary options available in the spending of the next year's financial allocation. The cost of particular forms of operation was revealed and the ability to prioritise certain forms of policing in this financial context was set out. The large and attentive public audience was then able to

ask questions make their points on expenditure priorities. In the same spirit, 25 'Have Your Say' events were held in 2006-7 at a range of venues including supermarkets, market places, university premises, hospitals, parks, libraries. Questionnaire responses on policing priorities and other matters were collected, and an adapted version of the budget consultation materials was used to extend the financial consultation process. At the same time,

'The events were designed to inform the public of Derbyshire about its police force. A wide range of literature relating to the Force and its performance was made available; annual reports, budget and Safer Neighbourhood team information was provided, as were small cards which were used to emphasise the force non-emergency number.' (Derbyshire Constabulary, 2007, p.9)

The integration of printed materials with the campaign of face to face events and meetings leads us, of course, to the specifically grey literature aspects of police communication.

Grey Literature

The police both create and contribute material to grey literature. In the quite recent past the main print on paper item distributed by the Leicestershire force was the Annual Report. It was made publicly available in libraries, but today, of course, it is available through the force's website. Now there are glossy A4 publications led by *Your Police*. This is a 4 or 8 page newsletter, which carries a variety of short items illustrated with colour photographs dealing with changes and developments, policing successes, campaigns, and stories about police and community personalities. The same format and similar content is given a more local slant in *Local Policing in Rutland* (or any of the other areas served by the Leicestershire police). Finally there are neighbourhood newsletters with content aimed at specific districts, small towns and groups of villages, and presented as messages from the named neighbourhood beat team.

The pattern and content in Derbyshire is similar. *Policing Derbyshire* is described as the annual report. The 2005-6 edition is in newspaper format on glossy paper with colour illustrations. It adopts the friendly approachable style now obviously the norm for this type of material, breaking the statistics and statements down into separate news stories and also providing news from the various areas of the county. A noticeable item, headed 'Open and Transparent' draws attention to a step by step guide to the complaints procedures now available via the website. The same item gives basic figures for the complaints received during the year. There is also a smaller item to the effect that 390 Freedom of Information requests had been received. Derbyshire's *Safer Neighbourhood News* newsletters link to the activities arising from the priorities identified by the Safer Neighbourhood teams and also provide contact details and information on how to make complaints. The police force also feeds material into *Safer Derbyshire*, issued by the County Council. This glossy A4 publication, distributed free to every household, deals with a range of community and individual safety issues that include and go beyond policing.

If there is a consistent impression to be drawn from an examination of the grey publications of Derbyshire and Leicestershire, it is that friendly officers and police partners are out there, working in the community and available to give and receive help and information. In all of these publications the text and pictures are very professionally done and support each other in projecting a warm and positive message of openness.

Transparency Using Electronic Communications Media

In the last three or four years the websites of police forces have come to be the focal aspect of their communication. They have their own 'Police' domain; their quality is excellent; and they carry high volumes of important information. They both substitute for a role that was entirely played by grey literature in the past, and at the same time generate and distribute a high volume of grey literature. They carry routine material such as the text of reports and newsletters, minutes of meetings; but also messages from beat officers and direct appeals to the public (which sometimes bypass the media and have achieved a certain success in dealing with cases). They are extensively used for recruitment activity; they are central to FOI response; and they project a consistently positive message about the force and its relationship with the public. For instance, the most endearing aspect of the Derbyshire site (www.derbyshire.police.uk)

is its 'Young Space' area. This uses plain but lively language and high quality graphics (a plump crocodile police officer features) to tell children about police work, advise them on personal safety and amuse them with 'Fun Stuff'. The section that allows you to create a comic photo fit online is to be recommended for adults too. However, Devon and Cornwall Constabulary have gone a step further. A news release tells of the sticker albums issued in Brixham that enable children to approach officers and PCSOs to ask them for a sticker with their picture on it (Devon and Cornwall Constabulary, 2007).

One thing that all police websites do is to provide a starting point for FOI approaches by the public. The Derbyshire site, for instance has an FOI section that explains procedures and leads to the publication scheme through a 'List of Classes'. This is good but not one hundred percent obvious at first. Leicestershire (www.leics.police.uk) leads in through a section headed 'Library' which also effectively links into the publication scheme. This, in turn, offers one alternative that is 'A selection of booklets, leaflets and other material produced by Leicestershire Constabulary and its partner agencies, from crime prevention leaflets to guidance and advice'. To illustrate the value of this professionally produced, downloadable material, there is the powerful *Domestic Violence* publication (Leicestershire Constabulary, 2007). This deals in a very direct way with an issue too often neglected by society as a whole, let alone police forces. It provides police and other relevant local contact details, and is not only downloadable in pdf form, but large print, Braille and audio versions are also available.

There are naturally other implications of police electronic communication. For instance, police websites can provide links into various databases that are in the process of changing significant aspects of operational policing. Derbyshire maintains a database of people to whom they can target specific messages (Neighbourhood Watch groups, partner agencies, members of the police force, and particular targets of crime such as owners of Four Wheel Drive vehicles), through the 'Ringmaster' community messaging scheme. Some police forces provide a facility whereby victims of crime can key in a unique record number and check progress in the investigation of the case. Web access is widespread in Britain (although not at the levels of Scandinavia, North America and some other parts of the world) but there remains a need for easy public access. Derbyshire have experimented with kiosks for this purpose and have positioned one in the new Westfield Shopping Centre in Derby that opened on October 9th 2007. This will publicise Safer Neighbourhood activity and provide police contact details. It is just another example of the way that electronic information resources now sit at the heart of police communications activity.

The Role Of FOI

Both Derbyshire and Leicestershire have Freedom of Information teams serving to manage records for retrieval and to handle responses to FOI enquiries. Under the FOI regime, it is required that a publication scheme is made available, revealing just what every 'public authority' already 'publishes' in some form or other. It is, in effect, the product of an organisation-wide audit of grey literature. Naturally the nation's police forces generate bodies of material that have a great deal in common. This made it possible for the Association of Chief Police Officers (ACPO) to coordinate the creation of publication schemes across the country. These provide a baseline document for responding to FOI requests, but they also contain lessons for the management of the organisation's total information resource. The question 'Can the record that provides the answer to question X be quickly identified and retrieved?' follows exactly the same line of approach that the question 'Can the published information that provides the answer to question Y be quickly identified and retrieved?' Whilst someone who has never worked with an organisation's grey literature might expect that the second question would be quite easy to answer, someone else who is experienced with this type of material will not necessarily be so confident.

Whilst this generalisation about grey literature may hold good, a similarly pessimistic view of the internal records of organisations (thoroughly justified by the neglect that is so common across many types of organisation) should not, and would not, hold good in relation to police forces. Police forces could not pursue effective investigations and bring cases to court successfully without excellent record-keeping. High profile failures based on the loss or inadequacies of records are subject to such media and public attention that the record-keeping activity is constantly reviewed and strengthened. Arguably it is more the human failures of individual officers or units to follow established routines with regard to matters, including record keeping, that are

responsible for most failures, not the systems themselves. Police forces as already information-intense organisations depend on good record keeping but FOI, by opening aspects of this to even more intense public scrutiny, has served to sharpen the quality of what they do. The number of FOI requests received by the two case study forces does not at present seem enormous (390 in Derbyshire during 2006), but other higher profile forces do report much greater levels. What is certainly the case is that both Derbyshire and Leicestershire note that FOI has resulted in increased workloads. Much of this will be for the preparatory work rather than the actual responses, but the total cost in salaries for a dedicated FOI team alone is substantial.

FOI is used by the general public, but the chief type of use is by the press and other media (an estimate for Leicestershire would be that something like 40-45% of all requests come from the media). The media have become very astute in their use of the Act and in avoiding the exemptions for which the law provides. Some of the requests are effectively 'fishing' for something that might make a story, and what is revealed may not mean as much as it at first seems. Take, for instance a *Derby Evening Telegraph* story headlined 'Dozens of young people given a licence to shoot' (Oakes, 2007). This revealed that of 436 firearms licences issued in the previous year in Derbyshire, 33 were for people who were under 17. The headline and even more the subheading 'We force police to reveal number of shotgun permits for under-17s' give the impression that this might be an attempted police cover-up of a dangerous gun problem, the story itself shows that the permits were for gun use under supervision by farmers' children and potential sporting shooters. FOI requests are answered literally from the records available and the answers may not actually address the question in the enquirer's mind. For instance an enquiry about seizures of explosives might produce a high and rather frightening figure that when broken down consists chiefly of fireworks and gun cartridges – not the kind of explosives that might indicate potential terrorist activity. An enquiry as to how many times there was a police officer in a particular village might only include formal, logged visits and fail to reveal many other visits either recorded incidentally in other files, or not recorded at all.

