

Support for Open Access in the Humanities:
An Analysis of Current Approaches

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Abstract

The purpose of this study is to explore the ways scholarly communication librarians at academic libraries support humanities faculty at their institutions who are interested in open access. This was accomplished through a mixed method survey of scholarly communication librarians, that is librarians who offer outreach and education to faculty about open access and similar scholarly publishing innovations. The study was conducted to learn about the types of resources available for faculty interested in open access, and to specifically learn more about the types of support available for open access in the humanities. This follows other studies that have explored the adoption of open access by humanities faculty, some of which have demonstrated that scholars in the humanities are less willing to adopt open access than faculty in the sciences.

Keywords: open access, scholarly publishing, scholarly communication, academic libraries, humanities

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Chapter 1

Introduction

1.1 Introduction

Awareness and adoption of open access (OA), “the free, immediate, online availability of research articles coupled with the rights to use these articles fully in the digital environment,” have grown steadily over the past two decades (SPARC, n.d., para. 1; Xia, 2010). However, adoption rates for OA in the humanities have remained much lower than adoption rates in the sciences (Gross & Ryan, 2015; Tomlin, 2009). Some studies have explored faculty perceptions of the open access movement (Tenopir et al, 2017; Gross & Ryan, 2015; Harley et al, 2010; Coonin & Younce, 2010). However, the unique relationship that academic librarians have supporting their faculty with OA adoption has not been studied in as much depth. This study explores the support that scholarly communication librarians offer to faculty in the humanities who are interested in OA. By exploring both the work that these librarians do and their perceptions concerning the OA habits of humanities faculty, this study hopes to discover why these faculty members might be hesitant to adopt OA and what aspects of OA researchers in the humanities could benefit from in the future.

Scholars have applied many definitions over the years, but one definition of OA that has been adopted by many was developed by The Budapest Open Access Initiative:

"by "open access" to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited." (*Read the Budapest open access initiative*, 2002, para. 3)

The concept of free, online access to scholarly resources has existed for decades, but the popularity of this idea grew exponentially in the early 2000s in response to a dramatic increase in prices for academic serials, now called the “serials crisis” (Emmott, 2013). These changes sparked some authors to pursue alternate paths for sharing their scholarship and encouraged the growth of the open access movement as it is known today. The implementation of OA has taken multiple forms, but the two main avenues for publishing openly are called “gold” and “green” OA. Table 1 displays the major differences between these two options below.

Table 1: Comparison of Gold and Green Open Access

	Gold OA	Green OA
Process	Published openly by an outside entity	Self-Archived by the author
Rights	Items are often published under a Creative Commons license to maximize access, use, and reuse	Items may have their copyright signed over to publishers who allow sharing after the fact, or items may be shared under a CC license
Access	Free, immediate access to the final version of the work upon publication	Free access to a version of the work; may be subject to embargo
Cost	Publishing may incur a cost that can be covered by the author or by outside funding bodies	Archiving is free for the author, but preservation and/or curation may cost the repository

Gold OA refers to the method by which an author publishes their work and makes it open to the public at the time of publication, often through an OA journal: a type of free, online, academic journal (Suber, 2012). Like traditional academic journals, OA journals provide peer review for the articles they publish (Suber, 2004). There are some controversies associated with gold OA, however. Since OA journals do not generate revenue through subscriptions or journal sales like traditional academic journals, some OA journals charge APCs to cover the costs of editorial support, production, technical support, and marketing (Springer, n.d.; Hindawi, 2017).

The presence of these APCs has created some tension in the academic community, especially among scholars in the humanities, where fees of this kind are not as common as they are in the sciences (Eve, 2014a; Cozzarelli, Fulton, & Sullenberger, 2004). These concerns could be one reason why humanities faculty have avoided publishing articles openly; however, this concern does not explain why humanities faculty might avoid green OA, which requires no outside funding.

Green OA refers to the process by which faculty archive their own works freely and openly online (Suber, 2012). These works, including articles, conference papers, and even raw data, may be unpublished, previously published in an OA journal, or they may have been published in a traditional journal that allows depositing published works in an OA repository. Green OA provides a unique avenue for scholars to disseminate their research by sharing published and unpublished materials with both the public and their peers. Furthermore, many scholars prefer green OA to gold because it gives them the option to publish in a more traditional venue first and then to deposit their work in an OA repository (Solomon, 2013). Therefore, green OA can be particularly useful for humanities faculty, who might be hesitant to publish outside traditional venues completely (Beals, 2013). Nonetheless, even green OA is still not as popular among scholars in the humanities as it is among scientists, though this lack of green OA adoption stems from disciplinary differences rather than the differences in funding that have made the uptake of OA more difficult for humanities scholars (Bjork et al., 2014, p. 245). For example, green OA often requires the archiving of pre-prints, the unfinalized version of a scholarly article, due to the constraints imposed on authors who publish their research in traditional, subscription-based journals (Bjork et al., 2014).

When scholars publish their work in a traditional academic journal, they often have less control over how and when they can deposit their works openly (Emmott, 2013). This is because,

when publishing an academic article or monograph traditionally, publishers usually require an author to sign over their copyright, the author's rights to publish, modify, or disseminate their work, to the publisher (Collins et al., 2014). The embargo periods that publishers place on works that would otherwise be available openly online provide a good example of this control. These embargo periods average between six months to one year in length (with some journals' embargo periods extending to four years), during which time an author cannot deposit their work unless their funding body or institution mandates it (Solomon, 2013, p. 27; Emmott, 2013). Furthermore, many publishers will not allow authors to archive the final, published versions of manuscripts, though most publishers allow authors to archive the accepted versions of articles published in their journals (Laakso, 2014, p. 12). While these restrictions can be distressing, green OA does have more options for how work can be archived and disseminated than gold OA. For example, authors can also archive works that they have published in OA journals. OA journals allow the author of a work to keep their copyright over their creation, and instead have their work licensed under a Creative Commons (CC) license, "licenses that complement copyright by permitting sharing and reuse of published content with conditions" (Collins et al., 2014, p. 8). Perhaps because of the choices available to authors adopting green OA, it is a popular option for researchers across disciplinary lines. In fact, a study conducted by Gargouri et al. (2012) found that green OA is more popular than gold OA in most academic disciplines, with only one of the disciplines they examined preferring gold OA to green: Biomedical Research (p. 7). Green OA is a less controversial option for many scholars interested in open access, but it may not be the most useful option for all researchers.

