An International Journal on
Grey Literature

'CASE IN POINT – EVERY DOCUMENT IS BORN GREY'

The Grey Journal

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COLOPHON

About TGJ
The Grey Journal is a flagship journal for the international 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.

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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EDITOR'S NOTE

FUNDING RESEARCH AND EDUCATION ON GREY LITERATURE

GreyNet International seeks to explore the value of persistent identifiers (PIDS) in furthering research and education on grey literature. It is widely accepted that persistent identifiers enable and implement the FAIR data principles: Findable, Accessible, Interoperable, and Reusable. However, it is also considered that persistent identifiers can provide new avenues for research and education – both of which rely on funding.

Until now, GreyNet has focused on three persistent identifiers as they apply to the field of grey literature. First with the ORCiD, a persistent digital identifier that is owned and controlled by the individual author/researcher and distinguishes each from every other one. It was to this end that GreyNet established a campaign to bring awareness to the value of the ORCiD for content providers and to collect and enter their ORCiDs in the metadata of their biographical records.

This then led to the DOI, Digital Object Identifier used to permanently identify an article or document. To this end, GreyNet applied for and became a DOI minting service for the research outputs within its community of practice. Currently, its entire collection of conference papers and published research data have been assigned a digital object identifier.

This was then followed by the ROR ID, an open, sustainable, usable, and unique identifier for every research organization. To this end, GreyNet used the ROR Registry to access the ROR IDs of those organizations and institutions to which its authors and researchers are affiliated. These persistent identifiers were then entered in the metadata of the biographical records of authors/researchers in the same way as with their ORCiDs. GreyNet then also took the opportunity to apply for a ROR ID and was assigned one. GreyNet's newly assigned ROR ID was then further entered in the metadata field of its own DOI research outputs.

Recently, GreyNet's attention has turned to yet another identifier, the Funder ID – an identifier for an organization that funds research. GreyNet considers that part of the associate membership fees it receives from organizations is used to fund its annual research projects. To this end, GreyNet carried out a search in order to identify those organizations with a ROR ID that also had an assigned Funder ID. This resulted in a list of both current and past member organizations.

What GreyNet has come to understand is that the value and potential uses and applications of persistent identifiers do not stand alone but rely on a number of fundaments: (1.) an infrastructure integrating PID services, such as minting digital object identifiers, (2.) a dedicated Repository that serves as landing pages for PIDS, such is the case with the GreyGuide Repository, and (3.) a longstanding community of practice that provides a guarantee for continuity. GreyNet with its near three decades of service to the international grey literature community will continue to explore ways of using persistent identifiers including the Funder ID in an effort to identify financial support needed for research and education in the field of grey literature.

Dominic Farace,
Journal Editor

Increasing the availability of West African Grey Literature to improve marine fisheries management[*]

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Abstract

The Fishery Committee for the Eastern Central Atlantic (CECAF) seeks to promote the sustainable utilization of the living marine resources across the Eastern Central Atlantic between Cape Spartel and the Congo river through informed development of fisheries management actions. Aquatic Sciences and Fisheries Abstracts (ASFA) is contributing to the CECAF-PESCAO project "Improved Regional Fisheries Governance in Western Africa", by developing a comprehensive inventory of marine fisheries research covering both primary literature (available online on both commercial and free to use platforms) and grey literature available at institutions holdings and not always accessible online. This assessment of fisheries management research in the region will enable CECAF, ASFA and, critically, member countries the means to access relevant contextual and discernible science-based materials and publications. Cataloguing and subsequent bibliometric analysis of large amounts of information specific to regional fisheries management will encourage solid research-based fisheries management recommendations at the national level by highlighting areas of fisheries management to investigate. This paper presents the preliminary results of the research inventory and bibliometric analysis, comparing the amount and type of information available in primary and grey literature collections for the region and at individual country level.

Introduction

In recent years, Aquatic Sciences and Fisheries Abstracts (ASFA) has made a concerted effort to improve the coverage of Grey Literature on its database. Steps taken to achieve this have included a Conference held in Malaysia in 2019 on 'Enabling Grey Literature discovery to benefit aquatic science, fisheries and aquaculture' and a special issue of the ASFA Magazine focused on aquatic science grey literature (FAO, 2019). These steps highlighted the need to take a regional approach to managing grey literature, with one paper citing the volume of marine grey literature being produced in Africa and the need to ensure that this resource was made available through online repositories, due to it often not being made available in primary research publications (Messaoudi, 2019). The difficulties of defining and quantifying grey literature make it difficult to assess both its volume and accessibility in a given region or country. The chance to participate in a regional project, such as CECAF-PESCAO, meant ASFA could test the belief that considerable volumes of marine grey literature were being produced in Africa and assess their accessibility, making recommendations to improve the management of GL to enhance its use among researchers worldwide.

CECAF-PESCAO is an EU funded project, which began in December 2018, its aim: "Improved Regional Fisheries Governance in Western Africa."[1] As an international partnership of over 100 aquatic science, fisheries and aquaculture institutions, ASFA has a near fifty-year history of promoting Grey Literature and has a strong network of partners in Africa (Vicary, 2020). With nine ASFA partners in the CECAF region in particular (namely: Institut de Recherches Halieutiques et Océanologiques du Bénin; Centre de Recherches Océanologiques, Cote d'Ivoire; Ghana Fisheries Commission; Centre National des Sciences Halieutiques de Boussoura, Guinea; Institut Mauritanien de Recherche Océanographique et des Pêches, Mauritania; Institut National de Recherche Halieutique, Morocco; Nigerian Institute for Oceanography and Marine Research; La Direction des Pêches Maritimes, Senegal, and

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[1] For further information on CECAF-PESCAO project, see: http://www.fao.org/cecaf/projects/pescao-project/zh/

Instituto Español de Oceanografía, Spain), ASFA was ideally placed to support the CECAF-PESCAO project. ASFA's experience and network meant it was able to support output 1.2 of the project in particular: "Collaboration on data and information sharing procedures and research enhanced between relevant countries, sub-regional and regional organizations to harmonize data and knowledge." To achieve this output, it was agreed between ASFA and CECAF-PESCAO that an inventory of marine fisheries research in the region be compiled, which would highlight the research capacity, strengths and away weaknesses of individual countries and the region as a whole. It is hoped the inventory can be used to identify marine fisheries research areas to focus on in the future, as well as build a strong, collaborative network in the region to enable the management and promotion of this research.

The work to compile the inventory also presented an opportunity to assess the amount of Grey Literature being produced in the region, and whether this was easily accessible via online sources or further work was needed to promote this resource. To assist this investigation, compilation of the research inventory was split into two stages:

1. **Online sources:** a search methodology was agreed and used to identify relevant research held on a number of online sources (ASFA, Scopus, Web of Science, Google Scholar).
2. **Nationally held collections:** nine consultants were recruited from the following countries: Benin, Cote D'Ivoire, Ghana, Guinea, Mauritania, Morocco, Nigeria, Senegal and Spain. Each consultant received training in the search methodology agreed in stage one to enable them to identify research relevant to the project in nationally held collections (libraries, institutional repositories and websites). This would then be checked against the results in stage one for deduplication.

This paper presents the methodology and preliminary results of the activities conducted at both stages, as well as a summary and recommendations for future work. At time of writing, in-depth bibliometric analysis of the inventory is being undertaken with the results due to be published by the CECAF-PESCAO project in February 2021. Effective management of marine fisheries resources depends on FAIR (findable, accessible, interoperable and reusable) research; work to date on this project has shown researchers from the CECAF region face barriers in achieving this and we therefore recommend work is undertaken provide researchers with access to technologies as well support from information managers and libraries, to enable their work to be deposited in Open Access repositories. We also recommend that publishing barriers are investigated as a possible cause for over-reliance on predatory journals by authors in the region.

Methodology

This section presents the methodology used to build the inventory in stages one and two. The same search criteria was used in both stages in order to identify research relevant to the CECAF-PESCAO project. A set of keywords was agreed between ASFA and the CECAF-PESCAO project team to ensure searches were specific to marine fisheries – for example excluding aquaculture and inland/ freshwater topics. Though the exact keywords used varied slightly, depending on the source being searched and whether a controlled vocabulary was used, the keywords were:

- Fishery biology
- Fishery management
- Marine and fisheries policy
- Ecosystem modelling
- Gender and socioeconomic aspects of fisheries
- Climate change (its impact on marine fisheries)
- Marine Protected Areas (MPAs)

To enable an assessment of current research capacity, strengths and weaknesses, results were limited to the last 10 years and restricted to research conducted by authors affiliated to an institution in the region – this ensured the inventory measures research capacity in the region as opposed to volume of research conducted in the area.

Stage 1. Recording of online resources on research inventory

Stage one took place from September - December 2020 and was conducted by Daryl Superio with support from the ASFA Secretariat and CECAF-PESCAO project team. In total, four major online sources (ASFA, Web of Science, Scopus, and Google Scholar) were searched for marine fisheries research output. Relevant results were exported from these sources onto an Excel spreadsheet. In order to gather additional metadata required for the bibliometric analysis (Author Affiliation and Gender) a series of additional searches was then performed to identify the gender of the author and affiliation (where missing). Results from the four sources were then consolidated into one spreadsheet, deduplicated and standardised.

Stage 2. Nationally held collections

Originally planned to take place as a workshop in Senegal, all activities were moved online due to the Coronavirus pandemic. A series of four online training sessions were held November – December 2020, attended by the 9 ASFA Partners recruited to search nationally held collections.

The objective of the Stage 2 activities was to identify research (published and unpublished documents) held in national/ local collections that had not been identified in stage one. Participants searched library catalogues, institutional repositories and websites, as well as national journals and contacting authors. The trainings ensured participants understood and could apply the search methodology in order to identify research, as well as providing a platform to ask questions, share information and network. Internet connectivity was at times problematic, however resources were provided in the form of documents and videos that could be downloaded. Thanks to the translation and liaising skills of Arame Keita, the group formed a strong network despite the meetings being held online and different languages in the region. This helped to foster a collaborative and encouraging environment where each consultant felt motivated to complete their work.

Each consultant produced a spreadsheet with research produced by authors affiliated to institutions in their country. The data was then merged with the research identified in stage one to form a comprehensive inventory of research held both online and in national collections.

Preliminary Results

The below tables present the number of documents identified by this project during stages one and two, broken down by publication year and document type. This work represents only the preliminary results, a full bibliometric analysis of the research inventory is due to be published on the CECAF-PESCAO website in February 2021. This will also include analysis of author gender which is often overlooked due to the difficulty of recording this information.

Number of documents identified in Stages One and Two:

Country	Number of references: Stage One Online Resources	Number of references: Stage Two: Nationally held collections	Total
Benin	62	155	217
Cote D'Ivoire	24	46	70
Ghana	53	126	179
Guinea	18	125	143
Mauritania	56	45	101
Morocco	154	124	278
Nigeria	259	128	387
Senegal	231	290	521
Spain	196	179	375
Totals	1053	1218	2223

The above table demonstrates that the majority of documents were identified during stage two, which focused on searching nationally held collections to identify research. In Guinea, Benin and Ghana, the difference was most profound with 87%, 71% and 70% of research identified through national collections rather than online, respectively. Nigeria, Mauritania, Morocco and Spain each had slightly more research identified online during stage one than offline during two. There are a number of possible reasons for these differences, such as: storing material offline/ library catalogues only; lack of access to technologies and resources to deposit research on repositories; publication bias being more prevalent in some countries in the region than others; individual reasons in the way the data was collected during the project (errors in searching/ overlooking research). Further work will be undertaken to understand these reasons.

Number of documents by year of publication
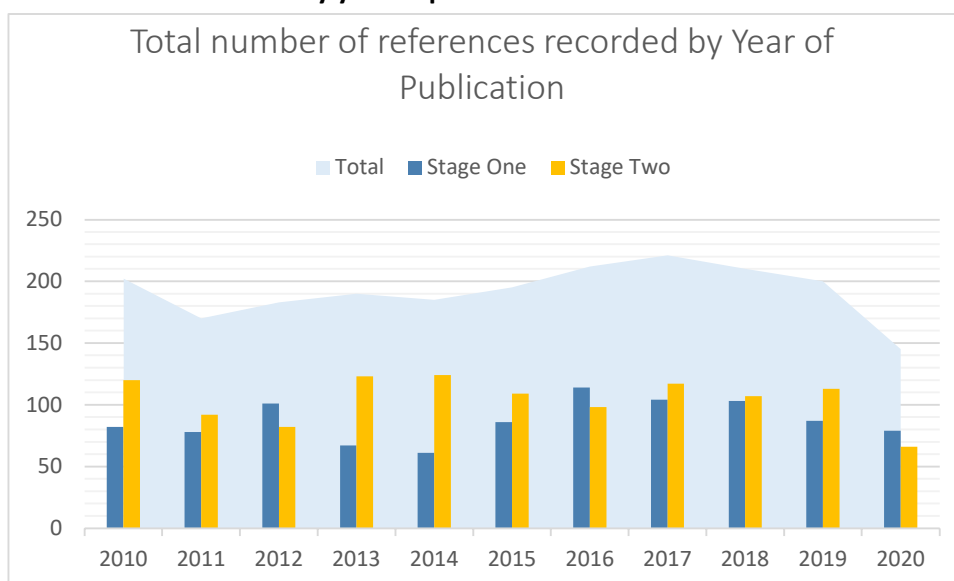
The above graph shows the number of documents recorded on the inventory for all nine countries, organised by year of publication. The graph shows that in the years 2010, 2011, 2013, 2014, 2015, 2018 and 2019, more research was identified from national collections rather than online sources, with the biggest differences in 2013 and 2014. Since 2015, the gap has narrowed and in 2020 slightly more research was identified using online sources (79 documents) rather than national collections (66 documents). The overall number of documents identified does not vary significantly during 2010 – 2019, the drop in number of documents in 2020 can be explained by the searches being conducted from September – November, i.e. before the end of 2020.

