Institutional Repositories: Do you have Rights?

Kelly Visnak, M.L.S, Ph.D.
Scholarly Communication Librarian
University of Wyoming Libraries
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Do you have rights?

- Aren’t faculty work considered the right of the institution?
- If the author signed away their copyright at the time of publication, does the author have the right to grant others permission to use their work?
- Published articles can easily be inter-library loaned, so we don’t need faculty permission to put their scholarly publications into the IR...Right?

No – Yes – Perhaps...
Today’s Agenda

- Institutional Repositories
- Scholarly Communication Initiatives
- Open Movement and the Convergence
- Policies & Procedures for IRs
  (OA, OER, & Open Data)
Traditional Publishing Model

- Linear Cycle –
  Creation, Publication, Library Purchase, Dissemination, & Reformulation
Institutional Repositories (IR)

- A place where things are stored and found

- **Wyoming Scholars Repository** (WySR)
  A dedicated service by University of Wyoming Libraries to openly provide access to the scholarly and creative works of the Institution.

  The goals of WySR:
  1. Increase the visibility of UW’s scholarship
  2. Encourage collaboration and innovation
  3. Contribute to the ongoing development of new knowledge
Large View of Information Flow

Scholarly Communication

The process of conducting research and sharing the results: from creation, to dissemination, to preservation of knowledge, for teaching and research.

Initiatives

• Campus Outreach & Engagement

• Marketplace & Licensing

• Publishing Models

• Scholarly Impact
Open Access is...

the free, immediate, online availability of research articles, coupled with the rights to use these articles fully in the digital environment.

Resources:
- OA Video  https://www.youtube.com/watch?v=L5rVH1KGBCY
- SPARC – Scholarly Publishing and Academic Resources Institute http://www.sparc.arl.org/issues/open-access
- Budapest OA Initiative http://www.budapestopenaccessinitiative.org/
NIH Public Access Policy

What is the NIH Public Access Policy, in plain English?
A legal requirement since 2008 that any peer-reviewed article supported by NIH funding be made freely available to the public via PubMed Central, no later than 12 months after the official publication date.

What is the impact of the NIH Public Access Policy on Investigators & Authors?
Journal articles resulting from NIH-funded activities submitted for publication must be deposited in the publicly accessible PubMed Central within 12 months after the journal article is published. Authors submitting articles for journal publication must retain the right to make the article publicly available.

For Additional Information about the NIH Public Access Policy:

- Journals that automatically deposit final manuscripts in PubMed Central [http://publicaccess.nih.gov/submit_process_journals.htm](http://publicaccess.nih.gov/submit_process_journals.htm)
Scholarly Communication Movement is seeing convergence.

Convergence Among:

- Open Access (OA)
- Open Educational Resources (OER)
- Open Data
Open Education Resources

What is OER?
- access to learning objects
- full course curricula
- open access journals
- assessment tools
- open textbooks
- discipline-specific pedagogical resources, and more.

Resources:
A new ACRL sponsored book in digital or print.

Open curriculum & lesson resources

http://repository.uwyo.edu/as_smtc/
Open Educational Resources meet the “5Rs Framework”

Users are free to:

Retain: Users have the right to make, archive, and "own" copies;
Reuse: Content can be reused in its unaltered form;
Revise: Content can be adapted, adjusted, modified or altered;
Remix: The original or revised content can be combined with other content to create something new;
Redistribute: Copies of the content can be shared with others in its original, revised or remixed form.

See more at: http://www.sparc.arl.org/issues/oer#sthash.a5t6u68y.dpuf

“Bumpy Ride for the next 5 years”

- Richard Baraniuk, Founder and Director, Connexions and OpenStax College at Rice University.
  - Business model reinvented to put stress on education publication space
  - Blurring of the lines of a book (paper-to-digital objects)
  - Harnessing the power of technology for the first time
    - What is different is the opportunity for creating a personalized learning experience
Open Access textbooks

- OATs
- The U.S. PIRG Education Fund report...
  - 65% of students choose not to buy a college textbook because it’s too expensive
  - 48% say they altered which classes they took based on textbook costs, either taking fewer classes or different classes.
- When textbooks are available students have higher grades and better course completion rates.

