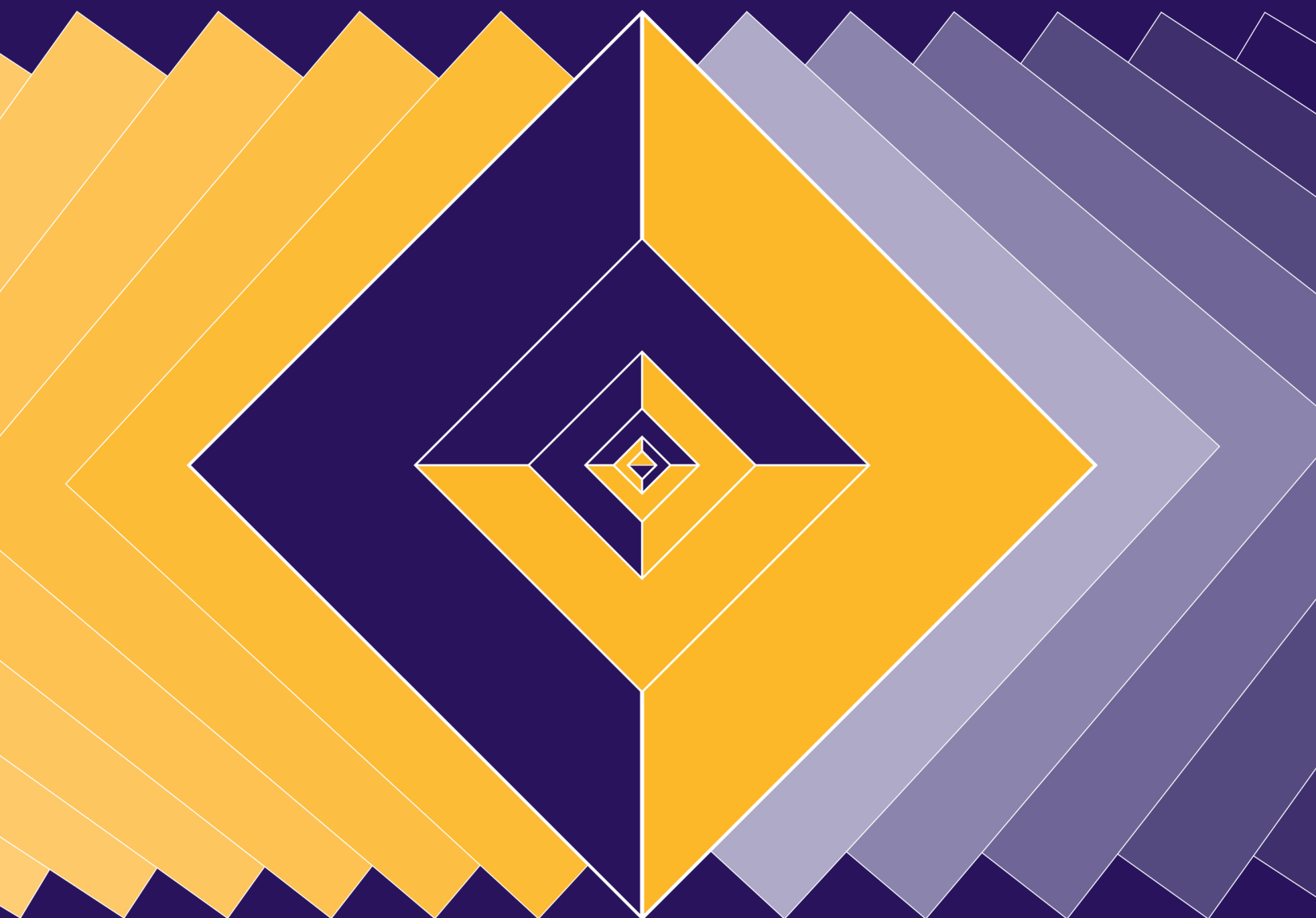




Kit 332

Organization of Scholarly Communication
Services
November 2012



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SPEC Kit 332

Organization of Scholarly Communication Services

November 2012

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SPEC

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SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

Borrowing from the Washington University in St. Louis Scholarly Communications Group's statement of purpose, this survey defined scholarly communication (SC) as the creation, transformation, dissemination, and preservation of knowledge related to teaching, research, and scholarly endeavors. The survey explored how research institutions are currently organizing staff to support scholarly communication services, and whether their organizational structures have changed since 2007. It asked respondents about the SC services offered at their institutions, how those services are supported and assessed, and the impacts that SC leadership and services may have had on the institution or larger community. Sixty of the 126 ARL member institutions responded to the survey between May 14 and June 12 for a response rate of 48%. Of these respondents, 56 (93%) affirmed that their library or institution was involved in SC services.

Scholarly Communication Leadership

All but three of these 56 respondents reported that an individual or group in the library had primary responsibility for leading organized SC efforts at their institutions. When asked whether the library's SC leadership is considered to be the institution's main SC leader, 37 of the 49 respondents (76%) answered yes, but several of their comments reveal a hesitation in staking a definitive leadership claim. For example, one respondent stated that leadership roles are, "Perhaps not clear... it's hard to say who the 'main leaders' are." Another offered that their library has "the only dedicated office on campus, but additional units in the library... and outside the library....also contribute." Some of the 12 respondents (24%) who answered that they are

not the main institutional leader had similar comments. One wrote that their team "is as far as I know the only game on campus, but not necessarily recognized by the institution at large." Another respondent explained, "I'm not sure the institution is completely aware of scholarly communication 'services'."

These comments reflect a tension between responsibility and leadership that is perhaps felt by many libraries. They also illustrate how difficult it can be to understand institutional perceptions of SC leadership. The nature of scholarly communication itself may be one cause of the difficulty. SC encompasses such a wide variety of activities, individuals, and groups that identifying one leader may be impossible or irrelevant. In fact, every library identified as involved in providing SC services also collaborates with institutional partners to support those services. Perhaps seeking clarity about definitive leaders is the wrong approach; the best answer to the SC leadership question may simply be that 95% of the respondents identified their libraries as responsible for SC leadership efforts, and are, therefore, SC leaders at the institutional level.

Leadership Structure, Staffing, and Time

The survey asked respondents to select one of six options that best described their SC leadership structure. Seventeen respondents (30%) selected a single individual in the library as the primary leader. Fourteen (25%) reported leadership by a library office, department, or unit. Thirteen (23%) indicated that SC leadership was distributed among two or more individuals in the library (other than a unit or team). Nine (16%) reported that leadership was the responsibility of a library team, committee, or task force. The remaining

three reported that SC leadership was not associated with any single individual or group.

An analysis of respondents' comments indicates this forced choice does not accurately describe the actual distribution of responsibility. Organizational changes are one reason. One library recently transferred SC leadership from a committee to a single position. In at least three instances, SC leadership had been, or was soon to be, transformed by the creation of a new office or unit. Another reason is that multiple leadership structures exist within many of the libraries. As one respondent explained, "We actually have a combination of the three instances above: we have an individual who tends to lead the scholarly communication efforts, a scholarly communications committee, and a (new) unit where these activities rest...."

Individual Leader

The 17 individuals who lead SC efforts are mostly assistant/associate directors, department or program heads, and scholarly communications librarians. All but two report to the library director or assistant/associate director. Their titles indicate their responsibilities range across collections and technical services, research and instruction, digital services, copyright and licensing, and publishing. Eight have special training or degrees related to their SC responsibilities. These include law degrees, publishing experience, copyright and licensing training, and attendance at the ARL/ACRL Institute on Scholarly Communication. Nine have direct reports ranging from .75 to 6 FTE (on average, 1.19 FTE librarians and .76 FTE staff). Four have at least one FTE librarian reporting to them. Four have at least one FTE staff. While the other eight have no direct reports, several have support from SC steering committees and other librarians. These individuals devote between 1% and 100% of their time to SC efforts, with an average of 53%. The table below indicates how much time 16 of these individuals spend leading SC efforts at their institutions.

% Time	N	%
< 25%	3	19
25-50%	6	38
> 75%	7	44

Library Office, Department, or Unit

The names of all but a few of the 14 offices that lead SC efforts include the phrase "scholarly communication." The names indicate that other responsibilities include collections, digital services, copyright, and publishing. The number of staff in these offices ranges from one to 20, with an average of seven. Most of these are full-time staff (average 6.1 FTE) and the office names suggest that SC efforts make up a significant aspect of each position's responsibilities. In half of the offices at least one person has special training in copyright or licensing or has a law degree. Most of the heads of these offices report to the library director. The table below shows the range of staff across these 14 offices.

Total Staff	N	%
1	1	7
3-4	6	43
5-9	3	21
≥10	4	29

Two or More Individuals in the Library

Of the 13 libraries where multiple individuals have primary responsibility for SC leadership, four (31%) report that two individuals share leadership roles and six (46%) report three individuals share leadership roles. Three respondents did not specify the number of individuals. The respondents reported on 34 positions ranging from a library dean and assistant directors to department and program heads to various other librarians. The responsibilities reflected by the position titles are as wide-ranging as reported above.

Eighteen positions (54%) report to the library director. Three libraries have a direct chain of command leading to the dean (e.g., position 2 is overseen by position 1, and position 1 is overseen by the dean). Four libraries have two or more positions reporting to the same individual (e.g., there are three separate positions, and each reports to the same dean). Five are set up in a distributed way, with positions reporting to different deans, associate deans, or heads. One institution uses a combination of these latter two arrangements.

Nineteen of these SC leaders have direct reports; 12 have between .25 and 1 FTE, four have 2 to 5 FTE, and

two have 10 to 25 full-time liaison librarians. Thirteen individuals have copyright, licensing, or publishing training or a law degree. The amount of time that 30 of these individuals devote to leading SC efforts ranges from 5% to 100%, with an average of 43%. The dean spent the smallest amount of time on SC leadership. The table below shows the distribution of time across these positions.

% Time	N	%
< 25%	11	37
25–50%	10	33
75–100%	9	30

Library Team, Committee, or Task Force

The nine teams that lead SC efforts are made up of representatives from a variety of departments including collections/technical services, research/instruction (six teams each), branch/regional libraries, digital initiatives (four teams each), library administration, special collections/archives (two teams each), and library IT. The number of members ranges from three to 12, with an average of eight. Five teams report they have full-time members. Most of the teams report to the library director or a management group. The table below shows the number of members across the nine teams.

Members	N	%
3	3	33
9–10	4	44
≥10	2	22

No Single Individual or Group

One respondent described their institution as a decentralized organization, and while there is a library-led Scholarly Communications Group, “other [institutional] libraries, academic units, and support units can offer their own SC services.”

Scholarly Communication Services in the Library

The survey asked whether four broad categories of SC services—campus-based publishing, education and outreach activities, hosting and managing digital

content, and support for research, publishing, and creative works—were offered by the library, elsewhere in the institution, or not offered. The responses show that educational activities continue to be a defining characteristic of libraries’ SC roles that was first reported in SPEC Kit 299 Scholarly Communication Education Initiatives.

On average, 89% of respondents offer one or more of the seven activities in the education and outreach category. Services to “advise and educate authors about copyright, retaining rights, etc.” are the only ones offered by all the responding libraries. It is notable that librarians very often serve as copyright educators even though only about a quarter of library SC leaders have law degrees or have participated in some form of copyright training. Seventy-six percent of the responding libraries offer services related to hosting and managing digital content, 71% offer campus-based publishing services, and 55% provide the services associated with supporting research, publishing, and creative works.

A deeper analysis of the responses suggests that three different categories would more accurately describe the library services currently offered: 1) liaising, outreach, and support for author rights, 2) hosting and preserving digital content, and 3) digital scholarship support. With the specific services categorized in this way, the percentages change: 75% of the libraries offer liaison, outreach, and author rights support; 75% host and preserve digital content; and 68% provide digital scholarship support.

Liaising, outreach, and support for author rights activities include consultations with researchers as authors and rights holders (advising on publications and legal matters or planning events to increase scholars’ awareness of scholarly publishing issues) and managing outreach requests usually associated with liaison librarian duties, which often support authorship (e.g., fielding requests for purchases or subscriptions or assisting with literature reviews).

Hosting and preserving digital content activities relate to accessing and maintaining institutional research data and content, storing and preserving institutional data and content, and sharing or publishing institutional data and content, particularly via institutional technologies (e.g., institutional repositories).

Digital scholarship support includes the creation of the products of digital scholarship (e.g., multimedia projects), especially the use of tools and expertise to manipulate or create digital products (data mining, data visualization, GIS). These categories relate to scholars as authors and researchers, as curators hosting and preserving digital information, and as content creators using innovative technologies.

Services Provided Outside the Library

Because SC encompasses such a variety of activities, it comes as no surprise that there are many institutional stakeholders that offer SC services outside of libraries. Education and outreach services are also provided by the office of research, general counsel, instructional technology offices, and teaching and learning centers, among others. Not surprisingly, university presses offer publishing services, but so do academic departments, particularly for faculty-hosted electronic journals. Research centers, institutes, and labs host/ manage digital content, as do institutional IT offices. Support for research and creative works is distributed among the office of research, academic departments, IT office, technology transfer office, and digital humanities centers. While all respondents report that at least some services are offered both by the library and the institution, the distribution of responsibility shows that the library is the primary SC service provider except in a few cases of patent research, disciplinary repositories, and multimedia production.

Support for SC Services

The survey next asked who else at the library and institution besides the “leaders” supports SC services. The resulting comments are nicely summarized in one respondent’s quip: “I think a better question may be ‘Who doesn’t?’” The comments included below highlight groups or issues not addressed elsewhere in the survey.

Repeated most often among the comments was the importance of liaison librarians in educating their communities about SC issues, including copyright, author rights, open access (OA), and institutional repositories (IR). As one respondent stated, “According to our recently adopted subject librarian position description framework, these librarians are expected to:

educate and inform faculty, graduate students, and campus administrators about scholarly communication issues, copyright, and their rights as authors; advocate for sustainable models of scholarly communication and assist in the development and creation of tools and services to facilitate scholarly communication; and support and promote the IR by helping administrators, faculty and students understand the role of the IR in building and preserving digital collections and assisting in content recruitment.” In fact, in over half of the 44 library staff-related comments respondents drew specific attention to subject librarians and/or liaison librarians. Additionally, two respondents identified a liaison-related service: the creation of web pages or web guides to describe the library’s SC services or, specifically, to identify resources for compliance with the National Science Foundation’s (NSF) Data Management Plan requirements.

Respondents’ comments also highlight the important outreach role for library directors: to be the SC spokesperson who can communicate the variety of librarians’ roles to those outside the library.

Open Journal Systems, a program that allows faculty to host their own peer-reviewed journals, is supported by both library and institution staff. While journal hosting is not a new activity, it is an SC practice that has been made increasingly easier as a growing number of software programs facilitate the process.

At one institution, where open access is a significant part of the institutional culture, a unique position outlined in the comments is the “OA System administrator: [the] librarian [who] designed and manages [the] technical infrastructure for Open Access Policy workflows.” In this position, the librarian plans and handles the practical implementation of institutional SC policy, playing a central role in that institution’s SC – and organizational – landscape. The leadership inherent in that role is very unusual and stands in sharp contrast to many other respondents’ comments, which tend to be more similar to the respondent who wrote that, “one of the questions on our upcoming survey asks who should support open access on campus.” A comment apropos to many responding institutions was that as a result of “leadership changes in the libraries and at the university as a whole, support

for scholarly communication services will continue to evolve.”

Other notable roles in SC that librarians and library staff play include offering a sponsored readings course for graduate students about SC issues, collaborating with non-library faculty on grant proposals related to SC issues, convening campus special interest groups (e.g., a campus serials interest group), and participating in needs assessment activities of the libraries.

One respondent nicely summarized the library’s organizing roles: “We are campus leaders in supporting media software for the creation of new types of scholarly works. We are also the primary place on campus for preservation of digital content. We are the leaders in the open access movement, but we rely heavily on faculty input. We are advisors when it comes to copyright, but leave the final decisions up to the content creators. We convene a faculty group that sets copyright policy for campus.”

Several respondents acknowledged the role that individual faculty members and/or departments have in supporting SC efforts. One respondent stated, “As we have identified champions and supporters of open access and new means of scholarly communication, they have been asked to advocate library services in support of SC among their colleagues and graduate students.” Another respondent wrote, “Faculty often support themselves by learning about and using technology creatively to suit their SC needs,” and another offered, “...I think it’s fair to say that the science, engineering, and architecture colleges all provide some SC support in their own units which are more appropriate to their own expertise and faculty.” Several respondents identified an additional role related to faculty: that of participants in faculty governance, in which they discuss and vote on institutional policies, such as open access resolutions.

Respondents also singled out institutional information technology offices, the office of research, the general counsel, provosts, and graduate schools as SC service providers. Centers for teaching and learning were also identified more than once as partners, especially in referring faculty to the library for SC advice, or inviting the library to offer SC-related workshops or other programs. Many who identified outside offices

or units said they play a role in developing data management strategies and data management plans.

Organizational Changes since 2007

Since 2007, when SPEC Kit 299 was published, nearly three-quarters of the institutions responding to the current survey have undergone organizational changes intended to improve library support for SC services. Of the 39 respondents who described their organization’s changes, 24 created at least one new library or administrative position (either adding a new position or changing position descriptions of an existing position) with SC responsibilities. Sixteen created a new SC department or unit, or significantly rearranged the duties of an existing one. Eight libraries created at least one new working group or team to plan and support SC efforts. One institution rearranged space to provide a centralized location for SC services.

Two institutions provided specific information on a reorganization involving Special Collections departments. In both cases, after the reorganizations, Special Collections reported to the administrator, or became part of the unit, with SC leadership responsibilities in the library. Both institutions reasoned that because digitization, digital publishing, and e-records archiving are significant aspects in Special Collections services, sharing expertise and coordinating efforts would be more efficient if Special Collections were included in the same department or reporting structure as the institutional repository, digital library initiatives, and so on.

Assessment of SC Services

Only eight libraries have evaluated the success of their SC services; however, 18 others say they plan to. Five of the eight have surveyed faculty, open access fund recipients, and/or workshop participants. Seven use annual reports, individual performance reviews, and statistics on use of services (e.g., institutional repository or open access fund) in their assessment activities.

Among those who are planning to assess their SC services, three institutions are considering surveys, and four institutions will be or have been gathering statistics related to participation in or use of SC services, such as numbers of users asking rights-related questions. Two others will be undergoing an audit

for certification as a Trusted Digital Repository, a program offered in conjunction with the National Archives and Records Administration, OCLC, and the Research Libraries Group.

At those libraries that have conducted assessment, one has used the data gathered to better inform liaison work by recognizing differences in SC needs, and approaches to SC, among various disciplines. Another library, using results from their institution's SC survey, has plans to "investigate implementing new services for OA monograph publishing, print on demand, and [to] improve digital preservation." Redesigning the library's SC-related web pages was a priority for one recent assessment project. Finally, several assessment projects aim to survey local trends in SC issues, such as faculty awareness of open access policies, interest in particular SC educational programs, and research data needs, to better plan the library's future SC outreach and technology-related support.

Impact on Authors

The survey asked respondents to identify, from a list, which demonstrable outcomes have resulted from their library's or institution's SC efforts and services. If the prompt had been to "indicate which outcomes might have resulted, at least in part, from the SC efforts and services your library or institution provides," the answers might have been different. Instead, one commenter stated, "I do not feel comfortable in answering this question as I have no way of knowing if authors have changed their practices based solely on the SC efforts we have done," and another offered, "It is my opinion that because we have not engaged in formal assessment, it's difficult or impossible to determine whether the libraries' SC efforts and services have had demonstrable outcomes."

Nevertheless, a majority of respondents provided feedback on how authors participate in SC activities and how institutions support those activities or consider new directions in SC policies. The most common outcomes reported were authors submitting work to the institutional repository (80%), seeking assistance with questions related to authorship, which have increased since 2007 (65%), and authors complying with funding mandates from agencies such as NIH and

NSF (59%). Forty-three percent reported that authors at their institutions have used Creative Commons/Scholars Commons licenses for their work, and 20 institutions (41%) indicated that authors have increasingly published in open access journals. Other outcomes include authors using copyright addenda (35%), submitting work to subject or disciplinary repositories (31%), and declining to publish in or edit particular journals (27%).

The number of institutions reporting that faculty have declined to publish in or edit particular journals was supplemented in the comments by responses referring to faculty and student activism, such as signing the "recent White House petition" on open access and the "'Cost of Knowledge' [Elsevier] boycott." In these comments, more than one respondent again noted that faculty editors are founding open access journals, often using the library-hosted, Public Knowledge Project-developed Open Journal Systems platform. Also included in the comments was the fact that librarians at one institution had themselves adopted an open access resolution.

Impact on Institutions

The respondents' most commonly identified institutional impacts were an increased use of the institutional repository, a growing interest in and support for open access publishing, and growing numbers of staffing and/or physical spaces to handle SC-related responsibilities. The vast majority host an institutional repository (44, or 82%) and most of those repositories have seen an increase in holdings (39, or 70%). Related to this finding, electronic theses and dissertations are available open access at 44 institutions. Furthermore, as noted above, 20 institutions have seen an increasing number of faculty publishing in OA journals and 16 (30%) have created or maintained an open access publishing fund to support this growth.

Organizational changes also reflect the increasing importance of SC issues to institutions. Most respondents have seen the number of positions with SC responsibilities at their institutions increase since 2007 (38, or 70%), 13 (24%) have created new centers or institutes to deal solely with SC questions and support, and 11 (20%) have rearranged or gained physical spaces to better support SC services.

SC Resolutions

Faculty governance bodies have supported open access (OA) resolutions and endorsements at 11 institutions (20%), five others (9%) have endorsed or passed a resolution related to SC exclusive of OA. Most resolutions or endorsements encourage and recommend that faculty authors be aware of the costs of journals where they publish, edit, or review, and make their work available in the IR when possible. Nearly all of these statements “encourage open access when [it] doesn’t conflict with [the professional] advancement of [a] faculty member,” as one respondent phrased it.

Two respondents stated that there is an OA policy that, unlike a mandate or recommendation from a faculty governance body, grants the institutions license to freely share faculty members’ scholarly articles. Both policies also allow authors to apply for a waiver of the license or an embargo on access when either the license or immediate access is not in an author’s best interest. In three cases library faculty passed OA policies or mandates in their departments. Similar to the institutional OA policies, the library OA policies or mandates call on library faculty authors to negotiate rights to deposit their works locally and make articles openly available. A waiver is available if rights cannot be obtained.

One faculty senate resolution stands out in encouraging institutional administration “to work with departments and colleges to assure that the review process for promotion, tenure and merit takes into consideration these new trends and realities in academic publication.” This statement, passed in 2009, is fairly unique in recognizing one of the biggest challenges in asking faculty to publish in OA journals—the entrenched habit of tenure review committees to consider journal impact factors when reviewing a faculty member’s tenure application—and suggests that it is not enough for faculty to be aware of publishing trends in order to significantly change current publishing models and support public access to research.

Some respondents specified the addendum to publishing agreements their faculty use most often, or the copyright addenda they most often recommend to faculty authors. The majority referred to the Science Commons Copyright Addendum Engine, and several more identified the Science Commons-Scholarly

Publishing and Academic Resources Coalition (SPARC) addendum, or Access-Reuse addendum, in particular. Two Canadian respondents also referred to a SPARC-affiliated license, which is similar to the Access-Reuse addendum used by US institutions. Another popular addendum is the one endorsed by the Committee on Institutional Cooperation (CIC), a consortium of 13 ARL member institutions. Several institutions provide authors with recommendations in terms of “basic” and “broader” copyright addenda. In such cases, the “basic” addenda is based on the language used by the National Institutes of Health for compliance with their funding mandate, and the “broader” addenda uses the Science Commons-SPARC addenda or bases its language on a document about negotiating publishing agreements from the IUPUI Copyright Management Center.

Comparisons to 2007 Survey

There are some similarities between the findings from the 2007 SPEC Kit on *Scholarly Communication Education Initiatives* and the current survey. For one, a distributed, shared SC leadership structure within libraries is still the most common model in use. However, in 2007, only 32% of libraries had a Chief SC Librarian, and the majority of those librarians spent less than 30% of their time on SC initiatives. Now, in less than five years, SC leaders are spending closer to 50% of their time on SC efforts. Furthermore, a majority of the respondents to the current survey have carved out formal library positions—one or more individuals, or teams/units—to lead SC efforts.

There are further similarities between the two surveys’ findings. For example, assessment of SC efforts is still rare. In 2007, only five respondents had assessed their SC education initiatives, compared to eight in 2012. A more positive trend that has continued is faculty hosting OA journals using online journal publishing platforms supported by libraries. Likewise positive is the continuing emphasis on educating researchers about SC issues to encourage the use publication agreement addenda, as well as the formalization of institutional support for OA in faculty governance resolutions.

In many ways, the current survey findings highlight the efficacy of the education initiatives that ARL

member libraries were leading in 2007 (at that time, 75% of responding institutions stated that they were engaged in SC education initiatives). Results from this survey point to gains in staffing and spaces for SC, indicating an institutional need and demand for these services, and successful internal educational efforts, since most respondents indicated that SC education is a significant role for liaison librarians.

Furthermore, educational initiatives have likely played a significant role in the rise of author activism. In all the faculty governance statements about OA or SC initiatives that survey respondents provided, libraries were identified as partners in publishing, rights negotiations, and education. Many of these resolutions were passed between 2007 and 2009, around the time that the National Institutes of Health (NIH) Public Access Policy was implemented and prior to the National Science Foundation's requirement for data management plans. Many libraries were involved in advising authors about NIH compliance and may have taken it as an additional opportunity to talk to faculty about open access and author rights. Author activism may now be seen in a variety of outlets: faculty signing national petitions against the high prices of subscriptions to scholarly publications, individual departments adopting open access resolutions, faculty refusing to publish or edit in particular journals, and, as stated earlier, faculty founding and editing their own journals hosted on library servers.

In part because of education and outreach efforts, especially with regard to institutional repositories, libraries have been acknowledged as relevant parties in institutional planning for preserving and hosting digital content. Past SC efforts that reached out to faculty and research groups have also prepared librarians to be included in recent SC developments, not just in the sciences, but also in the humanities. Overall, collaboration among libraries and other institutional units to support SC activities is more prominent and obvious than it was in 2007, as evidenced by the partnerships identified by member libraries in their survey responses. Additionally, with the advent of

digital humanities activities, humanities researchers are more visible and vocal participants in a greater number of SC activities than was the case in 2007.

Conclusion

Overwhelmingly, libraries are leaders in organizing scholarly communication efforts at their institutions. This leadership is highly collaborative. Within libraries, leadership is often distributed among several library units, offices, or staff positions. In the larger institutional setting, libraries have many partners whose activities support and complement their SC services, even though the various centers, units, and groups involved do not use the SC label. Librarians' roles as educators, liaisons, and digital preservationists are well-established, but in the developing area of digital research, including the digital humanities and data management plans, libraries, like most in the academic community, are still finding their way. More assessment of the research community's needs could prove useful in discovering how library SC services and leadership might be better marketed, further developed, or differently arranged to address those needs. In the coming years, as access to datasets, and not just scholarly articles, becomes the norm due to funding mandates and other legislation, the need to develop and use alt-metrics to determine research impact will become more apparent, and may lead to changes in tenure review practices, such as focusing on article-level metrics rather than journal impact factors. As is still the case with open access, any new developments will require information professionals to become savvy users of these new systems, providing feedback to designers, and helping others in the research community understand and apply these features in their own projects. These are just a few of the many changes occurring in the scholarly communication landscape, where libraries seem poised to continue organizing leadership, services, and support that foster researchers' activities and increase their global reach.

SURVEY QUESTIONS AND RESPONSES

The SPEC Survey on Organization of Scholarly Communication Services was designed by **Rachel Radom**, Instructional Services Librarian for Undergraduate Programs, **Melanie Feltner-Reichert**, Interim Head of Scholarly Communication, and **kynita stringer-stanback**, 2010–2012 Diversity Resident Librarian, at the University of Tennessee. These results are based on data submitted by 60 of the 126 ARL member libraries (48%) by the deadline of June 12, 2012. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Scholarly communication can be defined as the creation, transformation, dissemination, and preservation of knowledge related to teaching, research, and scholarly endeavors. Among the many scholarly communications issues are author rights, the economics of scholarly resources, new models of publishing (including open access, institutional repositories, rights and access to federally funded research), and preservation of intellectual assets.

ARL has been a leader in advocating the development of innovative systems that offer barrier-free access to scholarly information and member libraries have developed a variety of initiatives to educate researchers on scholarly communication issues. These libraries have also developed services to support scholarly communication activities in their institutions that range from hosting and publishing electronic journals to administering open access publishing funds to providing support for data mining, visualization, and curation.

The last SPEC survey on scholarly communication was in 2007 and focused on libraries' education initiatives. The purpose of this survey is to explore how research institutions are currently organizing staff to support scholarly communication services, and whether their organizational structures have changed since 2007. The survey first looks at who leads scholarly communication efforts inside and outside the library. It next covers the scholarly communication related services that are offered to researchers, and which staff support those services. The survey also asks how the library measures the success of its scholarly communication services, including demonstrable outcomes of these services.

SCHOLARLY COMMUNICATION LEADERSHIP

1. Is your library or institution involved in scholarly communication services as described in the introduction? N=60

Yes	56	93%
No	4	7%

2. Please select one option below that best describes who has **primary** responsibility for leading organized scholarly communication (SC) efforts (such as developing services, fielding questions, and/or planning policies) at your institution. N=56

A single individual in the library	17	30%
Two or more individuals in the library (other than a unit or team)	13	23%
A library office, department, or unit	14	25%
A library team, committee, or task force	9	16%
An individual, unit, or group outside the library has leadership responsibility	—	—
No single individual or group has leadership responsibility	3	5%

Please enter any comments you have about which individual or group has primary responsibility for leading organized scholarly communication (SC) efforts at your institution. N=27

Single Individual

As the individual with primary responsibility for SC, it should be noted that I have as well other responsibilities for collections management.

Assistant Dean for Technical Services

Having one primary person is a very recent development. Before this person started we had the scholarly communication efforts primarily in the hands of a library committee.

Head, Digital Services & Scholarly Communication

Our SC efforts are led and overseen by the AUL for collection management and scholarly communication, who chairs a library-based committee that assists in the organization and sponsorship of SC activities in the library and on the campus. She also supervises a library department that is responsible for SC-related outreach and education.

The copyright and related legal issues are led by the director of the copyright & digital scholarship center. Other issues (e-science, repository, etc.) are led by stakeholders with relevant expertise.

The dean of libraries assigned responsibility for SC efforts to the associate university librarian for research and instructional services. He enlists others as needed to support different activities. The associate university librarian and dean of libraries consulted the provost in establishing a university committee to assist in leading the effort.

The director of our center for scholarly communication & digital curation has primary responsibility for providing leadership in this area, although she works closely with a scholarly communications committee and with library administration.

The program manager, scholarly publishing & licensing, who is head of the office of scholarly publishing & licensing, has primary responsibility. This individual works very closely with the director's office and with subject liaisons.

There is also a scholarly communication steering committee consisting of librarians that reports to me, and several other people who play key leadership roles. These include the head of our engineering library (who also chairs the SC steering committee), the head of our digital initiatives unit (which manages our IR, supports OJS publishing and performs other SC support work), and our head of access services, who is the Libraries' copyright officer. None of these people report directly to me.

We have a coordinator for scholarly communications (1 FTE) and another scholarly communication librarian (.75 FTE).

Two or More Individuals

Administrative group called the Management Team.

The scholarly communication librarian has primary responsibility for leading education and outreach activities. A component of outreach activities coordinated by the SC librarian is promoting awareness of scholarly communication issues. Primary responsibility for the development and implementation of scholarly communication services rests with a number of individuals within the library, varying according to the specific service. For example, campus-based publishing efforts are led by the digital scholarly publishing officer. Responsibility for the hosting and managing of digital content, as well as support with research, publishing, and creative works, rests with a number of individuals and departments. The librarian for digital scholarship initiatives has primary leadership responsibility for a number of services falling under these categories. Individuals with primary leadership responsibility for SC services are located within different departments and units within the library's organization structure, rather than within a single department/unit.

The umbrella of activities relating to advancing change in scholarly communication practices is distributed across a number of units within the Libraries. In addition, the separately managed health sciences library on campus also pursues various activities advancing change in scholarly communication. As appropriate, some activities are coordinated, but many require minimal direct coordination.

Library Office, Department, or Unit

Our office of scholarly communication is a department of three librarians, one staff assistant, and several student assistants. The office takes its direction from the scholarly communication & special initiatives librarian, who reports to the director of libraries. We also have a team that meets twice a month to review our initiatives and projects, and a committee that helps provide direction for the department. The team consists of seven librarians, and the committee consists of five librarians. There is some staff overlap between the team and the committee.

Responsibility for strategy and program development is at the associate dean level, but we have also had a librarian with the title "Head, Scholarly Communications Services." We are in the middle of creating a new unit that will likely be called "Publishing and Curation Services" which will include that librarian, the digital collections curator, and staff TBD. The responses in this survey thus primarily reflect the activities of those librarians prior to the creation of this unit.

The digital services division has primary responsibility for SC, but also works closely with a librarian from the law library with copyright expertise as well as partnering with others on campus.

The office for copyright and scholarly communications will undergo a change this year, with the addition of a second full-time staff member, in addition to the director and an intern. Up until that time, the persons responsible have not

been part of a single unit. Others in different departments will continue to have central roles.

This is actually a difficult question to answer, as we actually have a combination of three of the instances above: we have an individual who tends to lead the scholarly communication efforts, a scholarly communications committee, and a (new) unit where these activities rest. We're in the midst of a transition on this point, and I have selected what we think will be the end result of that transition: that a unit will have ultimate responsibility.

We have both a department and a team within the library that have responsibility for scholarly communication efforts.

Library Team, Committee, or Task Force

A new group at the university, the scholarly communications working group, was formed in may 2012 and includes librarians from metadata services, libraries IT, scholarly resource development (collection development), and discipline-based subject specialists.

Appropriate units involved in planning and work are represented in the committee on scholarly communication.

IR management team

Our team leader is the head of the health center library. The team is composed of members of the law school library, the health center library, the main campus library and the regional campus libraries.

We have a SC group that has not met much in the last year, due to the overriding focus on a faculty open access committee.

No Single Individual or Group

We are a very decentralized organization. Librarians on the scholarly communications group are from two of the five libraries. The dean has ultimate authority over what services the Libraries offers. But other libraries, academic units, and support units can offer their own SC services.

We are currently searching to fill a position that will lead efforts in this category.

If you answered that an individual or group has leadership responsibility, when you click the Next>> button below you will jump to questions about the individual or group you selected.

If you answered that no single individual or group has leadership responsibility, when you click the Next>> button below you will jump to questions about SC Services.