The two tables below give a breakdown of the number of references identified for each country:

Number of documents by Year of Publication (Stage 1)											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Benin	2	0	4	9	3	5	7	8	11	6	4
Cote d'Ivoire	3	3	3	2	1	1	2	3	1	2	3
Ghana	2	2	3	4	5	5	6	9	7	10	10
Guinea	2	3	1	0	0	2	4	4	0	0	1
Mauritania	4	4	10	2	6	4	4	16	2	1	3
Morocco	10	10	17	5	7	10	25	15	26	16	13
Nigeria	35	34	25	26	12	21	21	26	20	21	16
Spain	8	9	11	6	8	14	9	5	12	11	8
Senegal	16	13	27	13	19	24	36	18	24	20	21
Total	**82**	**78**	**101**	**67**	**61**	**86**	**114**	**104**	**103**	**87**	**79**

Number of documents by Year of Publication (Stage 2)											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Spain	35	24	20	11	21	12	15	12	9	7	11
Guinea	10	5	7	6	6	11	12	16	7	15	20
Ghana	6	8	7	9	9	9	10	6	18	12	11
Benin	11	10	15	9	11	11	11	13	7	5	4
Nigeria	16	15	11	4	16	1	10	18	14	19	4
Cote d'Ivoire	4	1	4	3	2	3	2	7	10	6	4
Morocco	13	16	8	7	11	35	5	33	7	8	6
Mauritania	1	3	1	6	2	5	5	3	5	9	5
Senegal	24	10	9	68	46	22	28	9	30	32	1
TOTAL	**114**	**84**	**75**	**114**	**115**	**100**	**88**	**111**	**89**	**101**	**55**

Document Types identified during stages one and two

The below graph illustrates the total number of document types identified during the project, as well as a breakdown of the numbers identified during stage one and stage two. As can be seen, Journal Article is the most numerous document type overall (1,111 journal articles identified) however the majority of journal articles were identified during stage one, searching of online sources. When national collections were searched during stage two, a wider variety of document types were identified, with working papers, project reports and policy documents the most numerous document type. Also of interest, only 9 theses were identified during the online search, whereas 191 theses were identified when searching national collections. This indicates dissertations and theses are likely to be an underused resource and more should be done to ensure the time, expertise and knowledge that goes in to producing these theses is not lost.
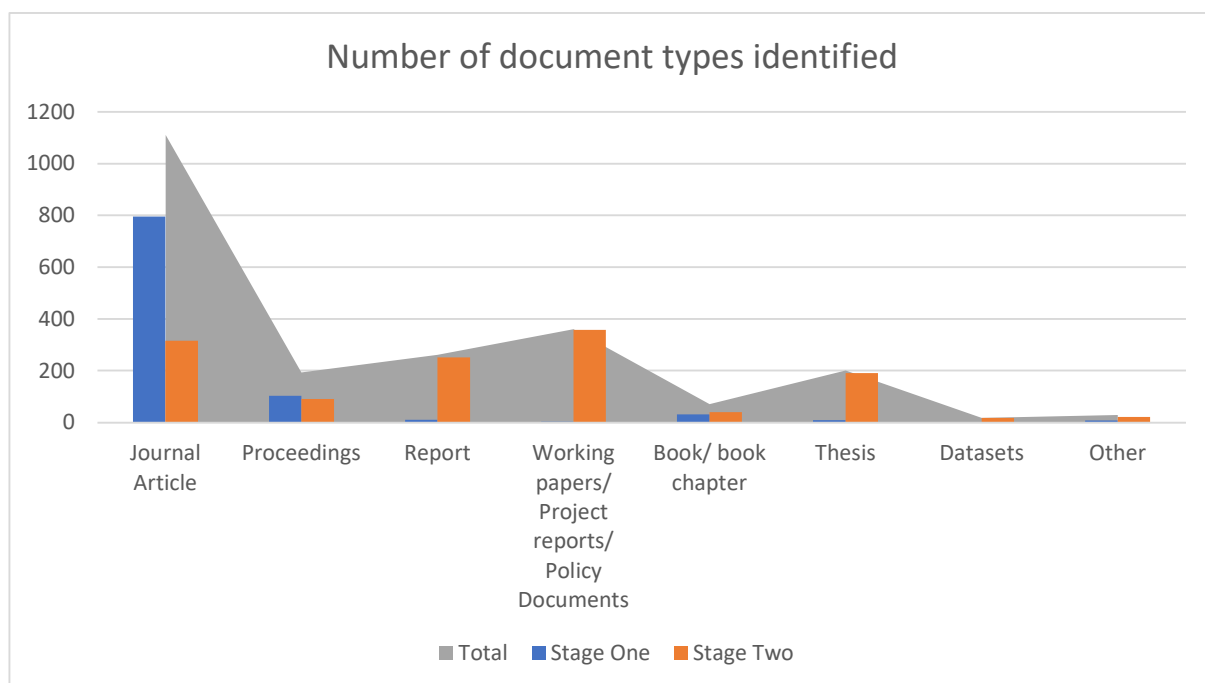
	Journal Article	Proceedings	Report	Working papers/ Policy Documents	Book/ book chapter	Thesis	Datasets	Other
Stage One	795	103	10	2	31	9	0	8
Stage Two	316	90	251	358	40	191	17	21
Total	1111	193	261	360	71	200	17	29

As mentioned, a full bibliometric analysis is underway which will investigate the above results in more detail, as well as analysing other data recorded in the inventory. The data we have collected in the inventory extends to author affiliation and collaboration with other institutions, both in the region and internationally. Results from this analysis so far indicate that France and Canada are the most common countries for authors from the CECAF region to collaborate with. Also being analysed are: access rights (open or closed access), whether a document would be classified as grey or primary literature, and; whether the source title is classified as a predatory journal. This last point has produced interesting results with a surprising number of references coming from predatory journals.

Summary and recommendations for future work

Whilst an in-depth bibliometric analysis of the inventory is still in progress, we are able to present preliminary conclusions and recommendations for future work. The preliminary results so far indicate that there is a wealth of marine fisheries research conducted in the CECAF region that is underused, particularly by international researchers, due to its inaccessibility online. The reasons for research being inaccessible online warrant further investigation to understand whether lack of access to technologies; lack of resources/ staff time; lack of skills or awareness are factors. The number of reports, working papers, and in particular dissertations and theses produced by authors in the region make clear that there is significant marine fisheries research capacity and output in the CECAF region. We believe it is the work of knowledge managers, and partnerships such as ASFA, to help increase the findability of these resources, providing training and access to technologies to help overcome barriers. Further analysis of the inventory may provide insight into the reliance on publishing in predatory journals, uncovering publication bias against authors in the region or other barriers to publishing in accredited journals. We look forward to sharing the full results of our analysis and welcome feedback and assistance from interested parties on this project.

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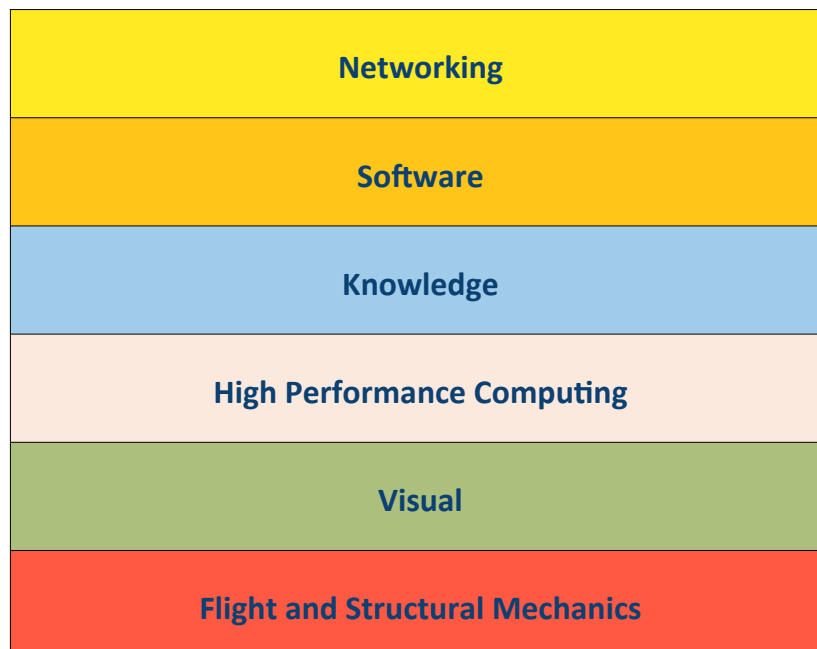
Networking
Software
Knowledge
High Performance Computing
Visual
Flight and Structural Mechanics

Retrieving Grey Literature with Content Curation:
A Repertoire of Institutional Resources on Covid-19[*]

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Abstract:

Italian Government and Ministries, Health Institutes, Regions and Local Authorities have recently produced numerous documents on Covid-19: scientific bulletins, statistics, laws, protocols, regulatory measures, reports, guidelines. However, as long as it's easy to come across unofficial or false information on the web, the retrieval of reliable documents becomes strictly recommended and even essential, especially when a pandemic is underway. In this regard, librarians own the appropriate professional skills to guide users towards the retrieval of official documents and, thanks to the so-called Content Curation activity, they can select, organize and share web resources through specific digital tools and web platforms. In this background, with the aim of facilitating the retrieval of a specific type of grey literature, such as official documents on topics related to the pandemic, it was realized the "Digital Repertoire of institutional Italian web resources on Covid-19" by the "Library of the National Register of Town Clerks" using the content curation system "Wakelet".

Background

Since the beginning of the pandemic emergency, also in Italy the Government, Ministries, Institutes of Health, Public Research Bodies, Regions and Local Authorities have begun to produce and disseminate on the web numerous data, documents and information relating to Coronavirus and Covid-19. Thanks to the many official resources made available online by public institutions on such an extremely topical issue, citizens, businesses, public and private institutions can freely access different types of grey literature related to Covid-19: scientific bulletins, statistics, rules, protocols, regulations, periodic reports, guidelines.

However, given that unofficial, out-of-date or even false information is also extremely easy to find on the web, public institutions, accredited press, and scientific research institutes generally recommend the retrieval of reliable and certified documents. And if this rule is always valid in absolute terms, it is even more so today, with a pandemic in progress.

Therefore, the issue of the retrieval of official data and information on Coronavirus and Covid-19 through the web must be framed in an informative context undoubtedly critical and delicate, as also highlighted by the World Health Organization (WHO), which is currently facing a twofold fight: not only against the pandemic but also against the one that WHO itself has promptly identified and effectively defined with the term 'infodemic':

> *"An infodemic is an overabundance of information - some accurate and some not - occurring during an epidemic. It makes it hard for people to find trustworthy sources and reliable guidance when they need it. Even when people have access to high-quality information, there are still barriers they must overcome to take the recommended action. Like pathogens in epidemics, misinformation spreads further and faster and adds complexity to health emergency response.* "[1]

In this context, the international community of librarians has also intervened to further support the call for attention to the web-based use of official documents, both at the local level with the respective national professional trade associations, and at a general level through the International Federation of Library Associations (IFLA), which has dedicated a specific section of its website to these issues: since the beginning of the pandemic, the page "Covid-19 and the Global Library Field" of the IFLA website presents the "Key Resources for Libraries in Responding to the Coronavirus Pandemic"[2]. Also thanks to resources of this kind,

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[*] First published in the GL2020 Conference Proceedings, February 2021.

[1] 1st WHO Infodemiology Conference, 30 June - 16 July 2020 https://www.who.int/news-room/events/detail/2020/06/30/default-calendar/1st-who-infodemiology-conference.

[2] URL: https://www.ifla.org/covid-19-and-libraries

but above all by virtue of peculiar professional skills, librarians from all over the world continue - today even more than before - to perform effectively their traditional role as mediators of information, by properly distinguishing reliable and updated resources from those which are not and make the first available to their users.

Librarians, in fact, have consistently recognized and highlighted the importance of retrieving official data and information, long before 2016, when "post-truth" was declared word of the year by Oxford Dictionaries[3], thus formalizing the diffusion of a phenomenon which in recent years has become more and more structured and, for this reason, increasingly dangerous.

