

ScholCom 202X

What is ScholCom 202X?

In ScholCom 202X, you'll take on the role of a new scholarly communication librarian at a small public university somewhere in the US in the "distant future" of the year 202X.

You'll be given a number of scenarios derived from activities and questions a real scholarly communication librarian might expect to receive. These scenarios fall into four general areas: copyright; publishing; institutional repositories; and open access.

After reading each scenario, you'll be given a chance to consult your "augment," a smartphone-like device which contains a very brief annotated list of some relevant sources. In the PDF/print version, these sources are listed below the scenario text, and are open access whenever possible.

After you've read the scenario text and consulted these sources (or not), put yourself in the place of the librarian in the game and think about how you would respond. Would you try to help just the person you're currently talking to, or would you rather build resources and develop strategies that could make the question easier to answer the next time it comes up, and potentially even reach and educate people who don't know the questions to ask in the first place?

As you think through each scenario, ask yourself how you would balance the desire to do a good job against the threat of overwork. You're welcome to write out what you would do, or just think about it. The scenarios can also be used to role play in a classroom setting, with one student taking on the role of the librarian and the other the role of the person who needs their help.

ScholCom 202X is also available as an online text game, putting you more directly in the role of Lovelace University's newest scholarly communication librarian. In the online version, you'll be given several choices to choose from for each scenario and an interactive 'calendar' that fills up as you decide how to respond to the questions and problems you're faced with.

You can access the online version of ScholCom 202X here: <https://github.com/scbaker/ScholCom202X>.

A Note about Pronouns

In the fictional world of ScholCom 202X, the default pronouns are they/them, and Mx. (as opposed to Mr., Mrs., or Ms.) is the default form of address. In ScholCom 202X, it's considered rude to assume someone's pronouns. It's only when you have information about a person's pronouns that you can switch to something else — and in some cases, they/them is still correct.

In the real world, things are more complicated than that, and using they/them to refer to everyone is not recommended. However, you still shouldn't assume people's gender identity, and asking people about their pronouns — or offering up your own when you introduce yourself — is an inclusive, welcoming habit.

If you're not familiar with they/them pronouns, or with the idea of pronouns and identity in general, Shige Sakurai maintains an excellent set of resources at [mypronouns.org](https://www.mypronouns.org/they-them): <https://www.mypronouns.org/they-them> (ScholCom 202X is not affiliated with mypronouns.org)

Introduction: Welcome to the Ranganathan Library

The building in front of you has red brick walls, a garden visible on its gently sloping, south-facing roof, and a multi-storey bank of solar energy producing, heat-absorbing windows. It boasts other amenities, as well, like configurable study spaces and peerless connectivity.

One thing the building *doesn't* have — unlike many in the year 202X — is hundreds of the advertising embeds that choke your neural augment's feed everywhere you go. Instead, this building only has one embed: a succinct, yet smartly curated list of the services available to the students, faculty, staff, and extended community at Lovelace University.

No doubt about it. You're standing before the front doors of the Ranganathan Library, ready to start your first week at your first full-time job as a scholarly communication librarian.

It's hard to believe, really. Not too long ago, you weren't sure you'd ever even finish library school, let alone find a job. You've worked part time for more than a year, staffing info desks and shelving books, even volunteering with the local history association.

Along the way, you've confirmed what you already knew. You have an abiding fascination with the production, publication, and preservation of knowledge.

And now here you are, ready to share your expertise. (Of course, you're not empty-handed. Before you left home, you loaded a healthy amount of resources and publications to your neural augment's storage chip. You know, just in case.)

You take a deep breath and enter the Ranganathan Library's main lobby.

Behind you, the windows are partially obscured by a kinetic light sculpture, which covers the floor in flickering shadow. The wall opposite appears to display a tasteful array of art from diverse artists — but this isn't your first rodeo, and you're pretty sure they're well-disguised augment embeds rather than the real thing.

Before you can examine them further, a person standing at the bottom of the library's main staircase lifts a hand in greeting and walks over to you. You recognize them as Mx Porter, the library director.

They shake your hand firmly. "It's good to have you here with us. Let me give you the tour."

You've already been shown around briefly when you interviewed, but now you'll be less nervous, able to take it all in.

Half an hour passes in the blink of an eye, and Mx Porter delivers you to your new office. "I'm sorry it's not much," they say. "It used to be a server closet, actually, back when we still needed that much room for those. But they did such a nice job with renovations you can hardly tell!"

Your office is a literal closet.

Well, that's okay. You can cover it with an overlay to make it look nicer in other people's augments.

Besides, it's still *your office*.

"I'll leave you to it, then," Mx Porter says. "Oh, but first, a word of advice. Everyone you meet will probably ask you about something or another — that's the nature of academic library work! — so try not to overcommit. It's important to balance sharing your expertise and your service with the amount of work and time one individual can reasonably provide."

"Burnt out librarians don't help anybody. Just ask Ralph here. He used to be human, but after five years as our scholarly communication librarian, this is all that's left." They gesture to a pile of discarded computer peripherals (is that a *Zip drive*?!) and an ancient CRT monitor that somebody's drawn a frowny face on using blood-red permanent marker.

Mx Porter laughs. "Well, don't stretch yourself too thin, okay? You're welcome in my office any time."

