Chapter 3
Grey Literature produced and published by Universities: A Case for ETDs

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3.1 Introduction

Universities and other institutions of higher education are important producers of grey literature (GL). Most of the education process at universities is based on various written essays and other assignments. This process is usually completed with some sort of written thesis or dissertation, which shows that a graduate is capable of research work and has a proper knowledge of the field.

A thesis is a written text representing the independent research and authorship of a single individual. Its purpose in higher education remains the same today as it has been for centuries, across countries and disciplines. It would be beyond the scope of this paper but still worth mentioning that this remains the principle despite various critiques of both the romantic notion of authorship and the epistemological assumptions that form traditional notions of independent scientific and scholarly research: research today involves teamwork, multi-authorship is the rule in most scientific disciplines, but the thesis remains the last bastion of single authorship.

What is surprising is the similarity of the systems that award degrees on the basis of written substantiation all over the world. Guides on how to write final student work can be applied just about everywhere. Students can follow such guidelines, even if written for American students, as an in-depth and comprehensive guide to the process of writing a thesis anywhere in the world. Even the subordinate and intermediate goals and models prepared for each stage of the process that leads to writing a thesis can be applied in the same manner. Four essentials:

1. A clear understanding of the meaning and purpose of the student research work;
2. An accurate knowledge of what constitutes an acceptable thesis;
3. A detailed plan of action;
4. A technical plan to implement research skills (Mauch and Parks 2003).

Within each essential, which can be also seen as a step toward the final goal, the students are supplied with all the tools and detailed instructions necessary for the successful completion of a thesis. These are provided by the academic mentor or
supervisor, and students are assisted by other academic staff, professors, teaching assistants, and librarians during their work. Along the way, students acquire skills and techniques that can help them cope effectively with research work and its reporting. A thesis is not a goal in itself, but rather a way to achieve certain skills and competence.

What happens afterwards? A student successfully completing a degree on the basis of a thesis receives his diploma as confirmation that he/she is ready to join the social division of work or the labour market in a certain role. The proof of this readiness, the thesis, remains at the academic institution. Traditionally, theses were regarded as library material because they were available through academic libraries. Libraries made them part of their collections, catalogued them, shelved them, and made them available to users. They were typical GL material as it was not easy to find and access it. Libraries had also an archival role since often only one copy of a thesis existed. These papers are not the only grey literature originating at universities—research contributes its share—but form by far the greatest part of it and are the most recognizable for any institutions of higher education. Their vast numbers place universities among the greatest sources of grey literature.

Some of the theses, or at least parts of them, find their way into non-grey literature, journal articles, or published congress materials and books. However, the majority and their content remain as a part of grey literature, with all the corresponding obstacles for users relative to its availability and usability. One of the defining characteristics of grey literature is that is hard to find, and theses generally fall into this category. Libraries and librarians have made some remarkable efforts to make these resources available to users. One of the best known is surely the British Library with its effort to make all British doctoral dissertations (PhDs) available from the British Library under a scheme started in 1971. But even there, the mechanisms for collecting theses have been rather chaotic and have changed over time from the ad hoc arrangement before 1970 through attempts at comprehensive collection in the 1970’s and 1980’s to the current situation where PhDs are obtained on demand from universities when a request is received at Boston Spa (Tillet and Newbold 2006).

Beside their formal value as a verification of acquired skills and competencies and an information source for researchers and professionals, theses have also a third purpose. They demonstrate and reflect the quality of the higher education institution where the theses were defended, an important part of any academic program evaluation. This point will be further elaborated in connection with the Electronic Thesis and Dissertation process.

3.2 Electronic Thesis and Dissertation (ETD)

The Internet has helped to solve many library and librarians’ problems and relieve (academic) librarians from trivial and routine tasks. This applies to theses and
dissertations as well. The solution offered is Electronic Thesis and Dissertation (ETD). The term ETD refers to a thesis or dissertation that is archived and circulated electronically rather than archived and circulated in print. Most ETDs take the form of text uploaded in a word processing format or in Adobe’s portable document format (PDF) and look very much like traditional printed theses. They reside on the Internet where they are accessible to potential users.