In this framework, librarians can successfully guide users towards the search and retrieval of grey literature also in the topic of Covid-19 and Coronavirus, because they are holders of the appropriate combination of professional skills and management tools needed to make a concrete contribution against the so-called *infodemic*[4] and they can stem the risks of an apparent as dangerous information disintermediation.

If, in fact, librarians guide users into the *mare magnum* of data, information and documents on the web through activities connected to services now widely consolidated and widespread, such as bibliographic reference and Information Literacy, it is undoubted that there is also another equally significant and effective activity, represented by the so-called *Content Curation*, which consists in the management of web resources on a specific topic. Web contents must be taken care of, precisely because they are in continuous exponential growth and, consequently, they need to be selected, organized and shared. As Rohit Bhargava made clear a few years ago, Content Curation's activity does not add anything new, rather it reshapes and selects the resources available on the web, helping to give them the right placement and adequate relevance for the purposes of knowledge:

> *Content Curation is a term that describes the act of finding, grouping, organizing or sharing the best and most relevant content on a specific issue.*
> *It is such a powerful idea because curation does NOT focus on adding more content / noise to the chaotic information overload of social media, and instead focuses on helping any one of us to make sense of this information by bringing together what is most important.*[5]

Beyond the topic, what matters for the librarian engaged in Content Curation activities is to be able to identify the information sources from which to retrieve data, information and documents of undoubted relevance, organize these selected web resources and make them accessible through specific digital tools and web platforms.

The platforms utilized for Content Curation are generally the so-called Bookmark management tools: applications that the web offers widely, even with free access, more or less scalable, different in functionality and adaptable to individual needs[6]. One of the possible results of an effective use of a Content Curation platform is the creation and the provision of a digital online Repertoire of information sources on a specific topic or, in some cases, on a more extended disciplinary sector.

The Repertoire of Institutional Resources on Covid-19
With the aim of facilitating the retrieval of a specific type of grey literature, such as official documents on issues related to the pandemic, the *Library of the National Register of Town*

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[3] URL: https://languages.oup.com/word-of-the-year/2016/

[4] On the subject see: Zarocostas, John. "How to fight an infodemic." The Lancet 395.10225 (2020): 676, DOI:https://doi.org/10.1016/S0140-6736(20)30461-X; Eysenbach, Gunther. "How to fight an infodemic: the four pillars of infodemic management." Journal of medical Internet research 22.6 (2020): e21820, DOI: 10.2196 / 21820.

[5] Bhargava, Rohit. "The 5 Models Of Content Curation". Influential Marketing Blog, March. 31, 2011 http://www.rohitbhargava.com/2011/03/the-5-models-of-content-curation.html.

[6] Examples are: Scoop.it https://www.scoop.it/, Pearltrees https://www.pearltrees.com/, Raindrop.io https://raindrop.io/, Wakelet https:// wakelet .com /.

Clerks[7] has made a digital Repertoire of Italian institutional web resources on Covid-19 freely available online[8]. The repertoire, realized with the platform for Content Curation "Wakelet"[9], was published starting from April 2020 and collects over fifty institutional websites.

"Covid-19 - Repertoire of institutional sources" is a selection of institutional web pages and websites that collect updated data, documents and information on regulatory measures, ordinances, circulars, guidelines, researches, statistics and other institutional documentation on containment and management of the epidemiological emergency by Covid-19. The repertoire is freely accessible online for everyone, both from the library's Wakelet homepage and from the main page of the library institutional website.

The *Library of the National Register of Town Clerks* is addressed to specific users: municipal clerks, secretaries and municipal administrators, students, scholars and doctoral candidates in public, administrative and constitutional law. The heritage of the library is mainly focused on the law of local authorities, organization and management of municipalities, human resources management, transparency and anti-corruption in public administration, institutional communication, digital public administration. When, some months ago, the repertoire of institutional sources on Covid-19 was put online, a communication was sent from the library to users, specific news was published on the homepage of the library website and institutions related to the library have been informed too, with the aim to share the repertoire as much as possible. Indeed, the Repertoire on Covid-19 is not designed to be intended only for library users: since many of them play the strategic role of administrators and municipal secretaries, the goal is also to share the resource, through them, among their colleagues and also among citizens, entrepreneurship, other local institutions and, in general, among all the community to which they belong. This can be useful also in terms of local development, transparency and accountability of the administrations.

The Tool: Wakelet
The *Library of the National Register of Town Clerks* has been using Wakelet for two years to manage and publish monthly bulletins on events, congresses, seminars, courses related to the arguments of interest to our users. Therefore, it was straightforward to choose to use Wakelet for the Covid-19 repertoire of official documents, because the features and functionality of the system have been well known. Besides, the idea of utilizing this tool for purposes different from ordinary use can be attributed to two reasons. First because of the need to respond to the information requests of colleagues and library users who had difficulty in finding updated and official information sources on administrative documentation on the pandemic. Secondly, it was necessary to provide a fast system that would allow everyone to freely and easily access online data, information and institutional documentation on the topic.
Due to the experimentation of this Repertoire, in the future the management of Wakelet can be applied and certainly extended to other contexts and topics and therefore, it could be useful to satisfy even more the needs of the library users.

Conclusion
Reference tools such as the Repertoires of institutional web source are certainly included among the various types of grey literature. These Repertoires, created according to the principles of Content Curation, help to neutralize unofficial information and online fake news, stem the risks of misinformation that the web environment too often conveys and, by extension, are one of the tools that librarians have at their disposal to facilitate the acquisition of one of the fundamental prerequisites for a conscious citizenship: digital skills[10].

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[7] URL: https://albosegretari.interno.gov.it/sections/1035/bibostazione-albo.

[8] URL: https://wakelet.com/wake/b1f7972e-832a-4bc4-accf-47fecbe9a154.

[9] URL: https://wakelet.com/

[10] On the importance and value of digital skills see the strategy of the European Commission implemented through the National Coalitions for Digital Skills and Jobs, URL: https://ec.europa.eu/digital-single -market / en / national-coalitions.

Your 7 steps to sustainable data

1. Prepare your data
Select the relevant data files. Check them for privacy aspects and file format against the guidelines issued by DANS.

2. Go to EASY
Log in at https://easy.dans.knaw.nl. If you are new to EASY, you will have to register for an account first.

3. Start the deposit procedure
Go to 'deposit your data', select your discipline and click 'start deposit'.

4. Documentation and access level
Describe the dataset and indicate whether it is open access or whether access restrictions apply.

5. Upload your data files
Select your data files and click 'upload dataset'.

6. Submit your data files
Accept the licence agreement and send your dataset to DANS by clicking the 'submit' button.

7. Publication by DANS
DANS will verify the dataset and publish the description you made. Your data have now been sustainably archived and will be accessible to others on a permanent basis under the conditions you specified.

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Every document is born "grey" –
Some documents can become "open"*

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Abstract

As we all know, "grey" doesn't often mean "closed"; maybe sometimes it can mean just hard to find. If its sources are open and there are the conditions, the whole document could become an open access one. An example among all is the case of the pre-prints.

When you archive a pre-print in a repository you allow the free, open and "grey" pre-print become Open Access to everyone. If the immediately archived "grey" pre-print is open access it can accelerate global knowledge and research advancement.

The recent COVID-19 pandemic is making us rethink the way we communicate, search, research and inform; there are some cases of publishers which immediately publish some COVID-19 related articles pre-print; other, instead, are making soon available the accepted manuscript (post-print).

Let us concentrate on pre-prints, closer to "grey" literature.

An immediate and open pre-print could accelerate research in some fields and could let researchers (and us) know on time if there is a deadlock or not. Some publishers are following this way.

By the way, some pre-prints will never become a published article; in any case knowing those pre-prints let people know why that way is an unpassable one or if some other ways to improve research could be passable.

So, "grey" sometimes could become open to improve and accelerate research, especially in this uncommon period.

Article

In this article we deal with about preprints. Preprints are a key to let Grey Literature become Open Access in some cases that will be shown.

Being preprints related to scholarly publications, aim of the article is to show the importance of preprints by using the direct words and phrases of some scholarly publications related to preprints topics; especially in a pandemic period where the massive use of preprints accelerated Covid-19 researches and knowledge.

In the Grey Literature "grey" could mean hard to find. By the way, if its sources are open and there are the right conditions, the whole document could become an Open Access one as it could happen in some cases regarding preprints. A preprint archived in a repository allows Open Access and it can accelerate global knowledge and research advancement.

In scholarly publications there are some important differences regarding the "state" of an article:

- **Preprint**: it is a version of a scholarly or scientific paper that precedes formal peer review and publication in a peer-reviewed scholarly or scientific journal.
- **Post-print (Accepted manuscript):** Final version of a manuscript after formal peer-review. It contains all revisions made during the peer-review process.
- **Version of Record** (VOR): the final typeset and edited **version** of the journal article that has been made available declaring the article "published".

The recent COVID-19 pandemic is making persons rethink the way they communicate, search, research and inform. There are some cases of publishers which immediately publish some COVID-19 related articles preprints. Other, instead, are making soon available the accepted manuscripts (post-print). The case of preprints is closer to Grey Literature for the nature itself of a preprint, which usually is not a published version. The point is if unpublished documents

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could become Open Access if there are the conditions; in this manner they could become more and more known to the public.

The cited phrase "*if there are the conditions*" recalls the Commissioner Carlos Moedas' approach to research data: "as open as possible, as closed as necessary". It is a good point to explain the phrase "*if there are the conditions*".

An immediate and open preprint could accelerate research in some fields and could let researchers (and us) know on time if there is a deadlock or not; and some publishers are following this way opening some related preprints servers.

By the way, there are some differences among repositories, preprints repositories, and preprints servers; especially if they are related to some publishers.

It could become a philosophical matter because the unpublished preprints could be related to their peer reviewed published version if they are inside a publisher's server.

Moreover, some preprints remain in the state of preprints never becoming a published article. They may be important too. Not only for the research; they are also important because they let to know some research deadlocks to follow other possible ways of research investigations.

For these reasons, from a philosophical point of view, preprints could be related to the freedom of research; and it is important to continue to have some preprints repositories which are not directly related to some publishers.

By the way, from a philosophical point of view, making known the unknown is a process related to more and more transparency. It could be the way to let grey literature be more known: through transparency; preprints repositories could be a way.

From scholarly publications we learnt three important things:

- *The "grey" preprint becomes "white" when people let it to be Open Access in a repository.*
- *The "grey" changed in "white" preprint is useful in the research process.*
- *Some published articles are witnesses of this.*

The supporting articles

We can find these three points in some articles where we can learn some important concepts[1]:

- *«Preprints accelerate the dissemination of research and serve as vehicles for discussion— key to advancing scientific knowledge».*
- *«They provide many benefits for researchers and are rapidly becoming more widely integrated into the scholarly publishing ecosystem».*
- *«Preprints will continue to complement traditional journal publishing, adding speed, openness, and faster feedback for researchers».*

In scholarly publications preprints are related to the lack of any kind of review. The rapid spread of preprints let people think again on the review process and on the existence itself of the review in general in scholarly publications; and not only on particular cases. To use the phrases in a related article[2]:

"Certainly, there was a time when peer review before publication was the only system that made sense. A time when scientific journals were printed and mailed, and when it was essential to do all the intellectual work in advance so that the final product on the library shelves was as accurate as possible. Today, however, all that has changed. We publish online with ease and have all the necessary tools to manage academic journals online as well. There is no longer any reason to give just two or three experts, often cloaked in anonymity, the full power to give legitimacy to an academic paper. There is no more reason to seize scientific knowledge from the public for months, while it makes its way in an antiquated editorial path. The time has

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[1] Perry K., Graf C., Pepe A., «**Preprints, Publishing, and a Pandemic: Your Questions Answered**». Link: https://www.wiley.com/network/archive/preprints-publishing-and-a-pandemic-your-questions-answered

[2] Banks M., «**A Lesson of the Pandemic: All Prints Should Be Preprints**». Link: https://www.roars.it/online/una-lezione-dalla-pandemia-i-preprint-come-nuovo-standard-delle-pubblicazioni-scientifiche/?fbclid=IwAR2h9lX46NEt9GxdSy3N1SzEEr0xuX5Apv0MIPJKE8XtSEkF4QkBhuRnBHo

come to build a scientific review system for the Internet age by embracing preprints as the new standard in academic publishing".

On the other hands we know that «*with this speed come errors. Notably, there have been several high-profile retractions involving coronavirus- and COVID-19-related studies in both preprint servers and peer-reviewed journals[3]*».

Into another article some possible solutions regarding the correct use of preprints are shown and we can deduct as follow[4]:

- Only preprints are not enough.
- If you do not make data and methods public, you risk damage.
- Let's summarize: some pre-prints will never become a published article.
- In any case, knowing those pre-prints, let people know why that way is an unpassable one or if some other ways to improve research could be passable.
- So, when "grey" becomes open, it improves and accelerates research, especially in this uncommon period.

Preprints are related to the chance of Open Access when they are archived in a repository.

