SURVEY RESULTS

EXECUTIVE SUMMARY

Background

The survey was distributed to the 123 ARL member libraries in May 2007. Respondents were asked to provide information about the nature of library-initiated education activities about scholarly communication (SC) issues that had taken place in their institutions in the past three years or that were expected to take place soon. Seventy-three libraries (59%) responded to the survey. Of those, 55 (75%) indicated that the library has engaged in educational activities on scholarly communication (SC) issues; 13 (18%) have not but indicated that planning is underway. Only three libraries indicated that they had not engaged in this activity; another two responded that this is the responsibility of another, non-library unit of the institution.

Leadership of SC Education Initiatives

The majority of respondents indicated that the leadership for these education initiatives comes from within the library. Only 11 (17%) indicated that a group outside of the library plays a leadership role. In 25 cases (39%), leadership is shared by some combination of library SC committee, SC librarian, other library staff member, and outside group or is otherwise distributed across the organization. In most of the remaining cases there is a single leader. Twenty-one institutions reported that this is a library committee, eight that it is a chief SC librarian, three another library staff member, and two a committee outside the library.

Chief Scholarly Communication Librarian

Twenty-one respondents (32%) identified a "Chief SC Librarian" who has primary responsibility for education initiatives. About half of these are at the Assistant/Associate Librarian level. Only three of these librarians (14%) devote 100% of their time to SC initiatives. Most of the chief SC librarians have split appointments and all but a few devote less than 30% of their time to this work. Judging from their titles, they frequently also have responsibility for collections. A few have information resources, technical services, or publishing in their title. In two cases, they are a science librarian, probably due to the intense interest that science librarians have in the issue of the escalating costs of serials.

Another Library Staff Member

It was anticipated that many institutions would not have a chief SC librarian yet would have another librarian who was shouldering the primary SC responsibility. Eighteen respondents (28%) indicated this was the case and 12 identified the position. The survey results showed that, again, this responsibility most frequently is assumed by a collections or science librarian. In other cases it is combined with the role of copyright specialist, head of the institutional repository (IR), manager of the journals program, or whomever happened to be Chair of the SC task force. As anticipated, these librarians devote even less time to SC activities; none more than half

of their time and the majority devote less than 20% of their time to SC education initiatives.

Library SC Task Force

Within the library, the SC educational effort is most frequently lead by a group, committee, or task force (35 responses or 54%). The number of task force members ranges from very small (2 members) to large (18 members) with an average size of seven. The task force chairperson is most frequently a librarian whose title suggests responsibilities in science (9 of 37 responses), collections (7), or e-resources (4). In over half of the task forces described, the chair is a member of the library administration, including several cases where the University Librarian chairs the group.

All of the task forces have librarians as members but only a few have members from other parts of the institution. Five task forces (14%) have academic faculty as members, including one case where the chair is a member of the science faculty. Institutional administrators are members of four task forces (11%) and students are members of only one.

When solicited for comments about the nature of their SC task force, several respondents revealed that the task force is, at best, just a couple of librarians who are interested in SC; or is a group that gets together to plan the annual SC symposium or seminar. Other task forces appear to be focused on institutional repository or copyright concerns. Another respondent commented, "This group has a somewhat broader mandate than Scholarly Communication as defined by ARL. For instance, group members are expected to advise faculty to publish in Elsevier journals when that is in the best interest of the faculty member, the discipline, and the University."

Outside SC Task Force

Only a few institutions (11 or 17%) indicated that their campuses have a SC task force that reports outside the library that includes library staff.

About half of these groups are sponsored by and report to the Faculty Senate. Several report directly to the President or Chancellor. One reports to the University Librarian.

These committees tend to be rather large (between 8 and 21 members with the exception of one 872-member academic senate) and are usually chaired by a member of the faculty. In all cases, teaching faculty and at least one librarian are members; nearly half have student members, too. Three include institution administrators. This is in stark contrast to the library-run SC tasks forces which seldom include members of the faculty or students. From the comments it is apparent that in several instances "scholarly communication issues" are not the sole interest of these groups.

Scholarly Communication Education Activities

The survey asked respondents to indicate the SC topics the library has addressed during their education activities to the various categories of campus affiliate—faculty, non-faculty researcher, administrators, graduate students, undergraduate students, and librarians and other library staff—and whether they had targeted the topic to particular disciplines or to all regardless of discipline. [N.B. "Faculty" refers to non-library faculty as distinct from librarians with faculty status. The SC education initiatives targeted to librarians, regardless of whether they have faculty status, are covered in the section "Librarians and Other Library Staff."] It also asked them to rank the modes of delivery they had used on a scale of 1 (least effective) to 5 (most effective).

Faculty

Fifty-eight survey respondents indicated that faculty are targeted for education about scholarly communication issues. For the most part, the faculty are treated as a whole—only five respondents (9%) indicated they only made an effort to target a particular discipline—though 18 respondents targeted specific disciplines depending on the topic. Not

surprisingly, nearly all the responding institutions addressed faculty on the topics of the economics of scholarly publishing, author rights management, contributing to digital repositories, the benefits of open access journals, and the implications for teaching of giving away copyright. Other prevalent issues include public access initiatives such as the Federal Public Access Act of 2006, the impact of the new SC models on peer review and promotion and tenure issues, and author activism (refusal to publish in expensive journals), followed by editor activism (working within scholarly societies to improve open access to articles) and concerns about the future of scholarly society publishing. Other topics respondents have addressed include copyright, fair use, and the importance of depositing into the local institutional repository.

Although none of the respondents have rigorously gathered information concerning the efficacy of their efforts with faculty, they were able to rank which methods of delivery they thought worked well with this group. The most commonly used and most effective means of delivering the SC message to faculty is one-on-one conversations; 69% of the respondents indicating that it was somewhat or most effective. The next most effective methods are informal (52%) and formal (41%) group discussions. Although nearly every responding institution now has a SC Web site, these were judged as somewhat or very effective by just 18%—slightly less effective than brochures and e-mail messages (22%). Newsletter articles were the least used and least effective means of communication. One respondent commented that their, "lunch series was highly attended by faculty. In fact, we are repeating a couple of the sessions to accommodate those who were not able to attend due to demand. Our most effective communications have come where faculty talk with knowledgeable experts (library and campus counsel) and with other faculty. The lunch series is one example of that." So, it appears that talking to the faculty in small groups or one-on-one—and feeding them—may be the way to go.

Non-faculty Researchers
Only 14 respondents (28%) indicated that they had targeted programs toward non-faculty researchers. The SC topics discussed with this group are essentially the same as those targeted to faculty, primarily author rights management, contributing to digital repositories, the economics of scholarly publishing, and author activism. As with faculty, the best way to reach this constituency is by means of one-on-one conversations or informal group discussions. Other channels were rated only moderately effective. Due to the small sample size, it is probably unwarranted to draw other conclusions about this category.

Institutional Administrators
All but a few respondents (49 or 85%) have targeted scholarly communication education messages to institutional administrators; the majority (34 or 59%) have targeted a specific administrator such as the Provost, Chancellor, or a particular Dean. Once again, the most effective mode of communication is one-on-one conversation, followed by informal and formal group discussions. The topic most frequently discussed with administrators is the economics of scholarly publishing. Other commonly addressed topics include author rights management, contributing to digital repositories, and the implications for teaching of giving away copyright. The least frequently discussed topics are author activism and editor activism. Respondents report that they have also spoken of the "Importance to the university for retaining its intellectual property" and the "Prestige and grant-application value of IR." Other respondents added these comments: "It's most effective when its addressed in the context of something the university is trying to accomplish." "What we are trying to do is to offer sound and practical advice and not to come off as a group who believe that they have 'special knowledge' about an admittedly complex situation or an idealistic 'agenda' like open access, etc., but to provide all options as existing and changing realities."

Graduate Students

As the future faculty of tomorrow, graduate students have been the focus of SC education initiatives by nearly half of the respondents (26 or 47%). They are usually taught as a whole, without regard to their discipline. The primary topics of discussion include author rights management, the implication for teaching of giving away copyright, the economics of scholarly publishing, and the benefits of open access journals. Other popular topics include national public access developments, contributing to digital repositories, author activism, and the future of scholarly society publishing.

As with previous groups, the most effective means of relaying these messages is one-on-one conversations; 82% rated this delivery option as somewhat or most effective. Perhaps because graduate student audiences are often available in the classroom setting, informal and formal group presentations also work well for this group. Other methods used to reach graduate students include training sessions for teaching assistants, graduate school packets concerning electronic submission of their theses, and a "Responsible Conduct of Research" bioethics program. One library indicated that they planned to start a "Graduate Scholarly Publishing advisement service next year." Some comments, though, indicate that libraries are not focusing their efforts on this population so much as welcoming them to campus-wide activities.

Undergraduate Students

Only seven survey respondents (13%) indicated that they had scholarly communication activities that were intended for undergraduate students. Due to the small sample size, it is difficult to draw many conclusions. However, it appears that one-on-one conversations and both formal and informal group presentations work well for reaching this group. The most popular topic to "Wow" them with is a discussion of the economics of publishing, though author rights management, the benefits of open access journals, and the future of scholarly publishing are also frequently discussed.

Librarians and Other Library Staff

Before librarians can effectively educate the rest of the academic community about the issues of scholarly communication, they must bring their colleagues and staff on board. Educational activities for librarians and staff have been held at 95% of the responding institutions. In some cases, activities have been developed specifically for subject liaisons or coordinators so they will feel more comfortable when they approach their faculty about SC issues.

Unlike the results with other audiences, the most effective means of reaching out to librarians and library staff is formal presentations; 67% of the respondents rate this as somewhat or most effective. This may be because the culture and practice within libraries tends to lean toward formal group presentations to peers. It must be noted that one-on-one conversations (64%) and informal group discussions (56%) were also perceived as effective.

Again mimicking their efforts with faculty, librarians are educating their peers about issues having to do with contributing to IRs, author rights management, the benefits of open access journals, and the implications for teaching of giving away copyright. Not surprisingly, another hot topic is the economics of scholarly publishing. Since one of the goals of educating librarians about SC issues is to enable them to engage the faculty (and others) on these issues, it is appropriate that the topics are the same as those addressed to other audiences. One institution whose librarians are members of the research faculty talk to the library faculty "about THEIR opportunities, when they publish their research. This was done to increase their comfort/knowledge of the publishing opportunities so they might speak to their clients more comfortably about it."

Other Audience

Only nine respondents indicated that they had engaged another type of audience in the SC conversation. Other audiences that were noted in the comments include consortia to which the library belongs

and regional library groups. From the comments, it appears that in some cases libraries are banding together with others in their region to tackle SC issues. This is probably an effective tack as faculty often collaborate with other faculty at nearby institutions. Due to the small size of the sample and the diversity of the audiences that were identified, it is not advisable to draw many conclusions from the data for this group. Topics and methods of delivery to these audiences were consistent with delivery to other groups. Due to the nature of the audience, formal presentations were judged the most effective means of communicating, though one-on-one conversations were also effective.

Collaborative Activities

The majority of responding institutions have made presentations (62%) or given reports (49%) to the faculty governance body on their campus regarding scholarly communication issues. (It would be interesting to determine how many of these have been about topics other than those driven by the "serials crisis.") Many campuses have developed and proposed SC resolutions and 38% of the campuses have passed resolutions at this point.

Most Effective Activities

The respondents were invited to describe up to three SC education activities that, in their estimation, were particularly effective. Forty-five institutions provided one or more descriptions for a total of 113 activities.

The most frequently mentioned effective means to deliver the SC message were one-on-one conversations and presentations. One-on-one interactions, in person or via personal e-mails, were good for reaching individuals such as faculty editors, department heads, or regular faculty members. Presentations were an effective means to reach groups such as graduate students, librarians, and the Faculty Senate Committee on the Library. Many also reported that symposia are effective; several reported that their campuses hold annual symposia. Several listed Web sites as effective tools, without

much explanation. Other activities that were mentioned multiple times were marketing campaigns, passage of Senate SC resolutions, and newsletter items. Workshops—both library-sponsored and campus-sponsored—were also an effective means to reach the campus. A number of institutions have found it effective to work through their Faculty Senate Committee on the Library.

Challenges

Survey respondents were invited to relate significant challenges their library has faced in educating library users and staff about SC issues. They were provided three open-ended text boxes for their responses. Fifty institutions listed one or more challenges for a total of 126 challenges.

Not surprisingly, the biggest obstacle in getting the faculty to care about scholarly communication issues is concerns about promotion and tenure. Some faculty show a "reluctance … to accept that OA journals can be every bit as scholarly as non-OA journals." Of course they also do not want to hear of any restrictions on where they should or should not publish. Some are fearful that, if they attempt to use copyright addenda, their articles will be refused by prestigious scholarly publishers such as the ACS. As one person put it, "Faculty are hesitant to do anything that will disadvantage them in the promotion and tenure process."

Two other huge challenges to reaching the faculty are that they either show a lack of interest in the issues or are satisfied with the status quo and that they are too busy to focus on what many apparently feel is a "library problem." Quite a few respondents said their problem was coming up with a clear message with which to reach the faculty and mobilize them into action.

Some respondents commented on challenges that involve the campus, such as lack of administrative support and the decentralized nature of the campus, which also make it difficult to reach the faculty.

The biggest challenge for librarians revolved around having adequate staff, time, and funding to

devote to a SC campaign. As was noted earlier, most librarians who are tasked with developing an SC education initiative have added this to an already full plate of responsibilities. Several respondents seemed to feel their SC education initiatives would fail until their library administration made SC education a real priority, providing money to fund a position that would be primarily or solely devoted to SC issues. Another major stumbling block that many mentioned is the difficulty of "educating librarians so they are equipped to engage faculty in discussions of issue." It was acknowledged that SC is made up of many complex issues about which it is difficult to keep up-to-date.

Assessments of Success

Only 5 respondents (9%) indicated that they had made any evaluation of the success of their library's SC education activities. In several instances these were just the quick "what did you learn" evaluations that are often requested after a class, workshop, or symposium. In one case, the evaluation was a part of the yearly evaluation of the SC librarian. Another mentioned that they believe slow but steady growth in the deposit and usage statistics of their IR is a measure of their success. Only one responding institution appears to have done a comprehensive evaluation, saying that their "Office of Scholarly Communication has done surveys of faculty across all the campuses on scholarly communication issues in both 2004 and 2006." The content of these surveys was not provided.

Demonstrable Outcomes

The respondents were invited to relate any demonstrable outcomes (such as statements from faculty governance bodies, changes in promotion and tenure criteria, author's switching to open access journals, etc.) related to the library's SC education activities. Twenty-three institutions listed one or more outcomes for a total of 37 examples. The most frequently mentioned outcome (9 responses) was the passage of a Faculty Senate Resolution on SC. The focus of the resolutions varied. Several focused

on bringing down the cost of journals, including one that supported "increased funding for library acquisitions." Others encouraged their faculty to "use open access publications whenever possible;" another was endorsing the Tempe Principles to work toward transforming scholarly communication; and others were endorsing the use of copyright addenda by their researchers. Whether part of a SC Faculty Senate resolution or not, increased support for using copyright addenda to retain the rights to one's published materials was mentioned as a significant outcome by at least 6 of the 23 respondents.

At least five institutions mentioned that their faculty are developing open access (OA) journals using online journal publishing platforms supported by the library. The support and increased usage of local institutional repositories was also cited by at least five respondents as evidence that the SC message is reaching the faculty and administration.

On respondent is clearly frustrated with the seeming glacial speed with which real outcomes are discernible: "We have some general resolutions and statements, etc., but many of us have stacks of these stuck away in our bottom drawers. What I'd like to see is more OA journals & books based in IRs and action from funding agencies that require OA reporting of results." But another was pleasantly surprised that, "The [local] editors and board members are genuinely pleased the library is taking an active role."

Final Comments from the Respondents

In their additional comments, quite a few of the respondents indicated that they felt they were "early in the process" of scholarly communication education efforts. Several have just hired a SC librarian or are just setting up institutional repositories or digital presses. They expect to be making serious strides in their SC education efforts in the near future, though. As one explained, "We have been engaging in SC activities for some years but only in 2007 have we begun formalizing these activities in

a coherent SC program with a committee dedicated to coordinating the activities and the communications to support them." Another commented that they would like all of their librarians to add SC components to their bibliographic instruction efforts.

