William H. Walters

- **EDUCATION**

Ph.D., Sociology (Demography), Brown University, May 2002.

M.A., Geography, University of Vermont, May 1992.

New York State Public Librarian's Professional Certificate, Dec. 1989.

M.L.S., Library Science, SUNY University at Buffalo, Sept. 1989.

B.A., Geography, SUNY College at Geneseo, May 1988. Three-year honors degree.

Attended high schools in Riyadh, Saudi Arabia, and High Wycombe, England.

- **PROFESSIONAL EMPLOYMENT**

Manhattan University

Executive Director, Mary Alice & Tom O'Malley Library, July 2014 to present.

> Responsible for library operations, management, and planning at a 4,000-student Annapolis Group university with undergraduate and graduate programs in engineering, business, the liberal arts, education, health, and professional studies. Managed 38 faculty/staff and 30 student workers. Responsible for the primary North American archives of the Lasallian Christian Brothers and for the Office of Instructional Design, which coordinates the development of online and hybrid courses university-wide. Support innovations in teaching, research, assessment, scholarly communication, and educational technology. Active in strategic planning and policy development for Academic Affairs.

Menlo College

Dean of Library Services, Oct. 2007–June 2014.

Professor of Library and Information Science, School of Business, Aug. 2013–June 2014.

Associate Professor of Social Sciences, School of Arts and Sciences, Nov. 2007–Aug. 2013.

WASC Accreditation Liaison Officer, Jan.–June 2014.

Interim Director of Information Technology, Aug.–Sept. 2009.

> Served as academic and administrative head of the Library during the College's transition from a multipurpose institution into an innovative, AACSB-accredited business school. Member of President's Council. Key contributor to accreditation, assessment, curriculum, planning, and development initiatives. Managed College I.T. infrastructure and services during a major network refresh project. Taught courses in economic geography and empirical research methods (two sections per year).

Research Foundation of the City University of New York

Research and Assessment Consultant, Dec. 2003 to present.

Served as grant writer for nine proposals related to instruction in quantitative reasoning and data analysis (E.I. Wilder, PI). Four of those projects have attracted more than $2.8 million in NSF funding. My contributions have also included statistical consulting, assessment, quality assurance, planning, faculty mentoring, and video production.

Millersville University

Collection Development Librarian, Aug. 2005–Oct. 2007.

Assistant Professor of Librarianship, Aug. 2005–Oct. 2007.

St. Lawrence University

Interim Technical Services Coordinator, July 2004–Aug. 2005.

Collection Development Coordinator and Acquisitions Librarian, Jan. 2000–Aug. 2005.

Cornell University

Social Science Bibliographer, July 1999–Jan. 2000.

Bibliographer and Data Librarian, Jan. 1997–June 1999.

Other professional employment

Data Manager, Dermatoepidemiology Unit, Providence VA Medical Center, Aug. 1995–Nov. 1996.

Predoctoral Associate, Population Studies and Training Center, Brown University, Sept. 1991–Aug. 1995.

Graduate Teaching Fellow, Cartography and Geographic Information Systems, Department of Geography, University of Vermont, Sept. 1989–May 1991.

- **HIGHLIGHTS OF PROFESSIONAL EXPERIENCE**

  ▪ **Academic administration**

  More than 17 years' experience as a successful and innovative library dean/director.

  Currently executive director of the library at Manhattan University, a STEM- and business-focused university with the second-largest undergraduate civil engineering program in New York State. Until recently, the library employed 38 faculty/staff and 30 student workers.

  Strong advocate for educational and co-curricular programs that help students pursue academic, career, and life paths that might have otherwise been closed to them.

  Familiar with the norms and practices of R1 universities and nationally ranked liberal arts colleges. Eight years at Cornell University and Brown University. Six years at St. Lawrence University.

  Led the integration of Instructional Design into the Manhattan University Library. Instructional Design advises faculty on the development of online courses in all subject areas.

