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New Roles for Library Faculty Liaisons at the University of Massachusetts Amherst

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New Roles for Library Faculty Liaisons at the University of Massachusetts Amherst

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Today’s Outline

- Introduction
- Scholarly Communication
- Library Traditional Roles
- New Models and Action Steps
  - Institutional Repositories, OA Journals
  - Faculty Challenges
  - Library New Roles
- Open Educational Resources
- Discussion
Scholarly Communication

- Traditional scholarship
  - Monographs
  - Journals
- Increasing amounts of research and scholarship born in digital form
- Need to collect and preserve this material
- Invisibility of non-digital material
Scholarly Publishing
old thinking

From Lee Van Orsdel’s “Basics” ACRL SchCom 101
Library Role in the Academy

- Steward scholarship
- Develop collections
- Organize, provide access to information
- Provide expertise in information literacy
- Educate about copyright, fair use
- Provide research assistance
- Commit to long-term preservation
Scholarly Communications System
new thinking

* rewards
* copyrights
* new business models
* open access
* Peer Review
* OA mandates

From Lee Van Orsdel's “Basics” ACRL SchCom 101
Scholarly Communication: New Models

- **Institutional repositories**
  - Unified open access to and preservation of the electronic collections of works of members of the institution’s community

- **Open access journals**
  - Journals available at no cost to end user
  - May or may not be refereed
  - Typically available in electronic format
Content for IR

• Research and scholarly materials
  ◦ Dissertations, theses, honors projects
  ◦ Working papers, conference papers, preprints, journal articles

• Teaching materials
  ◦ Learning objects
  ◦ Audio and video materials
  ◦ E portfolios

• Community outreach
Contributors & Partners

- Faculty, researchers
- Honors students, undergraduate research
- Archivists and Librarians

- Academic Offices
  - Provost Office
  - Office of Institutional Research
  - Office of Outreach, Cooperative Extension
  - Graduate School
Reported Benefits

• Downloaded more than traditionally published materials (Davis et al, 2008)

• More opportunities for easier collaboration among researchers

• Cited more than restricted (non-open access) materials
Faculty Roles and Open Access

- Faculty Roles
  - Authors
  - Peer-reviewers
  - Editors

- Open access options
  - Creative Commons licenses
  - SPARC addendum
Action Steps for Faculty

1. Manage copyright / retain author rights
2. Select journals and publishers with access friendly policies
3. Prefer open access grant agencies when seeking funding
4. Self-archive

How are faculty going to address these new roles and potential responsibilities?
Challenges

• Perception of faculty members
  ◦ What value is there in publishing in open access journals?
    • Impact on tenure and promotion?
    • Potential problems with author pays financial model?

• Copyright Issues
  ◦ Who owns the copyright to works published in an open access journal?
  ◦ What can a faculty member do to preserve the right to post a previously published work to an open access journal?
The Scholarly Communication Life Cycle

Phase 1: Data Collection, Research & Analysis
- Liaison Librarians
- Research Databases

Phase 2: Authoring
- Creative Commons
- Faculty Writing Place

Phase 3: Publication & Dissemination
- ScholarWorks
- Selected Works

Phase 4: Storage, Archiving & Preservation
- ScholarWorks
- Selected Works

Collaboration & Discoverability
Transforming Librarian Roles

- Nexus of communication
- Create strategic partnerships
- Promote Open Access initiatives
- Curate digital materials
- Provide expertise on metadata, author rights, usage rights, etc
- Expand liaison role with faculty
- Provide education and workshops
Scholarly communication is an umbrella term that describes the many ways in which scholars and researchers share their work:

- Publishing in print and electronic journals
- Archiving their work in digital repositories or on subject-specific websites
- Using email listserv mailing lists and online communities
- Creating new venues for dissemination, especially online

Currently, the field of scholarly communication is undergoing major changes, as open access and copyleft philosophies have begun to impact scholars’ attitudes about sharing their work in a major way.
Manage Copyright

- **Retain Author Rights**
  - [http://www.arl.org/sparc/author/](http://www.arl.org/sparc/author/)
    - Reproduction
    - Distribution
    - Public performance
    - Modification of original work

- **Modify publisher contracts**
  - SPARC Authors Addendum
    - [http://www.arl.org/sparc/author/addendum.html](http://www.arl.org/sparc/author/addendum.html)
  - Creative Commons licenses
    - [http://creativecommons.org/licenses/](http://creativecommons.org/licenses/)
Journals with Open Policies