None of the respondents indicated directly that they had success on the biggest challenge—alleviating faculty concerns about the effects of open access publishing on promotion and tenure. However, at least one institution has passed a resolution encouraging it's faculty to publish OA when feasible and several respondents noted that there is increased support for OA publishing. Both of these outcomes suggest that there are some subtle changes going on in the long-standing scholarly communication paradigms. To be sure, the researchers are concerned about the future of their scholarly societies, but several respondents noted success in getting the editors of scholarly journals to consider going OA with their journals.

Conclusion

Clearly, scholarly communication education is a changing and growing area of activity for ARL member libraries. Ten years ago, SC education mostly focused on fair use and copyright restrictions. Now, open access, authors rights management, institutional repositories, and the economics of scholarly publishing are the topics of these education initiatives. As many survey respondents feel they are still early in the process of developing their programs, the coming years will likely see many further initiatives in this arena. However, unlike other library initiatives, the library alone does not have control over the outcomes of scholarly communication education efforts. The economic engine that is scholarly communication has many players in addition to libraries—faculty, researchers, commercial publishers, and scholarly societies—and is also influenced by government regulations. The efforts of libraries to affect change are only one of many factors at work.

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Scholarly Communication Education Initiatives was designed by **Kathleen A. Newman**, Biotechnology Librarian and UIUC Scholarly Communication Officer, University of Illinois at Urbana-Champaign, **Deborah D. Blecic**, Bibliographer for the Life and Health Sciences, University of Illinois at Chicago, and **Kimberly L. Armstrong**, Assistant Director, CIC Center for Library Initiatives. These results are based on data submitted by 73 of the 123 ARL member libraries (59%) by the deadline of May 30, 2007. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Access to information, the foundation of scholarly communication, has traditionally been provided through academic journals, research collections, and other print publications. Recent advances in digital technology, however, have revolutionized scholarly communication, leading to innovations in the conduct of research as well as in the conveyance of ideas to readers. At the same time, changing copyright laws, licensing rather than owning publications, and rapidly increasing subscription costs for scholarly journals have limited access to and restricted uses of scholarly information.

ARL has been a leader in advocating the development of innovative systems that offer barrier-free access to research and educational resources. Libraries, research institutions, scholarly societies, commercial publishers, and others are experimenting with a variety of models to provide digital, online, unfettered access to scholarly information. A number of business models have emerged utilizing different approaches to handling publication costs, managing collections, and providing user access. Despite variations, however, the goal is the same: to develop more efficient, economical, and accessible models for research and scholarly communication.

Scholars face an array of options in the current environment and their actions impact the process of scholarly communication. Librarians have sought to inform their communities about scholarly communication issues such as author rights management, open access, and journal costs through activities such as teaching, Web sites, symposia, and workshops to help create change.

The purpose of this survey is to find out what kind of initiatives ARL member libraries have used or plan to use to educate faculty, researchers, administrators, students, and library staff at their institutions about scholarly communication issues.

BACKGROUND

1. Has your library initiated any education activities on scholarly communication (SC) issues for the library's users or staff since July 2004? N=73

Yes	55	75%
No, but planning is underway	13	18%
No, our institution has not undertaken such initiatives	3	4%
No, this is the responsibility of another unit in the institution	2	3%

LEADERSHIP OF SC EDUCATION INITIATIVES

2. Which individual or group provides leadership for the library's SC education initiative(s)? Check all that apply. N=65

A group/committee/task force within the library	35	54%
A chief SC librarian	21	32%
Another library staff member	18	28%
A group/committee/task force outside the library that includes library staff	11	17%
Other, please specify other leadership arrangement	14	22%

Committee Within Library	Chief SC Librarian	Other Library Staff	Committee Outside Library	Other, please specify other leadership arrangement
✓	✓	✓	✓	
✓	✓	✓		
✓	✓		✓	
✓	✓			
✓	✓			
✓	✓			
✓	✓			
✓		✓		
✓		✓		Scholarly Repository Advisory Committee

Committee Within Library	Chief SC Librarian	Other Library Staff	Committee Outside Library	Other, please specify other leadership arrangement
✓		✓		
✓		✓		
✓		✓	✓	
✓		✓	✓	
✓				
✓				
✓				Digital library steering committee and research services committee
✓				
✓				
✓				
✓				
✓				
✓				AUL for Collection Management and Scholarly Communication and Director, Digital Collections Services with Scholarly Communication Steering Committee
✓				
✓				
✓				
✓				
✓				
✓				
✓				Currently hiring an SC librarian.
✓				
✓				
✓				
✓				
✓				
✓				
	✓	✓		
	✓	✓		

| Committee Within Library	Chief SC Librarian	Other Library Staff	Committee Outside Library	Other, please specify other leadership arrangement
	✓	✓		
	✓	✓		
	✓			
	✓			
	✓		✓	
	✓			
	✓			
	✓			We have created an assistant dean for scholarly communication in charge of liaisons and collections that will foster scholarly communication discussions.
	✓		✓	
	✓			
	✓			
	✓			
		✓	✓	
		✓		
		✓		
		✓	✓	Also a separate group, called the Scholarly Communications Working Group that for years has offered lunchtime programs in the library on scholarly communications and related issues.
		✓		
		✓	✓	
			✓	
			✓	
				AUL for Collections
				Manager, Journals Program
				Office of Staff Development
				Distributed

Committee Within Library	Chief SC Librarian	Other Library Staff	Committee Outside Library	Other, please specify other leadership arrangement
				Responsibility is diffuse and is a collective responsibility of both the Digital Initiatives Group and the Interdisciplinary Teams
				Responsibility is distributed. Staff involved include Deputy University Librarian, the library's legal advisor, and subject librarians.
				No one has responsibility.
				No individual person or office

3. If your library has a **chief SC librarian** who has **primary responsibility** for these initiatives, please indicate the title of that position and the approximate percentage of the chief SC librarian's time that is devoted to SC education–related work. N=21

Position Title	Percent of Time Devoted to SC Education
Assistant University Librarian for Collections and Scholarly Communications	Pending
Associate University Librarian for Collections and Scholarly Communications	Unknown, currently hiring for this position
Assistant Dean for Scholarly Communication	Just starting, part of many duties
Associate Librarian for Information Resources	5%
AUL, Sciences & Scholarly Communications	5%
Assistant Dean and Coordinator for Scholarly Publishing	7%
Assistant University Librarian, Collections	10%
Scholarly Communication Officer	15%
Electronic Resources Librarian/Scholarly Communication Officer	20%
Director, Information Resources, Collections and Scholarly Communication	20%
AUL Tech Services and Scholarly Communication	20%
Interim Associate University Librarians for Scholarly Communication and Collections	20%
Scholarly Communication Librarian	25%
Scholarly Communication Officer	25%
Assistant Dean for Scholarly Communications	30% or less

Position Title	Percent of Time Devoted to SC Education
Chief Officer, Collections and Scholarly Communication Office	30% (estimate—varies)
Scholarly Communication Librarian	50%
Scholarly Communications and Science Librarian	50%
Endowed Chair for Scholarly Communication	100%
Scholarly Communications Officer	100%
Coordinator for Scholarly Communication	100%

Percent of Time Chief SC Librarian Devotes to SC Education N=18

	<10	10	15	20	25	30	50	100
■ N	3	1	1	4	2	2	2	3
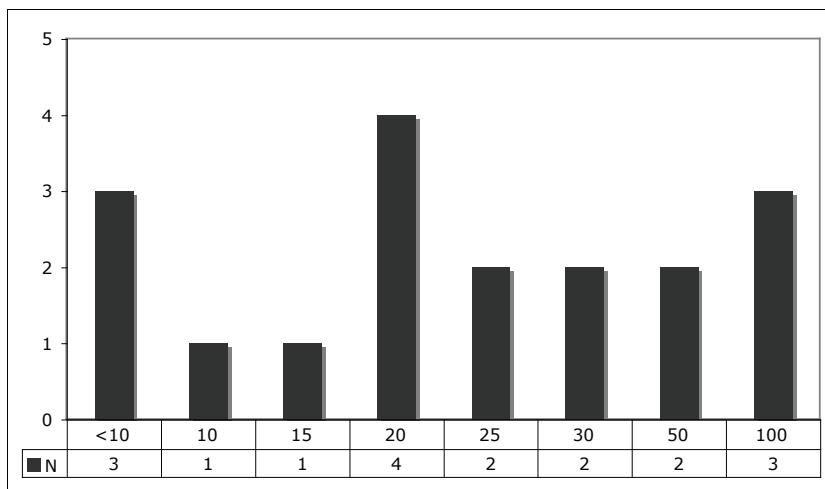
Minimum	Maximum	Mean	Median	Std Dev
5%	100%	35%	23%	32.4

4. If your library has a position **other than a chief SC librarian** that has **primary responsibility** for these initiatives, please indicate the title of the other library staff member's position and the approximate percentage of that person's time that is devoted to SC education–related work. N=12

Position Title	Percent of Time Devoted to SC Education
Associate University Librarian for Academic Programs	3%
Assistant Head, Scholarly Resources	5%
Head, Collection Development & Management	5%
Head of Collection Development	10%

Position Title	Percent of Time Devoted to SC Education
Head, Engineering Library & Acting Head, Science Libraries	10–20%
AUL, Director of Collections	20%
Director, Digital Resources Program	20%
Institutional Repository Coordinator	20%
Librarian Liaison for Chemistry & Molecular Biosciences and Coordinator of Digital Content Development (2 positions)	25% (combined)
Head, Scholarly Communications Services	Less than 50%
Rights Management Coordinator	50%
Copyright & Scholarly Communications Director	Attorney; part-time job with main focus on copyright, with lots of individual faculty counseling. Ca. 50% FTE

Percent of Time Other Library Staff Member Devotes to SC Education N=12

	<5	5	10	15	20	25	50
N	1	2	1	1	3	1	3
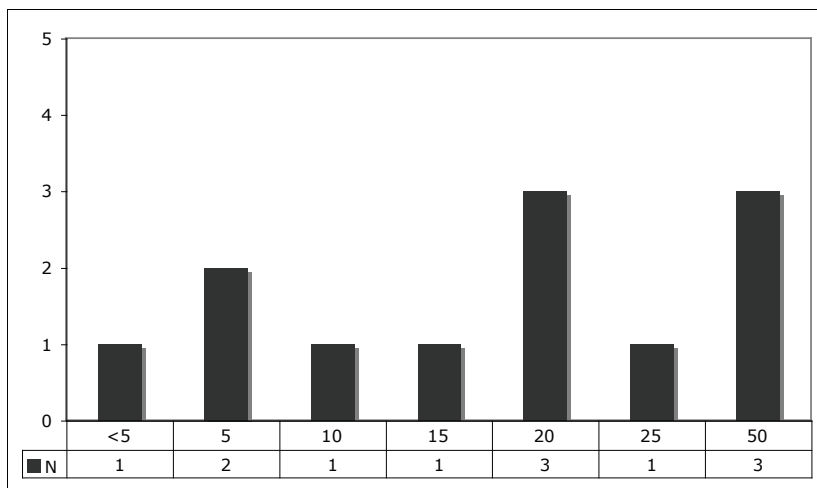
Minimum	Maximum	Mean	Median	Std Dev
3%	50%	23%	20.0%	17.8

5. If there is a scholarly communication group/committee/task force that **reports to the library**, please indicate the number of members of the group, the title of the chairperson, and to whom the group reports. Please provide any explanatory comments in the box below. N=40

Number of Members N=32

	2	3	4	5	6	7	8	9	10	>10
■ N	1	2	5	9	3	2	2	1	2	5
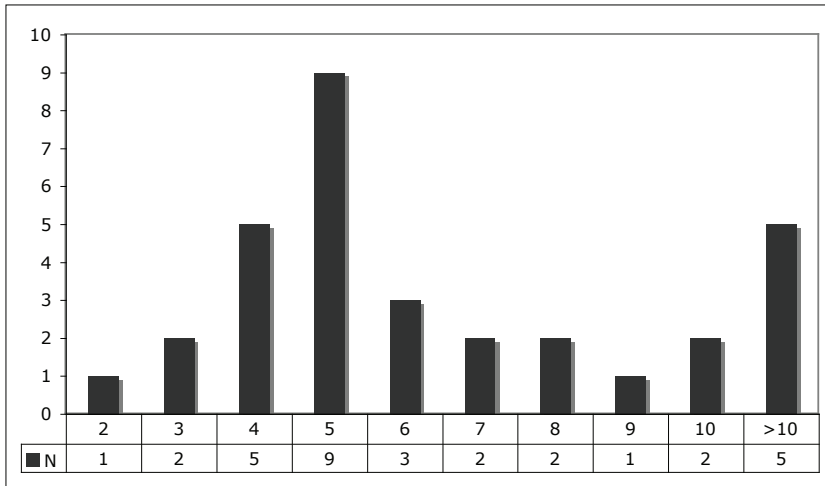
Minimum	Maximum	Mean	Median	Std Dev
2	18	7	5	3.9

N=37

Members	Position Title of Chairperson	Group Reports To
2	No chair	Dean and Director
3	Associate Dean of Collections & Technology Services	Dean of Libraries
3	Electronic Resources Librarian	Dean of the library
4	Chief Officer	Chief Officer, Collections and Scholarly Communication
4	Director, Institutional Repository, Director, Scholarly Publishing Office (shared)	University Librarian
4	Co-Chairs: AUL for Public Services and AUL for Collections	University Librarian
4	Chair, Winning Independence Team	Director of Public Services
4	AUL Sciences & Scholarly Communications	AUL, Sciences & Scholarly Communications
5	Electronic Resources Librarian/Scholarly Communications Officer	AUL, Director of Collections
5	Science Librarian	Director
5	Chair	Library Cabinet
5	Associate University Librarian for Sciences and Technical Services	Associate University Librarian for Sciences and Technical Services

Members	Position Title of Chairperson	Group Reports To
5	Associate Chief Librarian, Information Technology	Chief Librarian's Council
5	Web Support Librarian	Assistant University Librarian for Library Information Technology
5	Licensing Coordinator	Associate Director for Research Services
5	Director, Memorial Library	Director, Memorial Library
5	Asst Head, Scholarly Resources	University Librarian
6	Dean	Dean
6		ad hoc committee; no official status
6	Project Manager	Executive Director of Information Development and Management
7	Assistant Dean of Libraries	Dean of Libraries
7	Liaison to the Biological Sciences; Chair of the Scholarly Communications Team	Leadership Council
8	Director, Digital Collections Services	Director, Digital Collections Services
8	(2) Biology/Math Librarian & Medical School Librarian	(2) Medical School Library Director & Associate Dean, Collections
9	Bibliographer for the Life and Health Sciences	University Librarian/Dean
10	Head of Systems (Library)	Dean of Libraries
10	1. Electronic Resources Librarian; 2. Collections Coordinator for Physical Sciences & Engineering	1. Associate University Librarian for Academic Programs; 2. Collection Development Officer; 3. Director of Health Sciences Libraries
11	Head, Engineering Library & Acting Head, Science Libraries	Director, Information Resources, Collections and Scholarly Communication
12	Head of Collection Development	Director of Technical Services and Director of Public Services
15	Professor, Veterinary Pathology	Dean of the Library
17	University Librarian	University Librarian
18	Interim Associate University Librarian for Scholarly Communications and Collections	University Librarian
Changes	This changes from year to year	This changes from year to year
	Cataloguing Librarian	University Librarian
		Head of Collections; Head of Reference
		SC librarian
		Academic Senate

Please indicate the makeup of the members. Check all that apply. N=40

Librarians	35	100%
Faculty	5	14%
Institution administrators	4	11%
Non-faculty researchers	2	6%
Students	1	3%
Other, please specify	4	11%

Information Technologies and Digital Development staff member

Library support & professional staff

Systems staff

University Press

Members	Makeup of Members	Comments
2	Librarians	Our effort is being led by a pair of librarians; one is the assistant collection development librarian (concentrating on electronic purchases) and the other is a digital initiatives librarian. One is Tech Services the other is Public Services.
3	Librarians	
3	Librarians	
4	Librarians	Future plans include faculty and administrative membership, as well as the current four librarians.
4	Librarians	We are not a formally charged group in the sense of a committee or task force. We work together on this effort as part of our central job responsibilities.
4	Librarians	4 members of a planning group (2 librarians plus 2 AUL Co-Chairs). This planning group works closely with 25+ Research Librarians who are responsible for reference, instruction, and collection development for various subject areas across campus.
4	Librarians, Information Technologies and Digital Development staff member,	
4	Librarians	

