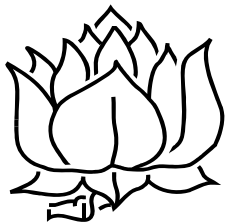




Scholarly Communication and Issues of Access, Part 1

This past July, Nancy Cardona and I attended an invited colloquium sponsored by the Association of Research Libraries' (ARL) Institute on Scholarly Communication.¹ The Institute's purpose is to engage higher education faculty in action to support and promote sustainable models of publishing and access to scholarly publication at the local level. For 4 days, teaching faculty, administrators and librarians discussed issues and



Create a bright path.

considered plans to initiate programs related to reforms in scholarly communication at our respective campuses.² Programs ranged from awareness campaigns on author copyright retention to implementing local institutional repositories for student and faculty publications. By all measures, Fort Lewis College falls at the initial awareness stage. By briefly outlining some of the issues here, I hope we can initiate campus-wide conversations, moving toward understanding, ownership and activism, with ambitions to become part of the wider goal of transformation of scholarly communication.³ Obviously, our awareness and understanding must be attuned

to the Fort Lewis College community, with needs and circumstances defined across institutional, disciplinary/ departmental, and individual perspectives. With Fort Lewis College initiatives for undergraduate research, including Community Based Learning and Research (CBLR), issues of access and new models for dissemination are particularly relevant to our campus.

CURRENT (State of) AWARENESS

The field of scholarly communication for the academic community encompasses a large set of intertwined issues: intellectual property rights of authors, ownership of public research, copyright limitations for educational use, models for electronic publishing, including the publishing viability of nonprofit scholarly societies, peer review assurance, institutional and disciplinary repositories, and so on. Each of these includes an aspect related to access to products of scholarship. To achieve awareness, past paradigms and limited perceptions need to be examined in a broader context. For decades, the issue of access to scholarship has been framed by cost and budget issues. We are all too familiar with the battle for limited institutional resources between departments, services, and administrative needs. Librarians, faced with stagnant budgets and inflating journal costs, are forced to confront faculty and students with perennial lists of journal titles slated for cuts. In recent years, librarians, using the power of consortiums and



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Scholarly Communication, continued

group purchasing, have responded by negotiating with publishers in creative ways to lower access costs in ways that have been clearly an advantage to publishers amenable to the new revenue streams. A familiar example of this is JSTOR, created as an archive in which access is limited to previous years, usually with a 3 to 5 year embargo.

JSTOR was conceived as an archive for saving space in libraries, but for many libraries, it provides the only available access to some publications, unaffordable at subscription rates. JSTOR is such a “success” that both students and faculty may search JSTOR exclusively, without considering the fact that a search in JSTOR (or for JSTOR publications included in a Google Scholar search) does not include articles published in recent years, a limitation that is not always obvious. As well, we become dependant on other access avenues such as Interlibrary loans from other collections, increasing efficiency through electronic request and document delivery. Online access has been greatly increased, for libraries with modest budgets, through subscriptions to aggregated full text content in databases such as Academic Search, Business Source and Lexis Nexis Academic Universe. Such databases are relatively affordable but lack many of the more expensive academic journals, and also frequently include time embargoes on access to recent issues.

While libraries attempt to expand access while controlling costs in these ways, individual scholars and teachers have often embraced the concept and practice of “open access” through Web capabilities without necessarily attending to legal restrictions. As exemplified by Google’s

Books initiative to digitize contents of entire libraries, even an entity with large resources was caught unaware of the breadth of copyright exercised by publishers.

NEXT STEPS

Through the Open Access Door

The increasing presence of Open Access publishing, made possible by web technologies, has made ripples throughout publishing to the extent that the issues of access to scholarship are being reframed from a “systems” perspective. No longer is the issue considered the sole domain of librarians who are charged with the role of securing access within the means of the institution’s budget. Given the implications of the effects to all parties involved in aspects of scholarly publishing (authors, readers, researchers, scholarly societies, owners, publishers, distributors, librarians, and the public/ tax-payers who pay for much of the research), it only makes sense to view access to scholarly communication as determined by a system of complex dynamics at play. As a result, each of us has a role with the capability to effect change. Realizing how to effect change through directed efforts is a challenge we can approach together through concerted efforts.

Coming! Part 2:

Scholarly Communication Issues

1. **Faculty Roles (Author Rights, Instruction Issues and Activism)**
2. **New Publishing Models (Open Access, Hybrids and Repositories)**

Minna Sellers
Information Services Librarian



Technology, in its many forms, has redefined “library,” creating a broad entity that reaches far beyond traditional resources and services.



Scholarly Communication, continued

Resources:

SPARC (Scholarly Publishing and Academic Resources Coalition): <http://www.arl.org/sparc/>

The Future of Scholarly Communication, Center for Studies in Higher Education, University of California, Berkeley. <http://cshe.berkeley.edu/publications/publications.php?p=2>

Create Change Website (subtitled *Shouldn't the way we share research be as advanced as the Internet?*) sponsored by ARL and SPARC. <http://www.createchange.org/>

Scholarly Communication Toolkit. ACRL (Association of College & Research Libraries). <http://www.ala.org/ala/acrl/acrlissues/scholarlycomm/scholarlycommunicationtoolkit/toolkit.cfm>

Alliance for Taxpayer Access. <http://www.taxpayeraccess.org/>

¹ We would like to thank both CBLR and Academic Affairs for providing funding for attending the Institute.

