Issues and Challenges in the Development of Open Access Publishing and Scholarly Communications in Nigeria, IFEOMA ANN OLUWA SEMILORE (Law Library, University of Lagos, Akoka-Yaba, Lagos, Nigeria; ifeomashodeinde@yahoo.com).

The paper notes that advances in technology have resulted in the emergence of open access publishing and scholarly communication. Open access publishing typically provides an internet based digital platform for the publication of research output with unrestricted access to the public while scholarly publication networks encompass inter linked information access to database by educational institutions. The growth of open access publishing and scholarly communication has been very remarkable in many developed countries. However, academic and research institutions in many developing countries like Nigeria are still battling to overcome many challenges in an attempt to make their research outputs openly accessible. At the same time, cross access to digital libraries is in its embryonic stages amongst research institutions. This paper identifies the challenges and their effects. Notable amongst these are: lack of awareness of open access publishing; a dearth of cross linked e-libraries; inadequate information and communication technology infrastructure; inadequate and epileptic power supply; inadequate funding of research institutions; and an inhibiting copyright protection regime.

The paper concludes by prescribing a copyright regime that will assure researchers of intellectual property rights protection for research outputs published in digital networks.

Using Open Educational Resources to Engage Faculty on Scholarly Communications Issues, CRYSTAL GOLDMAN* and CHRISTINA MUNE (King Library, San Jose State University, One Washington Square, San Jose, CA 95192-0028, crystal.goldman@sjsu.edu; christina.mune@sjsu.edu).

The scholarly communications model in academia has seen rapid expansion and change in the last two decades. Rising publisher costs for journals and textbooks have created an unsustainable model in which libraries that subscribe to journals and students who purchase textbooks are expected to pay ever-increasing prices in a time when budgets are contracting significantly.

There are two open access initiatives administered by San Jose State University librarians that seek to alleviate parts of this problem. Affordable Learning Solutions (ALS) is an Open Educational Resources program wherein librarians help faculty find low-cost or no-cost course materials that can supplement or replace expensive textbooks. The Institutional Repository (IR) hosts peer-reviewed journals, Master’s Theses and Projects, and archives eligible faculty publications in an open access format.

However, in respect to the tenure and promotion process, faculty members have a great deal invested in the current scholarly communications model and have been, on the whole, among the most reluctant to see significant alterations to the traditional paradigm.

During the outreach process for both the ALS and IR initiatives, librarians found that a number of faculty had questions or concerns about scholarly communications topics such as author rights, copyright, fair use, and intellectual property. Librarians began to collect data to better understand how to continue this process of increasing awareness and engagement on these issues, and to develop a model that might be used to engage faculty at other universities.

Grant Writing Instruction at the J. Willard Marriott Library, 2002-2013: A Case Study, PETER L KRAUS (J. Willard Marriott Library, 295 South 1500 East, Salt Lake City, UT 84112; peter.kraus@utah.edu).
In a majority of academic disciplines grant writing is a skill that is often self-taught or acquired informally by trial and error. Unfortunately, grant writing has received little if no emphases in traditional instruction in higher education. Grant writing is a critical skill for new and experienced faculty. For many the prospect and challenge of writing a grant can seem daunting. However, with institutional support and the support of colleagues this endeavor can be a meaningful, learned and rewarding professional experience. Today, as budgets of colleges and universities continue to meet the challenges of the current economy, faculty at all levels are looking to external funding to support research and creative endeavors within their academic fields. Among the institutions that universities and colleges are becoming dependent upon for funding are foundations, which are a unique American institutions of philanthropy. Since 2002 the J. Willard Marriott Library has provided grant writing classes for the university community and the general public in the area of foundations and charities as well as instruction to faculty and staff thru workshops offered by the Vice President for Research. This talk will present the evolution and development of these classes at the University of Utah.

Assessing Modularized Online Library Instruction, CRYSTAL GOLDMAN (King Library, San Jose State University, One Washington Square, San Jose, CA 95192-0028; crystal.goldman@sjsu.edu).

This presentation will discuss the process for developing and assessing online library research modules that have been embedded into the San Jose State University (SJSU) course management system. Originally created for Speech Communication Lab (COMM 80), a lower division Communication Studies class, the basic level modules were designed to introduce library research concepts, with each module covering a different aspect of college-level research. The online format allowed for the inclusion of elements such as video tutorials, YouTube videos, and an interactive concept map, to engage students’ interest and enhance learning. Following the success of the basic modules, the library was asked to produce a set of advanced modules geared toward upper division students. Five modules were developed for the basic series and an additional five formed the advanced series.

