

Africana Bibliography (AFS 5061): Handout

<http://guides.uflib.ufl.edu/content.php?pid=6493&sid=1480100>

Scholarly communications, Institutional Repositories, author permissions/rights

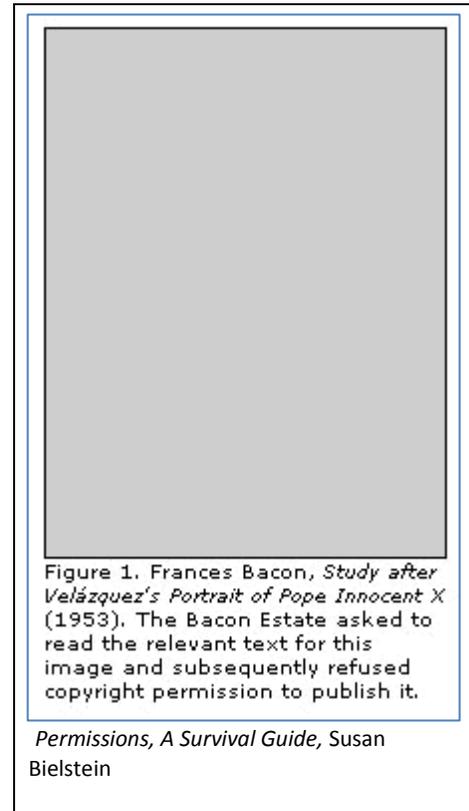
Guest Lecturer: Laurie Taylor

Today's Topics

- Scholarly communications
- Institutional Repositories
- Author permissions/rights
- Related resources and examples from UF
- IR@UF Demonstration
 - Permissions forms (<http://ufdc.ufl.edu/AA00004147>)
 - IR@UF (<http://ufdc.ufl.edu/ufirg>)

Notable References

- *African Studies Quarterly* (<http://www.africa.ufl.edu/asq/>)
- DOAJ has many others (<http://www.doaj.org/>)
- Open Journal Systems (OJS), supported by the UF Libraries (<http://guides.uflib.ufl.edu/content.php?pid=230212&sid=1940482>)
- *Permissions, A Survival Guide*, Susan Bielstein



Examples of Other Scholarly Publication Types to Note

- Scholar-Curated Collections: International Farming Systems (<http://ufdc.ufl.edu/ifsa>)
- New types of publications: dLOC (<http://dloc.com/>); online exhibits (<http://exhibits.uflib.ufl.edu/online.html>)
- UFDC – digital humanities handout (<http://ufdc.ufl.edu/AA00001589/00001>)

Africana Bibliography (AFS 5061): Teaching Notes

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OVERVIEW

Topics:

- Scholarly communications
- Institutional Repositories
- Author permissions/rights
- Related resources and examples from UF
- IR@UF Demonstration

INTRODUCTION

Scholarly communications is the broad top-level issue, with Institutional Repositories and Author permissions/rights as related concerns.

Common Definition for Institutional Repositories/IRs:

- Institutional repositories are often referred to as IRs.
- Institutional repositories are normally defined as the online locus for collecting, preserving, and disseminating - in digital form - the intellectual output of an institution, particularly a research institution.
- At UF, the IR is defined as the digital archive for the intellectual output of the University of Florida community, and includes research, news, outreach, and educational materials.
- IRs as a concept began as a way to support preservation and access.
 - a. The concept was that the institution where the researcher is based has funded or supported the research in some way and so should be a central access and preservation point for that research. Note: institutions do not claim ownership of scholarly works; this is a claim of responsibility.
 - b. IRs and other trends are critical for scholarly works because the point is for scholarly works to create and disseminate knowledge. That can't happen as effectively as it should because of the ever-increasing costs of so many journals that make subscribing to them impossible for so many institutions in the US and around the world.

IRs are most often supported by Libraries in academic institutions. Some IR-like places are PubMed Central. PubMed Central is phenomenally successful because the NIH Public Access Policy (<http://publicaccess.nih.gov/policy.htm>) requires scientists to submit final peer-reviewed journal manuscripts that arise from NIH funds to the digital archive PubMed Central

(<http://www.pubmedcentral.nih.gov/>) upon acceptance for publication. This NIH mandate, backed with the power of funding, has forced publishers to allow researchers to follow the mandate.

Scholars normally assign rights as a part of the publishing process. Thus, the success of IRs can be impacted by publishing rights.