SC LEADERSHIP: SINGLE INDIVIDUAL IN THE LIBRARY

3. Please indicate the title of this individual, to whom this position reports, and an approximate percentage of time they devote to leading SC efforts. N=17

Position Title	Position Reports To	Time
Assistant Dean for Technical Services	Dean	1%
Associate Dean for Collections & Technical Services	Dean of Libraries	
Associate University Librarian for Collection Management and Scholarly Communication	University Librarian	50%
Associate University Librarian for Research & Instructional Services	Dean of University Libraries	5%
Bibliographer	AD for Collections	2%
Coordinator for Scholarly Communications	Dean of Libraries	100%
Digital Services Librarian	Digital Resources Library Librarian	25%
Director of Collection Strategies and Scholarly Communication	Dean & University Librarian	50%
Director of Copyright & Digital Scholarship Center	Associate Director for Collections & Scholarly Communication	100%
Director, Information Resources and Scholarly Communication	Dean of University Libraries	30%
Head, Collections & External Relations Division	Head, Collections & External Relations Division	20%
Head, Digital Collections and Scholarly Communication Services	Dean of Libraries	50%
Head, Digital Services & Scholarly Communication	AUL, User Services	80%
Program Manager, Scholarly Publishing & Licensing	Associate Director for Information Resources	90%
Scholarly Communication Librarian	Assistant University Librarian, Access Services	90%
Scholarly Communication Officer	Associate University Librarian for Collections and Services	100%
Scholarly Communications Librarian	University Librarian	100%

4. Does this individual have any special training or degree (such as licensing, copyright, or publishing) related to their SC responsibilities? N=17

Yes	8	47%
No	9	53%

If yes, please briefly describe the training or degree.

Position	Training or Degree
Associate University Librarian for Collection Management and Scholarly Communication	JD, PhD in Library and Information Science
Associate University Librarian for Research & Instructional Services	Attended ARL's Scholarly Communication Institute.
Coordinator for Scholarly Communications	The person came from publishing with a specialty in book design.
Director of Copyright & Digital Scholarship Center	JD
Head, Collections & External Relations Division	I have taken courses in licensing and have done some editing.
Head, Digital Services & Scholarly Communication	Graduate degree in sciences and experience in scientific publishing; two certificates in copyright management and leadership (UMUC CIP and SLA).
Program Manager, Scholarly Publishing & Licensing	For licensing: ARL institutes on licensing, University of Maryland University College course on Advanced Licensing. For copyright: University of Maryland University College courses, including full certification in "Copyright Management and Leadership" levels I and II, as well as many other courses. For all areas: MLS.
Scholarly Communication Officer	JD and MLS

5. Is this position also considered the institution's main leader for SC efforts? N=16

Yes 12 75%

No 4 25%

Comments

Answered Yes

A faculty scholarly communication committee was organized to advise and promote SC efforts.

The dean often serves as primary spokesperson; we coordinate our efforts.

Answered No

Do not have institution's focus on SC.

The university has a long-standing and deep commitment to open access that is diffused throughout the culture, and manifested in many positions and individuals. Leadership in these areas comes from the provost, vice president for research, the director of libraries, and key faculty committees, including the faculty committee on the library system, and the open access working group. The Libraries' program manager in scholarly publishing & licensing is carrying out the vision of a much broader agenda, related to the university's mission.

The university librarian, along with faculty members interested in open access issues, provide a voice outside the library to champion and promote various scholarly communication initiatives.

This individual is very interested in copyright and some of the other SC issues.

Other Comment

I'm not sure that our institution is really aware of this, since my position does not have "scholarly communication" in my title. However, the office of fair practices & legal affairs and the research office are aware of this responsibility.

6. Does any library staff report to this individual to support SC services? N=17

Yes	9	53%
No	8	47%

If yes, please specify the category and FTE of the staff who support SC services and report to this individual.

Position	Staff Reports
Assistant Dean for Technical Services	Head of Cataloging spends 5% of her time supporting institutional ETD. Lead Programmer spends 5% of his time supporting institutional repository.
Associate Dean for Collections & Technical Services	A full-time library faculty member and a full-time support staff position.
Associate University Librarian for Collection Management and Scholarly Communication	The Scholarly Communication and Licensing unit consists of 4FTE librarians and 2FTE high-level support staff who contribute to SC services. In addition, the Scholarly Communication Steering Committee is composed of an additional 8 to 10 librarians who devote some percentage of time of supporting SC activities. Subject specialists and library liaisons are also beginning to get involved in SC services; the library is becoming more integrated in this regard, and all professional staff have a role in SC activity.
Director of Collection Strategies and Scholarly Communication	Exempt staff member, full time. Job title is Repository Coordinator: 80% of time is directed toward the institutional repository, 20% of time is directed to collection assessment.
Head, Collections & External Relations Division	1.6 library assistants. One is a technician and the .6 position is a lower level library assistant without a technician's diploma.
Head, Digital Collections and Scholarly Communication Services	One full-time term post-MLIS resident librarian. Although they don't technically report to the CSCDC head, affiliates from throughout the organization dedicate a percentage of their time to supporting SC services: 30% e-science librarian, 10% electronic resources library department head, 25% visual resources librarian.

Position	Staff Reports
Head, Digital Services & Scholarly Communication	Four library faculty, each 100% FTE. One part-time student worker.
Program Manager, Scholarly Publishing & Licensing	.6 FTE – librarian. There are also ‘dotted lines’ connecting two support staff roles to this position, but these are not direct reports: approximately .75 FTE.
Scholarly Communications Librarian	.75 FTE (student worker)

SC LEADERSHIP: TWO OR MORE INDIVIDUALS IN THE LIBRARY (OTHER THAN A UNIT OR TEAM)

7. How many individuals in the library share responsibility for leading organized scholarly communication efforts? N=13

2 individuals	4	31%
3 individuals	6	46%
Unspecified	3	23%

Position 1	Position 2	Position 3
Associate Librarian for Information Resources	Director, Digital Resources and Scholarly Communications Programs	
Digital Repository Services Librarian	Data Library Coordinator	
Director, Scholarly Communications & Instructional Support	Head of Digital Library Services	
Endowed Chair for Scholarly Communications	Coordinator, Copyright Permissions Services	
Scholarly Communications Librarian	Copyright & Digital Access Librarian	
Assistant University Librarian for Scholarly Communication, Assessment, and Personnel	Scholarly Communication Librarian	Scholarly Communication Services Manager
Associate Dean for Academic Affairs	Director, University Press	Director, University Copyright Office
Associate Dean for Collection and Technology Services	Head, Digital Initiatives	Director of Library Graduate and Research Services
Dean and Vice President for Information Technology	Assistant Dean, Digital Library and E-Publishing Services	Assistant Dean, Scholarly Communications
Director, Copyright and Rights Management	Head of Library IT	Digital Services Librarian

Position 1	Position 2	Position 3
Director, Office of Copyright Management & Scholarly Communication	Data Management Librarian	Assistant Librarian
Head, Scholarly Resource Integration	Head, Copyright Support Services	Head, Research Services
Scholarly Communications Librarian	Digital Scholarly Publishing Officer	Librarian for Digital Scholarship Initiatives

8. Please provide the following information for up to three of the individuals. Indicate the title of the individual, to whom this position reports, a brief description of their SC leadership responsibilities, and an approximate percentage of time they devote to leading SC efforts. N=13

Two Individuals

Position Title	Position Reports To	Responsibilities	Time
Associate Librarian for Information Resources	Dean of the Library		7%
Director, Digital Resources and Scholarly Communications Programs	Associate Librarian for Information Resources	Program planning and development; education and outreach; preparation of materials; administration of programs.	40%

Position Title	Position Reports To	Responsibilities	Time
Digital Repository Services Librarian	Associate University Librarian Information and Financial Resources	IR, ejournal publishing, ETD, OA outreach, open data initiatives.	100%
Data Library Coordinator	Associate University Librarian, Information and Financial Resources	Open data initiatives.	85%

Position Title	Position Reports To	Responsibilities	Time
Director, Scholarly Communications & Instructional Support	Dean of Libraries	Most SC activities, especially planning, outreach, copyright education, supporting faculty publication, etc.	50%
Head, Digital Library Services	AUL for Media & Instruction	Institutional Repository, Electronic Theses & Dissertations, some specific research projects, etc.	10%

Position Title	Position Reports To	Responsibilities	Time
Endowed Chair for Scholarly Communications	Dean of Libraries		100%
Coordinator, Copyright Permissions Services	Endowed Chair for Scholarly Communications		100%

Position Title	Position Reports To	Responsibilities	Time
Scholarly Communications Librarian	Two associate deans because of multiple responsibilities	Build tools, communicate with faculty, coordinate subject librarians activities around SC.	25%
Copyright & Digital Access Librarian	Head of Digital Library Services	Answer copyright questions, liaison with general counsel, train other subject librarians.	25%

Three Individuals

Position Title	Position Reports To	Responsibilities	Time
Assistant University Librarian for Scholarly Communication, Assessment, and Personnel	University Librarian	With University Librarian, finalizes library policies for SC. Reports progress/issues to Library and Scholarly Communications Advisory Council. Advocates for SC resources with library administration. Represents the library in national SC discussions.	15%
Scholarly Communication Librarian	AUL for Scholarly Communication, Assessment, and Personnel	Outlines policies/procedures for library SC services (e.g., institutional repository; digital publishing support). Seeks new content partners among campus faculty, departments, and academic colleges. Develops educational resources for campus community. Participates in national, state, and institutional SC discussions.	85%
Scholarly Communication Services Manager	Scholarly Communication Librarian	Manages day-to-day operations of institutional repository and digital publishing via Open Journal Systems. Supervises two student employees.	85%

Position Title	Position Reports To	Responsibilities	Time
Associate Dean for Academic Affairs	Dean of Libraries	Coordinating activities of liaison librarians.	25%
Director, University Press	Dean of Libraries	Library publishing services, including institutional repository for faculty publications.	15%
Director University Copyright Office	Dean of Libraries	Copyright.	25%

Position Title	Position Reports To	Responsibilities	Time
Associate Dean for Collection and Technology Services	Dean of Libraries	Oversight, copyright expertise.	10%
Head, Digital Initiatives	Associate Dean for Collection and Technology Services	Marketing of IR, technical support of IR, liaison with faculty/students, IR promotion.	50%
Director of Library Graduate and Research Services	Associate Dean of Libraries for Research and Instruction Services	Liaison with faculty/students, copyright expertise.	10%

Position Title	Position Reports To	Responsibilities	Time
Dean and Vice President for Information Technology	Provost	Directs all such activity in Libraries.	5%
Assistant Dean, Digital Library and E-Publishing Services	Dean	IR, some copyright, Open access.	10%
Assistant Dean, Scholarly Communications	Dean	College liaison involvement in open access, some copyright and licensing.	10%

Position Title	Position Reports To	Responsibilities	Time
Director, Copyright and Rights Management	Associate University Librarian for Scholarly Services and Collections	Author rights education and support; IR content management.	25%
Head of Library IT	Associate University Librarians for Digital Services and Technical Planning	IR management, data curation.	15%
Digital Services Librarian	Head of Law Library	IR management and content development.	50%

Position Title	Position Reports To	Responsibilities	Time
Director, Office of Copyright Management & Scholarly Communication	Scholarly Publishing and Data Management Team Leader	Copyright education, scholarly communication programming, journal publishing support.	75%
Data Management Librarian	Scholarly Publishing and Data Management Team Leader	Data management.	75%
Assistant Librarian	Scholarly Publishing and Data Management Team Leader	Repository management.	

Position Title	Position Reports To	Responsibilities	Time
Head, Scholarly Resource Integration	Associate Director for Collections, Technical Services, and Scholarly Communication	Leads unit responsible for digital publishing initiatives and management of the institutional repository.	100%
Head, Copyright Support Services	Associate Director for Collections, Technical Services, and Scholarly Communication	Provides a wide range of copyright-related services addressing contracts, policies, education programs, teaching and learning activities, and consultation.	20%
Head, Research Services (new position, new hire just announced)	Associate Director for Research and Education	Leads liaison librarians, develops research services.	TBD

Position Title	Position Reports To	Responsibilities	Time
Scholarly Communications Librarian	Director of Public Services	Coordination of Education and Outreach Activities. Advise and educate authors about copyright, retaining rights, etc. Consult with faculty/graduate students about SC issues and library SC services. Plan campus-wide educational events. Support for digital humanities, e-science, e-scholarship activities.	40%
Digital Scholarly Publishing Officer	Dean of Libraries / Director of University Press	Collaborate on digital publishing ventures. Develop new forms of publications with faculty. Consult with faculty about SC issues and library SC services. Host or manage an institutional repository. Manage manuscript submissions to repositories. Support for digital humanities, e-science, e-scholarship activities.	
Librarian for Digital Scholarship Initiatives	Director of Collection & Research Services	Consult with faculty about SC issues and library SC services; Assist with production of multimedia works; Support for digital humanities, e-science, e-scholarship initiatives.	

9. Do any of these individuals have any special training or degree (such as licensing, copyright, or publishing) related to their SC responsibilities? N=13

Yes	8	62%
No	5	38%

If yes, please briefly describe the training or degree. N=8

Position	Training or Degree
Associate Dean for Collection and Technology Services	Licensing and copyright: special training
Associate Librarian for Information Resources	Workshops in licensing, copyright, and publishing
Copyright & Digital Access Librarian	Law degree, workshops, reading
Digital Scholarly Publishing Officer	Publishing
Director of Library Graduate and Research Services	Copyright: special training
Director, University Copyright Office	Law degree
Director, Copyright and Rights Management	Copyright management certification
Director, Digital Resources and Scholarly Communications Programs	Workshops in licensing, copyright, and publishing
Endowed Chair for Scholarly Communications	JD
Head, Copyright Support Services	JD
Head, Digital Initiatives	Technical training for IR
Scholarly Communications Librarian	Licensing, copyright (JD)
Scholarly Communications Librarian	Various workshops — ARL and other — reading, participating in national discussions

10. Are these positions also considered the institution's main leaders for SC efforts? N=11

Yes	9	82%
No	2	18%

Comments

Answered Yes

Additional partners in SC efforts include the copyright licensing office, which hosts institution's most comprehensive resources on author rights.

Libraries leads scholarly communications efforts for campus.

Perhaps not clear. Health sciences library might beg to differ, however, as they provide leadership to the health sciences units on campus. There is no conflict in this arrangement, but it's hard to say who the "main leaders" are.

Yes, informally, but library dean plays a spokesperson role.

Answered No

Other individuals, offices, and departments are also involved in SC efforts, notably the office of sponsored research, the center for new design in learning and scholarship, the digital media committee, and university information services.

11. Does any library staff report to these individuals to support SC services? N=13

Yes	10	77%
No	3	23%

If yes, please specify the category and FTE of the staff who support SC services and report to these individuals. N=10

Position	Staff Reports
Associate Librarian for Information Resources	Librarian (1 FTE)
Director, Digital Resources and Scholarly Communications Programs	None

Position	Staff Reports
Digital Repository Services Librarian	Data Librarian (1.0 FTE)
Data Library Coordinator	Non-professional staff assistant (1.0 FTE)

Position	Staff Reports
Director, Scholarly Communications & Instructional Support	
Head, Digital Library Services	Department Support Specialist (.75 FTE)

Position	Staff Reports
Assistant University Librarian for Scholarly Communication, Assessment, and Personnel	Student employee (.30 FTE)
Scholarly Communication Librarian	Student employee (.30 FTE)
Scholarly Communication Services Manager	

Position	Staff Reports
Associate Dean for Academic Affairs	Faculty, liaison librarians (25 FTE)
Director, University Press	Academic/Professional (3 FTE)
Director University Copyright Office	Clerical/Service (.5 FTE)

Position	Staff Reports
Associate Dean for Collection and Technology Services	Librarian (.5 FTE)
Head, Digital Initiatives	Two Library Coordinators (1 FTE)
Director of Library Graduate and Research Services	

Position	Staff Reports
Dean and Vice President for Information Technology	IR staff (2 FTE)
Assistant Dean, Digital Library and E-Publishing Services	College liaisons (10 FTE)
Assistant Dean, Scholarly Communications	Collection Development (2 FTE)

Position	Staff Reports
Director, Copyright and Rights Management	Staff (0.5 FTE)
Head of Library IT	
Digital Services Librarian	

Position	Staff Reports
Head, Scholarly Resource Integration	5 FTE
Head, Copyright Support Services	.25 FTE
Head, Research Services	1 FTE

Position	Staff Reports
Scholarly Communications Librarian	None
Digital Scholarly Publishing Officer	None
Librarian for Digital Scholarship Initiatives	Digital Studio technologists

SC LEADERSHIP: LIBRARY OFFICE, DEPARTMENT, OR UNIT

12. Please indicate the name of the office, the title of the head of the office, to whom this position reports, and the number of staff and total FTE in the office. N=14

Name of the Office	Title of Head of the Office	Head Reports To	Staff	FTE
Academic and Scholarly Outreach	Director	Libraries Dean	1	1
Centre for Scholarly Communication	Director	Vice Provost, Libraries and Cultural Resources	16	14.25
Collections & Scholarly Communications Office	Chief Officer - Collections & Scholarly Communications	University Librarian	3	3
Digital Services Division	Associate University Librarian for Digital Services	University Librarian	11	11
Office for Copyright and Scholarly Communications	Director	University Librarian and Vice-Provost for Library Affairs	3	2.25
Office of Digital Initiatives & Open Access	Associate University Librarian for Digital Initiatives & Open Access	University Librarian	4	4
Office of Scholarly Communication	Scholarly Communication and Special Initiatives Librarian	Director of Libraries	4	4
Publishing and Curation Services	Co-heads, Publishing and Curation Services	Associate Dean for Research and Scholarly Communications	5	4
Research, Collections and Scholarly Communication	Associate Dean for Research, Collections, & Scholarly Communication	Dean of Libraries and University Librarian	20	20
Scholarly Commons	Co-Coordinator, Scholarly Commons	Dean of Libraries	7	3
Scholarly Communication & Digital Curation Services Department	Head of Scholarly Communication & Digital Curation	Associate Dean for Scholarly Communications and Access	6	6
Scholarly Communication and Digital Library Initiatives	Head, Scholarly Communication	Associate Dean for Scholarly Communication and Research Services	10	6.5
Scholarly Communication Department	Associate Dean for Collection Development and Scholarly Communication	Dean of Libraries	4	3.5
Science Collections & Scholarly Communications	Head, Science Collections & Scholarly Communications	Director for Collection Development	3	3

13. Do any of the staff in this office have any special training or degree (such as licensing, copyright, or publishing) related to their SC responsibilities? N=14

Yes 7 50%

No 7 50%

If yes, please identify the position(s) and briefly describe the training or degree.

Office	Training or Degree
Academic and Scholarly Outreach	The Scholarly Communications Librarian has a JD and a certificate in copyright law.
Collections & Scholarly Communications Office	Contracts Specialist has JD and/or training in licensing & copyright issues.
Office for Copyright and Scholarly Communications	Director holds a law degree.
Office of Scholarly Communication	Our Copyright and Information Policy Librarian has a JD.
Research, Collections and Scholarly Communication	Scholarly Communication Librarian
Scholarly Communication and Digital Library Initiatives	A technical editor for our digital imprint is pursuing coursework in copyediting.
Scholarly Communication Department	Copyright/IP librarian holds certificates from the University of Maryland University College for completion of levels 1 and 2 of the Copyright Management and Leadership series.

Additional Comment

All staff have attended training and workshops, but do not have degrees beyond the masters of library & information science.

14. Is this office also considered the institution's main leader for SC efforts? N=14

Yes 10 71%

No 4 29%

Comments

Answered Yes

It's my belief that yes, this is true. I could see arguments, though, to suggest otherwise.

We are the only dedicated office on campus, but additional units in the library (copyright office, university press) and outside the library (office of sponsored programs, online learning services) also contribute.

Works in close collaboration with campus IT, legal counsel, and research computing.

Answered No

Again, a tricky question to answer: I'm not sure the institution is completely aware of scholarly communication "services".

There are multiple efforts on our campus. The faculty senate has a committee that has developed a draft OA policy for the campus.

15. Does this office have responsibilities outside of SC efforts? N=14

Yes	11	79%
No	3	21%

If yes, please briefly describe the other responsibilities.

Office	Responsibility
Academic and Scholarly Outreach	The Director is responsible for library instruction coordination and academic outreach.
Centre for Scholarly Communication	Scholarly Communication directly involves 6.5 FTE. Other responsibilities include: Digitization Projects (2.0 FTE). Copyright (.25 FTE). Imaging Services (1.0 FTE). University Press (2.5 FTE). Repository Technical Support (2.0 FTE).
Collections & Scholarly Communications Office	Collection development, preservation, & area studies
Digital Services Division	Digital library infrastructure including systems administration, programming, interfaces for digital collections, and overall management of the library's websites.
Office of Digital Initiatives & Open Access	Electronic resources, metadata services, library systems, institutional repository, digital production (scanning, etc.)
Office of Scholarly Communication	The office engages in various special projects from time to time. Our most recent project has focused on open educational resources.
Research, Collections and Scholarly Communication	The department engages in collection development, reference, instruction, and other outreach activities with faculty and students.
Scholarly Commons	Provides support for technology and data intensive services, as well as related research support services. We provide support for numeric and spatial data services, data management consulting services, digitization support services, digital humanities support services, and usability testing.

Office	Responsibility
Scholarly Communication & Digital Curation Services Department	Digital curation: long-term access & preservation of digital scholarship and research.
Scholarly Communication and Digital Library Initiatives	Building digital collections and building/supporting digital library systems.
Science Collections & Scholarly Communications	Collection development for sciences and engineering.

SC LEADERSHIP: LIBRARY TEAM, COMMITTEE, OR TASK FORCE

16. Please indicate the name of the team, the title of the chair of the team, to whom this team reports, and the number of team members and total FTE on the team. N=9

Name of the Team	Title of Chair	Team Reports to	Members	FTE
Committee on Scholarly Communication	Co-chairs	AUL for Collection Development	11	11
eScholarship Committee	Digital Initiatives Librarian		12	12
Scholarly Communication and Copyright Team	Director of the Health Center Library	Director's Council at the main campus library	9	See note 1
Institutional Repository Team	Science/Technology Librarian	Dean	3	3
Scholarly Communication & Management Program	Research Librarian and Scholarly Communication Coordinator	AUL for Collections	3	0.15
Scholarly Communications Group	Associate University Librarian for Research and Outreach Services	University Librarian	3	.25 See note 2
Scholarly Communications Working Group	Chair has not been named yet	Libraries Management Team	10	See note 3
Scholarly Publishing Committee	Associate University Librarian for Collections & Scholarly Communication	University Librarian	10	10
The Scholarly Communications Committee	Digital Initiatives Librarian	University Librarian	9	9

Note 1. None of us are full time on this.

Note 2. I'm assuming that the FTE relates to the actual effort put forth by the team members, none of whom are engaged full time in this work. The effort listed here reflects what might occur in a normal year.

Note 3. Unable to determine at this time.

17. Please list the library departments that are represented on the team. N=7

Team	Departments Represented
Committee on Scholarly Communication	Scholarly Communication Center, Planning & Organizational Research, Special Collections, Technical and Automated Services, disciplinary representation from Research and Instructional Services.
eScholarship Committee	Digital Initiatives, Health Sciences Library and Information Center, eResources, Office of the VP for Research, University Press, Law School Library.
Scholarly Communication and Copyright Team	Health Center Director, Health Center Collection Development, Health Center Reference; Law School Reference; Main Campus IR Coordinator, Main Campus Digital Preservation Librarian, Main Campus Science Librarian (2); Regional Campus Director.
Institutional Repository Team	Collections, Electronic resources, Information services.
Scholarly Communications Working Group	Metadata Services, Libraries IT, Scholarly Resource Development (Collection Development), Arts & Humanities, Social Sciences, Sciences, Archives & Special Collections.
Scholarly Publishing Committee	Digital Publishing & Scholarship, Collection Management, Reference & Instruction, Branch Libraries, Administration.
The Scholarly Communications Committee	Bibliographic Services; Science & Engineering Library; Law School Library; Sound and Moving Image Library; Reference; University Librarian's Office.

18. Does this team include any members other than librarians or other library staff? N=9

Yes	1	11%
No	8	89%

If yes, please identify the other members of the team (for example, administrators, faculty, non-faculty researchers, university press staff, students).

eScholarship Committee: Administrators, university press staff

19. Do any of the team members have any special training or degree (such as licensing, copyright, or publishing) related to their SC responsibilities? N=9

Yes	4	44%
No	5	56%

If yes, please identify the position(s) and briefly describe the training or degree.

Team	Training or Degree
Committee on Scholarly Communication	Copyright & Licensing Librarian
Scholarly Communication & Management Program	AUL for Public Services and AUL for Collections both have extensive copyright training.
Scholarly Communications Working Group	Coursework & practicum experience in digital/data curation.
The Scholarly Communications Committee	The representative from the law library has a Master of Law degree specializing in copyright.

20. Is this team also considered the institution's main leader for SC efforts? N=8

Yes 6 75%

No 2 25%

Comments

Answered No

It is as far as I know the only game on campus, but not necessarily recognized by the institution at large.

There is an open access working group on campus that includes faculty, administrator, and librarian representation from a number of faculties. It is led by the associate vice president of research at the university.

Other

15 (or more) research librarians also have responsibility to keep abreast of issues and trends and to participate in initiatives.

SC SERVICES

21. Please indicate whether the SC services listed below are offered by the library, elsewhere in the institution, or not offered. Check all that apply. N=56

Campus-based Publishing	Library	Elsewhere	Not Offered	N
Collaborate on digital publishing ventures with outside groups (e.g., university press)	37	17	14	56
Develop new forms of publications with faculty	43	20	9	56
Host or publish electronic journals (open access or subscription based)	41	18	7	56

Education and Outreach Activities	Library	Elsewhere	Not Offered	N
Advise and educate authors about complying with funding agency mandates (e.g., NIH, NSF)	50	27	—	56
Advise and educate authors about copyright, retaining rights, etc.	56	23	—	56
Consult with faculty about SC issues and library SC services	55	7	1	56
Consult with graduate students about SC issues and library SC services	53	8	3	56
Consult with undergraduate students about SC issues and library SC services	46	3	13	56
Plan campus-wide educational events (e.g., Open Access Week events)	52	10	3	56
Prepare SC-related documents, whitepapers for faculty discussion	38	14	14	56

Hosting and Managing Digital Content	Library	Elsewhere	Not Offered	N
Data management or curation services	49	19	6	56
Digitization and encoding/text markup services	48	8	5	55
Provide metadata for scholarly content	49	4	7	56
Provide support for data mining, data visualization, GIS, etc.	40	34	6	56
Host or manage an institutional repository	51	2	5	56
Host or manage a subject or disciplinary repository	10	17	31	54
Manage manuscript submissions to repositories	40	6	14	56
Support campus electronic theses and dissertations	53	21	1	56

Support with Research, Publishing, and Creative Works	Library	Elsewhere	Not Offered	N
Administer campus open access publishing fund	18	2	37	55
Assist in assessing research impact	36	23	15	56
Assist with production of multimedia works (films, art, etc.)	27	31	11	54
Support for digital humanities, e-science, e-scholarship initiatives	47	31	4	54
Support researchers with literature reviews	37	6	15	54
Support patent research or applications	23	34	7	56

Please briefly describe any other SC services offered by the library. N=15

Advocacy for federal legislation that would support institutional objectives.

Building faculty e-portfolios.

Certainly, subject liaison librarians support researchers with literature reviews, but these are not coordinated through SC employees. I don't know what support is offered to researchers with literature reviews outside the library.

Depends on disciplines.

Digital archiving of campus-hosted conference proceedings.

Digital library initiatives staff and senior associate university librarian have held discussions with office of sponsored research in order to plan for university support of data management plans and data curation and are preparing web

pages as guidance. The library participates in a regional SC coalition with other academic libraries in the metropolitan area.

Lecture recording service and conference support.

Negotiate with publishers in relation to author rights, including in relation to a faculty open access policy. Create and maintain database of university-authored scholarly articles. Manage implementation of a faculty open access policy, including advising authors about policy, creating and managing workflows, etc. Confer on author publishing agreements. Provide information on fair use. Offer administrative support to faculty committees working on SC issues. Participate in developing model language for licenses in relation to author rights. Please note that the answer to "Campus-based publishing" assumes that the university press, while reporting to the Libraries, is distinct from the Libraries. Please note that the answer to "manage manuscript submissions to repositories" refers to managing submissions to our own institutional repository, not third party repositories. Please note that the answer to "Prepare SC-related documents" refers to the Libraries' involvement in drafting some documents in response to US government RFIs, for example, assuming that the "for faculty discussion" was an example, rather than an exclusive category.

Our office of scholarly communication offers open educational resource services and support for campus research centers and institutes. We also participate in our digital strategies projects re: data management, digital preservation, and metadata.

Support for open peer review systems. Development and hosting of online scholarly network for new forms of publishing (media commons.)

The Libraries are a member of CrossRef and we have assisted faculty in getting DOIs for their data sets.

The library also has a digital library center, in addition to the academic and scholarly outreach office. The DLC offers the institutional repository and affiliated services as well as digital services and open journal hosting.

The library provides some help support for submitting to external repositories but we don't manage the process. We provide space for digital humanities faculty collaboration meetings and are looking to create a service point for e research activities.

The library will be administering a new open access research program that will provide funding for researchers interested in studying various aspects of open access.

The Libraries are helping faculty host journals electronically using Open Journal Systems software (OJS). Through this hosting service, the libraries are helping new journals establish themselves, and are helping journals market themselves as widely as possible. The libraries also provide background on creative commons and emerging forms of scholarly publishing.

Please briefly describe any other SC services offered elsewhere in the institution. N=10

California Digital Library provides support for the system efforts as does the system-wide scholarly communication officers group.

Data management, including DMP tool, offered as a partnership with office of information technology and sponsored programs & regulatory compliance (SPARCS).

Patents are supported by the office of the vice president for research.

The campus bookstore also supports scholarly publishing. There are several repositories hosted elsewhere on campus, some by individual researchers, others by specific units.

The office of fair practices and legal affairs are involved with advising faculty and graduate students regarding copyright, in particular use of previously published materials, in their online publications.

The office of general counsel advises on SC matters, writes white papers on legal issues related to SC issues, and routinely supports faculty committees and the libraries in these areas. The office of institutional research gathers and analyzes data related to many SC activities, including publications. The office of sponsored programs acts as the main resource for faculty in relation to their research grants, though they refer specific details of NIH compliance (such as PMC IDs) to the Libraries. Individual departments in some cases provide administrative support for depositing working papers into the institutional repository. Some departments/schools have been exploring methods of showcasing/identifying faculty research using custom or proprietary tools, usually in consultation with the Libraries.

The university press provides open educational resources.

University counsel provides other services.

University research foundation manages application of patents.

Varies by department, very decentralized university.

22. If you indicated that any of the SC services above are offered elsewhere in the institution, please identify the departments, offices, or units that offer the services. N=43

Campus-based Publishing N=25

California Digital Library (CDL) (2 responses)

Campus IT does iPad app development with faculty.

Information technology

Instructional technologists

Not done; library will do within next 18 months.

Office of Information Technology

Other units have hosted their own OJS instances.

Our radiology department hosts an open access journal in that discipline.

Several academic units house journal editors or editing units of journals.

Specific campus departments (for their own faculty)

The college of communications, college of engineering, and possibly others host a couple of faculty-edited journals.

The faculty of law has a new journal that will provide open access to articles as published. The university press is making its books available online through commercial vendors.

University bookstore

University press (4 responses)

University press (journals and conference proceedings); Business school (OA journal); Law library

University press, departments hosting journals
University press (reports to the Libraries, but is an independent unit).
University press, Undergraduate Honors Office
University press, various humanities institutes; within academic departments
University Print and Mail; University bookstore
Varies

Education and Outreach Activities N=29

A university-wide scholarly communication committee is responsible for informing and advising the campus. The Office of Research also hosts workshops.

CDL

Faculty senate open access committee

General Counsel Office helps with copyright. Several academic units touched on SC issues in recent Futures papers.

Health Sciences Libraries

Institute for Teaching and Learning Excellence

Legal Services, Center for Faculty Excellence (in collaboration with the Libraries)

Office for Research

Office of Knowledge Enterprise Development

Office of Research Administration; University Legal Counsel

Office of Research and Creative Activities (ORCA); college deans; department chairs; Copyright Licensing Office; Faculty Advisory Council

Office of Research Development and Administration

Office of Research Services

Office of Research, Academic Senate, CDL, Office of Campus Counsel

Office of Sponsored Projects; departmental grant administrators; Office of the General Counsel; Academic computing-instructional technologists

Office of Sponsored Research collaborating on data management plans. Copyright advice from instructional support center and Computer Services

Office of the VP Research, Centre for Academic Leadership, Graduate Students Association

Provost's Office, Office of General Counsel

Research Compliance Office

Research Services would be involved in funding compliance and the Office of Fair Practices & Legal Affairs with copyright.

Sponsored Programs / University Counsel Office

Teaching and Learning Centre

Teaching Effectiveness Program (pedagogical support)

The Institute for Learning and Teaching; Information Science and Technology Center

Thesis Office; Institute for Digital Humanities

University press, Graduate school

University Research; University Legal Counsel

Various units provide copyright guidance in some way, usually tied directly to their own service mission. Examples include the e-learning/instructional design units in a few different colleges.

We work with Campus IT and Legal Counsel to provide education/outreach.

Hosting and Managing Digital Content N=35

Campus IT as well as divisional IT units

CDL (2 responses)

Center for Digital Libraries, Computer Science Department; Institute for Digital Humanities

Colorado Water Institute

Computing Services: Research Computing

Data Visualization Lab

Departmental support; faculty research service office

Departments and Schools, Provost's office

Diverse

Geography, Computer Science, Romance Languages, Graduate School (ETDs), Information Services

GIS lab is in the geography department. Data mining is in Computational Science Center. Data visualization is at the School of Marine Science.

GIS support from Social Science Data Library (which is administratively separate from the University Libraries), data mining and visualization from a Computing Science lab.

Graduate college (2 responses)

Humanities digital workshop does some, individual science departments do some.

Individual academic departments have IT and support staff for help with data, visualization, manuscript submission.

Individual departments and research centres (data curation), Faculty of Graduate and Postdoctoral Studies

Information Services & Technology

Information Technology

Information Technology Services / Graduate college

Information Technology; individual department/college

Institute for the Arts and Humanities, Renaissance Computing Institute, Odum Institute

Library and the schools

Some departments individually, Information Technologies

The Faculty of Graduate Studies is involved in supporting ETDs as they approve them before they are posted.

The library is in the early stages of developing these services. Other units: supercomputing lab.

The Office of Information Technology (central campus IT) provides virtual hosting, and colleges and departments host digital content as well.

Units and departments support GIS labs, digital humanities tools, etc.

Units in colleges host some of this; also the Institute for Computing in the Humanities, Arts, and Social Science (I-CHASS)

University IT; Graduate School and other schools/departments support ETDs.

University ITS; School of Business; Courant Institute

University Information Technology Services

University Information Services; Center for New Design in Learning and Scholarship

Various research institutes, centers, and labs host their own data.

Support with Research, Publishing, and Creative Works N=41

Assist in assessing research impact: Office of Vice Provost for Research. Assist with production of multimedia works (films, art, etc.): Campus Information Technology Department.

CDL

Centers and institutes; deans

Departmental support

Digital humanities partnership with Center for the Humanities; Department of History public history program, etc.