However, FOI is a significant creator of transparency. Some forces already publish the responses they make to every FOI request, via their websites, thus moving the information into a grey status. This clearly sets a standard that might seem likely to become accepted practice nationally. Whilst FOI activity continues and increases, it is important to note that any police force deals with countless thousands of enquiries as a matter of routine ('If you want to know the time ask a policeman' as the old music hall song says). It is probable that in the current climate of openness the number of significant enquiries that are now answered as routine (when they might have been avoided in the past) and never reach the status of FOI request is considerable. Leicestershire receives about 48,000 media calls per year, to which can be added the FOI requests, but which fails to give any measure of the volume of everyday queries to police personnel. Perhaps the only certainty is that public interest in police work will not diminish. The press will continue to contact the police for stories, and the experience of countries such as Canada with longer-established FOI regimes suggests that the numbers of FOI requests will continue on an upward trend.

Conclusion

Police communication is important: people need open, responsive and accountable police forces. In the UK a combination of factors, including Freedom of Information legislation, have in a remarkably short time created a new and well rooted ethos of openness. There is now an acceptance that high levels of disclosure are, and should be, the norm. This has brought increasing volumes of information that were previously unlikely to be disclosed into grey status. Not only is information prepared by professional communicators for publication and broadcasting, but police websites also communicate and act as resource banks for grey literature. At the same time the volume and quality of traditional grey publications has increased. Poor production quality and unenthusiastic distribution might have common in the past, but today the effort and inspiration displayed suggests genuine intent to communicate. It might be possible to argue that this flow of slick, professional communication is another example of twenty first century media superficiality. Looked at in a context that includes FOI and the general enhancement of police information handling that is in process, this accusation would not hold much credibility.

The public can undoubtedly benefit from what they are able to learn about police activity, and the relations between people and their police forces can also only benefit. There are however costs. Professional communication costs money and an FOI regime costs money. Police budgets are not infinitely expandable and if openness were to reach costs levels that threatened operational policing it would not only be police officers who were worried. There is a ratio that balances the ethos of openness with the resource demands that it makes. At present all concerned seem to accept that the ratio is in an acceptable balance. The future of policing in the UK requires that this continues to be the case, even if the costs continue to rise. The will of governments and the support of voters are needed for openness in policing to be maintained and, when necessary, expanded.

Notes

1. Derbyshire case study material acquired from interview with Jonathan Leach, Head of Corporate Communications (13th Sept 2007) and as participant observer at Budgetary Consultative meeting (1st Feb 2007) and 'Operation Relentless' Seminar (18th Oct 2007).
2. Leicestershire case study material acquired from group interview with Emma Rogers, Head of News; Anne Chafer, Information Manager; and Linda Dempsey, Information Assistant, Data Protection & Freedom of Information (26th Sept 2007).

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Grey literature for development: Some case studies *

Bharati Sen (India)

Introduction

Grey literature refers to publications issued by government, academia, business, and industry, in both print and electronic formats, but not controlled by commercial publishing interests, and where publishing is not the primary business activity of the organization. Newsletters, reports, working papers, theses, government documents, bulletins, fact sheets, conference proceedings and other publications distributed free, available by subscription, or for sale comprises grey literature (Weintraub 2000) Non-profit organizations and interest groups keep their members informed via a myriad of newsletters and special publications that help shape public opinion. At the turn of the century, documents evolving out of research and development, particularly from the aircraft and aeronautics industries were a very important means of communicating the results of research testing. However, it was the onslaught of World War II, which had the greatest impact on report literature, transforming it into "a major means of communication" (Augur 1989).

The hallmark of that war was the development of technologically-advanced weaponry, from sophisticated tanks to the atomic bomb. These breakthroughs in science made accurate and speedy communications a necessity. The technical report was widely used to disseminate information (White 1984). The decades that followed saw the continuation of staggering amounts of scientific and technological research, which was amassed to improve both military and communication systems.

Generally grey literature has been a major source of information for scientific and technical research and studies. Today however, the importance of grey literature in social sciences and their role in national development is being recognized all over the world. The rise of evidence based policy making in social fields has led to growing 'what works' from existing documented knowledge.

According to Grayson and Gomersall (2003), evidence based policy making (EBP), is a relatively new term. In the policy arena the evidence informed approach embodies several strands of activity, for example the piloting of initiatives, combined with *ex post* or real time evaluation to test their value and effectiveness. However, in recent years there has been increasing emphasis on the review of documented past experience, generally as a guide to 'what works'.

The rationale behind this amassing and assessing of evidence is because:

- There is little that is truly new in this world, either problems or solutions.
- A lot of time and effort is wasted on reinventing wheels.
- Too little is invested in making full use of research findings by placing them into context with other similar studies, and identifying strong messages.
- It is sensible to take advantage of past experience and knowledge, not just for lessons about 'what works' and 'what doesn't work', but 'why and in what contexts'.

A citation study by Ramadevi, Takalkar & Faras (2000) found that the number of citations relating to grey literature and the number of citations of grey references are increasing. Analysis of the articles published in the Journal of Rural Development (India) indicated the importance of and demand for grey literature.

As primary sources grey literature provides un-interpreted, first hand accounts or evidence of an event or experience. These sources contain information or data and are usually written at the time of the event or research. They are usually the original source of information and allow the researcher to analyze a topic without another person's interpretation

The present study is an outcome of the researcher's participation in number of projects that very clearly showed the importance of grey literature in development and the need to organize and create access for future researchers, grass root workers and activists.

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Case Study I: Generation of grey literature Earthquake in Kutch

In the year 2001 an earthquake measuring 6.9 to 7.9 on the Richter scale struck the district of Kutch in the state of Gujarat, India. The day was 26th January, celebrated as Republic Day in India. Damage to life and property was immense. The rescue, relief and rehabilitation work that followed heavily depended on information of various categories and at various levels of functioning

Being a consultant for a documentation team that worked in Kutch, after the devastating earthquake the researcher found a number of NGOs working .to collect and disseminate information to the stakeholders – information regarding health, housing, education etc. - stakeholders being government agencies and officials at different levels, NGOs and the local community.

Responses to large disaster events are likely to involve a large number of agencies and teams that create severe pressure on requirements for interoperability and cooperation. With numerous agencies wanting to help Kutch, co-ordination became essential. The Civil Society Organizations (CSOs) and corporate houses did not know where to work, how to work. Some corporate houses did not know how to deal with local people or community. These agencies sometimes had special focus such as health, housing etc. Also Kutch being a large district had long distances to cover. Therefore information and coordination was essential with relief distribution.

For handling the chaotic situation various work and processes had to be defined and formulated. Time was spent on defining the procedures of how to handle the crisis, the organisation of teams the setting up and operation of control rooms etc. The government officials were not at all aware that after the earthquake in Maharashtra on the morning of 30th September 1993 of magnitude 6.3 on Richter scale that rocked the districts of Latur and Osmanabad the Government of Maharashtra had appointed a consultant to develop a process document on handling the disaster. This document had established the steps taken for various activities in the first days of the disaster striking.

Later when relief and rehabilitation work was going on a number of local NGOs who had come together under an umbrella organization named Abhiyan having a federated structure decided to make a village gazette for every village of Kutch This was thought to be necessary as many local national and international agencies were working in the area. Many of them had no idea about the local conditions, the caste problems and their implications on relief and rehabilitation work. This gazette would also become a data tool for policy advocacy. Abhiyan from its inception had as its main ideology capacity building, developing long-term solutions.