While gold and green OA have been the focus of the open access movement for the past decade, more options have been developed since the movement began. Unlike researchers in the

sciences, researchers in the humanities cannot publish articles alone to secure tenure: instead, scholars in the humanities rely on monograph publishing to meet promotion and tenure guidelines (Coble, Potvin, & Shirazi, 2014, p. 5). Because of their disciplines' reliance on monograph publishing, researchers in the humanities are less likely to benefit from the same kinds of gold or green OA that scholars in the sciences and social sciences participate in. However, a new form of OA exists that specifically caters to the scholarly publishing environment of humanities scholars: OA monographs. A type of gold OA, open monograph business models are fairly new to the scholarly publishing world, and were still experimental into the late 2000's (Bonn, 2010, p. 437). However, over time open monograph publishing models have become more prominent, with OAPEN-UK and the Open Library of Humanities (OLH) providing a space for authors in the humanities to test this new aspect of OA. Open monograph publishing is a type of gold OA, since it refers to an aspect of publishing rather than archiving, but it can also come in a hybrid format. Some open monographs, for example, are published online, where they are freely available, with bound print versions of the titles available for a fee (Fyfe, 2013, p. 648). Having the option to pay for physical access while also allowing the public to read scholarly monographs for free brings out two of the best aspects of OA: its availability to those who need it, and its applicability as a scholarly publication despite its nontraditional formats.

As the open access movement has grown, researchers have considered why scholars choose to (or not to) publish their works openly (Harley et al, 2010; Gross & Ryan, 2015; Tenopir et al., 2016). One recent study found that while OA was not a highly rated factor when choosing a scholarly journal in which to publish, authors in the humanities and life sciences admitted that they may avoid OA when choosing where to publish their articles because they have limited experience with it (Tenopir et al., 2016). This lack of experience may stem from the lack of OA journals in

disciplines in the humanities. In fact, one study of OA journals archived in the Directory of Open Access Journals (DOAJ) found that only 10% of OA journals are in the arts and humanities, compared to 45% of OA journals in fields related to science and technology (Walters & Linvill, 2011, p. 378). Another issue that has plagued the humanities for the past several decades has been the lack of public interest in scholarly works in the humanities (Fitzpatrick, 2012). The study of the arts and humanities has been integral to education in the Western world for hundreds of years; however, while it is difficult to ignore the historical value of the humanities, in recent years, humanities faculty have found themselves having to debate their relevance to society (Olmos-Penuela et al., 2014). Because of the need for these arguments, some scholars have claimed that researchers in the humanities no longer feel valued by the public (Eve, 2015; Fitzpatrick, 2012). As Eve (2015) has stated,

“The first and most pressing social difference [between STEM fields and the humanities] stems from the economics and is best phrased as an “anxiety of irrelevance”. The humanities disciplines and some social sciences have become accustomed to thinking in terms of crisis. Frequently such a rhetoric of crisis and anxiety comes from the fact that HSS practices are evaluated by comparison to the natural sciences. In the prevailing discourses, it is hard to justify funding research into the production and reception of literature, say, when the money could be spent on the noble, but also far more politically expedient, goal of “curing cancer.”” (p. 726)

This “anxiety of irrelevance” is especially prominent in the United States, where government funding for research in the humanities is drastically lower than the funding to cover research in the sciences, and some have questioned whether humanities research warrants being funded by the public at all (Olmos-Penuela et al., 2014, p. 6). This lack of funding in the humanities has also resulted in less interest in scholarly communication innovations like data management (Akers & Doty, 2013). As Akers and Doty (2013) have emphasized, faculty in the arts and humanities “are much less familiar with funding agency requirements for data management plans, which is not

surprising considering that these researchers are typically less dependent on sources of federal funding that are largely skewed to the natural sciences” (p. 16). For example, the National Endowment for the Humanities (NEH) had a budget of \$148 million for the 2016 fiscal year, in comparison to the National Science Foundation, which received a budget of \$7.7 billion, and the National Institutes of Health, which received \$33 billion, over \$17 billion of which manifested in grants to support research (National Endowment for the Humanities, 2015; National Science Foundation, 2016; National Institutes of Health, 2016).

The lack of funding available for humanities research is a major issue for researchers interested in gold OA because of the article processing charges (APCs) incurred by scholars publishing in some OA journals, costs that can reach upward of \$2,000 (Bjork & Solomon, 2012a, p. 1491). These costs are one factor that have made authors less willing to publish their works in OA journals, despite the systems in place to cover the costs at many academic institutions (Rodriguez, 2014). However, APCs are not unique to OA journals, and have been a common aspect of journals in the sciences for years, often in the form of page fees (Lamont-Havers, 1969, p. 622; Cozzarelli, Fulton, & Sullenberger, 2004; Stevens, 2013). Since scientists have had to pay these kinds of fees for publication in the past, it is possible that the article processing charges of some OA journals affect them less negatively than researchers in the humanities. Humanities faculty are understandably hesitant to adopt gold OA because of the lack of regular funding for research in their fields; however, since not all OA publishers charge APCs, this cannot be the only reason why scholars in the humanities are hesitant to adopt OA.

Despite the setbacks that humanities faculty face concerning OA adoption, some groups have taken steps to make the transition to OA easier for them, with the development of initiatives and grants targeted toward those publishing in OA journals or depositing their work in OA

repositories (Association of Research Libraries, 2017; *Open access funding*, n.d.). For example, groups like the Open Access Monograph Publishing Initiative are working with university presses across North America to support authors interested in publishing their scholarly monographs openly (Association of Research Libraries, 2017). By exploring the support offered to humanities faculty interested in OA, this study hopes to discover what resources these faculty members need to encourage interest in OA as a relevant tool for scholars in the humanities, and to explore how scholarly communication librarians are supporting the needs of humanities scholars regarding OA.

