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Successful scholarly communication at a small university: Integration of education, services, and an institutional repository at Valparaiso University

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Abstract

Beginning in 2011, the Christopher Center Library Services (CCLS) unit at Valparaiso University (VU) started implementing new scholarly communication services utilizing two different components: 1. the education and training of library staff in scholarly communication trends and issues; and 2. the implementation of ValpoScholar, VU's institutional repository (IR) and its associated services. These components allowed for new skills to be developed, new services to be delivered and the library's digital collections to grow with minimal impact to existing services. This model may provide a framework for other small institutions interested in adding scholarly communication services to their existing library services.

Keywords: Scholarly communications, open access, institutional repositories, new roles for librarians, staff training

Introduction

Scholarly communication, along with other new services such as gaming, information visualization, and media literacy, has become a hot topic among librarians and within libraries. Institutions are facing continual rising costs related

to access to electronic information resources; budget pressures due to recent economic downturns and decreases in higher education enrollment; and increasing accountability and assessment activities related to student recruitment, retention, and life-long success. Within this context, librarians and libraries are actively engaging with their academic faculty to inform, partner, and change the current model of scholarly publishing.

But where to begin? Scholarly communication issues deal with copyright, author rights, open access, rising electronic information costs, the current publishing model and its pros and cons, institutional repositories, data management plans (DMPs), and long-term digital data storage, to name but a few. In essence, there are two large questions that librarians and libraries must consider when entering this arena: what and which of these issues to focus upon, and where does and can one's library fit into this picture and be successful? While the topic of scholarly communication is important and represents an agenda item for many academic libraries, the real issues are how to do it, what to focus upon, and how to be successful. Strategic discussion, mapping of the current campus landscape, and then planning of an educational agenda within one's library are crucial before going outside the library and implementing any new services or directions. It is necessary to consider campus politics, current services already offered, and other

administrative units before stepping into scholarly communication activities at the campus level.

Valparaiso University (VU) is located in northwest Indiana, about 50 miles southeast of Chicago, Illinois. The institution constitutes five undergraduate colleges, a graduate school and a law school, totaling about 2,900 undergraduate and 1,200 graduate students. The campus has two libraries: Christopher Center for Library and Information Resources, the primary library and home to Christopher Center Library Services (CCLS); and the Law Library.

This case study will detail how VU, a small private religious-affiliated institution in the Midwest, began the process of informing its librarians and library staff on issues related to scholarly communication in relation to the development of an institutional repository. It will also address how the library can engage faculty and students in building a successful scholarly communication program.

Ramping up for scholarly communication

Before becoming Dean of Library Services for CCLS in August 2011, the secondary author had been Associate University Librarian for Technical Services and Scholarly Communication at the University of California Santa Barbara (UCSB) for five years. The Scholarly Communication Officer (SCO) positions within the UCSB system were just getting started at that time, becoming a strategic

focus of the ten-campus libraries in 2005. The SCO Group (for which the Dean was co-chair from 2006-08) comprised the ten SCOs at each of the UC libraries, and it had monthly conference calls as well as two in-person meetings a year.

As the SCO at UCSB, the author learned many lessons both at the campus and the university system levels regarding the education and interaction with UCSB faculty on issues related to scholarly communication. Although best practices available at that time were examined, the UCSB Libraries and the SCO Group quickly found that they were trailblazers in this arena by establishing two major guidelines for success:

- *You can't be successful at scholarly communication, unless the librarians and library staff understand the issues first* - Many of them are on the front lines as liaisons with faculty and students, and they need to be able to comprehend and articulate the reasons why issues such as open access, author rights, copyright, the challenges of the current economic model in scholarly publishing, and institutional repositories, to name a few, are important and worthy of notice. Having just one person as the "expert" on these issues in the library (if you have one) is not always the best equation for success. An educational initiative within the library FIRST for librarians and library staff on the topic and issues related to scholarly communication is a foundational key to success.