They leave you to get organized, and you start setting up your space and getting access to all the systems you'll need to do your job: email (still unescapable, even in 202X), the local network, credentials for the library's public feed interface.

You eat lunch, then spend a few hours meeting some of the other people on campus you'll be working with. Before you know it, the day's over. As you leave for home, you realize you're looking forward to what the next day will bring.

Introductory Resources

Association of College & Research Libraries. (2016). *Scholarly communication overview*. Scholarly Communication Toolkit. Retrieved November 9, 2020, from <https://acrl.libguides.com/scholcomm/toolkit>

This resource from ACRL provides information about the various aspects of scholarly communication, with sections on scholarly publishing; copyright; access to research (i.e. open access); repositories; and research data management. This overview page provides a basic summary of what scholarly communication is and how it fits into the publishing cycle and academic libraries. The guide also includes links to additional resources, including self-directed workshops, books and articles, and other websites.

Calarco, P., Shearer, K., Schmidt, B., & Tate, D. (2016, June). *Librarians' competencies profile for scholarly communication and open access*. Association of Research Libraries. https://www.coar-repositories.org/files/Competencies-for-ScholComm-and-OA_June-2016.pdf

Produced as part of an ARL task force to identify e-research and scholarly communication librarian competencies, this document identifies four key categories of scholarly communication and open access library work: scholarly publishing services; open access repository services; copyright and open access advice; and assessment of scholarly resources. The document also lists core competencies for each of the above areas, and suggests that scholarly communication librarians need a "broad perspective" and must understand both "traditional (commercial, society) and open access" publishing models, as well as intellectual property issues and scholarly publishing economics.

Finlay, C., Tsou, A., & Sugimoto, C. (2015). Scholarly communication as a core competency: Prevalence, activities, and concepts of scholarly communication librarianship as shown through job advertisements. *Journal of Librarianship and Scholarly Communication*, 3(1), 1236. <https://doi.org/10.7710/2162-3309.1236>

Finlay, Tsou, and Sugimoto analyze nearly 600 job descriptions from primarily academic libraries dating from 2006 to 2014, finding that responsibilities related to and titles involving scholarly communication

and terms increased during the period studied. They note that "repositories, open access, copyright, authors' rights, and intellectual property" are the concepts these jobs typically focus on.

Hackstadt, A. (2020). Leadership, development, and expertise: A qualitative content analysis of scholarly communication librarian position announcements. *Journal of Librarianship and Scholarly Communication*, 8(1), 2376. <https://doi.org/10.7710/2162-3309.2376>

Hackstadt analyzes 100 position descriptions for scholarly communication librarians, drawing out common roles and responsibilities. These include: institutional repository management; leading scholarly communication education and outreach efforts; serving as an expert on matters of copyright, fair use, intellectual property, open access, and publication; and developing a scholarly communication program or infrastructure, either from the ground up or by building on existing work. Hackstadt notes the "boundary spanning" nature of scholarly communication, and that librarians working in this area often need to cultivate qualities of leadership and innovation--an especial challenge for people of colour and non-male librarians, who report being expected to work harder in leadership roles, and having to navigate "gendered and racialized expectations" to do their job.

Scenario 1: The Case of the Reposted Article

One of the things the library likes to do is put together an annual showcase of publications by its faculty. Every spring, apparently, they put a list up online *and* put together an augment-facing display that scrolls slowly across the interior wall of the lobby, showing off the titles or articles, books chapters, OERs, and other publications, as well as a brief summary of the research and the author. Some of the authors have photos, too, either of themselves or their research.

It looks very slick, and it's something you're going to be involved with next time around, so you're taking notes on presentation from one of the second-floor balconies that overlooks the lobby. A few minutes in, you realize you're not the only person watching the display. On the first floor is a person in their late 20s, their neck craning as they look up at the wall.

Curious, you go down to meet them, and they turn to you with a grin as you approach, gesturing at the display.

"I'm up there!"

They don't have any sort of public feed on their augment, so you'll have to figure out that stuff later. However, their good cheer is contagious, and you find yourself smiling in response. "Congratulations," you say, excited for them and a little envious. "That's great! Why don't you send me a link to read it?"

Their face falls. "Sorry," they say. "It's in a journal that's published behind a paywall, and the university doesn't have access — I already checked."

You can sympathize with that, but you're also a scholarly communication librarian, so the next thing you say isn't "that sucks," but "Have you thought about reposting it?"

They shake their head. "Isn't that some kind of copyright violation?"

"It could be," you admit, "depending on the contract you signed and what the publisher's policies are. But most places are pretty permissive, these days."

"Huh," they say. "I didn't realize that! So... can you tell me how to find out what my publisher's policies are, and how I can get permission?"

Scenario 1 Resources

Baker, S., & Kunda, S. (2019). Checking rights: An IR manager's guide to checking copyright. *Journal of Copyright in Education & Librarianship*, 3(3), 1-29. <https://doi.org/10.17161/jcel.v3i3.8248>

Baker & Kunda discuss copyright-related issues that librarians may need to consider when managing an institutional repository. Among these is a discussion of journal articles and how to determine a publisher's policies on when and where specific versions of an accepted article can be reposted by the author.

