

Developing Effective Scholarly Communication Advocates: A Case Study

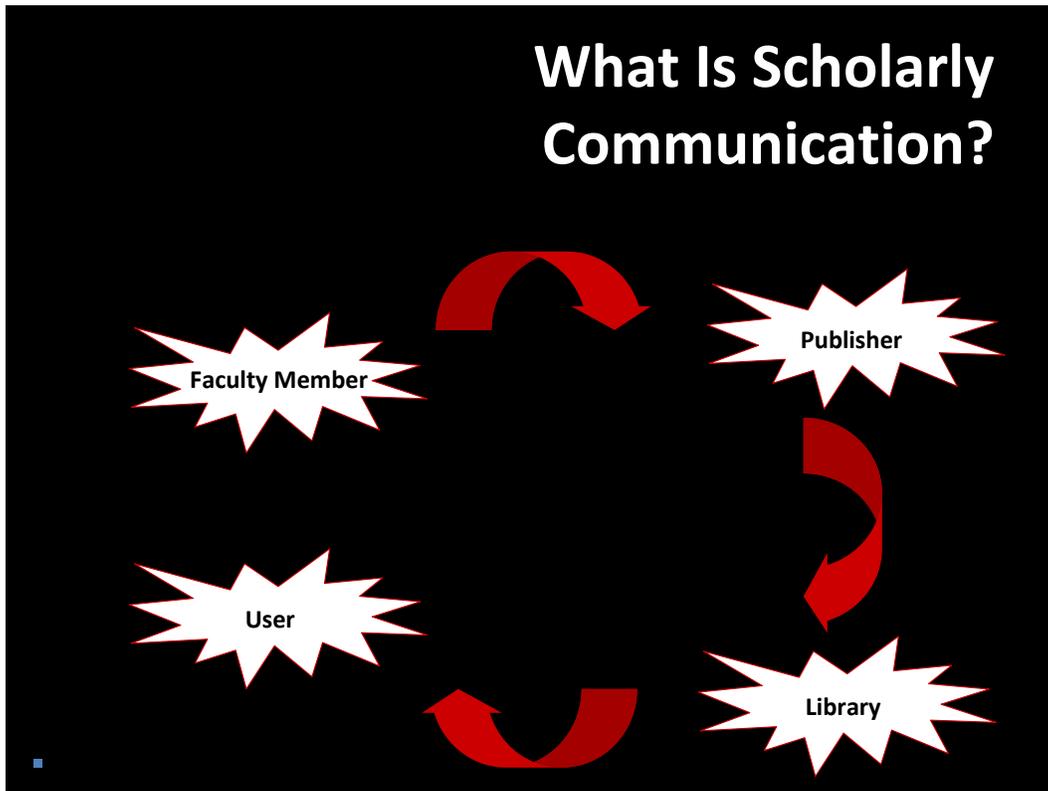
Pamela Brannon
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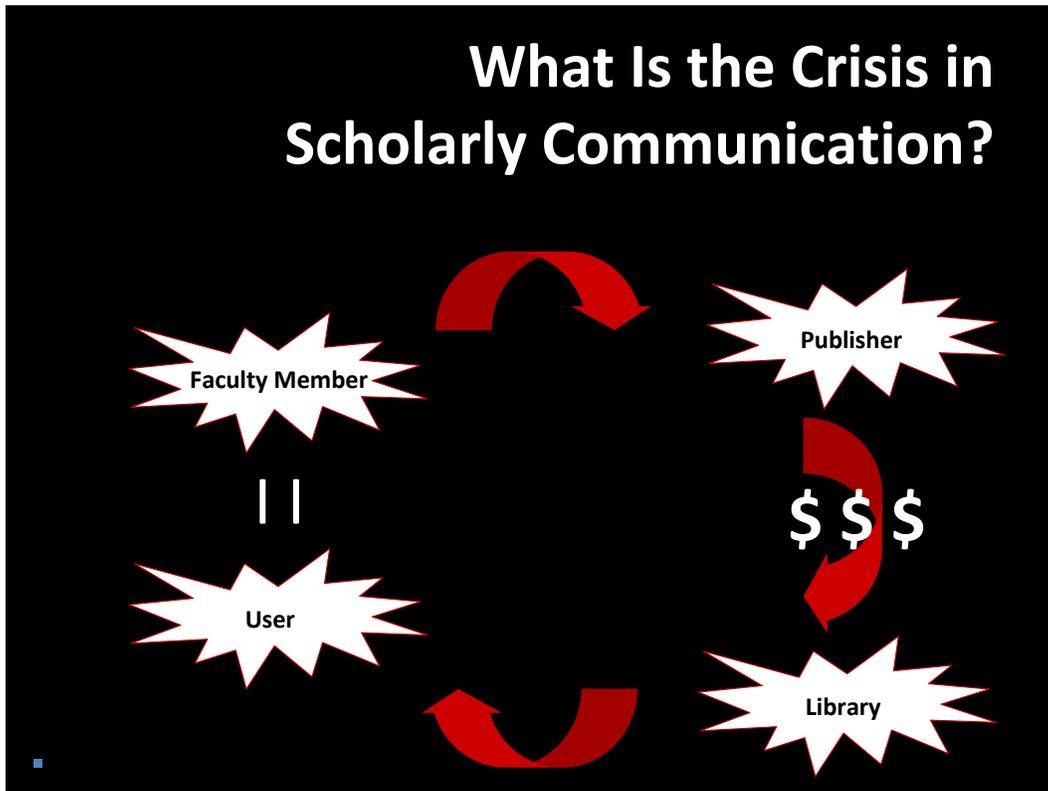
Good morning. My name is Sara Fuchs, and I am the Digital Initiatives Librarian at Georgia Tech. I'm here with Pam Brannon, the Reference/Electronic Services Librarian for the College of Law Library at Georgia State University. Prior to working at Tech, I worked at Georgia State as the Digital Technologies Librarian, where I implemented the university's institutional repository and worked with the subject liaison librarians to recruit content. Pam and I are here to talk about how we developed scholarly communication advocates both within and without the library, identified early adopters for the repository, and collaborated on training.