  Broad leadership experience within Academic Affairs. Served as accreditation liaison officer, interim director of I.T., and member of President's Council.

  ▪ **Scholarship**

  Demographer/geographer with seven years' service as a full professor and associate professor. Taught economic geography, empirical research methods, cartography, and geographic information systems.

  Author of 72 peer-reviewed articles, 2 books, and more than 100 conference papers and reports. Regular contributor of applied, collaborative research on subjects of direct importance to library practice. My papers have been cited more than 3,400 times and have appeared on the reading lists of several dozen courses.

  Special expertise in scholarly communication and library collection development. Recent research has focused on citation metrics and expert assessments of journal quality; free online textbooks; the effectiveness of unconventional access mechanisms such as Academia.edu, ResearchGate, Anna's Archive, and Sci-Hub; data journals; DEI assessment of library collections; market structure and pricing of conventional and Open Access journals; journal selection and acquisition; information literacy assessment; errors in the bibliographic citations generated by ChatGPT; and the effectiveness of software designed to detect AI-generated writing.

  Strong advocate for information products and processes that can enhance the extent, breadth, and impact of faculty, student, and alumni research. Discerning, even-handed approach to the evaluation of innovative business models and technologies.

▪ **Strategic planning and institutional change**

Experienced in strategic planning and educational assessment, both within the library and university-wide.

Completed a 10-year library strategic plan with input from library personnel, campus stakeholders, and external advisors.

Chair of university-wide strategic planning and accreditation committees. At Menlo College, helped transform a multipurpose institution into an entrepreneurial business school. Garnered faculty support for major changes in academic programs.

▪ **Personnel planning and management**

Effective manager of faculty, academic professionals, and staff. Significant experience with tenure/promotion reviews, state university regulations, and unionized work environments. Able to adapt to changing institutional priorities while respecting individuals' capabilities and preferences.

Reconfigured the library's organizational structure and hiring practices to promote specialized expertise and subject knowledge. Strengthened our support for high-growth areas such as data analytics, digital humanities, entrepreneurship, and the interface of engineering and business.

Doubled funding for professional development. Increased opportunities for personnel with proven abilities but unconventional backgrounds.

▪ **Resource planning and management**

Devoted to mission-centered, evidence-based decisionmaking and resource allocation. Experienced in large-scale resource allocation, fundraising, management of complex budgets and restricted endowments, and space planning and renovation.

Responsible for library budgets of up to $5 million. Managed two dozen restricted endowments, each with unique spending, tracking, and reporting requirements. Adept at dealing with changing priorities and mid-year budget cuts.

Designed and implemented a comprehensive, zero-based journal selection program that dramatically increased our holdings of the journals most important to faculty (*wanted journals*) without increasing expenditures. This program, based on the principles set forth in my published work, led to a 50% increase in the percentage of wanted journals held, a 35% reduction in cost per wanted journal, and a substantial reduction in inequality of holdings across academic departments.

Led several renovation projects that have provided for the more flexible use of space. With I.T. and other campus agencies, planned and built a Learning Commons within the library. Coordinated a major electrical/HVAC upgrade and the large-scale conversion of stacks space to study space.

▪ **Learning environments and student services**

Dedicated to high-quality student services. Instituted student-centered, "no hassle" training of library staff. Established 24/7 library hours during the academic year. Helped maximize student satisfaction and retention by maintaining on-site library services throughout the COVID pandemic, even when classes were held remotely.

Strengthened the library's status as an educational and co-curricular hub by removing physical, technological, and socioeconomic barriers to library collections and services. Eliminated printing charges and restrictions.

Upgraded collaborative spaces and converted stacks space to study space. Brought allied services, such as tutoring and I.T., into the library building.

Strong supporter of Manhattan University's Camino degree program for native speakers of Spanish. Increased support for Camino even when faced with serious staff and budget shortfalls. Expanded instructional programs for student groups such as the National Society of Black Engineers.