Digital Media Union (CIO's office), Office of Research, Technology Licensing and Commercialization

Digital Studio for the Humanities / Office for the Vice President for Research / Information Technology Services

Divisional IT units and some campus IT

Individual departments

Individual departments and offices of vice-deans for research within the faculties

Individual schools

Information Technology, school-based IT units, Office for Research

Institute for Teaching and Learning Excellence

Institute for the Arts and Humanities, Renaissance Computing Institute

Library has an active multi-media unit, but they are not necessarily (or exclusively) tasked with SC responsibilities. Other units: University Technology Transfer.

Office of Communications, Marketing and Interactive Design

Office of General Counsel; Office of Vice Provost for Research

Office of Information Technology

Office of Institutional Research, Academic Departments (such as Comparative Media Studies, Media Arts & Sciences); Technology Licensing Office

Office of Knowledge Enterprise Development

Office of Research Development and Administration, Center for Teaching Excellence

Office of Research; University Press (at the university system level, not part of the local campus)

Office of Sponsored Programs; Online Learning Services

Office of Sponsored Research

Office of Vice Chancellor for Research, Office of Technology Management

Office of Research, Digital Humanities and CDL

Office of Research Support, Office of Licensing and Ventures

Research Services, Office of Vice President (Research), Faculty of Graduate Studies

Schools & Colleges (multimedia production), Technology Transfer (patent), VP for Research

Teaching and Learning with Technology, a division of the campus Information Technology Services, provides the "Media Commons" service centers for video/audio production. College of Liberal Arts has hired one staff member to support digital humanities, but duties are not clear.

Tech Transfer Office, Provost Office, individual academic units

The Center for Commercialization ("C4C") provides patent search services and advice.

The Office of Research assesses research impact.

The Technology Transfer Office as part of the research administration works with patent applications and research.

Units with colleges offer support, as well as central academic computing

University bookstore

University ITS (multimedia); Humanities Initiative (digital humanities); Office of General Counsel (patent); Office of Industrial Liaison (patent)

University Research; Assessment; individual department/college

Various humanities institutes; University IT; Office of Research Administration

SUPPORT FOR SC SERVICES

23. Please briefly describe the role(s) that librarians and other professional library staff play in supporting SC services (other than the primary leadership roles described previously). N=44

According to our recently adopted subject librarian position description framework, these librarians are expected to: Educate and inform faculty, graduate students, and campus administrators about scholarly communication issues, copyright and their rights as authors. Advocate for sustainable models of scholarly communication and assist in the development and creation of tools and services to facilitate scholarly communication. Support and promote our IR by helping administrators, faculty and students understand the role of the repository in building and preserving digital collections and assisting in content recruitment.

Advocacy for open access and author rights, hosting of events, speaking to faculty councils about SC issues.

All liaison librarians and informationists (medical library) provide copyright assistance, answer questions about publishing, funding mandates, open access, and repository deposit. Librarians and staff in GIS and data services help with data sources, using data, and visualizing data. Librarians in data management services assist with the creation and implementation of data management plans.

All liaisons and subject specialists have this responsibility. Extensive support & expertise provided by scholarly communications center. Copyright and licensing education & consultation by copyright and licensing librarian.

All librarians who have liaison responsibilities to departments on campus are charged with doing scholarly communication outreach (it is part of their job expectations), including education about retaining copyrights, open access, repositories, etc. Our department called Digital Publishing & Scholarship offers services for digital publishing to the campus.

All library liaisons help to promote open access, open access publishing, and use of the institutional repository.

An SC team provides general support, and individuals on that team support specific initiatives (e.g., science data services librarian). Subject specialists provide education/outreach to academic departments.

Bibliographers: outreach to faculty, soliciting content for deposit in IR, IT technical setup for IR, and processing. Access Services: limited support with rights questions.

Develop and promote the use of a DSpace IR. Create web guides on NSF data management plans resources. Create an SC webpage describing our services. Create promotional material to market SC services to campus. Host annual speaker series on SC topics such as copyright, author rights, open access, IRs, etc. Give presentations on copyright to faculty and students.

Digital Studio staff: Consult with faculty about SC services; Assist with production of multimedia works. Digital Library Technology Services staff: Digitization and encoding/text markup services; Provide metadata for scholarly content; Development and hosting scholarly network for new forms of publishing. Data Services Librarian/Data Services Studio staff: Data management or curation services; Support for data mining, data visualization, GIS, etc.; Support for

e-science initiatives. Subject librarian: Consult with faculty about library SC services; Assist in assessing research impact; Support for digital humanities, e-science, e-scholarship initiatives.

Discipline-specific guidance on authoring rights, data management, etc.

Each subject librarian links with his or her faculty on these issues.

Education about open access and copyright.

Education, outreach, marketing, acquisitions, technology training and support, intellectual property consultation, description (metadata), curation, preservation, management, finding sustainable models, investigate new technologies, mash-up existing technologies, respond to research/scholar needs — and trying to anticipate them by staying abreast of the SC landscape.

Host and maintain institutional repository.

In addition to what is described above, the library has hired interns to work on the digital repository, and sponsored a readings course for graduate student on the topic of scholarly communication. We have collaborated with other faculty on grant proposals related to scholarly communication issues, including the knowledge commons and a repository for qualitative research data.

Keeping abreast of issues and trends, and participating in local activities and initiatives.

Liaison librarians also consult with faculty and students on scholarly communications issues, referring to the Center where more in-depth assistance is needed. Several departments in the library support closely affiliated services: Archives performs limited digital archiving, Digital Collections provides extensive digitization support, Electronic Resources actively support open access efforts. In addition, the law and medical libraries, which are administratively separate, offer SC services such as training, advice, and publishing support.

Liaison librarians assist with scholarly communication advocacy. Institutional repository librarian assists with advocacy and deposit into IR.

Liaisons recruit content; perform outreach to faculty and graduate students.

Librarians in SCL provide outreach and educational services. The SC steering committee consists of 8 to 10 conditionals librarians who assist in the organization of events and outreach. All librarians will be playing a role in scholarly education and outreach during the coming months.

Librarians outside of our office of scholarly communication assist our initiatives with their expertise in areas such as metadata, digital preservation, e-science, digital strategies, etc.

Librarians should have a certain core level of knowledge about SC issues so that in conversations with faculty, they can refer the faculty to the scholarly communications librarian when necessary.

Librarians, in their roles as liaisons, communicate with their respective faculty and departments.

Our most significant activities at the moment include involvement with faculty digital research and teaching projects, NSF data management plans, copyright advice and support (often through bibliographic instruction), and our participation with the faculty open access committee and our support and management of the digital repository. The library also supports Open Journal Systems, although it is lightly used, mainly for a graduate level course, at the moment.

Part-time librarian: helps acquire and deposit papers under the faculty open access policy; creates and maintains documentation; supports liaison librarians in outreach under open access policy; assists with outward communication

and internal investigations; oversees temporary employee working on deposits. Liaison librarians: request papers from faculty under the open access policy using messages created by central support and librarian staff; Upload papers received; answer questions about open access policy (in conjunction with program manager); meet with faculty and department heads (in conjunction with program manager); participate on committee handling outreach under open access policy. OA system administrator: librarian designed and manages technical infrastructure for open access policy workflows. Metadata librarians: Assign metadata to papers collected under open access policy. Repository manager: oversee deposit structures and development issues related to the repository. Consider repository service development. Engage with system upgrades etc. Head, Software Development: confer on and manage development requests related to repository-related SC services. Software developers: support development of SC-related, repository-based services (e.g., changes to submission form). Associate Director, Information Resources: Oversees activities of office of scholarly publishing and licensing, participating in setting direction, strategy, and priorities for SC related activities. Associate Director, Technology: Assists in assigning resources for technical infrastructure to support SC related activities, including repository, and envisioning technical developments in related to SC issues. Director of Libraries: Leader in setting direction, strategy, and priorities for SC related activities. Please note that many of these roles involve a minimal number of hours from the positions listed.

Participate in outreach activities for scholarly communications, especially open access; make informed referrals to range of SC services; participate in needs assessment activities of the Libraries; technical services in support of SC collections.

Providing consultation services for faculty. Providing systems administration for faculty digital projects as well as providing consultation/advice on project development and design.

Publishing advice, publishing services, metadata creation, text markup, author rights education and advising, digital repository services, open access outreach and education, new modes of scholarly communication outreach and education, etc.

Reference librarians assist in marketing the institutional repository to their assigned faculty.

Regular interactions with faculty in their liaison role. Membership on campus committees (e.g., associate deans (research)). Delivering or arranging special topic training sessions for faculty/department meetings. Facilitating meetings of special interest groups (e.g., campus serials interest group). Partnering with faculty research groups.

Research data librarian: consultation with data management and funder mandates. Scholarly communication librarian: outreach regarding OA, author rights, publishing models, repository services, journal and conference services. Liaison librarians: outreach regarding scholarly communication & repository. Collection development librarians: knowledge of publishing models.

Scholarly communications librarian supports the work of the coordinator for scholarly communications.

Subject liaison librarians promote SC services to campus faculty. The library information technology division supports SC services through programming (e.g., institutional repository submission forms), system administration (e.g., Open Journal Systems), and web page development.

Subject liaisons are expected to maintain familiarity with local services and needs for their disciplines, and to offer first line consultation on a variety of SC issues to their assigned faculty and students, with the understanding that referrals to other staff (e.g., publishing and curation services) may be necessary.

Subject liaisons are responsible for working with faculty in their departments, and are the front line for communicating library SC services, and for reporting faculty needs and trends back to the Scholarly Communication department. They also recruit content for the digital repository.

Subject librarians engage in multi-faceted consultations on scholarly communications issues, depending on need. Center for instructional technology within the library assists with a variety of educational and publishing needs (insofar as latter are related to instruction). Medical librarians provide primary assistance with NIH/PMC deposit. Data and GIS librarians assist with data management, in collaboration with office of research support.

Subject specialists will refer faculty and students to the scholarly commons for support. In some cases, they will work with their constituencies directly on support for SC services. We have provided one librarian with fairly intensive copyright training so that that person can provide more support in terms of fair use for material. Instructional services librarian works to identify potential audiences and areas for workshops. Graduate College liaison works with the GC to identify potential areas for support.

Subject specialists/liaisons provide outreach, training, consulting to academic departments and students. Librarians and staff in scholarly resource development and libraries information technology provide support for content and access issues such as hybrid publishers, predatory open access, freely available resources.

The liaison librarians provide outreach and education to their faculty and students. Access services staff provide front line assistance to users about copyright issues. Acquisitions manages the publication fee funds.

To create more awareness about SC issues, librarians and library administrators make verbal reports to the council of deans, the faculty senate library committee, write blog posts, do programming, etc.

Two programmers are involved in serving our DSpace IR and our digital asset management system. The DSpace programmer also administers our OJS installation. Two library assistants in technical services are involved, one on the retro-digitization of theses and another with ingest of research publications into our IR. There is also an IR working group that involves the DSpace programmer, the SC library assistant/technician, a couple of liaison librarians, and a metadata librarian. They have also helped plan and carry out our OA Week events.

We are campus leaders in supporting media software for the creation of new types of scholarly works. We are also the primary place on campus for preservation of digital content. We are the leaders in the open access movement, but we rely heavily on faculty input. We are advisors when it comes to copyright, but leave the final decisions up to the content creators. We convene a faculty group that sets copyright policy for campus.

While the collections & scholarly communications office plays a leadership role in supporting SC services, another department — information & cyberinfrastructure services — manages the development of the institutional repository.

24. Please briefly describe the role(s) that others in the institution (outside the library) play in supporting SC services (other than the primary leadership roles described previously). N=35

As noted, the dean often plays a key role as spokesperson and “cultivator” of key relationships on campus.

As we have identified champions and supporters of open access and new means of scholarly communication, they have been asked to advocate library services in support of SC among their colleagues and graduate students.

Bringing different stakeholders to the table to discuss SC issues/services.

Campus counsel participates in SC education, academic senate and office of research sponsor and support events and educational outreach.

Depends on the school and department — nothing formally acknowledged.

Faculty: advocates for OA & data stewardship.

Faculty often support themselves by learning about and using technology creatively to suit their SC needs. The university press supports communication amongst scholars in the materials they publish. Academic departments publish a variety of materials (including grey lit) and also host conferences, workshops, colloquia, etc. The university IT division supports SC through a wide range of technologies that facilitate communication including large-scale storage and services for large files and systems.

Funding, technology transfer, research assistants.

Health sciences libraries conduct their own scholarly communication outreach, education, and service delivery including copyright support and public access policy compliance. The chief information officer's unit — digital media union — supports new modes of media creation and delivery.

In addition to those named in Q 9's text responses, I think its fair to say that the science, engineering, and architecture colleges all provide some SC support in their own units which are more appropriate to their own expertise and faculty. These tend to overlap with support for research computing and instructional technology, but I don't think it is easy to draw a clear line between them. They do not provide support for the "classic" library scholarly communications services of OA education, publication advocacy, etc., but those are of less value to their faculty anyway. We are developing our IR services, to be launched as ScholarSphere, with the campus's central IT unit, Information Technology Services, and specifically a sub-division known as Digital Library Technologies. These services will be marketed and co-branded as a joint initiative.

Individual academic units have IT, editing, and other support staff that provide services you define as scholarly communication.

Intellectual property advice.

Legal counsel works with the library to provide advice to faculty and develop copyright policies. Campus IT provides network and storage infrastructure and collaborates with the library in providing services.

University press: Campus based publishing. University ITS: Hosting and managing digital content; Assist with production of multimedia works. Health sciences library: Advise and educate authors about complying with funding agency mandates. School of business: Hosting and managing digital content. Courant Institute: Hosting and managing digital content. University Humanities Initiative: Support for digital humanities. Office of Industrial Liaison/Office of General Counsel: Support patent research or applications.

Office of General Counsel provides guidance on intellectual property issues.

Office of Information Technology and Sponsored Programs & Regulatory Compliance (SPARCS) support data management and the repository.

Office of Information Technology assists with a variety of new publishing platforms, including enterprise-wide WordPress installation. Office of Research Support is working on a data management strategy for the campus, with support from librarians and others, and is responsible for assessing research impact.

Office of Institutional Research: described previously. University Press: journal and book publisher. Office of Sponsored Research: oversees grant application and management. Technology Licensing Office: handles copyright ownership issues. Office of General Counsel: described previously. Provost's Office: provides funding, sets priorities and direction.

Office of Research and Sponsored Programs.

Office of the general counsel offers support to campus concerning intellectual property issues, and information technology services offers data management services.

Office of the vice president for research (OVPR) and the center for computing and visualization (CCV) support patent work and data management (short term), respectively.

Several offices at the university offer services, including the office for research and university information technology, particularly in the area of data management and digital publishing support. These efforts are in their infancy, however, and not closely coordinated across the university. The library works closely with the office of general counsel on selected copyright and other rights issues; neither the library nor OGC officially represent individual faculty.

Technical support for publishing (e.g., OJS); assistance with compliance efforts (OSP); some educational outreach (promotion of Fair Use); creation and revision of institutional policies (Faculty Senate, committees).

The campus office of information technology and the graduate school are partnering with the Libraries to plan for NSF data curation and management mandates. The faculty assembly library committee has been discussing an open access resolution.

The copyright licensing office takes the lead in educating authors about their rights and in providing copyright training.

The center for the advancement of learning hosts a lot of our workshops on copy rights, author rights, and open courses as part of their regular programming by providing space, refreshments, management of registration and assessment, and other kinds of logistical support. The office of the general counsel provides valuable input on guidelines and documents we use in workshops and in other kinds of outreach.

The graduate school approves and submits theses and dissertations into the repository.

The Institute for Teaching and Learning Excellence often refers faculty to the library. They also ask librarians to present workshops concerning open access, copyright, and portfolio creation.

The main SC roles played outside the library are by the office of fair practices & legal affairs on copyright awareness promotion and advice, and research services regarding funding compliance.

The office of the vice chancellor for research and the office of the provost are supporting the open access fund.

The university center of humanities has sponsored programs related to SC issues. Computer Services Instructional Support unit provides some advice on copyright for faculty.

The university deans voted to support the provost-funded open access publishing fund. The faculty, through the faculty senate, voted to endorse the Berlin Declaration and also the creation of an open access policy.

Vice provost for research and CIO are engaged in planning for e-science and data curation.

We have a highly decentralized campus, so you do find some IT units within colleges providing support for an Open Journal System installation, for example. But this is not very well organized. We do have a couple of research centers—I3 and ICHASS—that provide support for faculty working in new areas (particularly the digital humanities). In most cases, this support is helping find and secure grant funding.

We work with our office of research and the provost's office to develop relationships with faculty and graduate students.

Please enter any additional comments you may have about who supports SC services. N=10

At least two departments on campus, Computer Science and Portuguese and Brazilian Studies, support their own peer-reviewed OA journals.

I think a better question may be "Who doesn't?"

Libraries IT has about 1 FTE dedicated to supporting scholarly communication service delivery platforms.

Office of licensing and ventures deal with patent development.

One of the questions on our upcoming survey asks who should support open access on campus.

SC services on campus are supported by the eScholarship committee. The eScholarship committee is made up of members from the three main campus libraries (university, health, and law) and the university press. Each library is administratively independent of the other libraries.

The campus has a very distributed infrastructure, but there is increasing move towards centralized services.

The provost's office certainly has a role in supporting SC services as well.

There have been several leadership changes in the libraries and at the university as a whole, and as a result support for scholarly communication services will continue to evolve.

We are training and integrating all our subject librarians on SC issues.

25. Since 2007, has your library changed its organization structure in an attempt to better provide SC services? N=54

Yes	39	72%
No	15	28%

If yes, please briefly describe the reorganization. N=39

2008: created position "Director, Scholarly Communications & Instructional Support." 2011: created new department, "Digital Library Services" as part of Center for Media and Educational Technologies. 2011: took over responsibility for Wired Humanities Project (digital humanities group).

A major unit in the library is now oriented toward scholarly communication efforts, with changed job descriptions for subject specialist librarians and one full-time scholarly communication librarian. An institutional repository has been developed.

Added a library faculty position and a staff support position.

Added a new department: Data Management Services. GIS and Data Services was created due to other reasons, but is a unit that deals with scholarly communication as you define it.

Added a scholarly communications librarian position.

An intern was added to Office of Scholarly Communications in 2008. In 2012, a Coordinator of Scholarly Communications Technology will also join the office. For the past four years, that person has been working on many SC related projects as part of a grant-funded position in Digital Information Strategies.

Assigned responsibilities to parts of existing positions.

Changed position description and job title of the Director, Digital Resources Program, to include leadership for the scholarly communications program.

Chief Officer - Collections & Scholarly Communications Office reports directly to university librarian (previously reported to associate university librarian).

Created a new unit, Academic and Scholarly Outreach, and hired a director and a scholarly communications librarian.

Created Office of Copyright Management & Scholarly Communication, created Scholarly Publishing and Data Management Team, created director of copyright management & scholarly communication, repository manager, and data management librarian positions.

Created positions of Director of Collection Strategies and Scholarly Communication and Repository Coordinator.

Creation of a Copyright and Rights Management Office within the library.

Creation of the Office of Digital Initiatives & Open Access.

Established the scholarly commons described before. While this wasn't a reorganization strictly to provide better SC services, the ability to have a centralized location for SC services was a factor.

Formally established scholarly communication unit in 2009.

In 2008, we created a library committee to support scholarly communication activities within the university library. In 2012, we hired a Scholarly Communication Officer to spearhead library scholarly communication efforts on campus.

In 2009 we recruited and hired for a newly defined position, Digital Collections Curator, who has been instrumental in leading our initial data management services and the development of ScholarSphere services. As mentioned in Q 3, we are forming a new unit, titled Publishing and Curation Services that is intended to consolidate and make simpler resource allocations for SC activities. In summer 2011 we reorganized our administrative structures so that special collections began to report to the AD for Scholarly Communications (whose title was adjusted to include research). Among other benefits, this has allowed us to better link planning for electronic records archiving with the development of scholarly repository services and to better coordinate activities around digitization to promote more scholarly engagement and partnerships.

In 2012 we will be hiring a Scholarly Communications Officer.

In January 2012 the library reorganized including the creation of a new division and AUL position for digital services in order to better support initiatives to provide increased SC services.

In the spring of 2012 reorganization moved IR staffing to the university press and created a new unit – Library Publishing Services.

Incorporation of the digital library initiatives department into scholarly communication. Appointment of an associate dean for scholarly communication and research services.

New director; also moved technology-based positions to and from digital library initiatives department. Created a position in collections and scholarly communication division for digital preservation.

One additional position added to digital library services.

Restructured committee on scholarly communication to be more broadly representative of SC issues. Added copyright and licensing librarian.

SC services have shifted between library divisions (technical services, public services, library information technology) and now report to the AUL for Scholarly Communication, Assessment, and Personnel.

Scholarly Communication & Access Division - Collection Development Department and Information Delivery Department are now in the same division as the Scholarly Communication & Digital Curation Department and the Collection Acquisitions & Management Department.

Technical services librarian and support staff hiring, particularly metadata support; data curation staff support; digitization librarian hired; digital preservation librarian hired; GIS librarian hired; digital initiatives staff configured into library organization work team; digital initiatives committee formed; born digital materials working group formed.

The library structure has not been reorganized, but new positions relating to SC services have been created since 2007, e.g., digital scholarly publishing officer, scholarly communications librarian.

The open access/scholarly communication services were handled by the associate university librarian, technology and scholarly communication. In a major reorganization, the office of scholarly communication was set up as described above.

The role that collections management played in gifts and assessment of collection support for new programs has been downplayed, to free up time for greater emphasis on SC. Collections management was subsumed into a larger unit of collections & external relations that also includes our archives & special collections department. It is understood that digitization and digital publishing will go hand in hand and thus these two former units are working more closely together and sharing expertise.

The SC department was formed in mid-2011. The department grew to include an e-science librarian in early 2012 (up until then it included the IP and digital publishing librarians). A ½-time staff person was added in early 2012 to work on operations.

The scholarly communication librarian was a member of a department in the public services division. When the position was vacated, it was rewritten and a center to support SC activities was established, with a reporting line directly to the dean of libraries.

The scholarly communications committee was established in 2007. Open access funding support began in 2009.

The Libraries has moved from traditional library divisions (i.e., public services and technical services) to a libraries management team comprised of eight department heads, reporting to two associate deans (senior associate dean, associate dean) and the dean of libraries. Reporting to the senior associate dean are the following re-organized departments: libraries information technology, circulation, scholarly resource development (collection development, acquisition, ILL borrowing), library administration & budget. Reporting to the associate dean: archives & special collections, arts & humanities, metadata services, sciences, social sciences. The members of the newly formed scholarly communications working group represent individuals from seven of the eight departments. The Libraries re-organization is intended to reduce traditional boundaries and divisions and encourage team collaboration across units.

We expanded an existing department, then called Digital Collection Services, to include an additional 3 FTE librarians to support SC efforts. The department changed its name to Scholarly Communication and Licensing to better reflect these responsibilities and its relationship to the AUL who oversees these activities.

We had a team that was just on the main campus with a regional member. The major schools (main, health, law) are drawing closer together in a variety of ways now, so this team composition is indicative of a larger trend.

We have added staff supporting digital humanities and eScience and organized the support for digital projects by faculty and students in a single working group called the Center for Digital Scholarship (CDS).

We integrated open access outreach into the job descriptions for all liaison librarians. We repositioned and named the SC activities as "Office of Scholarly Publishing & Licensing." We established an open access outreach committee. We established an open access policy systems team. We hardened the salary of the program manager, scholarly publishing & licensing, and revised duties to remove some non-SC components. We added a part-time librarian to support SC activities (in addition to full-time program manager role added in 2006). We changed reporting lines for some related acquisitions support functions as a result of changes to program manager role described here. We added some 'dotted lines' to support staff assisting with open access policy implementation.

Answered No

As mentioned above we plan to re-organize this year making SC a priority.

The Libraries underwent substantial reorganization of nearly every unit in the past two years, but improving SC services was not an explicit goal of the reorganization.

ASSESSMENT OF SC SERVICES

26. Has the success of the library's SC services been evaluated? N=54

Yes	8	15%
No	28	52%
No, but we plan to	18	33%

If yes or you plan to, please briefly describe the evaluation criteria/process.

Answered Yes

An online campus-wide survey to faculty was distributed in October 2011.

Annual reporting, monthly reports, staff surveys.

Evaluation has taken place through annual reports and performance reviews, reports to the faculty committee on the library system, reports to the provost and vice provost, reports to the committee on intellectual property, and in surveys of our user community. Evaluation has also taken place informally through anecdotal information from faculty and students.

Ongoing review of statistics and services; regular update of tools.

The only evaluation done so far has been to send a survey to our author fund recipients asking them to provide feedback about their experience. Other initiatives have not been assessed.

We analyze participation in IR, and download statistics (including theses and dissertations).

Workshop participants are asked to answer a short survey, which helps us determine the value of that workshop to that audience. We present our services to different groups to get their feedback on the content and marketing of these services, to determine what is important to them and how to better reach the intended audiences. Liaison librarians

offer input from their discussions with faculty. We track use of the COPE fund. We developed a section of the annual “bibliographer’s report” where the subject specialists record information about trends in open access publishing, faculty activity as editors, and needs for other scholarly communication support within the specific subject area.

Yearly evaluate of director’s performance. No formal assessment plan other than this as yet.

Answered Plan To

Because many of our programs are in the process of being developed, initial evaluation will focus on adoption rates — analyzing how many people use the services and from what disciplines. Later evaluations will include surveys/focus groups to determine success of particular programs.

Numerical data on rights-related inquiries, attendance at SC-related events, etc., had been collected over the past years, and incorporated in the annual report of the section. Particular attention is given to faculty involvement. As part of your strategic planning initiative, we are planning to gather data in a more systematic manner and to evaluate outcomes periodically.

Our current strategic plan includes some SC-specific activities or projects, and we have identified specific outcomes for some of them.

To be determined.

Trusted Digital Repository audit.

Under discussion.

Use of the IR, faculty choosing to publishing in OA journals or using OA funds to make work open access.

We are currently coding data from faculty interview about open access and the event our open access funding had on their decision about choosing open access. With the appointment of our new scholarly communication officer, we will be looking at other assessment related to scholarly communication support on campus.

We have not done formal assessment but we monitor the growth of the institutional repository contents and use, and review feedback from faculty about the repository.

We haven’t determined criteria/process yet.

We plan to, but haven’t defined the metrics yet.

We will be seeking Trusted Digital Repository certification. Evaluation is planned for SC services and will be developed in consultation/collaboratively with assessment librarian.

We’re in the process of hiring an assessment librarian; we will be working with that person to develop a process of evaluation. I think this will involve measuring awareness of services, in particular.

Answered No

The no answer reflects the difficulty of assessing cultural change writ large. On the other hand, individual services concentrating on understanding and lessening copyright barriers in the larger context of scholarly communication beyond publication-centric definitions has been extensively used and welcomed.

The Open Access Publishing Fund Pilot Project (July 2010 – 2012) was evaluated March 2012.

We are in the process of developing an Open Access Awareness survey to administer to all faculty. One question will specifically look at the services offered by the Centre for Scholarly Communication. This is a summer project and we hope to have the results for discussion and promotion during OA Week.

27. If the success of the library's SC services has been evaluated, please briefly explain how the data you've collected has influenced your library's activities, for example modifying, dropping, or adding any services, identifying underserved constituents in your patron base, etc. N=7

Based on survey results, the library will investigate implementing new services for OA monograph publishing, print on demand, and improving digital preservation (already a priority for the library). Survey results also indicate differences in priorities/interests based on academic discipline, providing the basis for targeted information resources and training/background for SC employees and subject liaison librarians when working with teaching faculty.

Because participation and use of the IR is high, we continue to support it.

Survey results are used to plan educational events and judge interest in particular topics.

Update and develop new services, particularly online tools, multimedia, etc.

We are pleased by information in the survey of faculty in relation to awareness of the open access policy but plan to increase marketing to increase awareness ratings even further. We redesigned our scholarly publishing website using input from user experience testing. We have continually modified outreach methods, particularly in relation to the open access policy, based on anecdotal information gathered about responses and on interviews with department heads.

We have reviewed statistics of all of our services — institutional repository, lecture recording service. The lecture recording service is very popular. We have also conducted an assessment regarding research data needs on campus.

We use the reports from participants in workshops and results from discussions with constituents to develop new kinds of programs and to market current services. We track different kinds of publication, such as open access publication, to see where activity is greatest, to help in focusing marketing efforts. Input from liaison librarians helps us develop subject appropriate approaches. We use data from the "bibliographer's annual report" to develop programs and to identify faculty speakers on topics such as trends in publishing.

IMPACT OF SC LEADERSHIP AND SERVICES

28. Please indicate which demonstrable outcomes have resulted from your library's or institution's SC efforts and services. Check all that apply. N=54

Authors N=49

Authors submit work to the institutional repository	39	80%
Authors seeking assistance with questions related to authorship have increased since 2007	32	65%
Authors comply with funding mandates (NIH, NSF)	29	59%
Authors use Creative Commons/Science Commons licenses for their work	21	43%
Authors increasingly publish in Open Access journals	20	41%
Authors use copyright addenda	17	35%
Authors submit work to subject or disciplinary repositories	15	31%
Authors have declined to publish in or edit particular journals	13	27%
Other author outcome	13	27%

Please describe other author outcome.

Authors are more aware of the Faculty Open Access Policy.

Editors founding open access journals or converting print subscription journals to OA. Major portfolios on campus evaluating and integrating resolutions on data sharing and management. Development of university-wide policy on data sharing and management currently underway.

Evidence for these outcomes really is largely anecdotal. In addition, some faculty members have signed the recent White House petition.

Growth and demand for online access journals cataloged and made available by the library; better self-archiving of research; more collaboration between faculty and librarians.

I do not feel comfortable in answering this question as I have no way of knowing if authors have changed their practices based solely on the SC efforts we have done.

It is my opinion that because we have not engaged in formal assessment, it's difficult to impossible to determine whether the libraries' SC efforts and services have had demonstrable outcomes. I think we can guess that they have, but I don't think that's what's being asked here. We know that authors do comply with funding mandates, for instance, but we don't know if they comply because of anything the Libraries are doing. We also know that the number of questions re: authorship to our SC department is up since 2007, but we can't tie it directly to our efforts.

Many of the outcomes above may have resulted, but no evidence has been collected. Editors have sought assistance with questions relating to rights and publisher policies. Editors have sought assistance with publishing their journals or starting new ones. A number of faculty and students have signed the "Cost of Knowledge" boycott.

Open access publishing fund has been created and/or funding has been increasing. Librarians have adopted a resolution on open access.

Presentations about open access to university bodies.

The Libraries has provided workshops and website information about managing authors rights, copyright addenda, and Creative Commons/Science Commons licenses. We assume there have been positive outcomes from our efforts, but it isn't something we have been able to track, which is why we have left the boxes unchecked.

Use of open scholarly services like OJS for faculty publications.

We have seen growth in the areas indicated but it is hard to demonstrate that this came from efforts in a direct cause and effect!

While a number of the non-checked items have happened, the library cannot claim credit for these actions.

Institution N=54

Institution hosts an institutional repository	44	82%
Electronic theses and dissertations are available Open Access	44	82%
Institutional repository has seen an increase in holdings	39	70%
Number of positions with SC responsibilities has increased since 2007	38	70%
Open Access publishing fund has been created and/or funding has been increasing	16	30%
Creation of new centers or institutes related to SC	13	24%

Faculty governance has passed a resolution on Open Access	11	20%
Institution has rearranged or gained physical spaces to better support SC services	11	20%
Faculty governance has passed a resolution on SC not related to Open Access.	5	9%
Examination of the impact of digital publishing on tenure and/or the institution's publishing rewards system	4	7%
Institution has adopted an Open Access self-archiving mandate	2	4%
Changes in promotion and tenure criteria	2	4%
Other institution outcome	16	30%

Please describe other institution outcome.

An open access committee is finalizing its report to the provost as of this writing. A recommendation should be forthcoming soon.

Confusing question. We are starting an open access fund and have an institutional repository. But they are library initiatives, not institutional.

Faculty will be voting on an OA policy in the fall.

Increased campus support for interdisciplinary research and new ways of doing scholarly communication.

Individual departments have passed OA self-archiving mandates.

Libraries faculty have passed an OA resolution. Size of institutional repository has grown substantially with new contributors engaging constantly. Six OA journals are being delivered via library platforms. University press has made its backlist OA in the institutional repository. Provost has joined public statements supporting reform of scholarly publishing and new models.

Many of the above areas are under development right now.

MIT faculty adopted first permission-based, campus-wide open access policy of its kind in the US in 2009. 25% of faculty scholarly articles completed since March 2009 are openly accessible under this MIT Faculty Open Access Policy. MIT has launched MITx, an open online learning initiative, and is collaborating with Harvard on a joint system of the same nature, edX. OpenCourseWare has become a standard concept in the academy, having been launched at MIT. The Libraries are funding a new two-year fellow position in scholarly publishing & licensing, supporting development of new professionals in this area and the creation of new SC-related projects and services at MIT.

NOTE: The Scholarly Communication Institute began in 2003, so it is not "new."

NOTE: We have had ETDs since 1999, predating many other SC activities as defined for this survey.

Our repository was just established in March; contributions and expansion to locally created journals are expected in the next 18 months.

Our university passed a resolution in support of the institutional repository but not open access per se.

Pending: an open access funding initiative. Ongoing: discussions at system-wide and local faculty committees.

SC issues are being discussed at senate and at faculty councils. There is interest in SC issues from the office of research services. The university is a leader in knowledge mobilization, which includes dissemination as part of its strategy.

Symposia & Open Access Week events.

To clarify the above, the university Libraries created the fund for open access publishing. The Libraries have for two consecutive years funded an alternate textbook project whereby faculty receive incentives/support for using open access educational resources in order to avoid requiring commercial textbooks for particular courses.

Please describe the nature of the SC resolution. N=13

Calls upon authors to consider the pricing and policies of the journals where they publish/edit/review and to post their work whenever possible into the IR.

Encourages open access when doesn't conflict with advancement of faculty member; requests establishment of digital repository (done); calls for review by Faculty Senate Council in three years.

Faculty senate endorsed the CIC Statement on Publishing Agreements

Libraries faculty: calls on them to negotiate rights to deposit their works locally and make articles openly available. Waiver available if rights cannot be obtained.

OA policy under discussion by university senate.

Our faculty policy is more than a resolution — it is a permission-based policy that grants the university license to openly share the faculty's scholarly articles.

Passed unanimously by our faculty senate in April 2009, the resolution calls on faculty to be aware of journal pricing and publisher policies, publish in moderately-priced and/or open access journals, deposit their work in repositories, etc.; calls on the Libraries to facilitate these efforts by providing journal pricing information and developing repository services; and calls on the administration to provide the Libraries with funds for these things.

Pending, not free to discuss at the moment.

Senate SC resolutions were in support of rights retention, e.g., SPARC publishing contract copyright addenda.

Support author's rights.

The resolution was a faculty senate affirmation of support for the CIC Provosts' Statement on Author Rights.

The university senate has endorsed signing the Berlin Declaration and also charged the university libraries committee to draft an open access policy.

University SC resolution is pending; expect adoption for most, if not all campuses.