- *Use faculty "heroes" to speak to other faculty about the issues related to scholarly communication* - If librarians are the drivers of scholarly communication on your campus, they will not succeed; faculty listen to other faculty when it comes to issues related to scholarship and research. Reach out to those well-respected, fully-tenured professors on your campus who already understand the economics and political issues related to academic intellectual property and the proprietary firewalls built around scholarly research; many of them welcome the chance to inform their colleagues about these issues, and they are successful at drawing faculty to lectures and colloquiums around topics of interest. At UCSB, for example, we frequently asked an economics professor who is well-known for his research on journal pricing and citation analysis to speak to other faculty about his research.

After arriving at VU, the author queried library faculty and staff regarding what they considered to be some of the major challenges currently facing CCLS. Surprisingly, the overall consensus was that issues relating to copyright and authors rights were the major concern for everyone. Much of this was due to the launching of ValpoScholar (http://scholar.valpo.edu), VU's institutional repository (IR) in March 2011, with the subsequent initiative to inform and educate faculty and students on the importance of depositing their scholarship and research there.

Related issues included book reserves, online courses using the university's Blackboard CMS and subsequent issues related to copyrighted articles downloaded into those courses, along with faculty questions to librarians related to their intellectual property rights for their published and online scholarship. It became immediately apparent that some type of mandatory educational program for library faculty and staff would need to be developed in order to move the library forward as a campus leader in the topics related to scholarly communication.

While at UCSB, the author worked with the librarians to initiate an educational program on scholarly communication within the library. By using in-house expertise at UCSB and interest in designing each of the sessions, we allowed for maximum participation by librarians and library staff. Sessions included

- an introduction to the concept of scholarly communication

- a discussion of the pros and cons of open access

- a presentation on eScholarship and the scholarly communication services offered by the California Digital Library (CDL)

- a discussion on copyright and remixing/derivatives, a presentation by UCLA librarians on their efforts around scholarly communication

- a discussion on changes in scholarly communication and librarian roles

- a presentation on author rights and managing intellectual property

- a discussion with the UCSB Vice Chancellor for Research on data management plans and various other issues regarding faculty grants

- a presentation on how UC licenses content and online journals

One other opportunity was available while at UCSB: the author took the Foundations – Level One Certification in Copyright Management and Leadership through the University of Maryland Center for Intellectual Property, which provided the author with an excellent understanding of copyright law, intellectual property, and fair use, together with how libraries should take the lead in pushing risk and experimentation in these areas in the digital environment.

Initiating a similar educational program on scholarly communication both within the library and on the VU campus at the same time, therefore, had a high probability of success. At the campus administrative level, topics such as the university's copyright policy and ownership of intellectual property relating to online content were being discussed at the Dean's and Provost's Councils in the 2011/2012 academic year. The author was able to bring his experience in those areas to assist the university's General Counsel to rewrite the university's copyright policy as well as examine how UC had dealt with the issues surrounding online intellectual property with its faculty. Within CCLS, the author instituted a mandatory education program on the topic and issues surrounding scholarly

communication for all library faculty and staff. During the seven sessions held

from September 2011 to January 2012, topics included:

- an introduction to scholarly communication and open access

- the pros and cons of open access

- the economics surrounding the current scholarly publishing model

- a session on ValpoScholar, the new IR

- how to educate faculty on scholarly communication issues as related to the
  library

- copyright law as it related to academia, libraries, and intellectual property

In the end, outreach both within the library and to the campus on topics

surrounding scholarly communication was so successful, that the library was asked

to lead the 2012 Fall Faculty Workshop. Rick Anderson from the University of

Utah was the keynote speaker, and two breakouts sessions on ValpoScholar and

author rights were led by library faculty. Our IR and current efforts in scholarly

communication services are detailed in the next several sections.

Literature Review on Institutional Repositories (IRs)

Training and implementing scholarly communication initiatives into library

services has been largely tied to the development of institutional repositories.

Lynch describes an IR as a "set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members" and not only a technical, software platform (2003, 2).