² Attending institutions included: York University (Toronto); Arizona State University; Bridgewater State College (MA); Brigham Young University; Purdue University; California Institute of Technology; University of Northern Colorado; Lafayette College (PA); Linfield College (OR); University of California, Riverside; University of Illinois, Urbana Champaign; University of Texas (Austin and Arlington); University of Wisconsin Madison; Virginia Tech; Washington University; West Virginia University.

³ Joyce L. Ogburn. "Defining and Achieving Success in the Movement to Change Scholarly Communication." ARL/ACRL Institute on Scholarly Communication, Washington DC. July 18-20, 2007/. for a descriptions of the five stages of engagement in relation to scholarly communication: awareness, understanding, ownership, activism and transformation.

The New Face of Library Instruction

Fall 2007 marked a new era of library instruction at Fort Lewis College. LIB150, the required semester-long information literacy course, is being phased out. A new program called libRIC (Library Research Instruction in the Curriculum) is taking its place. Since these sessions are taught in required courses, all FLC students will be exposed to these basic information literacy skills.

Instruction in Tier 1 serves as an introduction to the library and its resources. Students learn how to find books and other materials in the online catalog, how to perform basic searches in periodical databases, and how to evaluate the information sources they find.

Tier 2 sessions focus on more advanced search techniques, an introduction to subject-specific databases, and issues related to infor-

mation sources in a college environment—including literature reviews, proper citation methods, and academic honesty.

Request Specialized Library Instruction

We welcome requests for in-depth instruction for a class. Feel free to contact your subject liaison for an individual in-class session. Or use complete the online form:

<http://library2.fortlewis.edu/forms/request/bireq.html>

We ask instructors make such requests at least a week prior to the instruction in order to prepare specific to your goals and to reserve a computer room if necessary. Liaisons are listed on page 5.

Chris Hartman
Instruction Librarian



Find
what you need
- at the library.

Ideas for Avoiding the Red Tape of E-Reserve Forms

With Fall Semester ending, it is time for faculty members to begin organizing their course reserve materials for the Winter Semester. Invariably, there is a rush at the beginning of each semester to place items on reserve. The Circulation Department would like to offer some suggestions to faculty members that will help expedite the reserves process.

For items such as books and videos, the process is fairly straightforward. Bring us your stuff, fill out a “physical reserve” form, and we’ll do the rest. Processing of e-reserves is another matter. E-reserves usually deal with the photocopying of copyrighted materials. Copyright compliance is an important consideration. For this reason, Reed Library requires a completed e-reserve form submitted with each photocopied item.

A new e-reserve form is required every time a photocopied item is reactivated and reused. Responsibility for copyright compliance rests on the instructor using the material. By signing the compliance statement, the instructor acknowledges that he or she is taking that responsibility, and that Reed Library is relieved from liability.

To avoid the hassle of redundant paperwork, we recommend that instructors fill out an online form for each e-reserve item and save a

copy in a “course reserves” file on their own computer. When the time comes to reactivate a particular e-reserve, all that needs to be done is to update the course and semester info, and the date of the already initialed compliance statement. Because previously used articles remain in our database, only the updated form needs to be sent as an email attachment to reserves@fortlewis.edu. Having the citation information saved in a file and handy is an added convenience.

A better solution to resubmitting photocopied items is to find material in online databases to which Reed Library already subscribes. We can make articles from these databases available to students by placing a link to them in the course reserves listings accessible through the Course Reserves link on Reed Library’s homepage. Doing so eliminates the copyright compliance issues of using photocopied items.

Following our recommendations will allow Reed Library to process your course reserve items as quickly as possible. For more information and to access our online e-reserve forms visit: <http://library.fortlewis.edu/circ/reserves/RESfac.asp>.

Bob Kimmick
Circulation

“To avoid the hassle of redundant paperwork, we recommend that instructors fill out an online form for each e-reserve item and save a copy in a “course reserves” file on their own computer.”



Newly Acquired Electronic Resources

In our relentless quest to provide users with tools and materials to assist in their work, Reed Library has added the following new resources to our electronic collection:

Oxford English Dictionary (OED): The gold standard of etymological dictionaries, OED provides definitions of over 500,000 words, with history of words and pronunciation guides.

SocINDEX: Social sciences; bibliographic citations with abstracts. Full text of over 600 journals, 700 books/monographs and 6000 conference papers are available.

Communication and Mass Media Complete: Contains indexing and abstracts of over 600 publications in communications, mass media and related areas, over 300 with full text.

Ulrich’s Online: The authoritative source for bibliographic information for over 300,000 publications. Includes reviews and indicates type of resource (e.g. scholarly, refereed).

Coming Soon: Federated Search and SciFinder Scholar!

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