ADDITIONAL COMMENTS

29. Please enter any additional information that may assist the authors' understanding of your library's organization of scholarly communication services. N=15

Advocacy, education, and service provision aimed at promoting positive change in scholarly communication have been integrated into the work of nearly every division of the Libraries from IT to tech services to research and education services. The unit that provides publishing and repository services is entirely dedicated to service delivery but many other elements of promoting change — from offering copyright services, to our faculty engagement program, providing IT

support, and managing the web site — also devote substantial resources to this purpose. The embedded nature of this embrace of change is perhaps best illustrated by the recent decision by the Libraries' faculty to impose a public access mandate upon their own scholarship and research communication. This commitment to walking the walk ourselves perhaps reflects a different philosophy than that of SC led by one or a few.

Following the adoption of a faculty open access policy in 2009, the Libraries' SC role expanded from a single position dedicated to providing education and raising awareness, to a much broader effort involving an array of existing staff whose priorities were adjusted to allow for implementing and supporting the open access policy. During and following an overall Libraries' reorganization in 2010, the organization of scholarly communication services was adapted to accommodate this expanded involvement and the increasingly high profile of the effort.

Library faculty have passed a resolution in support of open access publishing within their discipline.

Our institution is very disinclined towards resolutions/mandates/policies so it is unlikely to ever pass any kind of open access policy. Faculty are allowed to determine their own positions. Some faculty are very interested in open access but many are not and consequently our support of SC is more focused on what faculty express as their needs rather than trying to push a particular agenda.

Our local efforts center on the work of the Endowed Chair for Scholarly Communication who maintains a large portfolio of scholarly communication issues within and beyond the local institution. The endowed chair is actively involved in national associations and legal conversations about the scope of copyright in the modern age, and its relationship and influence on the scholarly communication system. The chair funding exists in recognition of the central roles that libraries must serve in the information age. The data gathering and curation initiatives have made the conversation much more complex to the extent that the range of stakeholders enlarged exponentially and to the extent that data holds a multiplicity of meaning across the university culture and beyond among data driven technology systems and cultures. The key among these increasingly diverse activities under the scholarly communication umbrella is education and consensus understanding of the nature of problems and how to best address them in resource poor environments and at a fundamentally local level.

Responsibilities diffused through several library units. Services, however, are concentrated in Scholarly Communication Center, especially as they relate to the institutional repository (RUCore), ETDs & data management (RURResearch). Foster Center at the Douglass Library provides means of developing scholarly media. Committee on Scholarly Communication is developing policy and processes in all areas of SC.

The SC initiatives of the institution have mainly been undertaken and accomplished by the Libraries, in some cases working with specific units or departments on campus (adding materials to the IR). This year we hope to engage faculties so that Senate will sign the COPE compact. Also working with research services to look at the implementation of ORCID.

The Libraries lack sufficient human resources to mount the types of extensive SC initiatives seen elsewhere that would encompass many or most of the activities noted elsewhere. Our faculty appear relatively cool to the idea of open access, in part due to increasing emphasis over the past decade on publishing in high impact journals for P&T and faculty merit. P&T policies and practices here are relatively conservative and not amenable with the broad goals of SC although some senior faculty are sympathetic. We have therefore done little in the SC area compared with others. We have found it more beneficial and rewarding to focus our energy on an alternate textbook project that helps to promote within the university and to external audiences the idea of openly shared learning content.

There is also a scholarly communications committee at our institution. Although primary responsibility rests with the center director, the SCC also plays an important role in educating library staff on SC issues, and advising the library administration on key SC issues.

We are weaving SC, GIS, data curation into each subject librarian's responsibilities, with point persons whose jobs are to be expert in each of these topics.

We could and would do more with more staff. All work has been undertaken voluntarily and without additional recompense or reduction of other responsibilities.

We have not completed this survey because we are in transition as a result of the scholarly communication librarian position being vacant at the moment. A review is currently underway in advance of posting the scholarly communication position.

We have relied on committees to advance some specific SC initiatives. For example, the Research Data Management Services Team assisted the Digital Collections Curator in rolling out information and services to promote compliance with NSF Data Management policy in 2011.

We now provide more specific and in-depth copyright consultation services to faculty and departments within the Libraries.

With a new director, existing services have been evaluated; new projects and services are being pushed aggressively to accompany the opening of a major new library facility on the university's Centennial Campus.

RESPONDING INSTITUTIONS

University at Albany, SUNY
University of Alberta
University of Arizona
Arizona State University
Boston University
Brigham Young University
Brown University
University of Calgary
University of California, Irvine
University of California, Los Angeles
University of Chicago
University of Colorado at Boulder
Colorado State University
University of Connecticut
Dartmouth College
Duke University
University of Florida
Georgetown University
University of Georgia
Georgia Institute of Technology
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
Indiana University Bloomington
University of Iowa
Iowa State University
Johns Hopkins University
Kent State University
University of Kentucky
Library of Congress
Louisiana State University
University of Louisville

University of Manitoba
University of Massachusetts, Amherst
Massachusetts Institute of Technology
University of Miami
University of Nebraska—Lincoln
University of New Mexico
New York University
University of North Carolina at Chapel Hill
North Carolina State University
Northwestern University
Ohio University
Ohio State University
Oklahoma State University
University of Oregon
University of Ottawa
Pennsylvania State University
Purdue University
Rutgers University
Southern Illinois University Carbondale
Syracuse University
Temple University
University of Tennessee
Texas A&M University
Texas Tech University
Vanderbilt University
University of Virginia
University of Washington
Washington University in St. Louis
University of Western Ontario
York University



REPRESENTATIVE DOCUMENTS

Position Descriptions

**THE UNIVERSITY OF ARIZONA
POSITION DESCRIPTION**

POSITION TITLE: Director of Copyright and Scholarly Communications

DEPT/TEAM: University Libraries and CCP, Administrative Team

EMPLOYMENT CLASSIFICATION: Appointed Personnel

FTE: 1.0

LIBRARY MISSION STATEMENT:

The University of Arizona Libraries and Center for Creative Photography advance the University's mission through the active contributions of knowledgeable staff who choose cost effective methods of acquiring, curating, managing, and connecting customers to information services and resources and providing education in their use.

All Library staff members are charged with advancing the vision and mission of the Libraries through system-wide thinking and shared responsibility for successful teams. Individuals are responsible and accountable for problem solving, processes improvement, maintaining quality standards and are empowered to make decisions at appropriate levels. Staff members are encouraged to take satisfaction in their accomplishments in an atmosphere of cooperation and to have a balance of personal and professional lives.

The University of Arizona Libraries is a dynamic, team-based learning organization dedicated to a customer center philosophy. The primary customer base for this position is the University and its faculty, administration, researchers and students. The Library operates in an environment of shared authority, responsibility and decision-making among a diverse group of colleagues committed to the support of the learning and research activities of a comprehensive research university.

POSITION SUMMARY:

The position will be responsible for the Office of Copyright and Scholarly Communications. The incumbent will coordinate scholarly communications activities for the University of Arizona and taking the lead in building a scholarly communications program. The Director will lead efforts to educate the university intellectual property issues and their impact on the nature and conduct of scholarly inquiry and instruction. The incumbent will organize educational forums on scholarly communication topics and work with faculty to insure understanding on copyright issues. The Office will also seek copyright permissions to digitize and make materials, including dissertations, accessible to the academic community. The position reports directly to the Associate Dean of the University Libraries and CCP.

DUTIES, RESPONSIBILITIES and EXPECTATIONS:

1. Provides leadership to the University and Libraries in building a scholarly communications program and educating the University community about intellectual property issues. Supports the development of the Libraries scholarly communications web site.

2. Directs copyright activities for the Libraries and serves as copyright advisor to the university community; serves as the Libraries primary resource on fair use and other copyright issues and programs related to scholarly communications
3. Serving as the contact point for queries and suspected violations of the Digital Millennium Copyright Act from outside agents (RIAA, publishers, motion pictures, etc.).
4. Works with the Office of General Counsel, Students Affairs, Information Technology, and Vice President for Research (VPR), Vice President for Instruction (VPI) and academic departments on issues and programs related to scholarly and aggressively provides educational resources for faculty and students on how to observe copyright compliance while maintaining fair use.
5. Providing face to face advice and guidance for faculty on how materials may be used for educational and research use while not violating copyright.
6. Working with the VPR and appropriate faculty units to educate faculty on their responsibilities and rights in terms of their own scholarship, while at the same time observing the new NIH policies on the deposit of scholarly articles resulting from federally funded research
7. Monitoring national scholarly communication policy issues, informing and educating the University community on their significance as well as ensuring our state and federal relations officers have the information they need on these issues. Ensures that scholars, students, and libraries in the digital environment retain the full benefits of the current and evolving intellectual property regime.
8. Organizes educational forums on scholarly communication topics as they relate to academia and to research libraries.
9. Providing support for University discussions on the development of University policies on copyright, the public domain, user privacy, and other scholarly communication issues.
10. Represents the interests of the Library and university community in development of copyright, the public domain, user privacy, and other scholarly communications issues.
11. Consults with faculty on proper use of published materials, intellectual property, databases and readings in the University Course Management System(s). Provides ready access to faculty on copyright issues and the potential for violations as related to copyright and fair use.
12. Seeking copyright permissions to digitize and make publicly accessible University materials including dissertations as well as works of unclear origin or copyright assignment.
13. Understands, advocates, communicates the Libraries' mission, vision, goals, services and operations as they relate to copyright and scholarly communications.
14. Works with the Libraries information systems and integrative services teams to insure needed materials are and can be available in the Institutional Repository. Advertises the availability and capability to the repository to the University community, faculty researches and students.
15. Responsible for staff development and training programs for the Library on copyright and scholarly communications issues.

MINIMUM REQUIREMENTS:

- Master's degree in library/information science or other relevant field. Assignment to a continuing-eligible or administrative year-to-year appointment will depend on relevant degree of the successful candidate. Only MLS candidates can be continuing eligible.
- Substantial professional experience in scholarly communications, copyright, intellectual property and fair use.

PREFERRED QUALIFICATIONS:

- Demonstrated success in leading a program with broad impact in a research University environment.
- Experience in preparing and delivering scholarly communications, copyright and fair use instruction for different audiences, individually and in groups/forums, on campus. Ability to develop web-based educational materials on scholarly communications, copyright and fair use.
- Demonstrated success working in a team-based environment and work with diverse peoples and serve a diverse population across campus,
- Demonstrated ability to function independently, taking initiative and setting priorities in a dynamic, changing environment with frequent interruptions and deadlines.
- Extensive knowledge of the overall operations and information needs in a large academic research university library.
- Excellent communication skills and the ability to interact effectively with customers, colleagues, campus administrators, counsel's office lawyers, consortia partners and national organizations.
- Ability to liaise, with various campus, state and national organizations on developments and issues related to scholarly communications and intellectual property.
- Working knowledge of course management systems and institutional repositories and ability to communicate benefits and issues with campus faculty colleagues and administrators.
- Possesses a thorough understanding of trends away from print toward digital content as a preference and reality for the future in this library and nationally. Ability to communicate the changes, requirements and benefits to faculty, students and researchers across campus.
- Demonstrated commitment to monitor trends in technology, digital materials, copyright/intellectual property, scholarly communications, course management systems and institutional repositories and translate them into workable programs and education opportunities for the Library and University communities.

POSITION DESCRIPTION

DATE: January 2011

COLLEGE: University Libraries, Arizona State University

DEPARTMENT: Collections and Scholarly Communications Office (CSCO)

TITLE: Chief Officer

POSITION SUMMARY: Reporting to the Associate University Librarian, the Chief Officer is responsible for overall management and policy guidance in the Office of Collections and Scholarly Communication, and the Preservation Department for the Arizona State University Libraries. S/he provides leadership for the selection, licensing, management and preservation of print and electronic resources. S/he provides leadership in consortial and cooperative activities that include collections and scholarly communication. S/he is responsible for hiring, training and evaluating CSCO and Preservation personnel; and for contributing to general administrative decision-making and library leadership through committee and policy work. The Chief Officer projects, coordinates and manages the information resources budget. S/he supervises and coordinates the work of the Libraries' area specialists, and monitors the gifts and donations program. S/he facilitates the transition to a digital-preferred collection in support of teaching, learning and research. S/he helps develop and promote sustainable models of scholarly communication, and initiates innovative approaches to collection assessment, data gathering, and management.

DUTIES AND RESPONSIBILITIES:

Maintains a broad understanding of Arizona State University's teaching, learning and research programs and initiatives, and its academic goals and plans, to ensure that collections meet faculty and students needs.

Provides strong and visionary leadership for library-wide collection development practices, preservation, and collection digital initiatives.

Monitors and keeps current, at the national and international levels, information and developments related to collection management, cooperative collection development, scholarly communication, publisher business models, digital content, licensing, and the information resources legal environment; recommends, for consideration, leading edge programs for ASU Libraries' participation.

Works within a shared administrative structure to facilitate the ASU Libraries collection-building and access functions; develops policies and initiates programs to fulfill user collections and access needs.

Oversees the work of the Collections Council, the Collections Council Steering Group, and its subgroups.

Oversees allocation, use, and analyses of the information resources budget (approximately \$10 million) and selected gift endowments.

Represents the collection interests of the ASU Libraries in state and regional consortia, (Arizona Universities Library Consortia and Greater Western Libraries Alliance and others) national forums and international initiatives.

Directs, supervises and manages recruitment and evaluation for librarians and staff in the Office of Collections and Scholarly Communication and the Preservation Department (includes the Area Specialists, Assistant Collections and Scholarly Communications Librarian, Gifts Coordinator, Contracts Specialist, Statistical Analyst, and Head of Preservation).

In addition to direct position responsibilities, participates in professional development, creative activities, and service to the profession and/or community.

Performs other duties as assigned.

AP Signature _____

PE Signature _____

**ARIZONA STATE UNIVERSITY LIBRARIES
POSITION DESCRIPTION**

DATE: April 2012

DEPARTMENT: Collections and Scholarly Communication Office

NAME:

TITLE: Specialist Senior/Contract Specialist

GENERAL SUMMARY:

The Specialist Senior/Contract Specialist supports the electronic licensing program for the Arizona State University (ASU) Libraries, and for the Arizona Universities Library Consortium (AULC), a partnership providing access to electronic resources to university communities in the state of Arizona. S/he also assists and supports contracts and rights management for the ASU Digital Repository, a digital collection of content provided by the ASU Community; and undertakes an advisory role in the scholarly communication movement, both locally and nationally. The Specialist Senior is a member of the Collections and Scholarly Communications Office, and reports directly to the Chief Officer and indirectly to the Associate University Librarian. S/he is responsible for revising, negotiating and processing contracts and advising, in consultation with the ASU General Counsel's Office, on copyright and fair use issues. S/he works directly with the ASU Digital Repository Steering Committee, the Collections Selection Committee, ASU Libraries Administration, the Scholarly Communications Librarian, and ASU Libraries' information providers. S/he is responsible for maintaining an understanding of rights management and how it applies to the ASU community. Together with other library and university personnel, s/he is also responsible for the continuous improvement and advancement of the ASU Libraries' strategic plan in the area of selection, scholarly communication and repository policy.

ESSENTIAL FUNCTIONS:

- 1. The position negotiates and processes contracts and other legal documents pertaining to the provision and use of electronic resources by the ASU Community**
 - Reviews, revises and proactively negotiates terms and conditions of contracts between the Arizona Board of Regents for and on behalf of Arizona State University Libraries and domestic and foreign information providers.
 - Ensures that contract terms enable the provision of effective services to support the teaching and research needs of the ASU community and proactively negotiates specific contract clauses as appropriate.

- Maintains a continued awareness of current movements toward the establishment of standard national and international licensing policies/guidelines for academic research.
- Corresponds routinely by telephone, e-mail or fax with publisher or vendor contract administrators, attorneys, directors, technology specialists, sales representatives, and customer service.
- Reviews licenses for conformity to state, university, and library requirements. Mails copies of completed license agreements, memoranda of understanding, and acknowledgement letters to appropriate parties. Maintains accurate and organized files of correspondence and final signed contracts. Maintains accurate license records in the Libraries Electronic Resources Management system and communicates information to the ASU Community as appropriate.
- Consults with ASU Associate General Counsel on complex legal issues; involves the Associate General Counsel when discussions reach impasse.
- Takes independent initiative when ASU is notified that an alleged contract breach has occurred and consults with appropriate ASU offices and departments, as well as individuals, to correct the breach within the number of days stipulated in the license.
- Scans all contracts for ease of electronic access and word search.

2. This position supports scholarly communication at ASU and in higher education through resolution drafting, contract negotiation, and a thorough understanding of current trends in the publishing and library industries.

- Maintains a continued awareness of information pertaining to copyright law, rights management, Arizona State laws, and all aspects of scholarly communication, including; fair use best practices, legislation impacting universities and libraries, and activities related to the Open Access, Open Science, and Open Data movements.
- Applies, as appropriate, common academic publishing practices, such as; use of Science Commons or other contract addenda for the retention of rights and Creative Commons licensing.
- Assists with educating library staff and the university community about legal matters regarding access of electronic resources, and current national and international scholarly communication initiatives underway that could impact the ASU Community.

3. This position assists with rights management and other related matters that apply to the ASU Digital Repository

- Interprets publisher policies and contracts for the purpose of submitting content into the ASU Digital Repository.

4. Provides secondary administrative support to the ASU Libraries.

- Prioritizes timely completion of ad hoc requests for the Libraries Administration, Collections and Scholarly Communications Office, and the ASU Digital Repository.
- Participates in appropriate Office and Library meetings and committees.
- Provides secondary supervision of student employees.
- Performs other duties as assigned

KNOWLEDGE AND SKILLS:

- Comprehensive knowledge of concepts, terminology, principles and procedures of American law as well as knowledge of functions and jurisdictions of local, state and federal courts and related agencies.
- Comprehensive knowledge of methods and techniques of legal research and the use of statutes, codes and other legal resources as well as skill in extracting and utilizing information from statutes, court decisions, legal documents, policies and related records.
- Skill in writing complex legal documents/reports.
- Skills in analytical and problem-solving techniques.
- Skill in both verbal and written communication and interpersonal relations.
- Skill in work management and organization.
- Skill in understanding the necessity and the ability to preserve and maintain confidential communications in legally privileged information.
- Skill in the use of personal computer and office equipment.

QUALIFICATIONS:

Required:

- Bachelor's degree in a field appropriate to the area of assignment and five (5) years of related experience; OR,
- Nine (9) years of related experience; OR,
- Any equivalent combination of experience and/or education from which comparable knowledge, skills and abilities have been achieved.

Preferred:

- Demonstrated familiarity with or experience in contract law and negotiating contracts
- Familiarity with United States Copyright law.
- Familiarity with electronic resources in an academic research library setting
- Experience working collaboratively
- Master of Library Science degree or coursework leading to MLS degree
- JD degree or coursework leading to the JD degree
- Excellent written communication skills.

Statement of Responsibilities

RANK: _____ Librarian

FUNCTIONAL TITLE: Scholarly Communication and Licensing Librarian

Description of Unit

The *Scholarly Communication and Licensing (SCL)* unit develops strategic directions for scholarly communication programs and delivers electronic and digital collection services to the UCLA community.

Working closely with the Associate University Librarian for Collection Management and Scholarly Communication, SCL oversees the growth of the scholarly communication programs and services at UCLA by developing and implementing services and programs designed to provide outreach and instruction to faculty related to intellectual property issues, and to ensure the broadest dissemination and preservation of the scholarly record affecting libraries, archives, and cultural memory institutions. The unit also oversees an enterprise-wide infrastructure for electronic resource management activities, including the selection, acquisition, licensing, access, and ongoing management of library collections. SCL oversees the UCLA instance of the Web Archiving Service, facilitates campus-wide participation in eScholarship, oversees commercial licensing, supervises mass digitization efforts, and advises on permissions and rights metadata for the UCLA Library.

Description of Position & Duties

The Scholarly Communication and Licensing Librarian is responsible for assisting the Head of SCL with intellectual property issues, including copyright review and open access. This position also helps with the licensing of electronic resources as well as supporting the development, establishment, and implementation of library scholarly communication efforts, projects and programs, including, but not limited to, individual and formal classroom outreach to students, faculty, and staff. The Scholarly Communication & Licensing Librarian is responsible for the ongoing development of strategic initiatives regarding digital resource management and scholarly communication within the UCLA Library, and investigating and reporting on new forms of scholarship. Additionally, the Scholarly Communication and Licensing Librarian is a member of, and actively engages in, the work of the UCLA Library's Scholarly Communication Steering Committee, with particular emphasis on developing and coordinating events highlighting Open Access Week.

The Scholarly Communication and Licensing Librarian carefully and continuously monitors changes in the academic digital resources and scholarly publishing environments in order to investigate and advise of new and cutting-edge opportunities for further advancement in this area, in support of the Library's mission to provide timely and comprehensive access to and preservation of the scholarly record.

Director of Copyright & Scholarly Communications

Job Code/Title: 1354/Library Department Head

Department: Copyright & Scholarly Communications

Supervisor: University Librarian

FTE: 1.0

Ranked: No

Date Created/ Reviewed: April 2012

Job Level: 0

Job Family: 29

FLSA Status: Exempt

Term: N/A

Position Summary

The Director of Copyright & Scholarly Communications will coordinate scholarly communication activities for Duke University by providing leadership and educating the university community about intellectual property issues and their impact on the nature and conduct of scholarly inquiry and instruction. S/he will serve as an advisor to individuals and groups, analyzing specific situations in order to recommend creative solutions and help develop best practices. S/he will also be an advocate for innovation in scholarly publishing with individuals, as well as in regard to institutional and national policies.

Responsibilities

- Directs copyright activities for the university's libraries and serves as copyright advisor to the university community; serves as the libraries' primary resource on fair use and other copyright issues; assists with obtaining copyright permissions.
- Develops a vision and implements policies and strategies for supporting the evolution of new modes of scholarly communications technology.
- Represents the interests of Duke University Libraries and the university community in the development of university policy on copyright, the public domain, user privacy, and other scholarly communication issues.
- Monitors national scholarly communication policy issues, informs and educates the Duke community of their significance and participates in campus efforts to ensure that scholars, students and libraries in the digital environment retain the full benefits of the current and evolving intellectual property regime. Contributes to and is active in local, consortial, regional and national meetings to stay abreast of developments/trends in scholarly communications;
- Sustains development of the Libraries' scholarly communication Web site; organizes educational forums on scholarly communication topics as they relate to academia and to research libraries.
- Works in close consultation and cooperation with university's Office of General Counsel, the Office of Information Technology, academic departments, and senior university administrators on issues and programs related to scholarly communication.
- As appropriate, coordinates work with the Triangle Research Libraries Network on issues and programs related to scholarly communications.
- Performs other related duties incidental to the work described herein.

Supervisory Responsibilities

- Supervise 1.25 FTE

Qualifications

It is the expectation that all Duke University Libraries staff members will demonstrate exceptional workplace behaviors in the execution of their specific position responsibilities. These behaviors are customer focus, collaboration, creative problem solving, continuous learning and a commitment to diversity.

Education:

Required: ALA-accredited MLS or A.B.A.-accredited J.D., or equivalent combination of relevant academic preparation and experience.

Preferred: ALA-accredited MLS and A.B.A.-accredited J.D.

Experience:

Required: Five years of relevant experience with emphasis on scholarly communication matters in libraries, academia, scientific or scholarly publishing, or other settings; recent demonstrated experience in one or more of the following areas: academic or research library collections, services, and systems, academic information technology, or scientific or scholarly publishing; demonstrated expertise in legal and regulatory issues associated with intellectual property and copyright, particularly as they involve the creation, dissemination, and use of digital information resources; demonstrated ability to represent the interests of a university, based on a demonstrated understanding of the technical, legal, and information policy issues of scholarly communication; excellent oral and written communication skills; excellent interpersonal skills and ability to work well with and to lead faculty, students, and academic administrators; ability to think creatively in developing products and services, such as publications, workshops, conferences, and tools that meet members' needs.

Preferred: At least five years of increasingly responsible administrative experience in collection management and/or technical services or other relevant area in a research library environment; ability to communicate a strong vision of how discipline-based scholarship is changing in response to new technologies and what role libraries can play in meeting the evolving needs of scholars.

Working Conditions

- Must be able to work in an environment in which exposure to materials containing dust and mold is possible
- Normal office environment
- Occasional travel required

These statements are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position.

Job Description
Associate University Librarian for Collections and Scholarly Communication

Reporting to the University Librarian, the Associate University Librarian for Collections and Scholarly Communication provides leadership and oversight for the development and management of the University Libraries' collections in all formats. He has administrative oversight of the Libraries' Acquisitions Department and Department of Special Collections. He exercises direct supervisory responsibility over the bibliographers group (including the East Asian librarians), the Collection Analysis Librarian, the Head of the Acquisitions Department, and the Head of Special Collections, and coordinates the collection management work of other selectors in the library system.

He manages the acquisitions budget for information resources. He directs orientation and training for selectors. He coordinates decisions about high-cost acquisitions, oversees the licensing of digital products, and takes a leading role in acquisition of major gifts. He is the primary liaison for consortial activities relating to acquisitions and collection development, primarily within the CIC and among the Regent institutions. He is responsible for promoting the transformation of the system of scholarly communication through advocacy and outreach to UI faculty and administrators and through training and coordination of staff within the Libraries. He participates in the management and administration of the University Libraries as a member of the Libraries' Administrative Group.

MIT Libraries
Program Manager, Scholarly Publishing and Licensing
Office of Scholarly Publishing & Licensing, Director's Office

The Program Manager, Scholarly Publishing and Licensing, leads the MIT Libraries' outreach efforts to faculty in support of scholarly publication reform and open access activities at MIT, and acts as the Libraries' chief internal resource for copyright issues and for content licensing policy and negotiations. Reporting to the Associate Director for Information Resources, s/he will:

- oversee the implementation of the MIT Faculty Open Access policy
- provide staff support for the Committee on Intellectual Property (CIP) and the FCLS Open Access Working Group
- design, manage and implement an ongoing program to increase awareness among MIT faculty, researchers and students about scholarly communication issues in the digital environment
- establish and support mechanisms to assist faculty with publishing choices, publishing agreements, and management of intellectual property, including acting as primary support for the MIT Faculty Open Access Policy
- support authors under the NIH Public Access Policy and in complying with other similar funder requirements related to author rights and author agreements
- speak and write about the issues in various MIT forums and publications
- manage scholarly communications and copyright web-sites
- work with library staff on scholarly communication and copyright issues and prepare communication tools they can use with their constituencies
- act as a resource on copyright issues and licensing policy and coordinate activities related to copyright
- manage licensing practice, including license compliance
- negotiate license terms and conditions, coordinating with staff carrying out acquisition and price negotiation processes
- consult and work closely with the Office of General Counsel on contract and copyright issues, acting as a liaison between the Libraries and the OGC for these issues.

[Close Window](#)**Posting Details**

Posting Number:	0815672
Position Title:	Open Rank
Appointment Type:	Faculty - Open Rank
Definitions	
Working Title (if applicable):	Scholarly Communications Officer
Department	University Libraries
Salary Grade	99
Salary:	Negotiable based on qualifications
Work Location:	UNM Main Campus (Abq)
Position Summary:	<p>The University of New Mexico Libraries (UL) has an opening for a Scholarly Communications Officer. Reporting to the Associate Dean for Scholarly Resources, this position is a full-time, 12 month, probationary appointment leading to a tenure decision. The faculty rank and tenure status are negotiable based on qualifications. The annual salary is negotiable based on qualifications and includes full benefits. The anticipated start date is October 15, 2012.</p> <p>Working in a team-oriented and highly electronic environment, the Scholarly Communications Officer will play an important role in an organization that is committed to re-conceiving the academic research library as a key partner in new modes of scholarly communications. The Scholarly Communications Officer will take full advantage of and contribute to the evolution of scholarly publishing practices within the academy, and will provide guidance, policy development, and advocacy on copyright issues, fair use, privacy rights, open access, and other information policy issues to the Office of University Counsel and the University and Library communities.</p> <p>The UL integrates into all we do the UNM values of Excellence, Access with Support to Succeed, Integrity, Diversity, Respectful Relationships, Freedom, and Sustainability. The UL adds to UNM's values: Service, Trust, Collaboration, and Accountability.</p> <p>Primary Duties The Scholarly Communications Officer will be responsible for: assessing faculty and student scholarly communications needs and making recommendations to the Library for providing support; leading the Libraries ejournal publishing initiatives; creating scholarly communications and copyright resources for librarians, faculty, staff, and students at UNM; collaborating with the Office of the University Counsel to provide in-depth guidance for faculty, staff, and students regarding copyright, fair use, author's rights and related legal and policy issues; serving as an advocate for new forms and practices of scholarly communications on campus and in the broader academic community; and conducting workshops and</p>

	seminars on copyright and other legal issues important to the creation and use of scholarly material. The individual in this position will sustain and further develop the Libraries' leadership role in scholarly communications across the UNM campus, in areas including, but not limited to, open access, authors' rights, deposit responsibilities and new forms of information dissemination. The Scholarly Communications Officer will raise awareness among library staff and the entire campus community about emerging trends in scholarly communications and their impact on the University's and Libraries' missions and will, in collaboration with the Office of University Counsel, help develop policies, programs, and practices addressing copyright, open access, and other legal issues in response to them. The Scholarly Communications Officer will contribute to local, regional, and national scholarly communications and copyright discussions and initiatives. The Scholarly Communications Officer will participate in faculty governance meetings and in library management meetings as required. The Scholarly Communications Officer will contribute to Library initiatives that further UNM's commitment to diversity and inclusion. This position may also provide public service support as assigned.
Minimum Qualifications:	<ul style="list-style-type: none"> - Earned Master's degree from an ALA-accredited Library/Information Science program; and - Two year's experience with legal and regulatory issues associated with intellectual property and copyright in an academic setting within the last five years.
Preferred Qualifications:	<ul style="list-style-type: none"> - Earned Juris Doctor degree; - Experience with scholarly communications issues connected to institutional repositories and publishing; - Experience collaborating with faculty and other campus stakeholders; - Experience planning and facilitating workshops and classes; - Demonstrated knowledge of scholarly communications issues within higher education; - Excellent oral and written communication skills; and - Demonstrated ability to work effectively with culturally diverse populations.
Posting Date:	05-15-2012
For Best Consideration:	08-31-2012
Closing Date:	Open Until Filled
Application type required for this position:	Faculty Profile
Additional requirements for this position:	
Required Applicant Documents:	Cover Letter Curriculum Vitae
Optional Applicant Documents:	

Special Instructions to Applicants:	The successful candidate may be asked to provide additional references. Send Questions to: Linda Skye, Search Coordinator at Lskye@unm.edu
Position Type:	Faculty
Appointment End Date	
Posting Type:	Competitive
Position Class URL:	
Posting Department Website:	http://elibrary.unm.edu/
Institutional Commitment:	University of New Mexico is committed to promoting and supporting the diversity of our campuses. UNM is an Affirmative Action/Equal Opportunity Employer.
Exempt/Non-Exempt	Exempt
Quicklink for Posting:	unmjobs.unm.edu/applicants/Central?quickFind=67592

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North Carolina State University Libraries

Director, Copyright and Digital Scholarship

Vacancy Announcement

Between the mountains of the Blue Ridge and the shores of the Outer Banks lies North Carolina's Research Triangle of Raleigh, Durham, and Chapel Hill. One of the nation's premier concentrations of academic, corporate, and public research, the area combines moderate year-round temperatures, rolling hills, championship college athletics, and a rich diversity of cultural events. The Triangle consistently ranks high on lists of desirable American communities, including a recent rating by Forbes as the number-one place for business and careers and as one of Money Magazine's Best Big Cities. The North Carolina State University Libraries has been recognized as the first recipient of the Association of College and Research Libraries' Excellence in Academic Libraries Award for its teamwork, innovation, and continuous interaction with students and faculty to further the educational mission of NC State University. A major new science and engineering research library, the James B. Hunt Jr. Library, is under construction and expected to open in 2012/13. It will be the social and intellectual nexus for NC State's Centennial Campus, a research and advanced technology community that includes the colleges of Engineering and Textiles, a variety of science and technology research centers, and more than 130 companies and government agencies.

The NCSU Libraries invites applications and nominations for the position of Director, Copyright and Digital Scholarship to manage its Copyright and Digital Scholarship Center. The Center provides services, resources, and guidance for the university community in matters relating to the creation, dissemination, and use of knowledge. The emphasis is on fostering sustainable models of scholarly communication, providing guidance on copyright in teaching and research, and creating new forms of digital scholarship and access.

Responsibilities

The Director, Copyright and Digital Scholarship leads a dynamic program that engages faculty, staff, and students in initiatives to maximize the dissemination and impact of the university's scholarship and knowledge resources. In this highly visible position, the incumbent provides guidance to the NC State community on scholarly communication matters. The Director serves as a resource on local and national policy to help the university community stay informed and involved with the changing landscape for scholarly work and publication. The incumbent works in close consultation with the university's Office of General Counsel, Copyright Committee, Provost's office, and Distance Education and Learning Technology Applications unit (DELTA). He or she collaborates with colleagues throughout the Libraries, providing leadership for digital scholarship and publishing initiatives, and guidance on fair use and other copyright issues related to library collections and services. He or she participates in library planning and serves on library-wide and university committees, task forces, and teams. NCSU Librarians are expected to be active professionally and to contribute to developments in the field. Reports to the Associate Director for Collections and Scholarly Communication.

Qualifications

Required: ALA-accredited MLS or equivalent advanced degree in a relevant discipline (e.g., J.D.). Relevant professional experience, including experience with scholarly communication and research dissemination. Knowledge of digital publishing and digital repositories as applied to the creation, dissemination, and use of digital information

resources. Demonstrated expertise with relevant legal and regulatory issues associated with intellectual property and copyright. Demonstrated ability to represent the interests of the academy in scholarly communication issues. Knowledge of licensing issues as applied to library collections. Excellent oral and written communication skills; excellent interpersonal skills; and ability to work effectively with faculty, students, and academic administrators. A record of ongoing professional development and contribution. Preferred: ALA-accredited MLS plus J.D. Experience writing proposals and participating in grant activities.

The University and the Libraries

Recognized as one of the nation's leading universities in science and technology, with strong programs in the humanities and social sciences, NC State offers degrees through the Colleges of Agriculture and Life Sciences, Design, Education, Engineering, Humanities and Social Sciences, Management, Natural Resources, Physical and Mathematical Sciences, Textiles, and Veterinary Medicine. As the largest academic institution in the state, NC State enrolls more than 33,000 students and offers doctoral degrees in 61 fields of study. The university is ranked 4th in industry research funding and 9th in total research expenditures among universities without medical schools. With more than 660 active patents, NC state is ranked 9th among U.S. universities in patent production, quality, and strength. NC State is a national leader in networking technologies and a charter member of the North Carolina Networking Initiative (NCNI), an Internet2 initiative with the most advanced operational networking system infrastructure in the nation.

The library system (<http://www.lib.ncsu.edu/>) consists of a central library and branch libraries for design, natural resources, textiles, and veterinary medicine. With a staff of 260+ FTE, the Libraries has more than 4 million volumes in its collection, acquires more than 62,000 print and electronic serials, and has a total annual budget of over \$25 million, with approximately \$9.5 million allocated to collections. The Libraries is the lead server site for NC LIVE (North Carolina Libraries for Virtual Education), a multi-type library initiative, making digital resources accessible to North Carolina residents.

