4-2-2008

Scholarly Communication: Solving a Global Crisis - 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.
• 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 Stretin, 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 1994 to 2002, journal prices rose 27%, although the Consumer Price Index (CPI) rose only 6%. 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 venues, authors were losing control of their copyrights. Scholars found themselves in a position where their own work was no longer under their control. As a result, more and more authors are beginning to ask themselves: "Who now has my work?"

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The Santa Clara University Library is doing a number of things to help faculty:

• Preparing a brief online survey to learn faculty concerns.
• Collaborating with faculty to solve problems.
• Educating the scholarly community in a number of forums.
• Encouraging faculty to do research and write articles.
Scholarly Communication at Santa Clara University

The Current Crisis

A crisis in scholarly communication is shaking the foundations of tenure—scholarly—and the institution—university. The crisis began with an unwillingness to pay 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: Future of Scholarly Communication

Open-access journals, many of them peer-reviewed, provide free online access to research. Recent studies show that open-access journals are increasingly cited. To learn more...

Santa Clara University
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
Elsevier Is Green: Pre-Prints & Post-Prints Allowed

Publisher copyright policies & self-archiving

Santa Clara University
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.

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 - Revise
You retain sufficient rights to grant the reader 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
ADDENDUM TO PUBLICATION AGREEMENT

1. THIS ADDENDUM hereby modifies and supplements the original Publication Agreement by including the following, which:

   a. Transforms the Addendum Agreement into an "Addendum Agreement for Simple, Professional-Looking Addendum";
   b. Provides the necessary legal and contractual framework for the implementation of the Addendum Agreement;
   c. Specifies the rights and obligations of both parties in relation to the implementation of the Addendum Agreement;
   d. Includes any other relevant terms and conditions deemed necessary by either party.

2. The Addendum Agreement is hereby amended to include the following:

   a. The Addendum Agreement shall be effective as of the date of execution and shall continue in full force and effect until either party provides written notice of cancellation at least thirty (30) days prior to the expiration date.
   b. All terms and conditions of the Addendum Agreement are binding upon both parties and shall be subject to the same policies and procedures as set forth in the original Publication Agreement.
   c. The Addendum Agreement is not subject to any limitations, restrictions, or exclusions.
   d. The Addendum Agreement shall be enforceable and binding upon both parties.

3. The Addendum Agreement shall be governed by the laws of the state of [State Name], and any disputes arising under or related to the Addendum Agreement shall be resolved in the courts of [State Name].

4. This Addendum Agreement is not intended to modify or supersede any provision of the original Publication Agreement.

5. This Addendum Agreement is subject to the approval and consent of the甲方 [Party A] and the乙方 [Party B].

6. This Addendum Agreement may be signed and executed in any number of counterparts, each of which shall be deemed an original and all of which taken together shall constitute one and the same agreement.

[Signatures]

[Company Name]

[Date]

[City, State]
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.
Issues in Scholarship

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

Integrating Research and Teaching
- Enhancing the Research-Teaching Nexus
- Sagar Doc'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
- Notes for Catching Hours
- Seven Secrets for Stealing Time
- Strategies for Scholarly Success
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 Conversations: How to Talk with Faculty

Discussion Leader’s Guide

The purpose of this guide is to help faculty members engage in meaningful and productive discussions with students about the role of higher education in society, their personal and professional development, and their potential contributions to the world. The guide provides tips and strategies for initiating and maintaining conversations that are thoughtful, respectful, and engaging. It also offers suggestions for how to encourage students to think critically and develop their own ideas.

Selling Statement

The discussion leader’s guide is designed to help students engage in conversations that are meaningful and productive. It provides tips and strategies for initiating and maintaining conversations that are thoughtful, respectful, and engaging. It also offers suggestions for how to encourage students to think critically and develop their own ideas.

Discussion Question

What are some of the challenges that students face in higher education? How might these challenges affect their academic performance and future success?

Further Reading

- [ARL’s Brown Bag Discussion Series](http://www.arl.org)
- [Fostering Engaged Learning: Strategies for Faculty](http://www.facultyfocus.com)
- [Student Engagement in the 21st Century](http://www.nsf.gov)

Prime for Publicists

Summary: [Read the summary with the discussion leader.](http://www.arl.org)

Read at least one of the faculty statements. Choose the one that interests you most. Underline it and create a summary statement.

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

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