Members	Makeup of Members	Comments
5	Librarians	1.Head of the Biosciences Library, 2.Head of the Anthropology Library, 3.Electronic Resources Librarian/Scholarly Communication Officer, 4.AUL, Director of Collections, 5.Assistant to the Director of Collections
5	Librarians	Our group is working in collaboration with another institution located 3 blocks from us, with 2–3 staff from that organization working with us to develop joint events targeted at both communities (and with each individual library having additional activities directed exclusively to their home institution).
5	Librarians	
5	Librarians	
5	Librarians	Currently the committee is composed of five librarians but in the coming months we will expand the committee to include faculty and university administration.
5	Librarians, Faculty	Group is primarily focused on creation of dSpace Institutional Repository.
5	Librarians, Institution Administrators	This group has a somewhat broader mandate than Scholarly Communication as defined by ARL. For instance, group members are expected to advise faculty to publish in Elsevier journals when that is in the best interest of the faculty member, the discipline, and the University.
5	Librarians	The Office of Scholarly Communication and Publishing (OSCP) reports to the Library Services Council (i.e., directors from across the campus). The Memorial Library Director is the administrative point person for the OSCP.
5	Librarians, Institution Administrators	The committee is primarily tasked with copyright and fair use issues.
6	Librarians, Faculty	The committee is active only during the planning stages of the biannual SC symposium. There is a work group to advise the work of the Institutional repository staff. The Assistant Dean and Coordinator of SC does most of the content recruitment work for the IR.
6	Librarians	A group of librarians interested in scholarly communications issues is working together informally.
6	Librarians	Ad hoc committee to conduct needs assessment for IR.
7	Librarians, Library support & professional staff	We established this Copyright Committee this year to update the library's copyright Web pages, bring programming to campus, to respond to questions about intellectual property, and to develop a copyright policy for the University Libraries.
7	Librarians	
8	Librarians	

Members	Makeup of Members	Comments
8	Librarians	
9	Librarians	
10	Librarians, Systems staff	
10	Librarians	2 group co-chairs, reporting to 3 project sponsors.
11	Librarians	
12	Librarians	
15	Librarians, Faculty, Non-faculty Researchers, Institution Administrators, Students	The University Library Committee is an advisory committee that advises the dean and her administrative leadership on issues of importance to the library, including scholarly communication.
17	Librarians, Faculty	Each dean appoints a member of his or her college to the Faculty Library Council. The university administration recently endorsed the idea of having the FLC assume, as one of its responsibilities, the role of being a scholarly communication committee. It will take up these duties officially at the beginning of the 2007–-08 academic year.
18	Librarians, Faculty, Non-faculty Researchers, Institution Administrators, University Press	
Changes	Librarians	The role of this committee is to organize an annual symposium. The membership of the committee changes from year to year as does the member of the library administration who acts as the point person.
	Librarians	Digital Initiatives Group
		Committee is in the process of being created.
	Librarians	A small group of three or four librarians are particularly interested and active in SC issues and activities. However, SC is a growing concern of all bibliographers.
		The library plans to form an SC committee, but it will wait until the new SC librarian is hired and in place.
		We have worked on these issues through system-wide collections management groups; that is currently our Collection Management and Planning Group. However, We are currently considering developing an independent group with strong connections to the library's Education and Outreach program.
		We had a Scholarly Communication Subcommittee of the University Library Committee for many years, but it was deemed to have completed its charge with the maturation of the Scholarly Communication Center and was disbanded prior to 2004.
		From 2004–2005 a Working Group was created to present an action plan for reviving campus discussions on scholarly communication. This group is no longer active.

6. If there is a scholarly communication group/committee/task force that **reports outside the library that includes library staff,** please indicate which unit sponsors the group (e.g., institution's administration, faculty governance body, etc.), the number of members of the group, the title of the chairperson, and to whom the group reports. Please provide any explanatory comments in the box below. N=9

Members	Sponsor	Group Reports To	Chairperson
8	Academic Senate	Academic Senate	
9		President	Professor of Chemistry
11	Provost	University Librarian	2 chairs: Assistant Professor in Information & Library Science and Copyright & Scholarly Communication Director
12	Chancellor and Academic Senate	Advises Chancellor	Professor, Department of History
15	Office of the Chancellor	Office of the Chancellor	Associate Vice Chancellor & Head of CDM in University Libraries, Co-Chairs
16	Academic Senate	Academic Senate	Professor, Art History
21	Faculty Senate Committee on University Libraries	University Faculty Senate Chair	Professor of Marketing & Policy Studies
21	University Libraries Committee	University President and Vice President & Provost	Professor
872	Academic Senate	Academic Senate	Chair, Senate Committee on Library & Scholarly Communication

Please indicate the makeup of the members. Check all that apply. N=9

Faculty	9	100%
Librarians	8	89%
Students	4	44%
Institution administrators	3	33%
Non-faculty researchers	0	—
Other, please specify	1	11%

University Librarian

Members	Makeup of Members	Comments
8	Librarians, Faculty	
9	Librarians, Faculty	
11	Librarians, Faculty, Institution Administrators	Although designated Provost's committees, both the Scholarly Communications and the Digital Curation/Institutional Repository Committee report to a steering committee which is chaired by the University Librarian.
12	Faculty, Students, University Librarian	9 Voting Faculty, ex-officio, University Librarian and 1 graduate and 1 undergraduate student representative. Recently renamed Committee on Library and Scholarly Communication.
15	Librarians, Faculty	The committee was formed 3 years ago and has its second membership group. The group has held discussions about the economics of scholarly communications, the promotion & tenure culture, and open access. We sponsored a scholarly publishing resolution that was adopted by the Faculty Senate in May 2006 and have spoken with visiting library directors about advancing campus awareness of scholarly communications issues.
16	Librarians, Faculty, Students	The Senate Committee on the Library and Scholarly Communication (LIBR) has advisory responsibility for all library and scholarly communication issues. The University Librarian and a representative from the Librarian's Association serve as members by invitation.
21	Librarians, Faculty, Institution Administrators, Students	
21	Librarians, Faculty, Institution Administrators, Students	One of the issues this committee considers is scholarly communication.
872	Librarians, Faculty	(Two librarians)

Number of Members N=9

	8	9	11	12	15	16	21	872
N	1	1	1	1	1	1	2	1
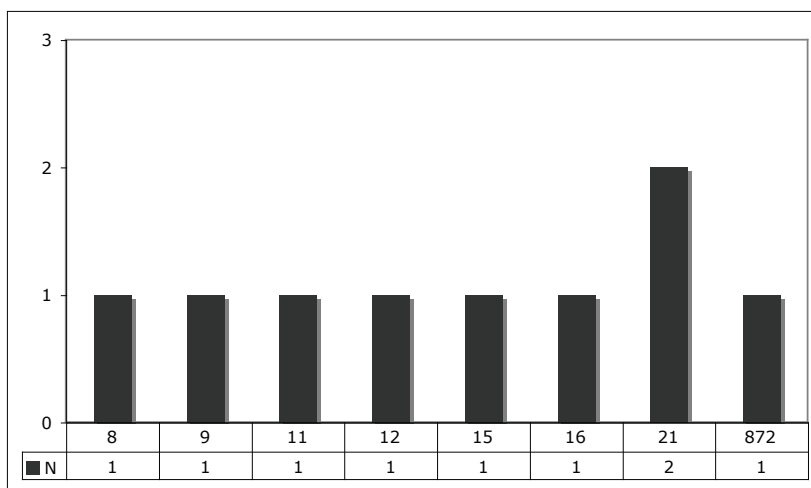
Minimum	Maximum	Mean	Median	Std Dev
8	872	14	13.5	5.0

7. If you specified in question 2 that another individual(s) or group(s) has responsibility for SC education initiatives, please briefly describe the role of that other individual(s) or group(s). N=13

Specified "Other" in Question 2 N=5

Scholarly Repository Advisor Committee: "From 2001 up through June 2006, the institution had a dedicated Assistant Dean for Scholarly Communications—oversight of general collections issues, preservation, and an emphasis on articulating and helping institution advance on scholarly communications issues."

Digital library steering committee and research services committee: "We are relatively early in our work on SC education. We have held a library wide forum and have plans to address these initiatives in the near future. The groups providing momentum are the digital library steering committee and the research services committee. The former made up of librarians and technologists, the latter primarily of reference librarians."

We have created an assistant dean for scholarly communication: "The assistant dean has general responsibility. The college liaisons in the division have responsibility for marketing the messages to departments and colleges; the collections librarians also have responsibility for helping develop information for campus faculty and students. We also have a marketing specialist who prepares PR, working with the librarians."

Also a separate group: "Difficult to describe; many different initiatives. In 2005, librarians and faculty collaborated to plan and offer a symposium on scholarly communication for invited faculty (cross-disciplinary) and librarians. The Digital Curation/IR Committee, chaired by an Information/Library Science professor w/ librarians, faculty, & other membership is planning a symposium co-sponsored by the [regional] Network; our Health Sciences Library has sponsored two sessions open to the university community, and the Scholarly Communications Working Group, consisting primarily of librarians and University Press staff, plans monthly programs throughout the year on issues related to scholarly communications. These programs are co-sponsored by the Institute for Research in the Social Sciences and the University Library. Our Copyright/ Scholarly Communication Director does individual copyright counseling for faculty."

Distributed: "The work is done on a distributed, as needed basis by different librarians in the system."

Specified "Committee within the library" in Question 2 N=5

"Both our Collection Development Committee and our Liaison Advisory Team have taken on these initiatives. This has primarily been in the area of open access awareness on campus."

"The Research Exchange Task Force is primarily responsible for SC education activities related to our institutional repository, including development of the Web site, creation of handouts, etc., as related to the RE."

"The Scholarly Communications Team oversees scholarly communication efforts for the university library system. This team is composed of representatives from other teams or groups in our library system including: Chair of the Copyright Team; Chair of the Institutional Repository Team, Leadership Council representative; Regional Libraries representative; Law School representative; and Health Center representative."

"Two individuals, the IR Coordinator and the Science Collections Librarian already have responsibility for some educational initiatives. The group (in formation) will have responsibility for creating a scholarly communications plan for the campus, including an education initiative."

"University Library Committee Purpose: This group is a committee of the university and serves to advise the Dean on library matters as indicated below. Objectives: 1. Advise the Dean of the Library regarding proposed policies; 2. Counsel the Dean of the Library in the general development and administration of the Library; 3. Express the opinions and sentiments of the faculty, staff and students relative to library policies and their administration to the Dean of the Library and his/her staff. Areas of Responsibility: The University Library Committee studies library needs in view of the instructional, research and service programs of the university and advises the Dean of the Library on matters of general library policy, the development of library resources and upon means which may best integrate the library program with other instructional, research, and service activities of the university. The committee serves as a liaison group among the faculty, staff and students and the Library. Methods of Operation: The committee seeks to hold monthly meetings. The agenda is drafted by the Chair and the Dean of the Library and is announced prior to the meeting. Policy proposals are presented and discussed; administrative matters of importance are brought to the attention of the committee by the Dean; the members of the committee communicate questions, complaints, inquiries and suggestions to the Dean and staff concerning library policies and administrative procedures. Membership Criteria: The Chair and members of the committee are appointed by the Provost of the University, with each college having at least one representative. Appointments are for a period of three years and renewable. Nominations are made to the Provost for the following appointees: Faculty Senate representative by the Senate President; Professional and Scientific Council representative by P&S Council Chair; graduate student member by Graduate Student Senate Chair; two student members by the Government of the Student Body."

Specified "Committee outside the library" in Question 2 N=3

"Aspects of scholarly communication are managed by different library directors depending upon the topic. For example, copyright concerns related to educational initiatives or interlibrary services are addressed by the AUL for Educational Initiatives. Management of content flow to the open access repository and digital rights management issues are under the leadership of the Director for Library Technology. The Director of Collections is tasked with taking a leadership role in [local] and national initiatives that are developing new models of scholarly communication with the goals of open access and sustainable pricing. Scholarly Communication Advisory Group provides advice and guidance on a wide range of issues impacting scholarly communication and collections. Recent activities include a proposal to establish an innovation fund that would support faculty, graduate students and librarians seeking to expand the realm of published [university] research open to all, and the creation of a library scholarly communication Web site."

"The Faculty Senate Committee on University Libraries has taken Scholarly Communication as a multi-year initiative to raise awareness of faculty for these issues."

"The University Library Committee advises the university administration on library related matters."

SC EDUCATION ACTIVITIES

Potential Audience: Faculty

8. Please tell us about SC education activities your library has undertaken since 2004 or plans to undertake in 2007 that are intended for **faculty**. N=58

   For which faculty have SC education activities been intended?

   If SC education activities have been intended for faculty from across the entire institution, check "All faculty." If activities have been intended for faculty in only some departments or disciplines, check "Specific discipline(s)." If activities have not been intended for faculty at all, check "Not targeted" and continue to the next page.

All faculty	53	91%
Specific discipline(s)	5	9%
Not targeted	0	—

   Which topics were addressed in SC education activities for faculty? N=56

   For each topic below indicate whether it was addressed to all faculty, only to faculty in specific disciplines (check all disciplines that apply), or was not addressed.

TOPICS:	N	All faculty	Science/Engineering	Social Sciences	Humanities	Health Sciences	Law	Other discipline	Not addressed
Economics of scholarly publishing	54	49 (91%)	6 (11%)	4 (7%)	2 (4%)	4 (7%)	1 (2%)	1 (2%)	1 (2%)
Author rights management	52	50 (96%)	2 (4%)	1 (2%)	—	2 (4%)	—	1 (2%)	1 (2%)
Contributing to digital repositories	52	45 (87%)	2 (4%)	1 (2%)	1 (2%)	2 (4%)	1 (2%)	1 (2%)	5 (10%)
Benefits and examples of open access journals	51	39 (76%)	6 (12%)	5 (10%)	2 (4%)	5 (10%)	—	1 (2%)	5 (10%)
Implications for teaching of giving away copyright	50	44 (88%)	—	1 (2%)	—	1 (2%)	—	1 (2%)	6 (12%)
Author activism (e.g., refusing to publish in expensive journals)	49	32 (65%)	3 (6%)	2 (4%)	—	2 (4%)	—	1 (2%)	14 (29%)
Future of scholarly society publishing	49	30 (61%)	4 (8%)	3 (6%)	2 (4%)	2 (4%)	—	1 (2%)	15 (31%)
Impact of new models on peer review, promotion and tenure, etc.	49	34 (69%)	1 (2%)	1 (2%)	3 (6%)	2 (4%)	—	—	14 (29%)
National/international public access developments such as Federal Research Public Access Act of 2006, NIH policy, etc.	49	35 (71%)	3 (6%)	—	—	5 (10%)	—	—	9 (18%)
Editor activism (e.g., working within scholarly societies to improve open access to articles)	47	26 (55%)	7 (15%)	3 (6%)	—	3 (6%)	—	1 (2%)	14 (30%)
Future of the scholarly monograph	46	24 (52%)	1 (2%)	4 (9%)	7 (15%)	2 (4%)	—	—	15 (33%)
Disciplinary differences in communication practices	46	25 (54%)	—	—	—	1 (2%)	—	—	21 (46%)
Other topic	9	4 (44%)	—	—	—	—	—	1 (11%)	4 (44%)

Please specify other discipline(s). N=6

"All faculty, but especially distance education faculty."

"School of Management/Business."

"The above reflects plans, not actions as yet taken."

"University Librarian made presentations to: Faculty Councils, 2006 Congress of the Canadian Federation for the Humanities and Social Sciences, 2006 Medical Education Conference of the Association of Faculties of Medicine of Canada (AFMC)."

"We are just getting started and have targeted our Committee on Libraries from the Faculty Council, our special VISION for a Library in 2020 task force, which is composed of representatives from the campus, and sent mailings to all faculty."