A major boost to ETD was the Networked Digital Library of Theses and Dissertations initiative. The Networked Digital Library of Theses and Dissertations (NDLTD) is a collaborative effort of universities around the world to promote the creation, archiving, distribution, and access of ETDs. Since its inception in 1996, over one hundred universities have joined the initiative, underscoring the importance institutions place on training their graduates in the emerging forms of digital publishing and information access (Suleman 2001). The NDLTD is an international organization dedicated to promoting the adoption, creation, use, dissemination, and preservation of electronic analogues to traditional paper-based theses and dissertations. Its website contains information about the initiative, how to set up ETD programs, how to create and locate ETDs, and current research in digital libraries related to the NDLTD and ETDs.

An overview (Edminster 2002) of these international efforts to develop a worldwide digital library of theses and dissertations focused on

(a) the need to provide developing countries with equal access to current international scholarship;
(b) the collaborative development of training materials to facilitate wider global participation in the NDLTD;
(c) the work of multi-university/library and corporate collaborations to establish centralized metadata for ETDs; and
(d) the development of multi-language search interfaces.

However, the objectives of the NDLTD were originally seen more broadly, including

- to improve graduate education by allowing students to produce electronic documents, use digital libraries, and understand issues in publishing;
- to increase the availability of student research for scholars and to preserve it electronically;
- to lower the cost of submitting and handling theses and dissertations;
- to empower students to convey a richer message through the use of multimedia and hypermedia technologies;
- to empower universities to unlock their information resources; and
- to advance digital library technology (Suleman 2001)

To gain an overview of activities relating to ETDs internationally, the web sites of every member of the NDLTD were examined. A study of approximately two hundred sites revealed that only a small percentage of the NDLTD institutions dealt with a large quantity of ETDs in 2002 (Copeland, 2003) The findings from the survey indicated that many universities could make better use of the guidance
notes relating to all aspects of ETD production, management, and use, so it should be seen as an initiative impacting on various national ETD systems.

Why national systems? Usually theses are seen as an important information resource because as a rule they are the result of research. We have mentioned already that part of their content finds its way into other publications (journal articles, congress papers, and books), but not all of it. This is an important element in national use, although we tend to forget that theses and dissertations serve to disseminate research information within local communities, especially within smaller countries and language environments. A survey by Stock (2008) of theses written in English showed important differences between European repositories. In the Scandinavian countries as well as in Belgium and The Netherlands, between 50% and 90% of (doctoral) theses are in English. In German universities the percentage of English theses has grown to reach 25%. This indicates the willingness in some countries to give the widest access possible to one's work through the choice of language and through the internet.

This is perhaps positive globalization, but it also has a negative effect. While English has become the international language of research, this does not mean that all other languages have become non-scientific. If theses and dissertations are not available in national languages, this will become an issue and a problem.

There are various national initiatives and surveys presenting the current state of theses and dissertation collections, their usage, problems with access, and the academic and research community’s attitude toward ETD. But do national ETD systems work? They seem to suffer from the same problems that plague the international NDLTD system, at least judging by national reports.

In India an integrated system at the national level to locate and access theses has not been fully implemented. While just a few Indian universities have actually started ETD projects at the moment, the majority have the intention of starting such projects soon (Vijayakumar 2007). In recent years, South Korean university libraries have tried to improve user services and access to ETDs in several ways. However, authors blame the absence of an adequate policy and infrastructure to handle them at the national level for the fact that little practical progress has been made at individual academic libraries (Park 2007).

As reported for France, an integrated national ETD system still does not exist, the results of the government initiative seem disappointing, and the development and implementation of national software and services is progressing more slowly than planned. At the same time, a growing number of alternative, more or less successful local initiatives, academic networks, and open archives provide access to more than four thousand ETDs. The reasons for this paradoxical situation are various. So far, neither the government nor any other institution has had enough coercive or persuasive force to impose a unique model for ETDs. Perhaps this “unique model” is simply unrealistic and not adapted to the heterogeneous needs, behaviours, and traditions of France’s scientific and academic communities (Paillassard 2004).

