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# Scholarly Communication: Solving a Global Crisis - Strutin

Michal Strutin

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## Scholarly Communication at Santa Clara University



Step by Step Toward  
New Publishing Models

Michal Strutin  
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Intro.

SCU started our SC group about 1.5 years ago. Some things have worked, some things not so much. But I thought I'd go through the major moves we've made.





Scholarly Communication:  
**First Steps**

- Start Scholarly Communication Working Group
- Learn about 3 major aspects of SC:  
Author Rights • Open Access • Repositories
- Write article for Faculty Development [newsletter](#)
- [Create website](#)




- Started with 5 SCU librarians, Tom and me included, with AUL Taeock Kim as head. How I got passionate about SC? A biology faculty wanted to use her article for one of her Bio classes and, because Santa Clara did not subscribe to the journal, she had no access. Unacceptable!

- Faculty Development Newsletter article: last page of Spring 2007 newsletter. Maybe 5% of faculty saw it; probably less read it. Baby step: more work to do.

- Tom designed and built the website. The text came primarily from the newsletter article. The idea was to keep it clean and simple. Critical links...not too many to overwhelm. We'd prefer it on the library's front page. It's 2 clicks down: library front page > Special Pages for Faculty > Scholarly Communication at SCU.



## Faculty Development Newsletter: Spring 2007

### Scholarly Communication: Author Rights, Institutional Repositories, and Open Access Journals *Michal Strutin, Science Subject Specialist, University Library*

A crisis in scholarly communication is shaking the foundations of how scholars—and their institutions—communicate. The crisis began with an unprecedented rise in the cost of scholarly journals. From 1986 to 2002, journal prices rose 227%, although the Consumer Price Index (CPI) rose only 64%. Additionally, publishers began to “bundle” packages of journals, so that institutions were sometimes forced to buy unwanted titles, in order to acquire needed journals.

As a result, the vast majority of academic library collection budgets now go to journals—more than 90% in some cases—even as libraries experience shrinking budgets. When libraries cannot afford journals, scholars cannot get or share the information they need.

As institutions lost control of their budgets to big publishing vendors, authors were losing control of their copyrights. Scholars found that stipulations in publishing con-

- Find out what journals allow in their publishing agreements. To do this, visit [Sherpa/Romeo](http://www.sherpa.ac.uk/romeo.php) (<http://www.sherpa.ac.uk/romeo.php>). This website lets you search or browse publishers and serves as a guide to publisher copyright and self-archiving policies.
- Get a copy of SPARC's [Author Addendum](http://www.arl.org/sparc/author/addendum.html) (<http://www.arl.org/sparc/author/addendum.html>), a concise, one-page “legal instrument that modifies the publisher's agreement and allows you to keep key rights to your articles,” rights that “give your research wide exposure and fulfill your goals as a scholar.”

For more: SPARC's [Author Rights](http://www.arl.org/sparc/bm-doc/SPARC_AuthorRights2006.pdf) brochure ([http://www.arl.org/sparc/bm-doc/SPARC\\_AuthorRights2006.pdf](http://www.arl.org/sparc/bm-doc/SPARC_AuthorRights2006.pdf))

#### Institutional Repositories: Where to Keep Your Work

An Institutional Repository (IR) gives your

tion of American University Presses (AAUP) says the open-access journal is a new model “in response to the financial burden on academic libraries of maintaining subscriptions to commercially published journals.” In its February 2007 [Statement on Open Access](http://aaupnet.org/aboutup/issues/oa/statement.pdf) (<http://aaupnet.org/aboutup/issues/oa/statement.pdf>), AAUP goes on to say: “Without reform to this system many fear that the results of new research will increasingly be accessible to an ever-shrinking number of the wealthiest universities.”

#### What the Santa Clara University Library is doing about scholarly communication:

- Preparing a brief online survey to learn faculty concerns.
- Collaborating with faculty to solve problems.
- Educating the scholarly community in a number of forums.
- *Excluded: sources to which our books*







The Jesuit university in Silicon Valley

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Ask A Librarian!