What Is Scholarly Communication?



So first, what exactly do we mean by scholarly communication? To perhaps oversimplify the process, “scholarly communication” is simply the process in which scholarly research is produced, disseminated, preserved, and used. Traditionally, a faculty member will write an article, which the publisher will vet, through peer review, and the library will subscribe to in order to distribute it to its users.

What Is the Crisis in Scholarly Communication?



You'll often hear librarians talk about the "crisis in scholarly communication"? Well, as journal prices rise, the library is unable to provide access to the scholarly literature that their faculty members require for their research. Faculty members often sign away the copyright to their own publications, which means that they can't post an article on their website, or even hand it out in class. The system, as it stands now, is unsustainable.

The Library's Response

- Promoting open access alternatives
- Providing institutional repositories for scholarly work
- Educating about copyright

This crisis is precisely why libraries are situating themselves to offer new services, such as promoting open access alternatives, providing institutional repositories, and educating about copyright. Now, this has been going on for a while, and more and more universities are building institutional repositories, only to have them stay empty.

Studies on Lack of Faculty Involvement

Gibbons, S. (2005), "Understanding faculty to improve content recruitment for institutional repositories", *D-Lib Magazine*, Vol. 11 No. 1, available at: <http://www.dlib.org/dlib/january05/foster/01foster.html>

McDowell, Cat S. (2007), "Evaluating Institutional Repository Deployment in American Academe Since Early 2005: Repositories by the Numbers, Part 2", *D-Lib Magazine*, Vol. 13 Nos. 9/10, available at: <http://www.dlib.org/dlib/september07/mcdowell/09mcdowell.html>

Davis, P. and Connolly, M. (2007), "Institutional Repositories: Evaluating the Reasons for Non-use of Cornell University's Installation of DSpace", *D-Lib Magazine*, Vol. 13 Nos. 3/4, available at: <http://dlib.org/dlib/march07/davis/03davis.html>

Lynch, C.A. & Lippincott, J. (2005). "Institutional repository development in the United States as of early 2005." *D-Lib Magazine*, Vol. 11, No. 9, available at: <http://dlib.org/dlib/september05/lynch/09lynch.html>

Johnson, R. (2002). "Institutional Repositories: Partnering with Faculty to Enhance Scholarly Communication", *D-Lib Magazine*, Vol. 8, No. 11, available at: <http://dlib.org/dlib/november02/johnson/11johnson.html>

Kim, J. (2007). "Motivating and Impeding Factors Affecting Faculty Contribution to Institutional Repositories", *Journal of Digital Information*, Vol. 8, No. 2, available at: <http://journals.tdl.org/jodi/article/view/193/177>

Many studies have been done about the difficulty in recruiting material for institutional repositories, and I think the whole "if you build it, they will come" model has proven false.