A study made in Slovenia revealed that only a minority of the higher education institutions have some form of their own ETD system, and not much more
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intend to organize one in the near future. The great majority of these libraries allow their patrons and other users to access and use this part of their collections (theses and dissertations) only within the library premises. It can be understood from the information on their web sites that some libraries require a special author’s permission before allowing access to the material (Juznic, 2009). This is changing fast as two central ETD systems emerge. At the University of Ljubljana, a new portal, the Digital Library of the University of Ljubljana (DIKUL – Digitalna knjižnica Univerze v Ljubljani) has been established employing the concept of local ETD systems (each faculty and department should have its own). Theses and dissertations are seen as one of the digital information resources students and teaching staff use (along with international and domestic e-journals, e-books, digital teaching materials, etc.). The same concept was used recently to establish the Digital library at the University of Maribor, Slovenia’s second largest university (DKUM – Digitalna Knjiznica Univerze v Mariboru).

ETDs can also be accessed through the National Union Catalogue COBISS where a link to the digital version can be added to an original catalogue input. Interestingly however, since it works well, the tradition of written theses and dissertations may be a real obstacle to moving to a more digital world. The National Union Catalogue COBISS has a long tradition in Slovenia and includes data about all theses defended on all levels of higher education in Slovenia.

The wide availability of the National Union Catalogue and COBISS is likely to encourage a shift to full-text databases of electronic theses and dissertations (ETDs). However, this can be also an obstacle at least for a certain period since many libraries and librarians might see it as a reason not to have their own ETD system, if “everything” would already be available. A further obstacle might be the extreme decentralization of academic libraries in older universities and the absence of any form of library services in newer universities and higher education institutions. Decentralization in its present form could mean a zealous opposition to any form of ETD system, and the absence of library services means that an ETD system cannot be built at all.

We can also see other examples why a well-established “traditional” system might be an obstacle to moving toward ETD. The UK is “currently behind many other countries in providing full text electronic access to theses produced in its higher education institutions,” as reported by Tillet and Newbold (2006), even though it has one of the greatest collections of theses and dissertations and a well-developed system for their dissemination. However, once launched, ETD systems might develop faster and acquire higher usage in locations without such traditional systems.

It is clear that in recent years an increasing number of universities are building their own ETD systems or are at least considering to do so. Why are they important for every university? More and more ETD initiatives are connected with the electronic submission of theses and dissertations and other issues that help solve

1  http://dikul.uni-lj.si
specific university problems, improve quality, and save time and money. These are usually followed by a series of promotion activities launched for teaching staff and students as well as for librarians. The electronic submission of ETDs looks to be the next step, which should be easy due to the widespread use of various e-teaching programs in which students already present their papers in electronic form for supervision and grading.

3.3 Advantages of an ETD system for a university

Generally speaking, five objectives for university or other higher education institution ETD systems can be named:

1. to make research reported in theses and dissertations more widely and easily available;
2. to initiate and encourage digital development;
3. to ease submission process;
4. to save space in libraries; and
5. to benefit the higher education process.

The first objective is very general and needs little explanation. An institutional repository includes a variety of materials produced by the university, not only theses and dissertations but also research reports, congress papers, and especially teaching materials. Some university institutional repositories are also being used as resources for electronic publications and e-journals published or originating at the university. This makes university institutional repositories different from other types of digital repositories. Adding other material, preferably licensed and Open Access (OA) electronic journals, databases, and other information sources make such portals powerful tools for students and teaching staff and support educational and research processes at the universities.

These portals have an important role in encouraging digital development overall, especially when students, as future professionals, learn to appreciate complex and interconnected portals. A series of promotional and educational activities for teaching staff and students should be launched by librarians and other information experts to raise awareness and boost their use.