1.2 Research Questions

OA adoption in the humanities is a difficult topic to tackle due to the lack of awareness many scholars in the humanities have about the various options included under the umbrella of the term “open access” (Gross & Ryan, 2015). To study another aspect of OA interest in the humanities, this study chose to consider the support that scholarly communication librarians offer their institutions’ humanities faculty regarding OA. Scholarly communication refers to “the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use” (Association of College & Research Libraries, 2003, para. 1). Accordingly, scholarly communication librarians are librarians who support users’ publishing needs, considering things like copyright, data management, repositories, and open access (Finlay et al., 2015, p. 21).

The research questions for this study focus on not only the work that these librarians do, but also how and how often these librarians interact with their institutions’ humanities faculty. The main research question for this study is: *how do scholarly communication librarians support humanities faculty who are interested in open access?* From this initial research question,

secondary questions emerged, such as: *what opportunities exist for humanities faculty interested in publishing or depositing their works openly?* and *what open access support do scholarly communication librarians think humanities faculty could benefit from in the future?* By studying not only what types of support scholarly communication librarians offer to these faculty members, but also the opportunities that these librarians believe OA offers for humanities faculty, this study aims to learn more about why humanities researchers might be reluctant to adopt OA, and to see how their librarians are currently combating this problem.

1.3 Research Context & Method

To understand how scholarly communication librarians are supporting their humanities faculty regarding OA, an online survey (See Appendix A) was developed with the use of Qualtrics survey software and was distributed to the study's population: scholarly communication librarians at academic libraries that are part of the Association of Research Libraries (ARL). The study chose to consider the work of scholarly communication librarians because their work often requires them to understand the OA options available to faculty at their institutions; in fact, some have gone so far as to claim that the terms "open access" and "scholarly communication" have become nearly synonymous (Potvin, 2013). However, scholarly communication librarians do not exist at all academic libraries, particularly smaller ones. Because it is more likely to find a librarian whose position is dedicated solely to scholarly communication at larger, research-oriented universities, this study chose to focus on those librarians who held positions at ARL member libraries, an association comprised of larger, research-oriented libraries that are particularly concerned with scholarly research (Thomas, 2013; Association of Research libraries, 2013).

The research design for this study is a mixed methodology comprised of a survey with open-ended and closed-ended questions, which the University of Tennessee's institutional review board approved. To analyze the data from the survey, this study used two separate methods, univariate descriptive analysis for the quantitative data and grounded theory method for the qualitative data. The survey was disseminated to the population being studied through recruitment e-mails (See Appendix B), one when the survey was opened and a second two weeks later. No incentive was provided or offered to the population being studied; however, they were offered the chance to participate in a member check, if they showed interest, after the primary data analysis was completed. The survey was open for one month, though the data analysis process began after the first response was received.

1.4 Research Significance

This study builds upon the findings of past research into the practicality of OA for scholars in the humanities. Some studies, like those by Eve (2015) and Fitzpatrick (2012), have argued that research in the humanities could benefit from the opportunities that OA offers. Others, like Hazelkorn (2015), concluded their research with the assertion that support structures encouraging OA adoption for humanities faculty should accommodate the unique scholarly publication environment of the humanities to effectively reach out to this group (p. 39). Since few studies have considered the ways in which librarians are supporting faculty interested in OA, this study has chosen to explore the relationship that scholarly communication librarians have with their institutions' humanities faculty to see what aspects of OA these librarians believe are the most important for humanities faculty to understand. By exploring these librarians' perceptions, this study hoped to determine how scholarly communication librarians support their institutions'

humanities faculty and how other librarians could manage outreach to humanities faculty concerning innovations like OA in the future. Although this study relies on the opinions of the scholarly communication librarians surveyed, understanding these librarians' perceptions is worthwhile because they display the useful aspects of OA these scholarly communication librarians acknowledge that faculty members might not. This topic is significant because the information that scholars in the humanities receive about OA affects their ability to make an informed decision about whether to adopt OA for their own work. Although OA may not be the best publishing choice for all researchers in disciplines within the humanities, it is nonetheless imperative that these researchers understand the options available to them, not only so that they can choose whether to publish their work openly or traditionally, but also so that they may understand the various options available to them comprised in OA.

Chapter 2

Literature Review

2.1 Background on Open Access

The concept of free access to scholarly content existed long before it was officially named, but support for the movement did not begin to grow until the serials crisis in the early 2000s, under which subscription-based journal prices grew exponentially over the course of only a few years (Emmott, 2013). At that time, groups came together to decide how scholarly works could be published and disseminated in a more cost-friendly manner, and how this “open access” would be defined. Suber (2004) provided a succinct definition, stating that “open-access literature is digital, online, free of charge, and free of most copyright and licensing restrictions” (para. 1). The free nature of scholarly literature published in an OA journal or archived in an OA repository has garnered both praise and criticism over the past two decades. Emmott (2013) has argued that having open access to scholarly resources is ethically important and necessary for the educational growth of our society; however, some have questioned whether there is any worth to research that can be accessed with no cost (Stevens, 2013). Aside from these concerns about the quality of OA, the movement has grown very quickly, and research on the topic has considered everything from OA publishing’s viability as a rival to traditional scholarly publishing to the differences between the research habits of scholars in the sciences and humanities who have adopted open practices in their work.

As the open access movement has grown, a rift has become evident in the adoption rates of humanities researchers and those in the sciences, with scholars in the humanities adopting OA at a much slower rate (Gross & Ryan, 2015). While scholars in the humanities have been slow to adopt open practices, both governmental and institutional bodies have been working to encourage

more OA adoption from the humanities by instituting mandates and policies that encourage or, in some cases, require authors to archive their published articles openly (Tomlin, 2009; Pinfield, 2015). Some policies encourage authors to choose whether they would prefer to publish in an OA journal or deposit their research in an OA repository. For example, one OA policy passed by Research Councils UK (RCUK) encourages scholars across all disciplines to publish or deposit their works openly, and supplies a grant to cover the cost of APCs charged by some OA journals (RCUK, 2013). Since RCUK's policy on OA is a government policy that limits the rights of authors to choose where and when to publish or to deposit their works openly, however, it has created hostility among some scholars in the humanities (Emmott, 2013). In the humanities, scholars have criticized mandates like those enforced by the RCUK, stating that "when open access regulation reaches governmental levels, the rules and the compulsion to comply at times appear intolerable" (Gardiner & Musto, 2015).