▪ **Instruction and outreach**

Developed a multi-method information literacy teaching and assessment program that has become a model for other core competencies at Manhattan University.

Strengthened support for advanced, subject-specific library instruction.

Committed to diversity and inclusion. Key contributor, for more than two decades, to NSF-funded projects that have led to demonstrated improvements in the quantitative reasoning skills of faculty and students at minority-serving institutions nationwide.

Developed and led workshops on Open Access, bibliometrics, data archives, data journals, generative AI, innovations in scholarly communication, selection of publication/presentation outlets, and the economic and legal environments that support the scholarly communication system.

Collaborated with the Center for Academic Success and other campus agencies to share and align teaching priorities, policies, methods, and materials. Developed close relationships with CAS, Information Technology, Advancement, Student Government, and other campus organizations.

▪ **Community engagement and development**

Successful with both private donors and funding agencies. Secured private gifts to upgrade the library's HVAC system ($100,000), convert bookstacks space to a new study area ($50,000), and support librarians' professional development ($12,000). Arranged for a $5,000 increase in annual (recurring) funding from the Christian Brothers Midwest District.

Effective in community engagement and outreach. Established partnerships with the local arts community, veterans' organizations, and the New York Public Library. Worked with state legislators and community partners on a $10 million public-private library initiative that stalled only when the State of California excluded private universities from the grant program.

Consultant, since 2003, for quantitative reasoning instruction programs that have attracted more than $2.8 million in NSF funding. I began this work as a grant writer, but my role has since expanded to include statistical consulting, assessment, quality assurance, planning, faculty mentoring, and video production.

Received about $40,000 to support my own research, including a grant from the National Institute on Aging.

Active in regional and national library consortia. Served on the Board of Directors of the largest library consortium in California. Associate editor and board member for two of the top three journals of academic librarianship.

Occasional research and assessment consultant. Clients have included law firms, library consortia, library vendors, publishers, research organizations, universities, and the Royal Society of New Zealand.

● **UNIVERSITY LEADERSHIP AND SERVICE**

Leadership of key university committees

Chaired university-wide committees on accreditation, assessment, general education, information technology, libraries, and strategic planning. As chair of the strategic planning committee at Menlo College, successfully advocated for the creation of two new academic programs and the realignment of several others.

Coauthored a five-year strategic plan and a WASC reaccreditation report.

Other committee service

Member of the Board of Trustees' Academic Affairs Committee at Manhattan University. Served on more than 36 university committees, including committees on artificial intelligence, budget and finance, course scheduling, COVID-19 response, curriculum, early entrance to college, enrollment management, first-year experience, grant administration, honorary degrees, research funding, retirement benefits, senior theses, undergraduate core competencies, university publications, veterans' affairs, and web site development.

Served on more than 40 library committees at six universities. Chaired many of them.

University publishing initiatives

Founder of the Menlo College Research Paper Series and the Menlo College publishing imprint (2013).

Editor and book designer, *A collector's zeal: Treasures from the DeCoursey Fales Collection at Manhattan College* (T.G. Gress; Manhattan College, 2020).

Book designer, *Our Menlo story: Contributions and reflections of the Menlo College community* (M. Thomas, ed.; Menlo College, 2014).

• PROFESSIONAL LEADERSHIP AND SERVICE

Board memberships

Founding member, Lower Hudson Valley Consortium of Catholic Colleges and Universities, Sept. 2015 to present.

Member, Board of Directors, Statewide California Electronic Library Consortium, Sept. 2011–June 2014. SCELC manages license negotiations, consortial purchasing, and related initiatives for more than 340 academic and research libraries.

Editorial leadership and service

Member, Editorial Board, *Journal of Academic Librarianship*, July 2020 to present.

Associate Editor, *Journal of Academic Librarianship*, Mar. 2022 to Dec. 2023.

Member, Editorial Board, *Portal: Libraries and the Academy*, Jan. 2009 to Dec. 2022.

