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Executive Summary

This white

Introduction

Goal and Structure of the Paper

In this white paper we present a case for exploring and articulating the intersections between scholarly communication and information literacy. We argue that these point to areas of strategic realignment of the roles of librarians in order for libraries to be resilient in the face of tremendous change in the scholarly information environment. Based on these intersections, this paper provides strategies that librarians from different backgrounds and responsibilities can use to construct and initiate collaborations within their own campus environments between information literacy and scholarly communication. Awareness of these intersections and strategies equips librarians with the insights they need to develop formal and informal educational programs that prepare their constituents to function in the dynamic digital environment of contemporary scholarship and to improve the current scholarly communication ecosystem.

In this paper, we identify three intersections between information literacy and scholarly communications that have developed as a result of the effects of the digital age on scholarly publishing and on teaching information research skills:

- 1.) economics of the distribution of scholarship (including access to scholarship, the changing nature of scholarly publishing, and the education of students to be knowledgeable content consumers and content creators);
- 2.) digital literacies (including teaching new technologies and rights issues, and the emergence of multiple types of non-textual content);
- 3.) our changing roles (including the imperative to contribute to the building of new infrastructures for scholarship, and deep involvement with creative approaches to teaching).

Our identification of these intersections is intended to serve as a guidepost directing librarians to core strategic responses to the profound impacts of the digital revolution on both information literacy and scholarly communication. The core responses that we believe are necessary in the changing digital information environment reflected by these intersections are as follows:

- 1.) towards information fluency: We make a case for the collaborative development of educational programs to support the cultivation of information fluency among our students, faculty, and staff;
- 2.) evolutions in pedagogy: We acknowledge the importance of adopting and adapting approaches to teaching that support student learning in the digital information environment, and of integrating new kinds of content in our teaching;
- 3.) opportunities for collaboration and changes in organizational structure: We emphasize the need to develop new collaborations and make dramatic changes in the organizational structures of academic libraries.

All of these responses require new professional development opportunities for librarians.

Origins of the White Paper

The need for a white paper that could articulate the intersections of scholarly communication and information literacy emerged after numerous discussions throughout ACRL. A discussion on “global trends and local actions for liaison and teaching librarians to support changes in scholarly

information. In intersection 2, Digital Literacies, we acknowledge the demands of digital literacies and new concepts that affect how we teach, in particular, transliteracy.

Looking internally, we see that the roles of academic librarians are evolving. These evolutions have in some cases been aided or provoked by organizational change. They reflect new ways of coping with declining library budgets amid new demands for information resources by reallocating staffing and redistributing collections budgets. As indicated in *The 2012 State of America's Libraries Report from the American Library Association*,

Academic librarians and their colleagues in higher education in the United States also continued to navigate a "new normal," characterized by stagnating budgets, unsustainable costs, increased student enrollments and reduced staff, and the pressure on higher education to demonstrate value took on new urgency and importance in 2011-2012. (p. 3)

We explore the effects of these changes more fully in intersection 3, New Roles for Librarians.

Academic librarians find responses to these internal and external challenges in ACRL's strategic plan, the *Plan for Excellence* (2011), which

As an essential part of our work with students and faculty on all aspects of information literacy in the digital world, we need to work with our communities to ask and understand the big questions that span the scholarly publishing environment and touch on new ways of approaching teaching. These big questions are:

- x How is information in the digital age created and published?
- x Who owns this information, who controls it, and who can access it?
- x What should we teach about this rapidly changing information environment, and what are the most effective ways to teach it?

Scott Warren and Kim Duckett (2010) elaborate on these questions noting that “As the information landscape continues to grow in complexity, it is becoming increasingly important for students not only to be able to locate and access useful information but also to understand the forces that shape the information they consume.” (p. 350)

1.2. What and Why We Teach About the Economics of Publishing

Scholarly publishing functions as a “gift economy” where authors, peer reviewers, and editors volunteer their labor for the prestige it brings, not for financial remuneration. It is important for us to help students and faculty recognize that most scientific, scholarly, or artistic work done within the academic setting is not undertaken primarily for direct economic profit. Nevertheless, publishers profit from

reach much broader and more diverse audiences, this life cycle of research can become a more genuine “social life” for information.