"We have a Web site devoted to all of these issues. We hope to address these issues with all faculty, but have thus far concentrated heavily in the STM communities. Sporadic efforts have been made in areas such as Law, Social Sciences and the Humanities. The issue of rights retention has had much broader promotion and our Faculty Senate has endorsed the use of the SPARC/CIC addendum."

Please describe other topic(s). N=11

"Workshops for Faculty on various issues related to Scholarly Communication • Issues related to copyright • Issues related to open access • Issues related to changing research environments • Promotion of open source software. • Promotion of collaborative (Web 2.0) software. • Issues related to author rights • Development of a Web site to unify and disseminate information regarding scholarly communication issues • Ongoing development of digital projects to support scholarly communication • Teach and encourage the community to contribute to the institutional repository • Teach and encourage the community to publish their Journals online via Open Journal Systems • Increased support for the dissemination of research by a number of means including: • Development and population of the institutional repository • Contributing to Synergies - a Canadian consortium of University Libraries dedicated to amassing Canadian scholarly content and distributing it globally via an online portal • Support for the development of online, collaborative research communities."

"Advantages of contribution to library's IR."

"Benefits of authorial control in using alternative technologies/venues. Can be a better showplace for research."

"Benefits of institutional repositories."

"Copyright and fair use for teaching. Consortial responses to SC."

"Create Change campaign, Open Access."

"Demonstration of creating a digital press to advance emerging forms of scholarly publishing in an open access environment."

"Fair Use in the classroom."

"Often cover journal pricing, copyright/author rights management, open access."

"We have engaged the faculty in many ways: Faculty Council resolutions, meetings with promotion and tenure committees, all faculty auditorium discussions, Web pages, small group education sessions with faculty, discussions with individual editors, etc., all of which might sound impressive but all of which have essentially accomplished little except to add to the general level of noise on campus. As a library we are attempting to back away from scholarly communication missionary activities as we believe this harms our credibility, but we still have librarians who are true believers, so we are providing a mixed message."

"Where to find out about whether journals allow preprint and post print publication on personal Web sites."

What methods of delivering this content have been most effective for **faculty**? Rate the following on a scale of 1 to 5 where 1 is least effective and 5 is most effective. Check "Not used" if the library has not used a particular method. N=53

	N	1	2	3	4	5	Not used
One-on-one conversations	52	2 (4%)	3 (6%)	10 (19%)	8 (15%)	28 (54%)	1 (2%)
Formal group presentations	51	6 (12%)	1 (2%)	20 (39%)	11 (22%)	10 (20%)	3 (6%)
Newsletter articles	51	4 (8%)	10 (20%)	13 (25%)	5 (10%)	2 (4%)	17 (33%)
Informal group discussions	50	2 (4%)	2 (4%)	13 (26%)	13 (26%)	13 (26%)	7 (14%)
Web pages	50	7 (14%)	10 (20%)	17 (34%)	8 (16%)	1 (2%)	7 (14%)
Brochures and other documents	50	2 (2%)	15 (30%)	13 (26%)	9 (18%)	2 (2%)	9 (18%)
E-mail messages	49	4 (8%)	5 (10%)	18 (37%)	8 (16%)	3 (6%)	11 (22%)
Other method	12	—	—	3 (25%)	1 (8%)	1 (8%)	7 (58%)

Please describe other delivery method. N=9

"All faculty are invited to SC programs. We also sponsor one-on-one consultations with the library's legal adviser."

"All of the education initiatives related to scholarly communication were part of activities promoting our institutional repository. We have not yet planned any independent initiative on scholarly communication."

"Articles in University newspaper."

"Informal discussions with refreshments provided."

"Inviting faculty to serve on the scholarly communications committee."

"Podcasts."

"Regular communication with faculty on scholarly communication issues through collection managers."

"Scholarly Communication Blog, E-Publishing Symposium."

"See above re description of lunch series that was highly attended by faculty. In fact, we are repeating a couple of the sessions to accommodate those who were not able to attend due to demand. Our most effective communications have come where faculty talk with knowledgeable experts (library and campus counsel) and with other faculty. The lunch series is one example of that."

Additional Comments N=10

"Have targeted SC education presentations related to specific journal cancellations and/or rejection of consortial or institutional 'big deals'; Have made presentations to interested and/or relevant faculty groups on copyright awareness and open access/institutional repository issues."

"Most of the efforts to date have been opportunistic: as our Dean has visited campuses and schools she has taken opportunities speak to faculty about these issues. During the past academic year our faculty senate was asked to review the CIC Provosts' Statement on Author Rights, resulting in some visibility of these issues within the senate. Our collaboration with the university press on the Office of Digital Scholarly Publishing has provided us with opportunities for targeted outreach in the humanities, social sciences, and engineering education. During the coming year we anticipate holding a speaker/panel series on changes in scholarly communications systems and practices which we hope will garner more attention."

"The group presentations, scheduled on a regular basis, always result in appointments with individuals for further information."

"We are really just starting our formal push. Last year we visited a number of faculty meetings and held focus group discussions. This year we'll be doing a much more formal campaign including printed material."

"We are still in the early stages of planning our approaches to faculty and have not yet decided on a particular method."

"We have concrete plans to develop Web pages and brochures in the coming months."

"We have not formally evaluated the effectiveness of the methods." (3 responses)

"We haven't assessed the effectiveness of our methods of delivery so the rating above is impressionistic. We feel though that presentations to specific faculty councils or departmental committees are more effective than general articles in the university newsletter for example."

Potential Audience: Non-faculty Researchers

9. Please tell us about SC education activities your library has undertaken since 2004 or plans to undertake in 2007 that are intended for **non-faculty researchers**. N=51

    For which non-faculty researchers have SC education activities been intended?

    If SC education activities have been intended for non-faculty researchers from across the entire institution, check "All non-faculty researchers." If activities have been intended for non-faculty researchers in only some departments or disciplines, check "Specific discipline(s)." If activities have not been intended for non-faculty researchers at all, check "Not targeted" and continue to the next page.

All non-faculty researchers	11	22%
Specific discipline(s)	3	6%
Not targeted	37	72%

    Which topics were addressed in SC education activities for non-faculty researchers? N=13

    For each topic below indicate whether it was addressed to all non-faculty researchers, only to non-faculty researchers in specific disciplines (check all disciplines that apply), or was not addressed.

TOPICS:	N	All non-faculty researchers	Science/Engineering	Social Sciences	Humanities	Health Sciences	Law	Other discipline	Not addressed
Benefits and examples of open access journals	13	8 (62%)	2 (15%)	1 (8%)	1 (8%)	2 (15%)	—	—	3 (23%)
Author rights management	13	11 (85%)	1 (8%)	1 (8%)	1 (8%)	1 (8%)	—	—	1 (8%)
Contributing to digital repositories	13	10 (77%)	1 (8%)	1 (8%)	1 (8%)	1 (8%)	—	—	2 (15%)
Economics of scholarly publishing	12	9 (75%)	2 (17%)	1 (8%)	1 (8%)	2 (17%)	—	—	1 (8%)
Author activism (e.g., refusing to publish in expensive journals)	12	8 (67%)	1 (8%)	1 (8%)	1 (8%)	1 (8%)	—	—	3 (25%)
Future of scholarly society publishing	12	8 (67%)	2 (17%)	1 (8%)	1 (8%)	2 (17%)	—	—	2 (17%)
National/international public access developments such as Federal Research Public Access Act of 2006, NIH policy, etc.	12	7 (58%)	2 (17%)	1 (8%)	1 (8%)	2 (17%)	—	—	3 (25%)
Implications for teaching of giving away copyright	11	9 (82%)	—	—	—	1 (9%)	—	—	2 (18%)
Future of the scholarly monograph	11	4 (36%)	—	1 (9%)	3 (27%)	1 (9%)	—	—	4 (36%)
Impact of new models on peer review, promotion and tenure, etc.	11	7 (64%)	2 (18%)	1 (9%)	1 (9%)	2 (18%)	—	—	2 (18%)
Editor activism (e.g., working within scholarly societies to improve open access to articles)	10	5 (50%)	2 (20%)	1 (10%)	1 (10%)	2 (20%)	—	—	3 (30%)
Disciplinary differences in communication practices	10	5 (50%)	1 (10%)	1 (10%)	1 (10%)	1 (10%)	—	—	4 (40%)
Other topic	2	1 (50%)	—	—	—	—	—	—	1 (50%)

Please describe other topic(s). N=1

"Benefit of institutional repositories."

What methods of delivering this content have been most effective for **non-faculty researchers**? Rate the following on a scale of 1 to 5 where 1 is least effective and 5 is most effective. Check "Not used" if the library has not used a particular method. N=13

	N	1	2	3	4	5	Not used
Formal group presentations	13	1 (8%)	—	5 (38%)	2 (15%)	4 (31%)	1 (8%)
One-on-one conversations	13	—	—	2 (15%)	3 (23%)	8 (62%)	—
Web pages	13	2 (15%)	1 (8%)	6 (46%)	3 (23%)	—	1 (8%)
Brochures and other documents	13	1 (8%)	1 (8%)	7 (54%)	2 (15%)	1 (8%)	1 (8%)
E-mail messages	13	2 (15%)	—	4 (31%)	3 (23%)	—	4 (31%)
Informal group discussions	12	—	—	3 (25%)	5 (42%)	4 (33%)	—
Newsletter articles	12	1 (8%)	1 (8%)	4 (33%)	3 (25%)	—	3 (25%)
Other method	3	—	—	1 (33%)	—	—	2 (67%)

Please describe other delivery method. N=2

"Podcasts."

"Scholarly Communication Blog, E-Publishing Symposium."

Additional Comments N=3

"Although we have no particular plans to approach non-faculty researchers at the moment, we may well do so in the future."

"We have included them in programs where there is interest and we have room though our priority target has been ladder faculty."

"We hope to discuss the entire range of issues in a systematic manner in the coming year—this would be for all researchers and scholars. We have never made a distinction between faculty and other types of researchers. Our focus does center on rights retention though we do discuss all of the above as circumstances permit."

Potential Audience: Institution Administrators

10. Please tell us about SC education activities your library has undertaken since 2004 or plans to undertake in 2007 that are intended for **institution administrators** such as the provost, the vice chancellor for research, the dean of the graduate school, etc. N=58

For which institution administrators have SC education activities been intended?

If SC education activities have been intended for institution administrators from across the entire institution, check "All institution administrators." If activities have been intended for only some institution administrators, check "Specific institution administrators." If activities have not been intended for institution administrators at all, check "Not targeted" and continue to the next page.

All institution administrators	15	26%
Specific institution administrators	34	59%
Not targeted	9	16%

If you checked "Specific institution administrators," please describe who these are. N=30

"Academic Administrators."

"Associate Provost, Dean of Arts and Sciences."

"Chancellor, Vice Provost."

"Deans."

"Deans, Vice Provosts."

"Executive Vice Chancellor."

"Executive Vice Chancellor; Provost, Chancellor, Academic Deans, Vice Chancellor for Research."

"Faculty Senate Library Committee."

"Faculty, Senate Committees on Library, Chancellor, Vice-Chancellor."

"Graduate Program Services."

"Presentation to university president and vice-rectors."

"President, VPAA, deans, some department heads."

"Provost, Executive Associate Provost, University Counsel."

"Provost and Chancellor."

"Provost level, Chancellor level, various Deans and Directors."

"Provost, members of the university's Budget Committee and Planning Committee."

"Provost, President, Sr. VP for Research, CIO, Chair Faculty Senate Committee on Libraries."

"Provost, vice chancellor for research, deans council."

"Provost, Vice President for Research, the campus Information Technology cabinet, the Deans' Council, the Library Advisory Committee, the Dean's Advancement Board."

"Provost, Vice Provost for Faculty and Academic Affairs, Undergraduate (associate) Deans."

"Provost, Vice Provost for Research, Assistant Dean of the College, Vice President of Information Technology, Members of the Council on Libraries, General Counsel of the College."

"The University Librarian works with the Provost, Deans, and the Research Office."

"Those on the academic side, to whom library reports, i.e., Provost, Deputy Provost. But these haven't been so much 'intended activities' focused solely on scholarly communications, but larger library discussions that have included SC issues at times. Also in this category is the Advisory Council on Library Policy, which is mostly senior faculty reporting to president & provost."

"Vice Chancellor for Academic Affairs, Vice Chancellor for Research, Chair of Graduate division."

"Vice Chancellor for Budget & Finance, Associate Vice Chancellor for Academic Affairs, Provost and Chancellor's staff at budget hearings, University system-level VP for Academic Affairs."

"Vice Provost Research, Vice Provost Faculty Affairs, University Counsel, Provost"

"Vice Provosts, Provost."

"We created a session for the new Provost as part of her orientation to the library's activities."

"We have done this is more focused and smaller discussions with University Librarian or AUL for Collection Management and Scholarly Communication. We have collaborated and worked together to co-sponsor some of the outreach efforts including lunch series and larger symposium for faculty held in November 2006."

"We have targeted College Deans and the Provost. We distributed a brochure on copyright and gave a presentation on institutional repositories at a dean's breakfast."

Which topics were addressed in SC education activities for institution administrators? N=44

For each topic below indicate whether it was addressed to all institution administrators, specific institution administrators, or was not addressed.

TOPICS:	N	All institution administrators	Specific institution administrators	Not addressed
Economics of scholarly publishing	43	14 (33%)	27 (63%)	2 (5%)
Author rights management	41	11 (27%)	24 (56%)	6 (15%)
Contributing to digital repositories	40	9 (23%)	25 (63%)	6 (15%)
National/international public access developments such as Federal Research Public Access Act of 2006, NIH policy, etc.	40	8 (20%)	21 (53%)	11 (28%)
Benefits and examples of open access journals	39	8 (23%)	20 (51%)	11 (28%)
Future of scholarly society publishing	38	8 (21%)	20 (53%)	10 (26%)
Author activism (e.g., refusing to publish in expensive journals)	37	6 (16%)	14 (38%)	17 (46%)
Implications for teaching of giving away copyright	37	11 (30%)	20 (54%)	6 (16%)
Future of the scholarly monograph	36	7 (19%)	16 (44%)	13 (36%)
Editor activism (e.g., working within scholarly societies to improve open access to articles)	35	4 (11%)	11 (31%)	20 (57%)
Disciplinary differences in communication practices	35	4 (11%)	20 (57%)	11 (31%)
Impact of new models on peer review, promotion and tenure, etc.	35	6 (17%)	20 (57%)	9 (26%)
Other topic	9	2 (22%)	3 (33%)	3 (33%)

Please describe other topic(s). N=7

"A topic that has occasioned some of these discussions has been in the context of approaches re. Mass Digitization (MD) projects and the library's potential involvement in these."

"Benefits of institutional repositories."

"Impact and opportunities of information technology on scholarly research and dissemination."

"Importance of campus-wide copyright policy and guidelines."

"Importance of making it easy for faculty to determine who holds copyright to their research. Importance of university for retaining its intellectual property."

"Prestige and grant-application value of IR."

"University Librarian made presentations at Deans' meetings on: Create Change Campaign, Open Access."

What methods of delivering this content have been most effective for **institution administrators**? Rate the following on a scale of 1 to 5 where 1 is least effective and 5 is most effective. Check "Not used" if the library has not used a particular method. N=40

	N	1	2	3	4	5	Not used
One-on-one conversations	40	1 (3%)	—	5 (13%)	8 (20%)	24 (60%)	2 (5%)
Formal group presentations	39	3 (8%)	1 (3%)	9 (23%)	10 (26%)	7 (18%)	9 (23%)
Informal group discussions	38	1 (3%)	1 (3%)	7 (18%)	11 (29%)	10 (26%)	8 (21%)
Brochures and other documents	36	2 (6%)	8 (22%)	7 (19%)	4 (11%)	3 (8%)	12 (33%)
Newsletter articles	36	5 (14%)	4 (11%)	4 (11%)	6 (17%)	—	17 (47%)
E-mail messages	36	2 (6%)	9 (25%)	8 (22%)	5 (14%)	1 (3%)	11 (31%)
Web pages	34	6 (18%)	2 (6%)	7 (21%)	4 (12%)	—	15 (44%)
Other method	12	—	—	—	—	1 (8%)	11 (92%)

Please describe other delivery method. N=2

"Reviewing click through statements for ETD, IR, course reserves and other IP related policies. Creation of university-wide task forces on IP. Informal discussions with food."