The NCSU Libraries is a member of the Association of Research Libraries, the Digital Library Federation, the Coalition for Networked Information, the Scholarly Publishing and Academic Resources Coalition, the Council for Library and Information Resources, and the Center for Research Libraries. Duke University, the University of North Carolina at Chapel Hill, North Carolina Central University, and North Carolina State University form the Triangle Research Libraries Network (TRLN), with combined resources exceeding 14 million volumes and collections budgets totaling more than \$30 million.

Salary and Benefits

The Libraries offers a highly competitive salary in recognition of applicable education and experience for this position. Librarians have non-tenure track faculty status (without levels of rank). Benefits include: 24 days vacation, 12 days sick leave; State of NC preferred provider medical insurance, and state, TIAA/CREF, or other retirement options. Additional and optional dental, life, disability, deferred compensation, and legal plans are offered. Tuition waiver program for all campuses of The University of North Carolina is available.

**NORTHWESTERN UNIVERSITY LIBRARY
LIBRARIAN POSITION DESCRIPTION**

POSITION: Head, Digital Collections and Scholarly Communications Services

REPORTS TO: Dean of Libraries and Charles Deering McCormick University Librarian
Associate University Librarian for Special Libraries

SUPERVISES: Assistant Head, Digital Collections and Services
Visual Resources Librarian
Outreach and Training Specialist

SUMMARY: Under the general direction of the AUL for Special Libraries, the Head of Digital Collections and Scholarly Communications Services has primary responsibility for the conceptual development and execution of digital library projects and digitization and repository services at Northwestern University Library; and under the general direction of the Dean of Libraries/University Librarian, he/she provides leadership, direction and coordination of the activities and services of scholarly communications programs at Northwestern University Library. The two dimensions of the position are expected to overlap in programmatic, physical and technological ways and thus the two supervisors are expected to be in close communication with the incumbent and each other.

RESPONSIBILITIES: Acts as administrative director of the Center for Scholarly Communication (or the equivalent entity in the Library), coordinates the work of affiliates on specific projects and initiatives, and works closely with Library liaisons, specialists, Digital Collections and Services, and the Scholarly Communications Committee to develop Center programs and referral services. Articulates a vision for the development of all aspects of an effective Scholarly Communications program, including outreach programs and events, internal training and awareness programs for library staff, advising faculty on policy issues including copyright and funder mandates, and promoting relevant open access publishing initiatives. Plays a key leadership role in developing and sustaining services for retention and curation of important digital content from the Northwestern community, including research data, publications, visual and media resources, technical reports, field notes, presentations, and gray literature and other born-digital ephemera of enduring value. Participates in digital publishing, e-science, and digital humanities initiatives and plays a leadership role in development of digital content curation services. Fosters effective relationships with key Library and University partners including but not limited to faculty, academic units, information technologists, the University Press and the Office of Research.

As head of the Digital Collections and Services department, is responsible for management of all aspects of the department, including planning, prioritizing and implementing policy and direction, budget management, and communication with appropriate University faculty, Library staff, vendors, and relevant colleagues in partner research libraries. Is responsible for the conceptual development and execution of special digital library and faculty projects, digitization services for library departments and faculty, the Digital Image Library, and development and support of repository services and affiliated faculty digital projects. Supervises the staff of the Digital Collections Department, including an assistant department head, and directly or indirectly supervises the staff engaged in project management, production, consulting, training and media delivery services to library staff and university faculty; scanning of printed materials using specialized scanners; conversion of analog slide, image, film and other media items to digital formats; and enhancing the content and usability of the Digital Image Library and the digital library repository.

Actively seeks opportunities to leverage the strengths of library staff in extending to the campus digital library services for digital content creation and management, metadata analysis and application, and content licensing and data curation. Fosters and promotes effective communication with all members of the University community concerning the Library's digital initiatives and services. Works closely with NUIT and the Library's Technology Division to shape the content and design of Northwestern's digital library repository and other systems needed to support digital content and collections. Works closely with other departments in the Library and university faculty to assure successful delivery of services and digital collections. Participates in or leads library or university committees. Participates in and leads development of grant and other funding requests. Manages the content, service, and collection policy aspects of Northwestern's digital repository, including the development of criteria for inclusion and relevant copyright and intellectual property safeguards.

Represents Northwestern University Library in forums at the regional, national, and international level—especially those that focus on the development of policy, services and initiatives in areas relating to the above responsibilities. In particular, leads NUL participation in relevant programs of the CIC and the ARL.

QUALIFICATIONS: A Masters degree from an ALA accredited program in library or information science or the equivalent combination of education and relevant library experience required. At least ten years progressively responsible experience in an academic library setting required. Advanced leadership and management skills with demonstrated ability to build partnerships and bring innovative and complex programs and projects to completion. Significant expertise and knowledge of a wide range of standards and practices in intellectual property and copyright law, metadata, digital content and media, and digital library development. Ability to maintain effective working relationships with all levels of the University community and with outside vendors and partners. Excellent communication and interpersonal skills required. Proven ability to promote cooperative efforts among library and other campus units and to foster productive collaborations. Demonstrated flexibility and initiative in a changing environment required. Experience working directly with faculty and students required. Evidence of continuing participation in professional and scholarly activities required. Record of mentoring activities, especially as related to the development of leadership and management skills in librarians and staff, preferred.

Submitted July 1, 2011

POSITION DESCRIPTION

POSITION TITLE:	Scholarly Communication Librarian
INVENTORY NUMBER:	201820
LIBRARY:	Access
Reports to :	Associate University Librarian, Access - 201642

(Titre français: Bibliothécaire responsable de la communication savante)

SUMMARY OF FUNCTIONS:

Reporting to the Associate University Librarian (Access), the incumbent will serve the research and scholarly support needs of the faculty and graduate students through the promotion and provision of web-based publishing and repository services. Current digital initiatives include hosting open-access journals and deployment of an institutional repository (UOttawa Research) for E-Theses and other digital scholarly content created by the campus community.

MAIN ACTIVITIES:

1. Plans and manages all institutional repository activities including the development of a service model that focuses on meeting user needs, faculty outreach, content recruitment and policies and procedures governing the deposit of digital content in uOttawa Research.
2. Provides leadership in meeting the challenges of changing modes of scholarly communication and promotes the effective use of scholarly services and uOttawa Research.
3. Creates opportunities to inform the university community of changes in scholarly communication, open access, institutional repositories and ways in which they can contribute to new and evolving methods for distribution of research results.
4. Monitors and communicates trends in scholarly communication, copyright laws and intellectual property rights.
5. Develops and maintains the Library's scholarly communication web page and assists in the development of web-based information in the repository.
6. Contributes to librarianship by carrying out professional research and/or scholarly work.
7. Performs other related duties as assigned by the Associate University Librarian (Access).

AUTONOMY:

1. Carry out his/her functions under the Associate University Librarian (Access).
2. Exercise full autonomy in the development of the institutional repository.

May 1st, 2009

1

RELATIONS:

1. Communication with the Faculty of Graduate and Postdoctoral Studies, GSAED, Office of V-P Research, faculties and students to promote and expand the use of the institutional repository and other scholarly communication initiatives.
2. Frequent and continuous communication with internal staff: subject specialists, Systems, Collections and Information Resources as well as with colleagues from other academic institutions, associations/organizations.

ESSENTIAL QUALIFICATIONS:

1. A Master's degree in Library and Information Science (M.L.I.S.) from an ALA accredited institution;
2. Four (4) years of professional experience, or fewer, depending on relevance of experience to the position;
3. Knowledge of open access principles, emerging trends in digital scholarly communication, intellectual property issues and Canadian copyright law as it pertains to digital content, acquired through studies or professional experience;
4. Knowledge of the academic research environment, granting agencies and the practices and policies of universities and their libraries;
5. Knowledge of and experience with library technologies and digitization initiatives relevant to academic libraries;
6. Knowledge of project management and of marketing library services;
7. Excellent interpersonal, oral and written communication skills;
8. Bilingual (English and French), written and spoken, including the ability to make presentations in both official languages.

May 1st, 2009

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UNIVERSITY OF WASHINGTON LIBRARIES

University Libraries

POSITION DESCRIPTION

June 6, 2012

POSITION TITLE: Director, Information Resources and Scholarly Communication

GENERAL DESCRIPTION: Reporting to the Dean of University Libraries, the Director is responsible for overall management and policy guidance in Information Resources, Collections and Scholarly Communication. Provides leadership for the selection, licensing, and management of print and electronic resources. Ensures that the Libraries' information resources programs are coordinated and integrated. Provides leadership in consortial and cooperative activities that include collections and scholarly communication. Responsible for hiring, training and evaluating IRSC personnel; and for contributing to general administrative decision-making and library leadership. Coordinates and manages the resources budget. Works with Libraries Advancement, the Dean and others in the use and development of private funds for collections. Facilitates the transition to integrated and complementary print and digital collections in support of teaching, learning, and research. Develops and promotes sustainable models of scholarly communication. Institutes innovative approaches to collection assessment and management.

SPECIFIC RESPONSIBILITIES AND DUTIES: Defines goals, sets policies and formulates long-range and short-term plans for Information Resources and Scholarly Communication within the framework of the University's and Libraries' current priorities and objectives.

Monitors and shares information related to developments in collection management, collection development, electronic resources, licensing, and the information resources legal environment.

Works within a shared administrative structure to facilitate Libraries collection-building and access functions; develops policies and programs to fulfill user collections and access needs.

Leads, administers, and coordinates collection development activities performed by a decentralized group of subject and collection librarians.

Serves as the Libraries' primary spokesperson regarding collections to faculty, students, and administrators, and forges collaborations with academic departments and programs.

Promotes cooperative collection development and planning within the Libraries and with the Gallagher Law Library.

Represents the collections interests of the Libraries in regional consortia (Greater Western Library Alliance, Orbis Cascade Alliance, Cooperative Library Project, Washington Statewide Database Licensing Project, and others), national forums and international initiatives.

Provides University-wide leadership by working closely with faculty and library colleagues to chart a sustainable future for scholarly communication. Oversees and facilitates the work of the Libraries' Scholarly Communications Committee.

Oversees the work of the Information Resources Council (IRC) and its subgroups.

Oversees allocation and use of the resources budget and collections endowments.

Advocates for and participates in collections-related fund-raising and stewardship.

Supervises the Collection Management Services Department (including the Collection Development Librarian, Electronic Resources Librarian, and Gifts Section).

Collaborates on the development of digital collection-

building initiatives.

Prepares reports for a variety of purposes, including annual collections budget requests, external reviews of departments and programs, and library impact statements concerning new degrees and majors. Works closely with the Director of Assessment and Planning as appropriate.

Participates in overall system-wide planning, policy development, resource allocation, and personnel management as a member of the Libraries' Cabinet and Council.

Fosters professional development of librarians and staff to meet the challenges of a rapidly changing environment.

Undertakes special projects as needed and assigned. Assumes other responsibilities as assigned; performs other duties as required.

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Committee/Unit Charge

UCLA LIBRARY

Scholarly Communication and Licensing

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SCL Home

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The *Scholarly Communication and Licensing (SCL)* unit develops strategic directions for scholarly communication programs and delivers electronic and digital collection services to the UCLA community.

The unit, working closely with the Associate University Librarian for Collection Management and Scholarly Communication, oversees the expansion of the scholarly communication programs and services at UCLA, and develops and implements services and programs designed to provide outreach and instruction to faculty related to intellectual property issues that affect libraries, archives, and cultural memory institutions. The unit also builds an enterprise-wide infrastructure for electronic resource management activities, which includes the selection, acquisition, licensing, access, and ongoing maintenance of electronic collections. SCL administers the UCLA instance of the Web Archiving Service, facilitates campus-wide participation in eScholarship, oversees commercial licensing, supervises mass digitization efforts, and advises on permissions and rights metadata for the UCLA Library.

This website provides information and resources to aid UCLA Library staff in carrying out their responsibilities in connection with management of digital collections.

Updated: February 18, 2011

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Scholarly Communications Working Group

Access to scholarly resources is central to teaching and learning in the academy. As new models for scientific and scholarly exchange emerge, the Libraries will develop innovative and sustainable solutions for the creation, evaluation, dissemination and preservation of scholarly research contributions. In partnership with campus and external collaborators, the Libraries will pursue cohesive strategies for the adoption of digital technologies and emerging services to support major national directives and international initiatives for evolving systems of scholarly communications. These partnerships will also involve the development of new digital content in support of research and teaching.

Charge

To foster and promote an integrative and scalable approach to scholarly communications issues within the Libraries, campus and CU System. This includes identifying strategic directions and collaborating within the Libraries and with other entities to implement programs and services.

- Implement a digital repository
- Develop outreach and consultation services in support of open access and author's rights issues
- Coordinate data curation, archiving and management
- Investigate and recommend tools and applications for the robust dissemination of digital collections in multiple formats
- Identify solutions for long term preservation of digital resources

Membership

Departmental representatives may include one member from each of the following departments (selected by the Department Director): Special Materials; Humanities; Social Sciences; STEM; Metadata Services; LIT; Resource Management; and 2-3 additional members/stakeholders appointed by the Management Team.

The term of service should be 3 years, staggered. An effort should be made to rotate members from departments, and to select members from both faculty and staff. WG members should not be part of the Management Team. There will also be a Management Team Liaison, chosen from among the departments listed above. The working group should invite members of other departments or working groups as needed.

Leadership Model

The SCWG Coordinator will be elected by the standing membership, in keeping with the Libraries' Working Group model, and will serve a 3 year renewable term. The Coordinator cannot be a member of the Management Team. The Coordinator and Management Team Liaison should be from different departments.

Taskforces, standing committees and other groups

This Working Group will succeed the Digital Strategies Committee. The Scholarly Communications Working Group (SCWG) will create additional task forces or smaller working groups as it deems appropriate and will coordinate with affected departments, units or participating libraries. Representatives to taskforces and other groups may be recruited from outside of the SCWG membership. Management Team recommends the following groups:

- Digital Libraries Management Group (DLMG)
- Digital repository policies
- Data curation
- Digital rights/author's rights
- Outreach & liaison

Priorities

The SCWG will prioritize its activities and make recommendations to the Management Team regarding resources as needed. Because this Working Group contributes to new services and intellectual content that are critical to future of the Libraries, the SCWG will disseminate information broadly and communicate regularly with the Management Team.

Immediate priorities for 2012 will be:

- 1) Prepare *DigiTool* policies for full release by Fall semester, 2012
 - a. Develop repository policies in conjunction with appropriate collaborators and authorities.
 - b. Coordinate promotion of *DigiTool* as Green OA scholarly communications service.
 - c. Prepare internal workshops on scholarly communications issues, including author-rights management, open access publishing models and their value.
 - d. Suggest cross-departmental workflows for the long-term management of *DigiTool* by spring 2013.
 - e. Investigate relationships with VIVO, learning object repository, and OCG.
- 2) Promote Libraries role in research data services.
 - a. Work with Research Computing to integrate Libraries role in data.colorado.edu
 - b. Finalize the Libraries Research Data Management Services web pages
 - c. Play an active role in providing consulting service to researchers in writing data management plans
- 3) Study, identify, and recommend necessary digital infrastructure requirements (including server space) to fully address the Libraries' needs for archiving, curating, preserving, and delivering intellectual content-- print, audio, video, and born digital formats.

5/1/12 approved

University of Connecticut Libraries
Scholarly Communications / Copyright Team

The *Scholarly Communications / Copyright Team* is charged to promote awareness across the university system among librarians, faculty, staff, and students of scholarly communication issues and trends, including new directions in scholarly publishing and communication; to provide services and tools that will help the community members understand the implications of copyright compliance in the digital age; to assist community members in locating alternative publication venues; and to articulate ongoing efforts to foster a healthier scholarly communication environment.

To this end the team will

- Develop programs that promote awareness of scholarly communication trends and issues
- Develop and maintain informational websites on scholarly communication and copyright issues for the university community
- Develop an educational campaign for the university community on the significance of author copyright in the digital age
- Promote awareness and facilitate usage of alternative publishing models such as open access. Encourage official statements in support of open access publication models
- Lobby for the establishment of new service positions for the university, such as Intellectual Property Officer or Scholarly Communications Officer
- Facilitate and participate in regional and national scholarly communication initiatives
- Coordinate scholarly communication initiatives among all university campuses including Storrs, the Health Center, the Law School, and the Regional Campuses.

The team will seek advice from university administrators and faculty on transitioning the scholarly communication program from a library-based initiative to a university-based initiative.

Communication

The *Scholarly Communications / Copyright Team* will work closely and in coordination with the Libraries' Institutional Repository Team, Health Center Library, the Law School Library, and University Research Administration.

Team documents intended for use by library staff will be available on the library's intranet or public web site.

Questions from within UConn faculty, staff, or students can be posed to any team member. That member can ask the ScholCom listserv for input from the team if desired. However, the response would still be from the individual team member. A log of questions and answers will be posted on Sharepoint for team use by the team recorder.

Questions from outside the University of Connecticut will be answered using a stock answer that points people to helpful web resources.

The team will distribute incoming copyright and scholarly communication news and information to interested library staff via a scholarly communications listserv, to which others may also contribute. The team will send a reminder to all staff once a year inviting new subscribers.

While the UConn Libraries Scholarly Communications/ Copyright Team offers copyright resources to the university community, neither the library nor the team are responsible for enforcing copyright compliance within the university. The team does not offer legal advice.

The team should plan to keep in regular contact with the following individuals and groups:

- Legal counsel
- Office of Audit, Compliance and Ethics
- Attorney General's Office (Storrs Branch)
- University Copyright Committee (if formed)
- University CIO and DMCA Representative
- Research Foundation
- Faculty (from the Provost's Library Advisory Committee or the Faculty Research Council)

The *Scholarly Communications / Copyright Team* will archive decisions and documents on Sharepoint.

Budget

Funds for brochures, mailings, annual public forum, and targeted workshop or conference attendance.

Team

The team is a Cross Campus Team

Team Composition/Selection

Three team members will be determined by virtue of their assignments in the organization:

- Coordinator of the Institutional Repository
- Liaison Representative
- Representative from undergraduate education team

Other constituencies to be represented:

- Regional Campus Libraries
- School of Law Library
- Health Center Library
- Faculty (from the Provost's Library Advisory Committee or the Faculty Research Council)
- University Research Administration

Term of Service

Team members will serve two years at which time the team will be reassessed.

Team Leader

The team leader will be selected from among the members. While the work of the team is the responsibility of the team as a whole, the team leader is responsible for making sure the work of the team is done and for seeing that the following duties are carried out:


- meetings are scheduled
- meeting agendas are created and distributed
- meetings are run effectively and efficiently
- see that new team members are mentored
- meeting decisions and action items are documented and archived on Sharepoint
- regular updates are sent to all staff to keep them informed of the team's work
- an annual report is submitted to Director's Council
- annual goals are established and reviewed on a regular basis
- appropriate data are gathered and reported

Meetings


The team meets as necessary.

Records

Team records are maintained on Sharepoint.



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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Scholarly Communications Committee

Charge

The Scholarly Communications Committee plans and helps to implement services, including education programs, focused on issues related to:

- Access to and dissemination of research and scholarship (both in published and unpublished forms) produced on the UIUC campus;
- Promoting an understanding of author rights;
- Exploration of a range of traditional and alternative publishing models;
- Increasing dialog with departments/units on campus around a broad range of scholarly communications issues;
- Copyright issues in the use of materials in research and teaching under guidance of the copyright attorney to be hired by the three campuses.

Goals for 2008-2010

The primary goals for 2008-2010 for the committee are:

- Assessment of the scholarly communication cultures and practices of a diversity of academic fields, as represented at UIUC;
- Assessment of copyright issues in use of materials in research and teaching; and
- Development of literature and informational sessions for faculty on author rights, alternative publishing options including open access, and IDEALS in close collaboration with the User Education Committee.
- Development of an informational program and talking points in both scholarly communication and copyright issues for Library faculty and staff in close collaboration with the Staff Training and Development Committee.
- Interact with the Senate Committee on the Library in regards to Scholarly Communications issues.

Composition

The Committee is appointed by the University Librarian with the advice of the Executive Committee.

The Coordinator for IDEALS are permanent members of the committee. The Central Reference Services liaison with the Graduate College serves on the committee ex officio. In addition, three members-at-large from the Library with an interest in copyright and/or scholarly communication issues in their discipline will be appointed for two year terms. The chair will be chosen by the committee and will serve a two year term.

Membership

Sarah Shreeves, Chair of the Scholarly Communication Committee; IDEALS Coordinator
*Melody Allison (08/15/14)
Harriett Green (08/15/14)
Mark Wardecker (08/15/13)
Ex officio:
Merinda Hensley, Central Reference Services Liaison



University Library
University of Illinois at Urbana-Champaign
1408 W. Gregory Dr. | Urbana, IL 61801
217-333-2291

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Last modified by: Kimberley Matherly on 10/24/12

Scholarly Publishing Committee

Charge

Plan, design and oversee the implementation of a program of staff education, outreach to faculty and students, and other activities to promote positive change in scholarly publishing and communication.

1. Plan and deliver ongoing programs to enhance and deepen the awareness and understanding of library staff, especially liaisons, about the problems, issues and activities that relate to scholarly communication and to develop the skills and knowledge to engage users in dealing with scholarly communication issues. Provide tools and resources to assist in this work.
2. Plan and implement, through liaisons and other staff, an effective program of outreach to faculty, graduate students and other researchers on campus. The program should include, but not be limited to:
 - education about management of author's intellectual property rights;
 - outreach to identify and help harvest content for IRO and develop understanding and support among faculty for this effort;
 - support for faculty, graduate students and other researchers who are seeking to develop alternative ways of using information resources to conduct research and disseminate results;
 - fostering dialogue with faculty and students about scholarly communication issues in order to better understand the developing environments on campus and the changing patterns of scholarly activity among different user communities; and
 - continuation of efforts to raise awareness of the effects of concentration of publishing in commercial operations and the pricing behavior of both commercial and some non-commercial publishers.

Membership: 10 members, two ex officio, and eight drawn from the ranks of collection management or user services liaisons, digital services staff, and members of other units as appropriate.

Member Selection and Term: As needed, the Chair puts out a call for volunteers. New members will be appointed by the Administrative Liaison in consultation with the Chair. Appointments will be made to ensure broad representation from throughout the University Libraries. Members serve three-year terms, which are renewable for up to two consecutive terms. Terms will be staggered to maintain a level of consistency on the committee. Priority consideration in selection will be given to new applicants.

Committee Authority: Major, system-wide projects and policies must be approved by the Admin Group. Other projects, programs and activities are determined at committee



Scholarly Communication UNC Libraries



About

Our Committee

UNC Libraries' Scholarly Communication Committee

Charge:

This group will support scholarly communication through:

- Promoting broader knowledge
 - Scholarly communication members will develop deeper expertise in scholarly communication and will share knowledge and provide support and leadership to colleagues
 - Define baseline expertise that all liaisons should possess and support training/programs tenure liaisons have that knowledge
 - Plan, develop and deliver professional development programming in scholarly communication to UNC Library Staff
 - Coordinate with TRLN, where possible, to plan, develop and deliver professional development
 - Provide programming to help staff understand how national events/issues like the Google Book Settlement, the NIH policy, and other open access initiatives effect our libraries services and practices
- Policies and workflows
 - Inform and influence collection management policies and practices in support of sustainable models of scholarly communication
 - Coordinate efforts with the UNC institutional repository, particularly around related policies and educational efforts
 - Communicate regularly with the University Libraries' staff
 - Develop a mechanism for on ongoing environmental scan and inventory of issues, including attention to campus priorities, interests, and needs
 - Create a five year plan for a library scholarly communication program using a collaborative process for designing goals; update and revise plan as necessary, to reflect what we learn from environmental scans
- Campus outreach and awareness
 - Raise campus awareness of scholarly communication issues
 - Raise awareness about important national events/issues that shape our understanding of scholarly communication like the Google Book Settlement, the NIH policy, and other open access initiatives
 - Liaise with relevant campus groups including the University Copyright Committee, Center for Faculty Excellence, and the Office of Institutional Research
 - Assess need for and develop, revise, update and maintain web sites, brochures and other publications related to scholarly communication and intellectual property
 - Facilitate partnerships with faculty, students, campus offices, TRLN libraries, and other partners as appropriate
 - Assess need for, develop and deliver campus programming in partnership with campus stakeholders



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URL: <http://www.lib.unc.edu/scholcom/committee.html>

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Special Election Spring 2007 and charge for new Scholarly Communication Committee - March 28, 2007

Introduction

The landscape of scholarly communication is changing as costs associated with traditional scholarly publishing models have left institutional library budgets unable to keep up, at the same time that scholars have increasingly free and rapid communication via the Internet. In addition, technology and the Internet offer new methodologies for scholars to communicate and publish their work. "Open" institutional and subject repositories play a key role in this development. The Rutgers University Libraries need to "focus and integrate" their energy to determine what role we will play in this landscape and how we will carry out our role.

After a few years of technical development of its infrastructure, our institutional repository - RUcore - is now becoming publicly available, and we are looking forward to enriching its content. This moment makes it especially important for RUL to determine our role in scholarly communication within the university and academic world at large. It is now time for the technical developers of RUcore and those who will shape the content and public outreach for the repository to come together for its fuller development.

Charge: The charge to this committee is to assist in carrying out the goals outlined in the Libraries Strategic Plan related to scholarly communication. These goals include:

- Develop services that facilitate scholarly communication and support the research process among researchers at Rutgers
- Advocate for university and faculty participation in the open access movement to increase the impact of our faculty's research and expand access to scholarly information
- Focus the creation of digital resources on the Libraries' unique collections and on the output of Rutgers University with an emphasis on support for the faculty research process.
- Expand the collections both in electronic and in print to the level of our peer institutions
- Leverage the liaison relationship to departments, centers, and institutes to understand and support the development of new research methodologies in the disciplines

Initially, the following issues are of the highest priority:

- the definition of "open access"
- the relationship between this committee and other related existing committees
- the development of services for users of and contributors to RUcore
- the process of how RUcore projects will be selected
- the role of collection development in new forms of scholarly communication
- the liaison's role related to repository development
- the liaison's role in communicating about scholarly communication trends and issues that will affect and facilitate the work of teaching and research faculty

The work of this committee will evolve as it engages in different aspects of scholarly communication. This does not mean, however, that it is a temporary or ad hoc committee. It is an ongoing, dynamic committee that will give focus to our scholarly communication efforts and generate a number of task forces or subcommittees to pursue specific issues in depth.

To capture the evolutionary nature of the committee, its work will proceed in stages; the first will be internal and involve defining RUL's scholarly communication plan. The second stage will involve expanding the membership of the committee to include administrative, teaching, and research faculty involved in various aspects of scholarly communication for the purpose of

providing advice and guidance in planning, bringing the Libraries' scholarly communications plan to the university at large, and identifying opportunities for collaborative partnerships. The expansion of the membership of the committee and the development of task forces and subcommittees will happen as needed. As the committee expands and its subgroups are established, there will be a need to involve all of the campuses. There is no set timetable for this expansion of the committee's work. It will happen when issues are ready to share. The transition from the first to the second stage should take no longer than four months.

Membership of the committee in the first stage will consist of:

- 2 appointed and 3 elected faculty for one year (will require special election Spring 2007 semester. Terms of service will be reassessed at the end of the year.) Because of the disciplinary differences in approach to scholarly communication the three elected RUL faculty will represent sciences, arts and humanities, and social sciences
- 4 AULs: the Associate University Librarian for Research and Instructional Services, the Associate University Librarian for Planning and Organizational Research, the Associate University Librarian for Collection Development & Management, the Associate University Librarian for Digital Library Systems (for one year; will reassess after that time)
- 1 appointed staff member for one year

Co-Chairs of Scholarly Communication Committee would be: the AUL for Collection Development and Management and a faculty member to be elected from within the committee.

To inform their work, the committee is charged to hold regular open discussions with all RUL faculty. These could take the form of monthly faculty meetings called by the Faculty Coordinator in consultation with the committee.

Charge

The charge for the Scholarly Communications Steering Committee (SCSC).

Charge

UW Libraries Scholarly Communication Steering Committee

Revised Jan. 8th, 2009

Introduction:

The system of scholarly communication is a complex matrix of intellectual property, publishing practices and economics, legislative action, technological developments, and academic expectations for tenure, promotion, research, and publication. Scholarly communication has become an increasing concern of the Libraries and the University administration as it is apparent that the Libraries' ability to acquire and provide access to information is intimately tied to the healthy functioning and interplay of the elements within this system. To support the Libraries' role in the system and to be a proactive agent in facilitating change, the Scholarly Communication Steering Committee has been established.

Charge:

- Develop strategies and actions, set timelines, and determine outcomes that will advance the Libraries efforts to facilitate change.
- Track local, national, and international developments within the broad area of scholarly communication.
- Coordinate the Libraries' educative efforts in the area of scholarly communication. Stimulate discussion, generate supporting material and develop venues for communication and education.
- Seek collaborative ventures internally and with other institutions.
- Explore and identify possible high impact initiatives that the Libraries could either launch or support, such as the establishment of a competitive scholarly electronic journal, participation in an open archive project or the creation of an institutional repository.
- Identify potential faculty partnerships for demonstrations/discussions of alternatives to traditional scholarly communication venues with an eye towards implementing local experiments.
- Advise the Director, Information Services and Scholarly Communication on actions and initiatives that should be taken and resources needed.
- Establish working groups as necessary to carry out the work of the Committee.
- Consult broadly with individuals, groups, and units as needed.



Washington University Scholarly Communications Group Statement of Purpose

Scholarly communications pertains to the creation, transformation, dissemination and preservation of knowledge. It encompasses both teaching (the promotion and transmission of knowledge) and research (the creation of new knowledge). In essence, scholarly communications is at the heart of Washington University's mission.

In recent years, changes in the process of communicating and disseminating research findings have created challenges for teaching, conducting research, and providing library services to students and faculty. Some of these challenges include:

- Changes in information technology
- The use of the internet as the primary distribution method in many fields
- The transition from print to digital formats
- The complexity of research in the 21st century
- The evolution and transformation of traditional publishing models
- Library users' increased expectations for access
- The costs of access outpacing inflation

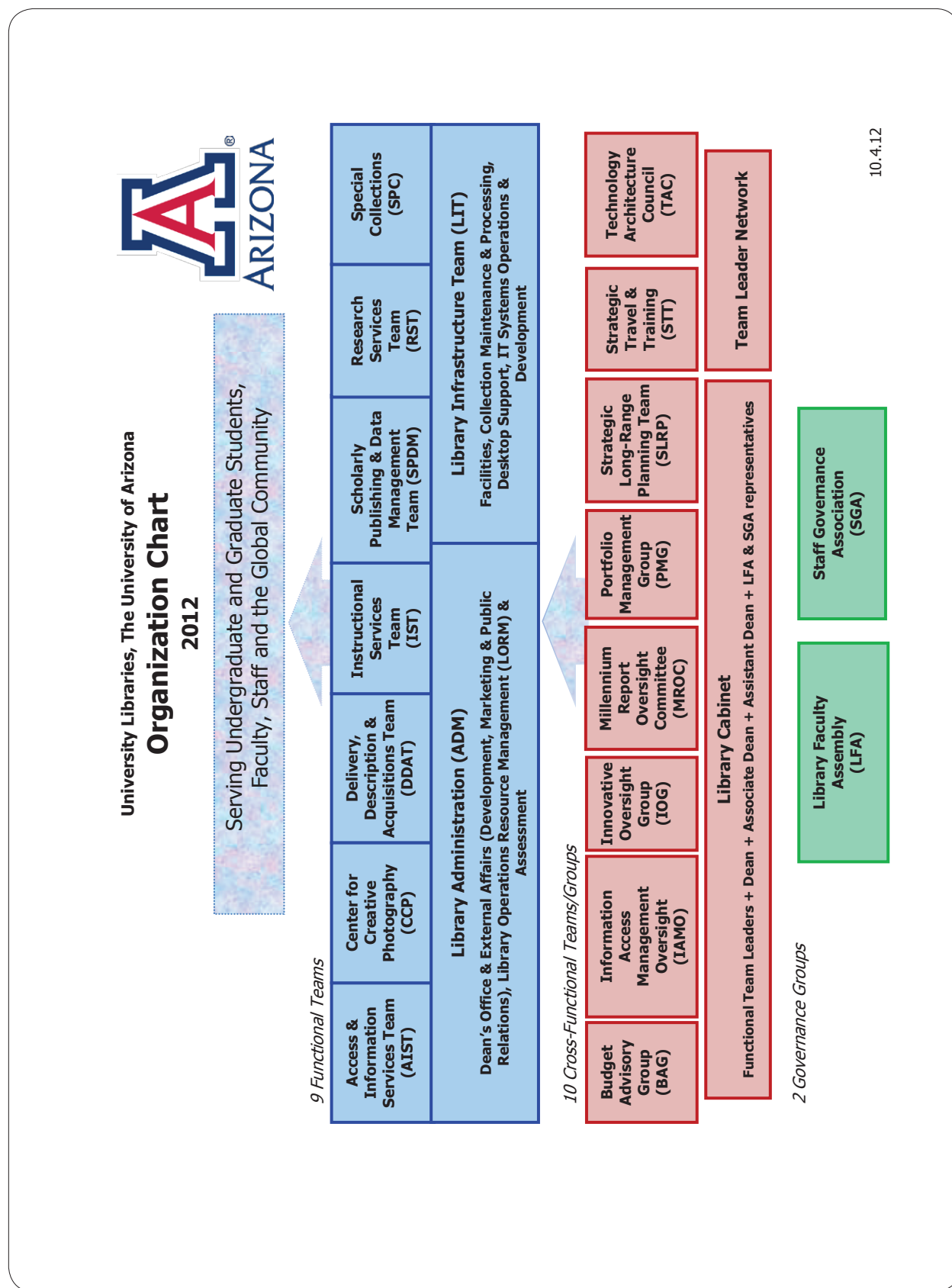
To meet these challenges, the Washington University Libraries, composed of the Danforth Campus Libraries and Bernard Becker Medical Library, have developed a joint scholarly communications program. We strive to serve the entire Washington University community by providing reliable and unbiased services, resources, and information related to scholarly communications issues. With our campus partners, we will be an active and visible player in exploring the dynamics of scholarly communication at Washington University. A group comprising representation from a broad section of the WU academic community will also be involved in this effort, forming the Washington University Scholarly Communications Group.