- Determine open access journals in your field
  http://doaj.org
- Investigate current publisher policies
  ◦ Sherpa / RoMEO website
    http://www.sherpa.ac.uk/romeo.php
  ◦ Publisher websites
- Faculty roles
  ◦ Author
  ◦ Editor / Editorial board /
Open Access Funding Agencies

- National Science Foundation
- National Institutes of Health
- Wellcome Trust
- FRPAA (Federal Research Public Access Act) and its impact
  http://www.taxpayeraccess.org/frpaa/
Self-archiving

• Institutional Digital Repositories
  ◦ Directory of Open Access Repositories
    http://opendoar.org
  ◦ UMass example - ScholarWorks @ UMass Amherst
    http://scholarworks@umass.edu

• Disciplinary Repositories
  ◦ RePEc  http://repec.org/
  ◦ Other examples
My recent work has focused on Harmonic Serialism, a derivational version of 
Optimality Theory that appears to have several significant advantages over the parallel 
version.

1977

CT, Proceedings of the Seventh Annual Meeting of the North Eastern Linguistic Society 
(1977)
The special status of coronals in consonant clusters.

1979

Formal Problems in Semitic Phonology and Morphology (1985)
This study deals with the formal character of phonological representations and rules. 
Two basic lines...

On stress and syllabification, Linguistic Inquiry (1979)
Of all the diverse properties of segmental strings, syllable structure is the one that 
stress...

1980

A note on the accentuation of Damascene Arabic, Studies in the Linguistic 
Sciences (1980)
The special status of coronals in consonant clusters.
Open Educational Resources

- Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute
- Both teachers and learners can share what they know
- UMass Amherst Open Education Initiative
Open Educational Resources

What are Open Educational Resources (OER)?

Open Educational Resources are educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.

Open Educational Resources include:
- Learning content: full courses, course material, content modules, learning objects
- Learning tools: software, websites, applications, hardware
- Learning strategies: pedagogical models, teaching strategies
- Learning environments: online learning environments, virtual learning environments

Types of OERs:
- Learning objects, units, textbooks, scholarly articles
- Multimedia objects (Open ed. etc.)
- Courses, programs
- Tools, FOSS
- Library resources
- Open Educational Resources from Open Access Week - AthabascaU on Vimeo.
Share, Remix, Reuse — Legally

Creative Commons is a nonprofit organization that develops, supports, and stewards legal and technical infrastructure that maximizes digital creativity, sharing, and innovation.

Learn more about Creative Commons and The TAACCCT* Federal Grant Program

*Trade Adjustment Assistance Community College and Career Training

Creative Commons is Global

Our worldwide network of 100+ affiliates provides local and regional expertise, scaling CC adoption and outreach efforts globally.

Our Vision

Realizing the full potential of the internet — universal access to research, education, full participation in culture, and driving a new era of democracy and innovation.

Learn More...  Choose License
Community College Consortium for Open Educational Resources

Shared Knowledge

When educators pool their expertise to create a culture of shared knowledge, everyone benefits. Use of free and open textbooks can lower educational costs for students. Become involved with the open educational resources (OER) movement so that doors to higher education stay open to all. For the latest information, check our blog and follow us on Twitter.

Adopt Open Textbooks

The Community College Consortium for Open Educational Resources (CCCOER) is a joint effort by the OER Center for California, Foothill-De Anza Community College District, the League for Innovation in the Community College, OCW Consortium and many other community colleges and university partners to develop and use open educational resources (OER) and especially open textbooks in community college courses. We now have over 200 members of the OER Consortium. For more details, see the It Takes a Consortium to Support Open Textbooks article in the January/February 2009 issue of Educause Review magazine.

♦ Read about CCCOER’s Path Forward in 2011
(click here)

CCCOER Quarterly Meeting on Feb. 27th at Innovations 2011 was a great success.

Read Una Daly’s post about the meeting: Feb 27 CCCOER Quarterly Meeting: Great Information Exchange

Information

» About
» Blog
» Campus Promo Kit
» CCCOER’s Path Forward
» Bylaws
» CCCOER Interim Governing Board
» Committees and Boards
» Membership Agreement and Dues
» Mission and Purposes
» Colleges Promoting OER
» Directory of OER Faculty
» FAQs
» Literature
» Media Kit
» Meetings
» Members
» Membership Info
» Open Textbooks
» Resources
» Shared Knowledge
» Training

Tweets by OER_Center

Error: Twitter did not respond. Please wait a few minutes and refresh this page.

Featured Sites

Add your site to the list.
Welcome to College Open Textbooks!