Challenges

- Lack of awareness of IR
- Lack of concern about journal access
- Confusion over copyright
 - What a copyright is
 - How an author agreement affects copyright rights

Other challenges include....

Directory of Open Access Repositories

OpenDOAR *Directory of Open Access Repositories*
Home | Find | Suggest | Tools | FAQ | About | Contact Us

Search or Browse for Repositories

Any Subject Area Any Content Type Any Repository Type
Any Country Any Language Any Software

Summaries 20 per page. Sort by: Repository Name

To search the *contents* of the repositories listed in OpenDOAR, please see our [trial search page](#).

Results 1 - 20 of **1086** Page: << Previous 1 2 3 4 5 6 7 8 9 10 Next >>

But there are also opportunities. The Directory of Open Access Repositories lists over 1000 repositories worldwide. As faculty members become more familiar with finding scholarly material in repositories, they'll be more receptive to the idea of depositing their own work.

SMARTech – Scholarly Materials and Research at Georgia Tech

[Georgia Tech's Institutional Repository](#) >

Browse by Title

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or enter first few letters:

Showing items 1-21 of 16989.

SMARTech, Scholarly Materials and Research at Georgia Tech, contains almost 17,000 items. They've focused on gray literature, such as technical reports, that were already online, archival material such as Georgia Tech periodicals, and also by creating their own content, such as by capturing audio or video of lectures, and uploading that into the repository. Now that they have a critical mass of items, and faculty members are more aware of SMARTech and how it works, they are focusing more on traditionally published scholarly material.

Open access mandate at Harvard University

"Each Faculty member grants to the President and Fellows of Harvard College permission to make available his or her scholarly articles and to exercise the copyright in those articles."

"To assist the University in distributing the articles, each Faculty member will provide an electronic copy of the final version of the article at no charge to the appropriate representative of the Provost's Office in an appropriate format (such as PDF) specified by the Provost's Office. The Provost's Office may make the article available to the public in an open-access repository."

And there have been several newsworthy events quite recently. Last month, the faculty of the College of Arts & Sciences at Harvard University passed an open access mandate, requiring faculty members to post their articles in their institutional repository. This is noteworthy because one, it's Harvard, two, it was proposed and adopted unanimously by faculty members, and three, it's an opt-out policy, rather than an opt-in policy.

National Institute of Health Public Access Policy

The Director of the National Institutes of Health shall require that all investigators funded by the NIH submit or have submitted for them to the National Library of Medicine's PubMed Central an electronic version of their final, peer-reviewed manuscripts upon acceptance for publication to be made publicly available no later than 12 months after the official date of publication: Provided, That the NIH shall implement the public access policy in a manner consistent with copyright law.

And in December, President Bush signed into law the NIH public access policy. The policy states that all investigators funded by the NIH must submit their final, peer-reviewed manuscripts to PubMed Central no later than 12 months after the official date of publication.

Because these two events have been in the news, your faculty members are most likely aware of them. For the NIH policy in particular, faculty members may be looking towards the library for guidance on adhering to it.

Incentives



University of Minho
Portugal

- Promotion
- Value-added services
- Self-archiving
mandate policy
- **Financial incentive**

And another opportunity – never underestimate the power of providing incentives. At the University of Minho in Portugal, when faced with slow adoption and low deposit rates, in addition to promoting their repository, adding value-added services, and creating a mandate, they offered financial incentives for departments whose faculty members deposited. This produced an increase of 71% of faculty who self-archive.