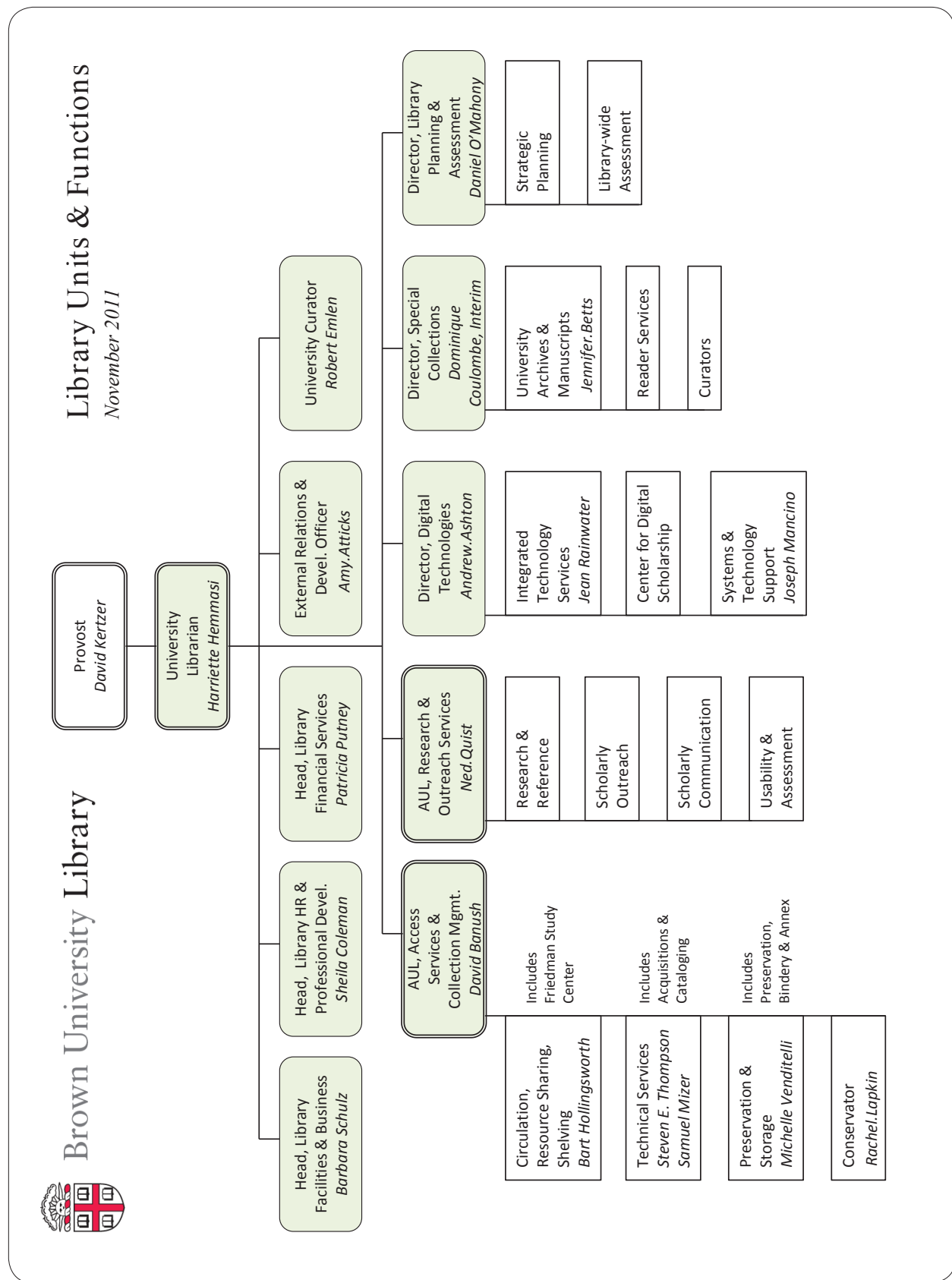
The Washington University Scholarly Communications Group at Washington University in St. Louis aims to:

- Increase awareness of the issues related to scholarly communications.
- Encourage discussion on scholarly communications issues at WU and in the broader community.
- Foster and promote traditional and alternative methods for dissemination and preservation of the scholarly output of WU.
- Provide author tools that will enable WU faculty, researchers, scientists and students to efficiently access, share, and transform content that results in new scholarly output.
- Develop programs to preserve licensed, owned and locally created digital content to ensure permanent and stable access.
- Reduce barriers caused by publisher-imposed licensing restrictions.
- Gather and address concerns/questions from the WU community regarding copyright, author rights and author publication agreements; distribution and preservation of digital works; open access issues; public access mandates; self-archiving options; digital repositories; data retention and storage; publication practices; funding policies; and other scholarly communications issues.
- In response to changes in law, custom and technology, develop and maintain informational content on the joint Scholarly Communications Group website.

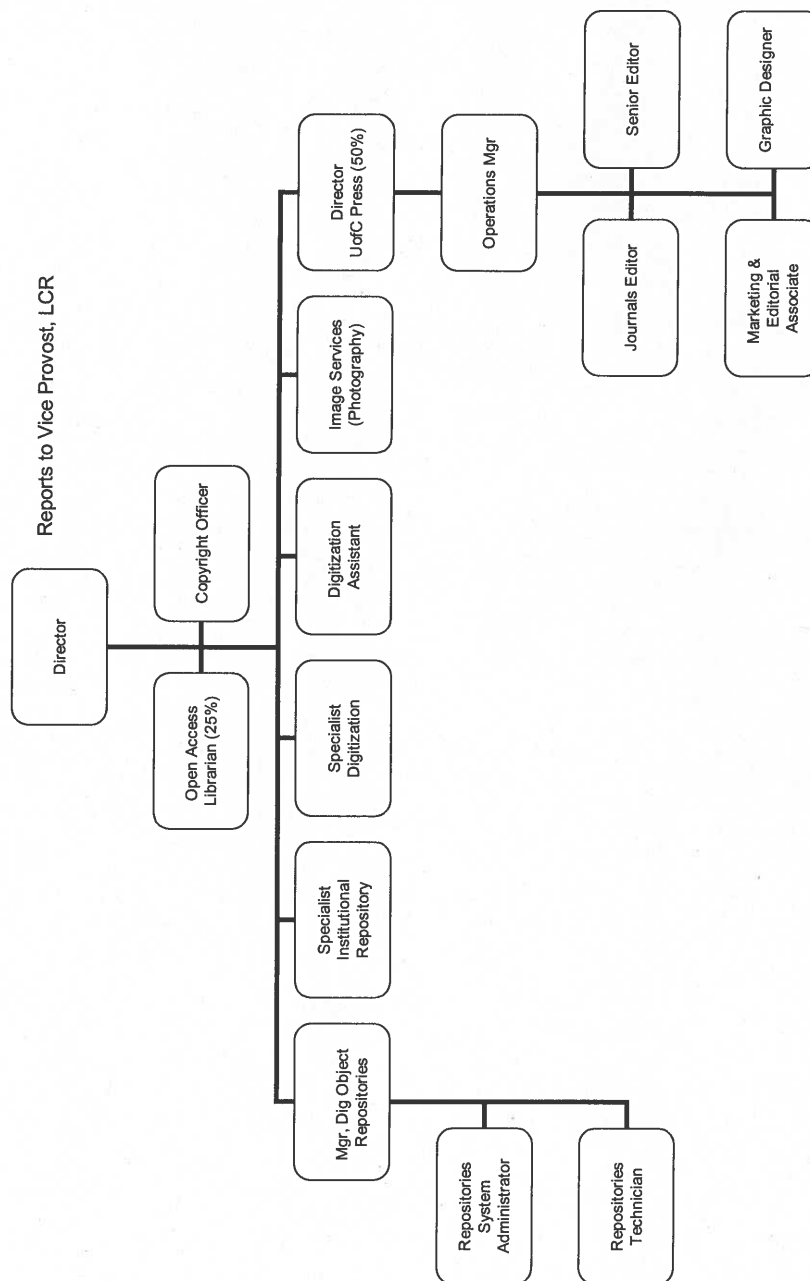
June 2008

Organization Charts

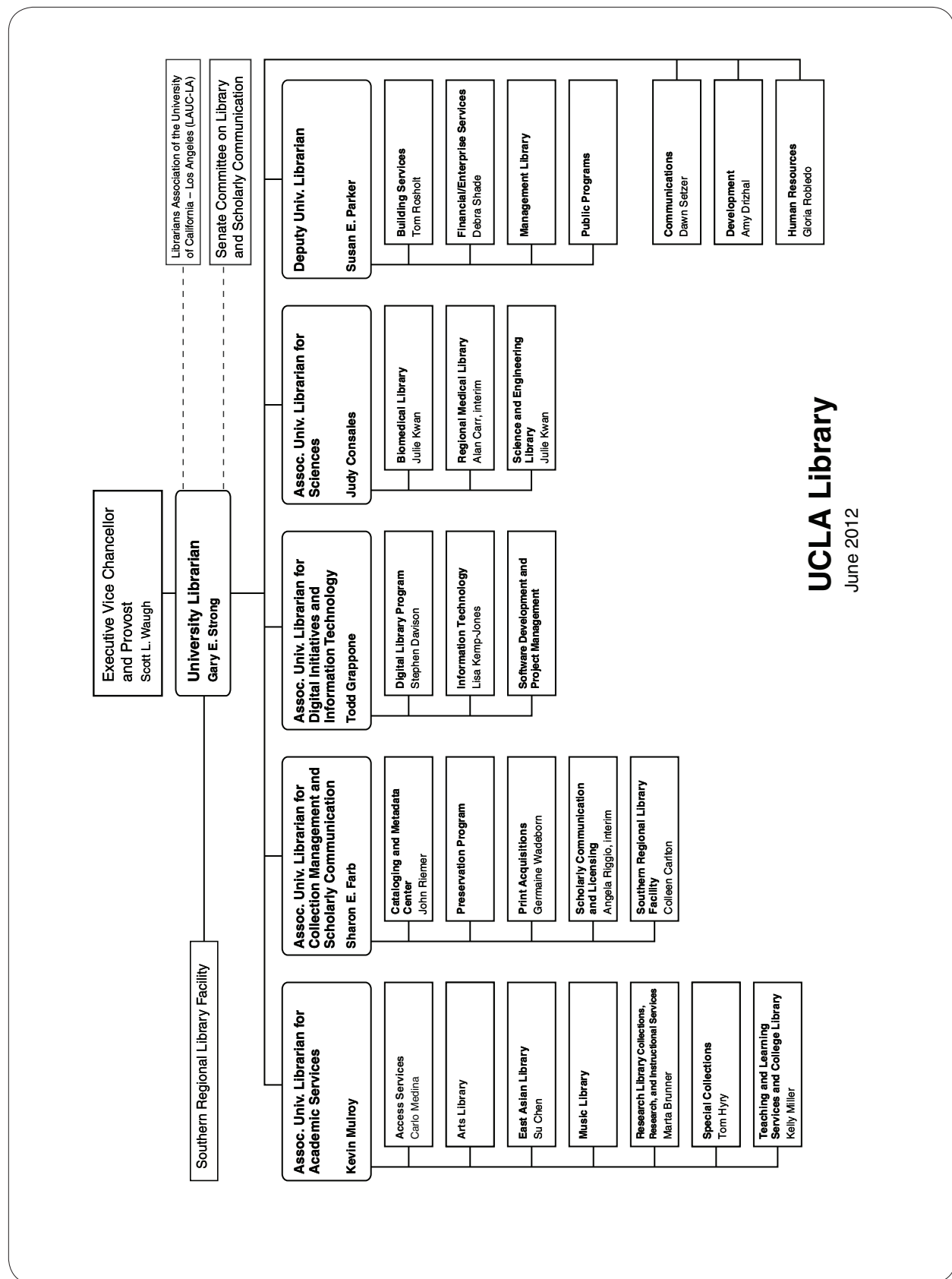




CENTRE FOR SCHOLARLY COMMUNICATION **May 15, 2012**

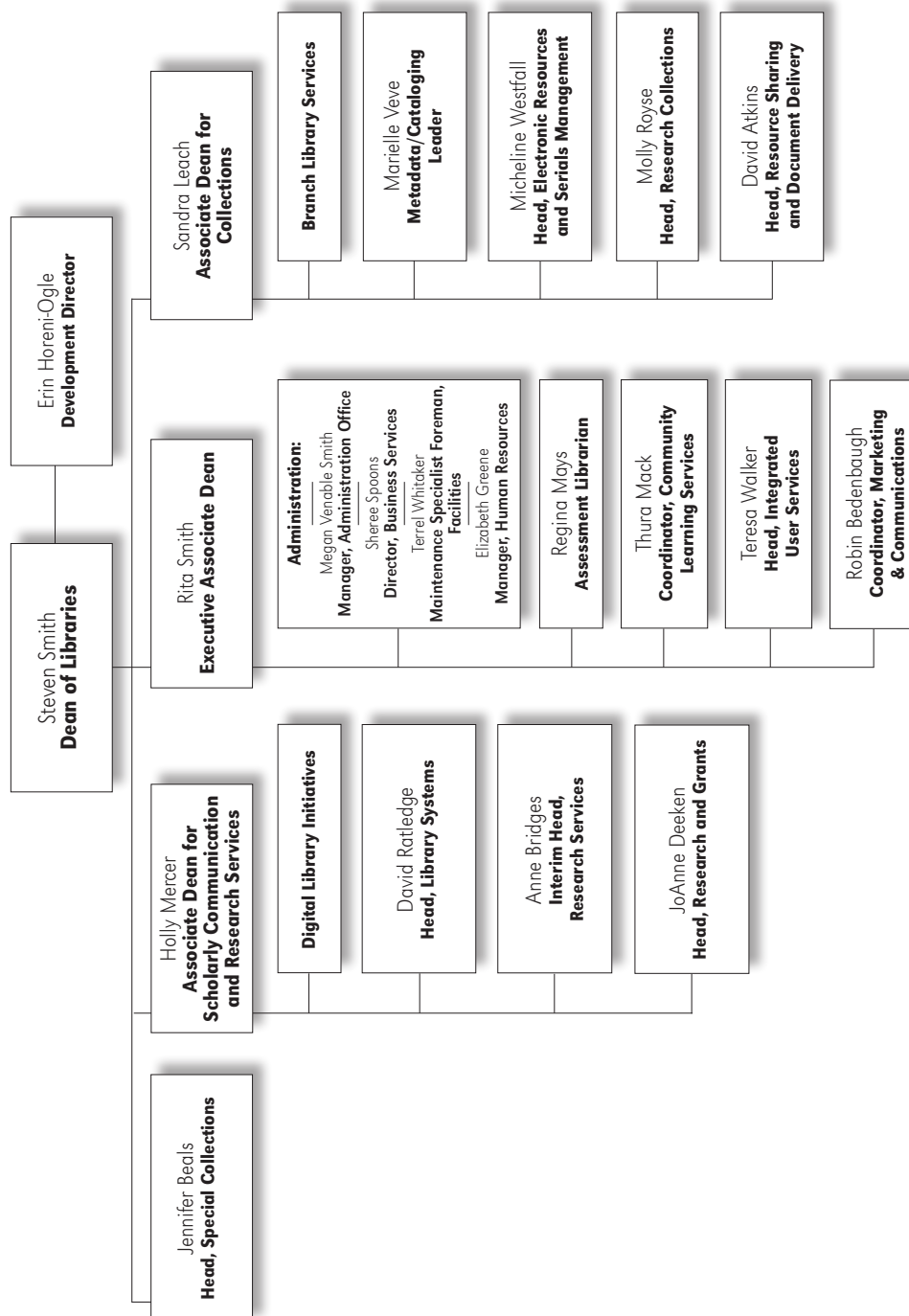


University of Calgary, Libraries and Cultural Resources, May 2012



UNIVERSITY OF TENNESSEE LIBRARIES

ORGANIZATION CHART



August 1, 2012

Scholarly Communication Services

114 • Representative Documents: Scholarly Communication Services

Scholarly Communication

create change

Traditional economic models of disseminating scholarship are unsustainable and undergoing considerable change.

The University Libraries collaborates with the campus community to foster open access and dynamic change to the availability of scholarly research through a variety of services:

- copyright education
- electronic theses and dissertations
- journal publishing
- data management
- campus repository service
- digital projects

We consult with faculty and researchers to discuss the changes that are happening and explore potential solutions, to work towards sustainable practices, and to achieve the desired level of access to campus research and scholarship.

more information

Contact Dan Lee for more information about scholarly communication issues.

library.arizona.edu/sc

Contact Information

Office of Copyright Management and Scholarly Communication

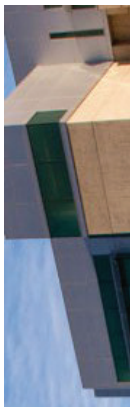
Dan Lee
Associate Librarian
Main Library A212
(520)621-6433
leed@u.library.arizona.edu

Campus Repository Service

Kimberly Chapman
Assistant Librarian
Main Library A501
(520)349-7864
chapmank@u.library.arizona.edu

Data Management

Christine Kollen
Librarian
Main Library A501
(520)305-0495
kollenc@u.library.arizona.edu



Scholarly Publishing and Data Management Services



www.library.arizona.edu



Copyright Management

[advice·answers
education](#)

Copyright Law now protects most creative works, for a long time. Copyright Law also allows for several exceptions to copyright owners' exclusive rights.

We can discuss options for managing your own copyrights to meet your needs, and approaches to using third party material in your teaching, learning, and scholarship.

[more information](#)

Contact Dan Lee to learn about copyright options. Copyright resources are available in the UA Libraries Copyright Guide, including an interactive copyright tutorial.

library.arizona.edu/copyright

Journal Publishing

The University Libraries publishes several journals produced by campus faculty and students. We support both open access and subscription journal publications. Contact Dan Lee for more information.

library.arizona.edu/journal-publishing

Data Management

[share·disseminate
provide access](#)

Libraries have a long history of managing print data and information.

Today, the University Libraries are continuing this tradition by building expertise to help you preserve research data that will be referred and reused by other researchers today and into the future.

[data management plans](#)

The Data Management Service supports faculty and researchers developing data management plans, required by many grant funding agencies.

We can help you develop a data management plan that will address requirements of the funding agency and provide the best way to share, disseminate, and provide access to your data.

[more information](#)

Contact Chris Kollen, Data Curation Librarian, to discuss how to preserve and provide access to your research data.

data.library.arizona.edu

Campus Repository Service

[share·store
preserve·archive](#)

Share your research, creative works, publications and teaching materials using the *Campus Repository Service*.

The UA Campus Repository supports the dissemination and preservation of University of Arizona scholarship.

[benefits of the repository](#)

- Provide *open access* to your work
- Published articles & books
- Unpublished materials such as:
 - Supplementary information, data, images, presentations, lectures, etc.
- *Persistent access* over time
- You decide what you want to deposit

[more information](#)

Contact Kimberly Chapman to learn how the UA Campus Repository can provide long-term access to your work.

arizona.openrepository.com

**UCI LIBRARIES**
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- Law Library
- Supporters & Friends

Scholarly Communication and Management Program

The Scholarly Communication and Management Program (SCAMP) is a campuswide program that facilitates collaboration and a community dialogue on a wide range of scholarly communication issues that impact teaching and research (the changing nature of scholarship in a digital environment; economics of scholarly publishing; preservation of digital assets; intellectual property rights, etc.). SCAMP sponsors programs, forums, and initiatives that reflect the varying needs of our diverse academic community and serves as a clearinghouse for appropriate information and resources.

SCAMP @ UCI

NewsEventsMore Information

UCI Libraries is providing leadership by offering a forum and facilitating campus discussions on these evolving issues. Through collaboration and a community dialogue, we can explore these issues, raise awareness, develop local solutions, and potentially influence the course of scholarly communication on campus.

UCI Libraries' Response and Role

The UCI Libraries serves as a major national knowledge center, and is recognized as an essential information resource and clearinghouse for the UCI campus. The Libraries can play a key role in assisting the UCI academic community to address many of the scholarly communication issues that we face. And it participates in several national nonprofit organizations that promote innovations in scholarly communication: [Scholarly Publishing and Academic Resources Consortium \(SPARC\)](#), [Association of Research Libraries \(ARL\)](#), [Council on Library and Information Resources \(CLIR\)](#), [Coalition for Networked Information \(CNI\)](#), and [National Initiative for Networked Cultural Heritage \(NINCH\)](#), and the [National Institutes of Health](#), which in April 2008 issued new mandates for all funded research.

SCAMP: Scholarly Communication and Management Program

Some of the specific activities that the UCI Scholarly Communication Program will sponsor, promote, and explore are:

- Forums and programs about broad-based initiatives, such as the Open Archives Initiative.
- Issues of concern to the entire academic community, such as preservation and access to electronic educational records.
- Informal meetings among UCI faculty who serve as editorial board members or faculty who are developing new forms of scholarship.
- [Data Management Policy @ UCI](#)
- UCI initiatives to build an institutional repository of scholarly work in electronic formats and selectively digitize and preserve UCI administrative records of permanent historical significance.
 - Launches [UC Irvine Libraries Digital Scholarship Service](#) to help UC Irvine faculty and research staff publish, share and preserve the digital products of their research. As the processes and products of research increasingly take digital forms, this service seeks to place research findings or data in accessible, secure, sustainable environments so they may be easily shared over time. UC Irvine Librarians will assist the UCI community in finding the most appropriate access and storage platforms to preserve their research and disseminate their materials broadly. The service may help some researchers fulfill agency or grant requirements to post their research findings or data publicly. The service may also support researchers who wish to preserve and provide access to unique digital materials with research value. The ultimate goal of this service is to support the digital life cycle of UCI's scholarly resources, from creation through their delivery, management and long-term preservation.
 - As part of this service, the Libraries has developed [UCIspace@theLibraries](#), an open access service for the UCI community to publish, manage, and preserve diverse kinds of research output. Currently, it contains the Richard Rorty born digital manuscripts. Richard Rorty (1931-2007) was a pragmatist philosopher, critical theorist, and public intellectual who is commonly described as one of the most important thinkers of his era. He donated his papers to the UCI Libraries in 2006. The papers (in their physical form) are available in Special Collections and Archives' reading room, but we are using UCIspace @ the Libraries to preserve and provide access to over 1,000 files retrieved from Rorty's 3.5" floppy disks. Other projects for UCIspace @ the Libraries are in progress, and we plan to build the collections in the future by partnering with faculty to publish their research materials.

UC-based priorities are articulated on the [Scholarly Communications at the University of California website](#).



The University of California has actively engaged in the discourse about Scholarly Communication and its collective work is captured by the [summary of issues](#) described by University of California, Office of Scholarly Communication. As members of the University of California, you are encouraged to follow these trends, and take appropriate action on the issues that affect you as a scholar, researcher, and student.

- [University of California eScholarship Open Access, Scholarly Publishing Platform](#)
- [Berkeley Electronic Press \(bepress\) ResearchNow Portal](#)

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UCLA Library

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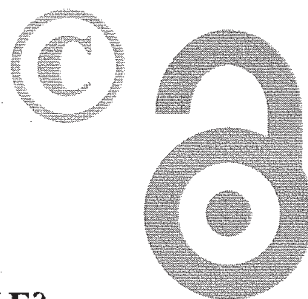
Open Access?

Fair Use?

eScholarship?

Publishing Contracts?

Linking to journal articles on CCLE?



Ask a Librarian!

Scholarly communication and licensing librarians offer both individual and group consultations on these and related subjects.

Email <copyright@library.ucla.edu> or contact:

Copyright, author agreements

Angela Riggio

310.206.7532

ariggio@library.ucla.edu

Course management systems, fair use

Martin Brennan

310.206.0039

martinjbrennan@library.ucla.edu

eScholarship, open access

Diane Gurman

310.206.3388

dgurman@library.ucla.edu

Licensing of UCLA-owned images

Carol Nishijima

310.206.1547

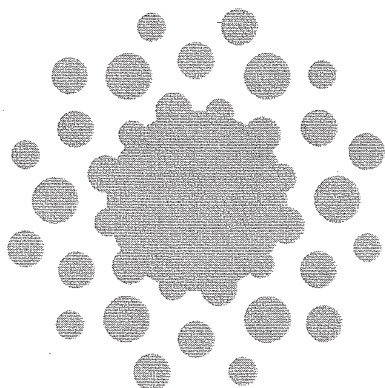
cnishiji@library.ucla.edu


E-resource troubleshooting

Alan Takara

310.825.3386

aitakara@library.ucla.edu






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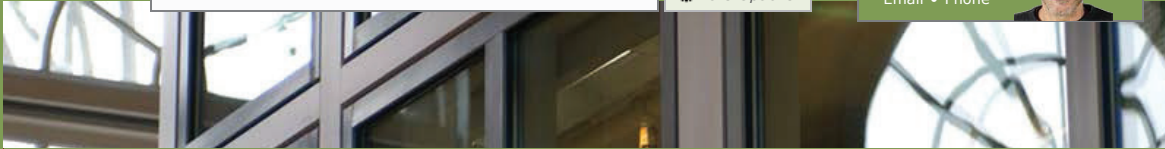
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SCHOLARLY PUBLISHING & COMMUNICATION

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DARTMOUTH DIGITAL LIBRARY PROGRAM

DARTMOUTH DIGITAL PUBLISHING

SCHOLARLY PUBLISHING & COMMUNICATION: ISSUES & RESOURCES

This Scholarly Publishing & Communication web site is intended to inform faculty, students, administrators and librarians of the current issues, problems and opportunities in the scholarly information universe, and to suggest actions for consideration by all participants. You will find links to informative materials on the topics of author rights, copy rights, publishers archiving policies and copyright contracts, and innovations in scholarly publishing.

Dartmouth College Library support for scholarly publishing takes many forms:

- ◆ [Compact for Open Access Publishing](#) The Library helps fund the payment of Author Publication Charges (APCs) for fully open access journals.
- ◆ [Dartmouth's amendment to the transfer of copyright contracts with publishers](#) The Library offers faculty and student authors an amendment to the standard publishing contract, which helps authors retain more rights to their own material.
- ◆ The Library offers support to authors in negotiating publication contracts.
- ◆ The Library offers education and outreach programs, formal and informal, to individuals and departments about all aspects of scholarly publishing, including Open Access publishing, Author Rights and Copy Rights.
- ◆ The Library participates in [International Open Access Week](#). See [Dartmouth Events for Open Access Week 2012!](#)

CRITICAL ISSUES AND RESOURCES

[Author Rights: Tools and Resources for Scholars and Researchers](#)

[Copy Rights: Resources, Guides and Workshops](#)

CONTACTS FOR SCHOLARLY PUBLISHING, COMMUNICATION AND COPYRIGHT

[Elizabeth Kirk](#) , Associate Librarian for Information Resources
[Barbara DeFelice](#), Director, Digital Resources Program
[David Seaman](#), Associate Librarian for Information Management
[James Fries](#), Head, Feldberg Business and Engineering Library
[Jane Quigley](#), Head Kresge Physical Sciences Library
[Jennifer Taxman](#), Associate Librarian for User Services
[Subject specialist and liaison librarians](#) will help with discipline specific questions

[Data Management and Publishing: A Guide to Resources from the MIT Libraries](#)

[Open Access: Economics and Growth](#)

National and Regional Scholarly Publishing Resources:

- [The Association for Research Libraries Scholarly Publishing and Academic Resources Coalition \(ARL SPARC\)](#) is an excellent source of news and resources, including the [Create Change](#) website and the [Resources](#) page, which contains materials relating to repositories, open access and copyright issues.
- For current news, background information, and sources on all aspects of Scholarly Communication, see the [Scholarly Communication Toolkit](#) at the Association of Academic and Research Libraries (ACRL) website.
- For information about the NIH Public Access Mandate see NIH material on [Author Rights](#) page.
- [Presentations on Economics, Access and New Models of Scholarly Publishing from the ACRL New England Chapter Scholarly Communication 101 Workshop July 23 2009](#)

Global Resources: [Mobile Site](#) • [Library Home](#) • [Find it](#) • [Research Support](#) • [Services](#) • [Help Yourself](#) • [Teaching Support](#) • [About the Libraries](#) • [A-Z Index of Library Site](#)

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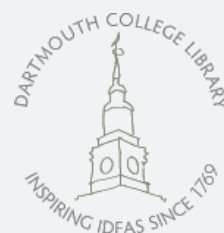
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Scholarly Communication & Digital Curation

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- Department Staff

DIGITAL CURATION

- Conference Hosting
- Data Curation Services
- Journal Hosting
- Lecture Recording
- SMARTech
- Theses & Dissertations

SCHOLARLY COMMUNICATION

- Copyright
- NIH Policy
- Open Access Policy

OUR MISSION

- To equip Georgia Tech (GT) faculty and students with the information and tools they need to fully engage in today's evolving scholarly communication landscape.
- To create educational opportunities and develop public programming to raise awareness among faculty and students of author rights, open access, and of options and requirements for ensuring the widest possible access to research.
- To offer a suite of digital services that support GT faculty and students in creating, communicating, and maintaining their intellectual output. The current suite of digital services includes electronic publishing (journals and conference proceedings), lecture recording, SMARTech preservation repository, copyright assistance, and metadata creation.

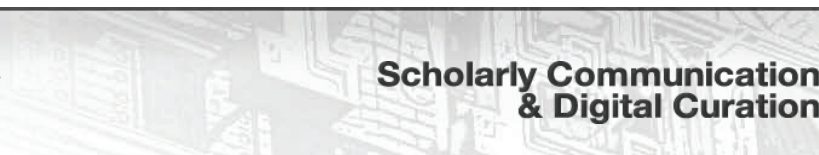

"ITID is the first and only MIT Press journal to be published as Open Access and our collaboration with the Georgia Tech Library has been critical to the journal successfully managing this new publication model. The Library's support and leadership is ensuring that ITID will have more impact, a richer and more collaborative online environment, and will be better able to serve a world-wide epistemic community. The entire ITID team - including the editorial office, the MIT Press, and the Georgia Tech Library - will together help define the future of scholarly publication."

Dr. Michael Best

Sam Nunn School of International Affairs and the College of Computing
Co-founder and Co-Editor-in-Chief, Information Technologies and International Development



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DIGITAL CURATION

The Library's digital curation suite of services offer Georgia Tech researchers tools to connect with peers at various points in the scholarly communication cycle, including an option to archive the final product of their collaborations in **SMARTech**. We assist in the publication process and other scholarly endeavors and our services include:

- Preserving and archiving scholarly content and research
- Lecture recording
- Conference hosting/archiving
- Journal hosting/publishing





Why is open archiving and publishing important?


- Research indicates increased citation impact for research available freely online
- Granting agencies increasingly tend to require open access archiving or long term posting of research outcomes (i.e. NSF, NIH)

Learn more about Data Curation efforts:

- [The Digital Curation Centre \(DCC\)](#)
- [Digital Curation Resource Guide, by Charles Bailey](#)
- [Council on Library and Information Resources \(CLIR\)](#)
- [DigCCurr](#)
- [@digitalcuration](#)
- [@DataCurate](#)

Helpful Links:

-  [SMARTech](#)
-  [Sponsored Publications](#)
-  [Recorded Lectures](#)
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SCHOLARLY COMMUNICATION

Scholarly communication and open access continue to be an important topic of discussion in academia, as funding agencies and institutes of higher learning are increasingly turning to open access - or public access - policies to facilitate the sharing of ideas and the advancement of science and research.

The Library plays an important leadership role in raising awareness of these issues on campus and of ensuring the widest possible access to the research produced at Georgia Tech.

In addition to the publishing services we offer, we aim to provide public programming to bring about important campus-wide discussions on open access, public access to research, managing your personal copyrights, and information policy issues, to increase faculty and student awareness of their options as authors and of steps for compliance with changing funding agency requirements.

Helpful Links:

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Follow these tweets for up-to-date information on Scholarly Communication.

[Who's talking about Scholarly Communication? \(#scholcomm\)](#)

[@SPARC_NA - Scholarly Publishing & Academic Resources Coalition](#)

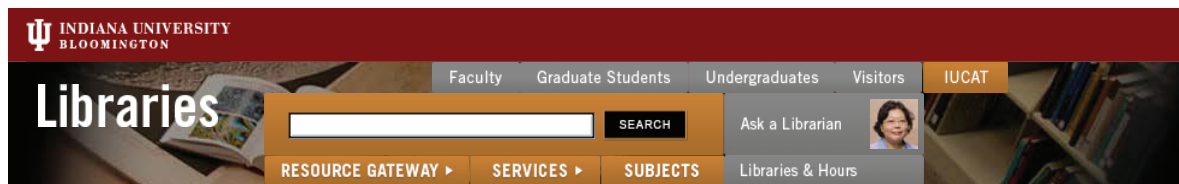
[@ScholarlyComm - The Scholarly Communication Program @columbia explores innovative ways to share, curate, and preserve new knowledge.](#)

[@ARLpolicy - Director of Public Policy Initiatives at the Association of Research Libraries \(www.arl.org\). Copyright, Privacy, Broadband, & more.](#)



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[Open Access Week 2012](#)

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[Publisher Models](#)

[Other Resources](#)

[Scholarly Communication Blog](#)

Contact Information

Department Head: Julie Bobay

Location: Herman B Wells Library E159
Bloomington, IN 47405

[Email IUSW](#)

Staff: [View Staff](#)

Department: Collection Development

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last updated: 5/16/2012

Scholarly Communication

The Scholarly Communication department works to increase campus awareness of scholarly communication issues such as intellectual property, the economics of scholarly publishing, alternative publishing models, and increased access to scholarly resources (e.g., research data, grey literature, and published materials). The department leads development in two areas: Copyright Education and Consultation and IUScholarWorks services.

Copyright Education and Consultation

Copyright plays an important role in the scholarly communication process. As such, we work with colleagues across campus to educate and inform the IU community about various aspects of copyright law. We offer workshops and individual consultations, as well as introductory material on the Libraries' [Copyright web site](#).

IUScholarWorks

IUScholarWorks is a suite of services centered on open access publishing models. They include a research repository of IU scholars' works such as peer-reviewed articles, data, grey literature, and theses and dissertations, an e-journal publishing program, and data management services. For more information about IUScholarWorks and to explore our hosted content, visit the [IUScholarWorks website](#).



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Tags: copyright, institutional repositories, journal costs, open access, publishing, scholarly communication

Last Updated: Nov 15, 2012

URL: http://guides.lib.uiowa.edu/scholarly_publishing

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Library Services in Support of Scholarly Publishing

Your Librarian

Librarians will work with you in a variety of ways by:

- Providing an overview of scholarly publishing issues
- Offering guided discussions on scholarly publishing topics
- Providing materials for distribution and discussion (see handouts on this page)
- Assisting in submitting content to the institutional repository, [Iowa Research Online \(IRO\)](#), and creating of a personal [SelectedWorks](#) web page.

Collections and Scholarly Communication

- Maintains local statistics on electronic resources usage and changes resulting from increased costs, etc.
- Tracks scholarly publishing developments and alternatives
- [Transitions: Scholarly Publishing News for the UI Community](#)
- [Supports](#) publishing alternatives and non-profit endeavours
- Provides information concerning [copyright and teaching/research](#), and copyright and [author rights](#)
- Contact [Mike Wright](#), Interim Director of Collections & Scholarly Communication or [Karen Fischer](#), Collections Analysis Librarian.

Digital Research & Publishing

Digital Research & Publishing (DRP) coordinates the development and maintenance of the University's locally-created open access digital resources and offers specialized expertise and a wide range of tools and services to support UI faculty, staff and community partners in the creation of digital projects. Depending on the nature of the materials, the intended audience, and the available resources, DLS may be able to assist with the variety of [digital services](#). DLS administers:

Iowa Digital Library: <http://digital.lib.uiowa.edu>

Iowa Research Online: <http://ir.uiowa.edu>

Hardin Library for the Health Sciences

[Resources on the NIH Public Access Policy](#)

[Submission services](#) to assist authors in submitting articles to PubMed Central.

