

Editorial

The Seven(th) Issue Itch: the Ongoing Educational Missions of SAH Journal

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It is a commonplace to say that the academic library occupies a central place in university systems. Librarians and academic colleagues collaborate in support of the complex academic needs of their diverse, but inter-connected constituent cohorts. Patron services have radically evolved from generic user education¹ to learner-centric and increasingly personalised information literacy instruction with an emphasis on agency and the development of individual critical faculty.^{2 3 4 5}

Kuhlthau points out that the academic library provides enhanced access primarily through two services, reference and instruction: ‘Enhanced access encompasses intellectual as well as physical access. Physical access addresses the location of resources and information. Intellectual access addresses interpretation of information and ideas within resources’.⁶

By extension, vigorous and continuously evolving cooperative partnership between library and faculty is essential in maintaining a holistic approach to higher-education teaching, learning, research and practice. This working relationship recognises, for example,

¹ Mary F. Salony, ‘The History of Bibliographic Instruction’: *The Reference Librarian* 24, no. 51–52 (20 July 1995): 31–51, https://doi.org/10.1300/J120v24n51_06.

² Heidi Buchanan et al., ‘Curriculum Mapping in Academic Libraries’, *New Review of Academic Librarianship* 21, no. 1 (January 2015): 94–111, <https://doi.org/10.1080/13614533.2014.1001413>.

³ Marina Encheva, ‘Teaching Information Literacy Courses in The Context of Library and Information Science Education in Bulgaria: Challenges and Innovative Approaches’, *Journal of Library Administration* 56, no. 5 (July 2016): 595–602, <https://doi.org/10.1080/01930826.2016.1186968>.

⁴ Shirley J. Behrens, ‘A Conceptual Analysis and Historical Overview of Information Literacy’, *College & Research Libraries* 55, no. 4 (July 1994): 309.

⁵ C. Kuhlthau, *Seeking Meaning: A Process Approach to Library and Information Services*. (ABLEX PUBLISHING CORPORATION, 1993).

⁶ *Ibid.* xvii

that metaliteracy competency building⁷ is not confined to the domain of one department (the library), but that it ‘matches the educational goals of the institution, that it adds value to learning, and that it is complementary to discipline-based goals’.⁸

An interesting aggregate development has seen some particularly motivated academic libraries transition from empowering critical metaliteracy fluencies in students to actively entering the domain of academic publishing.⁹ As of 2018, the LPD index lists 125 academic libraries engaged in publishing to varying degrees of functional depth and material breadth.¹⁰ However, the *status quo* is such that the core dissemination of academic output, under the umbrella of the traditional model of scholarly publishing, still very much belongs to the commercial publishers and established learned societies rather than library or university presses.^{11 12 13 14} Revealingly, and as opposed to other countries in Europe and beyond, library orchestrated academic publishing is not a major element of the Irish public university sphere.

In an effort to counter this fixity, a small group led by Marie O’Neill of librarians and lecturing staff at Dublin Business School (DBS) in collaboration with colleagues from a number of institutions across Ireland and the UK, ignited the beginnings of a change in June 2015 with the launch of *Studies in Arts and Humanities Journal* (SAH Journal). Subsequently in 2017, DBS Library established itself as the first library press in the private higher education sector in Ireland through the launch of the journal *DBS Business Review*¹⁵ in 2017.

Vol. 4, No. 1 (2018) of *Studies in Arts and Humanities* contains a panoply of freshly minted academic and general interest material. SAH Journal Art Editor Fiona Cashell speaks with Barcelona-born, Dublin-based visual artist Vanessa Donoso López on ‘tracing the order of things’. We publish an eclectic range of peer-reviewed academic articles: a fascinating series of theoretical and literary reflections on the relationship between the rise of leisure travel and the transformation of the sense of space in literature (Michael Kane); marital gothic in the work of Daphne du Maurier (Jane Mitchell); a student/faculty collaboration on the effectiveness of wearable activity-tracking technology (Colin O’Shea and Patricia Frazer) and an article on the importance of entertaining – not accepting – differing opinions within the academic environment (Jonathan Murphy). In addition, we are delighted to publish for the first time a full article in the Irish language discussing the diaries of Douglas Hyde (*le Feena Tóibín*). Finally, in what has become one of the signature tunes of SAH Journal, our Poetry Editor, Patrick Chapman, has sourced excellent new poetry, this time from the pen of poet