Gadd, E., & Troll Covey, D. (2016). What does 'green' open access mean? Tracking twelve years of changes to journal publisher self-archiving policies. *Journal of Librarianship and Information Science*, 51(1), 106-122. <https://doi.org/10.1177/0961000616657406>

Gadd and Troll Covey track changes to the conception of "green open access," a type of open access

which allows authors to "self-archive" their published journal articles in institutional repositories and other websites for free under certain conditions. The authors also discuss SHERPA/RoMEO, an online database which provides information about publisher's self-archiving policies.

Jisc. (n.d.). *Sherpa Romeo*. Retrieved November 13, 2020, from <https://v2.sherpa.ac.uk/romeo/>

The Sherpa Romeo service hosted by Jisc, a UK nonprofit, collects and displays journal publisher's policies on topics such as the ability of authors to post their own work and other rights-related issues. Although it shouldn't be considered the final word, Sherpa Romeo provides accurate summaries of these policies and can make a great first step when considering authors' rights to their published articles.

Lee, J., Oh, S., Dong, H., Wang, F., & Burnett, G. (2019). Motivations for self-archiving on an academic social networking site: A study on researchgate. *Journal of the Association for Information Science and Technology*, 70(6), 563-574. <https://doi.org/10.1002/asi.24138>

Lee et al. present the results of a survey where 226 ResearchGate users were asked why they use the academic social network site, known in part for its ability to freely share published articles and other research. The primary motivation reported was a desire to make work more accessible, but users also suggested other motivations, including social responsibility (altruism, trust), professional growth (publicity, reputation), and personal enjoyment.

Scenario 2: The Case of the Public Showing

You're just settling in to your office for the morning when your augment buzzes — a student on the reference desk has a patron with a question for you. You thank them and push the call from your field of vision to the smartscreen opposite your desk, and they patch the call through.

The person on the other side of the call is in their middle thirties, with skin that's a shade darker than tan and shoulder-length red hair. The glossy black plastic physical augment they wear (embedded augments have been available for at least 3 years now) and the piercings they sport make them look like someone's idea of a stereotypical cyberpunk character from the late 1990s.

More importantly, their public display on the video feed gives their name as Meredith Dzmare and their pronouns as she/they, as well as her job: manager of the campus residence halls.

You give her a smile. "How can I help you, Meredith?"

She smiles back. "Thanks for talking to me. I'm trying to put together some relaxing events for the students after exam week, and one of the students suggested a movie night."

You can already guess where this is going.

"I know there's something about copyright we have to deal with first, but I really do think a movie night is a good idea," she continues. "I asked the student on the reference desk if the library could help me figure out what I need to do to show a movie — does it count as fair since we're a university? — and they passed me over to you. Can you let me know what we need to do?"

Scenario 2 Resources

Copyright Clearance Center. (2010). *Copyright on campus*. Copyright Clearance Center. Retrieved November 20, 2020, from <https://www.copyright.com/learn/media-download/copyright-on-campus/>

This short video summarizes relevant areas of copyright law for using copyrighted materials in a class or in other campus settings. The CCC is a company whose business model facilitates payments for use of copyrighted material from third parties to the copyright holders, so it should be unsurprising that this video argues more strongly against common instances of fair use than many librarians probably would. All the same, the video is a good, short introduction to basic fair use concepts.

Stim, R. (2016). *Fair use*. Copyright and Fair Use. Retrieved November 17, 2020, from <https://fairuse.stanford.edu/overview/fair-use/>

This guide by copyright lawyer Rich Stim provides an overview of fair use, a description of the four ways to measure whether a use is fair, and summaries of actual legal cases. Stim also discusses some of the disagreements people have about fair use, making this a good real-world resource.

Willi Hooper, M. D. (2018). Copyright for movie night: Film screenings on campus. *Journal of Copyright in Education & Librarianship*, 2(1). <https://doi.org/10.17161/jcel.v2i1.6576>

In this practice-focused article, Willi Hooper summarizes the process of helping library patrons figure

out whether or not they need to acquire public performance rights (PPR) in order to show a movie in a campus setting. The article also provides some discussion of what "public" means in the context of copyright, exemptions, and library-specific rights considerations.

Scenario 3 - The Case of the Cursèd Coauthor

You're in your office, brainstorming ideas for a "brown bag" style professional development talk on scholarly communication you want to offer, when there's a knock at the door, tentative and barely audible. The person at the door is in their teens, with pale skin and eyes that keep darting away from your own, as though they're somewhere they're not supposed to be.

As though they're *intruding*.

They don't have a public feed turned on, so you save the document you were working in and give them a smile your hope is reassuring, switching your local overlay to "visitor preference" so they can pick what they want your office to look like.

"What can I help you with?" you ask, only jumping a little when your surroundings suddenly snap from your standard "view of a big city at night" to an undersea grotto, complete with a feeling of pressure and shadowy forms that swim past in the corner of your eye.

Although it might be unnerving for you, it seems to put your visitor at ease.

They slide into the chair across from you with a little wave. "I don't know if you can," they admit, "or if I just need to accept what's happening and deal with it."

"It's okay," you reassure them. "It's always good to ask for help if you're not sure. So, what's going on?"