University Library

**Scholarly Communication**

The Current Crisis

Author Rights

Open Access

Institutional Repositories



## Scholarly Communication at Santa Clara University

**The Current Crisis**

A crisis in scholarly communication is shaking the foundations of how scholars—and their institutions—communicate. The crisis began with an unprecedented rise in the cost of scholarly journals. To learn more...

**Author Rights: What You Can Do**

Scholars should be able to retain rights to the non-profit use of their work so they can share knowledge with colleagues and students, and archive their works. To learn more...

**Open Access: Getting the Widest Distribution**

Open-access journals, many of them peer-reviewed, provide free online access to research articles. Because open-access journals are available to all, citations from this new model of scholarly publication are increasing significantly. To learn more...

**News**

**Faculty Attitudes and Behaviors Regarding Scholarly Communication: Survey Findings from the University of California**

**NIH Public Access Policy Implementation - Current details**

On April 7, the mandated NIH deposit policy will begin. Check this page for details.



Santa Clara University




The Jesuit university in Silicon Valley

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University Library > Scholarly Communication

Scholarly Communication

The Current Crisis


**Author Rights**

Open Access

Institutional Repositories

## Author Rights

**What you can do:**



SCHOLARS UNDERSTAND THAT PUBLISHERS MUST make money to survive, so they relinquish their for-profit rights. Retaining nonprofit author rights, however, allows scholars to share knowledge with their colleagues and with students and to archive their works. In order to retain nonprofit rights, you can do two things:

- Find out what journals allow in their publishing agreements. To do this, visit [Sherpa/RomeO](#), a guide to publisher copyright policies and self-archiving, or in [Publishers/Associations](#), NCI-Frederick Scientific Library's resource for checking policies. These websites allow you to search or browse publishers and also divides them into categories: those that allow both pre- and post-print archiving, those that allow one but not the other, and those that allow neither.
- Visit SPARC and get a copy of its [Author Addendum](#), a concise, one-page "legal instrument that modifies the publisher's agreement and allows you to keep key rights to your articles," rights that "give your research wide exposure and fulfill your goals as a scholar."

**For more:**

- SPARC's [Author Rights](#) brochure

5



## Faculty: Their Need Is Your Lead



- Author Rights: Setting an Example
- What Publishers Allow: **RoMEO**
- What Authors Can Request: [Author Addendum](#)




I write book reviews for Library Journal, which is ultimately owned by Elsevier. If we are asking faculty to request their author rights, I should set an example. See RoMEO site, which lists rights that publishers grant to authors. Elsevier's are reasonable, but my paper contract did not include postprints, so I wrote that into the contract and my editor sent it—successfully—past the lawyers. See American Chemical Society for a highly restrictive publisher.

Show how author addendum search engine works, generating simple, professional-looking one-page addendum for author *non-commercial* rights.  
Example article title: "Climate change policy" > example journal title: Ecology  
>example publisher: Ecological Society of America



## What Publishers Allow



...opening access to research

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### Publisher copyright policies & self-archiving

Use this site to find a summary of permissions that are normally given as part of each publisher's copyright transfer agreement.

#### Search

Search ☒ Journal titles ☐ Publisher names

for

find ☐ contains or ☒ starts with or ☐ Exact phrase only ☐ ISSN

#### Browse

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- [Yellow publishers](#)
- [White publishers](#)

[What the colours mean.](#)

This service is maintained by SHERPA, with support from [JISC](#) and the [Wellcome Trust](#). It is a development of the original journal publishers' listings produced by the [RoMEO Project](#). Journal information is kindly provided by the British Library's [Zetoc](#) service hosted by MIMAS. The information held here is available for use by third-parties under [conditions for re-use](#) and a Creative Commons licence. See a [list of sites](#) that are already using RoMEO data. A [prototype API](#) is available and being developed for m2m access: for example to be integrated into a repository's deposit process. [Statistics](#) are available for RoMEO colours allocated to the publishers in this list. [Contact us](#) for further information.