⁷ Thomas P. Mackey and Trudi E. Jacobson, ‘Reframing Information Literacy as a Metaliteracy’, *College & Research Libraries* 72, no. 1 (2011): 62–78.

⁸ Barbara I. Dewey, ed., *Library User Education*, 1st edition (Lanham, Md: Scarecrow Press, 2001).

⁹ ‘Library Publishing Directory’, Library Publishing Coalition, 2018, <https://librarypublishing.org/directory/>.

¹⁰ Melanie Schlosser, ‘Library Publishing Coalition’, *Announcing the 2018 Library Publishing Directory and a New Online Platform* (blog), 2017, <https://librarypublishing.org/announcing-the-2018-library-publishing-directory/>.

¹¹ Aileen Fyfe, ‘Journals, Learned Societies and Money: Philosophical Transactions, ca. 1750–1900’, *Notes Rec.* 69, no. 3 (20 September 2015): 277–99, <https://doi.org/10.1098/rsnr.2015.0032>.

¹² Martin Paul Eve, ‘Pondering a Solution to the Problem of Learned Societies and the Transition to Open Access’, Martin Paul Eve, 2014, <https://www.martineve.com/2014/10/04/pondering-a-solution-to-the-problem-of-learned-societies-and-the-transition-to-open-access/>.

¹³ Stuart Lawson, Jonathan Gray, and Michele Mauri, ‘Opening the Black Box of Scholarly Communication Funding: A Public Data Infrastructure for Financial Flows in Academic Publishing’, *Open Library of Humanities* 2, no. 1 (11 April 2016), <https://doi.org/10.16995/olh.72>.

¹⁴ Paul Gooden et al., ‘Scientific Publishing: Knowledge Is Power’, *Morgan Stanley, Equity Research Europe* 30 (2002).

¹⁵ Dublin Business School, ‘DBS Business Review’, 2017, <https://dbsbusinessreview.ie>.

Kara Penn. We are also extremely grateful to Vanessa Donoso López for making available the cover art for this issue of *Studies in Arts and Humanities*, Vol. 4, No. 1 (2018).

Q: Why should libraries embrace the considerable effort and become academic publishers in their own right?

A: Simply because library publishing categorically intersects with the research, teaching and learning missions of faculty.

One of the ways library publishing programs differ from their counterparts in other parts of the scholarly publishing world is their embeddedness within the teaching mission of the library and their parent organizations. Even university presses, though they may have close ties with their universities in many ways, don't have the kind of multilayered contact with teaching and learning that library publishers do.^{16 17}

International, interdisciplinary, collaborative projects such as our own SAH Journal can encourage faculty and librarians to more effectively engage in the shared theoretical and practical intersections in critical pedagogy, information, metaliteracy and scholarly communications. Critical cross-campus communicative pedagogy can help build educational spaces conducive to the process of communicative action: all voices are heard; authority is minimised.¹⁸ The continued development of the SAH Journal project since 2015 stands as testament to these principles.

¹⁶ Daniel G. Tracy, 'Libraries as Content Producers: How Library Publishing Services Address the Reading Experience', *College & Research Libraries* 78, no. 2 (February 2017): 219–40, <https://doi.org/10.5860/crl.78.2.219>.

¹⁷ Schlosser, 'Library Publishing Coalition'.

¹⁸ Michael M. Widdersheim, 'Critical Communicative Pedagogy: Framing Critical Pedagogy with the Theory of Communicative Action', *Making Connections; Bloomsburg* 14, no. 2 (Fall 2013): 5.