A related conference

During a recent conference, "*Open Access, preprints and research impact[5]*", in his talk "*Preprints and scholarly communications: Adoption, practices, drivers and barriers*" based upon his own researches, the keynote speaker Stephen Pinfield stated:

- Defining "preprints" is still controversial and not well understood in many communities.
- Preprints are seen as having major potential benefits.
- Preprints are widely seen to have significant possible drawbacks.
- There are different possible operating models of preprints servers.
- Many infrastructural components are in place but still need work.
- Different actors and communities are at different stages of innovation adoption.
- Preprints future is still unclear but possible scenarios are emerging.

Conclusions

As we already know, preprints are related to scholarly publications; for these reasons this article used the direct words and phrases of some scholarly publications related on preprints.

Preprints are not the final version of the article presented to the public and are closer to Grey Literature.

By the way, archiving in a repository is the way to let Grey Literature to become open; "*if there are the conditions*", of course.

Preprints belong to Grey Literature for definition; the act of archiving something in a repository belongs to the Open Access world if the document is archived as open to everyone.

The use, as well as the spread, of preprints is still controversial and it is related to the lack of a peer review.

By the way, preprints are becoming more and more Open Access and grey literature too; that means more transparency and less "unknown" documents; in any cases thanks to preprints open repositories.

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[3] Johns Hopkins University's clinicians and researchers during the conference «**Preprints and Peer Review in a Pandemic**». Link: https://www.jhsph.edu/events/2020/preprints-peer-review-in-a-pandemic/

[4] Besançon L., Peiffer-Smadja N., Segalas C., Jiang H., Masuzzo P., Smout C., Billy E., Deforet M., Leyrat C. Link: «**Open Science Saves Lives: Lessons from the COVID-19 Pandemic**»:
https://www.biorxiv.org/content/10.1101/2020.08.13.249847v2.full?fbclid=IwAR30pz6IeDK3bw4x05yG7LtAGJzJSzPeAs7dkE0pcEipJeQJO_cB-EDp8DY

[5] At the moment of this article, no slides were available for the public.

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Besançon L., Peiffer-Smadja N., Segalas C., Jiang H., Masuzzo P., Smout C., Billy E., Deforet M., Leyrat C. Link: «**Open Science Saves Lives: Lessons from the COVID-19 Pandemic**»: https://www.biorxiv.org/content/10.1101/2020.08.13.249847v2.full?fbclid=IwAR30pz6IeDK3bw4x05yG7LtAGJzJSzPeAs7dkE0pcEipJeQJO_cB-EDp8DY

Johns Hopkins University's clinicians and researchers during the conference «**Preprints and Peer Review in a Pandemic**». Link: https://www.jhsph.edu/events/2020/preprints-peer-review-in-a-pandemic/

Perry K., Graf C., Pepe A., «**Preprints, Publishing, and a Pandemic: Your Questions Answered**». Link: https://www.wiley.com/network/archive/preprints-publishing-and-a-pandemic-your-questions-answered

Banks M., «**A Lesson of the Pandemic: All Prints Should Be Preprints**». Link: https://www.roars.it/online/una-lezione-dalla-pandemia-i-preprint-come-nuovo-standard-delle-pubblicazioni-scientifiche/?fbclid=IwAR2h9lX46NEt9GxdSy3N1SzEEr0xuX5Apv0MIPJKE8XtSEkF4QkBhuRnBHo

The Use and Knowledge of Slovenian University Librarians about Grey Literature[*]

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Abstract

Access to grey literature is growing which is a result of a constant development of open science and accesssibilty of information. Since little is known about grey literature and its use in Slovenia, the aim of the study is to examine its usage, and to obtain information about acquaintance of Slovenian academic librarians with this kind of literature. The survey was conducted by using an online questionnaire adderessed to the Slovenian academic libraries. The questionnaire was designed to investigate knowledge about grey literature among academic librarians. Its goal was also to identify the categories of grey literature obtained by libraries, ways of its acquisition and classification. All 3 hypotheses were confirmed. The survey results showed that the expression grey literature is established among Slovenian academic librarians. We may confirm that academic libraries in Slovenia collect grey literature, and that it is catalogued in the Slovenian academic libraries.

Keywords: grey literature, access to knowledge, research, Slovenia, academic libraries.

Introduction

In our time, the number of information dealing with scientific, economic and technological information is constantly growing; however, it is not available to a wider circle of potential users. At the same time,numerous important information is emerging in different stages dealing with diverse researches that yet have to be published in conventional literature. Until now, they have been forwarded only by leading experts in a particular scientific field. Thus, grey literature brings the latest information from a specific scientific field. If we look at grey literature from the broadest point of view, we could say that it provides information that cannot be found anywhere else, and that it helps to get an insight into a particular era when it was produced. All grey literature gains in value over time. Of course, it is to be expected that not all of the material will be preserved, thus ,. it is important to ensure that at least part of it is preserved. Why is the importance of grey literature considerably increasing, especially in research circles? Grey literature has become the most important medium of informal scientific communication. It also plays an important cognitive and social function – which, of course, gives the stamp of a successful mediator. Grey literature is directly focused on problems that are of strategic importance for scientific research and thus significantly contributes to the effective scientific communication. Its function of transmitting the latest findings in science and practice is important as well. Grey literature has the significance of the characteristics of ephemeral material, and is of great importance especially in scientific communication (Shopfel and Farace, 2009). And as (Lawrence, Thomas, Houghton, Weldon, 2015) represent, grey literature is a term often seems to obscure more than it illuminates and defining it is notoriously difficult with hard boundaries almost impossible to draw. A commonly cited definition is that grey literature is "Information produced on all levels of government, academia, 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", defined at the Grey Literature Conference, Luxembourg, 1997 – expanded in New York, 2004.

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[*] First published in the GL2020 Conference Proceedings, February 2021.

Presentation of the Study Problem

The use of grey literature is very important in all libraries, as it is related to free access to information as well as to individuals looking for this category of literature. The efficiency or effectiveness of grey literature usage results from a library's attitude to such literature.

Within research on the use of grey literature in Slovenian academic libraries, we focused on the acquaintance with this type of literature, how libraries acquire it, and what types of grey literature they collect. This group of semi-published materials, which is usually intended for the narrower target group, includes: research and development reports, audits, working reports, patents, governmental and non-governmental publications, technical standards, market research, annual reports, brochures, newsletters, chronicles, conference materials (program leaflets, posters, articles), instructions for use, leaflets, internal newspapers, internal manuals, statistics, technical documentation, school products, etc. The aim of the research was to find out if librarians in academic libraries are familiar with the concept of grey literature, and what types of this literature are available in their libraries. We associate the term grey literature with mysterious material waiting in the shadows (Rucinski, 2015). Even though grey literature has existed in libraries since time immemorial, each library has treated it differently. Grey literature continues to play a vital role in the dissemination of research findings and government policy, a role that has greatly increased with the internet (Lawrence, 2012).

Aims and Objectives

The objective of the research was to examine the use of grey literature in Slovenia by means of professional literature and research, both from a theoretical and practical point of view. We also wished to analyse the current situation and find out how academic libraries in Slovenia collect grey literature.

Research Questions and Hypotheses

The research focused mainly on the question whether librarians in academic libraries are familiar with the grey literature term, what types of material are classified as grey literature, how academic libraries in Slovenia collect grey literature, how they handle it, and to what extent they digitize and catalogue it.

The subject of the research were the following hypotheses:

H1: The term grey literature is established among Slovenian librarians in academic libraries

We presume that the majority of academic librarians are familiar with the term of grey literature. We examined the hypothesis with the question whether they know the term grey literature, and whether they use any other expression for the term of grey literature?

H2: Academic libraries in Slovenia collect grey literature

We assume that most academic libraries collect grey literature and preserve /keep/ it in their libraries. Most academic libraries keep final papers of university students, at least. We explored the hypothesis with the question whether libraries collect grey literature.

H3: Grey literature is catalogued in academic libraries in Slovenia

The majority of grey literature are final works of faculty students, so this part of the grey literature is catalogued and recognisable. We explored the hypothesis with the question whether libraries catalogue grey literature.

The following questions relating to the research, were asked:
1. What types of grey literature are collected in Slovenian academic libraries and
2. how grey literature is acquired.

Methodology

Slovenia is a small country with a population of 2 million only; however, there are 6 universities and 40 independent higher education institutions in the country. Respondents to questions of the survey were employees of academic libraries in Slovenia. The survey was sent to 112 e-mail addresses of the Slovenian academic libraries with a request to be completed by only one employee of each library. Data collection lasted from 2 September to 10 September 2020. Although the questionnaire was sent to all academic libraries in Slovenia, only 34 surveys of 61 received, were correctly filled in. Descriptive statistics and Excel were used for data analysis.

Analysis and Interpretation of Results

Among the 34 librarians who answered the questions correctly, 6 (18%) were men and 28 were women (82%). As shown in Figure 1, majority of librarians have a university degree education (n=26, 76%), 5 librarians (15%) have a master's degree or a doctorate, and 9% (n=3) of them have a college or a higher education.

Figure 1: Academic librarians education
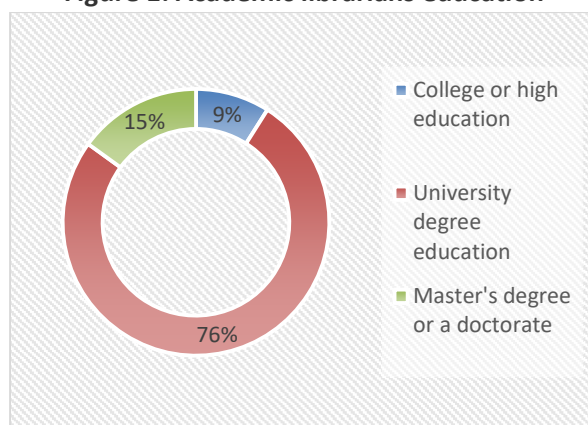
The question in which areas of the library they work offered several answers. Therefore, the final number of responses was 143, which means that librarians perform several functions, as most academic libraries employ only one librarian. As many as 62 % of them work in the field of biblio-pedagogical work with users (n=21), next is information work and a descriptive and content cataloguing, and accessing (both n=20, 59 %), followed by work in circulation service and library management (both n=19, 56%) and bibliographies recordkeeping of researchers (n=17, 50%). Fewer are involved in digitizing material and in promoting of the library. Under the legend Other, they mentioned procurement of material, promotions of professors, accreditations for a faculty, technical assessments of students' final assignments, advice to editors of journals and monographs, and assistance with publishing of an institution's activities. Librarians know the term grey literature (n=30, 88%), only 4 librarians (12%) do not know it. Librarians also use other terms than grey literature. The most well-known term is small print (40%), then information material (33%), reference literature (30%), non-book literature (23%), ephemera (13%). As other (n=8), they listed diplomas, dissertations, final theses, curricula, teaching preparations, teaching aids. 79% (n=26) of librarians answered that their library is collecting grey literature. Half of 21% (n=7) did not specify reasons why they do not collect grey literature. Others stated that they do not collect it because they do not have

such material and/or that library users show no interest for this type of material. All librarians who answered yes (they are collecting grey literature), were asked for an approximate percentage represented by grey literature in their library collection. Their assessments were very different, as most of them estimate that grey literature represents between 30 and 40% of their library collection; many estimate that the grey literature represents less than 10% of their collection.

It is understandable that academic libraries collect mainly diploma theses, master's theses and doctoral dissertations. In addition, they collect studies and expert reports, brochures, reports of organizations and companies, conference papers, information material, official publications, standards, patents, Power Point presentations, government documents, video presentations, etc.

Figure 2: Types of grey literature collected in academic libraries
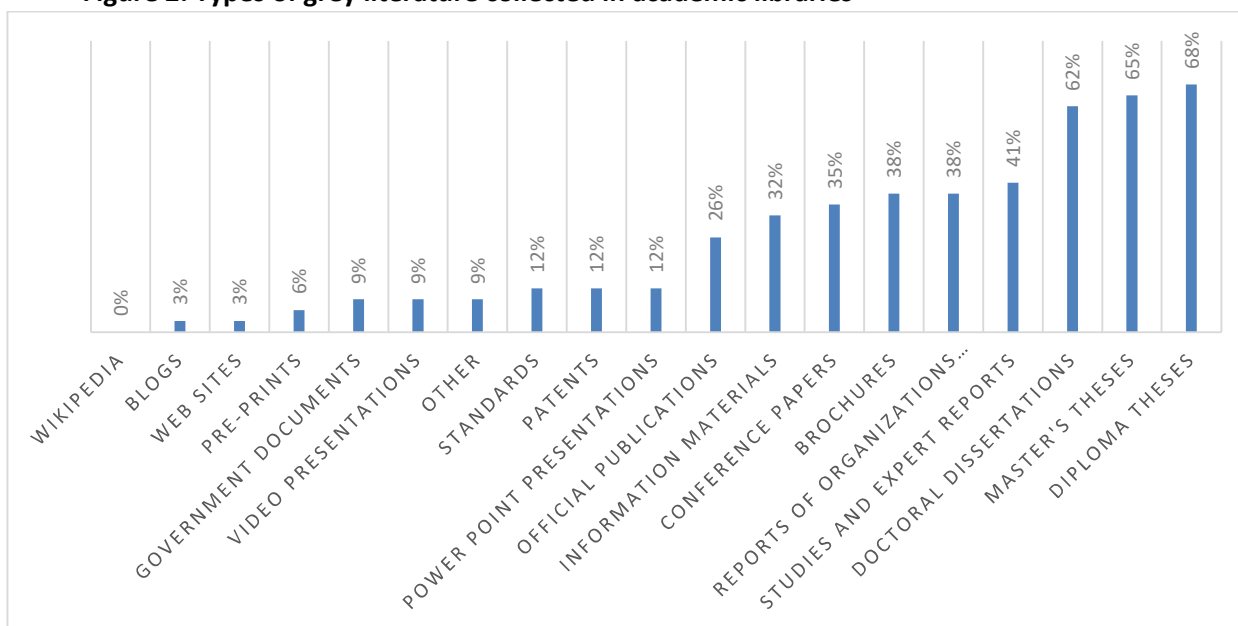
We also asked how do libraries obtain grey literature. In general, as seen in Figure 3, libraries obtain grey literature through donations (n=21, 75%) and legal deposit to the institution (n=21, 75 %), only a smaller number by the web capture (14%), acquisition (n=2, 7%) and exchange(n=2, 7%). Under the legend Other, they mentioned that they obtain grey literature when authors bring it into the library for cataloguing, or that they don't obtain grey literature at all.