Librarians play a unique role in teaching faculty, graduate students, and undergraduate students about the complete life cycle of information through educational programs geared to different disciplines and levels of student learning. Undergraduates are now likely to be required to work collaboratively on a wiki or to write a blog for a class as the first steps in a writing or research assignment or even as the final product. Librarians who have become more involved with student-run journals find that working with undergraduate students as authors, editors, and publishers is an excellent way to teach about the economic, technological, and legal aspects of publishing, emphasizing the traditional life cycle of scholarly information. Librarians working with graduate students writing their dissertations find opportunities when helping with the copyright questions that arise as the students use the journal articles that they previously published or wonder about reuse of figures from other works.

1.4. Online Learning and Teaching Materials

The emergence of open online courses challenges traditional models of closed print distribution of educational materials. It also provides an important example of the intersection of concerns about publishing with concerns for new ways of teaching. Open online courses require that content and teaching are merged in new ways, reused, and shared. Even before the development of open online courses, access to and use of materials specifically developed for the educational market have been key areas of intersection between scholarly communication and information literacy. Librarians supporting courses frequently handle questions of copyrights, access, and use of content in the educational setting. The movement to open educational materials provides a rich area for education about open access, Creative Commons licenses, and restrictions of commercial publisher licenses.

1.5. Technological Disruption to the Economics of Traditional Publishing

Technology has been both a disruptive and an enabling force in the economics of publishing of all kinds of materials, scholarly and educational, and has challenged conventional definitions of scholarship, ownership, and authorship. The traditional perception in academia is that the published item is the ultimate and preferred vehicle for all things scholarly. Today, it is possible to view and interact with multimodal journals (e.g., Kairos, <http://kairos.technorhetoric.net/>), fieldwork (e.g., Open Fieldwork Project, <http://openfieldwork.org.uk/>), and lab notebooks (e.g., UsefulChem Project <http://usefulchem.wikispaces.com/>). The boundaries between disciplines are shifting, allowing for new inter- and multidisciplinary work (i.e., OpenLab, <http://openlabresearch.com/>) and for new areas of academics, such as digital humanities. The nature of collaboration between scholars and experts is a longstanding, permanent fixture within scholarship. Technology and the resulting push toward openness

1.6. Publishing as Pedagogy

Undergraduate students are learning and becoming scholars and creators in this new economic and technological publishing environment. The projects described above are examples of creative approaches to new ways of publishing research and disseminating knowledge that make fascinating case

information resources: oral, print, and digital" (IFLA 2011). Comprehending all kinds of content, including data, statistical, financial, and visual, as well as text, is a critical outcome intended by media and information literacy programs.

While it is challenging to consider how best to incorporate digital literacies, such as media literacy, visual literacy, and data literacy, into our educational curriculum, these literacies offer promising teachable moments for issues of ownership, authorship, and copyright. Librarians can collaborate to bring knowledge of these issues together with a deep understanding of student learning in a media-rich, and increasingly social, information environment. Scholarly communication librarians are concerned with dissemination and documentation of all types of content. Information literacy librarians are concerned with helping students and faculty navigate a world where text is no longer the dominant format for communicating ideas. Bringing these areas of concern together could contribute to a deeper understanding of how students learn in a media-rich, and increasingly social, information environment, and would benefit both the information literacy and scholarly communication librarians.

Critical thinking and collaborative learning have been central

The essential idea here is that transliteracy is concerned with mapping meaning across different media and not with developing particular literacies about various media. It is not about learning text literacy and visual literacy and digital literacy in isolation from one another but about the interaction among all these literacies. (Ipri, 2010, p. 532)

Transliteracy provides us with the new concept that may actually describe the most pertinent types of collaborations librarians with expertise in teaching and scholarly communication issues could develop to serve the needs of the next generation of students and scholars.