They swallow and fidget with the tie on their hoodie for a bit, then blow out a puff of air. "I've been working with Professor Jones in the chemistry department," they say. "Doing a lot of lab work. Writing up experiments. Stuff like that. I even wrote most of an article draft that we were supposed to submit to a peer reviewed journal together. He said it would look good if I want to do grad school."

They go quiet for a bit again, so you nudge them with a gentle, "I see. But...?"

"But," they say with a grimace, "now he's saying that because I'm only a student, he should be the only person listed as the author. That all I really did was preparation and some basic writing, so he'll just thank me in a footnote for my contributions."

"Wow," you reply, before you can stop yourself. "That's messed up."

They look up, a grim satisfaction in their eyes. "Right? But what can I do about it? Like he said, I'm only a student, and he's a professor. I didn't think anyone would believe that the work I'd done was worth anything without his help. What do you think I should do?"

Scenario 3 Resources

Arthur, N., Anchan, J. P., Este, D., Khanlou, N., Kwok, S.-M., & Mawani, F. (2004). Managing faculty-student collaborations in research and authorship. *Canadian Journal of Counselling*, 38(3), 177-192. <https://cjc-ucc.ualgary.ca/article/view/58738/44227>

Discusses ethical aspects of collaborations between faculty and student authors. Especially useful are the three scenarios it includes, which show how the abstract ethical principles can be applied in hypothetical real-world situations.

Burks, R. L., & Chumchal, M. M. (2009). To co-author or not to co-author: How to write, publish, and negotiate issues of authorship with undergraduate research students. *Science Signaling*, 2(94). <https://doi.org/10.1126/scisignal.294tr3>

Briefly summarizes the benefits and potential drawbacks of collaborating with students on research with a goal of publication in a peer-reviewed journal. Particularly useful in this article are several decision trees which can be used to both determine when co-authoring with a student might be a good idea and when students should be included as authors of the final paper.

Foster, R. D., & Ray, D. C. (2012). An ethical decision-making model to determine authorship credit in published faculty-student collaborations. *Counselling and Values*, 57, 214-228. <https://doi.org/10.1002/j.2161-007X.2012.00018.x>

This brief article, which also focuses on the ethics rather than legality of determining authorship, offers a decision-making model guided by a number of explicit considerations intended both for faculty co-authors and student coauthors. The model is essentially a flowchart of how the co-writing process should work, and is included by an example case showing how it might be used in practice.

Oberlander, S. E., & Spencer, R. J. (2006). Graduate students and the culture of authorship. *Ethics & Behavior*, 16(3), 217-232. https://doi.org/10.1207/s15327019eb1603_3

Oberlander and Spencer approach collaborative authorship between faculty and graduate students in a practical way, pointing out the inherently "disadvantaged power position" of graduate students compared to their faculty mentors and suggesting strategies for determining authorship credit in an ethical manner.

Scenario 4 - The Case of the Surprise Instruction Session

One of the things you hadn't entirely appreciated when you were in library school was exactly how many different things a librarian at a small public university has to do.

One of those things is instruction, at least when it falls into your area of expertise. Despite your newness in the library, you've been asked by Janna, the instruction coordinator, to run a session for new graduate students that will teach them the basics of scholarly communication.

You have a couple points of information to go on:

- The session should not be tied to a specific field or course. Grad students from all programs on campus will be attending.
- The session should account for students with differing levels of knowledge. Some of the grad student are brand new, but others have been here a few terms already.
- Ideally, what you come up with can be re-used and offered every few terms.
- The session should mention potential future changes to the publication process, not just describe how things work now.

That's all Jana gave you.

It's not much to go on, although it does suggest a few ideas. And you were a grad student yourself pretty recently, so at least in theory you should have a good idea of Things Grad Students Want to Know about Publication (TM).

In theory.

Well, you could procrastinate on this all day, but you guess things'll go better if you actually do what they're paying you for, instead.

Scenario 4 Resources

Chan, C. (2019). Bringing them up to speed: Teaching scholarly communication to new graduate students. *LOEX Quarterly*, 45/46(4/1), 4-9. <https://commons.emich.edu/loexquarterly/vol45/iss4/3/>

Chan offers practical advice on teaching scholarly communication topics to new graduate students, based on developing and offering a two-part online course to graduate students at Hong Kong Baptist University. A literature review is also provided.

Davis-Kahl, S., & Hensley, M. K. (2013). *Common ground at the nexus of information literacy and scholarly communication*. Association of College and Research Libraries, a division of the American Library Association. <https://digitalcommons.iwu.edu/bookshelf/36/>

This collection of scholarly essays explores the intersection of scholarly communication and library instruction. With both general essays and specific topics like metadata-mining, instructing graduate students about publishing, and developing outreach programs to faculty, this book is sure to provide guidance and context for any scholarly communication librarian tasked with direct instruction of students. The link provided is for the open access PDF.

Miller, A., & Reed, K. N. (2018). An examination of instructional intervention on doctoral student perceptions of scholarly communication. *Practical Academic Librarianship*, 8(1).
<https://journals.tdl.org/pal/index.php/pal/article/view/7053>

Miller & Reed discuss the importance of teaching doctoral students about scholarly communication, despite it not being taught in many institutions. They report on an "instruction intervention" carried out at Middle Tennessee State University, where a team of librarians taught a one-off instruction session to a group of PhD students as part of a research methods class.