"Scholarly Communication Blog, E-Publishing Symposium."

Additional Comments N=4

"I can't assess the effectiveness of the methods used but we have used the following: formal group presentation and one-on-one conversations."

"It's most effective when it's addressed in the context of something the university is trying to accomplish."

"Our Provost is well informed about the issues and has taken opportunities to educate the faculty and has worked with the library to educate faculty by speaking at a library forum on the scholarly communication."

"Presidents, provosts, etc., on our campus continually change and they vary in their understanding of these issues but what most of them do have in common is that they are not dumb. They understand that there are a few scholarly communication activists, a largely quiescent middle group of faculty who just want to get their research done and for whom the existing system works fine, librarians who are worried about money, and that the Web/technology is introducing some unsettledness into the process. What we are trying to do is to offer sound and practical advice and not to come off as a group who believe that they have 'special knowledge' about an admittedly complex situation or an idealistic 'agenda' like open access, etc., but to provide all options as existing and changing realities."

Potential Audience: Graduate Students

11. Please tell us about SC education activities your library has undertaken since 2004 or plans to undertake in 2007 that are intended for **graduate students**. N=55

   For which graduate students have SC education activities been intended?

   If SC education activities have been intended for graduate students from across the entire institution, check "All graduate students." If activities have been intended for graduate students in only some departments or disciplines, check "Specific discipline(s)." If activities have not been intended for graduate students at all, check "Not targeted" and continue to the next page.

All graduate students	22	40%
Specific discipline(s)	4	7%
Not targeted	29	53%

   Which topics were addressed in SC education activities for graduate students? N=23

   For each topic below indicate whether it was addressed to all graduate students, only to graduate students in specific disciplines (check all disciplines that apply), or was not addressed.

TOPICS:	N	All graduate students	Science/Engineering	Social Sciences	Humanities	Health Sciences	Law	Other discipline	Not addressed
Economics of scholarly publishing	23	19 (83%)	1 (4%)	1 (4%)	—	1 (4%)	—	2 (9%)	2 (9%)
Benefits and examples of open access journals	23	17 (74%)	—	1 (4%)	—	1 (4%)	—	2 (9%)	3 (13%)
Author rights management	23	21 (91%)	—	—	—	1 (4%)	—	2 (9%)	—
Contributing to digital repositories	23	15 (65%)	1 (4%)	—	—	1 (4%)	—	2 (9%)	6 (26%)
National/international public access developments such as Federal Research Public Access Act of 2006, NIH policy, etc.	23	12 (52%)	2 (9%)	1 (4%)	—	3 (13%)	—	1 (4%)	5 (22%)
Author activism (e.g., refusing to publish in expensive journals)	22	14 (64%)	1 (5%)	—	—	1 (5%)	—	2 (9%)	7 (32%)
Implications for teaching of giving away copyright	22	19 (86%)	1 (5%)	—	—	1 (5%)	—	2 (9%)	1 (5%)
Future of scholarly society publishing	21	13 (62%)	—	1 (5%)	—	1 (5%)	—	1 (5%)	6 (29%)
Impact of new models on peer review, promotion and tenure, etc.	21	12 (57%)	—	—	—	1 (5%)	—	2 (10%)	7 (33%)
Future of the scholarly monograph	20	8 (40%)	—	1 (5%)	3 (15%)	1 (5%)	—	1 (5%)	7 (35%)
Disciplinary differences in communication practices	20	10 (50%)	—	1 (5%)	—	1 (5%)	—	2 (10%)	7 (35%)
Editor activism (e.g., working within scholarly societies to improve open access to articles)	19	8 (42%)	—	—	—	1 (5%)	—	1 (5%)	9 (47%)
Other topic	2	—	—	—	—	—	—	—	2 (100%)

Please specify other discipline(s). N=2

Library and Information Science graduate students (2 responses)

Please describe other topic(s). N=2

"Benefits of institutional repositories."

"We do provide workshops on getting published aimed at grad students. This is an opportunity to raise awareness of key SC issues. However, this has not been a targeted group per se."

What methods of delivering this content have been most effective for **graduate students**? Rate the following on a scale of 1 to 5 where 1 is least effective and 5 is most effective. Check "Not used" if the library has not used a particular method. N=21

	N	1	2	3	4	5	Not used
Informal group discussions	21	—	—	2 (10%)	7 (33%)	6 (29%)	6 (29%)
Formal group presentations	20	1 (5%)	—	6 (30%)	5 (25%)	7 (35%)	1 (5%)
One-on-one conversations	20	—	1 (5%)	2 (10%)	5 (25%)	9 (45%)	3 (15%)
Web pages	20	1 (5%)	2 (10%)	8 (40%)	4 (20%)	1 (5%)	4 (20%)
Brochures and other documents	20	2 (10%)	3 (15%)	6 (30%)	4 (20%)	1 (5%)	4 (20%)
Newsletter articles	19	3 (16%)	1 (5%)	2 (11%)	5 (26%)	—	8 (42%)
E-mail messages	18	1 (6%)	3 (17%)	3 (17%)	1 (6%)	—	10 (56%)
Other method	3	—	—	—	—	1 (33%)	2 (67%)

Please describe other delivery method. N=4

"Explanatory packet created by Grad School as part of submission of theses to our ETD system."

"Podcasts."

"Scholarly Communication Blog, E-Publishing Symposium."

"The library has made outreach efforts and presentations at the annual TA training sessions where we meet the new and continuing TAs."

Additional Comments N=8

"Efforts with graduate students have not been seriously undertaken in the past three years, though some were undertaken with limited success prior to 2003. We will be evaluating how we target graduate students in the coming year, but we have no specific plans at this time."

"Graduate students have participated in some of the above but have not been specifically targeted."

"In general, graduate students have been reached through sessions that are open to all, or in the context of other more general group or one-on-one discussions about the library. We have over 10,000 graduate students and some are informed and knowledgeable and others are not."

"Responsible Conduct of Research program has been extremely important vehicle for access to and attention from graduate students."

"The sessions are now being planned for Fall of 07, so I can not yet comment on their effectiveness."

"This doesn't fit into any category above (it's not 'all graduate students' nor a specific discipline): we have integrated some information on economics of scholarly publishing, institutional repositories, author rights issues in a non-compulsory 1 credit seminar on information literacy offered to graduate students."

"We hope to include information for graduate students and get them involved in electronic theses and dissertations, and introduce them to rights management."

"We will start a Graduate Scholarly Publishing advisement service in the next year."

Potential Audience: Undergraduate Students

12. Please tell us about SC education activities your library has undertaken since 2004 or plans to undertake in 2007 that are intended for **undergraduate students**. N=55

    For which undergraduate students have SC education activities been intended?

    If SC education activities have been intended for undergraduate students from across the entire institution, check "All undergraduate students." If activities have been intended for undergraduate students in only some departments or disciplines, check "Specific discipline(s)." If activities have not been intended for undergraduate students at all, check "Not targeted" and continue to the next page.

All undergraduate students	7	13%
Specific discipline(s)	0	—
Not targeted	48	87%

Which topics were addressed in SC education activities for undergraduate students? N=6

For each topic below indicate whether it was addressed to all undergraduate students, only to undergraduate students in specific disciplines (check all disciplines that apply), or was not addressed.

TOPICS:	N	All undergraduate students	Not addressed
Economics of scholarly publishing	6	6 (100%)	—
Author rights management	6	5 (83%)	1 (17%)
Benefits and examples of open access journals	5	4 (80%)	1 (20%)
Author activism (e.g., refusing to publish in expensive journals)	5	2 (40%)	3 (60%)
Implications for teaching of giving away copyright	5	3 (60%)	2 (40%)
Contributing to digital repositories	5	2 (40%)	3 (60%)
Editor activism (e.g., working within scholarly societies to improve open access to articles)	5	3 (60%)	2 (40%)
Future of the scholarly monograph	5	2 (40%)	3 (60%)
Future of scholarly society publishing	5	4 (80%)	1 (20%)
Disciplinary differences in communication practices	5	2 (40%)	3 (60%)
Impact of new models on peer review, promotion and tenure, etc.	5	2 (40%)	3 (60%)
National/international public access developments such as Federal Research Public Access Act of 2006, NIH policy, etc.	5	2 (40%)	3 (60%)
Other topic	2	1 (50%)	1 (50%)

Please describe other topic(s). N=1

"Implications of using other people's copyrighted materials."

What methods of delivering this content have been most effective for **undergraduate students**? Rate the following on a scale of 1 to 5 where 1 is least effective and 5 is most effective. Check "Not used" if the library has not used a particular method. N=6

	N	1	2	3	4	5	Not used
Informal group discussions	6	—	—	—	2 (33%)	2 (33%)	2 (33%)
Web pages	6	—	1 (17%)	1 (17%)	2 (33%)	1 (17%)	1 (17%)
Brochures and other documents	6	—	—	—	1 (17%)	1 (17%)	4 (67%)
Formal group presentations	5	—	—	—	1 (20%)	2 (40%)	2 (40%)
One-on-one conversations	5	—	—	—	2 (40%)	2 (40%)	1 (20%)
Newsletter articles	5	—	—	—	1 (20%)	—	4 (80%)
E-mail messages	5	—	—	1 (20%)	1 (20%)	—	3 (60%)
Other method	3	—	—	1 (33%)	—	—	2 (67%)

Please describe other delivery method. N=1

"Podcasts."

Additional Comments N=3

"The Director of Digital Collections Services has made presentations in undergraduate classes on this set of topics."

"This past year information about the economics of scholarly communication was included in selected bibliographic instruction sessions."

"Undergraduates are not specifically target, but information is provided to them if they seek out individual consultation or if Scholarly Communications Officer is invited to address an undergraduate class."

Potential Audience: Librarians and Other Library Staff

13. Please tell us about SC education activities your library has undertaken since 2004 or plans to undertake in 2007 that are intended for **librarians and other library staff**.

For which librarians and other library staff have SC education activities been intended? N=59

If SC education activities have been intended for librarians and other library staff from across the entire institution, check "All librarians and other library staff." If activities have been intended for only some librarians and other library staff, check "Specific librarians or other library staff." If activities have not been intended for librarians and other library staff at all, check "Not targeted" and continue to the next page.

All librarians and other library staff	49	83%
Specific librarians or other library staff	7	12%
Not targeted	3	5%

If you checked "Specific librarians or other library staff," please describe who these are. N=8

"Have given presentations about OA to all library faculty at library faculty meetings or seminars; but have also gone around the various subject-related subdivisions of librarians, and told them about THEIR opportunities, when they publish their research. This was done to increase their comfort/knowledge of the publishing opportunities so they might speak to their clients more comfortably about it. They have also heard presentations about putting their own research into the IR."

"Liaisons librarians, since they do user education and outreach activities routinely; librarians with collection development responsibilities. Staff who deal with eReserves and who help students with media projects."

"Librarians in the Academic Programs division, most of whom are liaisons to assigned departments."

"Staff meetings, library workshops for all librarians and library staff on scholarly communications issues, with optional attendance. For '05 symposium, only invited librarians. So it varies."

"Subject Coordinators, Subject Librarians, Staff in Collection Development and Technical Services, Library Management Group."

"Subject liaison/selector librarians."

"Subject librarians and Library Administrative Cabinet members (Cabinet is made up of Associate Dean for Reference & Instruction, Associate Dean for Research & Access, Associate Dean for Collections & Technical Services, Information Technology Officer, Head of Business Services, Head of Human Resources, and the Dean of the Library)."

"We are attempting to develop a slowly expanding program that targets bibliographers and public services librarians who have dealings with faculty and graduate students—and who are equipped to relay the

publishing environment in a nuanced manner, and to explain how IRs, OA, societies, and commercial publishers fit, and the different points of view of commercial publishers, scholarly societies, and OA activists—as well as the critical part copyright plays in this environment. This effort is carefully tied to the developments in our IR and OA publishing capabilities."

Which topics were addressed in SC education activities for librarians and other library staff?

For each topic below indicate whether it was addressed to all librarians and other library staff, specific librarians or other library staff, or was not addressed. N=54

TOPICS:	N	All librarians and other library staff	Specific librarians or other library staff	Not addressed
Economics of scholarly publishing	54	46 (85%)	6 (11%)	2 (4%)
Benefits and examples of open access journals	53	44 (83%)	6 (11%)	3 (6%)
Author rights management	52	44 (85%)	7 (13%)	1 (2%)
Contributing to digital repositories	52	45 (87%)	7 (13%)	—
Author activism (e.g., refusing to publish in expensive journals)	50	36 (72%)	7 (14%)	7 (14%)
Future of scholarly society publishing	50	37 (74%)	6 (12%)	7 (14%)
National/international public access developments such as Federal Research Public Access Act of 2006, NIH policy, etc.	49	30 (61%)	8 (16%)	11 (22%)
Implications for teaching of giving away copyright	48	39 (81%)	3 (6%)	6 (13%)
Impact of new models on peer review, promotion and tenure, etc.	48	33 (69%)	5 (10%)	10 (21%)

	N			
Future of the scholarly monograph	47	32 (68)	4 (9%)	11 (23%)
Disciplinary differences in communication practices	46	31 (67%)	4 (9%)	11 (24%)
Editor activism (e.g., working within scholarly societies to improve open access to articles)	45	25 (56%)	5 (11%)	15 (33%)
Other topic	10	3 (30%)	1 (10%)	6 (60%)

Please describe other topic(s). N=3

"Benefits of institutional repositories."

"Changes and developments in copyright law."

"Copyright."

What methods of delivering this content have been most effective for **librarians and other library staff**? Rate the following on a scale of 1 to 5 where 1 is least effective and 5 is most effective. Check "Not used" if the library has not used a particular method. N=50

	N	1	2	3	4	5	Not used
Informal group discussions	50	4 (8%)	1 (2%)	15 (30%)	13 (26%)	12 (24%)	5 (10%)
Formal group presentations	49	2 (4%)	1 (2%)	12 (24%)	17 (35%)	14 (29%)	3 (6%)
One-on-one conversations	48	2 (4%)	1 (2%)	13 (27%)	13 (27%)	16 (33%)	3 (6%)
Web pages	48	2 (4%)	4 (8%)	22 (46%)	7 (15%)	4 (8%)	9 (19%)
Brochures and other documents	47	3 (6%)	4 (9%)	14 (30%)	11 (23%)	5 (11%)	10 (21%)
Newsletter articles	47	1 (2%)	13 (28%)	11 (23%)	5 (11%)	3 (6%)	14 (30%)
E-mail messages	47	1 (2%)	7 (15%)	20 (43%)	5 (11%)	5 (11%)	9 (19%)
Other method	13	—	—	1 (8%)	1 (8%)	1 (8%)	10 (77%)

Please describe other delivery method. N=5

"A variety of forums exist for such conversations."

"Group discussion of assigned readings, group activity to analyze specific author agreement. Required each librarian to set a goal (as part of annual planning/review process) for SC outreach."

"Scholarly Communication Blog, E-Publishing Symposium."

"We are in the process of educating librarians and library staff about open access and scholarly communication. Podcasts."

"We invite the librarians hired for digital activities to meetings of liaisons; we have had group presentations on the new repository."

Additional Comments N=4

"We conduct briefings and updates for the librarians and interested staff at least twice every academic year on these topics. In addition, the Scholarly Communication Steering Committee holds additional briefings and updates as appropriate when new or critical initiatives related to scholarly communication are relevant and timely."

"Initiating our collaboration with the [university] press has given many opportunities to foreground these issues with library faculty and staff. In addition, the consideration by our faculty senate of the CIC Provosts Statement on Author Rights gave us another opportunity to raise visibility of those issues during spring of this year. We generally think it is the responsibility of all librarians, but especially subject specialists, to stay current on the economics of scholarly publishing."

"These topics have also been discussed at Library Faculty meetings."

"We are in process of beefing up Web pages and wikis that will have FAQs to help staff answer questions from campus."

Other Potential Audience

14. Please tell us about SC education activities your library has undertaken since 2004 or plans to undertake in 2007 that are intended for **the audience specified below**. N=9

For which other audience have SC education activities been intended? Please specify audience. N=9

"1. Provincial bioinformatics interest group/researchers 2. Province-wide initiatives for librarians and library staff researchers, faculty, graduate students."