Disciplinary Repositories

- arXiv.org – Physics
- Social Science Research Network (SSRN)
- Computing Research Repository (CoRR)
- CiteSeer – Computer & Information Science
- PubMed Central
- Cogprints – Psychology

Another opportunity....some of your faculty members may already be submitting their papers to disciplinary repositories. It's certainly more popular in some disciplines than in others. arXiv.org has been around since 1991 and contains over 460,000 e-prints.

Implementing a Scholarly Communication Program at Georgia State University

So, this brings us to the library at Georgia State University, which was trying to implement its own scholarly communication program. But why?

2005 Strategic Plan

Libraries will partner with a variety of campus constituencies to provide institutional repositories that will provide a vehicle to showcase the university's research accomplishments.

Well, it was in the university's 2005 strategic plan, for one. I think I worked at Georgia State for months without realizing this, but when I did, it really helped with faculty's perception of me and my position. It gave a credence to the work the library was doing.

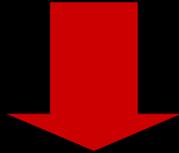
2007 Action Plan

The University's research output will continue to be digitally stored and made accessible through Institutional Repositories managed through an IS&T/University Library partnership. Stored materials will expand beyond theses and dissertations to include faculty output in a DSpace institutional repository.

We were also in the 2007 action plan, with our DSpace repository mentioned specifically.

Identifying the Problem

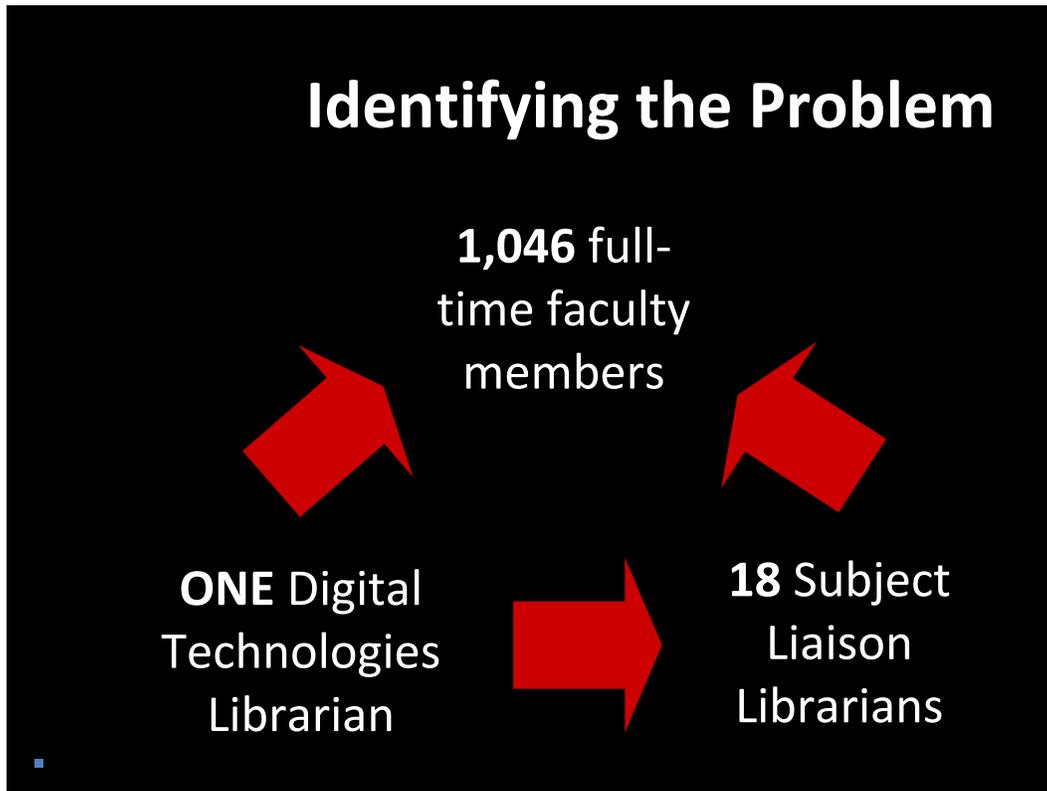
1,046 full-time faculty members



ONE Digital Technologies Librarian

The problem was that there are 1,046 full-time faculty members, and only one digital technologies librarian, which was me.