Figure 3: Obtaining grey literature
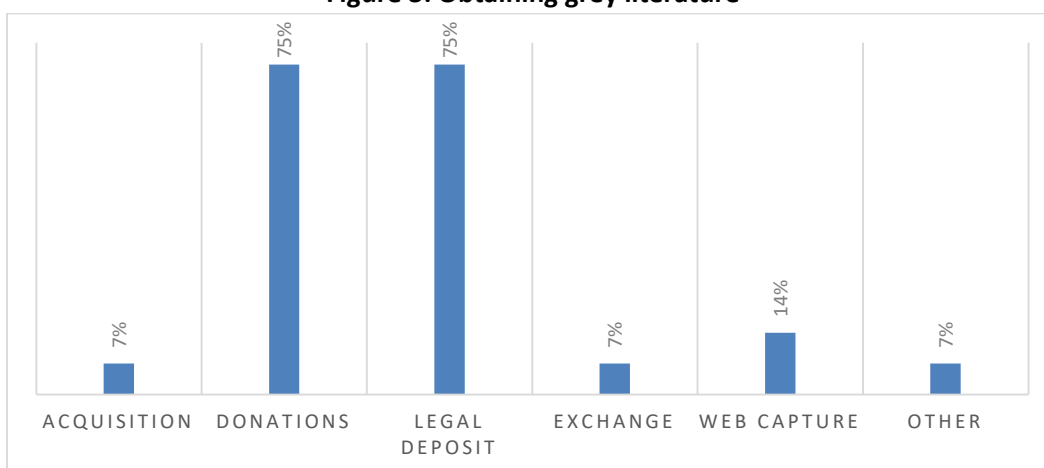
Most libraries catalogue grey literature (n=21, 75%), only 7% (n=2) of libraries do not catalogue it. However, most libraries do not digitize grey literature (n=16, 59% frequency), they digitize it in 26 % (n=7). The answer "Other" explains that librarians do not digitize all grey literature, or only to some extent (n=4, 15%), as students' final works are available in e-form via a faculty's website, thus students have to submit a legal deposit copy to the digital repository.

The question"what resources do you use to help you find grey literature?", offered several answers. As seen in Figure 4, for searching information resources, libraries most often (n=21, 84 %) use the COBISS system (Slovenian national Co-operative bibliographic system & services), next are digital repositories (n=12, 48%), the Digital Library of Slovenia (n=10, 40%), the Open Science Slovenia Portal (n=6, 24%) and the Google Scholar (n=6, 24%). Others (n=4, 7%) are using DiKUL (University of Ljubljana Digital Library), Government of Slovenia websites, conference websites, Slovenian ministry of Education, Science and Sport website, Arxiv.org etc.

Figure 4: Resources for finding grey literature
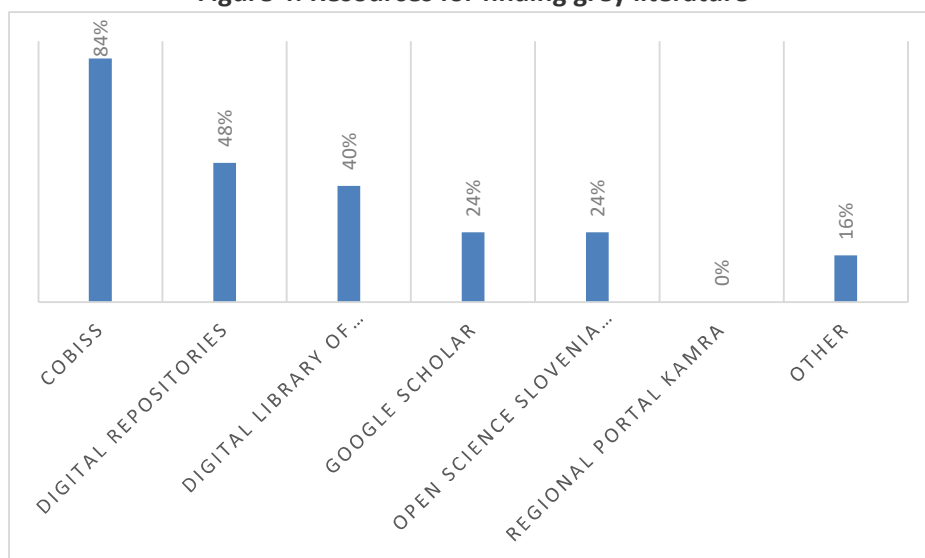
Users mostly borrow diploma (n=17, 68 %) and master (n=17, 68 %) theses, doctoral dissertations (n=16, 64%), brochures (n=6, 24%), conference papers (n=6 24%), reports of organizations (n=5, 20%), studies, researches (n=5, 20%), official publications (n=4, 16%), government documents (n=2, 8%), standards (n=2, 8%), blogs (n=1, 4%), patents (n=1, 4%), etc. In some libraries, grey literature is not available for loan, or users can access it via a website in e-format.

When asked who are users of grey literature in academic libraries, the majority of respondents answered that the most common users are students (n= 21, 84%), employees of the institution (n=19, 76%), researchers (n=17, 68%) and external users of the library (n=11, 44 %).

Figure 5: Grey literature users
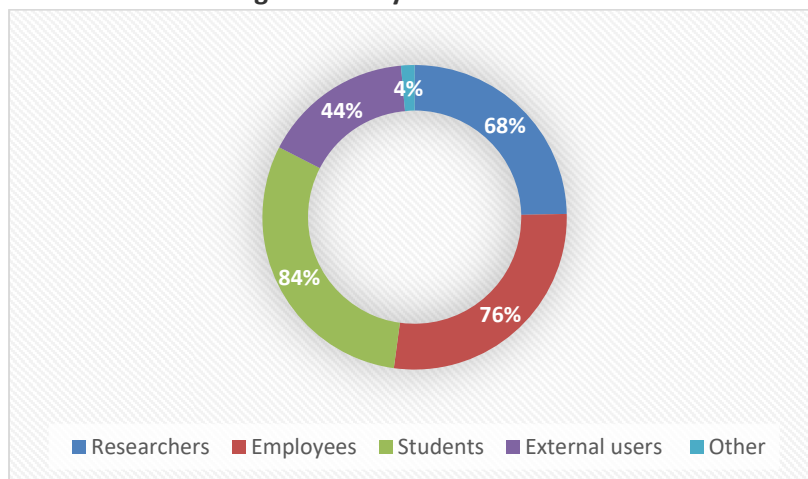
We were also interested in how academic libraries promote grey literature. The highest number of answers was given in section Other (n=13, 57%). They specified that they do not promote grey literature, or they promote it during lectures for students; however, they catalogue it in the COBISS or in repositories, present them on lists of newly obtained material. Six libraries (26%) use their website for promotion - such as newsletters, two libraries (9%) promote grey literature via exhibitions and one library promotes grey literature by using a selective dissemination of information (4%).

Based on the analysis and interpretation of the acquired results, we were able to confirm all three hypotheses:

1. The "grey literature" expression is established among Slovenian academic librarians; as many as 30 librarians answered to the question (n=30, 88%) with "yes"; librarians also use other terms such as small prints, ephemera, reference literature, information material.
2. The second hypothesis "academic libraries in Slovenia collect grey literature" can also be confirmed, as 26 librarians answered "yes" (n=26, 79%).
3. The third hypothesis "grey literature is catalogued in academic libraries in Slovenia" can be confirmed, as 75% (n=21) of libraries that completed the survey answered "yes".

Discussion

The survey was sent to 112 e-mail addresses, of which only 34 surveys, or 30%, were correctly completed. The most likely reason for low response is the fact that in Slovenia the school year of universities and colleges begins on the 1st of October. In September, academic librarians are mainly engaged in the preparations for the new academic year, and with completing works of the preceding year. This primarily refers to the large volume of final assignments that librarians need to technically review, and to catalogue them. Due to all problems caused by the coronavirus epidemic, we were unable to send surveys in June; the following month, the summer vacation began. Nevertheless, we estimate that a relatively small sample of answers has provided credible results.

The surveys indicate that Slovenian academic librarians are familiar with grey literature. One of the reasons is also the fact that final works of undergraduate and postgraduate students represent a large part of a library collection. It might be estimated that legal deposit and gifts are the most frequent means of obtaining grey literature. However, final works represent the largest part of grey literature that users borrow. In the future, we would like to get more information about other types of grey literature collected in academic libraries. In addition, we would like to point out a small percentage of libraries that digitize grey literature. In most libraries, only students' final works are available in e-form (repositories), other forms

represent only a small scope of grey literature. What are the reasons? One of the reasons is that other forms of grey literature represent only a small part of a library collection. Is grey literature not interesting enough for users? If so, it is most probably due to the fact that many academic libraries are understaffed, and librarians have no time for digitization. They are primarily engaged by providing requested material to users, with cataloguing a library's material and researchers' bibliographies. The same problem refers also to the promotion of grey literature; however, it is presented in the lists of newly obtained library material.

Conclusion

The survey questionnaire was drawn up in a way to obtain answers to basic questions; no such survey has been conducted in Slovenia so far. The survey opens many new areas of research, especially in connection with to grey literature management in academic libraries, and from the point of view of grey literature's applicability for researchers. In the future, we are planning a survey on the use of grey literature in public and school libraries, where information material is more accessible. Comparable surveys in different types of libraries also enable comparison of researches.

It can be concluded that the term grey literature is used by librarians of the Slovenian academic libraries. They also use other terms, such as small print, information material or reference material. As 30-40% of library collections represent grey literature, it is important to collect and catalogue it and to offer libraries' users access to such materials. In Slovenia, most libraries in public institutions joined COBISS (Co-operative bibliographic system and services). Since libraries are cataloguing grey literature, their materials are widely accessible. If grey literature is not available in a library, a user can request it thought the interlibrary loan. Students are the most common users of grey literature, so libraries also educate them how to navigate in the COBISS system. When we catalogue grey literature (Ranger, 2005) we add value to grey literature. By cataloguing, itbecomes more visible and accessible.

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GreyLitGuides.com:
A revised resource for grey literature education and training[*]

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Abstract

The grey literature is a valuable body of information that is a necessary component to any evidence-based approach to solving multifaceted social problems. However, the concept of grey literature is complex and precise (Schöpfel, 2010) with one of the defining factors being that it is difficult to find due to the nature of its publication. Thus, the topic can be unapproachable for unfamiliar audiences who could make good use of it. Therefore, it is important to provide high-quality, contextualized educational materials that explain what grey literature is, why it is valuable, and how to find it.

At the GL2020 Conference, we presented the creation and recent revision of <u>GreyLitGuides.com</u>, a contextualized directory of grey literature educational resources with an emphasis on LibGuides and videos. This resource draws from an environmental scan of grey literature LibGuides presented at GL19 (Carlson, Schöpfel, & Vaska, 2017). The results were first categorized into major headings based on anticipated grey literature knowledge needs: 1) what is grey literature, 2) how to find grey literature, and 3) subject-specific sources of grey literature. The website was launched in 2019 and announced at the GL21 conference.

In 2020, the GreyNet Education & Training Committee reviewed the resources in detail to create annotations for the directory and added new resources through consultation with GreyNet affiliates via an online survey. The purpose of the survey was two-fold: (1) to encourage affiliates to share resources that they had personally found to be useful for education and training purposes, and (2) to determine how the GreyLitGuides.com website could be enhanced to meet affiliates' information needs for grey literature education and training. The survey brought new and previously overlooked materials to our attention, which were highlighted in our presentation. It also shed new light on occupational groups, beyond information professionals, that take an active role in grey literature education and training. The results allowed the committee to add new material to the website, and gain insight into preferred information formats, and understand where to focus their dissemination efforts.