While OA mandates in the UK have caused some controversy with the stringency of their guidelines, mandates in the United States are much more relaxed. According to the Registry of Open Access Repository Mandates and Policies (ROARMAP), there are currently 137 mandates and policies in the United States that regulate OA adoption. However, of these 137 policies, only 76 require authors to deposit their works in an OA repository and none require publishing works openly. While having policies that encourage rather than require the adoption of OA has caused less controversy in the United States, the mandates that do require authors to deposit their works in an OA repository disproportionately target scientists (Vaughn, 2013). Because of this, mandates in the United States have had little to no effect on the willingness of humanities faculty to adopt OA.

One way in which librarians can support humanities faculty who are interested in OA is to support the development of OA policies and funds within their own institutions. Funding, particularly, is a major issue for humanities researchers interested in publishing their works openly, and developing alternative funding methods for the humanities is a crucial step in further supporting OA integration in the humanities (Eve & Willinsky, 2015). This support can come in many forms, from support for faculty by identifying grants for which they qualify to advocating for the creation of institutional grants and subvention funds for the publication of open monographs (Bruxvoort & Fruin, 2014). For example, the Association of Research Libraries (2017) has recently begun an Open Monograph Publishing Initiative, which partners with universities and university presses to encourage the development of university-funded grants and monograph subvention funds to cover the costs of publishing scholarly monographs openly. A study by Bruxvoort & Fruin (2014) for the Association of Research Libraries found that it is usually the responsibility of liaison librarians and scholarly communication librarians to manage faculty publishing support, of which the latter group makes up the population of this study (p. 22).

2.2 Open Access Adoption and Awareness

Awareness and adoption rates for the open access movement have been growing steadily since its beginning (Xia, 2010). A study by Xia (2010) found in a longitudinal analysis of published works on OA awareness that awareness had been growing steadily since its conception, and those who reported no awareness of OA were down to 15% of those studied by 2008 (p. 619). However, this growth has not been entirely consistent across disciplines, or even across universities in the United States (Gross & Ryan, 2015; Kocken & Wicel, 2013). In fact, while some studies have reported a steady growth in knowledge and adoption of OA by scholars (Xia, 2010), others have

contradicted this by bringing up the factors that university size and budget can make on faculty members' knowledge of OA (Kocken & Wicel, 2013). Because the rate at which knowledge of OA has been spreading is different not only across disciplines but also across different types of institutions, it is difficult to identify what factors are affecting OA's development the most; however, by exploring the research that has explored the growth of OA in some areas, it may be possible to ascertain what factors are impacting its adoption in the humanities.

While the size and budget of institutions may affect the ability of the university to offer education for faculty about topics like OA, even within established, well-funded institutions, awareness of OA has been low among humanities faculty and social sciences (Gross & Ryan, 2015). Some scholars have attributed this lack of knowledge among humanities faculty to a lack of interest that has grown from a deficiency of incentives offered to faculty (Akers & Doty, 2013, p. 16). Furthermore, even in areas where OA is known and held in positive regard, some scholars may still be hesitant to publish their works openly due to misinformation on what OA is and how it works (Togia & Korobili, 2014). Togia and Korobili's (2014) study looked at empirical research on the attitudes toward OA that researchers hold, and conducted a meta-synthesis analysis on the data to find out what scholars knew and thought about OA. Their findings show an overall theme of individuals who reported awareness of OA but lacked knowledge about the actual mechanics of OA publishing (Togia & Korobili, 2014). Other studies that have researched the awareness of OA publishing in the humanities corroborate these findings, having found that many scholars will indicate that they have an awareness of OA, even though they lack more precise knowledge about how OA works (Gross & Ryan, 2015; Dawson, 2014). This lack understanding can be extremely harmful for scholars because it leaves them vulnerable to misdirection by predatory OA publishers and others (Zhao, 2014).

The field in which a scholar publishes has a noticeable impact on their perception and knowledge of OA. One study that has delved further into the departmental needs of faculty in scholarly publishing is Harley et al's (2010), which aimed to "understand faculty needs and practices for in-progress scholarly communication as well as archival publication" across seven diverse academic disciplines: archaeology, astrophysics, biology/molecular and cellular biology, economics, history, music, and political science (p. 2). Harley et al (2010) found that different disciplines took very different approaches to scholarly communication, and that perceptions of public access to research were mixed, ranging from a positive reaction to public engagement in archaeology to a sense of obligation to the public in biology and astrophysics, where research is more often funded by the public (p. 19). These findings are significant because Harley et al. (2010) also found that among different disciplines within the arts and humanities, such as Music and History, opinions of OA were very different. These findings are significant because they highlight the differences among fields within the humanities, a topic that should be explored in more depth in the future.

2.3 Attractive Characteristics of Open Access

As support for OA has grown over time, some scholars have sought to determine what aspects of OA are particularly useful for scholars. For example, McKiernan et al. (2016) found in a review of the literature that open research practices have led to greater citation rates, job opportunities, funding opportunities, and media attention for scholars' research (p. 1). While a greater social media presence might not be a major incentive for adopting OA, other aspects, such as the greater readership and citation rates, would be worthwhile, especially for scholars in the humanities. For example, Beals (2013) has noted that for authors in the field of history, engaging

with a broader audience might not only help to make works more accessible, but might also help the public to better understand the importance of scholarly work in the field. This sentiment is echoed by Gardiner & Musto (2015), who have argued that scholars in the humanities, who have found value in sharing their knowledge with the public since the Renaissance, might find that their scholarship is valued more by the public when they can access it. The argument that humanities faculty could benefit from sharing their work openly is notable for this study, since this study is examining not only what support humanities faculty get from their scholarly communication librarians concerning OA, but also what needs humanities faculty will have to have fulfilled in order to more readily adopt OA.