Scenario 5 - The Case of the Impact Email

You're still gauging the distance between your new apartment and the library, so today you've arrived a bit earlier than usual.

Before anyone else is here, actually. Your augment interfaces with the local network to grant you entry through the powered-down security doors, then shows you how to get the lights on. Afterward, you sleepily make yourself coffee in the staff lounge, then go to your office to rummage through your emails. (There are already more than you care to think about answering.)

As you expected, there's more of the usual: ads from vendors, routine announcements that went out to the entire campus, invitations to submit papers, and so on. You sort them into folders with your augment's neural network powered assistance quickly enough, then look through what's left.

One catches your eye, from a faculty member in the physical sciences, who's titled the email "Need help submitting an article."

Definitely sounds like something you can address. You click through it, and on a quick skim determine that they're a junior faculty member concerned about making tenure, and what they actually want is advice about the best journals to be published in to help with that. You take a few sips of coffee — still steaming — then sit down to read through the email more thoroughly.

This is what it says:

Hello,

I'm in my second year here at Lovelace in the Quantum Cyberpunk department, and I was talking to my mentor the other day about how to get tenure. They said some kind of scary stuff about "publish or perish" and how I'd better make sure I pick the *right* journals to publish in, too. They mentioned "impact factor," but I don't really understand what that is or how to calculate it, and since they also said they knew someone who'd been released rather than promoted because they published in some third-rate predatory journal that took anyone for a fee, I don't want to screw this up.

Our department actually has some guidelines about this, but they're not much clearer:

"Some journals are higher quality than others, and research published in these journals must meet a higher bar for originality, importance, and execution. The department recognizes this, and publications in journals with high impact factor or other measures of prestige will be considered more impressive than those in less well known or less important journals."

I looked up "impact factor," but there are at least three or four different ways to define that, apparently, and our guidelines don't specify which to use.

Do you have any resources you can point me to that will help me figure this stuff out? Or just advice on where I should submit? The article I want to submit is about the effect of strange quarks on quantum vibrations in an augmented reality environment.

Thank you!

Quantum... what?

It's a good thing you don't need to understand someone's research to help them navigate the ever-expanding marketplace of scholarly journals.

Scenario 5 Resources

Dorta-González, P., & Dorta-González, M. I. (2013). Comparing journals from different fields of science and social science through a JCR subject categories normalized impact factor. *Scientometrics*, 95, 645-672. <https://arxiv.org/ftp/arxiv/papers/1304/1304.5107.pdf>

Although the bulk of this article by Dorta-González & Dorta-González is taken up with arcane mathematics, its introduction provides a readable and succinct description of how citation differences across disciplines make Journal Impact Factor calculations less useful to some disciplines.

McKiernan, E. C., Schimanski, L. A., Muñoz Nieves, C., Matthias, L., Niles, M. T., & Alperin, J. P. (2019). Meta-Research: Use of the Journal Impact Factor in academic review, promotion, and tenure evaluations. *eLIFE*, 8. <https://doi.org/10.7554/eLife.47338>

McKiernan et al. provide a summary of the history of the Journal Impact Factor (JIF), as well as referencing some of its controversies. Their analysis of a random sample of US and Canadian universities found that many institutions use the JIF to measure publishing success in some way, despite that not being the purpose of the metric.

Welzenbach, R. (n.d.). *Research impact metrics*. University of Michigan Library. Retrieved November 25, 2020, from <https://guides.lib.umich.edu/c.php?g=282982&p=1887442>

This research guide provides excellent explanations of what journal impact factor measures, and what it doesn't, as well as how best to use it to evaluate journals. The "Ranking Journals" section has a page listing other important factors, which can be useful for novice researchers in particular. (Note: links to subscription services in this guide require users to be affiliated with University of Michigan.)

Scenario 6: The Case of the Driven Digitization

Your predecessor — whose name is Armita and *not* Ralph, no matter what Mx Porter may have told you — was less of a scholarly communication librarian and more of a digital collections specialist. She focused more on the institutional repository, and especially on publishing unique local items from the library's archives in a manner the public could access.

Even though the library decided it needed to focus more on the publication and research process on campus prior to hiring you, everything your predecessor did is still there, and you've been tasked with maintaining and growing the online collections they started. As time permits, of course. Your primary interest has always been scholarly communication, but you can't deny that the IR work is interesting.

You get to learn a lot about the institution's particular history, and how it intersects with changes in American lifestyles and history over the decades since its founding in the mid-1800s.

It also lets you attend fancy functions like the one you're at right now, a launch party of sorts for the last online exhibition Armita put together before her well-earned retirement. You've already picked her brain for advice before wishing her the best, and now you're taking in the exhibit and trying to decide if going back to the snack table for seconds would embarrass you.

Before you can make up your mind, an elderly person comes your way.

"Are you the new librarian?" they ask. "Armita said you could help me."

You nod and introduce yourself — you don't see a public feed anywhere near them, so you're not sure if they even have an augment to read your own — and politely ask their name and pronouns.

They wave the questions away. "Never mind about that right now. Armita told me your archives has a large collection of images and videos from the early 1900s. I can't seem to find them online, though. Why not?"