Background

Grey literature is a valuable body of information that is a necessary component to any evidence-based approach to solving multifaceted social problems. Grey documents complement traditional primary publications as they often cover different areas within a given topic or different topics altogether, have a higher level of detail, can be more up-to-date, and are typically not subject to publication bias toward statistically significant results, amongst other benefits (Bonato, 2018). Grey literature is important to various research disciplines. For example, it has been a vital method of publication for international research on nuclear energy (Savic, 2020). Within the health research community, it is considered best practice to include grey literature searches in knowledge syntheses such as systematic reviews (Hopewell, McDonald, Clarke, & Egger, 2007). Grey literature is also an increasingly important source of

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evidence for informing public policy decisions in a variety of domains (Gul, Shah Tariq, Ahmad, Gulzar, & Shabir, 2020), from environmental sciences (Cossarini, MacDonald, & Wells, 2014) to alcohol and gambling harm reduction programs (Baxter & Hilbrecht, 2020; Brooks, Kassam, Salvalaggio, & Hyshka, 2018).

   Despite the benefits of grey literature, it is often overlooked or excluded from knowledge syntheses because it may be labour intensive to search and requires specialized knowledge to search effectively (Godin, Stapleton, Kirkpatrick, Hanning, & Leatherdale, 2015). In addition to potential search and retrieval challenges, another concern with grey literature is that the concept of grey literature itself has necessarily evolved over time and become more complex and precise (see Schöpfel, 2010). This adds another layer of challenge to newcomers to the topic.

It is part of GreyNet International's mandate to address these challenges through education. (GreyNet International, 2020). To better facilitate grey literature learning and use, GreyNet's Education and Training (E&T) Committee maintains a directory of grey literature educational materials. The directory began with an environmental scan of LibGuides resources that give significant attention to grey literature. LibGuides is a popular proprietary content management system for libraries to create and maintain online resources such as subject guides and course materials (https://www.springshare.com/libguides/). This scan was conducted in 2017, published on a Blogger webpage, and presented at the GL19 conference (Carlson et al., 2017). Following a committee refresh in 2018, the directory was converted to a standalone WordPress website with resources organized into separate pages for different topics, such as "finding grey literature" and "grey literature repositories". This website, called GreyLitGuides (www.greylitguides.com), was launched in 2019 and announced at the GL21 conference (Vaska, Baxter, Bonato, Dorris, & Hilbrecht, 2019).

   For 2020, the GreyNet E&T Committee's goal was to revise the website's structure and contents informed by consultation with GreyNet members and affiliates via an online survey. This paper describes the online community survey, how the results informed revisions to the GreyLitGuides website, and how they will guide the Committee's next steps in 2021.

Approach

To help fulfill GreyNet's mandate for grey literature education, the E&T Committee agreed that a member survey would be the most expedient and useful way to gather relevant information about new education and training resources, as well as user experiences of the newly revised website format. The purpose of the survey was two-fold: (1) to encourage affiliates to share resources that they had personally found to be useful for education and training purposes, and (2) to determine how the GreyLitGuides.com website could be enhanced to meet affiliates' information needs for grey literature education and training.

One member of the E & T Committee was responsible for designing the initial survey and creating an online version of it using Qualtrics software. The other members reviewed the draft and provided suggestions for improvement. The survey was divided into three sections: participants' employment characteristics, content suggestions, and feedback about the Grey Literature Guides website. A final question elicited information about whether the participant would be willing to be personally contacted should the E & T Committee wish to learn more about the participant's grey literature education and training experiences. The full survey is presented in the Appendix.

The survey was initially pilot-tested and minor revisions were undertaken prior to distribution. As an incentive for participation, GreyNet generously donated a one-year subscription to *The Grey Journal* (a €240 value) as a prize for survey participants who wished to be included in a draw.

The survey opened on May 4, 2020. An invitation to participate in an online survey and the URL link was distributed by Dominic Farace, Director of GreyNet, via GreyNet's Distribution List and

social media (including Facebook and LinkedIn). Follow-up survey reminders were similarly distributed on May 18, June 1, and June 10, 2020. The stated survey closing date was six weeks later on June 15, 2020, although responses continued to trickle in until June 26, 2020 when the survey was officially closed in Qualtrics. Of the 55 responses received, 31 were deemed usable (i.e., more than 60% of the survey had been completed). Eleven people had clicked on the link but did not begin the survey, nine completed the first section only (less than 25% of the survey) and four responses were from spam addresses and unusable. Although this constitutes a low response rate in terms of usable surveys, a considerable amount of information was provided by the 31 participants to assist in enhancing the Grey Literature Guides website. This information is described in the findings below. Examples drawn from responses to open-ended questions, where provided, are presented verbatim.
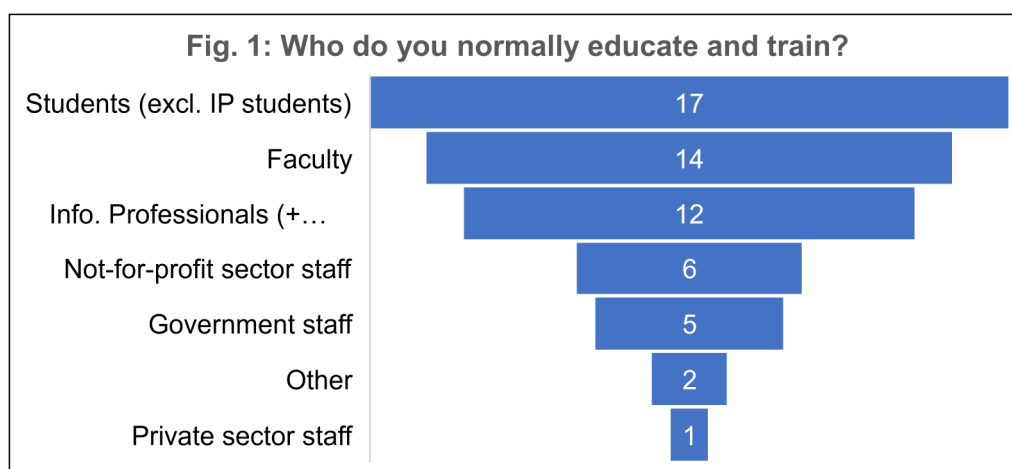
Survey Results

The survey sections, "You and your work", Education and training materials", and the "Grey Literature Guides" website are presented in turn, providing information about participants, suggested new materials and, finally, options the E & T Committee could act upon to enhance the website and the user experience.

You and your work

Most survey participants were Information Professionals (N = 15), fewer than one quarter were faculty or students (N = 7), another seven worked for the government or non-profit sector, one was a consultant, and another described their category as "other" and worked at a national research council library. Participants were asked to indicate how long they had been helping others to learn about grey literature. Excluding three people who were not involved in education and training, the median response was between 11 to 15 years. A diverse range of experience was represented. For example, there were almost equal numbers of people had been training others for 5 years or less (N = 8) or more than 20 years (N = 9).

Of the groups that participants normally educate and train in the use of grey literature, three emerged most often. They included students (N = 17), faculty (N = 14), and information professionals (IP) (N =12) (see Fig. 1). Four other groups were represented, in decreasing order of mention: not-for-profit sector staff, government staff, 'other', and private sector staff. No further information was provided about the 'other' group.

Fig. 1: Who do you normally educate and train?

Category	Value
Students (excl. IP students)	17
Faculty	14
Info. Professionals (+…	12
Not-for-profit sector staff	6
Government staff	5
Other	2
Private sector staff	1

Education and training materials

Participants were asked to think about materials that they had found helpful when learning or teaching about grey literature. This allowed the Committee to gather content recommendations for new resources. To provide context, materials could be used for personal

learning, to train information professionals and students, or to advance understanding and use of grey literature among people who are not information professionals. The response options were open-ended for six subcategories, including (1) LibGuides, resource guides, and online pathfinders/portals; (2) videos, webinars; (3) books (including eBooks); (4) journal articles (including eJournals); (5) conference proceedings, conference papers, theses; and (6) other. Table 1 summarizes the number of submissions for each category. Since participants sometimes shared the same suggestion(s), the number of submissions after duplicates were removed are also listed. Overall, the survey generated 107 recommended resources, minus the duplicates, for a total of 58 unique responses. The most common resource type suggested was *Resource guides, LibGuides, and online pathfinder/portals*.

Table 1: Resource type and number of submissions

Resource type	Total submissions	Submissions minus duplicates
Resource guides, LibGuides, and online pathfinders/portals	32	20
Videos, webinars	8	8
Books	17	9
Journal articles	12	6
Conference proceedings and papers, theses	22	5
Other	16	10
Total	**107**	**58**

Most duplicate entries related to existing grey literature organizations: GreyNet International, OpenGrey and the National Repository of Grey Literature (e.g., Grey Guide, Open Grey, Grey Literature Repository). Books with multiple entries included *Grey Literature in Library and Information Studies* (Farace & Schöpfel, 2010), *Searching the Grey Literature* (Bonato, 2018) and *Grey Literature Repositories* (Pejšová, 2010). Committee members then checked the existing website for any duplication of old and new resources. Resources that were added to the Grey Literature Guides website are highlighted in the New Resources section that follows.

Grey Literature Guides Website
Participants were directed to explore the website in order to answer questions related to its organization and utility. When asked whether it was their first visit to the website, 16 participants indicated that it was not, 11 responded that it was, and one was unsure. Three participants did not respond.

Most participants (N =18) found the website to be very or extremely useful. Ten found it moderately useful. Only one reported that it was not at all useful; however, this participant had indicated earlier that their field was dominated by grey literature so people working in the area were required to be conversant in it.

Of the twenty-five participants who responded to the question about recommended website improvements, 18 had no suggestions and the remaining seven provided some. For example, one participant noted, "I think it would be helpful to have a brief commentary on each of these categories: "Introduction to Grey Literature", "Finding Grey Literature", "Sources of Grey Literature" and "Other Subject Areas", while another suggested, "Organization by document type, or a sort of "suggested reading order" that goes from general to specific may be helpful.

The country organization is, however, very useful for the lists of specific grey literature sources."

Participants were then asked if any additions could be made to the types of resources included on the website. Eleven had no suggestions, but 14 provided input in this area. Examples of suggestions for additional information types include "Infographics", "Data papers", "Lecture videos, syllabus and power point slides by GL conference participants to understand the characteristics of the grey literature", and "Training guides and other resources for GL beginners."

The final question asked participants to share any feedback they might have to help the E&T Committee improve the Grey Literature Guides website for their training, education, and learning needs. Seven people provided feedback. Some examples of comments were "Resources from some other countries (if available)", and "I also wouldn't mind seeing materials in other languages because so many of the GreyNet Members are active in other countries and speak English as a second language".

Future contact

At the suggestion of Dominic Farace, a final question was added regarding whether participants would be willing to be contacted in future about their Grey Literature education and training experiences. Most (*N* = 18) agreed to be contacted, and 11 did not. The list of names and contact information was shared with the E & T Committee Chair and is pending further discussion of how this information might be used.

In summary, participants provided an array of helpful suggestions that will help to enhance the website and make it a more useful resource for members when searching for education and training materials. Still, it should be noted that the low level of survey participation precludes a wider range of suggested new materials and website enhancements, or may be biased toward the opinions of those who are more likely to respond to surveys.

Website Revisions

New Resources

The original GreyLitGuides directory was based on an environmental scan of LibGuides resources that gave attention to grey literature. Thus, the participants overwhelmingly noted that the website did not contain major grey literature resources developed by the grey literature community of practice. Community resources including GreyNet resources such as *The Grey Journal*, the GreyGuide Portal and Repository, and edited volumes produced by community (Farace & Schöpfel, 2010; Pejšová, 2010), were added to the site. As these resources are more detailed than the introductory and educational materials on the site, many were added to new sections titled "Further Resources" and "Grey Literature Research", indicating they are for users who have already learned the basics of grey literature. These sections also contain links to other academic journals that cover grey literature, and resources from the *International Conference on Grey Literature*, the *Conference on Grey Literature and Repositories*.

Another type of resource that was often recommended was theses and dissertations as a type of grey literature. This warranted a new page devoted to theses and dissertations under the "Sources of Grey Literature" section, which includes explanatory text and links to three international indexes for theses and dissertations.

Various other individual resources were added to the website. Of particular note are the Grey Matters Checklist and AACODS Checklist (CADTH, 2019; Tyndall, 2010). These are popular tools for searching and evaluating grey literature and are likely to be useful to practitioners using the site.

Website structure

The survey participants did not provide any direct suggestions for changing the overall structure of the website, however one suggested adding more video materials, noting that "something with a human voice or a sense of teaching/'talking through' would be good as the current contents are mostly LibGuides which are more like reference documents". Although we were unable to produce new audio or video content in advance of the conference, we did add an existing video tutorial and revised the website to provide a more narrative experience.

Firstly, we renamed the page "Introduction to Grey Literature" to "Start Here", to give new users a sense that they are being guided. This page includes an introduction tutorial video, the 2004 expanded Luxembourg definition of grey literature (i.e., "*information produced on all levels of government, academics, business and industry in electronic and print formats not controlled by commercial publishing, where publishing is not the primary activity of the producing body*"), and examples of grey literature document types with reference to the "Document Types in Grey Literature" webpage managed by GreyNet (GreyNet International, n.d.). The Luxembourg definition was selected in favour of the currently accepted 2010 Prague definition (Schöpfel, 2010) as the former is relatively simple and better for introducing the concept to new audiences.