Reviewed 243 article manuscripts, 1994 to present, for *Applied Computing and Informatics*; *BioScience*; *Cartographica*; *College & Research Libraries*; *Computers & Education*; *Demography*; *Drugs: Education, Prevention & Policy*; *ICES Journal of Marine Science*; *IEEE Access*; *Information Development*; *Information Processing & Management*; *Journal of Academic Librarianship*; *Journal of Documentation*; *Journal of Environmental Planning and Management*; *Journal of Information Science*; *Journal of Medical Artificial Intelligence*; *Journal of Planning Literature*; *Journal of the Association for Information Science and Technology*; *Library & Information Science Research*; *Library Hi Tech*; *Portal: Libraries and the Academy*; *Regional Studies*; *Research on Aging*; *Scientometrics*; *Serials Review*; *Sociological Focus*; *Sociological Forum*; and *Studies in Higher Education*.

Other professional service

Occasional research, assessment, and quality assurance consultant, May 2001 to present. Clients have included Adelphi University, Bradley University, EBSCO Information Services, Elsevier, Iona College, the Oberlin Group, the Oklahoma Disability Study, the Royal Society of New Zealand, the Sociometrics Corporation, Steptoe LLP, and Wiley-Blackwell.

Dissertation committee member for Adam Altman (Ed.D., Cabrini University, 2021).

Institutional representative to national and regional library consortia including the Oberlin Group, WALDO, and LYRASIS.

- **EXTERNAL FUNDING**

  Contributed to grant proposals that have been awarded more than $2.8 million in
  National Science Foundation funding, Dec. 2003 to present. See *Professional
  Employment*, above.

  Secured private gifts to upgrade the library's HVAC system ($100,000), convert library
  bookstacks to a new study area ($50,000), and support librarians' professional
  development ($12,000). Arranged for a $5,000 increase in annual (recurring) funding
  from the Christian Brothers Midwest District.

  Received about $40,000 in external funding to support my own research, along with
  additional internal (university) funding awarded through competitive processes. See
  Research Awards and Fellowships, below.

- **RESEARCH AWARDS AND FELLOWSHIPS**

  Dean's Award for Scholarship, Menlo College, May 2014.
  Awarded to one Menlo College faculty member each year.

  Visiting Research Fellow, Harris Manchester College, University of Oxford, July 2011.

  Best of *LRTS* Award, Association for Library Collections & Technical Services, June 2008.
  For the best paper in *Library Resources & Technical Services* in 2007.

  Fellow, Chartered Institute of Library and Information Professionals, June 2007 to
  present. One of 19 members admitted to Fellowship in 2007.

  Technology for Teaching grant, St. Lawrence University, Sept.–Dec. 2001. Walters, W.H.,
  & Williams-Bergen, E. Citation indexing in support of the science curriculum.

  Internal grant, Cornell University, Jan.–May 1999. Greaves, S., Herold, P., & Walters,
  W.H. University-wide access to GIS data, technology, and user support.

  National Research Service Award, National Institute on Aging, Sept. 1991–Aug. 1995.
  Types and determinants of later-life migration.

  University Fellow, Brown University, Sept. 1991–Aug. 1992.

  Graduate Research Fellow, University of Vermont, June–Aug. 1991.

- **CURRENT RESEARCH**

  Comparative bibliographic and full-text coverage of Google Scholar, Scopus, Web of
  Science, five subject databases, Academia.edu, ResearchGate, Anna's Archive, Sci-
  Hub, and an integrated library search mechanism.

- **PUBLISHED WORK**

Peer-reviewed journal articles

Walters, W.H. (2025). Gauging scholars' acceptance of Open Access journals by examining the relationship between perceived quality and citation impact. *Journal of Data and Information Science, 10*(1), 151–166.

Walters, W.H. (2024). Apportioning the cost of a full-text database among the journals in the database: A comparison of six methods. *College & Research Libraries, 85*(3), 333–346.

Walters, W.H. (2024). Finding free OER textbooks online: Untangling the Web. *Publications, 12*(4), article 32.