For any work at the grass root level each agency has to collect information from government office running from one table to another and spend weeks doing so. This process has to be gone through again by any other agency wanting the same data. Finding collated and accurate information at one place is well nigh impossible. Therefore it was decided to set up a data/information bank. With a comprehensive database every organization could immediately get the required information. For example OXFAM had taken up work in two villages of laying pipelines that had been damaged by the earthquake. They required information on water availability and usage in that area, especially the social dynamics whether the Rajputs and the Harijans received equal amount of water etc. The local Abhiyan co-coordinator compiled data about the total number of wells, the number of wells belonging to the different castes such as Darbar, Koli, if there was a pond, whether the water was clean for washing clothes, were Harijan women allowed to use the pond and so on. It was an in-depth study of that locality on ownership of water and its usage. This report ensured that OXFAM project would take care of equitable distribution for the entire community and not get skewed. The report remained with Abhiyan for future use if required (Sen 2007).

A newsletter *Coming Together* started being published. It was not actually a planned publication. It was just a presentation to the Prime Minister when he visited Kutch on 3rd June. Abhiyan tried to get information of as many NGOs as that they could collect. Abhiyan was able to reach 65 organisations. Brief information about each NGO was compiled. The different sectors (such as shelter, health, education, water, livelihood and legal) in which they were working, concerns and recommendations in those sectors were given in bullet points. Gradually, Abhiyan thought of regularising this exercise and the second issue was planned in September. It had more detailed information than the first edition. Not only photographs, maps, showing the extent of damage and work done in different sectors were included, information about how the

policies were framed and how, in the initial phase, NGOs had problems in adopting the villages and reasons for delay in plan implementation etc. was incorporated. (For example in shelter sector the reasons for delay in actual implementation of reconstruction). The list of NGOs was enriched with the name of the contact persons, addresses of their Head Offices. This proved immensely helpful for the NGOs who had come to Kutch for the first time. For them it was like a reference book

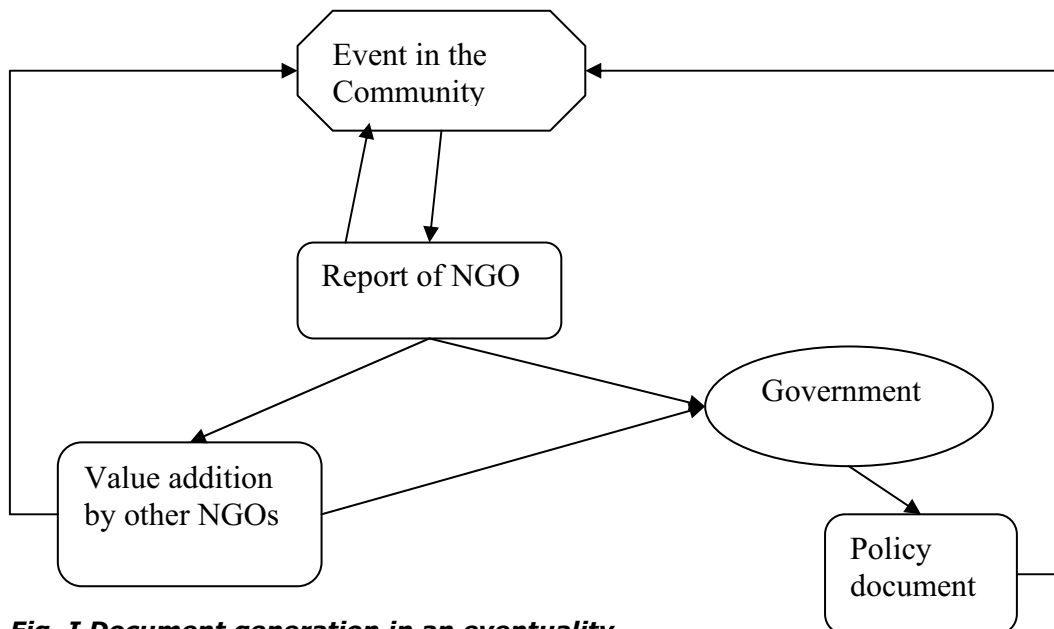


Fig. I Document generation in an eventuality

Recommendation for government policy change was also made through this newsletter.

For example, in the health sector the extent of injury in different areas of Kutch and who/which organisation was doing what type of activity was assessed. This formed the introduction. Next was the status after six months. One of the changes of policy that was required was that compensation to the paraplegics should be more than the compensation for death. Since paraplegic patients were going to be life-long handicapped people they would require regular financial aid for medical treatment through out their lives. So these types of information were also included in the document (Mukherjee 2003).

While the report on process documentation of Latur earthquake remains with the Maharashtra government, the documents generated for relief and rehabilitation in Kutch are available with Abhiyan.

The value of grey documents, and in particular report literature, is increasingly being recognized in social policy fields. For many bodies working in independent research organizations, charities, professional bodies, interest groups, think tanks – it is the primary publication medium

Case Study II: Need for organization and access of grey literature Gendwaar

Gendwaar doorway to gender information in South Asia (www.gendwaar.gen.in/) was created to increase the visibility and enhance access to gender studies information and research in the South Asian Region. Making available catalogues, indexes, bibliographies and directories developed by libraries in the region which have a special focus on gender studies, the website gave links to a growing collection of electronic full text resources from this geographical area. The site had a special section for unpublished literature such as speeches, reports readings etc. Academic resources and activist materials were both included.

While getting the bibliographical details of the published documents did not create any major problems, to be able to gather references let alone full text of 'Report literature' was difficult and time consuming. The site wanted to put up such reports as they embody valuable knowledge that might be applicable in wider contexts. For example, final reports of one project may serve as input to the baseline for another project, or

surveys produced for internal decision making may retain their value for some time and have a wider applicability beyond the project that created them.

The institutions felt that their reports were too local to be of any value. In fact those CSOs that have websites do not generally provide a listing of their reports or highlight their findings. (This includes Abhiyan site as on September 4, 2007).

According to Lambert, Matthews, and Jones (ca 2005) the established definition of 'grey literature' needs narrowing for particular contexts, and such a refinement is: *"information produced in a specific working context which is, or might be of value outside that context."* This additional specification is intended to capture the idea that the material, though not intended for publication in the formal sense, may profitably be 'published' to different working contexts.

Social science (especially applied social science or social policy) terminology is diffuse, imprecise and constantly changing. It is frequently 'non-technical' in nature and application, overlapping ordinary everyday language and difficult to distinguish from it. For the published literature section of the website standard terminologies had been used as descriptors from 'Women's Thesaurus'. For Indian words an appropriate term index had been created already. Therefore there was no significant difficulty in incorporating the few documents that became available. They were incorporated into the unpublished section with suitable metadata.

Case Study III: Acquisition storage and access to grey literature Recommendations of the National Knowledge Commission, India

This section discusses the problems of sharing grey literature with the community from which the information has been culled. Any research report, survey data must enrich the community. This is more crucial for literature that fall into the category of grey literature as they are not available through regular publishing channels.

The researcher had worked on a project involving the women from a rural area. This report will be of some value for future use in decision making. There were no restrictions from the funding agency regarding its publication. Since the report is of limited value regular publishers would not publish it. The researcher wanted to donate a copy to the local library. However local library did not want it, as it was not a regular book. Therefore in the present circumstance there was no way by which local information would become accessible to the local women who would derive some benefit from it.

In an article Thatje, Laudien, Heilmayer and Nauen (July 2007) discussing about the long-term effects of human activities and anthropogenic changes to the environment opined that the loss of (old) data is a major threat to understanding better and mitigating long-term effects of human activities and anthropogenic changes to the environment. They argued that public archiving of original data of present-day research and old (grey) literature and easy public access are important for the future.

In a recent study of indigenous community of North East India it was found that the government of India in its efforts to integrate the tribes was giving them land for agriculture. These tribes had been practicing slash and burn method of cultivation from time immemorial. While the focus of the paper was on forestry and environment one finding was that the distribution of permanent agricultural land has disturbed the movement of elephants in that region as the permanent holdings are fenced and protected.

When the researcher queried the investigator about how her report would be of value for the local community she said that she did not know to whom she could give a copy of the report. For her work also there was no restriction from her funding agency regarding distribution of report copy.

In this scenario the recommendations of the National Knowledge Commission of India (2007) needs to be analyzed. In its report the focus group for libraries recognizes that there are other centres of knowledge in a geographical area and that there is a need to capture knowledge about the local community. Be it a village or a town, libraries need to expand their role to include community information. Libraries should integrate with all other knowledge-based activities in the local area to develop a community-

based information system. It is expected that Libraries will be involved in creation and dissemination of area-specific content and relevant information.

