The Changing Role/Future of Academic Libraries in the New Scholarly Communication System

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Outline

- Definition of Scholarly Communication System
- Research lifecycle
- Traditional SCS and role of libraries
- New SCS and role of libraries
- LAU: Case Study
- Survey
- Findings
- Conclusion
Definition

• Scholarly Communication System (SCS) is the process of sharing, disseminating and publishing research findings of academics and researchers so that academic contents are made available to the global academic communities.\(^1\)

• SCS is the communication between researchers, scholars and scientists about their scientific experiments, research methodologies, key findings and conclusions.

• SCS is a component of the Research Lifecycle.

• Researchers plan their research ideas and projects with their research partners, funders and institutional research team
• They write a research proposal and submit it to a research funding agency. Funders may ask for modifying certain aspects of the research proposal to suit their objectives and budget
• Research process starts with collecting research data, through Simulation, Experiment and Observation
• Generated data is then analyzed
• The research director write a report and communicate findings of the research work to the funders
• He may choose any of the scholarly communication channels – such as journals, conference proceedings and research monographs – to disseminate and share results of research to a larger audience

**Proposed by JISC, UK**
Channels of Scholarly Communication
Traditional SCS

• The "Royal Societies" (the learned societies) in the 17th and 18th centuries in Europe were the main publishers and disseminators of the research’s findings of their members

• Most of these societies were nonprofit organizations

• Members of the “Royal Societies” had to pay a membership

• Royal societies were the main publishers of scholarly journals which were known as “transactions” and “proceedings”

• Each transaction/journal was covering multiple subjects/disciplines

• They starting collaborating with for-profit publishers since the middle of the 20th century
Role of Libraries

- Select/Collect resources
- Catalog
- Provide access
- Provide unavailable materials
- Digitize unique collections
- Train users
- Preserve materials

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Traditional SCS is an “Outside-In” model

- Scholarly communications content is produced by faculty, researchers, professionals, research institutes and laboratories, published by a group of commercials publishers and collected by academic libraries for the benefit of the university community.
- This model is called the “Outside-In” model of communication whereby libraries collect the best published materials and preserve them for their community.
Role of Stakeholders in the traditional SCS

Source: https://libguides.princeton.edu/c.php?g=214909

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Crisis of Traditional SCS

Traditional SCS faced three Main crises

• **Authors/Publishers crisis**: Copyright transfer to publishers; Permission crisis

• **Libraries/Publishers crisis**: Increase in publication prices; Libraries budget cut-down; Cancellation of subscription; Big deals, Serials crisis

• **Users/Publishers crisis**: Pay to access information; Access crisis
SCS Diagram
Roles of stakeholders & the problems caused by inability to change

Source: https://libguides.princeton.edu/c.php?g=214909
• Big deal
- Libraries agree to buy electronic access to all of a commercial publisher’ journals.
- Big deal allow canceling print subscriptions but not in their electronic format.
- BD bundles the strongest with the weakest titles, the essential with the non essential.
- Archiving and preservation e- journals are issues to consider.
- Commercial publishers are increasing their control over the publication and distribution of scholarly research.
Motivations behind changing the traditional publishing system

- Scholars motivations: researchers write for impact not money.
- Scholar communication has become a multi-billion business.
- Ethical argument: research funded by public should be available freely to the public.
- Copyright argument: publishers require authors to transfer all their copyright as part of the contract.
- Research must be available for all: need of a new OA publishing system (OA journals and Irs)
- Education must be available for all: Creation of Open Educational resources
- Data must be available for all: Archiving raw data
Need of New SCS

• The emergence of new technologies, the Internet and the Web, and the transition from print to electronic changed the traditional SCS and presented new challenges to librarians

• The Dissatisfaction with the existing system has led to the development of new publishing models.