Walters, W.H. (2024). Relationships between expert ratings of business/economics journals and key citation metrics: The impact of size-independence, citing-journal weighting, and subject-area normalization. *Journal of Academic Librarianship, 50*(4), article 102882.

Walters, W.H. (2023). Are the works that cite Beall's List accounting journals comparable to those that cite Scopus journals of similar citation impact? *Aslib Journal of Information Management, 75*(5), 844–862.

Walters, W.H. (2023). Assessing diversity in academic library book collections: Diversity audit principles and methods. *Open Information Science, 7*(1), article 20220148.

Walters, W.H. (2023). The effectiveness of software designed to detect AI-generated writing: A comparison of 16 AI text detectors. *Open Information Science, 7*(1), article 20220158.

Walters, W.H., & Wilder, E.I. (2023). Fabrication and errors in the bibliographic citations generated by ChatGPT. *Scientific Reports, 13*, article 14045.

Walters, W.H. (2022). Can differences in publisher size account for the relatively low prices of the journals available to master's universities through commercial publishers' databases? The importance of price discrimination and substitution effects. *Scientometrics, 127*(2), 1065–1097.

Walters, W.H. (2022). The citation impact of the Open Access accounting journals that appear on Beall's List of potentially predatory publishers and journals. *Journal of Academic Librarianship, 48*(1), article 102484.

Walters, W.H. (2022). Evaluating journals in business and related fields: A guide for faculty. *Business Information Review, 39*(3), 90–97. Featured in *The Informed Librarian Online*.

Walters, W.H. (2022). Scholarly journals are sometimes regarded as substitutes even though each provides unique content. *Learned Publishing, 35*(4), 678–681.

Walters, W.H. (2021). Survey design, sampling, and significance testing: Key issues. *Journal of Academic Librarianship, 47*(3), article 102344. Featured in *The Informed Librarian Online*.

Walters, W.H., & Markgren, S. (2021). Comparing the prices of commercial and nonprofit journals: A realistic assessment. *Portal: Libraries and the Academy, 21*(2), 389–410.

Walters, W.H., & Markgren, S. (2021). A two-stage approach to serials review: Minimizing journal costs through title-by-title selection with package-based acquisition. *Insights: The UKSG Journal, 34*, article 18.

Wilder, E.I., & Walters, W.H. (2021). Characteristics of the most productive U.S. sociology faculty and departments: Institution type, gender, and journal concentration. *Sociological Quarterly, 62*(3), 594–622.

Wilder, E.I., & Walters, W.H. (2021). Using conventional bibliographic databases for social science research: Web of Science and Scopus are not the only options. *Scholarly Assessment Reports, 3*(1), article 4.

Walters, W.H. (2020). Data journals: Incentivizing data access and documentation within the scholarly communication system. *Insights: The UKSG Journal, 33*, article 18.

Walters, W.H., & Markgren, S. (2020). Zero-based serials review: An objective, comprehensive method of selecting full-text journal resources in response to local needs. *Journal of Academic Librarianship, 46*(5), article 102189.

Walters, W.H., Gormley, J., Handfield, A.E., López-Fitzsimmons, B.M., Markgren, S., Paradise, L., & Sheehan, S.E. (2020). Library book selection decisions and selectors' effectiveness: Differences among librarians, faculty, and students. *College & Research Libraries, 81*(4), 617–645.

Walters, W.H., Sheehan, S.E., Handfield, A.E., López-Fitzsimmons, B.M., Markgren, S., & Paradise, L. (2020). A multi-method information literacy assessment program: Foundation and early results. *Portal: Libraries and the Academy, 20*(1), 101–135. Featured in *Selected Resources on Assessment of Library Instruction* (ACRL Instruction Section, Teaching Methods Committee).

Wilder, E.I., & Walters, W.H. (2020). Publishing productivity of sociologists at American colleges and universities: Institution type, gender, and other correlates of book and article counts. *Sociological Perspectives, 63*(2), 249–275.