OPEN ACCESS MOVEMENT: SOME METHODS

1. Open Access journals

- *African Studies Quarterly* (<http://www.africa.ufl.edu/asq/>)
- DOAJ has many others (<http://www.doaj.org/>)
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2. Author permissions/rights

- The movement here is focused on having authors learn their rights and retain them so that they can exercise their rights to support scholarly communication
- Currently, most of the discussion is overly focused on copyright because it's the biggest issue.
- Copyright discussions also support discussions on other rights and their impact on scholarly publication. This includes moral rights, cultural heritage rights, and many others.
- Moral rights are important to note:
 - Moral rights include the right of attribution, the right to have a work published anonymously or pseudonymously, and the right to the integrity of the work. The preserving of the integrity of the work bars the work from alteration, distortion, or mutilation.
 - Moral rights in the US are supported only for certain types of artwork. They're much more recognized internationally.
 - For scholars, supporting moral rights is what we do. We provide attribution and proper representation because we have to in order to make scholarly arguments.
 - Moral rights are sometimes used to claim that copyright and moral rights allow a museum/library/archive holding a work that is in the public domain can require a licensing fee for scholars to use an image of that work. This is very complicated because the holding institution may be able to do this based on contractual agreements and policies, and they may need to do it to provide the service at all, but it isn't normally based on rights. The misunderstanding on rights has resulted in some institutions charging high fees for scholars to include images of artwork in scholarly publications, and in some scholars not being able to pay the fees and thus not being able to publish their work. The holding institutions often need to charge something to allow for the digitization or sharing of the work at all, so this is a very complicated situation. Because this is a very complicated situation, the best method for improving this is to share information. In *Permissions, A Survival Guide*, Susan Bielstein recommends that scholars publish the void and the reasons for the void.

IRs, Open Access journals, and author permissions/rights movements are changing the dynamics of scholarly communications and scholarly publication in order to ensure scholarly publication meets its core goal: contributing to and disseminating knowledge. These factors are also changing the fundamental definitions of scholarly publication.

The capacity to make scholarly publications widely accessible allows for new ways of showing scholarly impact, including through new ways of doing scholarship and doing public scholarship.

SCHOLARLY COMMUNICATIONS AND PUBLICATION

Turning to our third topic of the day, Scholarly Communications and Scholarly Publication, this class and things like it are critical for scholars with the changes and possibilities with scholarly communications and publication. The syllabus up to now has covered different resources from more established sources and venues. Dan's introduction notes from the first class situate both the class as a whole and scholarly publication itself.

In the introduction, Dan writes:

“How are library materials organized? A broad understanding of some principles of organization is helpful to the researcher encountering a large library for the first time. At each stage of their creation and maintenance, area studies collections are "messy" and more difficult to support and work with than disciplinary collections. Scholars and librarians must work closely with each other if the collections they create and use together are to be dynamic, relevant, and useful for ongoing teaching and research. Area studies collections are more diverse than disciplinary collections along as many dimensions as one can imagine.”

<http://www.uflib.ufl.edu/spec/africana/introduction.htm>

Several points from this are relevant to discussions of scholarly publications:

- All collections are messy. Especially digital.
- We often hear that we're living in an age of information overload, which is true but it isn't anything new. This was already the case immediately after WWII when Vannevar Bush wrote of his idea for the Memex to cope with information overload. While his concept was based on microfilm technologies, the intent was access of the type made possible with computing and the internet.
- In acute information overload, simple access through more digital and digitization doesn't necessarily help the situation. It can easily hurt if it isn't accompanied by the necessary supports.

The solution for scholarly publication is the same as Dan has already explained for researchers working with disciplinary collections, and it bears repeating:

“Scholars and librarians must work closely with each other if the collections they create and use together are to be dynamic, relevant, and useful for ongoing teaching and research.”

Scholars and librarians must work together for Area Studies, and this library-scholar collaboration is a growing need for all fields. This collaboration is needed to gain access to traditional materials and to ensure the products of scholarly research, of your work, is accessible, preserved, and usable.

“Usable” for scholarly works means many things including that the materials should be supported in a systematic way to allow the research to thrive. Research published only in print can survive and be accessible, albeit in limit ways, through the work of libraries in cataloging, collecting, preserving, and generally supporting the printed materials. Research that is electronic or digital, born or re-born into the networked world with the Internet, can do more than survive. It can thrive.

This is what scholarly publication changes seek to do: build from a tradition that sustains access and preservation in order to increase use and impact. This can be done by:

- Adding research to an IR or subject-based repository which is optimized for search engines to increase findability
- Increasing sensibility by contextualizing materials with other materials that speak to each other. This can mean curating digital collections and exhibits as well as work such as creating contextualizing material. All of you are doing this work in the class in creating annotated bibliographies.

Lecture Conclusion and Q/A

- This concludes my lecture for today. Are there any questions at this point?

IR@UF Demonstration

I wanted to share the permissions agreements for the IR@UF. This is the same text that author/creators agree to in paper form and online. *[Showing forms]*

Please note that this is permissions-based. This supports concerns for author rights, and for the more inclusive concerns with moral and other rights. *[Showing the IR online]*

Any of you can use the IR@UF. Faculty members are automatically able to submit thanks to PeopleSoft roles. To submit as graduate students, you’ll need to login with Gatorlink and then send an email or to register for myUFDC and check the button to request the ability to submit.

[Show registration; Gatorlink login; Contact us link]

Examples of Other Scholarly Publication Types to Note

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- New types of publications: dLOC (<http://dloc.com/>); online exhibits (<http://exhibits.uflib.ufl.edu/online.html>)
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