Much of the literature concerning IRs has focused on repository development and implementation (Bennett 2007; Helwig 2009; Wrenn, *et al* 2009; Wang 2011); however, for hosted IRs, marketing and outreach have also become almost as important as the IR platform itself. Foster and Gibbons (2005) stress that faculty and researchers were apathetic to "typical IR promotional language" because they did not recognize benefits in "their own terms" (n.p.) Jantz and Wilson (2008) find that about one third of disciplinary areas on IRs surveyed had no faculty content and IR development was not necessarily necessary to foster scholarly communication discussions (191-193). Recruiting and adding only peer-reviewed faculty content might also be too time-consuming and unsuccessful for libraries, considering restrictive copyright agreements (Mackie 2004).

Early in IR development, the intended scope of the project quickly changed from a faculty scholarship self-archiving service to something else, something more. For instance, IRs could also be publishing platforms and perpetual access points for various forms of grey literature such as conference proceedings, article pre-prints, academic posters, and much more. These academic artifacts that

historically were not published in a sustained form and were not based on an "economic model, but rather a communication model," could now find suitable storage and permanent access (Gelfand 2005, n.p.). Curricular content could also be published and stored within the IR such as digital learning objects or historical artifacts (Cervone 2011; Wise, *et al* 2007). This would allow all faculty easy, open access to their materials, "making it easy to present a digital asset in the context of a course" (Wise, *et al* 2007, 217).

This new subset of content hinted at the need for broadening the IR's traditionally targeted content of faculty scholarship only. The content pool was bigger than previously thought, and, as a result, IR services expanded as well, perhaps unsustainably. If libraries were to sustain IR operations, libraries needed to tailor not only their marketing and outreach of the IR itself, but also tailor what exactly were the IR services being offered and, perhaps just as importantly, identify what sort of staff resources were needed for these new services. Lynch's IR definition as a "set of services" is important to consider when considering the voluntary and sluggish nature of faculty submitting to their institution's IR: even if the IR is built, it did not mean it would be used. A suite of associated IR services was needed.

Bailey (2005) suggests that reference librarians might be ideal for delivering IR-related services and training as they are the "eyes and ears" of the library and

know library patrons' needs (266). Chan, *et al* (2005) take it one step further, positing that reference librarians could provide system evaluation, formulating and interpreting policies, communication channels with subject faculty, promote the IR and other open access resources through reference usage, in addition to content recruitment. Jenkins, *et al* (2005) echo the idea of using reference librarians to secure content and also recommend that content when referring patrons to information during reference interviews. While reference librarians can be the public face of IR services, technical services faculty and staff are also necessary for successful IR service delivery, due to the need for cataloging and indexing new entries (Salo 2009; Connell and Cetwinski 2010). In short, everyone in the library needed to have a hand in this set of services, especially considering smaller university libraries and their limited staffing.

The scope of many IRs has continuously changed, and, as a result, scholarly communication services have been in a constant state of flux as well. Many institutions, particularly smaller ones, started scholarly communication training in conjunction with IR training - and perhaps confused the two. However, several institutions have taken advantage of this need to include most library units and reframed IR services as part of a larger scholarly communication initiative. Initially, Thomas Jefferson University's IR was billed as a faculty archive, but has since changed its primary use to publishing "original materials it [the IR] produces

as the university press" in addition to faculty scholarship (Koopman and Kipnis 2009, 121). Bresnahan and Johnson (2013) address this expansion and ever-changing nature of scholarly communication services by surveying librarians on what scholarly communication services were most important now and which might be most relevant in five years with the topics ranging from open access and copyright to data curation and storage (421). Sometimes, the scope of scholarly communication services can be difficult to articulate.

When the conversation moves from training to implementation, the prospect of implementing these services may become even more overwhelming. Malenfant (2010) stresses that any major change or addition like this needs to be clear and direct, and encourage reflection and risk-taking. In addition, all stakeholders need to be present to "plan and implement a multipronged program that is integrative and change-centric" and to continually provide "context for the change effort" in relation to the ever-changing library profession (74). While this focus of scholarly communication might be moving from traditional scholarly communication topics like open access, IRs, and copyright to something like data curation and preservation, many librarians still feel that all of these scholarly communication topics are relevant to their profession, and they would appreciate "practical training opportunities" on topics outside of their expertise (Bresnahan and Johnson 2013, 427). Salo addresses this inclusive need for a scholarly communication initiative,

albeit sarcastically, claiming that "excluding librarians known to be influential among either faculty or to their fellow librarians creates organic opposition to the initiative" (2013, n.p.). Any exclusion of interested library staff in a scholarly communication initiative risks "reducing spontaneous participation [in the initiative] to zero" (n.p.).