Publisher information is updated by our collaborative colleagues ([SHERPA Partners](#), [DfE](#), and [Nereus](#)) and through community contributions - please





**SHERPA**  
**RoMEO**

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**Publisher:** [Bioever](#)

**Pre-print:** **subject to Restrictions below**, author can archive pre-print (a pre-refereeing)

**Restrictions:**

- This does not include Cell Press

**Post-print:** **author can archive post-print** (ie final draft post-refereeing)

**Conditions:**

- On authors personal or authors institutions server
- Published source must be acknowledged
- Must link to journal home page
- Publishers version/PCF cannot be used
- Articles in some journals can be made Open Access on payment of additional charge
- Self authors articles will be submitted to PMC after 12 months

**Manifold:** [AWE](#) (Compliant - see conditions), [Bj](#) (Paid OA option), [BSC](#) (Paid OA option), [BSPRC](#) (Compliant), [BWE](#) (Paid OA option), [CBP-UKPS](#) (Paid OA option), [Cancer Research UK](#) (Paid OA option), [CSO](#) (Paid OA option), [OxJ](#) (Paid OA option), [OxJ/NHER](#) (Paid OA option), [BFA](#) (Compliant), [GBRC](#) (Compliant), [SERN](#) (Non-compliant), [SRC](#) (Compliant), [TWO](#) (Compliant), [TWE](#) (Compliant), [HWE](#) (Paid OA option), [NHER](#) (Compliant - see conditions), [NRC](#) (Paid OA option), [NHERC](#) (Compliant), [NHERC](#) (Compliant), [PPARC](#) (Compliant), [JNHS](#) (Paid OA option), [JNHS/FNH](#) (Compliant), [STC](#) (Compliant), [Wellcome Trust](#) (Paid OA option)

**Paid access:** [Openaccess Publishing](#)

**Copyright:** [view policy](#)

**PubMed:** This is a [PubMed green publisher](#)

**Update:** [suggest update for this record](#)





## American Chemical Society Is Red



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### Publisher copyright policies & self-archiving

Found 1 publishers when searched for **american and chemical and society**

These summaries are for the publishers default policies and changes or exceptions can often be negotiated by authors.  
All information is correct to the best of our knowledge but should not be relied upon for legal advice.

<b>Publisher:</b>	<a href="#">American Chemical Society</a>
<b>Pre-print:</b>	<b>✗</b> author <b>cannot</b> archive pre-print (ie pre-refereeing)
<b>Post-print:</b>	<b>✗</b> author <b>cannot</b> archive post-print (ie final draft post-refereeing)
<b>Conditions:</b>	<ul style="list-style-type: none"><li>• The author may post on the web the title of the paper, abstract (no other text), tables and figures on their own web site</li><li>• Non-funded authors may post articles to PubMed Central 12 months after publication</li><li>• May link to publisher version</li></ul>
<b>Mandated OA:</b>	<b>✗</b> <a href="#">ABC</a> (Non-compliant), <b>✗</b> <a href="#">EFO</a> (Non-compliant), <b>✗</b> <a href="#">F1000</a> (Non-compliant), <b>✗</b> <a href="#">F1000</a> (Non-compliant), <b>✗</b> <a href="#">MRC</a> (Non-compliant), <b>✗</b> <a href="#">NIH-IMRC</a> (Non-compliant), <b>✓</b> <a href="#">NIH</a> (Compliant), <b>✗</b> <a href="#">Wellcome</a> <a href="#">Trust</a> (Non-compliant)
<b>Paid access:</b>	<a href="#">ACS AuthorChoice</a>
<b>Copyright:</b>	<a href="#">Open Access</a> (No)
<b>RoMEO:</b>	This is a RoMEO <b>white</b> publisher
<b>Update:</b>	<a href="#">suggest update for this record</a>





## Scholar's Copyright Addendum Engine



The Scholar's Copyright Addendum Engine will help you generate a PDF form that you can attach to a journal publisher's copyright agreement to ensure that you retain certain rights.