"Because the Scholarly Communication Librarian doesn't have any specific liaison assignments, she has been

targeting cross-university groups such as the Association for Faculty Women and the Faculty Association for Scholarship and Research. The intention is to speak to individuals at after-hours meetings/social gatherings and to get time for presentations at these meetings. Other non-departmental programs such as the Sustainability Program have been contacted to consider deposit in our IR."

"Consortia in which the library holds membership."

"During fall 2006, the university hosted delegates from the CIC faculty senates; our dean moderated a panel on scholarly communications featuring our provost, a faculty member, and the Senior VP for Research. This partly led to the CIC Provosts statement."

"Faculty Senate Library Committee, Library Representatives, [university] Scholarly Communications Committee, Copyright Committee, Dean's Student Advisory Group."

"Three state regents institutions."

"[We are] part of a regional effort to plan a scholarly communication institutional planning event, with [two partners], for Fall 2007. This one-day event targets librarians, faculty and administrators from New England institutions. It is tentatively called 'A Day of Scholarly Communications.' Planned sessions at the Special Libraries Association conferences in 2004 and 2006. The 2004 session was a panel on Open Access with three well-known speakers (David Goodman, LIU; Chuck Hamaker, UNC Charlotte; David Stern, Yale.). Attendance was the highest of any session in the BioMed division that year. At the 2006 SLA annual conference two panelists spoke on 'Institutional Repositories: In-house Versus Outsourced.' This program presented institutions aspiring to establish their own repositories with crucial behind-the-scenes information about the pros and cons of using a commercial repository product, like Digital Commons versus a home grown product like DSpace."

"We are working with GWLA to survey editors of open access journals on our campus."

"While we have not yet developed specific plans, the issues checked below are of interest."

Indicate which topics below were addressed to members of this audience. Check all that apply. N=9

Economics of scholarly publishing	8	89%
Benefits and examples of open access journals	8	89%
Implications for teaching of giving away copyright	8	89%
Future of scholarly society publishing	8	89%
Author activism (e.g., refusing to publish in expensive journals)	7	78%
Author rights management	7	78%
Impact of new models on peer review, promotion and tenure, etc.	7	78%

Contributing to digital repositories					6	67%	
National/international public access developments such as Federal Research Public Access Act of 2006, NIH policy, etc.					5	56%	
Editor activism (e.g., working within scholarly societies to Improve open access to articles)					4	44%	
Future of the scholarly monograph					4	44%	
Disciplinary differences in communication practices					4	44%	
Other topic (please specify)					0	—	

What methods of delivering this content have been most effective for **this other audience**? Rate the following on a scale of 1 to 5 where 1 is least effective and 5 is most effective. Check "Not used" if the library has not used a particular method. N=8

	N	1	2	3	4	5	Not used
Formal group presentations	8	—	—	—	2 (25%)	4 (50%)	2 (25%)
One-on-one conversations	7	—	—	1 (14%)	2 (29%)	2 (29%)	2 (29%)
Informal group discussions	6	—	—	—	1 (17%)	2 (33%)	3 (50%)
Web pages	6	—	—	3 (50%)	—	1 (17%)	2 (33%)
Brochures and other documents	6	—	—	2 (33%)	1 (17%)	—	3 (50%)
Newsletter articles	6	—	1 (17%)	1 (17%)	—	—	4 (67%)
E-mail messages	6	—	—	1 (17%)	2 (33%)	—	3 (50%)
Other method	1	—	—	—	—	—	1 (100%)

Please describe other delivery method. N=1

"Survey not sent, yet, but will be sent by mail."

COLLABORATIVE ACTIVITIES

15. Please indicate whether any of the activities below have been undertaken or are being planned by the library in collaboration with the faculty governance body (e.g., Faculty Senate) at your institution to address scholarly communication issues. Check all that apply. N=47

Make presentation(s) to the body	29	62%
Report to the body	23	49%
Form a committee	10	21%
Initiate committee action	12	26%
Develop policy statements	19	40%
Propose resolutions	22	47%
Pass scholarly communication resolution	18	38%
Sponsor education programs	15	32%
Other (please specify)	8	17%

"Ongoing discussions in various fora."

"Placed on agenda for discussion with Research Committee of the University Senate."

"Report to faculty committee."

"The Senate Academic Services Committee will work next year with the library of SC issues, the Senate has also endorsed a draft resolution but it is not finalized yet."

"To a certain extent, done via the Provost's committees."

"Western Libraries and Research Western organized a consultation session on Open Access to provide feedback to SSHRC (Social Sciences and Humanities Research Council) [of Canada]."

MOST EFFECTIVE ACTIVITIES

16. Please briefly describe up to three SC education activities that have been particularly effective at your institution. N=45

[N.B. Categorization provided by the authors. If respondents included more than one activity in a response, they were parsed out as separate activities.]

Delivery method	Audience	Content	Most Effective Activity
ACRL/ARL SC Institute	Faculty	SC	Involvement of selected faculty in attendance at the UCLA Institute last year and in the follow-up to that event held on the campus in January.
ACRL/ARL SC Institute	Faculty senate	Senate resolution on SC	Educating additional library staff and forming a campus-wide committee to pass a senate resolution. This committee will be attending the Scholarly Communication Institute.
Brochure	All	IR; copyright	Two brochures have been created and sent to all faculty, administrators, graduate students and professional staff. The first was a brochure about the repository created in the spring of 2006. The second is a brochure about author rights and copyright management, created in the spring of 2007.
Brochure	All	SC	Brochures.
Brochure	Legal Office	Copyright	Sent the ACRL copyright brochure to our Legal Office.
Campus-wide task force	Campus task force on the Library	SC	Addressing the issues in a campus-wide task force formed by the Provost to envision library needs for the year 2020. This has raised the consciousness of at least a few campus leaders.
Copyright addenda	Faculty	Copyright	Preparation of alternative terminology that can be given to publishers enabling authors to retain copyright of their creative works.
Departmental Meeting	Faculty	IR	Coordinator for Scholarly Communication meets with academic units and departments for informal education and demo of Digital Commons (institutional repository).
Departmental Meeting	Faculty	IR	Departmental meetings discussing how colleagues in the same discipline have been well served by eScholarship repository in starting an open access journal.
E-mail	Faculty	SC	Have a SC blog. Occasionally send notes out to faculty/library faculty about news items AND post these to the blog. Usually just post items to the blog. (Probably not very effective as few academics use RSS, it seems.)

Delivery method	Audience	Content	Most Effective Activity
Faculty meeting	Department meetings	SC	Liaison participation in departmental meetings seems to generate interesting and discipline-specific discussions. However, it can be difficult to get time on appropriate agendas.
Faculty networks	Faculty	SC	Word-of-mouth through faculty networks has increased awareness of our services and boosted our reputation due to good recommendations.
Focus groups	All	IR	Starting an institutional repository. This has been a way to address issues of electronic theses and alternatives to commercial publishing. We have used focus groups effectively.
Focus groups	Faculty	IR	Faculty focus groups conducted by the libraries on specific topics, such as digital scholarship and reasons faculty have deposited (or not) in institutional repositories. These are some of the few opportunities for cross-discipline communication among faculty, and all participants seems to gain insight and appreciate the opportunity to learn from others.
Goal setting (library)	Librarians	SC	Engaged librarians through active-learning exercises and official goal-setting.
Grad school info packet	Grad Students	SC	Info packet as part of electronic thesis submission.
Informal meeting	Department meetings	IR	Talking at departmental, lab or small group levels about the institutional repository. This gives faculty and graduate students concrete activities which they can take, and specific concerns which they can express. Dialog evolves around the repository on all types of topics.
Informal meeting	Department meetings	SC	Informal meeting with individual academic department.
Informal meeting	Faculty	Open access	Discussion of effects of open access publishing on promotion and tenure practice.
Informal meeting	Faculty, humanities and social sciences	SC	Initiating a joint publishing program with the university press has given us multiple opportunities to raise the visibility of collateral damage to humanities and social sciences publishing.
Lecture series	Librarians	SC	Provincial research libraries group: lecture series.
Marketing	All	IR	The various publicizing activities associated with establishing, getting buy-in to, and maintaining our increasingly successful institutional repository.
Marketing	All	Journal crisis	Widely publicized rationale for going e-only with journals.
Marketing	College Faculty Meeting	IR	Marketing of the Institutional Repository at each college's faculty meeting.

Delivery method	Audience	Content	Most Effective Activity
Marketing	Faculty	IR	Campus-wide marketing of our institutional repository.
Marketing	Faculty	Open access journal hosting	Open access journal publishing. This project hosting open access journals has been successful and brought attention to the issues of open access.
Marketing	Faculty	SC	Scholarly Communications Council establishment.
Marketing	All	SC	Promoting work done by SPARC and others—this is effective in that it makes it clear that we, as librarians, are engaged in the bigger picture and trying to leverage our professional expertise to address problems faced by all of our peer institutions.
Newsletters	All	Journal crisis	Article in University Week that had color graphs showing journal costs, etc.
Newsletters	All	Library services	Advertising library services through the electronic institutional newsletter has been extremely effective.
Newsletters	All	SC	Relevant articles in our Library Newsletter.
Newsletters	Faculty	Copyright	Addressing issues in newsletter sent to campus. Since our marketing staff member is doing these, they are very professional. We attached the ACRL copyright brochure to the recent newsletter to make sure all faculty got it.
Newsletters	Health Science Faculty	SC	We publish two scholarly communication newsletters that highlight relevant and interesting developments. These are targeted to faculty primarily; one for health sciences campus, the other for the rest of campus.
One-on-one	Department heads	SC	Meetings with individual department heads.
One-on-one	Faculty	Copyright	Approached by one senior faculty member to describe the options available to faculty with respect to copyright transfer or licensing by authors. We co-wrote an article together which he will use with his colleagues as a way of educating them about the new possibilities and how to act more in their own or the university's interests.
One-on-one	Faculty	Copyright	Consultations with faculty/instructors about course reserves and copyright have given many opportunities to raise the visibility of the issue.
One-on-one	Faculty	Copyright	Individual consulting re. copyright and intellectual property offered to faculty by the Copyright & Scholarly Communications Director.
One-on-one	Faculty	IR	Faculty office visits as part of needs assessment to develop IR.

Delivery method	Audience	Content	Most Effective Activity
One-on-one	Faculty	IR	One-on-one conversations with faculty, whether in person or via e-mail. A project to jumpstart population of our IR involved sending e-mails to faculty requesting permission to deposit in the IR copies of their published articles. The result was greater than the number of articles deposited, because faculty asked questions, were interested in the answers, and a few faculty members even became activists in their scholarly societies.
One-on-one	Faculty	OA memberships	Responding to e-mail inquiries about cancellation of our BMC membership—teachable moments about OA. Also Nucleic Acids Research membership.
One-on-one	Faculty	SC	Academic liaisons working one-on-one with faculty.
One-on-one	Faculty	SC	Individual consultations.
One-on-one	Faculty	SC	Individual consultation, especially with faculty, on copyright, rights management, and scholarly publishing issues.
One-on-one	Faculty	SC	Individual discussions with faculty members.
One-on-one	Faculty	SC	Informal activities/one-on-one discussions with faculty in selected areas (health science/medicine; science/engineering.
One-on-one	Faculty	SC	One-on-one conversations.
One-on-one	Faculty	SC	One-to-one discussions are still the ideal. However, this is sporadic.
One-on-one	Faculty	SC	The majority of our efforts have been one-on-one meetings with individual faculty.
One-on-one	Faculty	SC	One on one conversations. A good way to get faculty to focus on issues to which they are sympathetic but rarely give attention. We now have on staff two people (on experimental term appointments) who give one-on-one consultations on IP issues. These are valuable in themselves but even more valuable in the way they open up further discussion.
One-on-one	Faculty Editors	Open access	Conversations with journal editors about open access and publishing in general.
One-on-one	Faculty Editors	SC	Working with individual faculty regarding the economics of scholarly publishing, especially those who are active with scholarly society or commercial publishing as editors or on boards.
Open house	Faculty	IR	Open house to highlight IR and other opportunities for faculty self-archiving of research materials.

Delivery method	Audience	Content	Most Effective Activity
Outside speakers	Faculty	SC	Other speakers on topics such as copyright, faculty rights, promotion and tenure, etc.
Outside speakers	Faculty	SC	Outside speaker.
Outside speakers	Faculty	SC	Series of faculty lectures with outside speakers.
Presentation	All	Open access	Presentations on our institutional repository programme and our open access journal publishing programme have focused on the transformational impact of open access and the value of self-archiving.
Presentation	Campus committees that include administrators	SC	Presenting library initiatives to large formal committees and groups has informed administrators about our projects enabling them to direct relevant queries to the library.
Presentation	Department meetings	SC	Attendance at faculty meetings. Presentations are brief (and it's hard to get on schedules) but it almost always turns up some follow-up activity with interested faculty.
Presentation	Departmental faculty liaisons	SC	University Library Committee meeting with teaching faculty Library Liaisons.
Presentation	Faculty	SC	Formal presentations by medical/health sciences staff.
Presentation	Faculty	SC	Group presentations.
Presentation	Faculty	SC	Group presentations.
Presentation	Faculty Senate Committee on the Library	SC	Two presentations to the Faculty Council on University Libraries this spring.
Presentation	Faculty Senate Committee on the Library	SC	The Scholarly Communication Librarian and the Institutional Repository Task Force have made presentations to the Faculty Senate Library Committee.
Presentation	Grad Students	SC	Presentations to graduate students in two courses: Survival Skills for Grad Students and Responsible Conduct of Research.
Presentation	Grad Students	SC	Formal presentations to graduate students as part of Responsible Conduct of Research program.
Presentation	Grad Students	SC	Formal presentations to graduate students as part of move toward mandated electronic submission of theses and dissertations.
Presentation	Librarians	IR	Presentation on author archiving to librarians.
Presentation	Librarians	SC	Presentations arising from the formation of our SC Committee have raised awareness and spawned discussion within the library.

Delivery method	Audience	Content	Most Effective Activity
Presentation	Senate Library Committee	SC	A presentation to Senate Library Committee raised awareness of the issues and also informed the SC Committee about reservations the faculty have about alternative models of scholarly communications.
Presentation	Faculty senate	Copyright addendum	Librarians delivered multiple, progressive presentations to governance bodies (e.g., Faculty Senate), culminating in their endorsement of the CIC Author Addendum.
Presentation, road show	Faculty	SC	Educating, at first, a small group of interested librarians and staff, and presenting informal 'road shows' to the university community.
Provost	Faculty	Open access publication fees	Developing initiative cosponsored by Vice Provost for Research to fund open access publication fees.
Resolution	Faculty	Senate resolution on SC	Faculty Senate resolution in support of the budget increase for library acquisitions.
Resolution	Faculty	Senate resolution on SC	Faculty Senate resolution.
Resolution	Faculty Senate	Author Addendum	Two resolutions have been drawn up. The first, passed by the faculty senate in February 2004, was a Resolution on Scholarly Communication, which states that "faculty, staff, students, and university administrators must all take greater responsibility for their scholarly communication system." The second, proposed by the libraries' Scholarly Communications Team, asks for university scholars to use authors' amendments to retain copyright and to deposit digital versions of scholarship in the institutional repository.
Resolution	Faculty Senate	SC	Two resolutions have been drawn up. The first, passed by the faculty senate in February 2004, was a Resolution on Scholarly Communication, which states that "faculty, staff, students, and university administrators must all take greater responsibility for their scholarly communication system." The second, proposed by the libraries' Scholarly Communications Team, asks for university scholars to use authors' amendments to retain copyright and to deposit digital versions of scholarship in the institutional repository.