Identifying the Problem



It was pretty obvious that becoming collaborators with other scholarly communication advocates was essential. There were 18 subject liaison librarians in our library, all with connections to each department on campus. The liaisons know their departments, and more importantly, their faculty members, better than I ever could.

PR Campaign

- Began working the reference desk several hours a week.
- Met individually with each liaison librarian, to talk about their departments.
- Better defined my role as Digital Technologies Librarian.

So it took me a little while to figure it out, but it turned out that no one really knew what I did. After my third question about an obscure database that I knew nothing about, it occurred to me that some people thought I was the Electronic Resources Librarian. So I started my own little public relations campaign. I began working the reference desk a few hours a week in order to get to know the other librarians, and I scheduled one-on-one meetings with each liaison, to talk about what they did, and what I did.

GEORGIA STATE UNIVERSITY LIBRARY
Your Source for Research and Learning

NEW LOGIN METHOD
Library ID and Campus ID for Access to Library Resources

Need Help? Ask A Librarian

Find Information | Library Services | About the Library | Site Map | Site Index | Site Search

Home > Digital Initiatives

Digital Initiatives
ETD Database
The Institutional Repository
Open Access Journals

Announcements

Interested in archiving your scholarly material? We are looking for participants for the pilot phase of GSU's institutional repository. Contact Digital Technologies Librarian [Sara Fuchs](#) if you are interested in participating.

Contact Information

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Location

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Atlanta GA 30303

Digital Initiatives at Georgia State University Library

Libraries and archives traditionally collect, provide access to, and preserve information. The goal of the University Library's Digital Initiatives program is to utilize technology to provide these same services, ensuring that digital scholarship is both preserved and made accessible.

There are three projects in this effort to promote new methods of digital scholarship and preservation:

- **The Electronic Theses & Dissertations (ETD) Database**
The majority of GSU's theses, dissertations, and undergraduate honors theses are submitted electronically to the ETD database.
- **The Institutional Repository**
The institutional repository collects, organizes, disseminates, and preserves the digital scholarly output of Georgia State University faculty and staff.
- **Open Access Journals**
To support the creation of open access journals, the library is hosting an open source journal management and publishing system for use by faculty members.

[Digital Initiatives](#) | [Electronic Theses & Dissertations Database](#) | [The Institutional Repository](#) | [Open Access Journals](#)

I also better defined my role within the library, as my position was fairly new, by creating a Digital Initiatives web page, listing the digital services offered by the Library. This also helped the liaisons view me as a resource, that could benefit them.

Success Achieved!

Liaison 2007 Goal:
To communicate
the scholarly
communication
initiatives happening
in the Library.

I realized all my hard work had paid off, when the liaisons chose “scholarly communication” as their annual goal. So now I had a nice group of, somewhat reluctant, but mostly willing workers to help me populate our institutional repository.

Scholarly Communication Training

Developed a three-day training for the liaisons:

- Day One: Issues in Scholarly Communication
- Day Two: Copyright
- Day Three: Institutional Repositories

But first, I wanted the subject liaisons to feel comfortable with talking to their faculty members about issues of scholarly communication. I had attended the ARL/ACRL Institute on Scholarly Communication earlier that year, and so developed a three-day training for the liaison librarians with guest speakers, based on the institute. It's important to note that we brought in outside, local speakers for all three days – not only was their perspective valuable, but it also helped our subject liaisons take it all a bit more seriously.

Day one focused on issues of scholarly communication, and Bonnie Tijerina, who was the Electronic Resources Librarian at Georgia Tech at the time, spoke about the different needs of librarians, publishers, and faculty members, and how they intersect.

Day two was about copyright, and we brought in Pam Brannon, from our Law School Library. She'll take more about that.

On day three, we brought in Catherine Jannik & Susan Parham from Georgia Tech, who spoke about their experiences implementing an institutional repository at Georgia Tech.

Copyright

- Brief overview of copyright law
 - “Bundle” of rights
 - Nonexclusive license and transfer of copyright
 - Some standard license terms
- Tools for amending licenses
 - MIT Author Addendum
 - SPARC Author Addendum
 - Creative Commons licenses

Scholarly Communication Training

- Departmental Survey
- Researching Institutional Repositories
- Reviewing Copyright Agreements

We also gave them a series of assignments and readings before the training, so they could become familiar with the issues and how they affect their specific departments. We asked them to survey their department, looking for things like open access journals in their field, any statements of support from scholarly societies, or other openings they could use for their department. I asked them to look at different institutional repositories, to see what material was being collected, and how they were organized. I also asked them to look at the verbiage on copyright agreements that their faculty members were signing, so they could become more familiar with that type of language.