Subscribe to get updates to Creative Commons OpenTextbooks
http://creativecommons.org/tag/open-textbooks

OpenStax College Textbooks
Looks like a regular publisher.
25 high-quality free college textbooks (Hewlett Foundation, LJAF, Bill and Melinda Gates Foundation, Rice University...)
http://cnx.org/

Open Textbook Library
http://open.umn.edu/opentextbooks/

Partners

University of Minnesota
Driven to Discover

BCcampus

Purdue University

Cal Poly
San Luis Obispo
OSU
Oregon State University
The key requirements for Open Data:

- Availability
- Access
- Redistribution & Reuse

Resources:

http://www.sparc.arl.org/issues/open-data
Convergence of “open”

- Libraries’ Role is to create and provide Digital Scholarship Services & Tools, such as:
  - Build an Institutional Scholars Repository with research and creative endeavors
    - Develop Collegial Partnerships
    - Combine information literacy instruction and scholarly communication issues
    - Negotiate eResources licenses for RIO
    - Ingest faculty scholarship
    - Engage Faculty/Students to create Bio Pages that link to scholarship, blogs, webpages and social media
    - Mark the item when it is open & when permissions are available for reuse
      - Use OA metadata that is machine readable…– NISO standards
  - Electronic Publications
    - Professional grade online journal creation
    - Promote, review, and publish student scholarship
    - Publish books, chapters, and monographs to the web with SEO

Resources:

- Developing a Scholarly Communication Program
- Ohio State University’s Engaged Librarian Document
- ORCiD – Search and link author to disambiguate scholarship
Institutional Repository

Wyoming Scholars Repository

Repository.uwyo.edu

The repository is a service of University of Wyoming Libraries. Research, scholarly, and creative output included here has been selected and deposited by the faculty, researchers and students of University of Wyoming. WySR, Wyoming Scholars Repository, is part of the larger Open Access movement to transform scholarly communications.
Need Permission to Post

Elsevier Takedown Notices: A Q&A with Peter Suber

The Library discusses the 23 takedown notices Harvard received from Elsevier with Peter Suber, the director of Harvard’s Office for Scholarly Communication.

April 17, 2014—In November 2013, Harvard received 23 takedown notices from Elsevier, a publisher of academic journals.

A takedown notice is a request from a copyright holder to remove a work from the Internet because of alleged copyright infringement. To comply with the Digital Millennium Copyright Act (DMCA), internet hosts like Harvard must comply with takedown notices even if the recipient chooses to put the work back up again.

All 23 of the takedown notices targeted published editions of articles from Elsevier journals posted to websites on the Harvard.edu domain, including for example lab sites, faculty sites, and course websites hosted on titles. All 23 articles were promptly taken down.

None of the takedowns targeted articles in DASH (Digital Access to Scholarship at Harvard), the open-access repository maintained by Harvard’s Office for Scholarly Communication (OSC). As Sarah Thomas, vice president for the Harvard Library, put it, “The OSC is part of the solution, not part of the problem.”

We explore the issue with Peter Suber, the director of Harvard’s Office for Scholarly Communication.

Q. Why did the 23 Harvard faculty members receive takedown notices from Elsevier?
A. Elsevier believed that the posted copies infringed its copyrights.

Q. Was Elsevier within its rights to demand these takedowns?

When authors publish in a journal, they typically transfer all or some of their rights to the publisher. These rights typically allow the publisher to do what Elsevier has done.

Sometimes authors hold the rights to post published editions of their articles to the Internet. If any of those authors were in that position, then they could respond to the Elsevier takedown notice with a “counter-notice” and Harvard could put their articles back up again. But when authors publish in non-open-access journals, they rarely hold such rights.

Q. Some authors say that posting their own articles on their own web sites is commonplace and promotes research. They are angry that Elsevier is interfering with this practice. Can you comment?
A. It’s commonplace and it does promote research. I’m sure that publishers have long known about the practice. But until recently they tended to tolerate it. These takedown notices mean that Elsevier is starting to enforce its rights to stop this practice.

I sympathize with author frustration. They wrote these articles, and they have good reasons to want to share them with anyone who wishes to read, apply, or build upon them.

At the same time, while they wrote these articles, they no longer own them, or no longer own all the rights to them. Elsevier acquired certain rights from authors and is entitled to act on the rights it has acquired.

Speaking personally, authors can’t blame Elsevier for enforcing the rights they gave it. If they dislike what Elsevier is doing, they
Policies & Procedures

- Rights Management
- Campus-wide Outreach, Education & Repository Services
- Connecting Agencies, Platforms and Systems to Create Information Infrastructure
Procedures – Bring in Content
Policies Pieces for IRs

- Institutional Review Board
- Research Subject’s Consent
- Work for Hire Contract – Cinematographer
- Theses and Dissertations
- Author Rights Retention for Publications
- IR Author Agreement
- Letter of Request to Publishers for Permission to Post in IR
Dear Faculty in the College of Engineering and Applied Sciences:

In an effort to increase the visibility of your scholarship, maximize its research impact, and contribute to worldwide accessibility, the UW Libraries are proud to announce their recent initiative, the Wyoming Scholarly Repository (WySR).