Open access offers other opportunities to faculty in the humanities as well, particularly for those looking to publish their first monographs. Like with the serials crisis in the sciences, the humanities are currently in the midst of a “monographs crisis,” and the increased cost to produce these publications has caused university presses and other publishers to limit the number of scholarly monographs they publish annually (Maron et al., 2016). The growing popularity of open monographs has opened a new possibility for humanities faculty interested in publishing their works, especially for faculty publishing their first monograph, for which some institutions have created open monograph subvention funds to cover the fees associated with publication (Maron et al., 2016, p. 5). Some university presses have even created their own open monograph publishing projects, like the University of California Press’ Luminos project (*Welcome to Luminos*, n.d.). With these new opportunities for scholars in the humanities emerging, it is imperative that librarians reach out to humanities faculty about the aspects of OA that are most relevant to their research interests, so that these researchers may be able to make an informed decision about

whether to adopt OA for their own work. There are other opportunities that OA offers to scholars across departmental lines, however.

There is also an ethical reason for having one's work available to the public, especially for scholars in the humanities. Warlick and Vaughan (2007) conducted a study interviewing biomedical research faculty at two universities to get the faculty members' thoughts on why they had chosen to publish their works in OA journals. Consisting of semi-structured interviews, the results of Warlick & Vaughn's (2007) study showed that faculty were interested in having their works freely available and accessible for readers, particularly for the sake of less privileged groups who do not have access to quality scholarly works through subscriptions (p. 10). These findings corroborate other publications that have made arguments for why OA is an ethical choice for researchers. The three main arguments include: that knowledge should be shared for its own sake, that those who cannot afford to pay for access to scholarly research should still be allowed to benefit from it, and that the public ought to have access to research that was funded through their own tax money (Parker, 2013; Willinsky & Alperin, 2011). These arguments for the ethical importance of OA are an important aspect of the open access movement, but other aspects of OA have been more contentious.

While many studies have found that OA brings more readership and interest in one's work, OA journals' citation rates have been a point of controversy for the movement. While some earlier studies comparing the citation rates of OA journals to that of subscription-based journals found that OA journals were nearing the same citation rates as their traditional counterparts (Bjork & Solomon, 2012b), later studies have argued that this is only the case for some OA journals, specifically those targeted toward the sciences (Wray, 2016). Bjork and Solomon's (2012b) study used citation data from Web of Science and Scopus to determine the citation rates of various

traditional and OA journals (p. 5). From this study, they found that OA journals perform at the same rate as their traditional counterparts and, in some disciplines, particularly the biomedical sciences, OA journals outperform their traditional counterparts in respect to citation rates (Bjork & Solomon, 2012b, p. 9). While Bjork and Solomon's (2012b) argument is persuasive, it has been criticized by Wray (2016), who took a different approach to analyzing the impact of OA journals, by looking at the value of publishing articles in OA journals that require an article processing charge (APC) for publication (p. 1034). Wray's (2016) study found that in the humanities and social sciences, there is no benefit to publishing in an OA journal that requires the payment of APCs, but that authors in these fields should only participate in green OA, or in OA journals that do not charge these fees (p. 1034). It is important to note, however, that Wray's (2016) findings do not explicitly disagree with Bjork and Solomon's (2012b) findings about improved citation rates; instead, his study emphasized the intricacies of OA publishing models and the ways in which its benefits can differ across groups. Accordingly, the advantages OA provides to scholars in the humanities and the sciences should be noted in discussions about outreach for each group.

Citation rates are not the only aspects of publishing that faculty are interested in for their research. A study by Tenopir et al (2016) has found that, when looking at scholarly journal in which to publish their work, scholars are more interested in reaching an audience of their peers than in high citation rates (p. 17). Under these circumstances, OA can be a great opportunity for faculty in the sciences to reach other, same-minded researchers in their field, since their work would be easier to access. Humanities faculty have also noted that "the main objectives in publishing are to communicate with their peers and to enhance their careers" (Adema & Ferwerda, 2014, p. 133). Nevertheless, while OA publishing can help researchers in the sciences in this respect, it may seem less useful for humanities faculty to publish their works openly, since lower

numbers of scholars in the humanities are adopting OA already. Furthermore, research in the humanities is often disseminated in the form of monographs, making OA journals less useful as a career enhancement tool, even if it would reach a wider audience overall (Wolff, Rod, & Schonfeld, 2016). Because of these limitations, even some of the more positive aspects of OA are not as useful for scholars in the humanities. To address this problem, this study has asked scholarly communication librarians what aspects of OA they believe are going to positively impact scholars in the humanities in the near future, to see how these trends could benefit humanities scholars in particular.

2.4 Myths & Misconceptions

Although OA provides opportunities for humanities and STEM researchers alike, it has also raised some concerns. A Web-based survey of faculty at U.S. universities conducted by Rodriguez (2014) studied faculty perceptions of and knowledge about OA across generational lines (p. 605). This study found that OA's free nature has made some researchers believe that literature published openly is less scholarly, with 72% of her survey's respondents stating that the credibility of OA journals is a major concern for them (Rodriguez, 2014, p. 607). Other respondents from Rodriguez' (2014) study indicated that they were "not sure" if they would utilize OA articles in their own research, despite the ease of access, because they were uncertain about the quality of the material (p. 607). This assumption is problematic because it implies that OA journals are somehow less scholarly and less effective means of publishing than traditional journals, a conviction that has been refuted by multiple sources (Dogra, 2015; Suber, 2004). While Rodriguez (2014) did not find any correlation between the age of the respondents in their study

and the participants' knowledge of OA, it is even more troubling that misconceptions about OA proliferate across departmental and generational lines.