ScholCommTraining

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Scholarly Communication Training

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- [What Is Scholarly Communication?](#)
- [Resources for Liaisons](#)
- [Shared Promotional Materials](#)
- [Liaison Goals](#)
- [Education Series: Scholarly Communication](#) - Assignments & Schedule for the Scholarly Communication Training
- [Ready Responses to Faculty Questions and Concerns about the IR](#)
- [DSpace Instructional Pages](#)
- [Name That DSpace!](#)

I set up an internal wiki for the liaisons, with resources for them to use, such as shared promotional materials (emails to send to faculty members, powerpoint presentations, handouts) and answers to questions that faculty may ask of them.

Digital Initiatives at Georgia State University Library



GEORGIA STATE UNIVERSITY LIBRARY
Your Source for Research and Learning

Advantages of Open Access to Your Work

- Increased impact of your research.
- Increased readership and citation.
- Continued access to and preservation of your work.
- Discoverable via Google and Google Scholar.

Become Involved

- Understand the copyright you retain when publishing.
- Encourage promotion and tenure committees to recognize the value of new forms of digital scholarship.
- Explore open access venues for publishing.
- Deposit your research materials into GSU's institutional repository.
- Referee papers and serve on editorial boards for open access journals.
- Encourage discussion of scholarly communication issues in your department and proposals for change.

After the training, the liaisons mentioned that they'd like something to pass out to faculty members, so I created a pamphlet about the Digital Initiatives offered by the library, with verbiage specifically geared towards faculty members. The pamphlet talked about open access alternatives to traditional publishing outlets, and encouraged faculty members to become involved, either on their own, by retaining copyright when they publish, or through utilizing the services offered by the library.

Scholarly Communication at Georgia State University



With my input, one of our liaison librarians created a web site on scholarly communication, again written for faculty members, and not for librarians. Again, it focuses on not only what the library is doing, but also what faculty members can do, and was another resource that the liaisons could direct their faculty members towards.

Results of Training

- Liaisons are inviting me to attend faculty meetings and brown bag presentations.
- Liaisons are actively recruiting content.
- Liaisons are learning how to upload items into the IR.

So, as a result of the training, the liaisons and I are began to collaborate, and the liaisons are acting as scholarly communication advocates. They're asking me to attend faculty meetings to talk about the repository – if I'm unable to attend, they feel much more comfortable talking about the IR and other digital initiatives offered by the Library. They are also keeping their eyes out for content such as grey literature, like technical reports, and identifying faculty members as early adopters by archiving their publications for the repository. The library researches copyright on their traditionally-published publications, and we also upload and describe the files.

IR Pilot Projects

- Two literary journals from the Department of English
- Computer Science Technical Reports
- Colleges of Communication & Social Work Faculty Publications
- Graduate English Association Conference Proceedings
- Archival material from the College of Law

We started work on a number of pilot projects for the repository, which were being uploaded by me, or by the liaison librarians. Some of it is traditionally published material, such as faculty publications, and others fall more into the gray literature category. Pam is managing the collection for the College of Law, and she'll talk about that in a minute. We started small, but hoping that faculty members who are participating will become advocates for these services themselves, and promote it among their departments.

Law Library Experience - Pam

- Faculty seemed on board from the beginning
- Major projects came about easily:
 - College of Law history materials
 - Law Review back issues
 - Faculty publication support
 - Conference materials
- Much more we can do

In the Law Library, a lot of projects seemed to come about with almost no work at all. The Law Library had already had the idea to digitize materials relating to the history of the College of Law, and that project was already partially underway whenever I came to the Law Library. Other projects came easily: the Law Review already had some issues online, so when they mentioned that they would like to have more issues online, DSpace was a natural fit. Another faculty member approached us, before we presented the Digital Archive formally to the faculty, and said that he had a lot of public domain material that he was using as source material for a book that he would like to make available on the web. Again, DSpace seemed like a natural fit. More recently, a faculty member who organized a major conference mentioned that he wanted to make the conference materials available in DSpace.