Although they fail to substantiate their claims with data, many argue that electronic writing tools are transforming graduate education, enhancing mentoring and the shape of thesis content. A recent analysis of bibliographies from student research papers revealed what sources students used to support their research. While web sites were a definite fixture in student bibliographies, on average they were not the predominant source of information that one might expect given the current perception of student research. In the study, 55% of the bibliographies did not cite any web sites at all. This is an important finding to note, as it runs counter to the concerns of faculty (Carlson 2006). It might vary across the disciplines, but it is generally valid for the majority. One of the reasons for this might be that when students face submitting their work in the traditional printed format, they tend to
work or think traditionally about the information sources they use. Another reason might be the instability of Internet resources. A study of undergraduate students’ citations of web sites had astonishing results: only 18% of the URLs cited in 1996 and only 55% of the URLs cited in 1999 led to the correct documents in 2000 (Davis 2001).

Since then, “URL decay” has been observed in many studies with very similar results, from infometrics showing that in each round of searching the character of the search results from the Internet was slightly different to documents appearing, disappearing, and changing (Bar-Ilan and Peritz 2009). So besides the obvious growth, they observed both decay (pages disappearing from the Internet) and modification. In biomedicine (Wren 2008), where the results are very similar, the majority of web-based resources cease to be available after a certain period of time or they are changed, something which should be more worrying and should alert us especially to the preservation of research work and scholarship in general. ETD can be a good solution for adapting to these phenomena, since it has been determined that URLs published by organizations tend to be more stable than others.

Generally speaking, the paper-based thesis submission process consists of three steps: production, submission, and preservation. Availability and use are primarily shaped by the paper version. Many universities are experimenting with electronic submission, which completely surpasses traditional paper forms. Bevan (2005) describes the issues involved in the introduction of mandatory submission of electronic theses at Cranfield University in the UK. McGill University in Montreal, Canada has undertaken a pilot project to test aspects of workflow, style sheets, metadata, and search functions (Park 2007a). In the pilot project, a new model for tracking the electronic file through the production, conversion, dissemination, and preservation processes was developed. The students first submit their theses in whichever of four authoring tools they prefer. After the completion of the examination process and thesis revision, the students submit two paper copies of the thesis to the Thesis Office and upload the electronic version. The supervisor reads and approves either the paper form or the electronically submitted final copy. The Thesis Office performs a content check on both versions, a paper copy of the thesis is sent to the library, and the library is notified that the content check has been completed.

The advantage of single-institution ETD systems is clear and obvious. A study of ETD system implementation at individual higher education institutions discovered that library administrators who implemented ETD repositories at different universities adapted their models to the needs of their institutions and their graduate students. ETD system administrators made decisions about implementation models and software and hardware infrastructure in terms of human and technical resource allocation (Yioris 2007). These decisions are difficult to achieve at the international or even the national level, and this gives the advantage to local systems.

The next step is seen as the electronic submission of ETDs automatically building the repositories. The permanent and secure preservation of documents is
often an issue; the tension between libraries’ two-fold responsibility of preserving and providing access to information takes on particular significance with ETDs. As the examples have shown, many universities balk at the idea of allowing students to submit work exclusively in electronic form, and they continue to require what is perceived to be a more “permanent” print copy for archival purposes. As complementary to print, some universities will accept an archival version on CD-ROM, but there are concerns as to the long-term durability of this technology (Edminster 2002). This form of storage will ease the pressure on library space, where the great number of theses tends to occupy space that is often needed for other activities either of academic libraries themselves or of other academic departments.

