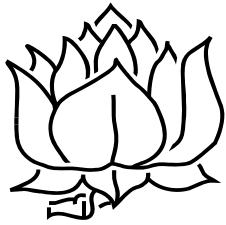




Scholarly Communication and Issues of Access, Part 2

Open Access Scholarship

In the December, 2007 Reed Library newsletter an introduction to current *scholarly communication* issues was presented. JSTOR was used as an example of how libraries have responded to high journal costs, through cooperative purchasing of licensing, to provide an archived collection of traditionally published journals at lesser cost. A more radical response is the *Open access (OA)* movement, which is reframing the issue of access from a broad systems perspective, involving all participants within scholarly publishing.



Create a bright path.

Open access is a natural outgrowth of the capabilities of the Internet, where access is often assumed to be free and unrestricted. Peter Suber, an OA advocate affiliated with SPARC (Scholarly Publishing & Academic Resources Coalition), defines OA literature as “digital, online, free of charge, and free of most copyright and licensing restrictions.” The current context of OA is scholarly publishing, and as such, no change is envisioned for the purpose and content of such works. It is assumed that OA literature continues the practice of *peer review* and documentation of scholarship through a *permanent* record. In this way, change is limited to issues of access, while preserving the quality of the content and the practices intended to safe-guard that quality.

The Wikipedia entry for “Open Access” identifies two “main currents in the open access movement:” 1) open access archiving /repositories and 2) open access publishing. Obviously, this is a revolutionary alternative to the traditional journal publication and its adoption as a means to broaden access is a call for change on the part of all participants. Open access is being realized from within by the players in publishing: authors, institutions, librarians and some non-profit publishers and scholarly societies. Open access brings up numerous issues that were previously controlled by publishers, whose practices and policies were accepted as norms. With change, there comes the opportunity and responsibility for a renewed understanding of the issues on the part of academic faculty.

Faculty Roles: Authors and Teachers

In making a call to action, in response to limits on access to scholarly publications, it is essential to recognize the active role that faculty can take. Obviously, change cannot



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Scholarly Communication, continued

take place without the direct involvement of key participants, particularly the authors of works themselves. Publishers and librarians in their professional capacity as such are “middle-men” in providing access to readers and library users. Individual faculty members have, at least, two roles in relation to publishing: one as teachers of students in their courses and the other as authors. In the first role, as teachers, they provide their students with articles, therefore operating as distributors of copyrighted works. Distribution may involve course packs, handouts in class, course reserve, or direct access via electronic media to students through file-sharing, a website, or a course management system such as *Moodle* or *Blackboard*. In the second role, as author, the moment that the writing process is completed, the author has automatic copyright to their own products. Through publication copyright is generally licensed to a publisher and, as a result, both of these roles, teacher-distributor and author, are in contention.

The role of author has traditionally been asymmetrical in the relationship with the publisher. Typically, someone seeking publication is likely to see its realization as the long deferred result of a rigorous process that puts the author at the mercy of the publisher, who has agreed to publish after edits and compromises. The license agreement may be received with such relief that its acceptance is *pro forma*. There may even be substantial author fees to cover publication costs. Complicating the process, with demands regarding author-retained rights and other reserved rights, is likely considered anti-climactic for many. And most authors believe, in error, that as authors they still retain their rights to copy

and distribute their own works. A detailed but succinct overview of author rights can be found in *JEP: The Journal of Electronic Publishing*, a source for information and analysis of many issues related to changes in scholarly publishing.

SPARC is addressing the access issue with an emphasis on involving the key participants in scholarly communication. Through its activism and advocacy the organization is championing author rights. Its author education initiative and publication addendum form provides an agreement by which an author retains certain rights often given up to publishers. While the rights to monographic works can be retained with open distributions using creative commons licensing, this is not always the case with published articles. Considering the high value of publishing in academia, this is an area with which to be concerned. The addendum provides a response to publishing houses, which have traditionally set the terms of agreement for publication in their journals.

By retaining certain rights, authors are providing the legal means to distribute their own works. It has been discovered through campus surveys that many faculty who publish do not realize that they are restricted legally from providing access to their students, regardless of how that is actually done. An addendum retaining rights allows the author to distribute for educational purposes. Fair use in copyright only allows for first time use without explicit permission or payment of copyright fees to the publisher, if usual publisher agreements are adhered to. Author addendums are increasingly being used and accepted by publishers, but are far from automatic.



...most authors believe,
in error,
that as authors
they still retain
their rights to copy
and distribute
their own works.