In other words, implementing a scholarly communication initiative needs to be deliberate, thoughtful, and a team exercise.

One thing is for sure: the need for scholarly communication services is growing, especially at smaller institutions. While many larger institutions have concentrated on archiving faculty scholarship, ETDs, and data sets, many smaller universities have begun to include a wider range of artifacts like undergraduate work. These institutions may have fewer resources, but they "can act quickly and test new ideas" with their users when considering a new scholarly communication service (Nykanen 2011, 15).

Institutional Repository as "Pilot Project" for Scholarly Communication Services

The idea for an IR at VU had been discussed for many years before serious consideration was given during the 2009-10 academic year. Due to limited library faculty/staff availability and IT availability, it became apparent that the best

solution for this small institution needed to be a hosted platform with technical support from the vendor. As a result, the library faculty and staff from both campus libraries approved the creation of ValpoScholar, the institution's first IR, using Bepress' Digital Commons and SelectedWorks platforms, specifically to archive faculty scholarship and back issues of the university's Law Review, as that was the identified need at the time.

While many have debated what an IR should do, CCLS and the Law Library agreed that the IR would be a "set of services" (Lynch 2003) as opposed to a platform-only, meaning that both libraries would not only maintain the IR, but also actively recruit content from the campus community, focusing on faculty scholarship. Initially, two faculty members were designated as coordinators of the IR: one from CCLS and one from the Law Library. The CCLS administrator would focus on collecting faculty scholarship according to the original intent of the IR, while the Law Library administrator would work to archive past and current publications from the Law School, such as the Law Review, in addition to law faculty scholarship. Each was expected to give no more than 25% of their time.

During the design, implementation, and training phase of the IR, both coordinators identified several challenges likely to be faced after the IR was operational, including:

- *Lack of downloads and other web traffic* – Many IRs fail to generate the necessary usage and traffic to warrant continuing long-term support and resources.

- *Limited library faculty/staff resources and time commitment* – As is the case many times, we were concerned about the amount of faculty and staff time and expertise available for the project.

- *Limited content to recruit* – As a small, comprehensive university with a focus on teaching, we were concerned that there might be only a finite amount of potential content available for posting.

- *Lack of faculty voluntary involvement and scholarship deposits* – As much of the literature has suggested, we were concerned that faculty would not deposit their work voluntarily or routinely.

After several months of design, implementation, training, and initial content recruitment, ValpoScholar was approved by library faculties for soft-launch in early March 2011. Our initial content included several back issues of the Law Review (http://scholar.valpo.edu/vulr), about 200 files, which proved immediately successful; generating seventy-nine downloads within the first two hours of operation. Less than one day into operation, one of our challenges – lack of downloads and other web traffic – appeared to be a non-issue.

Our initial plan was to reach out to faculty members in the STEM subject areas, due to their primarily electronic scholarly dissemination model and also due to their past prolific output, compared to other departments and colleges. In addition to the two coordinators, we also designated two staff members for additional staff time as well as several students for no more than five hours each per week, depending on the work load. This initial service offered to faculty included copyright clearance, metadata harvesting, record creation, and full-text posting, if we were able to obtain permission from the relevant copyright holders. With flexible staff time available, the IR being marketed as a "pilot project" and technical reference support provided by our vendor, Bepress, we were confident that we could adapt to increasing and decreasing workflows as they occurred throughout the academic year. A plan for another perceived challenge – lack of library faculty/staff resource and time commitment – was in place.