Funded by The William and Flora Hewlett Foundation, College Open Textbooks is a collection of colleges, governmental agencies, education nonprofits, and other education-related organizations that are focused on the mission of driving the awareness and advocacy for open textbooks. This includes providing training for instructors adopting open resources, peer reviews of open textbooks, and mentoring online professional networks that provide support to authors who open their resources. Through our community outreach, we have found that open textbooks should be:

- easy to use, get and pass around,
- editable so instructors can customize content,
- cross-platform compatible,
- printable,
- and accessible so they work with adaptive technology.

That’s just the short list.

Help us shape and continue to define what open textbooks turn out to be. Your voice will help create open textbook standards and guidance and ensure college and high school information technology departments are comprehensively supported.
Anthropology

The Department of Anthropology was established in 1969. At the University of Massachusetts Amherst, the Anthropology Department is a four-field program, each concerned with one of the main branches of Anthropology: Archaeology, Biological Anthropology, Cultural Anthropology, and Linguistic Anthropology.

Browse the Anthropology Collections:

Anthropology Department Archaeological Projects

- Archaeology at the W.E.B. Du Bois Boyhood Homesite

Anthropology Department Dissertations Collection

Anthropology Department Faculty Publication Series

Anthropology Department Faculty Selected Works pages

Anthropology Department Field Program in European Studies

- Selected Works pages of EFS Faculty
- Selected Publications of EFS Faculty, Students, and Alumni
- Dissertations and Theses based on EFS-sponsored field research
- Final Reports of EFS student participants
Community Engagement

Community Engagement in higher education is defined by the Carnegie Foundation for the Advancement of teaching as "Collaboration between higher education institutions and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

At UMass Amherst, Engagement creates unique opportunities for scholars to pursue teaching; research, creative or professional activity; and service in ways that benefit their discipline, our institution and our community partners.

Read more here

Community Collaborators & Partners

Browse the Community Engagement Collections:
Cranberry Station
Design Engagement Studios
Ludlow Master Plan
Cranberry Station Outreach and Public Service Activities

Cranberry Production Guide

Cranberry Station Best Management Practices Guide

Cranberry Station Best Management Practices Guide - 2010 revision

Cranberry Station Extension meetings
Conference on Cellulosic Biofuels

Organized by The Institute for Massachusetts Biofuels Research (TIMBR)

Those interested in the Commonwealth's developing biofuels industry are invited to participate in the annual Conference on Cellulosic Biofuels. The conference is hosted by The Institute for Massachusetts Biofuels Research (TIMBR) at the University of Massachusetts Amherst. TIMBR is a growing interdisciplinary research group focused on expanding biofuels research on the Amherst campus and enabling translational research through strategic partnerships between academia, industry, and state and federal government (www.ecs.umass.edu/timbr).

During the conference you will hear about the latest developments in biofuels research, learn about the opportunities that lie ahead for biofuels in the region from state policy makers, and connect with others from industry, academia, and government who are eager to expand their network of partners and collaborators in the biofuels industry. Topics covered will include emerging research in catalytic and microbial routes to biofuels, the Massachusetts biofuels industry, and more.

Click here to see the 1st Annual Conference on Cellulosic Biofuels, 2008

Browse the contents of Conference on Cellulosic Biofuels:
Welcome to Rasenna: Journal of the Center for Etruscan Studies. This site includes the current issue of Rasenna, an archive of earlier issues, Guidelines for Contributors, and information about the composition of the Editorial and Advisory Boards.

For more information about Rasenna and the Center for Etruscan Studies please contact Anthony Tuck or Rex Wallace.

**Current Issue: Volume 2, Issue 1 (2009)**

**Book Reviews**

- **PDF** Review of Giovanni Colonna & Daniele F. Maras, Corpus Inscriptionum Etruscarum II, 1, 5 et addit. II, 2, 1
  *Rex E. Wallace*

- **PDF** Review of Vedia Izzet, The Archaeology of Etruscan Society
  *Eric Poehler*

**Notes or Reports**

- **PDF** Italian Prehistory and the Emergence of the Civic Museum
  *Elisabetta Cova*

- **PDF** The Conundrum of the Workshop OR Etruscan Utilitarian Ceramics: A Compositional Analysis
  *William Gilstrap and Anthony Tuck*
UMass Institute for Global Health

The IGH conducts collaborative research projects designed to develop effective programs and policies to alleviate pressing global health problems and provides a range of educational opportunities for US and international personnel seeking advanced training in the global health issues.

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