Misconceptions about OA persist across disciplinary lines, but they are especially prominent in the humanities (Gross & Ryan, 2015). As Gross & Ryan (2015) have argued, for OA to work for scholars in the humanities, librarians will need to continue to educate faculty "to manage resistance and misconceptions among researchers" (p. 78). Suber (2015) also tackled the question of why humanities faculty might be less knowledgeable about OA in his preface to *Open Access and the Humanities*:

"I'd like to think that these myths and misunderstandings are more common in the humanities merely because scholars in the humanities have had less time than scientists to catch up with the relatively recent advent of OA. But that's not true. They've had exactly as much time... [But] they've had fewer working examples to dispel misunderstandings, generate enthusiasm, and inspire commitment. If so, then the humanities labor under a vicious circle in which the slower growth of OA causes a slower growth of good understanding, and vice versa" (p. xi).

Suber's (2015) argument, that researchers in the humanities have had less reason to become invested in OA, emphasizes the kind of relationship that many scholars in the humanities have had with the open access movement up to this point: before recently, the way in which scholars in the humanities approach scholarship has not affected the options available to them when approaching OA publishing. However, as new publications resulting from an OA system, like open monographs, become available, this may begin to change. This study attempts to address this issue by exploring the opportunities that scholarly communication librarians can anticipate for researchers in the humanities who are interested in OA.

2.5 Concerns for Researchers in the Sciences

Although this study is particularly interested in the needs of humanities faculty interested in OA, it is also important to address the needs of faculty in the sciences, who have led the open access movement up to this point. Although the humanities have been shown to lag behind the sciences in their adoption of OA, there are reasons why those in the sciences might be hesitant to accept OA as well. For example, members of the public who would now have access to this research because of OA may have a difficult time understanding scientific articles, prompting individuals to demand that scholars write more accessibly for public consumption, which could seem patronizing to some scientists (Holzman, 2016). Furthermore, some scholars in the sciences have stated that although the public may want access to studies in health sciences or related fields, they may be less invested in open publications in engineering, technology, or other hard sciences (Harley et al., 2010). Because of this outlook, researchers in STEM fields have found themselves in a unique position: while they are the most likely to be mandated to publish their research openly, they may find that their work is the least interesting to members of the public who now have access to them. On the other hand, the same researchers who were worried about public interest in their works also stated that they felt that the public had a right to view their work, since federal funding often supports research in the sciences (Harley et al., 2010, p. 19).

Another issue in OA publishing within the sciences is the problem of open data, in which the data from a scholar's research is shared freely so that others can replicate or learn from their findings (OECD, 2015). This accessibility is necessary because of initiatives like those created by the National Institutes of Health (NIH), which states that "data sharing is essential for expedited translation of research results into knowledge, products, and procedures to improve human health" (National Institutes of Health, 2003, para. 2). Although sharing data openly appears to be a useful

tool for researchers in the sciences, scholars are not embracing it universally. In fact, one study done in 2013 has shown that some social scientists in economics are refusing to make their data available, with 8% of those studied sharing some data, and only 2% sharing the data from their findings fully (Andreoli-Versbach & Mueller-Langer, 2013, p. 1621). While the benefits of sharing data may seem obvious, there are some issues that come along with this embodiment of openness. For one, many scientists have reason to fear having their data “stolen” by another author or put in a context apart from its original meaning (Willinsky, 2006). Likewise, presenting data to the public as a standalone product without providing the further context of a fully articulated argument or article can create confusion among readers and fellow researchers alike, and may cause readers to misinterpret research findings, regardless of any malicious intent (Mooney, 2016, p. 196). With the various issues that can arise when one’s data is publicly available, researchers in the sciences have cause to question the necessity of this aspect of OA, especially since it affects their works disproportionately.

Scholars across disciplinary lines have objected to the charging of article processing fees (APCs) in OA journals (Solomon, 2013; Harley et al, 2010). Although researchers in the sciences have more options for paying these fees than those in the humanities, the funding supplied by groups such as the National Institutes of Health and the National Science Foundation is not able to support all the scholars in the sciences currently publishing work. As Murray et al’s (2016) study on federal funding for OA publishing has found, scientists at smaller institutions have more trouble acquiring funding to support their publications (p. 1). Without OA budgets or access to outside help for funding their research, researchers at smaller institutions may have less options when trying to publish their works openly, which may result in less diversity among the OA publications in the sciences (Murray et al., 2016). This problem is not new to the sciences,

however. Although researchers at smaller institutions have had more issues having their work published than their peers at better-funded institutions for years (Heinze et al., 2009), the possibility of excluding a large section of scholars from participating in the open access movement because of a lack of funds goes against the principles of sharing and freedom of knowledge, the cornerstones of the open access movement, and will become a major issue if it continues.

Finally, scholars in the sciences, like those in the humanities, are concerned about the readership and use of their work (Harley et al, 2010, p. 632). However, studies conducted on the citation rates of OA journals have agreed that citation rates in OA journals for the sciences are equal to or greater than that of their traditional counterparts (Wray, 2016; Sotudeh et al., 2015; Togia & Korobili, 2014). Consequently, researchers in the sciences are less likely to encounter any tangible issues with the citation rates of OA journals, although they have concerns about this. Although researchers in STEM fields have reasons to be wary of publishing their works openly, they continue to adopt OA at a much faster rate than those in the humanities, and have more opportunities to do so. The next section will address the concerns that scholars in the humanities have regarding OA.

2.6 Concerns for Researchers in the Humanities

Studies about why humanities researchers are less interested in adopting OA than researchers in the sciences are not uncommon. For example, Eve (2015) cites the "anxiety of irrelevance" felt by humanities researchers as a major factor in their compulsion to follow traditional publishing models, stating that scholars in the humanities have the tendency to feel that their works are less valued than those in STEM fields, and that they must therefore work harder to validate their work's importance (p. 726). This is a common thread in discussions on humanities

researchers' involvement in OA publishing, with multiple authors arguing that scholars within the humanities do not believe that the public value their work enough to read it, even if it were free (Beals, 2013; Stevens, 2013). Nevertheless, others have argued that the public would come to appreciate and involve themselves in discourse with the humanities more if they were provided a more affordable option to do so (Gross & Ryan, 2015; Fitzpatrick, 2012). Regardless of which of these views is more accurate, scholars in the humanities are divided in their beliefs on how OA could work for them.