Within weeks of our soft-launch, our planned message of the IR being an archiving service for the faculty felt limited in scope. Our first forays into targeted outreach to a few departments on campus proved to be less than fruitful for faculty scholarship, as we had anticipated, garnering only a few dozen pieces of faculty scholarship within the first six months of operation. While our faculty members were sluggish in submitting their scholarship for a SelectedWorks profile even when asked, many did show interest in other projects on Digital Commons, such as

electronic dissertation and thesis (ETD) publishing, active e-journal hosting, undergraduate research archiving, data storage, and conference-hosting.

In early April 2011, we were approached by the College of Nursing about electronically publishing the second cohort of Evidence-Based Practice Project Reports (http://scholar.valpo.edu/ebpr), their Doctor of Nursing Practice students' capstone projects. The previous year, they had been submitted to and cataloged by our technical services as print documents, but the college requested electronic access as well. This is VU's only doctoral program, not counting our Juris Doctor degree from our Law School. With only one year's backlog of records to upload, plus the request from the respective college for electronic access, we immediately decided to expand the scope of the IR's collection to include electronic dissertations and theses (ETDs), along with other graduate capstone projects. By the end of December 2011, there were only thirty-seven downloads for the initial cohort of eight project reports, but since then, this collection has expanded to forty-two project reports, and, as of January 2014, it has had 8,600 downloads from forty-five countries.

At the same time as the College of Nursing Project Reports project was being developed, the English Department proposed starting a fiction review within the platform – something that even the vendor had never quite done. Because of the work done on the Law Review, the library and law library faculty were aware

of the publishing power of the Digital Commons platform, but hadn't considered this as part of the original scope of the pilot project. Yet our users – the campus community – were requesting a service that we were now capable of delivering. As a result, Valparaiso Fiction Review (http://scholar.valpo.edu/vfr) was created in May 2011 with its first issue published in December 2011; it has since generated over 1,000 submissions, published nearly fifty pieces of fiction, and generated over 10,600 downloads as of February 2014.

In addition to Valparaiso Fiction Review and the Law Review, we have also created active e-journal publishing websites for The Lighter (http://scholar.valpo.edu/lighter) (over 4,000 downloads), the primary student literary journal, and the CORE Reader (http://scholar.valpo.edu/core_reader) (over 6,000 downloads), which publishes exemplary first-year writing by our students. We had also created a website for Third World Legal Studies (http://scholar.valpo.edu/twls), an inactive law school publication, which has had over 40,000 downloads from issues published over a period of almost twenty years. This e-journal traffic was not entirely unexpected considering the considerable use of Bepress' products for law school publications and archives; additionally other user needs emerged such as conference-hosting and data storage.

Specifically, organizers of our semi-annual Celebration of Undergraduate Scholarship (http://scholar.valpo.edu/cus) requested an electronic archive for

student abstracts and selected full-text papers and presentations. Though the majority of these 296 records are metadata and abstracts-only, as of February 2014 the collection has gained nearly 12,000 downloads since its first batch of records was uploaded in August 2011.

Two professional conferences have also used our Digital Commons event-hosting option to varying degrees. The Institute of Liturgical Studies (ILS) (http://scholar.valpo.edu/ils), which has been in existence for over forty years and has been attended by hundreds of Catholic, Episcopalian, and Lutheran clergy, has recently started using their space in Digital Commons as an electronic schedule for their attendees with limited full-text availability to their twenty years of conference papers. While these papers have had over 6,000 downloads, the conference organizers were more impressed with the electronic schedule and a registration option, built by VU's Information Technology department and integrated with the Digital Commons interface.

While the ILS' schedule, registration, and documents met their respective stakeholders' needs, the other professional conference, the U.S.-Japan Bilateral Workshop on the Tropical Tropopause Layer (TTL workshop) (http://scholar.valpo.edu/ttlworkshop), presented several different challenges. Specifically, the conference proceedings were to be recorded at the conference and later uploaded to the conference website in the IR. While this proved more time-

consuming than originally planned, each of the conference presentations was uploaded to YouTube due to the size of the video files and then embedded on each presentation's metadata page, maximizing discoverability via Digital Commons' search engine optimization. Even with this partial hosting in YouTube, the IR has allowed for control of metadata fields and index records on the open web, resulting in over 100 views for the collection of presentations, but also over 1,400 downloads of the presentations' supplemental materials (animation files, Powerpoint files, data sets, and other associated file formats).