In subsequent discussions by the researcher regarding transformation of libraries into community/knowledge centres and in an effort to develop model/s of knowledge centres it became evident that grey literature will be an important component of the collection for information - of the local community, for the local community and by the local community. This should provide greater visibility and accessibility of grey literature for development.

This thought of empowering the local communities is necessary as otherwise they do not actively participate in the decisions for development. This according to Harris (1996) tends to stimulate social exclusion by failing to include local communities.

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A Scholarly communication perspective of Grey literature in Library and Information Science education *

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Abstract

The purpose of this article is to inform library and information science (LIS) educators of the status of grey literature among LIS students in the United States. More specifically the article examines what students enrolled in ALA-accredited library and information science programs know about grey literature and where they learned about it. Masters-level students at three North American LIS programs answered a four-question survey. Findings revealed that knowledge about grey literature is gained across the curriculum with general reference sources being the course most likely to address grey literature. Findings also indicate that knowledge about grey literature is more intuitive and anecdotal than systematically acquired. In addition to the implications of the results, the relationship among grey literature, the library profession, and library education is discussed. The article concludes with suggestions for further analysis and research.

Literature review and justification

The most-cited definition for grey literature is "that which is produced by government, academics, business, and industries, both in print and electronic formats, but which is not controlled by commercial publishing interests and where publishing is not the primary activity of the organization" (Farace, 1997). ODLIS (Online Dictionary of Library and Information Science) provides a slightly different definition of the term: "Documentary material in print and electronic formats, such as reports, preprints, internal documents (memoranda, newsletters, market surveys, etc.), theses and dissertations, conference proceedings, technical specifications and standards, trade literature, etc., not readily available through regular market channels because it was never commercially published/listed or was not widely distributed." While definitions proliferate, there is agreement on the main characteristics of grey literature: they are materials that are published not for profit and, as a result, typically not marketed or distributed by commercial publishing organizations (Mackenzie Owen, 1997). In other words, grey literature is discussed in terms of its origins, its methods of dissemination, or both.

The research conducted by Sulouff et al. (2005), whose paper is most closely related to the theme of this study, points out that grey literature "takes different forms in different departmental settings" so that a working definition is often based on circumstance. The library sector carries responsibility for the management and processing of grey literature. This role is acknowledged by several researchers (Mackenzie Owen, 1997; Sulouff et al., 2005) although they have written largely about the role that librarians take with regard to grey literature, but little about how librarians learn about grey literature. The role of librarians is described as promoting dissemination and use of grey literature through cataloging, searching, archiving and preservation (Mackenzie Owen, 1997). Gelfand believes that these roles, at least with regard to grey literature, are learned on the job: "training and bibliographic familiarity... does not follow a curriculum or a set of readers of textbooks, but instead studied by doing" (Gelfand, 1998).

Research regarding grey literature in library and information studies has focused on case studies, such as that by Aina (2000), more than on grey literature in library and information science education. An environmental scan, described in more detail below (note 10), supports Gelfand's view that training in grey literature is mostly field, and not curriculum, driven. With regard to formal instruction of grey literature in library and information science programs in the United States, the only full scale framework identified is Dominic Farace's distance education course offered at the University of New Orleans, though one must note that the course is offered as part of a school library media program in the department of education, and not in a Master's of Library Science program¹.

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Library and information professionals are a vital link in the chain that makes grey literature available to researchers, students and the interested public. While on-the-job training is invaluable, certainly the purpose of graduate-level training is that professionals are hired with some baseline knowledge that they bring to the work place upon graduation. Courses that educate future librarians in areas relating to grey literature are critical training ground if awareness to grey literature is to increase.

The purpose of this paper is to identify what students currently enrolled in MLS programs know about grey literature and where they learn it. Once we have a clearer picture of the training currently available, we can open a discussion between library professionals, library educators and library students to determine how library education can best assist in meeting the needs of the current workplace and use LIS education to strengthen the relevance of current graduates to the workplace.

Methodology and data collection

Since the purpose of this study is exploratory, a survey of masters-level library and information science schools students in the form of an online questionnaire was deemed the most appropriate form of data collection. The survey was conducted in October 2007. The three master's programs selected—Wayne State University in Michigan, Rutgers University in New Jersey and Pratt Institute in New York City—were determined by the researcher to represent a range of LIS programs in the United States. While all three are library and information science schools, there are notable differences between them in character and emphasis.

Rutgers University, School of Library, Communication and Information Studies, is part of the iSchools caucus² and their research and educational goal, as described on their website, is to study the digital revolution and related areas on human organizations, social organizations and institutions³. While Rutgers-SCILS educates at all levels, from undergraduate to Ph.D. and in several disciplines (in addition to library and information science, degrees are also offered in journalism and communication), only students studying for a master's degree in library and information science were selected for this study.

Wayne State University, in Detroit, Michigan, is what may be considered a traditional library and information science program. The program does not have a Ph.D. program and serves MLS students and certificate students, with a great emphasis on skills that will make students attractive to the job market⁴.

Pratt Institute, in New York City, part of an institution of higher education whose focus is primarily on art and architecture, attracts many masters-level students – there is no Ph.D. program—who are interested in aspects of cultural informatics as a cross section of information, design, and globalization⁵.

Three separate online surveys and one hand-distributed survey were conducted using a commercial survey tool. The surveys were distributed through the listserv of each department and addressed to the students of the individual departments. The survey contained 4 brief questions (see appendix I) and took no longer than 5 minutes to complete.

While the survey questions were identical on all surveys, the question relating to courses in each department were tailored to the course names and corresponding numbers in each department. Results were then aggregated into a single file to allow comparison.

The survey ran for 10 days in early October 2007. In all, 294 students responded to the survey: 101 from Wayne State (17% of Wayne State LISP 570 students), 82 from Rutgers (24% out of Rutgers SCILS MLS 338 students) and 111 from Pratt (31% of Pratt-SILS 350 students). Data was compiled and analyzed using SPSS, a statistical analysis software package.

Limitations of surveys as a data collection method are inherent in the instrument, mostly that results are self reported and could be skewed by intentional deception, misinterpretation of the questions, and a desire to please the researcher⁶. To avoid these limitations to the greatest degree possible, the questionnaire was tested for reliability in a pilot study conducted with a small group of students during July 2007, and the questions revised based on the group's feedback. In addition, of the 111 surveys completed by Pratt students, 37 were distributed in class rather than online. The two groups were compared to see if statistically significant differences existed between the groups, and none were found.

Findings

The survey was answered by 294 respondents from three Masters' of information and library science departments in the US; with Pratt students being the largest group represented, Wayne State second and Rutgers third.

Table 1: Number of respondents and their institutional affiliation

	Number of respondents	Percent of respondents ⁷
Wayne State	101	34%
Rutgers	88	29%
Pratt	111	37%
Total	294	100

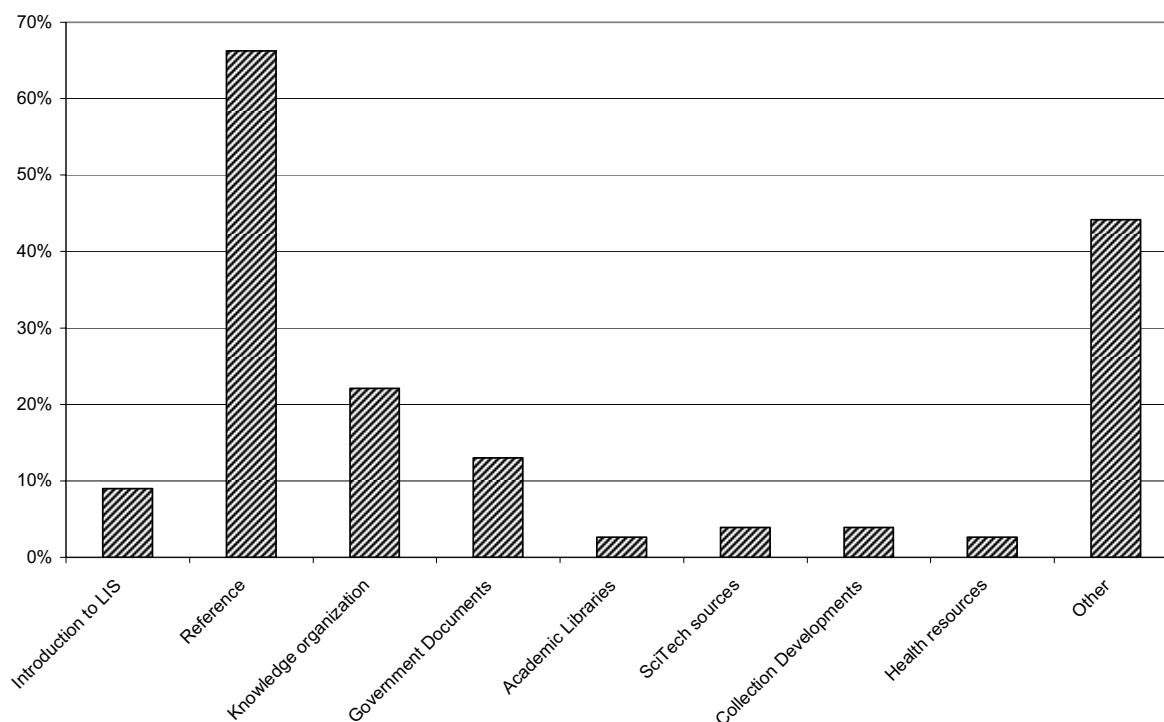
Results revealed that the percentage of respondents who heard of grey literature, was just over a quarter of all respondents, 26.2%.