Handouts & Forms

- [University of Iowa Author's Addendum \(pdf\)](#)
- [University of Iowa Author's Addendum \(word doc\)](#)
- [Instructions for Using an Author's Addendum](#)
- [Open Access: Making Scholarly Content Freely Available](#)
- [Taking Back Control: Managing Copyright and Intellectual Property Handout](#)
- [Iowa Research Online: The University of Iowa's Institutional Repository](#)
- [The Role of Scholarly Societies](#)

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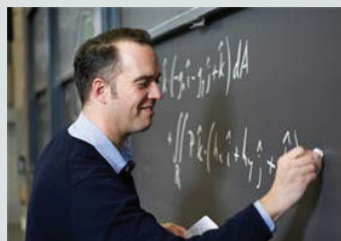
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The Faculty of the Massachusetts Institute of Technology is committed to disseminating the fruits of its research and scholarship as widely as possible. In keeping with that commitment, the Faculty adopted the [MIT Faculty Open Access Policy](#).

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Your guide to options and rights in the world of scholarly publishing.



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- ▶ Global downloads of papers under MIT Faculty Open Access Policy


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- ▶ Astrocyte regulation of sleep circuits: experimental and modeling perspectives
- ▶ The effects of cues on neurons in the basal ganglia in Parkinson's disease
- ▶ Transfer Entropy Estimation and Directional Coupling Change Detection in Biomedical Time Series

MIT SCHOLARLY PUBLISHING ON TWITTER

#openaccess research in the news: SHASS faculty win awards <http://t.co/Sh0qBDyP> 5 days ago

Congratulations to @mitlibraries' @drmltman and colleagues for their data innovation award <http://t.co/OXPRmBze> #publicmappingproject 10 days ago



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Scholarly Communications & Publishing

Latest News

- 2013 Journal Review in Progress

The UM Libraries regularly review the usage of our subscribed electronic resources in order to determine the value of content in our collections and ensure that we are making prudent subscription decisions. Recently, we completed an analysis of our subscribed titles from the publisher Taylor and Francis. While our most cost-effective information providers provide articles at an average price of under \$1 per download, we discovered that Taylor and Francis titles were costing the University an average of \$97 per download. We examined 3 years of usage data and consulted with faculty across disciplines to create a proposed cancellation list of very-low use titles: <http://library.miami.edu/fy13-journal-evaluation-project/> Should you have questions or concerns, please contact John Renaud.

Posted 9 November 2012
- SCOAP3 Initiative Moving Forward

The [SCOAP3 Initiative](#), which the UM Libraries have worked with since 2008, has entered the implementation phase. The goal of the program is for national consortia to assume responsibility for established, high-quality journals in the field of High Energy Physics. There are many details to be worked out, but the Lyrasis consortium, of which the University of Miami Libraries are a member, will administer the program for US institutions. Many institutions, including UM, are monitoring the development of the Initiative as more details become available.

Posted 9 November 2012

Resources for Authors and Researchers

- [Copyright Resources](#)

Guidance in complying with copyright and using materials according to Fair Use.
- [Journal Rankings/ Impact Factors](#)

Resources for evaluating the impact of journals.
- [UM Calder Library Guide to NIH Public Access Policy](#)

Help in understanding options in complying with this new policy for NIH grant funded research.
- [UM Guide to Data Management](#)

Guidance in designing and implementing data management plans.
- [UM Scholarly Repository](#)

A resource for publishing and preserving the work of the UM community.
- [UM Thesis Preparation & Submission](#)


Information from the Graduate School about the theses and dissertations processes.

Open Access Initiatives

- [Author's Rights Initiative by SPARC](#)

Provides information and resources to help authors retain rights to their work.
- [Creative Commons Licenses](#)

Need Help with this Page?




John P. Renaud

Director of Collection Strategies and Scholarly Communication

jrenaud@miami.edu

284-4049



Information about protecting intellectual property in Open Access environments.

- [NSF Data Management Plan](#)

Explains NSF's requirements for sharing and maintaining data from funded research.

- [RoMEO/SHERPA Publisher Copyright Policies](#)

Provides information about publishers' policies and guidelines for making journal articles available in Open Access environments.

Last updated November 9, 2012



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SCHOLARLY COMMUNICATION

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Services

Center staff and affiliates are available for consultations anywhere on campus, or by phone or email. The Center is housed in the second floor (2 East) of the University Library. Project teams can reserve the Center's [collaboration commons](#) for meetings and video conferencing. A [digital media lab](#) is available for digitization and production work. Some of our services include:

Understanding Copyright
What is the term of copyright in the United States, and what is the procedure for determining if something is in the public domain? Experts in the Center offer guidance in determining copyright status, understanding fair use, and determining when to seek permission to reuse a work.

Data Management Planning
Some federal funding agencies now require that grant proposals include a data management plan. Experts in the Center can assist investigators in developing research data management plans and strategies. For more, see our page on [data management plans](#).

Author Rights Consultation
Academic authors who do not retain their copyrights may not be able to post copies on their web sites or reuse their articles in other settings. Many publishing contracts ask authors to transfer their copyright, but it may be possible to negotiate this and other terms of the agreement.

Bibliometrics
What is an impact factor, and what does it say about the reach and value of published research? Understand the appropriate use of impact factors, h-index, citation analysis and other bibliometric tools.

Open Access & Self-Archiving
Open access provides access to research results without payment. Center experts can guide authors through options for open access publishing or making copies of research results openly available through public web pages and repositories.

Digital Publishing & Research Tools
Digital tools and platforms enable new kinds of scholarly research and publishing. Center experts are available for consultation and collaboration on digital publishing projects, and to help scholars find and use new digital research tools.

Informational Services
Center staff and affiliates stay as current as possible about issues, trends, and activities in scholarly communications and maintain a robust presence online—writing on issues, bookmarking articles, sharing our presentations, posting official guides, and, of course, tweeting. For more, check out our [Links](#).

LOCATION

Level 2, East Tower, Room 2699A
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Scholarly Communications at UO



Most academics engage in both teaching and research. Both are intimately tied to communications, and in particular to the patterns of scholarly communications that have developed over the past century. We're all familiar with the process of faculty authors producing research articles, peer-reviewed journals vetting the scholarship and distributing it, and libraries organizing, archiving, and making it available to other scholars and students as the foundation on which new knowledge is built.

This web page is focused on University of Oregon initiatives in the area of scholarly communications, and specifically on services in support of UO authors and editors. It reflects both support for the traditional patterns and the evolution of new modes of scholarly communications.

We can help you!

For UO authors

- [Deposit your work in Scholars' Bank](#), the UO's institutional repository, and guarantee that it will be accessible to a world-wide readership
- [Get a grant from the library to help fund OA author's fees](#) through the OAPS fund
- [Find Open Access journals](#) -- consider publishing in an OA journal and take advantage of many benefits
- Get consulting assistance on your publishing questions:
 - [Avoid plagiarism and copyright infringement](#)
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 - [Understand publishers' copyright transfer agreements](#)
 - [Use an Author's Addendum to protect your rights](#) when you transfer copyright to a publisher
 - [Comply with NIH Public Access Policy](#) (for authors funded through NIH grants)
 - [Comply with NSF data management rules](#)and other funder mandates for [public access to data](#)

For UO editors and journal publishers

- [Get information about the new UO Libraries e-journal publishing service](#)
- [Plan and edit a new electronic journal](#) (information for editors)

For students

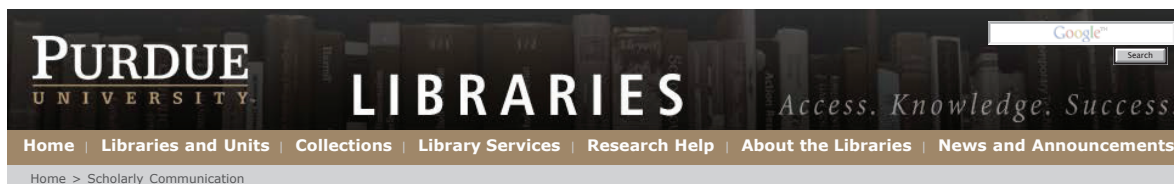
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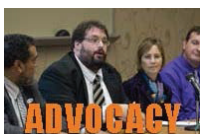
Scholarly Communication Links

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Scholarly Communication at Purdue

Scholarly Communication is the process of conducting research and sharing the results: from creation, to dissemination, to preservation of knowledge, for teaching, research, and scholarship.

Purdue Libraries, like most academic libraries, has traditionally collected books, journals, and other resources, building collections in support of current and future students, researchers, and scholars. Increasingly, though, Purdue users are in need of additional services relating to scholarly communication, from the beginning of the scholarly communication cycle (for example, data management and data curation) through publishing and dissemination (open access repositories and journals), and Purdue Libraries can assist in these areas. Learn more about Libraries services through the links in the left hand column.



**What is an Open Access policy?
Why should Purdue faculty care?**


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News & Announcements

- Civil Engineering Report is 3 millionth download on Purdue e-Pubs
- Databib Links Data Repositories and Researchers
- RCUK requires researchers publish in journals that allow deposit of articles in repositories
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- Purdue endorses FRPAA legislation as member of COAPI

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Scholarly Communication

Scholarly Communication includes all of the methods used by scholars to share their research for the purposes of teaching, publication, performance, and new knowledge generation. Stakeholders in scholarly communication include authors, faculty, librarians, students, publishers, funding agencies, legal experts, administrators and local, regional, and global scholarly communities.

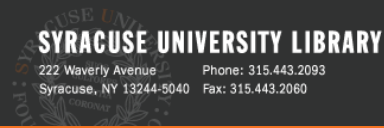
The mission of the Unit for Research, Collections, and Scholarly Communication is to improve the creation, collection, organization, dissemination, and long-term preservation of the scholarly and cultural record, by:

- ▶ Creating improved services for research and discovery
- ▶ Strengthening relationships among the SU research, performing, and teaching & learning communities
- ▶ Promoting open discussion of scholarly needs, methods, interests, and goals
- ▶ Increasing the visibility, findability, and long-term preservation of SU scholarship in all its forms and formats
- ▶ Promoting **Open Access** resources and models of publishing in order to help Syracuse scholars reach a wider audience and place their scholarship into action
- ▶ Tracking teaching and research activities, as well as current publishing and communication trends of SU researchers, to inform collection building and services
- ▶ Investigating economic developments of the publishing, funding, and higher education communities
- ▶ Maximizing the efficient use of collection funds on materials of the greatest scholarly value to Syracuse University

As a unit, we are interested in not only peer-reviewed written documents summarizing research or teaching projects, but also videos, music, working drafts, conference papers, patents, standards, performances, learning objects, scores, technical reports, and presentations, as well as any other representation of creative scholarly endeavor.




RCSC


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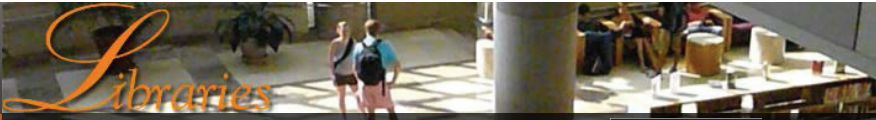
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Scholarly Communication
Incorporating Digital Library Initiatives

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Intellectual Property

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Our Mission

The digital age is transforming scholarly communication services in the research library. Our work supports campus scholarship through digital publishing, digitization of unique local content, and the creation of digital collections to support research and teaching. We create unique and durable access to digital content through the establishment of best practices and standards. We offer information and assistance to the University of Tennessee community about scholarly publishing, intellectual property, and our rapidly changing research culture.

What's New...

Services


- Coordinate project selection
- Scan materials, create metadata, design databases, and develop user interfaces for digital production
- Administer Trace
- Conduct digital library research and development
- Publish peer-reviewed scholarship
- Disseminate information about intellectual property, open access, and emerging forms of scholarship

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LIBRARY EFFORTS

Our purpose...
 To inform the Texas A&M research community about changes in scholarly publishing, copyright, and the benefits of open access to research. We can help you disseminate your work widely for greater impact while retaining rights to your research.

Our primary areas of education, support, and advocacy are:


1. Copyright and fair use training
2. [Open Access Publishing](#) and [Open Access Week](#)
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4. Publishing Electronic Journals and Electronic Conferences with the [Texas Digital Library](#)
5. Digitally republishing Texas A&M scholarship, including [retrospective dissertations, theses, and projects in lieu of](#).


RESOURCES

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Assessment Tools

Author Fund - Survey

Please take a few minutes to answer the questions below. Your opinion and feedback about the Author Fund will be helpful in evaluating different elements of this new initiative. Thank you.

Questions about the Author Fund

1. How did you learn about the Author Fund

Please select all applicable answers

- ☐ University announcement
- ☐ Open access Web site
- ☐ Article in The Gazette
- ☐ Communication from the library
- ☐ Communication from your faculty or department
- ☐ Other:

2. In your opinion, the Fund's eligibility criteria are:

Please select one answer

- ☐ Too restrictive
- ☐ Restrictive enough
- ☐ Not restrictive enough
- ☐ Open and fair
- ☐ No opinion
- ☐ Other:

3. What changes, if any, would you make to the Fund's eligibility criteria?

4. Please rate your level of satisfaction with each of the following steps relating to applying for and obtaining funding.

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A or no opinion
Online information about the Fund	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

process					
Communication with the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reimbursement process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How would you improve the administration of the Fund?

6. How can the University further support open access?

Questions about scholarly communication

7. How important are the following elements when selecting a publishing venue?

	Very important	Quite important	Somewhat important	Not important	N/A or no opinion
Reputation of the journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of a journal's editorial board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal's impact factor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online manuscript submission process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speed of peer-review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal's readership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Author rights (retention of copyright, for instance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of access to the journal's content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Have you ever published in an open access journal or paid an open access fee to a hybrid journal?

- ☐ Yes
☐ No

9. Why did you choose to publish your article in an open access or hybrid journal?

Demographic questions

Please answer the following questions to help us gain a better understanding of who has received funding.

10. Gender

Please select your gender

11. Age

Please select your age range

12. Status

Please select your status

13. Department or Research Institute

Please indicate your department or research institute

14. Which of these roles have you undertaken in the past year?

Please select all applicable answers

- ☐ Author of journal articles
☐ Referee for journal articles
☐ Editorial board member
☐ Journal editor

☐ Other:

Scholcom Survey for Liaison Librarians

1. Please rate your current knowledge, skills, and abilities in the following areas:

	Know very little	Know enough to get by	Feel pretty confident	N/A
Can explain what open access is, and why it is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain that OA is compatible with copyright, peer review, revenue, print, preservation, prestige, quality, career-advancement, indexing, and other features and supportive services associated with conventional scholarly literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain why authors should try to retain the rights to share their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain what an author's options are for making their work open access: the green (repository) and gold (OA journal) routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an understanding of open access/public access policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain how the Libraries can help make their (Faculty and grad students') work open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain how the Libraries can help subsidize author fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a working knowledge of how to deposit items into YorkSpace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain what makes repositories different from regular websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess a basic understanding of copyright law related to scholarly communication issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess a basic understanding of a variety of publishing models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aware of scholarly communications practices and issues in your discipline(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Scholcom Survey for Liaison Librarians

2. Please indicate your interest in learning more about these areas:

	Low priority	Medium priority	High priority	Not sure
Can explain what open access is, and why it is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain that OA is compatible with copyright, peer review, revenue, print, preservation, prestige, quality, career-advancement, indexing, and other features and supportive services associated with conventional scholarly literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain why authors should try to retain the rights to share their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain what an author's options are for making their work open access: the green (repository) and gold (OA journal) routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an understanding of open access/public access policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain how the Libraries can help make their (Faculty and grad students') work open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain how the Libraries can help subsidize author fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a working knowledge of how to deposit items into YorkSpace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can explain what makes repositories different from regular websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess a basic understanding of copyright law related to scholarly communication issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess a basic understanding of a variety of publishing models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aware of scholarly communications practices and issues in your discipline(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Anything we missed? Comments? Thanks for your input!

Open Access Policies



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Open Access Mandate

The Academic Council of Libraries and Cultural Resources at the University of Calgary has adopted a mandate to deposit their scholarly output in [Dspace](#), the University's open access institutional repository. The repository has been in place since March 2003 and currently provides access to a broad range of scholarly output, including a growing collection of full text university theses.

The text of the mandate is:

"As an active member of the Scholarly Publishing and Academic Resources Coalition, Libraries and Cultural Resources at the University of Calgary endorses the Budapest Open Access Initiative, the Bethesda Statement on Open Access Publishing and the Berlin Declaration.

LCR academic staff members believe that the output of our scholarly activities should be as widely disseminated and openly available as possible. Our scholarly output includes but is not limited to journal articles, books and book chapters, presentations if substantial, conference papers and proceedings, and datasets.

Effective April 17, 2009, LCR academic staff commit to

- Deposit their scholarly output in the University of Calgary's open access scholarly repository
- Promote Open Access on campus and assist scholars in making their research openly available
- Where possible, publish their research in an open-access journal"

More information about the [institutional repository](#).
[LCR draft submission guidelines](#) (PDF)

For questions or comments contact:

Andrew Waller
Serials Librarian
Collections and Technical Services
Libraries and Cultural Resources
MLB 402B
waller@ucalgary.ca
(403) 220-8133 voice
(403) 284-2109 fax





Mary Westell
Associate University Librarian for Information Technology and Scholarly Communications
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MLT 215
westell@ucalgary.ca
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Duke Libraries > Open Access at Duke University

Duke OPEN ACCESS POLICY

Prologue

Among the enduring themes of Duke's strategic plan are knowledge in the service of society and affordability and access, key components of our goal as a research university to create, disseminate and preserve knowledge. In Spring 2009, Provost Peter Lange established the Digital Futures Task Force to propose a set of measures that Duke University can undertake to further these ends.

The proposed Open Access policy would provide the legal basis for Duke to preserve the work of Duke scholars in a permanent digital repository and to provide access to that work to anyone who seeks it. The policy is intended to serve the faculty's interests by allowing articles to receive open distribution, simplifying authors' retention of distribution rights, aiding preservation, and providing unified action to discourage publishers from rejecting articles because they will be available in open access. In any case in which the license works against the interest of a faculty member, the policy allows for waiver of the license or delay of distribution.

While the precise mechanisms by which this will work have not yet been fully developed, the intention is that this policy will not result in more work for the faculty, and it is worth a relatively small investment because, in many fields, work published in journals is not accessible to those who do not subscribe to the journal or whose libraries don't subscribe.

By joining research universities such as Harvard, Stanford and MIT as well as funding agencies including NIH in adopting an open access policy and building digital repository service, Duke becomes part of a growing and important movement toward a new mode of open access scholarly publication.

Policy Text

The Faculty of Duke University is committed to disseminating the fruits of its research and scholarship as widely as possible. In addition to the public benefit of such dissemination, this policy is intended to serve faculty interests by promoting greater reach and impact for articles, simplifying authors' retention of distribution rights, and aiding preservation. In keeping with these commitments, the Faculty adopts the following policy.

Each Faculty member grants to Duke University permission to make available his or her scholarly articles and to reproduce and distribute those articles for the purpose of open dissemination. In legal terms, each Faculty member grants to Duke University a nonexclusive, irrevocable, royalty-under copyright relating to each of his or her scholarly articles, in any medium, and to authorize others to do so, provided that the articles are not sold. The Duke faculty author remains the copyright owner unless that author chooses to transfer the copyright to a publisher.

The policy will apply to all scholarly articles authored or co-authored for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. The Provost or Provost's designate will waive application of the license for a particular article or delay access for a specified period of time upon written request by a Faculty member.

To assist the University in distributing the scholarly articles, each faculty member will make available, as of the date of publication or upon request, an electronic copy of the final author's version of the article at no charge to a designated representative of the Provost's Office in an appropriate format (such as PDF) specified by the Provost's Office. The Provost's Office will make the article available to the public in Duke's open-Duke license has been waived or an embargo period has been mutually agreed, the article may be archived in a Duke repository without open access for the period of the embargo, or permanently in cases of waiver.

The Office of the Provost, in consultation with the Executive Committee of the Academic Council, will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the Faculty from time to time.

The Faculty calls upon the Library Council and Duke University Libraries to develop and monitor a plan for a service or mechanism that would render compliance with the policy as convenient for the faculty as possible.

The policy and service model will be reviewed after three years and a report presented to the Faculty.

Background Information about the Duke Open Access Policy

Drawn from the FAQ developed to inform discussions before the adoption of the policy in spring 2010

- Benefits of open access and an institutional repository
- Is this policy unique?
- Impact of the policy
- DukeSpace and the planned service model for assisting with deposit
- Visit DukeSpace

More information about open access to scholarship

- General overview of open access publishing, from Wikipedia
- Overview of open access issues, from SPARC the Scholarly Publishing and Academic Resources Coalition
- Open Access Directory
- Open Access Overview
- Open Access Scholarly Information Sourcebook (OASIS)

News about Open Access @ Duke

- Open Access for Scholarly Writing (Duke Today, March 2010)
- Faculty Move Forward on Open Access Policy (Duke Today, March 2010)
- Open Access at Duke (Scholarly Communications @ Duke, March 2010)
- Setting the Default to Open: Paolo Mangiafico, on Open Access at Duke University (opensource.com, May 2010)
- Duke Joins Compact for Open Access to Scholarly Journals (Duke Today, October 2010)
- Libraries Offer Tools and Support for Open-Access Publishing (Duke Libraries, June 2011)

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Origins of the Policy

The policy was developed by the Digital Futures Task Force, a group appointed by the Provost in Spring 2009 to explore issues related to the evolution of and support for new models of digital information use, management, dissemination, and preservation. In its first year, the Task Force drafted an open access policy for Duke based on the model set by Harvard, MIT, and others, and reviewed the draft with many faculty and administrative governance groups in Fall 2009 and Winter 2010, revising the document based on feedback from faculty. The draft policy was presented and discussed at the Duke Academic Council meeting in February 2010 and adopted with a unanimous vote at the Academic Council meeting in March 2010.

Digital Futures Task Force - 2009/2010

Co-Chairs:

Cathy N. Davidson, *English, Franklin Humanities Institute*
Paolo Mangiafico, *Office of the Provost*

Members

Martha Adams, *Medical School*
Stuart Benjamin, *Law School*
Samantha Earp, *OIT Academic Services*
Deborah Jakubs, *University Librarian and Vice Provost for Library Affairs*
Jim Moody, *Sociology*
Negar Mottahedeh, *Literature*
Tony O'Driscoll, *Fuqua School*
Tim Pyatt, *University Archives / Special Collections Library*
Kathleen Smith, *Biology*
Kevin Smith, *Library / Scholarly Communications*
Kim Steinle, *Duke University Press*



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MIT Faculty Open Access Policy

Policy adopted by unanimous vote of the faculty on 3/18/2009:

The Faculty of the Massachusetts Institute of Technology is committed to disseminating the fruits of its research and scholarship as widely as possible. In keeping with that commitment, the Faculty adopts the following policy: Each Faculty member grants to the Massachusetts Institute of Technology nonexclusive permission to make available his or her scholarly articles and to exercise the copyright in those articles for the purpose of open dissemination. In legal terms, each Faculty member grants to MIT a nonexclusive, irrevocable, paid-up, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, provided that the articles are not sold for a profit, and to authorize others to do the same. The policy will apply to all scholarly articles written while the person is a member of the Faculty except for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. The Provost or Provost's designate will waive application of the policy for a particular article upon written notification by the author, who informs MIT of the reason.

To assist the Institute in distributing the scholarly articles, as of the date of publication, each Faculty member will make available an electronic copy of his or her final version of the article at no charge to a designated representative of the Provost's Office in appropriate formats (such as PDF) specified by the Provost's Office.

The Provost's Office will make the scholarly article available to the public in an open-access repository. The Office of the Provost, in consultation with the Faculty Committee on the Library System, will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the Faculty. The policy is to take effect immediately; it will be reviewed after five years by the Faculty Policy Committee, with a report presented to the Faculty.

The faculty calls upon the Faculty Committee on the Library System to develop and monitor a plan for a service or mechanism that would render compliance with the policy as convenient for the faculty as possible.

Deposit a paper under the Policy

DETAILS ABOUT THE POLICY

- [Definition of Terms that Appear in the Policy](#)
- [Working with the policy](#) — steps to take, including:

Opting Out (Obtaining a waiver):

To opt out, fill out a [simple web form](#), or send an email or other written notice to oapolicyoptout@mit.edu informing MIT of the following:

- * Name of MIT author
- * Title of article (expected or working title)
- * Journal you expect to publish in
- * Reason you are opting out

- [FAQ about the policy](#)
- [Publisher responses to the policy](#)

QUICK LINKS

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- » [MIT Open Access Policy](#)
- » [MIT Open Access Publishing Fund](#)
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Open Access Policy for Librarians and Archivists

Librarians and archivists at York University recognize the importance of open access to content creators and researchers in fostering new ideas, creating knowledge and ensuring that it is available as widely as possible. In keeping with our long-standing support of the Open Access movement, York librarians and archivists move to adopt a policy which would ensure our research is disseminated as widely as possible and available in perpetuity through deposit in York's institutional repository, YorkSpace.

Policy Statement

Academic librarians and archivists at York University¹ commit to making the best possible effort to publish in venues providing unrestricted public access to their works. They will endeavour to secure the right to self-archive their published materials, and will deposit these works in YorkSpace.

The York University academic librarian and archivist complement grant York University Libraries the non-exclusive right to make their scholarly publications accessible through self-archiving in the YorkSpace institutional repository subject to copyright restrictions.

Guidelines

This policy applies to all scholarly and professional work produced as a member of York University academic staff produced as of the date of the adoption of this policy. Retrospective deposit is encouraged. Co-authored works should be included with the permission of the other author(s). Examples of works include:

- Scholarly and professional articles
- Substantive presentations, including slides and text
- Books/book chapters
- Reports
- Substantive pedagogical materials such as online tutorials

Works should be deposited in YorkSpace as soon as is possible, recognizing that some publishers may impose an embargo period.

This policy is effective as of 01/10/2009 and will be assessed a year after implementation.

1. As defined by PP 83/004, Section 3.1

"3.1 Membership – all individuals holding appointment at York University Libraries or the Law Library as full-time, reduced load or adjunct librarians." <http://www.library.yorku.ca/ccm/Staff/Policies/83004.htm>

York University Libraries, 4700 Keele Street, Toronto, Ontario, M3J 1P3
Phone: 416-736-5150

Scholarly Communication Resolutions

Boston University
University Council Committee on Scholarly Activities and Libraries
Faculty Council Committee on Research Activities, Libraries, and Support Services

Scholarship, Libraries, and Open Access Archiving Initiative

Background

In 2001, the Boston University faculty endorsed specific goals and strategies to promote University leadership, innovation, and excellence in teaching, research, and service, including the creation of frameworks to:

- Coordinate information and resources that promote faculty research
- Develop effective systems to support faculty research activities
- Facilitate faculty access to research funding opportunities at all career stages
- Create effective networks that promote interdisciplinary research
- Provide faculty and students with easy access to teaching-related information
- Provide students with access to faculty research training opportunities
- Integrate faculty, library, information technology and academic computing resources

Since that time, many activities have emerged throughout the Institution in support of these goals: faculty development in teaching and research, on-line teaching and research resources, expansion of library and IT facilities and resources, and new methods of highlighting faculty research, teaching and scholarly activities in School and College web frameworks and external communications (such as BU Today).

The University's Strategic Plan (2005-2008) emphasizes the importance of "Strengthening the quality of the faculty...As we continually increase the profile of our faculty in research and scholarship". It further endorses commitments to "hiring, promoting, and retaining faculty members who are excellent teachers, as well as leaders in research, scholarship, and professional accomplishment"; and "promoting research and scholarship within and across traditional disciplinary boundaries".

In 2007, the Faculty Council's Committee on Research Activities, Libraries and Support Services in conjunction with the University Council Committee on Scholarly Activities and Libraries began to discuss innovative ways to advance and promote faculty and student scholarship through digital, Open Access frameworks. In 2008, these Committees opened a web-based university-wide discussion of these topics which culminated in recommendations for the implementation of an initiative on Scholarship, Libraries and Open Access Archiving. The initiative recognizes that Boston University endorses the open and free exchange of scholarly information as a cornerstone of intellectual freedom and views Open Access Archiving as a key element in its pursuit of leadership, innovation, and excellence in teaching, research, and service.

Recommendation: Approved unanimously by the Boston University Faculty Council on September 16, 2008

The University Council recommends that Boston University take a leadership role in the development and implementation of policies and procedures that encourage the free and open exchange of scholarship by supporting faculty and other researchers in the following areas:

1. Establishment of an innovative, model infrastructure for a central Boston University Knowledge Base and Institutional Repository (See Figure 1.) to accomplish the following:
 - a. host and preserve digital research, scholarship and teaching activities, including BU theses and dissertations;
 - b. create optimal utility of a flexible format Open Access framework that utilizes a transparent, controlled vocabulary navigation system with key word retrieval;
 - c. link multiple internal and external data bases that facilitate and relate to faculty research, teaching and scholarly activities, including current faculty CVs;
 - d. facilitate ease of faculty, student and administrative use and best practices within the Open Access framework through training and departmental support;
 - e. promote faculty research, teaching and scholarship with innovative new electronic tools and resources facilitated by Open Access.
2. Promotion of Open Access in routine operations that include:
 - a. use of non-exclusive copyright agreements with publishers;
 - b. publication in peer-reviewed Open Access journals;
 - c. equal consideration of peer-reviewed Open Access journals during tenure and promotion;
 - d. support of libraries in negotiating licenses and contracts with publishers to lower costs and retention of titles;
 - e. encourage Boston University journals to participate in Open Access publishing.

¹Boston University Faculty Council. Survey on Faculty Excellence in Teaching, Research and Service. 2001.

R. E. Hudson
B. Millen
A. Tahmassian

May 3, 2007 Updated August 20, 2007, April 22, 2008, September 16, 2008

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ATTACHMENT #23

**University Budget Committee
Report to the Senate, February 9, 2004
The Crisis in Scholarly Communication and an Initial Response**

The scholarly literature is the foundation on which new advances in research and scholarship are built, and broad access to that literature is essential to the health of the world's academic community. Unfortunately, library budgets can no longer keep pace with the exploding volume and cost of acquiring comprehensive collections of scholarly journals and monographs. An October, 2001 study by the Association of Research Libraries (ARL)¹ shows that library expenditures on serials almost doubled (+192%) from 1986 to 2000 (Figure 1). Unfortunately, the unit cost of serials increased even more (+226%). The leading research libraries in the United States are now able to collect a smaller fraction of the scholarly literature than ever before. "While world production of scholarly communication is estimated to have doubled since the mid 1980s, the average research library's journal subscriptions have actually declined by 6%; monographic acquisitions have declined by 26%; other kinds of acquisitions have tumbled as well."² At the University of Connecticut we have seen the consequences of price inflation in several rounds of journal cancellations and reduced monograph purchases by the University Libraries in the last decade, even though the Library's acquisition budget has roughly kept pace with growth in the University's budget.

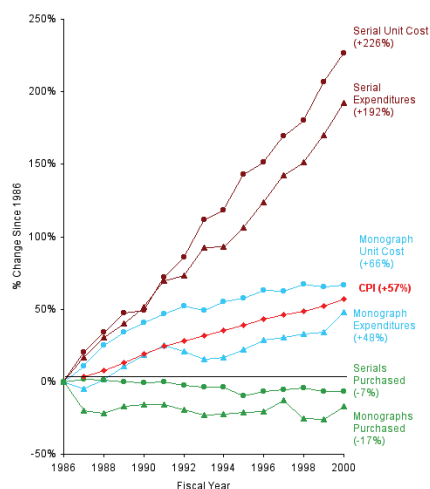


Figure 1. Monograph and Serial Costs in ARL Libraries, 1986-2000. (Source, ARL Bimonthly Report 218, October 2001).

¹ The Association of Research Libraries is an organization of 123 research libraries in North America. The University of Connecticut is a member of ARL.

² Scholarly communication FAQ at Create Change (<http://www.arl.org/create/faculty/faq/scomm.html#question1>; last viewed 28 January 2004).

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Much of the blame for this crisis lies at the feet of a few publishers who both charge very high prices for journal subscriptions and have increased the subscription price rapidly. For example, the University paid \$12,980 for a subscription to *Biochimica et Biophysica Acta* in 2002, a 13% increase from 2000; \$10,315 for a subscription to *Chemical Physics Letters* (13% increase); \$13,382 for the *Journal of Applied Polymer Science* (17%); *Materials Science & Engineering* \$12,073 (13%); *Nuclear Instruments and Methods in Physics Research* \$16,790 (13%); *Nuclear Physics* (13%) \$22,157; *Physics Review* \$14,965 (31%); *Surface Science* \$16,244 (13%); *Tetrahedron* \$13,278 (13%).³ During the same period the University Libraries acquisition budget increased less than 2%. Comprehensive studies of journal prices at Cornell⁴ and Wisconsin⁵ conclude that the high prices of many journals cannot be justified by the quality, timeliness, or usefulness of the papers appearing in them.

To ensure that the scholarly literature remains broadly accessible requires a coordinated effort by faculty, staff, students, librarians, and University administrators from every field of study at institutions around the world. Fortunately, many such efforts are afoot (see, for example, the list of ideas for what faculty can do at the University Libraries' Scholarly Communications website⁶ and the resources available at the Create Change site of ARL⁷). The University Budget Committee recommends that the Senate adopt the accompanying resolution as a first step in the University of Connecticut's response to the crisis.

Respectfully submitted,

Thomas Anderson
Ed Benson
Tracie Borden
Nancy Bull
Craig Calvert
Bruce DeTora
Kent Holsinger (chair)

Dale Dreyfuss
Neil Facchinetti
Larry Gramling
Kathleen Holgerson
Nancy Humphreys
Deborah Huntsman

John Jevitts
Patsy Johnson
Philip Mannheim
Suzanne Roosen
Winthrop Smith
David Woods

³ <http://www.lib.uconn.edu/about/publications/scijrnlsalpha.htm>; last viewed 28 January 2004

⁴ Journal Price Study, Core Agricultural and Biological Journals, 1998. Available at <http://jps.mannlib.cornell.edu/jps/jps.htm>.

⁵ Measuring the Cost-Effectiveness of Journals: Ten Years after Barschall, 1998. Available at <http://www.library.wisc.edu/projects/glsdo/cost.html>.

⁶ <http://www.lib.uconn.edu/about/publications/scholarlycommunication.html#Whatcan>

⁷ <http://www.arl.org/create/home.html>

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Resolution

Access to the scholarly literature is vital to all members of the academic community. Scholars and their professional associations share a common interest in the broadest possible dissemination of peer-reviewed contributions. Unfortunately, the business practices of some journals and journal publishers is inimical to these interests and threatens to limit the promise of increased access inherent in digital technologies. Development of library collections is more and more constrained by the rising costs of journals and databases. Faculty, staff, students, and university administrators must all take greater responsibility for the scholarly communication system.

Therefore, the University Senate calls on all faculty, staff, and students of the University of Connecticut to become familiar with the business practices of journals and journal publishers in their specialty. It especially encourages senior tenured faculty to reduce their support of journals or publishers whose practices are inconsistent with the health of scholarly communication by submitting fewer papers to such journals, by refereeing fewer papers submitted to such journals, or by resigning from editorial posts associated with such journals. It encourages them to increase their support of existing journals and publishers whose practices are consistent with the health of scholarly communication.

The Senate also calls on University administrators and departmental, school, college and University committees to reward efforts by faculty, staff, and students to start or support more sustainable models for scholarly communication. It calls on them to provide financial and material support to faculty, staff, and students whose work helps to ensure broad access to the scholarly literature. It also calls on professional associations and the University to invest in the infrastructure necessary to support new venues for peer-reviewed publication.