The previous concern that we would have limited content to recruit due to the small size was not realized. The other concern, the lack of faculty scholarship deposits, became less of an issue as the campus stakeholders were having their needs fulfilled even if self-archiving was not the primary need being met. We are still gathering and archiving faculty scholarship, although at a slower rate due to copyright clearance and slow response rate. In fact, due to these new, previously unforeseen needs emerging from the IR users, we revised our collection and services policies to better reflect current services (ValpoScholar, 2012a; 2012b).

Scholarly Communication Services as a set of new services to the campus community

While an IR is instrumental in extending scholarly communication services to the campus community beyond the library and the law library and raising visibility and awareness of the institution's scholarly communication projects, it cannot address all scholarly communication-related requests for service. As a result of the visible success of the IR, however, these requests from the users have renewed energy and many times received unexpected new answers.

In addition to being asked to lead the 2012 Fall Faculty meeting, we also suggested merging the two big faculty scholarship events, the annual STEM article reception and the Valpo Book Authors Reception, into one event, the Valpo Authors' Reception. Previously, the Provost's office had collected STEM articles for inclusion and display at the STEM authors' reception only, and CCLS had collected published monographs either authored or edited by VU scholars for inclusion in the institution's archives. After gaining approval from the Provost's Office, this newly-combined reception expanded to include previously excluded scholarship and creative work from the social sciences and humanities, opening the event to all academic departments on campus. It also offered a variety of opportunities; specifically, it adapted an already existing workflow for the IR's benefit, as was the case with the influx of content solicited for the STEM authors' reception, and it also showcased the IR's collection as the institution's electronic scholarly archive. These collected pieces of scholarship were now sent to the

library for display at the reception, along with the institution's faculty-authored monographs, as well as for inclusion into the IR. By adapting this already-existing workflow with faculty buy-in, we have significantly addressed the perceived challenge of low faculty submission rates to the IR. Before the April 2013 launch of this event, the IR averaged 30-40 faculty scholarship submissions a year, but at this inaugural event, we were able to collect either full-text or citation information for seventy-eight articles or creative pieces and eleven monographs. This simple recalibration of two existing events doubled the submission rate of faculty scholarship and creative work, with a limited increase to library faculty and staff demand since we had already allocated time and resources to the previous Valpo Book Authors Reception.

Several other new services emerged as a result of the initial success of the IR and its related projects. For instance, when the IR was launched, we had not planned for data storage or data planning as within the scope of the IR's mission. However, when the National Science Foundation (NSF) (2011) amended its requirements for grant proposals to include a supplemental data management plan, CCLS was initially identified by word-of-mouth as a consulting party for the faculty and staff members unfamiliar with data storage capabilities available on campus. Due to Bepress' efficient search engine optimization and the relatively few grant proposals filed by the university, this was an easy consultation service to

implement. In the first year of offering this service, we had seven consultation requests, which resulted in five NSF grant applications involving $35,000 in awarded grant monies. Several proposals identified potential data as sensitive in nature, which exempted these proposals and resulting data from inclusion in the IR. Since August 2012, we have partnered with the newly-reorganized Office of Sponsored Research (OSR), offering data storage options while the OSR is responsible for initial planning and the data management planning for the NSF and other grant applications needing to make their data openly accessible. This partnership with the OSR allows researchers to submit competitive grant proposals and not have to worry about website design, hosting, or long-term preservation themselves, while at the same time evenly distributing the workload across two units.

This is not the only consultation service that has developed due to the IR implementation and increased scholarly communication education across campus. As a result of marketing the faculty scholarship archiving service and clearing copyright for those documents as part of the service, many faculty members have approached both IR coordinators and the Dean of Library Services for advice on negotiating copyright for their pending research's potential publication. We have shared with faculty copyright addendum templates as well as reviewed their publisher's copyright agreement for additional insight. We have also provided

templates and in-person tutorials for faculty and students trying to gain copyright

permission themselves from copyright holders for a prospective research project.