Scholarly Communication, continued

A useful source for this is the ARL/ SPARC Web site <http://www.createchange.org> , which includes an online addendum wizard which will customize an addendum form for authors. **Use this for your next journal publication!**

Digital Repositories - (to be continued)

As well as retaining the rights for classroom and assigned reading use, an addendum may also provide for access through a repository, whether through an academic institution, a scholarly society, or other host. Libraries worldwide are initiating digital repositories, either directly within their institutions or through shared infrastructure and management of the technology and resources. Digital repositories of all types provide a way to support access either completely open, or with restrictions by affiliation, or a combination of the two. Institutional repositories are a means by which a campus can determine access with the most flexibility for supporting its own programs in alignment with its institutional mission. Repositories at undergraduate institutions are generally quite different from those at large research universities, but can serve the varied needs of faculty, students and an institutional archive. OpenDoar (Directory of Open Access Repositories) now lists over 1100 repositories in its directory. An example of an undergraduate repository is housed by a consortium, the Liberal Arts Scholarly Repository (LASR), which includes Amherst, Macalester, Trinity University, Grinnell, and many others. The content ranges from undergraduate thesis and other student publications to post and preprint publications of faculty.

Look for more on repositories in the next Reed Library *Newsletter* Fall 2008. **Contact the library with your ideas or interest!**

Minna Sellers,
Information Service Librarian

Peter Suber, "Open Access Overview." <http://www.earlham.edu/~peters/fos/overview.htm> .

"Open Access" *Wikipedia* http://en.wikipedia.org/wiki/Open_access

Scott Bennett, "Authors' Rights" *The Journal of Electronic Publishing* 5.2 (1999) <http://www.press.umich.edu/jep/05-02/bennett.html>

OpenDoar March 26, 2008 <http://www.opendoar.org/>

New Electronic Resources

The library is continually adding new journals and databases to our list of resources. This article will describe three, new electronic tools in particular: Ulrich's Periodical Directory, The Oxford English Dictionary, and 360 Search. As with most tools, the best way to learn about them is to put them to practice. Take them for a test drive today!

Ulrich's Periodicals Directory - <http://www.ulrichsweb.com/ulrichsweb/default.asp>

Ulrich's provides information on more than 300,000 periodicals, covering all subjects, from around the world. Among the many features in Ulrich's, one can search for periodicals in a topic area, browse by subject, locate information about a specific publication, and see where a journal is indexed.

For example, there are 338 refereed, scholarly journals under the subject Anthropology. Selecting a title from the list, such as *American Anthropologist*, provides its full record. In addition to the bibliographic and subscription information, one can see if we have a subscription, electronically or in print.

New
Electronic
Resources

Find
what you need
- at the library.

New Electronic Resources

The Abstracting/Index feature identifies where a resource is indexed. This is helpful in that we do not have a complete, print index for many of our print journals. For example, we have The Canadian Journal of Botany (1966-2002) in print. A search for the title in Ulrich's provides us with its full record. Ulrich's tells us it is indexed, in Agricola, from 1969 to present. Knowing this, we can do a detailed search in Agricola.

The record also can tell us about Reed Library holdings for a title via two graphical links on the full record page. The link to *Serials Solutions* that will provide information about electronic access, while the *WebBridge* link will provide information about print holdings.

There is also a link to Table of Contents, where one can browse, obtain citations, or do a keyword search. These Table of Contents features are available to *all resources*, not only those to which we subscribe.

Oxford English Dictionary - <http://dictionary.oed.com/entrance.dtl>

The *Oxford English Dictionary* is the accepted authority on the evolution of the English language over the last millennium. It is an unsurpassed guide to the meaning, history, and pronunciation of over half a million words, both present and past. The *OED* covers words from across the English-speaking world, from North America to South Africa, from Australia and New Zealand to the Caribbean. It also offers the best in etymological analysis and listing of variant spellings, and it shows pronunciation using the International Phonetic Alphabet.

360 Search: Multi-Database Search Tool - <http://library.fortlewis.edu/reed/tutorials/360Search/360.html>

360 Search is a federated search tool that allows you to search across several of Reed Library's electronic resources at once. Currently, there are 33 resources available in this tool. You can select databases from an alphabetic list or by academic subject. You can search all 33 resources at once, select individual databases, search by academic subject, or select individual databases within these academic areas.

In general, this is a good tool to use when beginning research. With a single search it can look at a variety of resources and provide a sense of which databases offer the most information on a topic. However, for in depth research it may be more effective to search individual resources. Individual databases usually provide more options to help you focus your search. For example, Academic Search Premier provides options to specify full text only, peer review articles, onsite availability and range of date. Additionally you can save your searches and revisit them in the future. These features are not available in 360 Search.

Other New Electronic Resources

[AAPG Bulletin](#)

[American Journal of Physics](#)

[Geology](#)

[Journal of Accountancy](#)

[Journal of Forestry](#)

[Law and Contemporary Problems](#)

[Modern Fiction Studies](#)

[Perceptual and Motor Skills](#)

[Quarterly Journal of Speech](#)

[Sociology of Sport Journal](#)

[Africa Today](#)

[Evolutionary Anthropology](#)

[Journal of Studies of Alcohol and Drugs](#)

[Journal of Forensic Sciences](#)

[Journal of Philosophy](#)

[Middle East Journal](#)

[Music Perception](#)

[Psychological Reports](#)

[Reviews of Modern Physics](#)

[Geology Society Bulletin](#)

“With a single search it can look at a variety of resources and provide a sense of which databases offer the most information on a topic.”