Secondly, as we reviewed the existing website contents and added new resources, we revised the pages with written descriptions of each topic and resource linked, thus transforming the website from a simple directory to an annotated bibliography with a more narrative quality.

This process provided an opportunity to assess existing references in closer detail. Another common request was to have more resources from more countries. The process allowed us to identify resources from underrepresented countries that were high quality and/or make a unique contribution to the site. As a result, the website presents a better balance of resources from different countries, based on what was already present on the site or suggested through the survey. We were also able to identify and remove repetitive materials. For example, many LibGuides referred to "Grey Literature in the Research Process", and were in fact all adapted from a single LibGuide from Johnson & Wales University ("Research Process: A Step-By-Step Guide" n.d.). The other LibGuides are still listed as they list different sources of grey literature, but the webpage is much cleaner and provides proper context for what is listed.

Next Steps

As a result of our community consultation, the E&T Committee has revised GreyLitGuides.com to create an educational resource that is cleaner and more usable for users who teach or train others on the topic of grey literature. There are also several potential areas for improvement. Several participants indicated interest in resources from more countries and in languages other than English. Although we endeavoured to make GreyLitGuides as multinational as possible using the website's existing content and new resources suggested through the survey, there are still many countries and languages that are not represented on the site. The GreyNet community membership covers many countries however the current E&T Committee consists of members from Canada and the United States, so the website has focused heavily on English language resources.

There are also several information types that were requested by respondents but are not yet well-represented on the website. These include infographics, syllabi, training guides for beginners, lecture videos with slides, and other videos and tutorials. In some cases, there may be existing high quality materials that the E&T Committee and survey participants are not yet aware of, but it is also likely that certain types of educational materials have not yet been created and made freely available. Thus, there are opportunities for the E&T Committee to continue working toward its mandate by continuing to find new educational materials, evaluating and promoting non-English-language materials, or creating new content for types that are simply unavailable otherwise.

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Appendix

GreyNet - Education & Training Website Survey
This survey is designed to identify resources GreyNet affiliates use to support learning about grey literature.

This will help to ensure that the Grey Literature Guides website provides relevant resources with the potential to benefit anyone in the grey literature community.
We would be grateful if you could complete this survey.

You and your work

Which category of work best describes you?
Mark only one category.
- Information professional (IP)
- Faculty
- Student
- Government
- Private sector
- Not-for-profit sector
- Consultant
- Other (please specify) _____

How long have you been involved in **helping others learn** about grey literature?
This applies to anyone you interact with professionally on a regular basis (e.g., students, researchers, clients, patients, etc.)
- Not involved in grey literature training or education
- 5 years or less
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

Skip To: Q7 If E & T tenure = Not involved in grey literature training or education

Who do you educate and train in the use of grey literature?
Mark as many groups as apply.
- Information professionals (includes IP students)
- Students (not IP)
- Faculty
- Government staff
- Private sector staff
- Not-for-profit sector
- Other (please specify) _____

Education and training materials

Please think about **materials that you have found helpful** when learning or teaching about grey literature.
The information could be used for personal learning, to train information professionals and students, or to advance understanding and use of grey literature among people who are not information professionals.
Please list any **resources** in the categories below that you have **personally found to be helpful**, regardless of whether they are already listed on the Grey Literature Guides website.

List the resources as they come to mind. Don't worry about adding identifiers if they are not readily available. We can search for them.

a. LibGuides, resource guides, and online pathfinders/portals
b. Videos, webinars
c. Books (including eBooks)
d. Journal articles (including eJournals)
e. Conference proceedings, conference papers, theses
f. Other

_____

Grey Literature Guides Website

In this section, we are interested in your **education and training information needs**.

If you have not done so already, please take a look at the Grey Literature Guides website.
Is this the **first time** you have visited the website?
- Yes
- No
- Not sure

To what extent is the website **useful** in meeting your information needs for learning about grey literature?
- Extremely useful
- Very useful
- Moderately useful
- Slightly useful
- Not at all useful

Are there any improvements you would recommend that we make to **the way information is organized**?
- No
- Yes (please provide suggestions below) _____

Are there any additions we could make to the **types of resources** included on the website? (e.g., infographics, training guides, syllabi, etc.)?
- No
- Yes (please provide suggestions below) _____

Please share any other feedback that could **help us improve** the Grey Literature Guides website for your training, education, and learning needs.
Would you like to be entered in a draw for a one-year subscription to *The Grey Journal*?
- Yes
- No

Skip To: Q26 If Enter in draw = Yes
Skip To: Q25 If Enter in draw = No

Please provide your **name and email address** so that we can contact you if you wish to participate in the draw.
*This information is for the purpose of the draw only and will not be shared with any third party organizations. **It will be deleted from the dataset following the draw.***
Would you be willing to have us contact you in future for further information about your grey literature education and training experiences?
- No
- Yes

Skip To: Q26 If Future contact = Yes
Skip To: End of Block If Future contact = No

Please provide your name and email address so that we can contact you in future.
This information will be kept confidential and not shared with any third-party organizations.

Thank you for your participation!
You will now be automatically redirected to the GreyNet website.

Practical techniques to enhance the quality of grey literature produced: The case of research posters[*]

Anthony Haynes, Frontinus Ltd, United Kingdom

Discussion of grey literature focuses on many topics: examples include classification, archiving, discovery, and dissemination. At Frontinus we focus on the creative processes involved in the production of grey literature.

In particular, we focus on the question of quality. In doing so, we utilise the concept of quality infrastructure (as discussed in our white paper, *Research communication and grey literature: a rising tide)[1].* We seek to discover or develop techniques and tools that can be incorporated into creative processes in order to, if not guarantee high-quality outcomes, at least make them more probable. We pursue this aim through a variety of means -- most notably, training, mentoring, editing, and the provision of resources.

Context

This paper characterises an example of such work in the School of Technology at the University of Cambridge, UK. In particular, it outlines our work on the development of research posters by doctoral researchers in a constituent of that school, namely the Department of Chemical Engineering and Biotechnology. The main vehicle for such work consists of small-group workshops, supplemented by personalised review of draft papers (typically conducted by email). The work is conducted in English, which is also the language in which the researchers produce their posters. We support this work with resources available in print and online, principally in the form of a protocol entitled 'Writing, designing, and presenting a poster'[2].

Our approach is based on a consideration of typical pitfalls: We ask, ourselves, 'When it comes to designing and presenting posters, (a) what are those things that researchers do, which they shouldn't, or (b) fail to do, which they should?' We then seek to provide practical steps to help researchers to avoid such pitfalls.

By far the most obvious pitfall is over-cramming: it's not at all uncommon to find in a single draft poster sufficient content for several posters.

Because workshops are limited to an hour (or sometimes and hour and a half), we focus on only a few topics, namely (a) the implications of the physical behaviour observed in poster exhibitions, (b) the notion of presentation, and (c) design. A summary of each of these topics is presented, in turn, below.

The topics

Physical behaviour

Consider the ways in which consumers tend to behave during a poster presentation. Often, as they walk around the room or hall, they will maintain some distance between themselves and the posters, only going up close when some poster particularly engages their interest. And, even when they do so, they typically spend rather little time actually reading the poster. And, unless particularly motivated, consumers will tend to remain rather immobile whilst reading: after all, such actions as bending or squatting to read the lower part of a poster rapidly become wearying.

What follows from this? We make five recommendations.

First, place the most important content in the upper half of the poster. That way, most consumers can read it whilst remaining upright.

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[*] First published in the GL2020 Conference Proceedings, February 2021.

This often requires, on the part of the creator, disruption of the linear structure of research papers. For example, in papers the conclusion comes last. But on a poster that would equate to placement low down on the right, where it's less likely to be read. If, as is often the case, the conclusion is important, it makes sense instead to place it near the top. Similarly, in a paper the method section often comes early, after the introduction. But if the method reported is standard, it doesn't merit premium space: it may therefore be relegated to a position in the lower half of the poster.

Second, if the exhibition organiser permits, prefer landscape format to portrait. Doing so means that more content may be placed in the premium space – that is, at what is roughly eye-level for most readers.

Third, make the text instantly accessible. Guide navigation explicitly by using arrows or numbers. Use narrow columns in order to keep lines of text short. Paragraph differently from extended texts such as papers and dissertations: for posters, single-sentence paragraphs are often optimal.

Behind all of these recommendations lies the following argument: a poster is a form of communication; generally, the only thing that matters in a communication is what is actually communicated; the value of a communication resides only in what the consumer takes from the communication. It follows that merely mentioning something or including some piece of content has no value in its own right: indeed, if such inclusion contributes to over-cluttering, it will have a negative value. Thus less can be more.

Presentations

When considering the nature of a poster presentation, the key point to grasp is that a presentation involves more than just the poster. Often, when researchers are required or invited to present a poster, they will in their heads reduce the task to 'Needing to produce a poster'. Our message is, in contrast

- poster presentation ≠ poster
- poster presentation > poster

We suggest that, to fully exploit the opportunity of a poster presentation, three components should be utilised, namely (1) the poster itself, (2) the researcher (as a participant in conversation), and (3) a take-away.

Consideration of the role of the researcher as an interlocutor requires the identification of what kinds of things the researcher can say to consumers in order to add value, rather than merely repeat content from the poster. Thinking this through can, incidentally, help researchers to declutter posters: 'I don't need to put that point on the posters: instead, I can talk about it when appropriate'.

The take-away can be as minimal as a business card. More extensive take-aways, however, such a folded sheet of A3, can often add considerable value – by, for example, providing an abstract, supplementary information, and links and references. Such content can also be published online, supported by a QR code.

The existence of such options can again help researchers to declutter their posters.

The components of the presentation beyond the poster itself – that is, the researcher and the take-away – can prove valuable in helping consumers with disabilities (for example, those in wheelchairs) to access content.

Design

Our recommendations concerning design focus primarily on principles. The principles of design that we introduce are those covered by Robin Williams in her remarkably helpful how-to book, *The non-designer's design book*[3].

Of these, two prove particularly useful in this context. First, alignment: we recommend to researchers that whenever they place a new component (for example, a box containing a

figure) onto a poster, they ensure it aligns in at least one way (vertically, horizontally, or even diagonally) with some other component. This helps ensure that the layout looks professional.

Second, proximity: space can be used semantically so that items close to each other in meaning are placed close to each on other on the poster and items little related in meaning can be placed at a distance to each other. For example, researchers often place such information as job titles and email addresses at the top a poster, immediately under the title – yet this makes little sense, since the meaning of such information is usually quite distinct from that of the title. Instead, such items can be placed at a distance from the title, ideally in non-premium space (for boring-but-necessary information) near the foot.

We also encourage researchers to consider consumers' needs arising from visual impairment. For example, we provide a link to an app designed to identify such potential difficulties in a design those concerning colour blindness.

Conclusion

The single most evident contribution that the work described above makes to enhancement of the quality of posters concerns the 'less is more' point: as, in the light of the training, researchers revise their poster designs, they typically reduce the amount of content, often markedly.

We should note that apply the thought-process identified above – that is, first identify typical pitfalls and then think of ways to anticipate them – for work on several other forms of grey literature – notably abstracts, dissertations, email, and slide decks.

In the context of the work of the grey literature community as a whole, we suggest that embedding quality infrastructure into the creative processes that produce grey literature provides a kind of leverage: the stronger the quality infrastructure, the higher the quality of grey literature and the greater the value of those processes –classification, archiving, discovery, and dissemination, and so on – designed to support it.

References

(1) Frontinus Ltd. *Research communication and grey literature: a rising tide. 2020. White paper.*

(2) Frontinus Ltd. 'Writing, designing, and presenting a poster'. Undated. Available online at http://www.frontinus.org.uk/postcards/poster.pdf. Postcard.

(3) Robin Williams. *Non-designer's design book*. Peachpit. 4th edition: 2014. Book.

GreyGuide: an example of Open Access Publishing in GL

GreyGuide
•••

Repository and Portal to Good Practices and Resources in Grey Literature

Stefania Biagioni and Carlo Carlesi, CNR-ISTI-Pisa Italy
Dominic Farace, GreyNet International, Amsterdam, NL

Welcome to the GreyGuide: point of access to Grey Literature and Open Access Resources http://greyguide.isti.cnr.it/

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COLLECTIONS

BIO: Who is in Grey Literature

GLA: Conference Proposals

GLP: Conference Papers

RGL: Resources in Grey Literature

The GreyGuide is steered by GreyNet's Resource Policy Committee (RPC)

Remember to endorse The Pisa Declaration

The poster shows the goals achieved in the last 5 years, the progress, new features and new resources made available by GreyGuide in support of Open Access Publishing.
In 2015, GreyNet International carried out an online survey among its stakeholders in order to determine their use of its sustained information resources.