Student instruction does not end there. Recently, we had the first instruction

requests for scholarly communication issues within the university's curriculum.

Specifically, the instructor from English 380: Introduction to Literary Editing and

Publishing inquired if someone from the library could provide 1. a low-cost, easy-

to-use publishing platform for a class project capable of peer-review and 2.

information about copyright best practices when it concerns the copyright holder.

As a result, the "low-cost, easy-to-use" IR easily met the needs of the class, which

also decided to make their publication an open access publication

(http://scholar.valpo.edu/commonthread). Another instructor from another course,

GS 390: Information Research Strategies, requested a lecture, explaining what

"Open Access" is, but in a flipped classroom setting. The resulting lecture was a

class exercise that divided the class into two groups: one that could use OA

resources and one that could not. The resulting discussion introduced many of the

students to the issue of version-control of scholarship and even briefly touched

upon the serials crisis, all in a 50-minute lecture period.

While not all faculty end up submitting their scholarship to the IR, many

have had their needs met through these consultation services, as well as the

recently-launched Scholarly Communication guide (Valparaiso University, 2014),

which includes a full, updated listing of CCLS and Law Library's scholarly communication services and resources for faculty and students. This guide was developed by the Scholarly Communication committee, which was established as a permanent committee in September 2012. With the primary objective of "assist[ing] the Dean of Library Services in the education of Valparaiso University faculty in the basics of scholarly communication, copyright, and open access issues," the committee also works with the Digital Projects and Communication/Outreach committees to identify, develop, launch, and market appropriate projects. The committee is made up of representatives from CCLS faculty and staff, Law Library faculty, Office of Sponsored Research, and the university faculty at-large.

Scholarly communication at VU has had a rapid implementation through internal library education, IR development, and external programming and services to the larger campus community. Our initial concern that as a small institution, the content pool would be limited and that we might eventually run out of material to add has so far proven false. This permanent "pilot project" or project-by-project approach continues to manage workflow for limited staff resources. In addition to ongoing projects, there are many areas where faculty have expressed interest for scholarly communication services to expand, including more graduate capstone publishing, specifically for multimedia projects from our digital media students;

development of Open Educational Resources (OERs) and e-textbooks for faculty members who cannot find a commercial publisher for their work; as well as more development in already established scholarly communication services.

We are also exploring further training of IR project stakeholders who could take over full operation of their project and rely on the libraries only for reference support. This new training would also allow for more staff support in other scholarly communication initiatives as they were developed.

Conclusion: Many roads to successful Scholarly Communication Services

Many smaller institutions may be hesitant to undertake a scholarly communication initiative, including IR development, because of concerns relating to lack of expertise, faculty interest, content to recruit, or download counts or page hits. With a focus on faculty and staff training for scholarly communication issues, an IR platform to showcase and preserve your institution's scholarly output, and a flexible outreach plan that puts your stakeholders' needs above most previous ideas of project scope, many universities and colleges could implement successful scholarly communication services at their respective institutions.

Many institutions already have the pieces of a successful scholarly communication initiative, and, with some focused attention, those local scholarly communication novices can become experts through education and service

development. The entire institution can benefit from a successful scholarly communication initiative, which would further inform researchers of emerging scholarly dissemination trends, tools, and funding opportunities. While each institution is different and its researchers have varying needs for support, a possible service might be to start identifying those needs one-by-one, project-by-project.

At VU, we shared many of the same concerns, but also shared a desire to support the needs of our campus community. These needs included a "set of services" such as faculty scholarship archiving, ETD publishing, e-journal publishing, undergraduate scholarship archiving, data management, and conference-hosting. Now that the VU Libraries have integrated scholarly communication services into its larger suite of library services, we have realized more ways to meet our campus patrons' needs, thereby expanding and enhancing what our campus patrons can expect of their university library.

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