• New methods of creating and disseminating information emerged: publishing in open access journals and archiving research in subject and institutional repositories

• The changes of the SCS included changes in the roles of libraries and publishers

• Libraries changed their role from “gatekeepers of knowledge” to “providers of information”
Different Channels of Scholarly Communications

Facebook
Bebo
Technorati
LISTSERV
LISTEN
YouTube
Flickr

Gmail
Website

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New SCS: Definition

New SCS is a publishing system where raw research data, research findings and educational resources are provided to all researchers without price and permission restrictions.
Role of Libraries in the New SCS

• What is the role of librarians in this new model?
• How can librarians operate to reduce the reluctance/hesitance of faculty regarding this new model?
• How can librarians cooperate with faculty and help them publish in Open Access repositories and OA journals?
• How could libraries partner with academic departments, assist faculty in retaining their rights, inform them about predatory open access publishers, about open educational resources, about managing research data?
Collaboration between faculty and libraries at LAU is regulated officially by:

- **Library Liaison Program**
- **ULIRC**: The University Library and Information Resources Council
Library Liaison Program

The Library Liaison Program (LLP) works to improve collection development, research needs, information literacy skills for faculty and students.

Mission

• Establish a solid and ongoing partnership with faculty members
• Encourage and facilitate communication between the LAU Libraries and academic departments
• Fortify the Library mission by supporting the academic curriculum and research needs
The University Library and Information Resources Council (ULIRC)

ULIRC evaluates the activities of the library and academic IT services and recommends ways to improve them, and to provide faculty, students and staff at the University with an environment that applies technology in support of the University mission.

Mission:
• Recommend procedures for developing up-to-date libraries, as well as academic IT services and systems for the University
• Assist the Librarians in exploring possible cooperative arrangements with libraries of other institutions
• Explore ways of promoting the use of the libraries and academic IT services and equipment
• Develop standards for the study and measurement of the resources and long-range plans of the University Libraries and academic IT services and to review and evaluate annual library reports on the usage of these resources.

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LAU Libraries Survey

The purpose of this questionnaire / survey is to describe and interpret how faculty are:

• Getting their information during their research process
• Organizing and managing their raw/research data
• Publishing their research findings
• Using and creating Open Educational Resources
• Sharing their findings
• Dealing with the new publishing processes concepts: Open Access, Open educational resources,
• And finally what is the role/function of the libraries in this new scholarly communication system.

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Survey Data – cont’d

Target Population

- LAU fulltime faculty, in Beirut and Byblos campuses
- 315 fulltime faculty
- Total responses: 56 representing 18% response rate.

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<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
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<tr>
<td>Female</td>
<td>29</td>
<td>52%</td>
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<tr>
<td>Male</td>
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<td>48%</td>
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Survey Analysis

Gender

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<tr>
<th>Gender</th>
<th>Count</th>
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<tbody>
<tr>
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<td>48%</td>
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<tr>
<td>Total</td>
<td>56</td>
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Schools

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<tr>
<th>School</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>27</td>
<td>51%</td>
</tr>
<tr>
<td>School of Architecture &amp; Design</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Adnan Kassar School of Business</td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Gilbert and Rose-Marie Chagoury School of Medicine</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Alice Ramez Chagoury School of Nursing</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
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</table>
Survey Analysis – cont’d

Locating information

Findings: 40% are using library resources, only 4% ask librarians
Survey Analysis – cont’d

Raw Data

Do you preserve the raw data (Information that has been collected but not formatted or analyzed) that you have used during your research and where?

In which Personal Storage do you store your raw data?

In which Research sharing and networking sites, institutional and subject repositories do you store your raw data?

Findings 21% are using LAUR?
Survey Analysis – cont’d

Publishing

Findings: 14% are using OA journals and IRs

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Survey Analysis – cont’d

OERs

Do you use Open Educational Resources (OER) in support of your teaching?

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<td>Yes</td>
<td>15</td>
<td>27%</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>73%</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
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What type of OERs do you use?

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Open text books</td>
<td>9</td>
<td>53%</td>
</tr>
<tr>
<td>Open coursewares</td>
<td>7</td>
<td>41%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Respondent(s)</td>
<td>14</td>
<td></td>
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</table>

Are you willing to create OERs in the future?

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<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>68%</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>32%</td>
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<tr>
<td>Total</td>
<td>53</td>
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</table>
Survey Analysis – cont’d

LAU Libraries and OERs

Do you think that LAU Libraries must support you in finding and/or creating OERs?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
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</table>

Have you checked the “Open Educational Resources” research guide prepared by LAU libraries?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>49</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
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</table>

Findings 78% believe LAU libraries must support them in finding and creating OERs

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Survey Analysis – cont’d

Sharing Information

Do you share your research articles?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent(s)</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td></td>
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</tbody>
</table>

What version do you share?