Delivery method	Audience	Content	Most Effective Activity
Resolution	Senate	Senate resolution on SC	Several years ago the Faculty Senate endorsed the Tempe Principles. The Scholarly Communications Committee drafted a resolution on open access that was eventually softened to "scholarly publishing;" that was taken to various Senate committees by the Library Committee. The resolution came to the full Senate in May 2006 and was adopted.
SC Blog	All	SC	Relevant articles in our Scholarly Communication Blog.
SC Committee	Faculty members of SC Committee	SC	The Scholarly Communications Committee was initially populated with department heads who would presumably carry information back to their departments. The experience turned out to be quite informative for the administrators themselves. A second committee has been formed with multi-disciplinary tenured faculty. They invited two high-ranking scholarly society (American Chemical Society and American Mathematical Society) officers to a discussion about the economics of scholarly publishing for a scholarly society.
Seminars	Faculty	Copyright	Copyright seminars.
Seminars	Librarians	SC	Brought in outside speakers to provide formal presentations to librarians.
Status of the Library document	Faculty Senate	SC	The Scholarly Communication Librarian has contributed to a status of the Library document that went to the Faculty Senate.
Strategic plan, Library & University	Faculty	SC	Inclusion of some topics in the library's and the university's Strategic Plans.
Subject-specific workshops	Faculty	SC	Specifically designed workshops for subject disciplines.
Symposium	All	Local SC work	Annual or biannual SC Symposium with outside speakers and updates on recent SC work at the university.
Symposium	All	SC	Annual Scholarly Communication symposium, open to campus community, with guest speakers such as Heather Joseph (2006), Richard Fyffe/Julia Blixrud (2003), Kate Wittenberg (2002), Mary Case (1998), Ken Crews (1997), Karen Hersey (1996), etc.
Symposium	All	SC	Conference on Scholarly Communication sponsored by the University Libraries with outside speakers as well as speakers from the campus.
Symposium	All	SC	University-wide e-Publishing Symposium.
Symposium	Faculty	SC	Scholarly Communications in a Digital World' convocation for invited faculty & librarians, held in January 2005.

Delivery method	Audience	Content	Most Effective Activity
Symposium	Faculty	SC	Annual campus-wide lecture open to all faculty—this resulted in contact with key faculty for our open access journal publishing and repository development. We call the lecture the Nakata Lecture.
Symposium	Faculty	SC	Sponsored Faculty Conference on Scholarly Publishing, 2005.
Symposium	Faculty	SC	Three-day conference discussing the changes in scholarly communication and in the role of the library.
Town hall presentations	All	SC	University-wide e-strategies town hall presentations.
Web site	All	SC	Having information on a Web site, to refer people to for more information.
Web site	All	SC	New Web site dedicated to copyright and scholarly publishing issues, featuring blog that points out new developments and their impact on scholarly communications.
Web site	All	SC	Scholarly communications Web site.
Web site	All	SC	Web page created 2007.
Web site	All	SC	Web page on scholarly communication.
Web site	All	SC	Web site.
Web site	Faculty	Open access membership	Open Access memberships bring people to the rest of our Scholarly Communication Web site when they link to get membership information.
Web site	Faculty	SC	We have created a Web presence designed to educate faculty about various scholarly communication issues including copyright, rights management, and OA publishing.
Work w/ Faculty Senate Cmte on Library	Faculty Senate Committee on the Library	Copyright	Working with Council on the Libraries and College Counsel to develop a local Author's Addendum.
Work w/ Faculty Senate Cmte on Library	Faculty Senate Committee on the Library	SC	Work with Faculty Senate Committee on University Libraries.
Work w/ Faculty Senate Cmte on Library	Faculty Senate Committee on the Library	SC	Working with the Faculty Senate Library Committee: Educate and propose guidelines and policies.
Work w/ Faculty Senate Cmte on Library	Faculty Senate Committee on the Library	SC	Library committee meeting discussions.

Delivery method	Audience	Content	Most Effective Activity
Work w/ Faculty Senate Cmte on Library	Senate Library Committee	SC	Discussions at Senate Library Committees.
Workshops, campus-sponsored	All	SC	Workshops offered through the university's Center for Teaching and Academic Growth (TAG) (to faculty, researchers, librarians).
Workshops, campus-sponsored	Faculty	SC	Offering sessions as part of the annual 'Enriching Scholarship' series (a two week series every May with 100s of workshops on technology, teaching and research). SC topic workshops are consistently well attended.
Workshops, campus-sponsored	Grad Students	Copyright	Collaboration with the Graduate School to produce scholarly communication-focused workshops for graduate students, such as a session on copyright. These sessions actively engaged faculty and students in conversations about copyright, author rights, and ethical issues in the use of research and scholarship.
Workshops, library-sponsored	All	Copyright	Regularly scheduled Copyright Education workshops in the high tech information commons.
Workshops, library-sponsored	All	Copyright	The Copyright Committee sponsored a workshop focusing on issues in the ARL brochure Know Your Copy Rights. It was well attended by campus faculty, staff and library staff.
Workshops, library-sponsored	Faculty	IR	Workshop on Digital Curation & Trusted Repositories held in conjunction with the Joint Conference on Digital Libraries and co-sponsored by the School of Information & Library Science and the University Library.

CHALLENGES

17. Please briefly describe up to three significant challenges the library has faced in educating library users and staff about SC issues. N=50

   [N.B. Categorization provided by the authors. If respondents provided more than one challenge in a response, they were parsed out as separate challenges.]

Who	Category of Challenge	Description of Challenge
All	Apathy	Indifference to fact that a "problem" exists by library users and staff.
All	Apathy	Indifference within and outside the library to the topic. This includes authors who sign publishing agreements without considering the content of the license, and librarians and staff who don't deposit their work in the institutional repository.
All	Busy	Time constraints on faculty and staff.
All	Content with status quo	Even when people are interested, lack of incentive for them to change behavior.
All	Populating IR	There is a perception that open access repositories have failed as a concept, producing little if any benefit to the institutions that have developed them.
Campus	Campus Leadership	Lack of larger university support for SC change—no involvement by university governing bodies—lack of standing for librarians.
Campus	Campus leadership	The lack of designated central campus resources for significant scholarly communication functions, such as for example a central authority on copyright issues or a scholarly communication czar.
Campus	Decentralized campus structure	Decentralized university structure makes communication and collaboration across various units very difficult. It is often the case that one unit is pursuing an initiative relevant to scholarly communications about which no one else is aware.
Campus	Decentralized campus structure	The mechanisms for contacting users (faculty) are limited to brochure mailings and an occasional mass e-mail (which are limited in length and must go through campus approval).
Campus	Decentralized campus structure	There is currently no scholarly communications committee and no campus-wide copyright policy. Challenge for the scholarly communications program is to overcome the decentralized structure to get both of these things going.
Campus	Decentralized campus structure	Transmission—Lack of an easily accessible network across all disciplines.
Faculty	Apathy	A low interest level.
Faculty	Apathy	Antipathy towards scholarly publication issues.
Faculty	Apathy	Apathy on part of faculty.

Who	Category of Challenge	Description of Challenge
Faculty	Apathy	Apathy. Only concerned when it directly affects them: their teaching, research, students.
Faculty	Apathy	Creating broad interest in the issues.
Faculty	Apathy	Faculty apathy and attitudes regarding SC and relation to promotion/tenure and institutional repository concept.
Faculty	Apathy	Faculty participation and input.
Faculty	Apathy	Faculty perception of SC as a non-issue, particularly in the last few years of relative flush collections budgets.
Faculty	Apathy	Getting the attention of faculty.
Faculty	Apathy	Getting the faculty and administrator's attention and commitment of time.
Faculty	Apathy	Getting them interested and attending.
Faculty	Apathy	Lack of faculty interest.
Faculty	Apathy	Lack of interest.
Faculty	Apathy	Unwillingness to take action.
Faculty	Apathy	Getting "air time" at meetings to present the challenges related to scholarly communication, open access, author rights, etc.
Faculty	Busy	Attention of a very busy group of people.
Faculty	Busy	Competing with other time and attention intensive issues: teaching, faculty meetings, et cetera.
Faculty	Busy	Competition for faculty attention—unless there is a clear self interest, it is difficult to get faculty interested or involved in scholarly communication topics. Large forums generally don't work, so small group interaction is required. Coupled with the lack of library staff time mentioned above, this is a real problem.
Faculty	Busy	Faculty receptiveness and lack of time.
Faculty	Busy	Finding time to meet with busy faculty members to discuss issues.
Faculty	Busy	Getting busy faculty to show up for events or take an interest in SC issues.
Faculty	Busy	Getting them to spend time with the issues.
Faculty	Busy	Getting time and attention of busy library users.
Faculty	Busy	Making our voice heard through the "noise" of everything else that folks do.
Faculty	Busy	Simply finding the right time and the right place. Our faculty and students are much more teachable about SC issues when they are working from a real need/urgent question than when we introduce the ideas in the abstract. But they don't necessarily know to come to us to have those needs met and questions answered.
Faculty	Busy	Time limitations.

Who	Category of Challenge	Description of Challenge
Faculty	Busy	Time constraints on faculty—they seldom even have departmental gatherings where we might invite ourselves to speak!
Faculty	Busy	Faculty are very busy writing grants, conducting research, managing labs, and teaching students. If they have an established pattern for where they disseminate their research, it is difficult to get them to change their routine and submit research to other places.
Faculty	Complexity	Many conversations are driven by concern over copyright issues, and the lack of clarity about what is and is not permissible frustrates many who perceive the university as being deliberately conservative or difficult.
Faculty	Complexity	Number of connected issues (e.g., society revenue sources, faculty compensation and recognition/impact, open access controversies.)
Faculty	Complexity	Tremendous variety of SC issues exists; tremendous number of constituents, with many different circumstances. One size definitely cannot fit all at a large research university.
Faculty	Content with status quo	Faculty members who are used to traditional publishing practices.
Faculty	Content with status quo	Most faculty are happy with things just the way they are.
Faculty	Decentralized campus structure	The most effective meetings with faculty are ones that are interactive and relatively small and that also are timed when the faculty have questions.
Faculty	Developing a clear message	Creating a common definition of the crisis in scholarly communication that is comprehensible and meaningful across a broad array of staff, disciplines, and stakeholders, sufficiently strong that it endures over time.
Faculty	Developing a clear message	Defining the issues in terms they understand.
Faculty	Developing a clear message	Developing an appropriate language/vocabulary for framing scholarly communication issues - something that is more user-centered than library-centered.
Faculty	Developing a clear message	Helping define issues in ways that are actionable by people, and that will spur people into action. Many recognize the issues, but don't know how to address, or see any real benefits to them personally.
Faculty	Developing a clear message	It is very difficult to make the topic relevant to people's own lives and professional behavior. It is hard to make clear in a convincing manner why the university community should care. Unless it's tied to a specifically required action (such as promotion and tenure) it is difficult to get their attention, much less encourage participation in creating change.
Faculty	Disciplinary SC differences	Addressing the differences of SC issues within a variety of disciplines/ environments.

Who	Category of Challenge	Description of Challenge
Faculty	Disciplinary SC differences	Perception—Overcoming traditional paradigms of scholarly publishing within specific disciplines.
Faculty	Education about author addenda	Faculty unawareness of ability to modify a publisher license agreement without penalty from publisher.
Faculty	Education about author addenda	Persuading faculty to retain their intellectual property in signing publishers' agreements.
Faculty	Fear of damaging scholarly societies	Faculty fear that open access will harm scholarly societies and scholarly publishers.
Faculty	Fear of damaging scholarly societies	Faculty may want more concrete answers than are available about economic impact of moving their society publication to an open access model.
Faculty	Fear of damaging scholarly societies	Faculty protectiveness of pet journals, status quo.
Faculty	Fear of damaging scholarly societies	Getting faculty to be willing to step outside of the traditional scholarly publishing arena. Faculty are especially protective of their associations, and especially concerned of the impact any publishing decision will have on promotion and tenure.
Faculty	Keep momentum going	Holding the gains once agreements for a new practice has been made.
Faculty	Keep momentum going	Keeping the topics listed above on the radar screens of administration as well as faculty and researchers.
Faculty	Misinformation about OA	Faculty still view peer-reviewed journals as gold standard especially those with high impact factors. Many do not understand that open access journals are peer-reviewed.
Faculty	Misinformation about OA	Overcoming misinformation about the issues, such as Open Access voiding the ability to publish in peer-reviewed journals.
Faculty	Perception that it's a library issue	Difficulty in having faculty understand that SC issues are just as much their responsibility as the library's.
Faculty	Perception that it's a library issue	Faculty don't see the problem as theirs.
Faculty	Perception that it's a library issue	Faculty perspective that problems associated with scholarly publishing is library problem rather than a faculty issue.
Faculty	Perception that it's a library issue	Making them view SC as not just a "library problem."
Faculty	Perception that it's a library issue	Some faculty view this as a library, rather than a faculty issue.
Faculty	Populating IR	Determining how much emphasis to place on/develop the local Institutional Repository and populate it.
Faculty	Populating IR	Populating our very successful IR with post-print (it has many other types of collections.)

Who	Category of Challenge	Description of Challenge
Faculty	Tenure process	A certain reluctance by some (many?) faculty to accept that OA journals can be every bit as scholarly as non OA journals.
Faculty	Tenure process	Communicating and explaining the detrimental impact on our campus' institutional (library) budget of individual faculty decisions to publish in and serve on the editorial boards of journals with irresponsible pricing models. The issue is compounded by the fact that expensive commercial journals may appear 'free' to many users working in their offices or home computing environments.
Faculty	Tenure process	Communicating message that faculty promotion and tenure system needs to change.
Faculty	Tenure process	Criteria for promotion and tenure (scholarly publication requirements).
Faculty	Tenure process	Difficulties addressing changes to promotion and tenure requirements that would be needed to become more active with open access initiatives.
Faculty	Tenure process	Difficulty of influencing cultural change (such as the P&T process, habits of publishing...)
Faculty	Tenure process	Emphasizing and reemphasizing the need for authors to retain their copyright. Again, the pressure to publish outweighs the rights issue for many.
Faculty	Tenure process	Faculty are concerned that if they publish in an open access journal or if they add addenda to the agreements that they sign with publishers, high quality publishers, especially the highly regarded scholarly societies like the ACS and RCS will not want to publish their work.
Faculty	Tenure process	Faculty are hesitant to do anything that will disadvantage them in the promotion and tenure process.
Faculty	Tenure process	Faculty have fears and reservations about open access particularly with respect to tenure and promotion.
Faculty	Tenure process	Faculty tenure process.
Faculty	Tenure process	Like everyone else, we face the challenge of anxiety about promotion and tenure getting in the way of faculty working for change in the SC environment.
Faculty	Tenure process	Many faculty still say that it's most important to publish in the most prestigious journal in their field and are dubious about the merits of open access journals. This is changing, but changing slowly.
Faculty	Tenure process	The basic rewards issues are still tough areas to deal with. Despite years of discussions, the rewards process remains relatively the same with publishing in high profile journals a major component of rewards systems. Other work in OA journals, etc. is now considered but still the major considerations are the high profile journals.

Who	Category of Challenge	Description of Challenge
Faculty	Tenure process	The current criteria for tenure and promotion precludes publication in open access journals in some disciplines.
Faculty	Tenure process	The publish/perish models that still prevail.
Library	Apathy	Activating the subject bibliographers into action on this matter.
Library	Complexity	Complexity of the issues.
Library	Complexity	Diversity of issues and trying to get the most effective people involved with the most appropriate issue.
Library	Complexity	Making these issues fresh: we have to move past talking about serial inflation and copyright: you can only raise those issues so many times before people begin to tune us out.
Library	Complexity	Many of the proposed solutions are highly problematic, which is not lost on those faculty with analytical abilities.
Library	Complexity	Rapid change (constantly evolving Scholarly Communication environment).
Library	Complexity	The biggest challenge is the amorphous nature of the problem. Overall, the problems affect everyone in the profession. However, the STM librarians clearly 'get it' in a more direct and meaningful way. The impact is much more immediate. In a nutshell, the challenge is the same for reaching faculty or staff— 'how do these issues impact on me and mine?'
Library	Complexity	The term scholarly communication means different things to different people.
Library	Developing a clear message	Devising good overall plan, including communication plan with 'talking points' documents.
Library	Developing a clear message	Different people mean different things by scholarly communication and often they apply a narrow definition; this is more than just a journals pricing crisis issue—more even that the basic issue is about more than just money, is also about values, practices, intent, etc.
Library	Educating all librarians	A need to first bring librarians up to speed.
Library	Educating all librarians	Awareness. Maintaining cutting edge awareness of current issues.
Library	Educating all librarians	Differing levels of librarians' knowledge, engagement, and commitment.
Library	Educating all librarians	Educating all librarians and staff about open access and scholarly communication, so they confidently work with their faculty on a one to one basis if necessary. This education takes time.
Library	Educating all librarians	Educating librarians so they are equipped to engage faculty in discussions of issue.
Library	Educating all librarians	Educating library faculty and staff who work with teaching faculty on the policies and issues so we are talking the same talk.