Finally, the Senate calls on the University Libraries to provide resources that help faculty, staff, and students understand the business practices of different journals and journal publishers and their impact on the health of scholarly communication.

THE UNIVERSITY OF IOWA

FACULTY SENATE

Tuesday, October 23, 2007

3:30-5:15 pm

Senate Chamber, Old Capitol

MINUTES

V. New Business

Authors' Rights Issues

(Deborah Schoenfelder, Chair, University Libraries Charter Committee)

Deb Schoenfelder, current chair of the University Libraries Charter Committee, had been asked to appear before the Faculty Council and Senate to speak on the *CIC Statement on Publishing Agreements* (attached). Professor Schoenfelder noted that the Libraries Committee has frequently discussed scholarly publishing, although not yet this particular document. The committee has discussed such issues as the problems and challenges of open access journals (including their level of prestige) and institutional repositories. University Librarian Nancy Baker has spoken to the committee about the high cost of journals and the tight budgets in today's academic libraries. Journals have been cut or bundled to reduce costs. The committee will continue to monitor publishing issues. Professor Schoenfelder stated that many of the CIC institutions had already endorsed this *Statement*. It was now time for the University of Iowa to determine if it endorsed the *Statement*.

Senators noted that some senior faculty have tried to implement a similar type of policy with their publishers. There was a question whether there had been any feedback from publishers about the proposed addendum. None was known of.

Professor Ringen moved and Professor Balderston seconded that the Senate endorse the *CIC Statement on Publishing Agreements*. The motion was unanimously approved.

FAQ for the Library IR Deposit Resolution

JQ Johnson, 18 April 2009

Questions

1. [What does the resolution say?](#)
2. [What's the point of this resolution?](#)
3. [Is there any precedent for this?](#)
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8. [But isn't this incompatible with the contract I have to sign with my publisher?](#)
9. [Does the author have to notify the journal about this?](#)
10. [Why "author's final version" rather than the published version?](#)
11. [Does this interfere with authors profiting from their work?](#)
12. [Does this support Open Access?](#)
13. [Where can I find out more about IR deposit mandates?](#)

Send suggestions for additional questions or revised answers to [JQ Johnson](#).

Answers

What does the resolution say?

Resolved, that the UO Library Faculty adopts the following policy in support of deposit of scholarly works in Scholars' Bank:

The Library Faculty of the University of Oregon are committed to disseminating the fruits of their research and scholarship as widely as possible. In keeping with that commitment, the Faculty adopts the following policy:

Each Library faculty member gives to the University of Oregon nonexclusive permission to use and make available that author's scholarly articles for the purpose of open dissemination. Specifically, each Library faculty member grants a Creative Commons "Attribution-Noncommercial-No Derivative Works 3.0 United States" license to each of his or her scholarly articles. The license will apply to all scholarly articles written while the person is a member of the Library Faculty except for any articles accepted for publication before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. The Dean of the Libraries will waive application of the policy for a particular article upon written notification by the author, who informs the UO of the reason.

To facilitate distribution of the scholarly articles, as of the date of publication, each faculty member will make available an electronic copy of the author's final version of the article and full citation at no charge to a designated representative of the Libraries in appropriate formats (such as PDF) specified by the Libraries. After publication, the University of Oregon Libraries will make the scholarly article available to the public in the UO's institutional repository.

This resolution was passed unopposed at the May 7, 2009 meeting of the library faculty.

What's the point of this resolution?

The basic goal of this resolution is to make it easier for UO Library faculty to deposit their work in Scholars' Bank, our institutional repository. And that in turn is important because it makes our scholarship more widely available to the public in the short term, and more likely to be preserved in the long term.

The resolution implies that library authors would (a) grant to the library the minimum rights they need to deposit their work in Scholars Bank and allow the library to distribute it, and (b) would have the obligation to provide the library with a

copy of their work. In the few cases where either was problematic, there would be an easy escape clause allowing the author to be excused from the policy.

Is there any precedent for this?

Definitely. We'll be leaders, but not pioneers breaking totally new ground. The resolution closely mirrors similar ones passed by Harvard (3 schools), MIT, the Stanford Ed School, and the Oregon State U Library Faculty. For a list of all institutions that have repository mandates – more than 70 in all -- and their particular policies, see <http://www.eprints.org/openaccess/policysignup/>

Doesn't this limit what I can do with my article?

As a nonexclusive license, the permission granted to the UO would not restrict the rights of other licensees or your rights as the author. For example, the author could still sign away copyright ownership in her or his work to a commercial publisher, who could then make copies, sell the work, create derivative works, etc. The permission granted to the Libraries, since it occurred before the copyright transfer, would not be overridden by the later transfer, so the Libraries could continue to distributed the work through Scholars' Bank. The additional permission granted to the Libraries is very narrow, and is essentially just the permission needed for Scholars' Bank:

- it requires that if the library makes copies it preserve attribution and integrity
- it requires that the library not make copies of the work for any commercial purposes
- it allows the library to make copies and publicly display or perform them, but does not allow the library to make derivative works such as translations or collections.

The resolution doesn't prevent the author from granting additional usage rights. For example, suppose the library author had written a playscript. The author could decide to allow the university to create a video (a "derivative work") from it. Similarly, if the author's publisher is willing, the author could deposit a copy of the publisher's formatted version of the article in Scholars' Bank.

Who does it apply to?

All library faculty members who write scholarly articles while they are a member of the faculty.

What works does it apply to?

The resolution applies only to "scholarly articles," written or co-authored by UO Library faculty. That basically means articles submitted to peer-reviewed journals. It doesn't say anything about books, conference papers, or any other types of work. But there's nothing that would prevent library authors from also depositing other works such as conference papers in Scholars Bank if they wished. The reason we single out articles is that the real point of this is to have faculty give the UO a non-exclusive license BEFORE they sign away all rights to a publisher, but in such a way (as a mandate) that they minimize the risk that the publisher will object.

It applies to all works whether or not the UO would consider them "works made for hire." So don't try to weasel out by claiming you wrote it on the weekends or that the paper topic had nothing to do with libraries. ☺

If it's already published in Scholars' Bank, how can I publish it in a journal?

Most journals do insist that your work not be already published, but that's not an issue here.

First and most importantly, it won't appear in Scholars' Bank until after it is published in the journal, unless you specifically authorize the library to make it available earlier.

Second, depositing an article in a repository isn't really publication. Some journals may object and reject an article that has already appeared in a repository, while others will not. It's pretty common for authors to circulate preprints of an article for comment, or to submit to a journal an article that is substantially similar to a conference paper, but most journals don't object to that, and shouldn't object to having a preprint of the paper made available in an institutional repository, either.

But isn't this incompatible with the contract I have to sign with my publisher?

You're probably going to transfer the copyright of your article to the publisher, which means that the publisher will have full rights and you'll have none left unless the contract grants you some. But that doesn't really matter. Copyright law has provisions for how to deal with a situation where you've granted conflicting rights to two people, just as contract law does. With contracts the first usually takes precedence. With copyright law, 17 USC 205 (d) and (e) specifically, a prior nonexclusive grant like this one takes precedence in most cases. In a few cases the nonexclusive grant needs to be in writing, so we'll ask you to sign an acknowledgement of this policy as part of the library personnel process.

Note that the only thing this grant does is gives the UO and the public the right to distribute your preprint. Assuming a typical copyright agreement, the publisher will still have the exclusive right to distribute the publisher's formatted final version, to create derivative works, etc.

Does the author have to notify the journal about this?

Not usually. A few publication contracts might require it, but they are very rare. If the contract includes a warranty that you the "seller" sign and that says you haven't already given away any rights, you'd probably want to cross that out and/or include an addendum. But my belief is that normally you're completely within your rights to first offer some nonexclusive usage rights and then later sign away your copyright ownership. Note that if you have given even a single copy of your work to a colleague to read you have limited the copyright transfer slightly, since based on first sale that colleague has the right to transfer her copy to someone else -- but no publisher ever cares.

If you do decide you need to notify the journal, be sure to say that your employer requires this, since that increases your bargaining power.

Why "author's final version" rather than the published version?

This is a compromise. For sure authors want a single canonical version, so it would be great to deposit a copy of the PDF produced by the publisher. However, most publishers are strongly opposed to this, argue that they have added their own copyrightable expression in producing the published version and that they need to retain control over that version in order to make any money, and deny you permission to deposit the final version.

If your publisher's policies allow it, though, of course it's great to have the published version available in the institutional repository, either instead of or in addition to the author's final version.

Does this interfere with authors profiting from their work?

Not at all. The resolution applies only to peer-reviewed "scholarly articles." These are the sorts of work that most academics write so that they will be widely read, rather so that they can earn royalties on them. It does not apply to authors' non-giveaway texts (largely books), nor to artistic works such as musical compositions or paintings. If there is a particular work that qualifies but which an author expects to commercialize, he or she can request an exemption from the policy for that work. The goal of the resolution is ensuring that authors get the maximum benefit from works such as journal articles by making sure they are as widely read as possible.

Does this support Open Access?

Yes. Readers will have open access to the Scholars' Bank version of the work, though they may for some purposes still want to reference the commercial version made available by the publisher. It's complementary to publishing in an open access journal.

Why Creative Commons?

The resolution's use of a standard Creative Commons license reflects a change that we are presently working on in Scholars' Bank; Scholars' Bank currently requires that anyone submitting to it sign a license, but that license is (as of April 2009) one that was developed locally and isn't necessarily as tightly crafted as we'd like. We're considering switching Scholars' Bank to using Creative Commons licenses for all deposits. The Creative Commons organization has emerged as the most highly respected source of legally well-crafted license terms for people who want to make their work widely available. If you are interested in the details of the particular Creative Commons license, see <http://creativecommons.org/licenses/by-nc-nd/3.0/us/>

There are several alternative Creative Commons licenses. This one is the least inclusive, granting only the rights that are really essential for anything that could be considered "open access." Several people have argued that the license should grant additional rights to the public, for example the right to create derivative works (remixing) or the right to use your

works for commercial purposes without further permission. Some library authors may wish to grant such additional rights to the public, but others may want to retain them.

Where can I find out more about IR deposit mandates?

Lots of places on the web. Here are a few:

Open Archives Initiative, <http://www.openarchives.org/>

Swan, A. (2005). Open access self-archiving: An introduction. Retrieved 16 April 2009, from <http://eprints.ecs.soton.ac.uk/11006/>

ROARMAP (Registry of Open Access Repository Material Archiving Policies) [website]. Available at www.eprints.org/openaccess/policy/signup/. (Last accessed 16 April 2009; includes a list of all known IR deposit mandates and details about their policies.)

SENATE COUNCIL

Resolution to Endorse the Committee on Institutional Cooperation (CIC)
Statement on Publishing Agreements

(Legislative)

Whereas, the scholarly communication system intended to support faculty and scholars is now leaving authors and readers frustrated by barriers to the free flow of information that is an essential characteristic of the research university; and

Whereas, current publishing methods usually require authors to assign publishers the copyrights to their works which may limit authors' ability to republish, distribute or use their work for teaching, research, posting on websites, or archiving in a repository; and

Whereas, in 2007, to address the need for changes in the practice of publishing scholarly material, the CIC Provosts endorsed a statement on scholarly publication and issued an *Addendum to Publication Agreements for CIC Authors*; and

Whereas, the faculty governance bodies at the following CIC universities have endorsed the statement and addendum: University of Illinois (Chicago and Urbana-Champaign); Indiana University; University of Iowa; University of Michigan; Michigan State University; University of Minnesota; Northwestern University; University of Wisconsin-Madison; and

Whereas, Penn State's Faculty Senate issued an informational report in the March 20, 2007 Senate Agenda titled, *Authors' Rights and Publishing Agreements*; and

Whereas, the Officers of the University Faculty Senate in consultation with Senate Council and the chairs of the 15 standing committees of the Senate support the statement and addendum;

Therefore Be It Resolved,

that the University Faculty Senate supports in principle the Committee on Institutional Cooperation (CIC) *Statement on Publishing Agreements* and the *Addendum to Publishing Agreements for CIC Authors*.

Note: Portions of this resolution are excerpted from the CIC Scholarly Communication Web site:
<http://www.cic.net/groups/CICMembers/archive/Report/AuthorsRights.shtml>

January 2008



**The Committee on Institutional Cooperation (CIC)
STATEMENT ON PUBLISHING AGREEMENTS**

The Committee on Institutional Cooperation (CIC)¹ is a consortium of 12 world-class American research universities, advancing their missions by sharing expertise, leveraging campus resources and collaborating on innovative programs. For 50 years, the CIC has created new opportunities for member universities to work together toward greater efficiency, effectiveness and impact. In 2006, the Provosts of the CIC member universities unanimously endorsed this statement and addendum to publication agreements. Since that time, faculty governance of 9 CIC campuses² have also endorsed the statement and addendum.

Publication is the lifeblood of a research university. It is incumbent upon faculty, campus administrators and librarians to ensure the free flow of scholarly information in fulfillment of our campus missions to advance the public good through research and education. Toward this end, our campuses are committed to supporting a sustainable publication process and a healthy publishing industry. The “information revolution” has greatly expanded the means for disseminating and utilizing scholarly discourse, but this opportunity for extending the reach and impact of our campuses is countered by social and economic conventions of some sectors of the publishing industry. Suitable publishing partners for academic enterprises should be encouraging the widest possible dissemination of the academy’s work, and the management of copyright should be directed to encouraging scholarly output rather than unnecessarily fettering its access and use. Without some important changes in publishing practices, authors and readers will continue to be frustrated by barriers to the free flow of information that is an essential characteristic of great research universities.

Faculty authors should consider a number of factors when choosing and interacting with publishers for their works. The goal of publication should be to encourage widespread dissemination and impact; the means for accomplishing this will necessarily depend on the nature of the work in question, the author’s circumstances, available suitable outlets, and expectations in the author’s field of inquiry. In general, authors are encouraged to consider publishing strategies that will optimize short- and long-term access to their work, taking into account such factors as affordability, efficient means for distribution, a secure third-party archiving strategy, and flexible management of rights.

Protecting intellectual property rights is a particularly important consideration, as many authors unwittingly sign away all control over their creative output. Toward this end, the CIC encourages contract language that ensures that academic authors retain certain rights that facilitate archiving, instructional use, and sharing with colleagues to advance discourse and discovery. Accompanying this document is a model CIC publishing addendum that affirms the rights of authors to share their work in a variety of circumstances, including posting versions of the work in institutional or disciplinary repositories. While the particular circumstances and terms governing publication will vary on a case-by-case basis, the underlying principle of encouraging access to the creative output of our campuses should inhere in all of our efforts.

¹ The 12 CIC member universities are: University of Chicago; University of Illinois; Indiana University; University of Iowa; University of Michigan; Michigan State University; University of Minnesota; Northwestern University; The Ohio State University; Penn State University; Purdue University; University of Wisconsin-Madison

² As of November 7, 2007, faculty governance from the following CIC universities have endorsed the statement and addendum: University of Illinois (both the Chicago and the Urbana-Champaign campuses); Indiana University; University of Iowa; University of Michigan; Michigan State University; University of Minnesota; Northwestern University; and the University of Wisconsin-Madison.

www.cic.net

ADDENDUM TO PUBLICATION AGREEMENTS FOR CIC³ AUTHORS

This ADDENDUM hereby modifies and supplements the attached Publication Agreement between:

Corresponding Author _____

Additional Authors (if any) _____

AND

Publisher _____

Related to Manuscript titled _____

To appear in Journal, Anthology, or Collection titled _____

PUBLISHER AND AUTHOR AGREE THAT WHERE THERE ARE CONFLICTING TERMS BETWEEN THE PUBLICATION AGREEMENT AND THIS ADDENDUM, THE PROVISIONS OF THIS ADDENDUM WILL BE PARAMOUNT. IN ADDITION TO THE RIGHTS GRANTED THE AUTHOR IN THE PUBLICATION AGREEMENT AND BY LAW, THE PARTIES AGREE THAT THE AUTHOR SHALL ALSO RETAIN THE FOLLOWING SPECIFIED RIGHTS:

1. The Author shall, without limitation, have the non-exclusive right to use, reproduce, distribute, and create derivative works including update, perform, and display publicly, the Article in electronic, digital or print form in connection with the Author's teaching, conference presentations, lectures, other scholarly works, and for all of Author's academic and professional activities.
2. After a period of six(6) months from the date of publication of the article, the Author shall also have all the non-exclusive rights necessary to make, or to authorize others to make, the final published version of the Article available in digital form over the Internet, including but not limited to a website under the control of the Author or the Author's employer or through digital repositories including, but not limited to, those maintained by CIC institutions, scholarly societies or funding agencies.
3. The Author further retains all non-exclusive rights necessary to grant to the Author's employing institution the non-exclusive right to use, reproduce, distribute, display, publicly perform, and make copies of the work in electronic, digital or in print form in connection with teaching, conference presentations, lectures, other scholarly works, and all academic and professional activities conducted at the Author's employing institution.

THIS ADDENDUM AND THE PUBLICATION AGREEMENT, TAKEN TOGETHER, CONSTITUTE THE FINAL AGREEMENT BETWEEN THE AUTHOR AND THE PUBLISHER WITH RESPECT TO THE PUBLICATION OF THE ARTICLE AND ALLOCATION OF RIGHTS UNDER COPYRIGHT IN THE ARTICLE. ANY MODIFICATION OF OR ADDITIONS TO THE TERMS OF THIS AMENDMENT OR TO THE PUBLICATION AGREEMENT MUST BE IN WRITING AND EXECUTED BY BOTH PUBLISHER AND AUTHOR IN ORDER TO BE EFFECTIVE.

AUTHOR

PUBLISHER

(Corresponding Author, on behalf of all authors)

Date

Date

³ The 12 member universities of the Committee on Institutional Cooperation (CIC) are: University of Chicago; University of Illinois; Indiana University; University of Iowa; University of Michigan; Michigan State University; University of Minnesota; Northwestern University; The Ohio State University; Penn State University; Purdue University; University of Wisconsin-Madison.

www.cic.net

Revised Resolution on Open Access and Scholarship
Prepared by the Senate Task Force on Scholarly Publications and Authors' Rights
2/5/2010

WHEREAS: According to the constitution and by-laws of the Faculty Senate of the University of Virginia: "The Faculty Senate represents all faculties of the University with respect to all academic functions such as the establishment and termination of degree programs, major modifications of requirements for existing degrees, and action affecting all faculties, or more than one faculty, of the University;" and

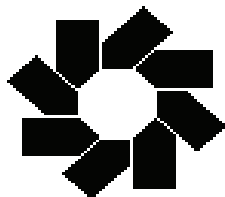
WHEREAS: In the interest of preserving its historical commitment to producing and disseminating knowledge in the public interest, the Faculty Senate of the University of Virginia is dedicated to making the research and scholarship of the faculty of the University of Virginia as widely available as possible.

NOW THEREFORE the Faculty Senate of the University of Virginia hereby adopts and endorses the following policy relating to copyrights in scholarly articles authored by the faculty and encourages the development of an open access program for the University as provided below:

Each Faculty member at the University of Virginia is encouraged to reserve a nonexclusive, irrevocable, non-commercial, global license to exercise any and all rights under copyright relating to each of her or his scholarly articles, in any medium, and to authorize others to do the same. To enable public access to and preservation of scholarly articles, each faculty member is encouraged to provide an electronic version of the article as to which the necessary rights have been retained, to the University Library for deposit in a repository at such time as the Library might make such services available to faculty.

The University Library's continued development of a digital repository for the University is strongly endorsed. The University Library is encouraged to enable deposit of faculty works for which sufficient rights have been retained in the repository and to continue to offer information services relating to author's rights and copyright to University faculty in support of open access.

The Senate shall continue the existence of the Task Force on Scholarly Publications and Authors' Rights to monitor developments in scholarly licensing practices and copyright law, to work with the Library and faculty to develop a useful and easily managed scholarly repository for faculty scholarship, and to report to the Senate each year on the progress of this Resolution. The Task Force shall continue until such time as, in the judgment of the Executive Council of the Faculty Senate, the continuation of the Task Force is no longer useful.



University of Washington
FACULTY SENATE
Box 351271

Class C Bulletin No. 481

**Resolution Concerning
Scholarly Publishing Alternatives
and Authors' Rights**

WHEREAS, the primary mission of the University of Washington is the advancement, dissemination and preservation of knowledge; and

WHEREAS, the products of faculty scholarship are generated for the public benefit, are supported in part by nonprofit or public agencies, and are created, peer reviewed, and edited by faculty with little or no direct remuneration; and

WHEREAS, scholarly journal publication, especially in the fields of science, technology, engineering, and medicine, is increasingly being dominated by and aggregated in the hands of a few large commercial publishing houses; and

WHEREAS, the costs to academic libraries of journals published by these commercial publishers have risen far more rapidly than inflation, thereby limiting free and open exchange of scholarly information; and

WHEREAS, the publication agreements offered by some publishers limit authors' rights to use their own work in their teaching and research and/or to archive their work in an openly accessible repository; and

WHEREAS, proprietary formats, new forms of digital protection, and new subscription models for selling "backfile" databases to libraries threaten to further restrict access to scholarly resources; and

WHEREAS, the continued increases in journal costs have impaired the Libraries' purchasing power and have forced the Libraries to conduct a serials review that will almost certainly result in widespread cancellation of journal subscriptions; and

WHEREAS, the current system for production and distribution of scholarly works is increasingly dysfunctional and fiscally unsustainable and restricts rather than increases access to and dissemination of knowledge; and

WHEREAS, the University of Washington Libraries has established an online, freely accessible and searchable repository, *ResearchWorks at the University of Washington (ResearchWorks)*, for the dissemination and preservation of scholarly works published by members of the University community; therefore,

BE IT RESOLVED, that

1. the University of Washington prepare for a future in which academic publications are increasingly available through open sources by encouraging faculty members to:
 - assess the pricing practices and authors' rights policies of journals with which they collaborate (as authors, reviewers, and editors) and advocate for improvements therein; and
 - adopt and use an Addendum to Publication Agreement such as that provided by the Scholarly Publishing and Academic Resources Coalition (SPARC) in order to retain their rights to use their work in the classroom and in future publications and to archive final accepted manuscripts; and
 - publish scholarly works in moderately priced journals, in journals published by professional societies and associations, or in peer-reviewed "open access" journals; and
 - archive their work in the UW's *ResearchWorks* or other repositories supported by research institutions, professional societies, or government agencies in order to provide the widest and most affordable access to their scholarship; and

2. UW Libraries is encouraged to
 - provide relevant, current information regarding journal publishers, pricing, and authors' rights to departments and individual faculty members; and
 - maintain and further develop *ResearchWorks* and related services; and
 - allocate personnel to facilitate the deposit of faculty publications in *ResearchWorks*, and to obtain publishers' permission to deposit previously published works when possible; and
3. the University of Washington administration is encouraged to:
 - provide resources to the Libraries and to academic units to foster these efforts; and
 - work with departments and colleges to assure that the review process for promotion, tenure and merit takes into consideration these new trends and realities in academic publication.

Approved by:
Faculty Senate
April 23, 2009

Approved by:
Senate Executive Committee
April 6, 2009

Submitted by:
Scholarly Communication Committee
Faculty Council on University Libraries
& Faculty Council on Research
April 6, 2009

Background and Rationale:

The following resolution was drafted by the Scholarly Communication Committee, an *ad hoc* committee established by the Senate Executive Committee in October 2008, the membership of which consists of representatives from the Faculty Council on University Libraries, the Faculty Council on Research, and the University Libraries.

The rationale for the formation of the committee grew out of discussions in the Faculty Council on University Libraries about the escalating costs to the Libraries of both online and print subscriptions of scholarly journals, due partly to the increasing dominance of a few large commercial publishers that have restricted dissemination of knowledge by the imposition of monopolistic pricing and "bundling" policies upon institutional subscribers. One response to this challenge has been the development of "open access" journals, the publishing costs of which are borne by authors, educational institutions, and/or funding agencies rather than subscribers. A related issue of publishers' control over scholarly communication is the limitation of authors' rights to use material from their publications in teaching and in subsequent works. The charge of the Scholarly Communication Committee was "to draft a resolution about open access and faculty authors' rights."

Increasing appreciation of differing publishing cultures across academic disciplines resulted in alteration of the Committee's initial approach. Journals with the most egregious pricing policies tend to be concentrated in the sciences, technology, and medicine – the same fields in which the importance of immediate availability of information together with potential publishing support from funding agencies make open access most practicable. Open access publishing is arguably less feasible in the arts and humanities in which generally lower journal costs place less of a financial burden on libraries and authors' publication expenses are unlikely to be offset by funding agencies. The committee therefore broadened its advocacy to promotion of faculty members' awareness of journal pricing and publishing alternatives and of the impacts of their choices of publishers (by writing, reviewing, and editing) on the cost, availability, and dissemination of their work to scholars and other interested individuals around the world.

The resolution also seeks to promote faculty members' awareness of mechanisms they can use to retain rights to their work, such as adding an addendum delineating those rights to publishers' publication agreements (example attached). Included among these may be the right to deposit publications in a freely accessible institutional or discipline-based repository, such as the Libraries' "ResearchWorks at The University of Washington" <https://digital.lib.washington.edu/researchworks>. In support of this activity, the resolution calls upon the Libraries and the University of Washington administration to further develop, publicize, and facilitate faculty authors' use of ResearchWorks.

The resolution has been unanimously approved by the Scholarly Communication Committee and its two parent councils, the Faculty Council on University Libraries and the Faculty Council on Research, and unanimously endorsed by the Libraries Cabinet.

Open Access Resolution

Adopted by the Faculty Senate Council: December 21, 2010

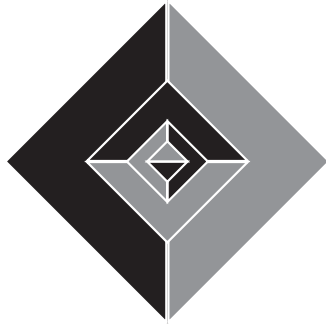
Scheduled to be presented and voted on at the Faculty Senate meeting: May 9, 2011

The Faculty of Washington University in St. Louis is committed to making its scholarship and creative works freely and easily available to the world community. Faculty members are encouraged to seek venues for their works that share this ideal. In particular, when consistent with their professional development, members of the Faculty should endeavor to:

- Amend copyright agreements to retain the right to use his or her own work and to deposit such work in a University digital repository or another depository, which is freely accessible to the general public;
- Submit a final manuscript of accepted, peer-reviewed publications to one of the University's digital repositories whenever consistent with the copyright agreement; and
- Seek publishers for his or her works committed to free and unfettered access (often referred to as *open access* publishers) whenever consistent with his or her professional goals.

This resolution applies only to scholarly articles authored or co-authored by a member of the Faculty since the adoption of this policy.

Currently, there is no systematic University-wide coordinated program to assist Faculty with managing the rights to their scholarly articles, nor is there any mechanism for facilitating the accessibility and dissemination of these works from within the University. The Faculty encourages the Offices of the Provost and the University's Libraries to establish digital repositories and to provide author support services to aid the Faculty in providing greater access to their work. At this time and as a practical matter, this resolution covers only scholarly articles and does not extend to other forms of scholarly and creative work such as books, art, music, blogs, presentations, or curriculum materials. The Offices of the Provost and the University's Libraries should encourage any faculty member who would be willing to join in this resolution, regardless of type of scholarly and creative work generated.



SELECTED RESOURCES

Books, Articles, and Reports

- Bankier, Jean-Gabriel, and Irene Perciali. "The Institutional Repository Rediscovered: What Can a University Do for Open Access Publishing?" *Serials Review* 34, no. 1 (2008): 21–26. <http://www.science-direct.com/science/article/pii/S0098791307001517>
- Colvin, Gloria. "The Scholars Commons: Spaces and Services for Faculty and Graduate Students." *Florida Libraries* 53, no. 1 (2010): 6–8. http://www.flalib.org/fl_lib_journal/FLA%20Spring10%20.pdf
- Harley, Diane, Sophia Krzys Acord, Sarah Earl-Novell, Shannon Lawrence, and C. Judson King. *Final Report: Assessing the Future Landscape of Scholarly Communication: An Exploration of Faculty Values and Needs in Seven Disciplines*. Berkeley, CA: Center for Studies in Higher Education, 2010. <http://cshe.berkeley.edu/publications/publications.php?id=351>
- Lewis, Vivian, and Cathy Moulder. *Graduate Student and Faculty Spaces and Services*. SPEC Kit 308. Washington, DC: Association of Research Libraries, November 2008. <http://publications.arl.org/Graduate-Faculty-Spaces-Services-SPEC-Kit-308/>
- Lynch, Clifford A. "Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age." *portal: Libraries and the Academy* 3, no. 2 (2003): 327–36. http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/portal_libraries_and_the_academy/v003/3.2lynch.pdf
- Malenfant, Kara J. "Leading Change in the System of Scholarly Communication: A Case Study of Engaging Liaison Librarians for Outreach to Faculty." *College & Research Libraries* 71, no. 1 (2010): 63–76. <http://crl.acrl.org/content/71/1/63.full.pdf+html>
- Newman, Kathleen, Deborah D. Blecic, and Kimberly L. Armstrong. *Scholarly Communication Education Initiatives*. SPEC Kit 299. Washington, DC: Association of Research Libraries, August 2007. <http://publications.arl.org/Scholarly-Communication-SPEC-Kit-299/>
- Royster, Paul. "Publishing Original Content in an Institutional Repository." *Faculty Publications, UNL Libraries*, Paper 126 (November 2007). <http://digitalcommons.unl.edu/libraryscience/126>

Additional Resources

Scholarly Communication Library Guides

Arizona State University

Scholarly Communication Library Guide

<http://libguides.asu.edu/scholcomm>

University of Florida

Open Access

<http://guides.uflib.ufl.edu/OpenAccess>

University of Illinois at Chicago

Publishing and Scholarly Communication

<http://researchguides.uic.edu/content.php?pid=43156&sid=377745>

Johns Hopkins University

Scholarly Communications

<http://guides.library.jhu.edu/scholcomm>

Promotional Materials for SC Events

Massachusetts Institute of Technology

MIT Libraries News (items tagged “Events” and/or “Scholarly Communication”)

<http://libraries.mit.edu/sites/news/>

Syracuse University

OA Week

http://surface.syr.edu/oa_week/

SC-Related Centers or Institutes

Brown University

Center for Digital Scholarship

<http://library.brown.edu/cds/>

University of Calgary

Centre for Scholarly Communication

<http://www.ucalgary.ca/scholarlycommunication/>

University of Illinois at Urbana-Champaign

Scholarly Commons

<http://www.library.illinois.edu/sc/index.html>

Massachusetts Institute of Technology

MIT OpenCourseWare

<http://ocw.mit.edu/index.htm>

University of New Mexico

The eScholar Innovation Center: A Collaborative Initiative of the Libraries at UNM

<http://escholar.unm.edu/esic.html>

North Carolina State University

Copyright and Digital Scholarship Center

<http://www.lib.ncsu.edu/cdsc>

Northwestern University

Center for Scholarly Communication & Digital Curation

<http://www.library.northwestern.edu/services/faculty-graduate-students/scholarly-communication>

Rutgers University

Scholarly Communication Center

<http://www.scc.rutgers.edu/scchome/>

University of Virginia

Scholarly Communication Institute

<http://uvasci.org/>

Campus-Based Publishing Ventures

Brown University

eJournal of Portuguese History

http://www.brown.edu/Departments/Portuguese_Brazilian_Studies/ejph/

University of Calgary

University of Calgary Press

<http://uofcpress.com/about-us>

University of Iowa

Iowa Research Online: Browse Journals, Newsletters and Working Paper Series

http://ir.uiowa.edu/peer_review_list.html

University of Oregon

Open Access e-Journal Hosting at the UO Libraries

<http://library.uoregon.edu/scis/sc/journal-hosting.html>

University of Oregon

The Oregon Petrarch Open Book

<http://petrarch.uoregon.edu/>

Temple University

The Alternate Textbook Project

<http://sites.temple.edu/alttextbook/about-the-event/>

Copyright Addenda Most Often Used

Committee on Institutional Cooperation

CIC Statement on Publishing Agreements and Author Addendum

www.cic.net/Libraries/Library/authorsrights.sflb

Science Commons

*Scholars' Copyright Addendum Engine**

<http://scholars.sciencecommons.org/>

*Note that several institutions directed authors to the Science Commons / SPARC Addendum (Access-Reuse) option only, while other institutions referred to the variety of addenda options via Science Commons. Several Canadian institutions referred to the SPARC / CARL ABRC Canadian Authors' Addendum, which is similar to the Access-Reuse option in Science Commons: http://www.arl.org/sparc/bm~doc/SPARC_Canadian_Author_Addendum-e.pdf or http://www.arl.org/sparc/bm~doc/SPARC_Canadian_Author_Addendum-f.pdf.

Institutional Repository Homepages

Brigham Young University

ScholarsArchive at Brigham Young University

<http://lib.byu.edu/sites/scholarsarchive/>

University of California

eScholarship | University of California

<http://escholarship.org/>

Colorado State University

About the CSU Digital Repository

<http://lib.colostate.edu/repository/>

Georgetown University

DigitalGeorgetown

<http://www.library.georgetown.edu/digitalgeorgetown>

University of New Mexico

LoboVault Home

<http://repository.unm.edu/>

Ohio State University

Knowledge Bank Center

<http://library.osu.edu/projects-initiatives/knowledge-bank/>

University of Virginia

Libra 1.10

<http://libra.virginia.edu/>

Disciplinary Repositories and Special Projects

University of Arizona

Digital Library of Information Science & Technology (DLIST)

<http://arizona.openrepository.com/arizona/handle/10150/105066>

University of North Carolina

Azoria Project Archive

<https://cdr.lib.unc.edu/record?id=uuid%3a1add9fbc-f5c4-49a8-848e-96a52e3ade9c>

Open Access Agreements for ETDs

University of Illinois at Urbana-Champaign

Thesis Frequently Asked Questions (FAQs) | Graduate College at Illinois

http://www.grad.illinois.edu/thesis-faqs#Thesis_release_options

University of Iowa

Thesis Publishing (ProQuest Agreement) | Graduate College | The University of Iowa

<http://www.grad.uiowa.edu/theses-and-dissertations/thesis-publishing-proquest-contract>

Kent State University

Electronic Theses & Dissertations

<http://www.kent.edu/library/about/depts/technicalservices/etd/index.cfm>

Massachusetts Institute of Technology

Specifications for Thesis Preparation 2010-2011...MIT Libraries

<http://libraries.mit.edu/archives/thesis-specs/#copyright>

University of Miami

Electronic Theses and Dissertation (ETD) Availability Agreement Form

<https://www6.miami.edu/grad/ETD/forms/ETDPermission.pdf>

University of Tennessee

UTK Grad School: Thesis and Dissertation Policy

<http://web.utk.edu/~thesis/etdpolicy.shtml>

University of Washington

University of Washington Libraries: Thesis and Dissertation Submission Agreement

http://www.grad.washington.edu/students/etd/uw_agreement_nov2011.pdf

University of Washington

Delayed Release (Embargo) Policy for Publication of Master's Theses and Doctoral Dissertations

http://www.grad.washington.edu/students/etd/uw_embargo.pdf

Note: All URLs accessed November 20, 2012.

