<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>9:00</td>
<td>Arrival &amp; Registration</td>
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<tr>
<td>9:30</td>
<td>Welcome</td>
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<tr>
<td>9:45</td>
<td>Introductory Exercise</td>
</tr>
<tr>
<td>10:00</td>
<td>Understanding Scholarly Communication: Framing the Issues</td>
</tr>
<tr>
<td>11:00</td>
<td>Break</td>
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<tr>
<td>11:15</td>
<td>Discussing the Issues: A World Café Exercise</td>
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<tr>
<td>12:30</td>
<td>Lunch</td>
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<tr>
<td>1:30</td>
<td>Midday Summary</td>
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<td>Copyright: Understanding the Law</td>
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<td>Publication Agreements Exercise</td>
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<td>3:00</td>
<td>Break</td>
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<tr>
<td>3:15</td>
<td>Case Studies: Scholarly Communications in Practice</td>
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<tr>
<td>3:30</td>
<td>Engagement: What’s Next?</td>
</tr>
<tr>
<td>4:15</td>
<td>Conclusion &amp; Wrap-Up Discussion</td>
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</tbody>
</table>
To set the tone for the day, please introduce yourselves and start sharing! Directions:

1. Brainstorm with the people around you some common questions about scholarly communications that you are asked or that you wonder about. Make a list.

2. With your colleagues, choose one or two you would like to share with the wider group.

3. Reflect on how you might prepare yourself to answer the questions in the future. (What resources or data will you need; who can you collaborate with at your institution or at other institutions?)

4. Brainstorm potential responses to faculty, students or administrators who may ask the question (time permitting).
Scholarly Communication: From Understanding to Engagement

**PUBLICATION AGREEMENT COMPARISON EXERCISE**

**IOWA STATE UNIVERSITY**

**APRIL 15, 2015**

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1. Compare the publishers’ publication agreements included to identify language that stipulates which rights are transferred and which rights are kept.

2. Discuss with colleagues around you which agreements are favorable to authors (i.e., give authors rights) or not favorable to authors (i.e., do not give authors rights).

3. Discuss in full group which agreements are good or bad, and work to identify language that is standard and what it means.
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**Questions to Consider:**

- What does ‘program’ mean to you? What does ‘service’ mean to you? What does it mean to your organization/library (collective definition)?

- What are examples of programs or services that work on your campus and/or community and why do they work? What about programs or services that don’t work, and why?

- When you think about building a scholarly communication program, what does that mean to you?

- Are there pieces already in place that could be woven into a program? What would need to change for that to work?
The Scholarly Communication system incorporates and expands on the more familiar concept of scholarly publishing, and includes both informal and formal networks used by scholars to develop ideas, exchange information, build and mine data, certify research, publish findings, disseminate results, and preserve outputs. This vast and changing system is central to the academic enterprise, which makes it central to the work of academic librarians.

The traditional system of scholarly publishing is collapsing under the weight of an unsustainable business model that insists on costly artificial barriers to control access to information. Scholars, publishers, and foundations around the world are experimenting with business models in which the costs of publication and dissemination are funded by the knowledge producer or his sponsors. Libraries can be instrumental in leading their universities to build infrastructure and funding to support these alternative models.

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Researchers, authors, editors, reviewers, publishers, funding bodies, university administrators, libraries, and others who support the life cycle of scholarship are re-evaluating the traditional system. Discussions about the changing model for scholarship are being held at academic institutions all over the world. For assistance in starting discussions, see the ARL/ACRL Institute on Scholarly Communication’s guide on developing a scholarly communication program at: http://www.arl.org/focus-areas/scholarly-communication/institute-on-scholarly-communication

This work was created by Molly Keener, Joy Kirchner, Sarah Shreeves and Lee Van Orsdel for the ACRL 14th National Conference 2009 “Scholarly Communication 101” workshop; last updated March 6, 2015. For its general concept, the authors are deeply indebted to the EDUCAUSE “Seven Things You Need to Know About...” reports. (And we highly recommend you read those too!) This work is licensed under the Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License: http://creativecommons.org/licenses/by-nc-sa/3.0/.