[\(get started\)](#)

### Description

Each addendum gives you non-exclusive rights to create derivative works from your Article and to reproduce, distribute, publicly perform, and publicly display your article in connection with your teaching, conference presentations, lectures, other scholarly works, and professional activities. However, they differ with respect to how soon you can make the final published version available and whether you can authorize others to re-use your work in various ways. Below is a summary of the available options.

### Science Commons / SPARC Addendum

#### Access - Reuse:

You retain sufficient rights to grant to the reading public a Creative Commons Attribution Non Commercial license or similar license that allows the public to re-use or re-post your article so long as you are given credit as the author and so long as the reader's use is non-commercial. (This is a joint offering from Science Commons and SPARC and represents a new version of the former SPARC Addendum.)

### Other Options From Science Commons

#### Immediate Access:

You retain sufficient rights to post a copy of the published version of your article (usually in pdf form) online immediately to a site that does not charge for access to the article. (This is similar





## Author Addendum Search Engine Generates: Simple, Professional-Looking Addendum

### ADDENDUM TO PUBLICATION AGREEMENT

1. THIS ADDENDUM hereby modifies and supplements the attached Publication Agreement concerning the following Article:

Climate Change Policy  
(working title)  
Ecology  
(journal name)

2. The parties to the Publication Agreement as modified and supplemented by this Addendum are:

Michael S. Eresman  
(corresponding author)

Ecological Society of America  
(Publisher)

3. This Addendum and the Publication Agreement, taken together, allocate all rights under copyright with respect to all versions of the Article. The parties agree that whenever there is any conflict between this Addendum and the Publication Agreement, the provisions of this Addendum as pertained and the Publication Agreement shall be construed accordingly.

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(corresponding author on behalf of all authors)

Date

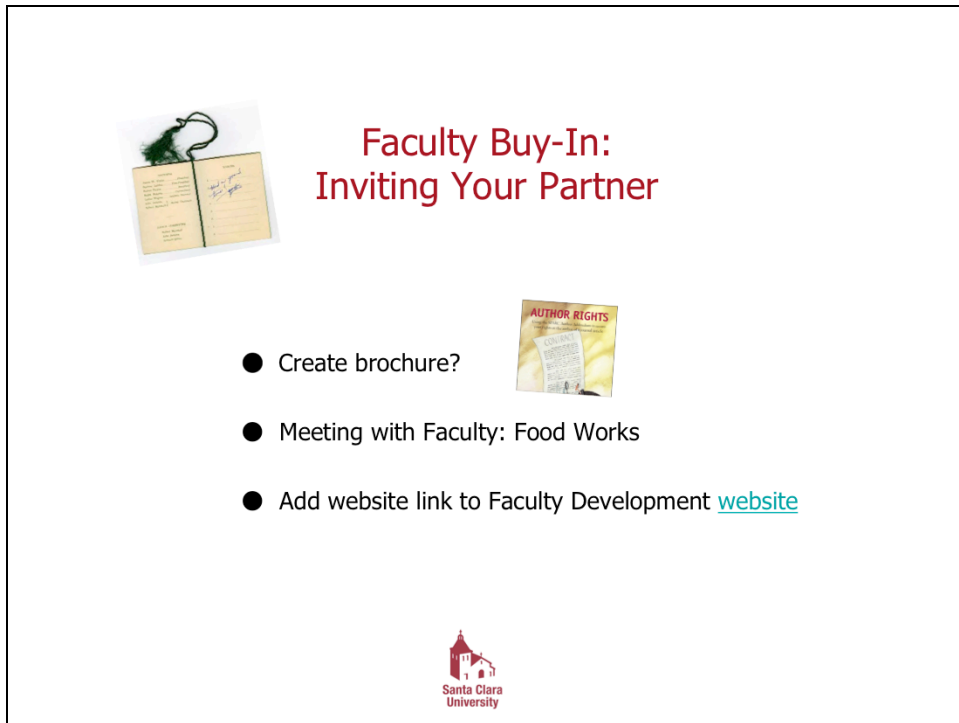
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## Faculty Buy-In: Inviting Your Partner