WySR is an open-access institutional repository highlighting scholarship at the University of Wyoming. You can view WySR at http://repository.uwyo.edu/.

Content housed in WySR consists of a variety of scholarly works including published articles, associated grey matter, professional grade peer-reviewed electronic journals, and conference platforms with papers.

There are many benefits to having your work archived in the Wyoming Scholars Repository:

- **Maximize discoverability**: This platform is optimized for visibility through Google, Google Scholar, and other search engines, resulting in your scholarship being highly visible and easily discoverable by your students and colleagues here at University of Wyoming and by other scholars around the world.
- **Maximize dissemination**: Research shows that online open access articles are the most frequently viewed, downloaded, and cited publications.
- **Satisfy federal funding requirements for open access**: Archive publications in our institutional repository and make your results publicly available.
- **Permanence**: Each uploaded article is assigned a URL that may be easily shared.
- **Usage feedback reports**: Statistics are emailed to you monthly, showing metrics on how often each of your posted documents has been downloaded.

The Library is pleased to offer the Wyoming Scholars Repository initiative to highlight scholarship at our university. We plan to visit departments within the College of Engineering and Applied Sciences during the spring 2018 semester to provide further information and assistance.

Please feel free to contact us with any questions.

DAN REID
Kelly Vomack, MLS, PhD
Scholarly Communication Librarian, UW Libraries
kwestal@uwyce.edu

Larry Schmidt, MLS
Head, Scholarly Communication Library
Terry Johnson Library, UW Libraries
schmidt@uwyo.edu

Matt Davis, MLS, PhD
STEM LIbrarian, UW Libraries
jdavis@uwyo.edu

Colleges/Dept.
° Pre-Print  
° Post-Print  
× Publisher’s PDF
Publishing Terminology

- Pre-print
- Post-print
- Publisher PDF

SUMMARY. Researching initiatives and referenda in Wyoming is fascinating partly because Wyoming was one of the first states to consider the option of initiatives for its citizens. This makes for an interesting history. Wyoming is also unique in that it has the most stringent initiative requirements in the country, which makes for an elaborate and rigid process. The result is a limited number of successful ballot measures and a collection of known attempts. Fortunately, researching Wyoming initiatives and referenda is not as difficult as getting them passed. An associated bibliography is included with helpful Wyoming-specific resources.

Debra Paris is Associate Law Librarian, George William Hopper Law Library, University of Wyoming College of Law, Department 3035, 7000 University Avenue, Laramie, WY 82071.

Tawnya Plumb is Electronic Services librarian, George W. Hopper Law Library, University of Wyoming College of Law, Department 3035, 1000 East University Avenue, Laramie, WY 82071.

Seeking Permission

to deposit faculty publications in our Scholarship repository

Digital Scholarship Service – Libraries can provide additional access to previous published & copyright protected works for scholars in their Institution.

http://www.sherpa.ac.uk/guidance/submission.html
Letters requesting permission: 52
Responses: 30
Permissions: 24

Requesting Permission
Library Faculty Publications

- Responses: 58%
- No-Responses: 42%

- Permission: 80%
- No Permission: 20%
Benefits
Disseminating Scholarship Widely

- Citation Impact – A number of studies show OA increases citation use

Predatory Publishers
Questionable, scholarly open-access publishers

Recommendations for Scholars:
• Avoid sending article submissions
• Avoid serving on their editorial boards
• Avoid reviewing papers
• Avoid advertising in these journals

Note to Tenure and Promotion Committees:
• Give extra scrutiny to articles published in these journals, for many of them include instances of author misconduct.

Directory of Open Access Journals (DOAJ) doaj.org

Beall’s List
http://scholarlyoa.com/2012/12/06/bealls-list-of-predatory-publishers-2013/
Future Procedures & Growth in Policy

- Link – Big Data - 3D Viz Center - Scholarship IR - Data IR

- Work with variety of institutional agencies (IT, Legal & Office of Research, Teaching Center...)

Diagram showing ARCC-Hive and related processes such as data management, metadata schemas, information literacy, and data protection.
Slide 4 was originally created as part of a group of slides that were used for the ACRL National Conference, *Scholarly Communications 101 Workshop* by Lee Van Orsdel, Molly Keener and Sarah L Shreeves. The slides were then updated by Molly Kleinman and Kevin Smith in March of 2010. They have been rebranded for this presentation and also contain this by-nc-sa 3.0 license.

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