Now five years on, having benefited from technical developments, the migration of hundreds of metadata full-text records, and the addition of enriched fields and functionality, the GreyGuide offers GreyNet a testbed from which to map and measure its capacity in open access publishing.
The population of this study is drawn from digital resources accessible via both the GreyGuide Portal and Repository.
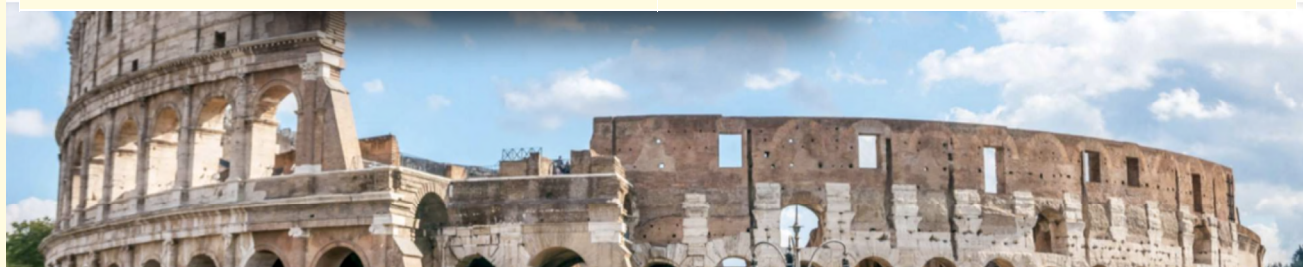
Scenario

GreyNet's web-access portal and repository is the GreyGuide – an internet resource that is fully open access compliant, launched in 2013 as a collaborative effort between GreyNet International and CNR-ISTI, NeMIS Lab,Pisa, Italy.
GreyGuideRep is a platform supporting document submission, curation, preservation and sharing.

Objective

Pays particular attention to Open Access Publishing .
Shares Research and Knowledge in the field of Grey Literature via the GreyGuide Portal and Repository.
Meets the needs of different levels of users and increases the visibility and reuse of documents and research data.

What's on

- **New resources** in Document Share enabling wider public access to Grey Literature;
- **DOIs** for GL-Conference Papers and diverse types of RGL documents;
- **More accredited Identifiers**: OpenDoar, DOI, ORCiD, CC BY;
- **Open access to the largest Collec**tion of GL Conference Posters and Slides.
- **We are Joining OpenAire**

The way in which the digital resources are openly accessible

Web Access Portal (Document Share)

Conference Posters	Conference Slides	Program Books	Conference Proceedings	GreyNet Newsletters	GL Advertorials	Grey Forum Series	GL Conference Videos

Portal Jump Page

Conference Preprints	OpenAIRE GreyNet Publications	Research Datasets	GreySource Index	GL Guides	GL TIB-AV Videos

Web Access Repository

GLA Conference Abstracts	GLP Conference Papers	BIO Biographical Notes	RGL Resources of GL

GreyGuide Repository Accredited Identifiers

OpenDOAR — Registry of Open Access Repositories

CC BY SA — Open Access Compliance

doi — Unique Digital Object Identifiers

ORCiD — Connecting Research and Researchers

GreyGuide is a point of access to other Grey Literature Resources

- WorldWideScience.org Gateway
- INIS, International Nuclear Information System Repository
- NUSL, National Repository of Grey Literature
- TIB AV-Portal, A web-based platform for quality-tested scientific videos
- e-LiS Repository
- APO, Analysis & Policy Observatory

Twenty-Third International Conference on Grey Literature
Digital Transformation of Grey Literature: Exploring Next Generation Grey

OBA Congress Center • 6-7 December 2021
Oosterdokstraat 110, Amsterdam, Netherlands

Day 1   Conference Program

08:30 🕐 **REGISTRATION DESK OPENS WITH COFFEE AND TEA SERVICE**

09:00   OPENING SESSION

• **Welcome Address**	• **Keynote Address**	• **Opening Address**
Representative Amsterdam	Dr. Gregory J. Gordon	Dr. Donatella Castelli
Main Public Library	President SSRN, Elsevier	Head of InfraScience, CNR
Netherlands	United States	Italy

MODERATOR – PLATO L. SMITH, UNIVERSITY OF FLORIDA; GEORGE A. SMATHERS LIBRARIES, USA

11:00 🕐 **SESSION 1 – DIGITAL TRANSFORMATION AND THE CHANGING INFORMATION LANDSCAPE**

- **The Impact of Digital Transformation on the Sustainability of Grey Literature**
  Dobrica Savić, Nuclear Information Section, International Atomic Energy Agency, NIS-IAEA, United Nations

- **Deepfakes: A Digital Transformation Leads to Misinformation**
  Nika Nouri and Julia Gelfand, University of California, Irvine United States

- **Exploring Video Abstracts to share Science**
  Margret Plank, Leibniz Information Centre for Science and Technology, Germany

- **Grey Literature citation and inclusion rates in gambling review articles: Opportunities for improvement**
  David Baxter, Department of Political Science, University of Alberta, Canada

- **Persistent Identifiers and Grey Literature: A PID Project and GreyNet Use Case**
  Dominic Farace, GreyNet International; Stefania Biagioni and Carlo Carlesi, GreyGuide ISTI-CNR, Italy
  Chris Baars, DANS-KNAW, Netherlands

14:00 🕐 **SESSION 2 – INSIGHTS AND ISSUES CHALLENGING GREY LITERATURE**

- **Grey Literature in Open Repositories: New Insights and New Issues**
  Joachim Schöpfel and Eric Kergosien, University of Lille- GERiiCO, France
  Hélène Prost, CNRS - GERiiCO, France; Florence Thiault, University of Rennes 2, France

- **Digital Grey Soviet Science**
  Yuliya B. Balashova, Saint Petersburg State University, Russia

- **Zines as Nonbinary Objects and Questions of Privilege**
  Andrea Marshall, Centre for Media and Celebrity Studies, United States

- **The endless life of OA Journals from myth to reality: Survey on the present status of vanished OA journals in Iran and future prospect**
  Hamideh Memari Hanji and Saeideh Memari Hanji, National Library and Archives of Iran

- **Burning Grey: The Worldwide Influence of a Locally Published Grey Literature**
  Vince Ervin V. Palcullo, Donna May C. Rivera, Via Marie F. Dumenden, and Ma. Cynthia T. Peleña,
  Central Philippine University; Joy F. Geromiano and Daryl Superio, Southeast Asian Fisheries Development Center,
  Philippines

16:30 🕐 **INTRODUCTION TO CONFERENCE POSTERS AND SPONSOR SHOWCASE**
Lightening presentations in the main conference hall in advance of the Poster Session on Day Two

18:30 🕐 **CONFERENCE DINNER AND GREYNET AWARD PRESENTATIONS**
Grand Café Restaurant 1e Klas - Stationsplein 15, Platform 2B Central Station

Twenty-Third International Conference on Grey Literature
Digital Transformation of Grey Literature: Exploring Next Generation Grey

OBA Congress Center • 6-7 December 2021
Oosterdokstraat 110, Amsterdam, Netherlands

Day 2   Conference Program

09:00 🕘 REGISTRATION DESK OPENS WITH COFFEE AND TEA SERVICE
09:30   POSTER SESSION AND SPONSOR SHOWCASE

The Poster Session continues on the morning of Day Two, where the presenters meet with delegates and participants in an informal setting. Those presenting conference posters are eligible for the Poster Prize 2021 that will be awarded during the Closing Session. Posters will be judged on their innovative content, relevance to the conference topics, graphic design, and presentation.

MODERATOR – JUDITH C. RUSSELL, DEAN OF UNIVERSITY LIBRARIES, UNIVERSITY OF FLORIDA, USA

11:30 🕚 SESSION 3 - ENSURING PUBLIC ACCESS TO RESEARCH DATA

Ensuring Public Access to Research Data: Perspectives from Three Academic Research Libraries

Rick Anderson, University Librarian, Brigham Young University, United States
Michael Levine-Clark, Dean of Libraries, University of Denver, United States
Judith C. Russell, Dean of University Libraries, University of Florida, United States

In this session, three academic research librarians will provide an overview of CHORUS; outline some of the challenges faced by research institutions of different sizes in managing data; articulate the differing roles of libraries in this process at these universities; and describe how these institutions might make use of CHORUS or similar tools to more effectively manage data and link it to related publications - and also seek input from and potential partnerships among the GreyNet community to further our common objectives.

MODERATOR – JOACHIM SCHÖPFEL, UNIVERSITY OF LILLE, FRANCE

14:00 🕑 SPECIAL PANEL SESSION – EXPLORING NEXT GENERATION GREY

David Baxter, University of Alberta, Canada
Silvia Giannini and *Anna Molino,* Institute of Information Science and Technologies, ISTI-CNR, Italy
Tomas A. Lipinski, School of Information Studies, University of Wisconsin—Milwaukee, United States
Veronika Potočnik, National and University Library, Slovenia
Dobrica Savić, Nuclear Information Section, NIS-IAEA, United Nations

GL2021 offers the many and diverse communities of practice in the field of grey literature a unique opportunity to collaborate in addressing and defining the next phase in the digital transformation of grey literature. Together this can be accomplished by unlocking the potential next generation grey holds for information science and society. The panel members will issue prepared statements and actively solicit discussion. The statements by the panelists, recorded comments by the conference participants, and results of an online survey carried out prior to the conference will be compiled and further drafted in a conference paper and subsequent journal article entitled 'Amsterdam Manifest on Grey Literature: What the future holds for this field of information'. This document will mark the 30th Anniversary of the International Conference Series on Grey Literature, 1992-2022.

16:00 🕓 CLOSING SESSION – Report by the Conference Moderators, Presentation of the Poster Prize, Conference Handoff, and Farewell

16:30 🕟 POST CONFERENCE TOUR

Twenty-Third International Conference on Grey Literature
Digital Transformation of Grey Literature: Exploring Next Generation Grey
OBA Forum - Amsterdam, Netherlands
December 6-7, 2021
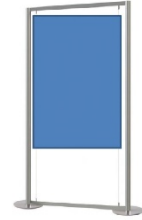
Call for Posters

Title of Poster:	
Author Name(s):	**Phone:**
Organization(s):	**Email:**
Postal Address:	**URL:**
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Guidelines

Persons who seek to present a poster during GL2021 are invited to submit an English abstract between 250-300 words. The abstract should describe the project, activity, information product or service. The abstract should likewise include a title, name(s) of the creator(s) and their full address information. Abstracts are an important source of information available prior to the conference that is accessible to conference delegates and the international grey literature community.

Due Date for Submission

Timely registration is a guarantee for your placement on the conference program. The conference venue is able to accommodate a limited number of physical posters that will be mounted on display panels allowing for optimal viewing. Abstracts in MSWord should be emailed to conference@textrelease.com on or before **November 15th 2021**. Those submitting poster abstracts will receive verification upon receipt accompanied by further guidelines for posters, submission of slides, Conference Registration, etc.

Poster Prize 2021

Those presenting conference posters are also eligible for the Poster Prize 2021 that will be awarded during the conference Closing Session. Posters will be judged by a panel of jurors on their innovative content, relevance to the conference topics, graphic design, and submitted abstract.

Related Conference Topics		
❏ Cite Grey	❏ Evidence based Grey	❏ Policy development
❏ Citizen Science	❏ Funding Grey	❏ Reuse of Data
❏ Communities of Practice	❏ Linking Grey Resources	❏ Vanished OA Journals
❏ Digital Grey	❏ Optics of Grey	❏ Other Related Topic:

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A printout or PDF of the full text of your manuscript should be forwarded to the office of TextRelease. A corresponding MS Word file should either accompany the printed copy or be sent as an attachment by email. Both text and graphics are required in black and white.

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General
    i.   All manuscripts should contain references
    ii.   Standardization should be maintained among the references provided
    iii.   The more complete and accurate a reference, the more guarantee of an article's content and subsequent review.

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    iv.   Endnotes are preferred and should be numbered
    v.   Hyperlinks need the accompanying name of resource; a simple URL is not acceptable
    vi.   If the citation is to a corporate author, the acronym takes precedence
    vii.   If the document type is known, it should be stated at the close of a citation.
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Crowe, J., G. Hodge, and D. Redmond (2010), Grey Literature Repositories: Tools for NGOs involved in public health activities in developing countries. – In: Grey Literature in Library and Information Studies, Chapter 13, pp. 199-214. – ISBN 978-3-598-11793-0

DCMI, Dublin Core Metadata Initiative Home Page http://purl.oclc.org/metadata/dublin_core/

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The Journal Editor first reviews each manuscript submitted. If the content is suited for publication and the submission requirements and guidelines complete, then the manuscript is sent to one or more Associate Editors for further review and comment. If the manuscript was previously published and there is no copyright infringement, then the Journal Editor could direct the manuscript straight away to the Technical Editor.

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Once the journal article has completed the review process, it is scheduled for publication in The Grey Journal. If the Author indicated on the signed Rights Agreement that a preprint of the article be made available in GreyNet's Archive, then browsing and document delivery are immediately provided. Otherwise, this functionality is only available after the article's formal publication in the journal.

Contents

'Case in Point – Every Document is Born Grey'