- Create brochure?
- Meeting with Faculty: Food Works
- Add website link to Faculty Development [website](#)




- Brochure: Why re-create the wheel? SPARC website has good brochures on relevant SC topics, to download or order. Also, took online ACRL/SPARC webinar and learned, among other things, about template for general campus brochure on Scholarly Communication. SCU ordered Author Rights SPARC brochure and will hand to all new faculty. (We librarians take new tenured faculty out to lunch to acquaint them with our services, etc.) Also, will work to have them handed to new faculty at new faculty orientation.

The personal touch: Hand-deliver to present faculty when possible, or at least get in their mailbox.

- ID' d key faculty: those with interest; those with editorial connections; those in Provost' s Faculty Development Office. Invited 12 faculty to lunch to discuss their SC needs and concerns. Only 4-5 faculty came, but a conversation was started. Another baby step.




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THE JESUIT UNIVERSITY IN SILICON VALLEY

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## Issues in Scholarship


- **Integrating Research and Teaching**
- **Becoming a More Productive Scholar**
- **Support for Associate Professors**
- **The Teaching Scholar**
- Scholarly Communication: Sharing and Controlling Your Work

### Integrating Research and Teaching

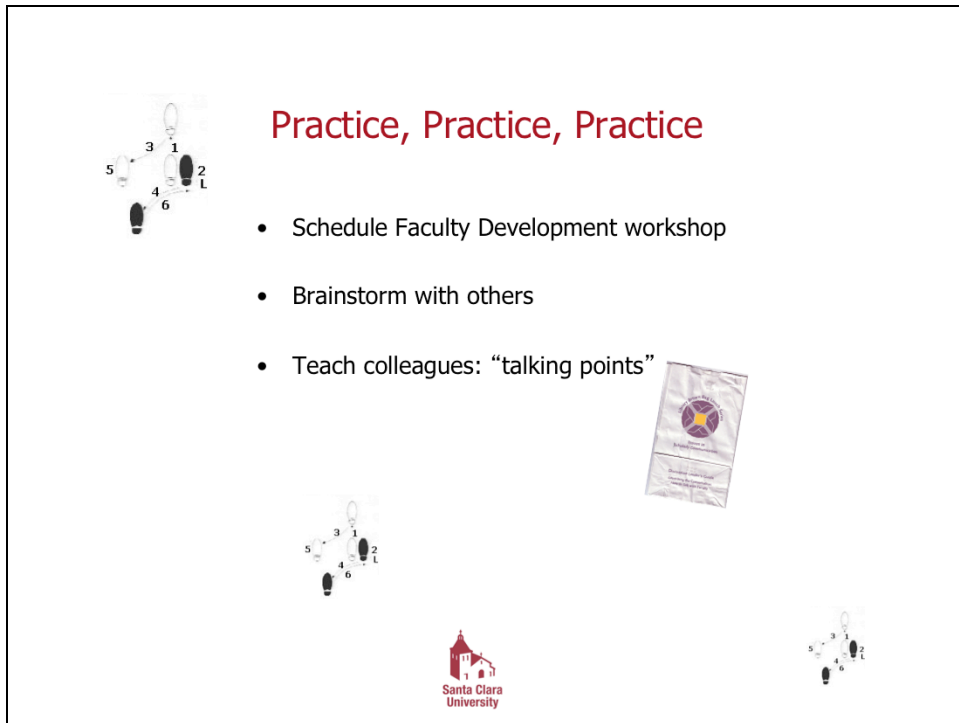
- Enhancing the Research-Teaching Nexus
- Sanjiv Das's Blog: Mini-Essays on Teaching, Research, Higher Education and What to Do When Your Calling Calls
- Tenure Process Timeline