For hundreds of years, the humanities have been the cornerstone of higher education, providing a venue for academics to challenge the status quo and to contribute to the “understanding of the human condition” (Hazelkorn, 2015, p. 25). However, over time scholars in the humanities have become uncertain about their place in society, as researchers in the sciences have been valued more highly by funding organizations and academic institutions alike (Eve, 2015). As these changes have been occurring, challenges have become evident that make the adoption of publishing innovations, like OA, difficult for scholars in the humanities. For instance, tenure and promotion in the humanities are tied very closely to monograph publication (Fyfe, 2013, p. 644). These practices may not seem to impact OA adoption, since open monographs are now an option available to scholars; however, OA has traditionally focused on scholarly articles, not monographs, and this made it more appealing for scholars in the sciences (Potvin, Coble, & Shirazi, 2014, p. 5). Because OA publishing has only recently begun to support the monograph, the main format in which scholars in the humanities publish, it has been difficult to persuade researchers in the humanities to make this change.

Even though humanities scholars have professed an interest in the ethics of OA (Beals, 2013), they have also noted that the current models of funding for OA articles are not economically

viable for them, since the humanities do not receive the same level of funding as researchers in the sciences (Stevens, 2013; Gross & Ryan, 2015). The concern that humanities researchers have with the cost of publication in OA journals is valid, but it also raises an issue because it assumes that all OA is accomplished through gold OA, and does not account for the fulfillment of OA mandates through depositing already published articles in OA repositories, the green option (Thiede, 2014). While open monographs also require author fees for publication, these fees can be covered by funds specific to open monographs as well as by those grants that were set up initially to cover the publication of OA journal articles (Collins, Milloy, & Stone, 2015, p. 14). Because of the various issues scholars in the humanities have with the fees that sometimes accompany OA publication, it is important for faculty to understand the paths open to them when publishing or depositing their works openly, so that they can avoid misunderstandings about how to acquire funding used for OA publishing. Consequently, different aspects of OA and how these aspects might affect scholars in the humanities are addressed in this study.

Another issue that has affected OA adoption in the humanities is that, until recently, there had been a lack of incentives for scholars in the humanities to adopt OA. Within the last six years, a monograph crisis began seriously affecting university presses. Despite the rising costs of academic journals, serials have continued to be purchased at academic institutions, and many institutions have allocated larger portions of their budgets to serials to keep up with the rising costs; however, this is not the case with scholarly monographs, whose purchases at academic institutions have been in decline (Ferwerda, 2010). The decline in monograph purchasing has created its own crisis, a “monographs crisis,” which has disproportionately affected scholars in the humanities (Tomlin, 2009; Holzman, 2016). With fewer academic libraries allocating portions of their budget to the purchase of scholarly monographs, university presses have been seriously

considering how they could make open monographs a viable option for their operations (Maron et al, 2016, p. 3). These changes have made it difficult for scholars in the humanities to publish and secure tenure, but if more university presses choose to participate in the open monograph movement, it could effectively revitalize the life of the scholarly monograph (Adema & Ferwerda, 2014). Whatever the outcome, scholars in the humanities have had good reasons not to pursue OA publishing in the past, and exploring the ways in which they are being supported now will provide useful information to this study.

2.7 Open Access Support

The support offered to faculty interested in OA is an important factor in how researchers react to OA publication for their own work. For this reason, it is important to explore the ways in which librarians are providing this support. Academic librarians, often departmental liaisons, have been shown to offer support to faculty by educating faculty about scholarly publishing options, advocating for the development of more funding opportunities for their institutions' faculty, and by supporting faculty with digital scholarship projects in other ways (Malenfant, 2010; Tzoc, 2016). One type of academic librarian that deals with scholarly publishing across departmental lines is the scholarly communication librarian (Thomas, 2013). The title of scholarly communication librarian is relatively new, but it has been growing steadily, with a large leap in the number of scholarly communication librarians occurring between 2013 and 2014 (Finlay et al., 2015, p. 18). It is also an essential role within the university, a librarian who supports faculty with copyright, OA, and other scholarly publishing matters (Xia & Li, 2015). Key aspects of scholarly communication librarianship include helping faculty with data management, OA advocacy, understanding copyright and intellectual property law, and general support for faculty research

(Xia & Li, 2015). With a large range of services centered in faculty publication and copyright, these librarians are uniquely qualified to talk about trends of scholarly communication in general, and about OA in particular.

There are many services scholarly communication librarians provide for their users, and these services have fluctuated over the past decade. A study by Radom et al. (2012) reviewed the support that librarians who work in scholarly communication provide for their communities, and found that 89% of the scholarly communication librarians they surveyed offer support for their users through education and outreach about copyright (p. 13). Furthermore, the same study found that most of the work done by these librarians fit three broad categories: “1) liaising, outreach, and support for author rights, 2) hosting and preserving digital content, and 3) digital scholarship support” (Radom et al., 2012, p. 13). While many of these job responsibilities remain an important part of scholarly communication librarianship, some changes have also been observed over the past five years in the responsibilities that scholarly communication librarians are given. Xia and Li’s (2015) study of scholarly communications librarian job postings from 2007 to 2014 found that major shifts occurred in job expectations for scholarly communication librarians, with work on policy development and faculty collaboration growing as responsibilities related to the development of digital collections became less prominent (pp. 18-19). Taking these changes into account, it is likely that the study conducted here might also become a product of its time, and no longer be relevant to the scope of scholarly communication in the following ten or twenty years. However, understanding the work that scholarly communication librarians do now could still prove useful as the field of scholarly communication continues to evolve.