Talking to Faculty

- Talking to a librarian is like preaching to the choir.
- Talking to faculty is like trying to convert the heathens.

So one thing that I really took away from this whole experience is that the verbiage used when talking to a faculty member is different than the verbiage you'd use talking to a librarian.

What Not To Say

institutional repository

rising journal prices

e-print

serials crisis

library budgets

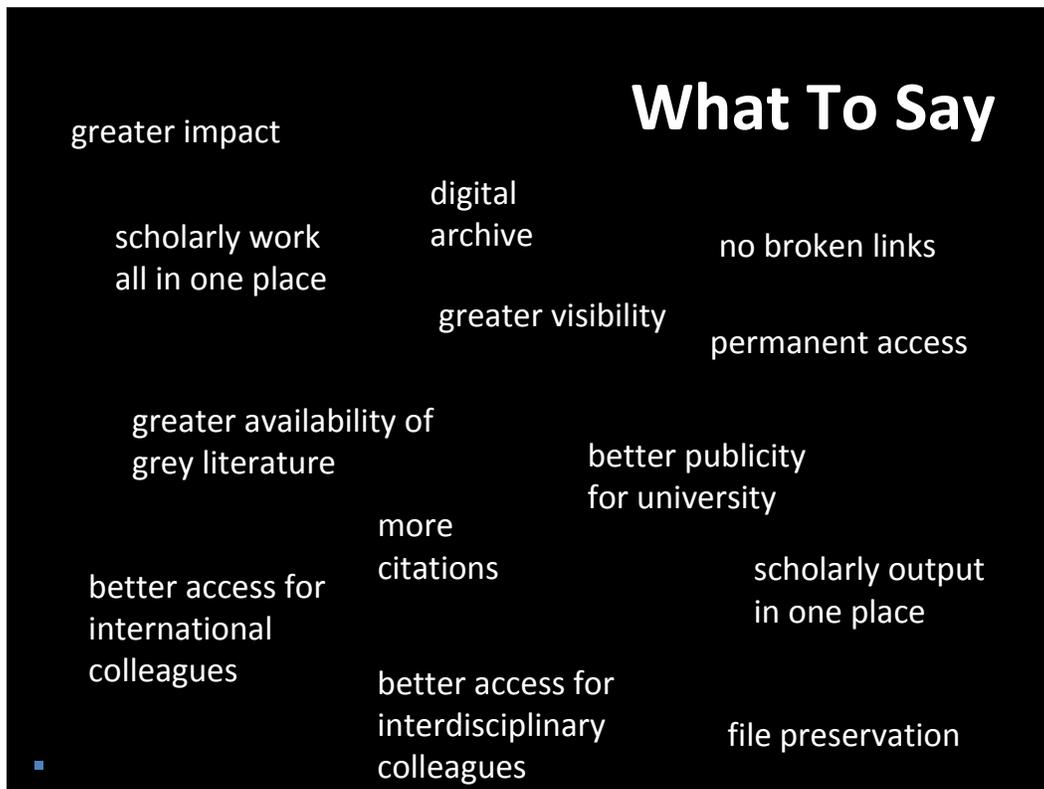
post-print

mandate

crisis in scholarly
communication

pre-print

There are certain phrases that really don't resonate with faculty members, although they might with librarians. "Institutional repository" doesn't mean anything to faculty – I've been referring to our IR as a digital archive, as an archive is something that people are familiar with. Anything with the word "crisis" in it tends to get a negative response, as well as talking about library budgets or rising prices. And faculty members hate being told to do something, so don't ever mention the word mandate.



However, there is certain verbiage that tends to resonate more with faculty members, who usually have no problem getting ahold of the material they need for their research. They like the idea of their work having greater impact, and it's important to remind them that some academics won't have access to the same resources that they do. They like the idea of putting all of their work in one place, and the fact that it's better publicity for the university (particularly for schools that receive state funding). And as I pointed out earlier, with the NIH mandate, some faculty members may be required to make their work publicly available.

Conclusion



Questions?

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