Table 2: Number of students who heard of grey literature

	Number of all	Percent of all	Percent within school
Wayne State	15	5.1%	17% of students in program
Rutgers	21	7.14%	24% of students in program
Pratt	41	13.9%	31% of students in program
Total	77	26.2%	

Of the 77 students who indicated that they had heard of grey literature, 63 indicated in which course or courses they learned of the term. Several students selected more than one course. Most respondents heard of grey literature in reference classes, with knowledge organization and government documents being the next two categories. It is important to keep in mind that the question that generated these results was tailored to the course offerings in each school, and that not all schools offer the same selection of courses, nor are the courses given the same titles. For example, Rutgers-SCILS does not offer a course in Introduction to LIS, while both Wayne State and Pratt do.

Chart 1: Courses that informed students of GL



Students were given nine statements (see appendix) and asked to rate each one in terms of how well the statement describes the term Grey Literature. Responses were

on a Likert scale with 5 meaning the statement describes Grey Literature very well and 1 meaning the statement does not describe it well.

Table 3: suitability of statements to describing Grey Literature

Very well	Statement	Not well
19	1. <i>Grey literature</i> describes materials of unknown origin (where the author or publisher can't be identified)	32
2	2. <i>Grey literature</i> is similar to open access journals	40
5	3. <i>Grey literature</i> refers to materials guarded by institutional gatekeepers who deny access to them	49
1	4. <i>Grey literature</i> refers to materials stored in dark archives that are intended for long term preservation	79
39	4. <i>Grey literature</i> are materials not indexed by commercial indexers	14
20	5. <i>Grey literature</i> is government information that is not available in the <i>Catalog of Government Publications</i>	30
31	7. <i>Grey literature</i> describes materials published by non-commercial publishers	18
24	8. <i>Grey literature</i> describes materials not available in OPACs	18
25	9. <i>Grey literature</i> describes materials not picked by my commercial search engines (such as Google and Yahoo)	25

Discussion

The results suggest that the case of grey literature in library and information science departments is haphazard and that there is no pattern to what, where, or how students know of grey literature. Nonetheless, a closer examination reveals some interesting findings.

Duration in MLS programs made no difference in perceptions of the nature of grey literature, with the exception of statement 4 ("grey literature refers to materials stored in dark archives that are intended for long term preservation") which incoming students (Fall 2007) were significantly *more* likely than others to indicate as an inapt description. It thus appears that duration in the MLS program is not an indicator of having heard of grey literature or of being able to describe it accurately.

Of the 77 students who indicated hearing the term, 74 ranked the statements provided in the questionnaire, but in addition to them, 66 students who claimed not to have heard the term grey literature, also ranked the statements. A statistical comparison between the two groups found no significant difference in the way each group perceived grey literature. This finding alone may indicate that the scope and depth of knowledge acquired throughout the MLS experience, allows students to make informed judgments regarding the accuracy of the statements provided in the questionnaire.

Statistically significant results regarding the nature of grey literature were found in the rating of five of the nine descriptions. Students perceive in descending order that grey literature are materials not indexed by commercial indexers, that grey literature describes materials published by non-commercial publishers and that grey literature describes materials not available in online public access catalogs (OPACs). On the other end of the spectrum, students do not identify grey literature as materials stored on dark archives, nor as materials whose author or publishers are unknown.

The question is, of course, did students get it right? Students' perception of grey literature as not indexed and published by non-commercial publishers is within the scope Farace's narrow definition of grey literature. With regard to the third significant finding, that grey literature describes materials not found in OPACs, there is no definition that supports this perception. On the other end of the spectrum, students feel that the statements that least accurately describe grey literature are those that refer to it as materials stored in dark archives and materials whose author or publisher are unknown. While definitions do not for the most part describe something in terms of what it is not, the two statements students identified as describing grey literature least well are closely linked to other forms of materials that have weak bibliographic control, namely, government documents and orphan works.

When attempting to learn the courses in which students learned about grey literature, general reference courses received the highest scores both overall and within each school. While this finding lacks ambiguity, it is worthwhile to note that previously gathered evidence seems to indicate that the library professional most likely to deal with grey literature in libraries are serials librarians, collection developers or technical services librarians, and only then reference librarians⁸.

Conclusion and recommendations

Grey literature and emerging publishing models are changing the role of librarians. Traditional library roles which were for the most part departmentalized, are converging, and grey literature is a good example of the new playing field of libraries. While grey literature has a following among academic librarians, this study finds that Gelfand's assertion that it has gained a new visibility may be a bit optimistic (Gelfand, 1998), as it seems that today, nearly a decade later, only a quarter of students currently enrolled on library and information science program even heard of the term. Findings indicate that grey literature is covered - or more accurately, mentioned - in many different courses in MLS programs⁹. This treatment of grey literature across the curriculum is appropriate to demonstrate the various aspects, treatments and handling of grey literature in libraries. Curriculum developers would do wisely to continue and expand this approach.

To get a fuller picture of the status of grey literature in LIS education, a more comprehensive examination of course syllabi should be conducted¹⁰.

Appendix

Survey on Grey Literature

Dear student,

Please take a few minutes to answer this short survey on Grey Literature. Results will be used as part of a study on library education, presented in a scholarly conference, and made available to students. No personal data is collected and respondents remain anonymous.

If you have any questions, please feel free to contact me at drabina@pratt.edu.
Thank you for your cooperation.

D. Rabina

1. In the course of your studies, have you come across the term Grey Literature?

- ☐ Yes
☐ No

2. To the best of your recollection, in which course or courses have you heard the term (check all that apply) [note: list of courses was tailored to each school's offerings]

- ☐ Knowledge organization
☐ Reference
☐ Other

3. When did you begin your MLS studies?

- ☐ Fall 2007
☐ Spring 2007
☐ Fall 2006
☐ Spring 2006
☐ Fall 2005
☐ Spring 2005
☐ Other _____

4. Which of the following statements best describes the term Grey Literature?

	Very well 5	4	3	2	Not well 1
Grey literature describes materials of unknown origin (where the author or publisher can't be identified)					
Grey literature is similar to open access journals					
Grey literature refers to materials guarded by institutional gatekeepers who deny access to them					
Grey literature refers to materials stored in dark archives that are intended for long term preservation					
Grey literature are materials not indexed by commercial indexers					
Grey literature is government information that is not available in the Catalog of Government Publications					
Grey literature describes materials published by non-commercial publishers					
Grey literature describes materials not available in OPACs					
Grey literature describes materials not picked by my commercial search engines (such as Google and Yahoo)					

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<http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2005/julyaugust05/learngreyelit.cfm>)

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1 Course syllabus: http://www.greynet.org/images/Syllabus_Grey_Literature.pdf (access Nov. 24, 2007)

2 ISchools <http://www.ischools.org/oc/> (accessed Nov. 24, 2007)

3 About SCILS <http://www.scils.rutgers.edu/about-scils/about-scils.html> (accessed Nov. 24, 2007)

4 Wayne State – LISIP <http://www.lisp.wayne.edu/> (accessed Nov. 24, 2007)

5 Pratt Institute – SILS <http://pratt.edu/~infosils/sils.html> (accessed Nov. 24, 2007)

6 Thus, the high participation rate of Pratt students may be attributed to the fact that the researcher is a faculty member of that department.