3.4 Plagiarism

The preservation and availability of ETDs at all levels is not the only concern universities and other higher institutions have regarding them. There is also a concern regarding plagiarism and other forms of cheating. Plagiarism is the nightmare of higher education, often a theme not to be discussed in public. It is even hard to uncover the extent of it. Over a three-year period, McCabe (2006) surveyed more than 80,000 students and 12,000 faculty in the United States and Canada and confirmed that plagiarism is a significant issue. For example, if the four behaviours in which students engage least frequently - turning in work copied from another, copying large sections of text from written sources, turning in work done by another, and downloading or otherwise obtaining a paper from a term paper mill or website - are combined, it is clear that 16% of all undergraduate respondents and 8% of responding graduate students reported one or more of these behaviours in the past year. In contrast, a surprisingly large number of faculty (79%) report they have observed one or more instances of these behaviours in the last three years, driven in part by a perception that a large number of students (59%) have copied material almost word for word from a written source without citation. Due to their “grey literature” nature, ETDs are often seen as the main source of students’ “cut and paste” work.

While ETDs not only improve access to grey literature, they also serve other two purposes. They have the potential to change, modernize, and improve the way students acquire their future skills and to improve the quality of higher education to which various sorts of plagiarism pose a constant threat. At first glance, this statement appears to contradict the fact that when something is in digital form and freely available it is easier to become a source of copying or plagiarism in general. The traditional paradigm was to make this material available through academic libraries. The Internet has helped to simplify this process and relieve academic librarians from trivial and routine tasks. It has also made it easier for all potential users, often students themselves, to access these materials, adding to other materials they can use that are part of GL materials. This sounds like a great leap for-
So it is easier for students to plagiarize from ETDs because of the increased access to electronic documents and simple copy and paste functions. The features of search functions, however, make detecting plagiarism easier as well. Every university has policies in place regarding plagiarism, and these must be enforced along with the proper application of fair-use guidelines (Yioris 2007). Why the second? There are many good technical methods of detecting plagiarism, but students can not be left alone in the fight to prevent it. Librarians can help considerably by educating students on how their work will be assessed and the potential traps of possible plagiarism. The difference between copyright violation and the threat of plagiarism is often confused in discussions about intellectual property. Plagiarism occurs when someone poses as the author of a work; copyright infringement occurs when someone uses another’s work without proper authorization or citation. Students rarely understand the difference, and librarians have the expertise and authority to help them make the distinction.

Librarians need to get more involved in helping students write theses and dissertations and create their electronic counterparts. Active participation in the creation of theses and dissertations, the ultimate demonstration of higher education, could certainly have positive status repercussions.

In theory, librarians are seen as experts who understand user needs and perceptions. They know what works and what does not. They know how to help, inform, persuade, and teach users (Bailey 2005). They could serve as more than just “plagiarist busters,” but this does require that librarians improve their own knowledge of the issues regarding academic integrity. They should be able to promote a more complex understanding of the Internet and a critical approach to research and writing. The problem is not that students today are more dishonest but that their experience—particularly with the Internet-based transfer of information—has led them to form different attitudes toward information, authorship, and plagiarism (Wood 2004). Student perceptions of what constitutes dishonesty, what cheating means, and what plagiarism is differ from those of academic staff. It would not be fair to say that this is the result of a decay in moral values, but rather often of the different experience new generations have. Generally, these generations are characterized by an increased use of and familiarity with information technologies and digital formats, which is accompanied by a different attitude toward propriety rights and copyrights. However, plagiarism in student theses still constitutes one of the most visible and also most dangerous problems.

Maybe the best example is citations. The average student regards citations as annoying details with little relevance to the work. On the other hand, academic staff understand that established citation conventions are the basis of research and scholarship and prove the validity of one’s research work. Through citation, researchers acknowledge their debt to their predecessors, and they often constitute the difference between plagiarism and one’s own work, showing what new has been added. They also show the students’ understanding of the research process and their skills. Librarians can serve as mediators between academic staff and
students, teaching or advising students regarding their written work and reading through it for details that are connected to their work and services, for example, the proper use of various information sources. It is often stated that librarians need to shed their preconceptions about how academic staff and librarians should collaborate and accept shared responsibility for student learning (Doskatch 2003). They should be more involved in students’ work and not just “behind the counter” in their libraries. Librarians should get more involved both in making theses available and at the same time in fighting plagiarism and how their expertise in dealing with different information sources, including those called “grey literature,” can be used to help teaching staff in their struggle to maintain the quality of academic education. This is also one of the factors turning traditional library tasks and services toward the more professional expertise expected by information technology experts. The survey of academic libraries in Slovenia have shown that they see plagiarism as an issue and a problem but generally speaking, the librarians thought that plagiarism is the primary concern of mentors and teaching staff and not theirs (Juznic, 2009).