Walters, W.H. (2019). Beg, borrow, and steal: Formal and informal access to the scholarly literature at U.S. master's universities. *Journal of Academic Librarianship, 45*(6), article 102059. Featured in *The Informed Librarian Online*.

Walters, W.H., & Markgren, S. (2019). Do faculty journal selections correspond to objective indicators of citation impact? Results for 20 academic departments at Manhattan College. *Scientometrics, 118*(1), 321–337.

Wilder, E.I., & Walters, W.H. (2019). Quantifying scholarly output: Contribution studies and productivity studies in sociology since 1970. *The American Sociologist, 50*(3), 430–436.

Walters, W.H. (2017). Citation-based journal rankings: Key questions, metrics, and data sources. *IEEE Access, 5*, 22036–22053.

Walters, W.H. (2017). Composite journal rankings in library and information science: A factor analytic approach. *Journal of Academic Librarianship, 43*(5), 434–442.

Walters, W.H. (2017). Do subjective journal ratings represent whole journals or typical articles? Unweighted or weighted citation impact? *Journal of Informetrics, 11*(3), 730–744.

Walters, W.H. (2017). Key questions in the development and use of survey-based journal rankings. *Journal of Academic Librarianship, 43*(4), 305–311.

Walters, W.H. (2016). Beyond use statistics: Recall, precision, and relevance in the assessment and management of academic libraries. *Journal of Librarianship and Information Science, 48*(4), 340–352. Featured in *The Informed Librarian Online*.

Walters, W.H. (2016). Evaluating online resources for college and university libraries: Assessing value and cost based on academic needs. *Serials Review, 42*(1), 10–17.

Walters, W.H. (2016). Faculty status of librarians at U.S. research universities. *Journal of Academic Librarianship, 42*(2), 161–171.

Walters, W.H. (2016). The faculty subculture, the librarian subculture, and librarians' scholarly productivity. *Portal: Libraries and the Academy, 16*(4), 817–843.

Walters, W.H. (2016). Information sources and indicators for the assessment of journal reputation and impact. *The Reference Librarian, 57*(1), 13–22.

Walters, W.H. (2016). The research contributions of editorial board members in library and information science. *Journal of Scholarly Publishing, 47*(2), 121–146. Featured in *The Informed Librarian Online*.

Walters, W.H., & Wilder, E.I. (2016). Disciplinary, national, and departmental contributions to the literature of library and information science, 2007–2012. *Journal of the Association for Information Science and Technology, 67*(6), 1487–1506.

Walters, W.H. (2015). Do editorial board members in library and information science publish disproportionately in the journals for which they serve as board members? *Journal of Scholarly Publishing, 46*(4), 343–354.

Walters, W.H., & Wilder, E.I. (2015). Worldwide contributors to the literature of library and information science: Top authors, 2007–2012. *Scientometrics, 103*(1), 301–327.

Walters, W.H. (2014). Do Article Influence scores overestimate the citation impact of social science journals in subfields that are related to higher-impact natural science disciplines? *Journal of Informetrics, 8*(2), 421–430.

Walters, W.H. (2014). E-books in academic libraries: Challenges for sharing and use. *Journal of Librarianship and Information Science, 46*(2), 85–95. Featured in *The Informed Librarian Online*.

Walters, W.H. (2013). E-books in academic libraries: Challenges for acquisition and collection management. *Portal: Libraries and the Academy, 13*(2), 187–211.

Walters, W.H. (2013). E-books in academic libraries: Challenges for discovery and access. *Serials Review, 39*(2), 97–104.

Walters, W.H. (2012). Patron-driven acquisition and the educational mission of the academic library. *Library Resources & Technical Services, 56*(3), 199–213.

Davis, P.M., & Walters, W.H. (2011). The impact of free access to the scientific literature: A review of recent research. *Journal of the Medical Library Association, 99*(3), 208–217.