7 All percentage points in this paper are rounded to the closest hundredth of a percent.

8 For more details see Association of Research Libraries, Scholarly Communication Education Initiatives, August 2007. <http://www.arl.org/bm~doc/spec299web.pdf> (access Nov. 24, 2007).

E-mail posting from Serials Listserv (SERIALIST) seems to support the view that serials librarians and collection developers have responsibilities for non traditional sources such as grey literature.

9 An examination of LIS syllabi was attempted in order to identify courses that covered grey literature. Because many universities do not make their syllabi available on the free Web, a comprehensive examination was not possible. However, the syllabi that were examined represent a wide range of LIS course offerings. As mentioned in the Literature Review, only one course was found that is dedicated to grey literature (New Orleans http://www.greynet.org/images/Syllabus_Grey_Literature.pdf access Nov. 24, 2007). Other include general reference (Louisiana (<http://slis.lsu.edu/syllabi/7002.pdf> accessed Nov. 24, 2007); records management (Chapel Hill http://www.ils.unc.edu/courses/2007_spring/inls525_001/inls525-spring2007-syllabus.htm accessed Nov. 24, 2007), health information sources (Texas A&M <http://www.library.ucsb.edu/istl/00-fall/article4.html> accessed Nov. 24, 2007), SciTech information sources (Clarion http://www.clarion.edu/libsci/ls556_041_w1.htm and University of Texas <http://www.gslis.utexas.edu/~l382l4ne/syllabus.html> both accessed Nov. 24, 2007), and collection development (Kentucky http://www.uky.edu/CIS/SLIS/syllabi/659_dc.pdf, Simmons

http://www.google.com/search?q=course+grey+literature+syllabus+lis+site:edu&hl=en&lr=&as_qdr=all&pwst=1&start=10&sa=N and Hawaii

<http://www2.hawaii.edu/~wertheim/615S07Syllabus.pdf> all accessed Nov. 24, 2007)

10 See note 10 supra

Grey Literature: A Pilot Course constructed and implemented via Distance Education*

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Joachim Schöpfel and Christiane Stock (*France*)

Abstract

Over the past years, training courses, guest lectures, seminars and workshops have been organized by information professionals on the topic of grey literature. Most of these endeavours have undoubtedly had some impact on this field of information, however difficult it would be to measure. Many of these course lectures were given within existing programs and may have only been one-time offerings. At the Eighth International Conference on Grey Literature (New Orleans, 2006), two of the authors in this pilot study participated in a roundtable on curriculum development and grey literature. For their part, it was more important to find a proper structure within which to further construct an accredited course than to simply provide an inventory of ad hoc training courses or workshops, which deal/dealt with grey literature. The intended structure would have to incorporate the expertise of a number of stakeholders in order to guarantee potential students course credit, access to courseware and resources, qualified instruction, etc. Early on, it became evident that these stakeholders need not be physically present within one particular academic institution, but could rather be brought together in a joint venture by way of distance education. This paper will focus on the stakeholders in the pilot program and the specialization of each, as well as the students who are profiled and the knowledge and skills from which they would benefit. Built into the pilot is the maintenance of an ongoing log that would capture the pilot courses' development and progress, facilitate a SWOT analysis, enable comparison with other distance education courses in the LIS (Library and Information Studies) sector, and ultimately substantiate this course offering beyond a pilot phase to academic institutions with degree programs in information and other related fields on undergraduate and graduate levels.

Background

At the Fourth International Conference on Grey Literature (Washington D.C., 1999), Julia Gelfand presented a paper dealing with grey literature and distance education¹. At the Sixth International Conference on Grey Literature (New York, 2004), the results of an online survey in which 102 respondents participated not only indicated that an increasing number information professionals involved in grey literature were also involved in teaching and instruction but also they were in agreement with the statement (one of the 22 items on the questionnaire) that grey literature warrants a special field in information studies². At the Eighth International Conference on Grey Literature (New Orleans, 2006), during a Roundtable on Curriculum Development³ the content for a proposed course on grey literature and its subsequent headings was drafted. And now, this present study seeks to harness the results of the above mentioned conferences incorporating them in a proposal for a pilot course on grey literature that would be offered for full academic credit.

Premise and Goal

If Grey Literature constitutes a field in Library and Information Studies, then it must be offered to LIS students as an accredited college course. Given the state of the art in grey literature, Distance Education now offers a viable means of implementing an accredited course on Grey Literature

Method of Approach

In order to proceed further based on the premise and goal set forth in this paper, it was necessary to establish the status quo found in teaching grey literature to students, to confirm the authors' position that there was no course for credit entitled 'grey literature' or where 'grey literature' was the primary topic, and finally to construct and implement a pilot course on grey literature that would be offered at an accredited academic institution via distance education. The steps or phases in our approach were not in strict sequential order but were rather carried out by the team of authors/researchers simultaneously and monitored throughout the study. In order to

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establish what we refer to as the status quo, a survey was devised and carried out via an online, bilingual questionnaire. The eight item questionnaire in English and French was made available on GreyNet's website and was further distributed via channels belonging to INIST and GreyNet. The choice of these channels was based on the organizational affiliations of the authors. The duration of the online questionnaire was one month (September 10th through October 10th 2007) after which the responses were compiled and processed. The eight item questionnaire can be found as an *appendix* to this paper. The literature search carried out in this study was not intended to be exhaustive nor comprehensive. The authors were less interested in providing an inventory of courses that had been offered dealing with grey literature than confirming their premise that no course for credit entitled grey literature was part of an existing academic program. Examples from the literature search linked to findings from our own questionnaire offer a control for our study. Finally, a pilot course for credit entitled 'grey literature' was constructed and submitted in the spring of 2007, and was later approved by the University of New Orleans Distance Education Department for the fall 2007 semester.

Results of the Survey

A total of 19 online questionnaires were completed and returned, 18 of which were valid. Based on the domain name in the email address, the respondents were from 10 countries in North America and Europe. Fourteen of the respondents were from universities, two from LIS colleges, and two from research institutes. Thirteen of the respondents held the status of an instructor, two were former students, and three did not respond to the item. Instruction was either given or received on a doctor's level for five of the respondents, thirteen on a master's degree level, eight on a bachelor's degree level, and one respondent left the item blank. Six of the 18 respondents had completed a thesis or research project on grey literature. Nine of the respondents participated in one or more of the conferences in the GL-Series, while the other nine had not. Examining further the results of the survey, it became clear that another item should have been added to the questionnaire dealing with the duration of the course and the percentage of which that dealt with grey literature?

Looking at the course titles (item 5), only one explicitly refers to the production of a document. However, when we examine the content of the courses (item 6), we find that others do mention aspects dealing with the production side of grey literature. Nevertheless, these were far outnumbered by aspects involved in the search, access, and distribution of grey literature. We also find that the content of the courses (item 6) were either very specific to one aspect of grey literature *e.g.* collection development or searching for grey literature; while other courses treated a number of aspects of grey literature - ranging from its history and definition to problems and challenges it faces.

It became apparent that the production and publishing side of grey literature was significantly less a part of the content taught than the processing, distribution, and access to grey literature. This apparently sidesteps the accepted definition of grey literature known as the Luxembourg convention (1997) "that which is produced on all levels of government, academics, business and industry in print and electronic formats not controlled by commercial publishers"⁴... "i.e. where publishing is not the primary activity of the producing body"⁵. This clarification was added after the Sixth International Conference on Grey Literature in New York (2004) and was based on findings from two research projects in which GreyNet participated. One was an online survey, where 77% of the respondents agreed that the Luxembourg definition on grey literature still holds with or without modification⁶. And, the other a citation analysis in which the authors "... find that the term 'commercial' in the Luxembourg definition of grey literature needs to be further elaborated in order to better serve its purpose"⁷. From the current authors' perspective, a course on grey literature should pay equal attention to the production side of grey literature: how is it produced, who are the producers and publishers, the review process, rights issues, marketing strategies, as well as economic models available for grey publishers. Instructors should make explicit to their students that the more grey literature adheres to common and shared standards in its production and publication (*e.g.* its appearance, value added metadata, and quality control), the easier it is to access and retrieve it. And, in so doing, the misnomer that grey literature is 'unpublished'⁸ or 'non-published' would be countered and adequately contested.