Technically, it can be assured that ETDs are checked for the most blatant cases of plagiarism using applicable technical methods. Many “check for plagiarism” commercial and in-house/open source programs are available and ready to use. The wider use of ETDs would make these programs more accurate since they can not check plagiarism from written theses and dissertations that are not available in electronic form or on the Internet. Of course, English is generally the language of the materials these programs check, although not exclusively, and fighting plagiarism in other languages is also making progress. The National Registry of Theses and the Plagiarism-Tracing System, a project involving twenty Czech and Slovak universities, is an interesting example. The project has two main parts: the first part gathers metadata on theses and the second, the Plagiarism-Tracing System, serves for detecting plagiarism. The system will facilitate academic staff in discovering possible cases of plagiarism. (Pejsová and Pfeiferová 2008)

The electronic submission of ETDs will be next step, which should be easy due to the widespread use of various e-teaching programs in which students already present their papers in electronic form for supervision and grading. There are other problems in addition to the technical ones. The latest survey in Slovenia asked students for their views on ETDs (Zeleznik and Juznic, in press) to determine if they are prepared for this step. The hypothesis was that students would have no objections since their use of the Internet is a well known fact. The survey of students at all four public universities in Slovenia showed that they want wider access to theses and dissertations and that they want universities to provide them in ETD form. A large majority agreed that the written work of their predecessors is an important information source and that there should be a possibility of making it more available. Students are mainly interested in certain parts (chapters) and, interestingly enough, in the bibliography or reference section in order to inform themselves about relevant related literature. One group of students uses theses like any other research material, for the sake of content, while other group
sees theses as a good substitute for searching through various bibliographic databases. Some 90% of all the surveyed students would use ETDs more if they were available in electronic form on the Internet.

On the other hand, half of the students do not think having their theses only in electronic form without a printed counterpart is a good idea. Furthermore, only half of the surveyed students think that having all theses (including their own) freely available to everyone is a good idea, and the same number think that this would allow someone to copy their work and claim it as their own. A substantial percentage of the surveyed students have very serious doubts about ETDs and the exclusively electronic submission of their theses.

Perhaps an update of this survey in one or two years could provide more evidence on the relationship between the availability of theses and the students’ positive attitude toward ETDs. It would also be interesting to compare our data with that from other universities or other institutions of higher education.

3.5 Continuing challenges and future developments

The electronic submission of ETDs must be the next step. Many academic libraries might think various issues are an obstacle to creating ETD systems, including the risk of plagiarism and the lack of funding, administrative support, and regulation. However, those that have already started creating their own ETD systems should prove them wrong and demonstrate the possibility that the infrastructure, technical expertise, and financial support to create ETD systems already exist in their own institutions. Effective awareness programs are required to increase their visibility and emphasize their usefulness. The complete electronic submission of theses and dissertations can be the decisive point toward implementing ETD systems and is therefore worth special effort and investment.

We also need other activities to promote the concept of ETD systems. According to current data, workshops and web documents are most often used to educate students about ETDs, although faculty and administrators learn about them mainly through presentations, lectures, and seminars. The methods might be different in different environments, but the fact is that approaches must be different for different users. Even if ETD systems benefit students, professors, and the public alike by enhancing graduate education, expanding graduate research, and increasing a university’s output quality, the activities must be tailored for the different audiences. Universities need to recognize the potential value of accessible ETDs since theses and dissertations reflect an institution’s ability to lead students and support original work. An interesting observation is that when ETDs are in an accessible place, students and teaching staff will make judgments regarding the quality of a university by reviewing its digital library. Universities must respond accordingly, ensuring they provide the resources and training students need to incorporate new literacy tools such as animation, graphics, sound, and streaming multimedia (Edminster 2002).
This may be seen today as a distant future, The uncertainty created by the relatively recent introduction of ETD systems and the absence of national policies and frameworks in this area hinder their rapid adoption. What we might need is an ETD submission protocol, implemented and tested for different institutions. As a result of the different ETD projects, recommendations can be made and different approaches can be decided on. It will be exciting to see something regarded as a grey literature in the past and treated accordingly, become the core of higher education activities and a centerpiece of a university’s reputation.