Walters, W.H. (2011). Comparative recall and precision of simple and expert searches in Google Scholar and eight other databases. *Portal: Libraries and the Academy, 11*(4), 971–1006.

Walters, W.H., & Linvill, A.C. (2011). Bibliographic index coverage of Open-Access journals in six subject areas. *Journal of the American Society for Information Science and Technology, 62*(8), 1614–1628.

Walters, W.H., & Linvill, A.C. (2011). Characteristics of Open Access journals in six subject areas. *College & Research Libraries, 72*(4), 372–392.

Collins, C.S., & Walters, W.H. (2010). Open Access journals in college library collections. *The Serials Librarian, 59*(2), 194–214. Reprinted in *Serials collection management in recessionary times* (K. Lawson, ed.; Routledge, 2011), 58–78.

Walters, W.H. (2009). Google Scholar search performance: Comparative recall and precision. *Portal: Libraries and the Academy, 9*(1), 5–24. Featured in *Evidence Based Library and Information Practice*.

Cady, C., Walters, W.H., Olsen, W., Williams-Bergen, E., & Harloe, B. (2008). Geographic information services in the undergraduate college: Organizational models and alternatives. *Cartographica, 43*(4), 239–255.

Walters, W.H. (2008). A fund allocation formula based on demand, cost, and supply. *Library Quarterly, 78*(3), 303–314.

Walters, W.H. (2008). Journal prices, book acquisitions, and sustainable college library collections. *College & Research Libraries, 69*(6), 576–586.

Walters, W.H. (2007). Google Scholar coverage of a multidisciplinary field. *Information Processing & Management, 43*(4), 1121–1132.

Walters, W.H. (2007). Institutional journal costs in an Open Access environment. *Journal of the American Society for Information Science and Technology, 58*(1), 108–120. Featured in *Evidence Based Library and Information Practice*.

Walters, W.H. (2007). A regression-based approach to library fund allocation. *Library Resources & Technical Services, 51*(4), 263–278.

Walters, W.H., & Wilder, E.I. (2007). The cost implications of Open-Access publishing in the life sciences. *BioScience, 57*(7), 619–625.

Walters, W.H. (2004). Criteria for replacing print journals with online journal resources: The importance of sustainable access. *Library Resources & Technical Services, 48*(4), 300–304.

Walters, W.H. (2003). Expertise and evidence in the assessment of library service quality. *Performance Measurement and Metrics, 4*(3), 98–102.

Walters, W.H. (2003). Video media acquisitions in a college library. *Library Resources & Technical Services, 47*(4), 160–170.

Walters, W.H., & Wilder, E.I. (2003). Bibliographic index coverage of a multidisciplinary field. *Journal of the American Society for Information Science and Technology, 54*(14), 1305–1312.

Walters, W.H., & Wilder, E.I. (2003). Disciplinary perspectives on later-life migration in the core journals of social gerontology. *The Gerontologist, 43*(5), 758–760.

Walters, W.H. (2002). Later-life migration in the United States: A review of recent research. CPL Bibliography 366. *Journal of Planning Literature, 17*(1), 37–66.

Walters, W.H. (2002). Place characteristics and later-life migration. *Research on Aging, 24*(2), 243–277.

Walters, W.H. (2000). Assessing the impact of place characteristics on human migration: The importance of migrants' intentions and enabling attributes. *Area, 32*(1), 119–123.

Walters, W.H. (2000). Types and patterns of later-life migration. *Geografiska Annaler Series B (Human Geography), 82*(3), 129–147.

Walters, W.H. (1999). Building and maintaining a numeric data collection. *Journal of Documentation, 55*(3), 271–287.

Walters, W.H. (1999). Climate indices for use in social and behavioral research. *IASSIST Quarterly, 23*(1), 14–22.

Walters, W.H., Demas, S.G., Stewart, L., & Weintraub J. (1998). Guidelines for collecting aggregations of Web resources. *Information Technology and Libraries, 17*(3), 157–160.