### Becoming a More Productive Scholar

- "Efficient Research" by Nancy Unger
- "Efficient Research" by Greg Baker
- "Creativity" by Diane Dreher
- Making Time for Scholarship
- Nets for Catching Hours
- Seven Secrets for Stealing Time
- Strategies for Scholarly Success

  
 Santa Clara University





## Practice, Practice, Practice

- Schedule Faculty Development workshop
- Brainstorm with others
- Teach colleagues: “talking points”

- Faculty Development Workshops: plan waaay ahead. We could not get on the schedule for 2008 because it was already booked. Also, were advised: get experts (i.e., SPARC) if you want to get attendance. This is a to-do item.

- Fred Gertler, University of Pacific, organized a CARL North SC workshop. Besides the SC brainstorming, talked with UoP librarian Cynthia Hseiu who was part of UoP’s team at the SPARC/ACRL Immersion program in Washington, DC. (These immersion programs are now regional.) From Cynthia, I got a template for an SC faculty survey, which we changed: updated to include items such as new NIH policy—which I’ll mention soon—and tailored to our faculty interests and concerns.

- Since we could not schedule a Faculty Development workshop for a long while, decided to teach the SC talking points to librarian colleagues so they could schedule short lunch-time workshops with their departmental faculty. Our presentation, focusing on author rights (me) and open access (Tom), was meant to serve as a model to colleagues’ workshops.

ARL’s Brown Bag Talking Points [[hyperlinked brown-bag graphic](#)] are excellent resource.



# ARL's Brown Bag Discussion Series

## Launching the Conversation: How to Talk with Faculty

### Discussion Leader's Guide

The first session sets a tone and provides a foundation for further discussions among library staff of particular issues. Each brown bag session provides an opportunity for participants to deepen their understanding of a particular set of issues involved in the changing processes of scholarly communication efforts. This guide is designed for a simple hour-long lunchtime discussion. Present will be essential in creating common ground and providing a foundation for the conversation. Distribute the assignment at least a week prior to the session. A list of discussion questions are arranged in sequence below, but feel free to skip some if you need to spend more time on particular questions. It is not necessary to distribute the discussion questions before the session; however, if you think it would be helpful to your group in launching discussions, consider sharing a couple of the discussion questions in advance.

### Scoping Statement

This discussion session is designed to launch a series of discussions on a range of topics relating to the ongoing changes in how scholars and researchers convey what they learn as scholars and researchers. While any changes in publishing practices or the development of new communication practices will affect the library, fundamentally the research communities in which campus faculty participate will shape these changes in ways that librarians cannot.

Ongoing conversations with individual faculty members are an important part of any effort to educate, engage, and partner with researchers and scholars in addressing the ongoing evolution of the practice of scholarly communication. It is often daunting to think about beginning these kinds of conversations. We may already have had some memorable conversations that didn't go quite as we expected. As one library director noted, "My goal is now to have a conversation not a concert."

Whether we want to build support for realigning library resources, deposits of works into institutional or other repositories, authors' management of copyrights in their works, or some other issue related to the effective workings of the scholarly communication system, we have to create strategies for capturing faculty members' attention and launching conversations that address their needs at least as much as ours.

### Goals

Participants begin to recognize when researchers and librarians may have different views and use different language when discussing particular aspects of change in scholar's communication practices.

Participants develop new ideas for how they could launch conversations on a scholarly communication topic with an individual faculty member.

### Optional Tools for Facilitating Discussion

- A flip chart or white board for brainstorming and gathering responses, particularly for the later questions.
- A handout of the home page for the Create Change Web site.

### Priorwork for Participants

(Distribute prior to the session with the directions below.)