You wonder if perhaps you asked Armita a few too many questions about how to run digital collections, and this is her revenge. Still, no help for it now. "I don't think they've been digitized," you admit. "I'm not sure why, though. I just started working here recently."

"I know that," they reply, with a little huff. "I'm trying to tell you they're important, and that you should be the one to digitize them."

"Well, I'll certainly look into it," you say, "but--"

"Armita always said that too," they interrupt. "But she never got around to it, no matter how many times I told her they'd be useful for genealogy work and local history. A lot of important things went on here in the 1930s, you know."

You make polite conversation with them for a while, letting them talk about a topic that's obviously near and dear to their heart and trying to determine how much of this is a one-person interest and how much might genuinely be shared by the rest of the community.

You still haven't managed it when Armita herself comes over.

"I see you've met Mr. Jones," she says. "He's quite the local history expert, you know."

"So I've heard," you say, weakly, relieved that at least you have a name and a set of pronouns now. "He was telling me about all the images and videos we have in the archives, things he'd like to see digitized."

"Of course," she says with an ironic little smile on her face. "So, what have you decided?"

Scenario 7 Resources

Georgieva, M. (2018). The Digital Librarian: The Liaison between Digital Collections and Digital Preservation. https://digitalscholarship.unlv.edu/lib_articles/589

This brief essay introduces some common job duties of digital librarians. Although scholarly communication librarians will not always have the same duties, there is sufficient overlap in some positions that familiarizing yourself with the basics is a good idea.

McCarty Smith, K., Gwynn, D., Koelsch, B. A., & Motszko, J. (2019). Who's driving the bus? Or how digitization is influencing archival collections. *Journal of Contemporary Archival Studies*, 6. <https://elischolar.library.yale.edu/jcas/vol6/iss1/28>

Written by a group of archivists, this article discusses the tensions between making archival content accessible and following recommended archival practices of description and arrangement. Rather than just talking about principles, the article presents three different case studies of digitization and lessons learned from each.

Schaffner, J., Snyder, F., & Supple, S. (2011). *Scan and deliver: Managing user-initiated digitization in special collections and archives*. OCLC Research. <https://www.oclc.org/content/dam/research/publications/library/2011/2011-05.pdf>

The phrase "scan and deliver" takes on jokingly sinister overtones in the title to this OCLC report from 2011. Fortunately, the report itself makes no reference to highwaymen, and instead suggests workflows and questions to ask before diving into the digitization of archival (or other) items at the request of end users.

Warren-Jones, E. (2018, January 31). Why digital archives matter to librarians and researchers. *De Gruyter Conversations*. <https://blog.degruyter.com/why-digital-archives-matter-to-librarians-and-researchers/>

This post on the blog of academic publisher De Gruyter is a great overview of the current landscape of digital archival materials, including conversations with archivists, librarians, and the researchers likely to make use of their collections.

Scenario 7 - The Case of the Undergraduate Research Journal

The weather's started to turn cold in the last few days, the leaves on the trees around campus shading to a glorious deep orange-red as though they're trying to keep everyone warm. It isn't working, though, as the long line for coffee at the campus café makes clear.

You've only been there a few minutes when someone taps you on the shoulder.

"Excuse me," they say, "but your augment's public feed says you can help me with publishing and research?"

You half-turn, taking in their own public feed, which gives pronouns (he/him), his name (Arthur du Bois), and his role on campus (a tenured history professor).

"You bet," you say. "What's up?"

"We've been talking in the department about starting up an undergraduate research journal. Is that the sort of thing you do?"

A research journal!

You've always wanted to help create one. Coffee forgotten, you turn the rest of the way around. "It certainly could be! Why don't you tell me more about what you have in mind?"

"Well, that's what I was hoping to talk to you about," Arthur says. "We know we want it to be easy for people to download and read the articles, but we aren't sure if the university even has anything we can use to put them up online. And then there's peer review. Do we need to just use email for that, or is there a better way?"

"To be honest," he admits, "we have so many questions we barely know where to start."

"It's definitely a complicated process," you say. "So, let's see..."

Scenario 8 Resources

Kaye Hensley, M. (n.d.). *Undergraduate research journals @ UIUC: An introductory guide*.

https://www.library.illinois.edu/sc/wp-content/uploads/sites/36/2017/06/URJournalsGuide_final.pdf

This practical guide from the University of Illinois at Urbana-Champaign Library lays out what to consider when starting an undergraduate research, and highlights some of the benefits of this type of journal for students. Includes sections on planning, creating, marketing and distributing the journal, as well as costs and other things to keep in mind.

Madan, C., & Teitge, B. (2013). The benefits of undergraduate research: The student's perspective. *The Mentor: An Academic Advising Journal*, 15. <https://doi.org/10.26209/MJ1561274>

Written by a Ph.D. candidate and a Master's student, this very short article provides a unique viewpoint into the debate about whether and how undergraduate research journals and similar initiatives help students. The authors ultimately argue that undergraduate students should be involved in research as early as possible in their academic career.

