

University of Minnesota, Twin Cities

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Generic Template: Scholarly Communication Team Charge

Scope

The [group name] will have a two-pronged focus: develop and implement as appropriate a coordinated plan for the [library name] to inform and educate its staff; and recommend appropriate approaches for engaging the campus community in the policy and practice issues that surround the process of scholarly communication.

Context

Scholarly communication first entered our professional consciousness in the 1990s, centered on the topic of rising serials prices and their impact on libraries' budgets. Our lexicon was one of problems, crises, and the clear definition of an enemy. Several years experience working in this arena has led to a more informed, broader perspective - part of a natural evolutionary process. Formerly we focused almost exclusively on the economic case, with some real successes. A number of faculty and administrators did become outraged and engaged. But many also told us the system works just fine for them; publishers told regulators that the real problem is under funding of universities. To achieve a marked, sustained impact on scholarly communication, librarians need to be advocates for faculty and administrative action. Scholars must be the new face of this effort and focus on how the present system restricts access to their scholarship. In other words, this is no longer just a library problem of serials inflation (with a spillover effect of reduced monograph purchases), but a series of scholarly communication issues and opportunities owned by scholars, their campuses and their societies. As librarians, we are uniquely positioned to serve as educators and advocates for influencing the development of new forms of scholarly communication. Our expertise with traditional publishing, digital technologies, and intellectual property, coupled with our liaison model makes us well situated to provide leadership for reshaping scholarly communication.

We still recognize access problems caused by continued high subscription costs, changing copyright laws, and the licensing of access. Current publishing models are still not economically sustainable. But there is a growing awareness of new opportunities for more sustainable models through ongoing advances in technology. There is genuine hope that the symbiotic relationship between higher education institutions, scholarly societies, and commercial publishers, which could previously be characterized as tense and antagonistic, will realize more cooperative and beneficial partnerships in the future.



Even as we envision a future where productive partnerships are the norm, we know the road ahead will be bumpy for a while. We are trying to change systems that are largely out of the control of any one campus. The ARL / ACRL Institute on Scholarly Communication is designed to prepare participants to be educators and advocates, and to develop sustained campus programs informed by the sharing of peers' best practices, rather than a series of singular efforts that have limited impact. We need to develop collective action in arenas such as e-resource licensing and educating faculty on author's rights. While acting locally is an important component; we must also spend some energy on legislative advocacy. Through the cumulative effect of our actions we can accomplish infinitely more than we could alone.

Sponsors

[name, title, unit for all sponsors]

Co-chairs

[name, title, unit for all chairs]

Purpose / Focus

- [group name] members will develop deeper expertise in scholarly communication; will share knowledge and provide support and leadership to colleagues
- Define baseline expertise that all liaisons should possess
- Plan, develop and deliver professional development programming in scholarly communication to all Libraries staff
- Inform and influence collection management policies and practices in support of sustainable models of scholarly communication
- Coordinate efforts with [name of institutional repository], particularly around related policies and educational efforts
- Communicate regularly with Libraries staff
- Raise campus awareness of scholarly communication issues
- Involve the [name of relevant campus Library Committee] in the efforts of this group
- Assess need for and develop, revise, update and maintain web sites, brochures and other publications related to scholarly communication and intellectual property
- Facilitate partnerships with faculty, students, campus offices, [name of relevant consortia] libraries, and other partners as appropriate
- Assess need for, develop and deliver campus programming in partnership with campus stakeholders
- Develop a mechanism for on ongoing environmental scan and inventory of issues, including attention to campus priorities, interests, and needs
- Create a [# of years] year plan for a campus scholarly communication program using a collaborative process for designing goals; update and revise plan as necessary, to reflect what we learn from environmental scans

Program Priorities [for academic or fiscal year term]

- [...]
- Communicate regularly with Libraries staff through [relevant library listserv], [relevant library staff web site], and other means as appropriate

[group name] Members

[name, unit for all members]

Time Commitment

[group name] members should plan to spend [#] hours per week on this work.

Stakeholders

- [Relevant Collection Development/Public Services/other library function- or subject-based leadership group(s)]
- [Relevant staff group(s)]
- [Relevant campus governance committee(s) or project group(s)]
- University community

Budget

Requests for funds should be made to the sponsors; ideally by [timeframe].

Related Issues / Projects

- [name of institutional repository]
- [...]

[group name] Review

- The Sponsors will consult with and conduct a review of the [group name] at the end of each [academic or fiscal] year to determine if any changes need to be made to the group membership, chair(s), and/or its charter.