Librarians are getting involved both in making materials available and at the same time in fighting plagiarism and how their expertise in dealing with different information sources, including those called “grey literature,” can be used to help teaching staff in their struggle to maintain and improve the quality of academic education. This is also one of the factors turning traditional library tasks and services toward the more professional expertise expected by information technology experts.

3.6 Literature

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Part I, Section Two
Collecting and Processing Grey Literature

Owing to its ephemeral or fugitive like reputation, collecting grey literature remains a challenge to library and information science professionals. Grey items such as reports, proceedings, or working papers cannot be purchased or bought like journals and books. There is no special agency or supplier for grey materials.

Buying information nevertheless is part of the traditional library role, together with gateway and archive functions. In line with the economic definition of grey literature, “material that usually is available through specialized channels and may not enter normal channels (...) of (...) distribution”, one comes to understand that a grey collection calls on specific attention, competency, and procedures.

The British Library has an outstanding experience with collection and processing grey literature, especially regarding conference proceedings and Ph.D. theses as well as technical and scientific reports. The first chapter offers firsthand knowledge of academic holdings and the specific place grey items occupy. Newbold and Grimshaw’s first observation is that “the representation of grey literature in library collections varies considerably. In some specialist and technical libraries the majority of the collection may consist of grey material, while in other institutions it may be [only] a small percentage of the total holdings.” The authors add that “librarians have traditionally been wary of grey literature, due to the difficulties involved in identifying, acquiring, cataloguing and, shelving it.” They are keen to note that one of the most common words that comes up in conversation with librarians about grey literature is ‘difficult’. The chapter proceeds as a kind of compact manual for librarians in charge of grey collections, especially in digital format.

The second chapter in this section helps in understanding the relation between the production and collection of grey literature on an academic campus. Siegel starts with empirical evidence on her own Portland campus. She asserts “institutional grey literature was being and had been produced on campus for quite a long time. The library holdings included an assortment of these reports (...). There was no coordinated effort for the collection of these reports.” She then reviews other American and European initiatives on digital grey materials in the emerging infrastructure of institutional repositories - underscoring the role academic libraries (must) play in order to improve bibliographic control of this very specific stuff.

She then challenges “to optimize discovery - interoperability should be a key factor in determining whether to ‘locate’ grey literature in the library catalog, an institutional repository, or both”. In a way, Siegel’s analysis is a reply to Roosendaal’s conceptual study on value chain and business models applied to the campus.

This section’s final chapter “reviews recent legislative and case developments in the area of copyright law affecting the collection, preservation, including digitization and dissemination of grey literature.” Lipinski examines a number of frameworks among which include: information policy related to copyright in a “grey” context; Section 108 (fair use) in library and archive reproduction and distribution; the orphan works; and threats to the public domain having repercussions for grey literature. He finishes the chapter with a rich body of notes, comments, and references. In following this line of discourse, Lipinski insinuates that even if the US environment is different from that of the EU - national and international legal frameworks on intellectual property are converging.

This section no doubt conveys a more “traditional” library oriented perspective to the monograph, which brings us to the guiding questions posed to the reader:

How can one best define and organize specific grey collections? Would it be through document categories, disciplines, distribution channels, producing bodies, or a mix? What is the specific impact of digital resources on the acquisition policy of academic libraries for grey literature? And, from a legal perspective, in what way does the acquisition and processing of grey material differ from that of journal and book collections?