Taylor, P., & Wilding, D. (n.d.). *Rethinking the values of higher education - the student as collaborator and producer? Undergraduate research as a case study*. The Reinvention Centre for Undergraduate

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<https://creativecommons.org/licenses/by/4.0/> — Work creator: Stewart Baker

Research, University of Warwick. <https://dera.ioe.ac.uk/433/2/Undergraduate.pdf>

Taylor and Wilding draw from existing studies to argue that the metaphor of student as "consumer" of higher education should be replaced by a focus on engaging students directly and fully in the production of research. They discuss several models for student engagement in higher education, and comment on their process of creating an undergraduate journal at the University of Warwick, including how they avoided common problems and made the journal successful.

Weiner, S. A., & Watkinson, C. (2014). What do students learn from participation in an undergraduate research journal? Results of an assessment. *Journal of Librarianship and Scholarly Communication*, 2(2). <http://dx.doi.org/10.7710/2162-3309.1125>

This research-based article presents a very thorough review of an undergraduate research journal at Purdue University, including discussion of the journal creation and maintenance process. The authors surveyed student authors and students who submitted rejected papers, as well as student editorial board members and faculty advisors, about their experiences with the journal. The results, reported here, are very useful for anyone looking to start an undergraduate research journal.

Scenario 8 - The Case of the OA Mandate

You've heard there's a faculty senate meeting this afternoon, and since you want to figure out the interplay between the various departments and divisions, as well as just meet new people, you've decided to go.

The meeting is taking place in a room on the third floor of the admin building that's about the same size as the library's foyer, with tables arranged in the center in a hexagon pattern and a smattering of chairs at the edges of the room where floor-to-ceiling windows give you sweeping views of the campus's rolling green spaces.

You're a bit early, but there are already a dozen or so other faculty members present.

Most of them are clustered in front of a table set against one wall, and you join them as soon as the smell of fresh coffee reaches your nose. It's not just a coffee set, though. The table is lined with crackers, cookies, fruit, and other snacks — you thought "free food" would stop being a motivator after grad school, but you're secretly pleased that it hasn't.

You snag a plate of goodies and a cup of decaf, then sit in a chair near the window to observe the meeting. It lasts more than an hour, and although you don't quite have the context to understand everything that's being discussed, the way the social sciences faculty raise issues and how the humanities faculty respond to them is *very* educational.

Eventually, the meeting comes to an end. As people filter out, still talking amongst themselves, you stand, stretch, and put your plate and cup in the bin marked 'compostable.'

Before you can leave, though, someone approaches. Their public feed says they're the provost, Elli Spivak, and that they use ey/em pronouns.

"Hi, Provost Spivak," you manage. (Gah! You hope you don't have crumbs down the front of your shirt.)

"Hey!" e replies, with an easy smile. "You're the new scholarly communication librarian, aren't you?"

"That's right."

"Great," e says, and it sounds like e really means it. "I've been meaning to talk to you, actually. I keep reading about open access mandates. What do you think about setting one up here?"

Scenario 8 Resources

University of Southampton. (n.d.). *ROARMAP*. Retrieved November 25, 2020, from <http://roarmap.eprints.org/>

ROARMAP, which stands for "Registry of Open Access Repository Mandates and Policies" is a great way to find mandates, requirements, and other policies related to open access deposits. Browsing to your country will give you a list of mandates and policies enacted by universities, funders, and government agencies, with links for more information.

Xia, J., Gilchrist, S. B., Smith, N. X.P., Kingery, J. A., Radecki, J. R., Wilhelm, M. L., Harrison, K. C., Ashby, M. L., & Mahn, A. J. (2012). A review of open access self-archiving policies. *portal: Libraries and the Academy*, 12(1), 85-102. <https://mdsoar.org/bitstream/handle/11603/1720/XiaGilchrist.pdf;sequence=1>

This introductory article provides necessary background on open access policies where self-archiving (placing a copy of a published article into a repository to be freely accessed by the public) is made mandatory, either by universities themselves or by government agencies or research funders.

Zhang, H., Boock, M., & Wirth, A. A. (2015). It takes more than a mandate: Factors that contribute to increased rates of article deposit to an institutional repository. *Journal of Librarianship and Scholarly Communication*, 3(1), 1208. <https://doi.org/10.7710/2162-3309.1208>

Zhang, Boock, and Wirth offer strategies for increasing faculty participation in self-archiving their published research, noting that a hands-on approach to contacting faculty about their research can be more effective than simply setting a university-wide mandate.

Scenario 9 - The Case of the Algebraic OER

It's around noon, and you're cleaning up your lunch things in the staff lounge after a hard morning's work and a satisfying meal of rice with steamed vegetables. Nobody's around — apparently you eat earlier than your new colleagues — and so when your augment buzzes, you go ahead and accept the call.

It's from an adjunct faculty member in the math department named Luis Nunes, and they don't list pronouns or much other information on their public feed. "Hi Luis," you say. "What can I help you with?"

They speak, but no sound comes through.

"Sorry," you interrupt, "I think your mic is set to mute."

They frown, concentrate for a minute, then try again. "How's that?"

"Much better."

"Great. I was told you could help me find free textbooks for an algebra class I'm teaching next term. Is that correct?"

"OERs, you mean?"

They shrug. "Are those textbooks?"

"Sometimes! The acronym stands for Open Educational Resources. Basically, you can think of them as any kind of resource that can be used in a classroom setting — that includes textbooks, but there are other options, too. Anything from short chapters to videos with attached quizzes to, well, even educational games."

