

January 7, 2008

From December 5-7, 2007, I attended the CARLI Regional Institute of the Institute on Scholarly Communication in Chicago, Illinois at the University of Illinois-Chicago. The team from Elmhurst College which also included Elaine Fetyko Page participated in the three day institute along with teams from two other LIBRAS schools (Dominican and Wheaton) as well a number of other CARLI institutions and several from other parts of the United States and even a team from Australia.

To apply for the Institute, we began the creation of a scholarly communications plan for the Elmhurst College Library. Our plan focusing on including scholarly communications issues into the developing Center for Scholarship and Teaching. Our priorities for the institute fell into two categories: education for EC faculty and administration and planning for an institutional repository. First, faculty and administration at Elmhurst are used to the librarians pushing the envelope on technology-related issues; we hope to use this to begin discussions on scholarly communication issues, which would eventually lead to local guidelines, processes, and best practices. These guidelines, etc. may take the form of a handbook, webpage, wiki, or some other centrally-located place. We would also like to involve the campus Faculty Development Committee and get their support and assistance in reaching the faculty. And second, the library has sponsored a faculty publications display each year for many years, but it is difficult to know if we are representing all types of scholarly work from all faculty. Questions have come to the library about the amount of publishing done by EC faculty and we would like to explore the possibility of an institutional repository as a central location for all faculty scholarly work. Elmhurst is also interested in faculty-student research collaboration and an institutional repository may be a good way to document that work as well. Finally, several undergraduate programs require a thesis for graduation, and currently there is no institutional place to put these things. They do not automatically get deposited into the library or archives.

The Institute included many useful sessions that outlined the major issues in scholarly communication today. After outlining the scholarly communication system, first session explored faculty roles in scholarly communication and provided an opportunity to develop strategies and scenarios for talking with faculty and academic administrators about emerging issues, pitfall, and possibilities. A particularly useful article included in the institute materials was by Lee Van Orsdel, "The State of Scholarly Communications: An Environmental Scan of Emerging Issues, Pitfalls, and Possibilities," in *Serials Librarian*, v. 52, no. 1/2, 2007. Next, librarians from the University of Michigan and the University of British Columbia described the new models for scholarly publishing that they and other research libraries are exploring. The next session covered copyright and author's rights in the current publishing environment, a presentation that I found very eye-opening and that made me want to review what rights to my own writing I have already signed away. The next session on institutional repositories was especially useful because we are very interested in figuring out what role an institutional repository might have in Elmhurst College's new Center for Scholarship

and Teaching. The final sessions concerned a research agenda for the field of scholarly communication and legislative and public policy advocacy.

The format of the Institute was particularly useful because it included a combination of lecture/information sessions, interaction with similar and different types of institutions, and time for the teams to work on plans for their own institution. The notebook of resources materials not only provided a good resource for use during the Institute, but also included many interesting and useful articles, bibliographies, and presentation materials that will be helpful in explaining scholarly communication issues to librarians, faculty, and administrators. These materials are supplemented by a Moodle course hosted at the American Library Association and membership in a listserv of all the librarians that have participated in the Association of Research Libraries Institutes across the country. Although most of the speakers and many of the participants were from research libraries and larger institutions, it was very interesting and important for librarians from smaller institutions to learn about these issues so that we can begin to think about what implications they have for our libraries, our faculties, and our schools.

Our attendance at this Institute has already had a positive impact on our campus. We have met with the Dean of College to begin to educate her about scholarly communication issues and have scheduled meetings for January 2008 with a number of our faculty's most active scholars. We have begun to explore using the Content DM software available through CARLI to begin creating a small institutional repository of materials created by Elmhurst College librarians and to capture the best student work from our annual Student Research and Performance Showcase scheduled for May 2008. We, along with the other LIBRAS librarians who attended the Institute are ready and willing to provide programming on scholarly communication to other LIBRAS groups.

I would highly encourage other LIBRAS college libraries to send teams to future ARL Institutes either regionally or nationally. This was an excellent experience and well worth the expenditure of time and money.

For more information about the issue of scholarly communication and the Institute, check the Association of Research Libraries web page at <http://www.arl.org/sc/index.shtml>.

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