Who	Category of Challenge	Description of Challenge
Library	Educating all librarians	SC in the library tends to be perceived as someone else's responsibility because individuals are focused on their specialty.
Library	Librarians have cried "Wolf" too long	Twenty years of proclaiming that there was a Scholarly Communication Crisis (what is the name for a crisis that never ends?) and telling successful, experienced researchers and authors that they should alter the behavior that made them and their research successful, has left us with a reputation for being a bit hair-brained and out-of-touch with reality.
Library	Library funding	Lack of resources to devote to the issue.
Library	Library funding	Mounting a scholarly communication initiative without funding for a full or part time SC Officer.
Library	Library funding	Resources for developing the program.
Library	Library funding	There is a capacity and resource issue for the library because the need for education and outreach throughout the campus (but particularly the faculty) is greater than the resources we have at our disposal to address. As more issues arise the gap widens. This is particularly the case for issues related to intellectual property and copyright.
Library	Library funding	These activities continue to be on the margins of everyone's jobs. The library/institution needs to decided if they should be supported as mainstream activities. If so, where does the money come from? New money is unlikely, so what do we STOP doing if we're going to make these activities a permanent part of our work?
Library	Library leadership	Lack of common goals of the library.
Library	Library leadership	Lack of dedicated librarian focused on Scholarly Communication issues.
Library	Library leadership	Library to assign higher priority to this issue.
Library	Library staffing	Attention and effort to effect long term change have a hard time competing with short term work pressures for library users and staff.
Library	Library staffing	Finding time to devote to these issues. The staff that are currently tasked with educating library users and staff about SC issues have other responsibilities. However, we have initiated a search for a new Scholarly Communication librarian position.
Library	Library staffing	Having sufficient staff in place to develop and support program.
Library	Library staffing	Lack of a dedicated primary scholarly communications officer means that effective leadership on this topic is only a part time effort.
Library	Library staffing	Lack of trained staff to devote adequate time to process.

Who	Category of Challenge	Description of Challenge
Library	Library staffing	Not nearly enough staff time to devote to this effort—any successful scholarly communication initiative requires the support of liaisons and other library folks beyond those in leadership roles. So many things compete for liaisons' attention that scholarly communication issues don't get a strong enough focus to be effectively conveyed across campus.
Library	Library staffing	Organizing a program.
Library	Library staffing	SC issues are not immediately connected to a faculty member's or librarian's daily responsibilities, and thus are difficult to get onto the campus radar screen.
Library	Library staffing	The SC Committee is made up of librarians who have many other responsibilities and thus have limited time to dedicate to SC initiatives.
Library	Library staffing	Time and staff resources.
Library	Library staffing	Time of the outreach librarians.
Library	Library staffing	Time required of staff.
Library	Library staffing	Turnover and re-organization within the library in the positions responsible for establishing the program in scholarly communications.
Library	Perception that it's not a library issue	There is a perception in the library that advocating for scholarly communications issues is beyond the scope of a librarians responsibility. Attitudes suggest that librarians should be more focused on delivery of traditional services. There's also the perception that the academic culture won't change and there's no chance of competing with commercial publishers.

OUTCOMES OF SC EDUCATION ACTIVITIES

18. Has the success of the library's SC education activities been evaluated? N=58

Yes	5	9%
No	53	91%

If yes, please briefly describe the evaluation criteria/process. N=5

"Evaluations of the Faculty Conference on Scholarly Publishing."

"Only as part of yearly evaluation of Scholarly Communications Officer."

"Only in the presentations to librarians, attendees filled out evaluation forms (e.g., 'The information presented will help me inform faculty library users. agree/neutral/disagree')."

"Portions have been evaluated. Deposit and usage statistics for the IR show slow but steady growth. Graduate students complete evaluation forms for the scholarly communications workshops."

"Office of Scholarly Communication has done surveys of faculty across all the campuses on scholarly communication issues in both 2004 and 2006."

19. Please describe any demonstrable outcomes (such as statements from faculty governance bodies, changes in promotion and tenure criteria, author's switching to open access journals, etc.) related to the library's SC education activities. N=23

[N.B. Summary provided by the authors. If respondents provided more than one outcome in the response box, they were parsed out as separate outcomes.]

Summary	Outcomes
Administrative awareness	The conference resulted in a Statement of Principles. Produced Executive Summary forwarded to campus administration.
Administrative support for OA	Library directors were also successful in persuading the Executive Associate Provost to create a fund to help subsidize faculty in paying any fees attached to publishing in open access journals.
Administrative support for SC education	There is a commitment from the Provost's office to instigating and supporting education and outreach on these issues.
Better pricing	Journals "big deals" have better financial terms.
Conversations with university editors	We are now identifying university editors and board members of open access and scholarly society journals, and actively engaging in dialogue and gathering information about these journals. The editors and board members are genuinely pleased the library is taking an active role.
Copyright addendum support	CIC author's rights addendum has been endorsed by the provost and is waiting to be endorsed by the faculty senate.
Copyright addendum support	Faculty now consider changing the terms in publishing contracts.
Copyright addendum support	Faculty want to use an author's addendum.
Copyright addendum support	High level support for the author's addendum.
Copyright addendum support	Faculty resolution passed to support retention of rights.
Copyright addendum support	Senate Library Committee, the Faculty Consultative Committee, and the University Senate all endorsed use of the CIC Author Addendum.
Copyright education support	The Provost and Chancellor are committed to copyright education and support a 50% FTE.
Faculty awareness heightened	Surveys show there is a bit more faculty awareness now than in the past but we need to collect more information along these lines and conduct ongoing research in this area to assess.
Interest in library's OA journal platform	Open access journals "edited" by campus faculty.

Summary	Outcomes
Interest in library's OA journal platform	The most visible outcomes from our SC program have really been the result of developing a publication initiative, the Office of Digital Scholarly Publishing. Through this effort we have been able to educate our collaborators very effectively and have convinced three journals to publish their back files online open access through us, as well as developing an open access publishing model for a professional organization's conference proceedings in engineering education. The initiative has given us the ability not only to talk about the system, but point to concrete examples of how one might address the problems in the system.
Interest in library's OA journal platform	We have a number of faculty members who are also editors of journals who are now engaged in the process of moving their publications to OA, using the Open Journal Systems platform, which the library hosts. Many others are interested and have approached us for more information.
Interest in library's OA journal platform	Journals@UIC.
Interest in library's OA journal platform	The library's creation/sponsorship of four peer-reviewed OA journals.
IR developed	The library's institutional repository.
IR development support	A high level committee has been formed to develop a college-wide Digital Repository. College Counsel is very interested in staying updated on these issues.
IR development support	Resolutions passed by Faculty Council in 2005: to engage the Provost to create a task force on scholarly communications... and create a task force on establishing an institutional repository.
IR development support	The university is currently in a strategic planning phase; the university strategic plan discussion paper includes a proposal to develop a policy statement related to archiving and providing open access to its research output.
IR submissions	Number of items deposited in Digital Commons.
IR submissions	Faculty starting open-access journals via eScholarship Repository, as well as submitting other types of research materials (post-print articles; working papers; conference papers; etc.)
Much talk but little movement	We have some general resolutions and statements, etc., but many of us have stacks of these stuck away in our bottom drawers. What I'd like to see is more OA journals & books based in IRs and action from funding agencies that require OA reporting of results.
OA support	We have had some success convincing journal editors to switch to an open access model and have seen individual faculty members emerge as strong advocates for open access.
Senate Resolution	Resolutions from the Faculty Senate.
Senate resolution for increased library funding	Faculty Senate resolution in support of increased funding for library acquisitions.
Senate resolution for OA and ownership	Resolution passed by Faculty Council in 2005: ...faculty are owners of their own research & should retain ownership and use open access publications, whenever possible.
Senate resolution heightened faculty awareness	The endorsement of the Tempe Principles and the Scholarly Publishing Resolution by the Faculty Senate generated vigorous discussion and heightened awareness of the issues.

Summary	Outcomes
Senate resolution on OA	Dean/Director and survey respondent contributed to development of a draft statement in support of Open Access that is being adopted for the university.
Senate resolution on SC	Faculty senate and graduate student senate both passed resolutions on scholarly publishing last year.
Senate resolution on SC	Faculty senate resolution: In 2003, endorsed the Tempe Principles, a set of principles devised by several major American research libraries in 2000 and intended to guide the transformation of the scholarly publishing system.
Senate resolution on SC	The University Senate passed a resolution entitled "Albany Faculty Action Needed to Secure Access to journals at an Affordable Price for SUNY Faculty and Students."
Senate resolution to support copyright addendum usage	Faculty Senate resolution, in 2007, endorsed the CIC Provosts' Statement on Publishing Agreements, which urges the faculty to modify their copyright agreements so they have greater ownership/usership of their own publications.
Support for digital scholarship	Hiring of cross discipline digital scholars is a sign that the terms for academic achievement may be gradually shifting to accept digital scholarship.

ADDITIONAL COMMENTS

20. Please enter any additional information regarding scholarly communication education initiatives at your library that may assist the authors in accurately analyzing the results of this survey. N=22

"Again, it's early days here. We really began working in earnest on the education aspects of this less than a year ago. About ten months ago, we brought in our Intellectual Property Specialists (who do this, but do other things too . . .) and we've been working on assessment and planning since then, going out and 'educating' as opportunities arise. The formal program will really only begin in the fall."

"As mentioned in the 'challenges' section above, we have had turnover in the assistant dean's role, and both he and the head of Scholarly Communications Services have been in their roles less than a year. As a result, our current efforts are still evolving, and have focused more heavily on the publication initiatives, rather than education programs. The Office of Digital Scholarly Publishing has given the dean and the director of the university press multiple opportunities to raise the visibility of these issues internally and externally."

"I received the appointment as Scholarly Communication Officer in January 2007. I currently have a concurrent administrative appointment as a department chair. The 15% estimate of time devoted to SC education activities noted in #3 relates mostly to the time I have taken to come up to educate myself rather than outward education. Prior to my appointment, the library had created a Web page about SC issues though its primary focus was on the crisis in journal price inflation. Because we have done no evaluation of effectiveness of any SC efforts, all such efforts were rated a '3.' This is meant to indicate that we simply do not know what has or hasn't been effective. A team from the university (including me, an intellectual property specialist, and two faculty members—one a journal editor and the other an editorial board member for a different journal)

has been accepted to attend the Institute on Scholarly Communication in July. We hope to emerge from that experience with an action plan that will certainly include SC education efforts that we can pursue with the help of the Faculty Library Council."

"I would like to see a list of outcome measurements for teaching scholarly communication."

"If we are going to succeed we've got to get off our high horse and cut back on missionary activities and instead be honest about the publishing options that exist, and the pressures that academics face. What is important is developing relationships on campus based on trust and honesty. If we can get to a place where responsible librarians will advise a young faculty member that it is in her best interest to publish in a specific Elsevier journal, and to suggest to another senior faculty member that they place their article in a specific OA journal published by a society or another university, then we will have a chance of success because we will be seen as acting in the best interest of that individual faculty member and that specific discipline. If, every time a faculty member or graduate student comes to us they instead get a lecture about OA or retaining copyright, then we're probably in a dying profession."

"In 1999, there was an Inter-institutional Task Force on Scholarly Communication (made up of representatives from the three state regents institutions)."

"Key library staff engaged in efforts of scholarly communication education are no longer at the library."

"Our apologies for not providing more information, but this area is being revisited and we are hoping to have more specific plans and programs soon. We are sending someone to the ARL/ACRL Institute on SC this summer and plan to hire a new AUL within the year whose responsibilities will include this area."

"Our approach to SC activities has been different from that implied by these questions: Mellon-funded Scholarly Communication Institutes focusing on how the issue affects & can be used in specific disciplines; workshops & one-on-one advising for interested faculty on IP issues, i.e., 'point-of-need;' subject librarians with faculty in their disciplines; sponsoring a fellow from the CLIR Post doc program, creating new leaders in this area."

"Our institutional repository currently contains 43 communities of varying size, including liberal arts, professional schools, the graduate school, health center, law school, university archives, regional campuses, and a variety of centers and institutes. We have included all journals in the Directory of Open Access Journals in our catalog for ease of access."

"The University Provost has appointed a Task Force on Scholarly Communication to address scholarly communications issues from a broad perspective. The Task Force, chaired by the Dean of Libraries, includes faculty, researchers, librarians, and administrators. A campus-wide symposium on scholarly communication is planned for 2008. The Libraries is in the process of recruiting an Associate Dean for Information Resources and Scholarly Communication, whose role will be to develop a program on scholarly communication issues in collaboration with the Office of Copyright and the University Press."

"Senate Committee on Library and Scholarly Communications endorsed system-wide document promoting faculty retaining copyright of scholarly articles."

"Several librarians are interested in educating their colleague librarians, at least, about copyright issues in regards to scholarly communication, reserves, etc. We are also hoping to invite an outside expert to speak to us on this issue. We have also proposed that the three campuses hire a copyright expert who will be better

equipped to advise the researchers. We are going to prepare a flyer about open access and author rights. This will be distributed to incoming graduate students, but will also be handy to just have on hand in the libraries."

"The intent at our library is to involve all departmental liaison librarians in the education process. So far there is not a significant percentage of librarians that have begun to include scholarly communication activities into their repertoire. Everyone is stretched thin as it is so adding something more is not relished."

"The Libraries have received funding for a new position for scholarly communication and research liaison, and recruitment will begin shortly. Other information: We are a founding member of SPARC and continue to support SPARC initiatives. Some of our researchers have created new journals which are open access or have modest subscription costs. Librarians have advised researchers on creating journals. Open access journals are linked from the libraries' catalogue and Web site. Our strategic plan (2007 through 2011) includes outcomes related to scholarly communication to 'promote and support open access,' 'work collaboratively with Research Western to achieve a method of managing publication costs for researchers who publish in open access electronic journals,' and 'coordinate the development of an institutional repository.'"

"The library has recently created an AUL position to focus more on this issue and create initiatives to address this area of concern."

"The library, in collaboration with the University Provost, is planning to establish a Scholarly Communication Committee composed of faculty and librarians."

"We are re-organizing to form a Scholarly Communications Support Unit by fall 2007. Hopefully, our responses will be different by next spring. Please consider repeating the survey."

"We have been engaging in SC activities for some years but only in 2007 have we begun formalizing these activities in a coherent SC program with a committee dedicated to coordinating the activities and the communications to support them."

"We have created a position description for reallocating a vacant librarian position to become a Scholarly Communications Librarian. We have started a digital press to demonstrate open access publishing for peer-reviewed scholarly and specialized works."

"We will be rolling out our institutional repository in fall 2007 and will undertake an authors rights education initiative at that time."

 "Work in this general area is a strategic planning emphasis/target for the libraries over the next year."

RESPONDING INSTITUTIONS

University at Albany, SUNY
University of Alberta
University of Arizona
Arizona State University
Boston College
Brigham Young University
University of British Columbia
Brown University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
Canada Institute for Scientific and Technical Information
Case Western Reserve University
Colorado State University
University of Connecticut
Cornell University
Dartmouth College
Duke University
University of Florida
George Washington University
Georgia Institute of Technology
University of Guelph
University of Hawaii at Manoa
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Iowa
Iowa State University
University of Kansas
Kent State University
University of Kentucky
Library of Congress
Louisiana State University
University of Louisville

McMaster University
University of Manitoba
University of Miami
University of Michigan
Michigan State University
University of Minnesota
Université de Montréal
University of Nebraska, Lincoln
University of New Mexico
New York Public Library
University of North Carolina at Chapel Hill
North Carolina State University
Northwestern University
Ohio State University
University of Oklahoma
Oklahoma State University
University of Pennsylvania
Pennsylvania State University
Purdue University
Rice University
Smithsonian Institution
University of Southern California
Southern Illinois University Carbondale
Syracuse University
University of Tennessee
University of Texas at Austin
Texas A&M University
Vanderbilt University
University of Virginia
University of Washington
Washington State University
Washington University in St. Louis
University of Western Ontario
University of Wisconsin, Madison
Yale University
York University