Luis looks skeptical. "And they're free? The department's supposed to be looking into reducing student costs for our basic classes, since they're required by so many majors and minors on campus."

"That makes sense," you say, trying to get back into their good graces. "And yes, OERs are definitely free. They're released under a special kind of license which gives people permission to read them."

That earns you a tight nod.

"But are they good quality? What if I can't find one that works the way I want? What if something in it is *wrong*?"

You smile. "They're written by professors and other experts, just like textbooks are. And if the way one approaches a subject is at odds with what you do in your class, you can usually modify it under the terms of the license. It depends, but..." You shrug, not wanting to overwhelm them with too much information. "There are lots of options for stuff like that, basically."

Another nod. "Okay, sounds good. So what now?"

What indeed?

Scenario 9 Resources

Cox, G., & Trotter, H. (2017). An OER framework, heuristic and lens: Tools for understanding lecturers' adoption of OER. *Open Praxis*, 151-171. <https://www.learntechlib.org/p/181421/>

Cox & Trotter discuss necessary factors for the adoption of OERs at any given institution, and by any given instructor. They suggest that approaching OER through a lens of institutional culture is the most

effective way to encourage faculty to adopt OERs for their courses if the infrastructure in the region supports their adoption.

OER Commons. (n.d.). *Open textbooks*. OER Commons. Retrieved November 25, 2020, from <https://www.oercommons.org/hubs/open-textbooks>

Hundreds of textbooks released to the public under an open license. The larger OER commons site also has other types of resources.

OpenStax. (n.d.). *OpenStax*. Retrieved November 25, 2020, from <https://openstax.org/>

OpenStax textbooks are free to use, and also include integrations with Blackboard, Canvas, and other popular learning management systems. OpenStax is run by Rice University, who also offers webinars on how to use their system.

University of Minnesota. (n.d.). *Open textbook library*. Retrieved November 25, 2020, from <https://open.umn.edu/opentextbooks/>

University of Minnesota's Open Textbook Library contains more than 800 openly licensable textbooks.

Scenario 10 - The Case of the Creative Commons License

A few days ago, you attended a combination orientation and social mixer for new faculty. It was great to meet other people in the same place as you are, career-wise, and you're pretty sure you managed to avoid embarrassing yourself, too.

One of the people you talked to — Mariam, in Modern Languages — mentioned that her division chair was publishing a book about the use of Hebrew and Arabic in 13th-century Al-Andalus, and promised she would send them your way.

You didn't think she was entirely serious, but here you are now, looking at an email from a Dr Abulafia:

Hi there.

Mariam mentioned talking to you at orientation the other day, and said you might have advice about book publishing.

My book, *Al-AndaluSefarad? Hebrew and Arabic Grammar in 13th-century Iberia*, is in what will probably be its last round of edits before Axfard University Press formally accepts it and offers me a contract. While I'm obviously thrilled at that, I've been reading a lot lately about open access books.

I'm curious if you think there might be some way Axfard could publish my book in print the way they usually do, but still release it for free online. Is that something that's possible?

Looking forward to hearing from you soon!

Well. No pressure, apparently.

Scenario 10 Resources

Creative Commons. (n.d.). *About CC licenses*. Creative Commons. Retrieved November 23, 2020, from <https://creativecommons.org/about/cclicenses/>

Summarizes the six types of Creative Commons (CC) licenses, and also provides advice about selecting a license, considerations to make first, and how to apply a license to a specific work.

Collins, E., Milloy, C., & Stone, G. (2013). *Guide to Creative Commons for humanities and social science monograph authors*. OAPEN-UK. http://eprints.hud.ac.uk/id/eprint/17828/1/CC_Guide_0613.pdf

This 2013 report provides a concise, readable introduction to Creative Commons licensing for monographs. Includes advice on asking publishers about open access publication of monographs, potential issues that might arise in using a CC license, and dealing with derivatives and reuse. Also describes the benefits of CC licenses for published monographs.

Garcelon, M. (2009). An information commons? Creative Commons and public access to cultural creations. *New Media & Society*, 11(8), 1307-1326. <https://doi.org/10.1177/1461444809343081>

Garcelon describes Creative Commons licensing as an attempt to move the framework of American

copyright law away from "intellectual property" conceptions and to "revive, clarify and expand fair use." This article briefly summarizes the history of Creative Commons as a response to the Sonny Bono copyright extension law, and the organization's attempt to move the creative use and reuse of materials without fear of litigation into the mainstream.

Suber, P. (2012). *Open access*. MIT Press. <https://archive.org/details/9780262517638OpenAccess/mode/2up>

This classic book on open access (OA) by Peter Suber lays out a general argument for OA publishing. Chapter 3 provides a brief description of Creative Commons licensing.

University of California. *Managing Copyright & Negotiating Publishing Agreements*. Office of Scholarly Communication. Retrieved November 23, 2020, from <https://osc.universityofcalifornia.edu/for-authors/managing-copyright-agreements/>

A practical guide on negotiating publishing agreements with your rights as an author in mind. Includes several strategies for talking to publishers about the rights to your work, as well as coverage of rights reversions and links to additional resources.