We also find that instructors use intermittently less defined terms such as 'fugitive literature', 'ephemera', or 'non-conventional literature', when they are actually referring to grey literature. It is almost as if LIS instructors are unaware of research that has been carried out over the past 15 years by hundreds of researchers and

authors in the field of grey literature. Results that have been published in a variety of document types: conference papers, proceedings, journal articles, reports, etc. in both print and electronic formats. This might even lead us to suggest that a course on grey literature may not only be worthwhile for LIS students but also would have a place for LIS instructors via continuing education and teacher accreditation programs. However, this would take us well beyond the scope of our present study – the construction and implementation of a pilot course on grey literature via distance education.

Pilot Course for Credit on Grey Literature

During the first quarter of 2007, GreyNet established contact with the Provost at the University of New Orleans (UNO) and EBSCO Publishing. Together, these three organizations would comprise the major stakeholders in the pilot course on grey literature. UNO would provide an established distance education program, registration for potential students, and subsequent accreditation. EBSCO would provide online access to the full-text journal articles comprising the required readings for the course, and GreyNet in cooperation with INIST, one of its Associate Members, would carry out the selection and development of resources and courseware required for the pilot and the instruction of students. In the spring of 2007, the pilot course entitled 'Grey Literature' was submitted to the UNO Director of Distance Education; and it was later approved as a course offering for the fall 2007 semester.

System Software, Courseware and Assignments

UNO provided access to Blackboard (Bb)⁹, the system software that enabled email connectivity, a dedicated announcement board, document archive, up-to-date information on student enrolment, the grade book, and other useful functions. GreyNet then in turn used Bb to post and archive the instructor's CV, the Syllabus including the course title and description, information about the course assignments and assessment, a weekly outline of the semester, and due dates for student assignments. The required reading list (e-Reader) was also posted. The e-Reader was divided into five sections, each section dealing with a particular aspect of grey literature. Each section contained four articles. The full-text of all 20 journal articles was available via EBSCO's LISTA-FT (Library, Information Science & Technology Abstracts) full-text database¹⁰. This resource was available to all UNO students both on and off campus. In addition, an Appendix to the e-Reader provided links to other resources in grey literature.

All in all, the course consisted of three assignments: an open-ended test based on the assigned readings, a case study, and the design of research proposal on grey literature. Information sheets pertaining to the case study and research proposal were also posted and archived in Bb. The results of each the three assignments weighed equally for a third of the semester grade. Each assignment covered a five week period in the semester; and, by the 16th week all assignments had to have been submitted to the instructor for assessment, grading, and final posting.

Student Results

During the initial period of enrolment, 14 students registered for the course on grey literature (EDLS 4990) in the fall 2007 semester. They came primarily from the departments of general education and library science. Nine of the students completed the course, while the remaining five dropped within the grace period. Six of the students who completed the course were senior undergraduates, one junior, and two sophomores. It was originally the understanding that only upper-level undergraduates *i.e.* juniors and seniors would be admitted to this course. Interesting to note that the two sophomores received the lowest grades averaging 72.5% compared with the overall grade average of 76.9%. On the assigned readings test, the students had a 76.4% grade average, on the Case Study an 81.3% grade average, and on the Design of a Research Proposal, a 73.1% grade average. The highest student grade for the semester was 95% and the lowest was 71.7%.

Course Results

The Syllabus and 16 week planner, which was posted to Bb in August, remained unchanged throughout the semester. Three credit hours were given to the nine students who completed the course. The withdrawal rate for this course was 35.7% compared with an average of 20% for distance education courses. All students who registered for this course were already previously enrolled at UNO. Three students outside UNO inquired about possible enrolment, but their registrations were never recorded. The course instructor had ca. 125 email communications with students during the course and ca. 80 email communications with UNO administrators. The

instructor posted 14 messages to Bb during the course of the semester – nine of which were permanent postings and five of which were temporary ones. The instructor personally met once during the semester with the Director of the UNO Distance Education program in New Orleans and once with the co-authors in the pilot study. Both meetings were used to discuss the progress of the course and the approach that would be used to evaluate the course and its findings.

Some Closing Remarks

Our survey and literature search affirm that no prior course-for-credit had been either given or taken on grey literature. Based on the results that are available, the pilot course met with measurable success for all of the stakeholders. While the results from the student evaluation forms and the post-semester assessment by UNO faculty are still forthcoming, we hope they will provide answers to questions that arose during the course of the semester and which are still unanswered: Should the course be available to General Education as well as LIS students? Should a student who completes the course be allowed to carry out his/her research proposal for further academic credit? Can this course be marketed to other LIS Colleges and Schools? Is the content and structure of the course viable beyond a Distance Education Program?

In fine, based on the limited results of our pilot, Distance Education does provide an adequate structure for a college level course on Grey Literature. The results from this pilot will no doubt contribute to the development of course content as well as course instruction on grey literature. And, emphasis should be placed on securing investments that have already been made by the stakeholders in this pilot.

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- ⁸ The Directory of Open Access Repositories – OpenDOAR <http://www.opendoar.org/find.php?search=unpublished>
- ⁹ Blackboard Academic Suite <https://uno.blackboard.com/>
- ¹⁰ Library, Information Science & Technology Abstracts (LISTA) database <http://www.ebscohost.com/>

Appendix:

BILINGUAL SURVEY ON GREY LITERATURE IN EDUCATION

This survey seeks to evaluate the place grey literature holds today in courses offered in Library and Information Science. It is carried out in advance of the Panel Session on Education that will be held during the Ninth International Conference on Grey Literature this December in Antwerp, Belgium. The survey is carried out via the distribution channels of INIST and GreyNet and should take no more than 5 minutes to complete. Respondents will have until October 10, 2007 to complete the online questionnaire, below.

L'enquête suivante cherche à évaluer la place de la littérature grise dans l'enseignement des sciences de l'information. Elle est menée par l'INIST et GreyNet dans le contexte d'une session sur l'éducation lors de la 9^{ème} Conférence internationale sur la littérature grise à Anvers/Belgique en décembre 2007. 5 Minutes devraient suffire pour remplir le questionnaire.

1. Your email address?

Votre adresse mél?

2. Are you a Student/former Student or an Instructor?

Etes-vous un étudiant, un ancien étudiant ou un enseignant en IST?

3. On what level(s) of education are/were you engaged (e.g. BA, MA, PhD, etc.)?

Quel est le niveau d'études suivis / enseignés (licence, maîtrise, thèse)?

4. What is the name of your academic institution?

Quel est le nom de votre université?

5. What is the title of the course in which grey literature is covered?

Quel est le titre du cours qui parle de la littérature grise?

6. Can you briefly describe the content dealt with on grey literature?

Décrivez-nous brièvement le contenu de l'enseignement sur la littérature grise?

7. Did you complete a thesis or research project on a subject dealing with GL?

Votre mémoire/thèse ou projet d'étude porte-t-il sur un sujet touchant/incluant la littérature grise ?

8. Other Comments?

Autres commentaires?

Thank You / *Merçi*

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On the News Front

A Tiny Slice of China gets a Glimpse of Global Grey Literature

Gretta E. Siegel (*United States*)

China is an enormous country, advancing technologically and informatically at a very rapid pace. To date, there has been no representation at the international grey literature conferences from any part of China. So, since they have not yet come to us – an opportunity arose for me to take a little bit of 'us' – to them. Primarily this was a 'knowledge sharing' opportunity, but I also attempted a bit of 'marketing'.

In 1989, a formal exchange program was set up between the libraries in the state of Oregon, USA, and the libraries in Fujian Province, China. The 2007 professional exchange was the 5th to occur under this program. The purpose of the program is to exchange professional knowledge – a combination of learning and consulting. In the summer of 2007, four librarians from Fujian visited Oregon libraries, and in the fall of 2007, three librarians, including myself – spent three weeks visiting libraries in Fujian. Our primary hosts were the Fujian Provincial Library, Xiamen Municipal Library, and Fujian Normal University Library.