Review the Create Change Web Site, all sections at <http://www.createchange.org>.

Read at least one of the faculty interviews. Choose the one that interests you most. (Alternatively, ask everyone to read a particular interview.)

### Discussion Questions

① The Web site highlights, among other things, that researchers and scholars are already using the Web to create sophisticated new kinds of publications; the illustrations a researcher might encounter in their use of even a large library in the course of doing their research; what other researchers had to say about changes in their field. What did you notice about the choice of topics or how "problems with scholarly communication" are framed?

② How are the topics discussed by scholars and researchers different from those you would highlight with a group of librarians?

③ Researchers and librarians often see problems and opportunities in changing scholarly communication from different perspectives. What reactions did you have reading the researcher's statements in the interview?

④ Very seldom do faculty members simply agree with us when we try first raise a scholarly communication issue we think they should know about. What issues have you brought up in conversation with an individual faculty member? What concerns, objections, questions did that person raise?

⑤ What do you think should be on a short list of scholarly communication related topics that would successfully get at least some faculty members' attention?

⑥ Create a list of ways to lead into a dialog on one of these topics with a researcher. How might the researcher's discipline influence the way you approach the topic?

### Further Reading

Spinks, Sue "JISC: Disciplinary Differences Report." London: JISC, 2005. [http://www.jisc.ac.uk/uploaded\\_documents/Disciplinary\\_Differences\\_and\\_Needs.doc](http://www.jisc.ac.uk/uploaded_documents/Disciplinary_Differences_and_Needs.doc)


King, Diane Marley Sarah East-Niemi, Jennifer Acton, Shannon Lawrence, and Jane Perreault. *Scholarly Communication: Academic Values and Sustainable Models*. C. Judson Center for Studies in Higher Education, University of California, Berkeley July 27, 2004. (Note especially the appendices.) [http://cshe.berkeley.edu/publications/docs/scholarlycomm\\_report.pdf](http://cshe.berkeley.edu/publications/docs/scholarlycomm_report.pdf)







## Serendipitous Moves

- Soaring Journal Costs > 
- Deselection Project >
- Faculty Uproar >
- “Above the Fold” [Campus Coverage](#)



Soaring journal costs caused a deselection project for the library. Brought each department an Excel chart showing their journals and, wherever possible, showing Highwire & Biomed Central options for “open-access” after short embargo period. With chart included cover letter explaining our crisis in terms of Scholarly Communication (another SC teaching moment) and included a very few websites so those who wished could learn more.

Faculty uproar got the library “above the fold” coverage in SCU’s weekly newspaper, coverage that included explaining aspects of the SC situation (more education!). Ultimately, library received promise of funding increase.



## Letter to Faculty Makes the Case

### **SCU Library Budget: Difficult Choices**

The library is caught between conflicting situations: a stagnating library budget and spiraling journal costs...

#### **Scholarly Communication:**

I have included information on Scholarly Communication in the same packet because spiraling journal costs are part of our budget situation. Not only are individual journals rising a minimum of 8-10% per year, but vendors and publishers are also creating all-or-nothing packages that force libraries to purchase journals they may not need...at prices they cannot afford.

As a result, librarians have become greatly involved in the progressing paradigm shift that is Scholarly Communication. We are concerned with journal costs, but also champion faculty author rights, which can be confusing and unfairly abrogated for non-commercial, scholarly uses. Our goal is to help faculty navigate these murky waters.

We also hope to alert faculty to the growth of open-access journals, such as PLoS (Public Library of Science). These journals, many peer-reviewed, are available at no cost to readers and, concomitantly, have high impact factors. (For more information, see...



The Scholarly Communication explanation part of my deselection cover letter to faculty chairs and library liaisons. [Red highlights added for CARL presentation.]



