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ARL/ACRL Institute on Scholarly Communications: Workshop Report

Mitchell Brown

The second Association of Research Libraries (ARL)/Association of College and Research Libraries (ACRL) Institute on Scholarly Communications was held 6-8 December 2006 at the Millennium Hotel near Duke University and built on an earlier institute held at the University of California, Los Angeles in July 2006. The 103 attendees represented 39 different institutions, 31 universities, 6 colleges, and 2 government agencies. Workshop members included 10 teaching faculty, 1 library director, 6 vice provosts, 30 associate or assistant university librarians, 18 people with the phrase "scholarly communications" in their titles, 15 people with "collections" in their job title, and 18 science librarians. Drawing on experience from the first institute held at UCLA July 2005, the teaching faculty asked team members to prepare an environmental scan of the institutions scholarly communications activities, develop a list of priorities anticipated by the institution, and interviews with faculty members on publishing, author rights, copyright, and distribution concerns prior to the meeting. Before the workshop the teams of three members from each institution were asked to review their local environment assessing the general level of faculty awareness and engagement in scholarly communication issues, the readiness of the library to work with faculty issues, and the availability of resources to support the development of scholarly communication program. The three day institute was taught by a team of six with experience in publishing, electronic services, and outreach: Julia Blixrud (SPARC), Karla Hahn (ARL), DeEtta Jones (ACRL), John Ober (California Digital Library), Lee Van Orsdel (Grand Valley State University), and Karen Williams (University of Minnesota).

The goals of the institute were to:

- increase the knowledge of the range of relevant scholarly communication issues,
- learn about available resources to support program development,
- learn about success strategies for engaging faculty,
- explore what is needed to build relationships with other colleagues to draw on for ideas and support
- prepare initial planning for a local program for faculty outreach and library planning that can be implemented on their campuses within the next year.

Academic faculty attending the workshop as part of the three member institution teams contributed provocative insights to the discussion and challenged librarians, administrators, and publishers to consider issues relevant to faculty interests, such as barriers to publication, simplifying copyright negotiations and strong discipline-specific repositories. The academic faculty agreed that raising topics that did not speak to their interests were not effective in engaging faculty on topics of scholarly communications – faculty listen to issues that relate to their research interests.

The workshop provided teaching opportunities in a series of small presentations sessions followed by small group discussions and sharing outcomes with the workshop participants. "Faculty roles in scholarly communications", lead by Lee van Orsdel (Grand Valley State College), discussed methods to promote activism of faculty in scholarly communications, to help recognize their stake in the changing scholarly communications landscape. Useful communications aids include library web pages, campus blogs promoting interests relevant to

faculty, and the ACRL toolkit (www.ala.org/ala/acrl/acrlissues/scholarlycomm/scholarlycommunicationtoolkit/toolkit.htm). Karla Hahn (ARL) spoke on "New publishing models and roles for libraries" and explored different publishing platforms that are internet enabled, with new forms of interaction, new business models, and new relationships to peer review. Examples of different publications that blur lines of journal/blog/website include "The Valley of the Shadow" (<http://valley.vcdh.virginia.edu/>), the hosted group blog "Savage Minds" (<http://savageminds.org/>) maintained by six anthropologists, openly accessible journals identified as "green" in SHERPA RoMEO (www.sherpa.ac.uk/romeo.php), a new emerging model of hybrid open access articles in subscription-based journals allowing author opt-in payment, and helping faculty take advantage of Web 2.0 tools. Karen Williams (University of Minnesota) presented "Digital repositories/ conservancy", which covered not just current installations of institutional repository software but the purpose, institutional strategies, and support for institution and subject-oriented repositories. The attendees shared success and disappointments in recruiting content, educating faculty about author's rights, use of copyright material for teaching, and the benefit to their reputation of open access repositories. Strategies for recruiting content highlighted success stories of discipline repositories that support technical reports, economic white papers, and data sets from NSF-sponsored grants.

Julia Blixrud (ARL SPARC) lead a discussion of "Evidence-based action: what facts are needed" to collect from attendees data sources for quantitative and qualitative assessment of scholarly

communication programs. Members agreed to create ongoing resources to share data metrics for journal impact, pricing models, survey results, and transaction data to aid in creating valuation measures for publications. "Legislative and policy advocacy" lead by John Ober (University of California, California Digital Library) presented modes of awareness leading to advocacy and strategies for encouraging faculty to aid in supporting open availability of government funded research. Discussed were federal legislation, FRPAA (Federal Research Public Access Act of 2006) introduced 2, May 2006 by Senators John Cornyn (R-TX) and Joseph Lieberman (D-CT), requirements of NIH and Wellcome Trust grants to "mandate" deposit author publications, emerging issues of copyright comments, and consolidations of commercial publishers, including a comments on proposed acquisition of Blackwell Publishing by Wiley (December 2006).

The workshop keynote speaker, Provost Peter Lange from Duke University, was introduced by Deborah Jakubs, Duke University Librarian and Vice Provost for Library Affairs. Provost Lange spoke about the implications of scholarly communications from the perspective of an academic and provost who understands and appreciates the role of libraries. Provost Lange spoke to both the needs of academics to have their research accessible but questioned if publishing was the traditional role of the

library. He drew on three stories from his academic career to highlight the challenge of what he saw as the role of libraries to "Filter, organize, distribute". He spoke about being a new graduate student and bringing his proposal to his thesis advisor on the Italian Communist Party. The advisor's direction was to "go read every read everything" on his topic, which in the late 1960s meant reading what he could find in English, Italian, and French on the topic. Given that the thesis advisor's research was related this suggestion was possible that he advisor would think this a reasonable approach to learn about the topic. But in the research environment of today reading "everything" on the topic is simply not possible. Lange described the library as necessary to help students work their way through the information overload, to help them find the "gold, silver, and bronze and separate the dross". The next story involved research notes Provost Lange found when moving his library to a new home. The boxes of index cards he rediscovered held notes from conversations with members of Italian Communist party member cells and represented a unique documentation of a time that had passed, a situation in a country that had changed, and a political party and mindset that no longer existed. What to do with notes that did not lend to digitization? How to conserve? This was the challenge for researchers moving from print to electronic only materials. In an aside to the audience he did not describe what happened to the note

cards, to the amusement of the audience. The third story touched on events surrounding the Duke lacrosse team in 2005-2006. Newspaper stories, magazine, and news coverage have been part of the material generated about the story but Dr. Lange referred to the larger and ongoing content posted to blogs as occupying significantly more time in an administrator's days than traditional publications. How will this content, with either positive or negative perspective on the university's role, be preserved for future researchers studying popular culture and the social issues of such events? How will the library be able to act in the role of conservancy to preserve this part of the research record? It was refreshing to hear a provost acknowledge the role of libraries in the research process and also the need to capture an emerging electronic documentation that is susceptible to loss without attention.

A third ARL/ACRL Institute is planned for July 2007. Resources to extend work initiated at the workshop are available from ARL (www.arl.org/osc/), ACRL (www.ala.org/ala/acrl/acrlissues/scholarlycomm/scholarlycommunicationtoolkit/), and University of California Office of Scholarly Communications (<http://libraries.universityofcalifornia.edu/scholarly/>).

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