Wilder, E.I., & Walters, W.H. (1998). Ethnic and religious components of the Jewish income advantage, 1969 and 1989. *Sociological Inquiry, 68*(3), 426–436.

Walters, W.H., & Wilder, E.I. (1997). American Jewish household income, 1969 and 1989. *Journal of Economic and Social Measurement, 23*(3), 197–212.

Walters, W.H. (1994). Climate and U.S. elderly migration rates. *Papers in Regional Science, 73*(3), 309–329.

Walters, W.H. (1994). Place characteristics in elderly migration research. *Bulletin of Bibliography, 51*(4), 341–354.

Peer-reviewed monographs

Wilder, E.I., & Walters, W.H. (2005). *Voices from the heartland: The needs and rights of individuals with disabilities*. Brookline Books. Selected as an Academic Essential in the field of social work by YBP Library Services.

Lawrence, G.W., Kehoe, W.R., Rieger, O.Y., Walters, W.H., & Kenney, A.R. (2000). *Risk management of digital information: A file format investigation*. Council on Library and Information Resources. Favorably reviewed in the *Journal of Academic Librarianship* and featured in *RLG DigiNews*.

Other publications

Walters, W.H., Gormley, J., Handfield, A.E., & López-Fitzsimmons, B.M. (2022). Manhattan College library faculty guidelines for promotion and tenure. In *Academic librarian faculty status* (E. Bailey & M. Becher, eds.; Association of College & Research Libraries), 108–115.

Wilder, E.I., & Walters, W.H. (2020). *New data on the publishing productivity of American sociologists*. (Data file.) Available, with user notes, at https://doi.org/10.5281/zenodo.3892308. Also available at https://doi.org/10.3886/E119867V1.

Walters, W.H. (2018). The death and migration of book collections in academic libraries. (Editorial.) *Portal: Libraries and the Academy, 18*(3), 415–422.

Walters, W.H. (2013). *Judge Russell correspondence in the Menlo College Archive*. Menlo College. Excerpted in *Through the gates: Eighty-five years of Menlo College and its times* (P. Gullard; Menlo College, 2014), 65.

Walters, W.H. (2012). Distance learning doctorates. *Telicom, 25*(3), 20–28.

Walters, W.H. (2012). *Prelude in C.* (Audio file.) Theme music for 10 instructional videos of the Numeracy Infusion Course for Higher Education, City University of New York.

Walters, W.H. (2011). Trouble must run in the family. (Poem.) *Telicom, 24*(4), 66.

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- **PRESENTATIONS, REPORTS, AND WEB SITES**

Author of 42 conference papers, research presentations, and invited lectures in higher education, librarianship, and the social sciences.

Author of 60 reports and policy documents on academic rank and tenure, accreditation, artificial intelligence, assessment, budget planning, compensation and salaries, copyright law, COVID-19 response, evaluation of journals and publishers, general education, geographic information systems, information literacy, information technology, instructional support services, library collection development, licensing of information resources, metadata, organizational restructuring, personnel management, premedical education, quantitative reasoning instruction and assessment, retirement benefits, social science bibliography, strategic planning, and undergraduate core competencies.

Co-developer of the Bowman Library web site (2009), the Bowman Library Research Skills Tutorial (2012), and the O'Malley Library web site (2023). The Tutorial was featured in *PRIMO: Peer-Reviewed Instructional Materials Online* in Feb. 2013 and selected as the *PRIMO* Site of the Month in Dec. 2013.

- **CONTINUING EDUCATION**

Completed workshops and short courses on academic program assessment, accreditation, active learning strategies, Blackboard and Moodle, Catholic higher education, computer networking, copyright law, cybersecurity, data management, distance education, e-book technology, generative AI, geographic information systems, higher education funding, human resource management, information literacy assessment, integrated library systems, journal editing, letterpress printing, library organization and staffing, license review and negotiation, market research, project management, research ethics and compliance, sexual harassment prevention and response, survey design, technical writing, and technology management.