

Scholarly Communication Librarianship

An Annotated Bibliography

What is This Document?

The sources below were collected and annotated for *ScholCom202X*, an interactive Online Educational Resource (OER) about being a scholarly communication librarian. You can view the sources in the context of the OER here: <https://github.com/scbaker/ScholCom202X>

The bibliography below can also be used as a stand-alone resource. After the first section, which presents sources that discuss scholarly communication librarianship in general, it is organized into subjects. Each section of the bibliography contains three to five resources, briefly summarized. Most of the resources are available under an open access or other free-to-use license.

Overviews of Scholarly Communication Librarianship

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

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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.

Coauthorship Ethics between Faculty and Student Authors

- 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-rcc.ucalgary.ca/article/view/58738/44227>

Discusses ethical aspects of collaborations between faculty and student authors. Especially useful for 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. *Counseling 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 co-authors. 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.

Copyright and the Reposting of Published Articles

- 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 briefly 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 best to determine when and where they can be reposted free of charge.

- 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.

Digitization Procedures

- 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 from the point of view 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.

Fair Use and Public Performance

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. Although it is ten years old and argues more strongly against common instances of fair use than some librarians, it provides 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.

Impact Factor

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.)

Open Access Mandates

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

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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>

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.

Open Access Monographs and Rights Negotiation

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.

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.

- 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 by open access (OA) advocate 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.

Open Educational 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.

Teaching Scholarly Communication

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.

Undergraduate Research Journals

- 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://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 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.