<table>
<thead>
<tr>
<th>Version</th>
<th>Respondent(s)</th>
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<tbody>
<tr>
<td>Pre-print</td>
<td>7</td>
</tr>
<tr>
<td>Post-print</td>
<td>9</td>
</tr>
<tr>
<td>Published</td>
<td>41</td>
</tr>
<tr>
<td>Total Respondent(s)</td>
<td>46</td>
</tr>
</tbody>
</table>

How do you share?

<table>
<thead>
<tr>
<th>Method</th>
<th>Respondent(s)</th>
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</thead>
<tbody>
<tr>
<td>Email</td>
<td>36</td>
</tr>
<tr>
<td>Blog</td>
<td>0</td>
</tr>
<tr>
<td>Website</td>
<td>6</td>
</tr>
<tr>
<td>Cloud services</td>
<td>0</td>
</tr>
<tr>
<td>Research social network</td>
<td>24</td>
</tr>
<tr>
<td>Total Respondent(s)</td>
<td>46</td>
</tr>
</tbody>
</table>

Do you believe that sharing research must be available for free to anyone?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent(s)</td>
<td>45</td>
<td>8</td>
</tr>
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</tbody>
</table>

Findings 85% of the respondents share research articles
Survey Analysis – cont’d

LAU Libraries and SCS

What role do you think LAU libraries must have in the new scholarly communication system?

Findings 16%: Raise the awareness of Open Access and Institutional Repository among faculty
Major Findings

- Faculty are still using library resources
- Faculty are “ready” to publish in OA journals and use Open Educational Resources but need the help of librarians to locate them
- Faculty are sharing their articles with other researchers
- Faculty are willing to collaborate with librarians
- Faculty are “not ready” to locate information in Institutional repositories or subjects repositories
- Faculty are “not ready” to archive their raw data in LAUR
- Faculty are “not ready” to receive help from librarians to manage their copyrights with publishers
What can we do?

- Explain the process, mission and objectives of new scholarly communication system
- Promote LAU OA Policy
- Train Faculty on negotiating their rights with publishers
- Raise the awareness of OA and OER between Faculty
- Raise the awareness of LAU repository (LAUR)
- Explain the importance of publishing in institutional repositories and subject repositories and OA journals
- Persuade faculty of the importance of publishing their pre-prints in LAUR
- Increase the collaboration between Faculty and LAU libraries
Conclusion
“Inside-Out” Model

• Libraries tried to define new roles not only in the collection and preservation of published materials but mainly in the way of providing researches to the public.

• The emergence of the Open Access publishing changed the scholarly communication system. The OA - based on publishing in OA journals and institutional and/or subject repositories - defined new role for librarians in making the intellectual output of their institution discoverable and trackable by all.

• Libraries are moving from receivers of scholarly output from publishers, to active publishers or providers.

• The importance of academic libraries lies in how much unique content is made available for free to the world and no more on how many journal articles or books it can provide to its community.

• New SCS is an “Inside-Out” Model of communication.
Future of Publishing: Radical open access initiative – OA 2020

- A **conference held in Berlin** in December 2015 announced the launch of a radical open access initiative – OA 2020.
- Attendees **proposed that academic libraries cover the cost of APCs.** (Article processing charges) An APC is a charge paid by an author of journal article once the article has been accepted for publication. APCs in most cases are paid for by scholars’ institutions. **The billions currently spent each year on journal subscriptions could be repurposed into paying the cost of APCs.**
- The goal of OA 2020 is to create a system in which **90 percent of paid journal subscriptions cease to exist.** Scholarly articles published in those journals would then be freely and immediately available.
Future of Libraries

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change”

Charles Darwin

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• Björk, B. C. (2016). The Open Access movement at a crossroad: Are the big publishers and academic social media taking over?. Learned Publishing, 29(2), 131-134.


• Faculty Attitudes About Scholarly Communication Trends and Issues: Tribal Differences at Columbia University. ACRL Thirteenth National Conference. March 29–April 1, 2007, Baltimore, Maryland.
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