Faculty members outside of the COMM 80 course have also begun using these modules. Instructors select from the ten modules only those which suit the needs of their specific course research assignment.

In addition to the modules, pre- and post-tests were created to assess student learning. Each module was matched to questions on the assessment, making the tests adaptable depending on the modules the instructor chose for his or her class. These tests were designed to meet the need for information literacy assessment data required by the Western Association of Schools and Colleges (WASC), the accrediting body for SJSU. This presentation will put assessment for the online modules into context of the broader assessment program at the SJSU King Library.

Assessment of Information Literacy Pilot Project: Impressions of Researchers, Classroom and Library Faculty, AMY BESNOY1*, FRANK JACOBITZ2*, HUGH BURKHART1, CAROLE HUSTON3 and PAULA KRIST4 (1Copley Library, 2Department of Engineering, 3Associate Dean, College of Arts and Sciences, 4Director of the Office of Institutional Research and Planning, University of San Diego, 5998 Alcala Park, San Diego, CA 92110; abesnoy@sandiego.edu).

This is an assessment of a campus-wide information literacy [IL] pilot project that included five teaching teams, each comprised of a faculty librarian and classroom faculty. We will explore and demonstrate how IL is essential to the development of one’s critical thinking skills. We will suggest, based on our findings, ways to approach embedding a librarian into a classroom to engage students and teach fundamental skills in parallel with learning the subject material in an iterative process. Further discussion with regard to considerations of a second year experience where more complex skills may be introduced. We will discuss how connections between IL and critical thinking can be infused in student research. Teaching and assessment of these two key competencies are being demanded across the institution and by accrediting entities; this is an opportunity to be prepared. We will share how instructional and librarian faculty learning communities constructed and assessed innovative course design models in varying disciplines, with a focus on an engineering class.

Students’ Confidence in Conducting Research, VALERIA E MOLTENI and EMILY CHAN (Academic Liaison Librarians, Dr. Martin Luther King Jr. Library, San Jose State University, One Washington Square, San José, CA 95192-0028; Valeria.Molteni@sjsu.edu, Emily.Chan@sjsu.edu).

Librarians often design lesson plans based upon a set of assumptions regarding the information literacy levels of the students. Those presumptions are generally guided by conversations with the teaching faculty, demographic data from the Office of Institutional Research, syllabi, and the assignments upon which the session is based. This project seeks to include student feedback into the lesson-planning process. Students from a mandatory writing course were surveyed on their confidence in performing research-related activities. The survey instrument included demographic distributions of the students who are taking this course, as well as their confidence in engaging in the research process. Disparities between faculty and student perceptions have significant impact on the content of the information literacy session, as librarians generally only work with faculty members in assessing what materials should be covered. This project empowers librarians to have meaningful conversations with teaching faculty about the students’ confidence in performing research. This, in turn, may help in modifying the content to best meet the expressed needs of students. In the study, the authors will display how student confidence information was gathered, collected, and analyzed. In addition, the authors will present preliminary results from the study and discuss how the results have shaped conversations with teaching faculty about their expectations and students’ assurance in conducting research processes.
Outreach to our local communities is central to our mission at University of Nevada, Las Vegas, within the Libraries and the university as a whole. This session will describe a project in which a group of liaison and instruction librarians coordinated library outreach to K-12 students, parents, and instructors in the disciplines of science, technology, engineering, and mathematics (STEM) and beyond (allied health sciences). We will present examples of our application of multiple technologies to science outreach, made available to the public via a STEM outreach online subject guide. Our objectives in this project were to galvanize interest in STEM among these populations by exposing them to university-held and publicly accessible information sources, to teach information literacy skills that could be applied across multiple resource types and sources, and to build personal connections with the University Libraries.

Panel Discussion: Teaching and Library Faculty Partnerships, AMY BESNOY¹*, VERONICA GALVÁN²*, CRYSTAL GOLDMAN³*, FRANK G JACOBITZ⁴* and PETER L KRAUS⁵* (¹Copley Library, ²Department of Psychological Sciences, University of San Diego, 5998 Alcala Park, San Diego, CA 92110; ³Dr. Martin Luther King, Jr. Library, San Jose State University, One Washington Square, San Jose, CA 95192; ⁴Department of Engineering, University of San Diego, 5998 Alcala Park, San Diego, CA 92110; ⁵J. Willard Marriott Library, 295 S 1500 E, Salt Lake City, UT 84112; jacobitz@sandiego.edu).

This panel discussion focuses on partnerships formed by teaching and library faculty. Topics include collaboration models to enhance information literacy and critical thinking among university students, methods for and assessment of library instruction, best practices for forming partnerships between teaching and librarian faculty members as well as faculty development approaches.