As part of our visit, we were asked to prepare presentations that might be of interest for their professional advancement. Most of the libraries that we visited had a 'continuing education' program as part of staff development, which included regular lectures by outside speakers. In addition, the Provincial Library regularly hosts lectures for the benefit of the Fujian Library Society. We became a part of this program. The Director of the Provincial Library specifically requested that I give a paper on grey literature – and I was happy to oblige.

The title of the talk that I gave was 'Grey Literature: Local, Regional, and Global Aspects'. As the title suggests, the talk was divided into three sections.

The first section described and defined grey literature and its importance to local library collections; followed by some recommendations for collection development and management practices. In this section I also discussed the increasingly blurred boundaries between 'white' and 'grey' literature, using this point to reinforce an 'integrationist' approach.

The second section gave examples and some history of national and/or regional initiatives that most of us are very familiar with – the INIST/CNRS Open-SIGLE initiative; the Japan Science and Technology Agency's JSTAGE; CISTI from the National Research Council of Canada; and examples of several U.S. initiatives which illustrated different models for collection and dissemination – specifically Science.Gov, the National Science Digital Library, and the Grey Literature Report from the New York Academy of Medicine.

The third section highlighted the international initiatives spearheaded by GreyNet such as the annual conference and published proceedings, journal partnerships, this journal, the GLISC Guidelines, and the newly approved online course offering through the University of New Orleans. In presenting the annual conference to the group, I formally invited, on behalf of the community, delegates from China to attend our next meeting. I am hopeful that at some point, if not next year, there will be sufficient interest and funding for someone to attend. The question and answer period mostly garnered inquiries about gaining access to proprietary documents and about managing local documents.

Within the context of the Provincial Library, grey literature is important in two forms. First and foremost to them is the capture and retention of local history documents and they are very interested in learning approaches to managing these collections. Secondly, there is a division within the library that does extensive research for various government officials within the province, and, as a result, technical reports are produced. Currently they are not indexing these reports or providing access to them, but hopefully I was able to give them some useful advice on doing so.

While we visited many, many libraries – there was unfortunately no opportunity to visit any kind of information center connected with a scientific research or technology institute. This would have been an obvious and eager audience for the presentation of regional/global grey literature initiatives, so my hope is that, through professional networking, some of the information professionals who heard the talk will pass information on to others who may have a stronger interest in these projects. I left copies of the presentation, which included many website addresses, with key libraries with the hope that the information will reach more interested parties.

I know you will all join me in encouraging and welcoming some Chinese colleagues into our international grey literature community.



Announcement

The needs and demands of Information Society are in constant state of change and flux. Information overload, information loss, information-on-demand are among just a few of the many factors confronting information professionals, practitioners, and net-users on a daily basis.

To a great extent, grey literature is the cause of all this. For the past two decades grey literature has grown exponentially in relation to commercially published literature. The grey literature community realizes that while the challenges faced at the First International Conference on Grey Literature in 1993 may not have all been resolved, solutions today lay in a whole new order, on yet another scale and magnitude than ever before. GL¹⁰ seeks to address the challenges to grey literature that still remain, while dealing with even newer challenges and an infrastructure that can effectively integrate all.

The title of this year's conference, 'Designing the Grey Grid for Information Society' invokes an infrastructure, which must take into account social, political, and organizational factors. For these also impact system-to-system performance when dealing with the scale and diversity of information, data, document types, collections, and subject areas linked to grey literature. As such, interoperability becomes *de facto* a requirement in the design of the grey grid *i.e.* an infrastructure that can model and withstand the test of an ever changing Information Society.

Proposed Session Themes:

- ❑ Born digital and web-based grey: Challenges for library systems and collections
- ❑ Interoperability in the Grey Grid: Data, metadata, datasets, and databanks
- ❑ Non-text and multimedia grey literature, the signs of our times
- ❑ Grey Life Cycle: Uses, applications, and impact of grey literature on Information Society
- ❑ Towards Grey Scholarship: Research, education, and other policy driven programmes

More on GL¹⁰

The GL-Conference Series is based on a call-for-papers that will follow shortly upon this announcement. Likewise, a monthly conference memorandum will be issued by the Program and Conference Bureau in order to keep delegates, authors, participants, and other information professionals informed on the progress of the Tenth International Conference on Grey Literature.

If you would like to receive a free copy of this monthly publication, please let us know.



<https://doi.org/10.26069/greynet-2026-000.603-tgj>

Designing the Grey Grid for Information Society

Tenth International Conference on Grey Literature

Science Park Amsterdam, Netherlands

December 8 - 9, 2008

Call for Papers

For: Authors, Publishers, Librarians, Web Editors, Researchers, Policy Makers, Information Managers, Brokers and Vendors, Information Specialists, Intermediaries, Information Technicians, Information Professionals, Journalists, and Academia

GUIDELINES FOR THE SUBMISSION OF ABSTRACTS:

Participants who seek to present a paper at **GL¹⁰** are invited to submit an English abstract between 300-400 words. The abstract should deal with the problem/goal, the research method/procedure, an indication of costs related to the project, as well as the anticipated results/conclusions of the research. The abstract should likewise include the title of the proposed paper, names of the author(s), and full address information.

Note Abstracts are the only tangible source that allows the Program Committee to guarantee content and balance in the program and sessions. Every effort should be made to reflect the content of your work in the abstract submitted. Abstracts not in compliance with guidelines may be returned to the author for revision.

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- INTEROPERABILITY IN THE GREY GRID: DATA, METADATA, DATASETS, AND DATABANKS ☐
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- GREY LIFE CYCLE: USES, APPLICATIONS, AND IMPACT OF GREY LITERATURE ON INFORMATION SOCIETY ☐
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DUE DATE AND FORMAT USED FOR SUBMISSION

The abstract must be emailed on or before May 1, 2008 in MS Word. The author will receive written verification upon its receipt. The **GL¹⁰** Program Committee will use these abstracts to finalize the Conference Program.

FURTHER PROCEDURE

Shortly after the Program Committee has met, those who submitted abstracts will receive notification of their place on the **GL¹⁰** Conference Program. This notice will be accompanied by further guidelines for the submission of the full-text papers and PowerPoint presentations. Authors will then have 30 days to complete their Conference Registration. For further details, see the **GL¹⁰** Conference Registration Form.

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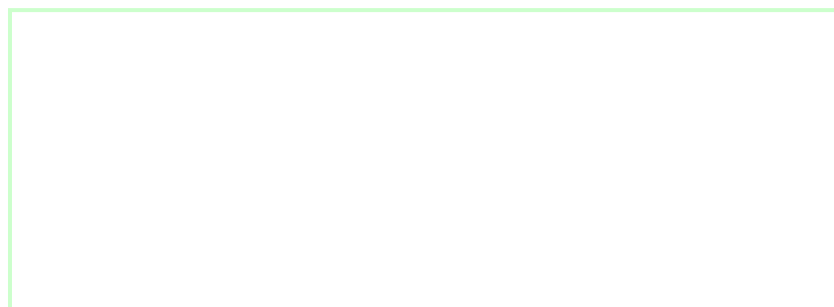
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How do High-Energy Physics scholars discover scientific information?	7
Anne Gentil-Beccot (<i>Switzerland</i>)	
The use of grey literature in historical journals and historical research: A bibliometric and qualitative approach	14
Cees de Blaaij (<i>The Netherlands</i>)	
Finding the Grey in the Blue: Transparency and Disclosure in Policing	21
Paul Sturges and Louise Cooke (<i>United Kingdom</i>)	
Grey literature for development: Some case studies	29
Bharati Sen (<i>India</i>)	
A Scholarly communication perspective of Grey literature in Library and Information Science education	34
Debbie L. Rabina (<i>United States</i>)	
Grey Literature: A Pilot Course constructed and implemented via Distance Education	41
Dominic J. Farace and Jerry Frantzen (<i>The Netherlands</i>), Joachim Schöpfel and Christiane Stock (<i>France</i>)	

Colophon.....	2
Editor's Note.....	5
On the News Front	
A Tiny Slice of China Gets a Glimpse of Global Grey Literature.....	47
Gretta E. Siegel (<i>United States</i>)	
Tenth International Conference on Grey Literature GL10 Announcement and Call-for-Papers.....	48
Advertisements	
GreyNet Associate Membership 2008.....	4
INIST-CNRS.....	6
EBSCO.....	46
About the Authors.....	50
Notes for Contributors.....	51