The evolving area of digital literacies requires that librarians with expertise in teaching and scholarly communication issues understand each other's domains sufficiently to develop programs and services that forward these new literacies, and help to transform the scholarly communication landscape. We discuss the ways librarians' roles are changing to respond to these needs in intersection 3.

Intersection 3: New Roles for Librarians

The imperative to contribute to the building of new infrastructures for scholarship and to be deeply involved with evolutions in teaching

3.1. Why New Roles

Librarians' roles have been rapidly evolving in response to new initiatives in academic organizations. Notable initiatives for information literacy librarians are online learning, embedding librarians in

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approach produces the most long-lasting results, whether the setting is a first-year undergraduate seminar, a research ethics class for graduate students, or a copyright workshop for faculty. The past decade has seen an increasing focus on undergraduate research, a prime opportunity for librarians to share their expertise and educate the future generation of scholars. Efforts to improve undergraduate education continue to focus on research-based learning opportunities. Teaching librarians can build upon these opportunities by creating experiential learning opportunities for students that explore elements of the scholarly communication process. Students engaged in undergraduate research are not only using the resources that the library provides, they are creating new knowledge. The production of new knowledge is being shared in multiple venues, including research symposiums, student journals, institutional repositories, and professional conferences. Librarians can engage with students in these venues and share their knowledge of the information life cycle in formal and information educational encounters.

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technologies and the affordances they offer to experienced and novice scholars, faculty and students alike. This paper asserts that the transformation of the roles of academic librarians will be most effective and most powerful when we weave together information literacy and scholarly communication, integrating the two into new services within our professional practice. In turn, organizational structures need to support this direction.

We acknowledge that academic libraries function within a wide range of types of institutions and have many different organizational structures. We recognize it may prove challenging to move beyond a sense of clear lines, division, and duality. We realize that many academic librarians, ourselves included, often start with the framework “the bulk of my work as a librarian focuses on **either** information literacy or scholarly communication.” Our organizational structures are still deeply grounded in divisions of public services and collections services, with scholarly communication developing from collection services and information literacy developing from public services. We assert that, as a profession, academic librarians need to move to a sense of interconnectedness, with its inherent ambiguity (for some). We not only see but encourage the view that “My work as a librarian is shifting to encompass **both** information literacy and scholarly communication.” While this integrated view is beginning to be adopted within the profession, it needs to become a widespread norm.

Appendix A: Working Group Members

The following people served on the working group and contributed to the writing of this white paper:

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Appendix B: Process for Developing this White Paper

The concept of a white paper to articulate the impact of the intersections of scholarly communication and information literacy on the work of academic librarians emerged after discussions in ACRL meetings, within committees, and across committees. More than four years ago, members of the ACRL Scholarly Communications Committee identified a need to “mainstream” scholarly communication – that is, to declare these issues as central to the profession and fully own them –and developed education programs for all academic librarians to better prepare them to engage with appropriate activities on their campuses. Much of the “mainstreaming” conversation centered on liaison work in particular, and many liaison librarians are also teaching librarians.

Shortly after those conversations began, ACRL formed the Information Literacy Coordinating Committee. The Information Literacy Immersion programs continued to evolve as models of professional development to keep librarians current with changing expectations in higher education. At the same time the ACRL scholarly communication workshop provided professional development on these topics. Members of these committees realized that there were areas where collaboration would enhance their work. Early conversations centered on these four guiding suppositions:

- 1.) To be information literate in the digital age, students need to view the whole cycle of scholarly communication, from creation to dissemination. In order to do this, librarians who focus their work on scholarly communication issues should partner with librarians who focus on teaching information literacy to provide a more holistic approach to professional development.

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