# The Santa Clara

SCU's weekly undergraduate newspaper since 1922

Current issue: Thursday, February 21, 2008

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## Library struggles to keep up with journal demand

2001 budget cut impacts library's purchasing power, resulting in fewer books and journals

By Liz O'Brien

Issue date: 2/21/08 Section: News

Originally published: 2/20/08 at 8:49 PM PST

Last update: 2/26/08 at 1:17 AM PST

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Page 1 of 1

With just over a month until the March 31 opening of the university's new library, the facility's high-tech devices and student-friendly services are about to be unveiled. But the foundation of a library — books and journals — may be in proportionally shorter stock than ever before.

In the last six years, the deficit between the library's operating budget and the scope of journals, books and databases available has been steadily increasing, said Taeock Kim, associate university librarian. In other words, the library's budget can't keep up with the number of new journals available.



This was less than 2 months ago.



## Faculty Survey

- Survey link emailed to all faculty February 25, 2008
- Reminder email sent 2 weeks later
- Responses: 53 of ~400 faculty, from tenured to adjunct

The screenshot shows the 'WEB PUBLISHING AT SANTA CLARA UNIVERSITY' survey form. It includes a header with the university logo and navigation links. The main content area is titled 'Scholarly Communication Faculty Survey' and contains instructions for faculty. The survey questions are as follows:

**Survey Questions**  
Survey Questions

1. What are your objectives for publishing scholarly work? Please rank each objective by its importance to you.

	Extremely Important	Important	Neutral	Unimportant	N/A
To obtain others about my work and results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For professional advancement, such as promotion and tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For professional recognition in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To specifically research funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To share research results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Have you ever negotiated with a publisher for your author rights? ☐ Yes ☐ No

3. Listed below are frequently mentioned issues/phenomena associated with Scholarly Communication. Please indicate your degree of familiarity with them.

	I understand clearly what it is	I have heard about it	I have never heard about it
Author rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Commons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic Theses & Dissertations (ETDs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic journal of journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Santa Clara University logo is visible at the bottom right of the form.

Approximately 12% response rate—not great, but not terrible. Should have promised lunch with “librarian of your choice” for every 10<sup>th</sup> call over the 50 mark.



## Faculty Survey



No time to compile SC faculty survey results because of New Library Opening.  
Come visit! (cheap shot to publicize fabulous new library)

Photo Credit: Adam Hays



## Faculty Survey: a Few Results

- **Escalating journal prices:** 81% clearly understand problem
- **Author rights:** 66% clearly understand;  
25% have negotiated with a publisher for author rights
- **NIH Public Access Policy:** 59% have never heard about it;  
4% clearly know what it is
- **Institutional Repositories:** 27% have never heard about it;  
49% have heard, but do not clearly understand
- **Support Repository:** 70% plus, for student work, SCU  
repository, consortial repository



~80% never heard of SPARC. Although most either had never heard of or were not clear about institutional repositories (IRs), a few questions later, when they understood that IRs are places to deposit work, more than 70% were for it.





## Next Steps?

- Add Faculty to SC Working Group
- Journal Citation Reports
- Repository: SCEL considering
- Invite SPARC for faculty workshop
- Make presentations to departments
- New Faculty Orientation
- Add Scholarly Communication to librarian job description





• The library is part of Information Services (IS), so we added a person from each of the other two IS areas: Media Services and Information Technology. The newly appointed Associate Provost for Faculty Development came a recent meeting and we convinced him to become a permanent member of the group. We believe the only way to attain SC “purchase” among the faculty is to have faculty in the group, ideally comprising half the group. Subsequently to the Assoc Provost signing on, the Associate Provost for Research Initiatives also agreed to become part of the group. We have been able to provide her with information on the new NIH Public Access Policy as well as other information useful to scholarly research and hope to provide more in order to continue a developing relationship. As more faculty come on board, IS members will leave the group.

• SCU administration and the library are exploring subscription to Citation Reports, especially considering that they do include open access journals.

• The SCEL consortium (private California colleges and universities) is considering a repository, and Tom is on that committee.

• We hope to add brief information on Scholarly Communication to annual