One way in which scholarly communication librarians assist the faculty at their institutions is through the identification of grants and other funding opportunities (Bruxvoort & Fruin, 2014,

p. 28). Funding opportunities like these can take many forms, from grants to subvention funds, which cover the cost of a faculty member's first open monograph publication (Holzman, 2016). These funding opportunities are necessary for scholars in the humanities, in a market where scholarly monographs are becoming increasingly expensive to produce. As an S+R Report on the cost of monograph publishing has found, university presses are spending significantly more on monograph publishing than had been found by previous studies, with the full cost of production for some of the more expensive monographs reaching up to \$60,000 (Maron et al, 2016, p. 32). Although open monographs are a cheaper alternative to traditional scholarly monographs, covering the cost of their publication is still a concern for scholars in the humanities (Holzman, 2016).

Because of the apprehension that some scholars in the humanities have for paying fees for the sake of OA publication, it is beneficial that some organizations have implemented funding strategies and subvention funds to support faculty who are interested in publishing their monographs openly (Maron et al, 2016). One example of this is the subvention fund from the Association of American Universities (AAU) and the Association of Research Libraries (ARL), which grants funding to an institution and allows that institution to give out the funding to faculty for the publication of their first open monograph (Crow, 2014). Individual research universities, such as the University of Michigan, have considered similar funds. In fact, in a study of the viability of this kind of model, the University of Michigan found that humanities faculty at their institution were interested and excited about the idea of implementing a fund to pay for the publication of open monographs (Walters et al, 2015, p. 20). To understand how scholarly communication librarians participating in this study treat institutional support for faculty publishing, the survey asked librarians how they help faculty at their institution secure and locate funding for OA publication, and whether their institutions provide funds along these lines.

2.8 Open Access Education

Scholarly communication librarians also support their institution's faculty by educating them about how OA works, from hosting outreach events like Open Access Week (Thiede, 2014), to holding personal consultations about how to distinguish a legitimate OA journal from a predatory one (Zhao, 2014; Quinn, 2015). Besides these outreach activities, scholarly communication librarians also provide support for faculty in their compliance with OA mandates and policies (Pinfield, 2015; Potvin, 2013). The importance of scholarly communication librarians' partnership with faculty has been highlighted in other studies, such as the analysis of scholarly communication librarian job ads accomplished by Xia & Li (2015), which found that scholarly communication library jobs have been moving away from content development and copyright assistance recently, and have been focusing more on "collaboration with faculty and institutional stakeholders" (p. 21). This is an important aspect of librarianship to highlight here, since it shows that scholarly communication librarians often work closely with faculty who are interested in scholarly publishing innovations like OA, and that these librarians are often informed about how accepting of OA their institution's faculty are.

Zhao (2014) developed one study that explored ways in which librarians can support their faculty who are interested in OA. This study called for the acknowledgement of a new type of information literacy aimed at scholars, "scholarly publishing literacy," a term coined by Beall (2012), which refers to the information literacy needed to pursue scholarly publishing knowledgeably (Zhao, 2014, p. 9). Zhao (2014) argues that scholarly publishing literacy should cover a range of skills necessary to publish scholarly research openly knowledgeably, from an awareness of the different methods of publishing one's work openly to an understanding of the funding that covers these publications (p. 11). These competencies directly mirror the aspects of

OA that scholarly communication librarians handle, and the acknowledgement of this aspect of information literacy could aid librarians in their organization and implementation of education and outreach in the future.

One case study by Duncan et al. (2013) explored the need for education and outreach to faculty about scholarly publishing through the example of Utah State University's Copyright Committee, a committee of interested individuals from across the USU campus who developed an outreach program about copyright issues in academic publishing and policies for the university's library to respond to OA issues (p. 270). Duncan et al.'s (2013) overview of the Copyright Committee's efficacy showed that, by providing structured support for faculty interested in copyright concerns, both through outreach activities and through policy development, they were able to educate faculty across their campus about these topics (p. 280). They developed this committee in 2009, before the title of scholarly communication librarian was well-known across U.S. academic institutions, but the committee's composition and support structure mirrors the support that scholarly communication librarians were shown to provide in Radom et al. (2012). While the exact structure of support provided to faculty was different from the one explored here, the example of USU's Copyright Committee nevertheless showcases how providing education to faculty about copyright and scholarly publishing concerns can encourage change (Duncan et al., 2013).

Another study that has advocated for better education of faculty and librarians about OA is Coonin and Younce's (2010) survey of authors who had published in OA from 2007-2008. Their study attempted to determine if any trend existed among researchers who had opted to utilize OA publishing, and found that 56% of respondents would not publish in any journal where there was a fee for publication, despite this being a common practice to cover processing costs in many,

though not all, OA journals (Coonin, & Younce, 2010, p. 129). The study attributed this reluctance as being discipline-specific, affecting those in the humanities and social sciences more than researchers in the sciences, where fees are a more common occurrence across publications (Coonin & Younce, 2010, p. 129). These findings are significant because they show that, even early on, scholars in the humanities were reluctant to pursue OA publishing. However, these findings are less significant now, when more incentives have been created to encourage OA publication from scholars in the humanities.

In a more recent study conducted by Gross & Ryan (2015) about perceptions of OA amongst humanities faculty, they discovered that humanities faculty possessed a “limited knowledge about OA practices and outlets, but great support for the philosophy, tenets, and ethos of the OA movement” (p. 85). Although 66% of arts and humanities faculty in the study stated that they were aware of OA as an attractive option for publication, 86% of respondents on the same study had never published any of their works openly (Gross & Ryan, 2015, p. 82). This is an important finding, since it brings to light the idea that many scholars in the humanities do understand the positive aspects of OA, but are avoiding it for other reasons, whether those are due to personal beliefs about the viability of OA for scholars in the humanities or about misconceptions held about the medium at large. Gross & Ryan’s (2015) study concluded with an exhortation for better outreach to faculty from their academic librarians through outreach events or through more formal instruction services. Studies like this are important to consider because they show that over time, perceptions of OA among humanities scholars have not changed as much as they perhaps ought to have, considering the incentives that have been created to encourage more OA publishing among this group. Moreover, each of these studies has advocated for better outreach and education among these scholars about how OA works. By exploring the services provided by scholarly

communication librarians for their faculty interested in OA, the study being conducted here hopes to assess how the needs identified in these studies are being addressed by librarians today, and how they might be improved in the future.

2.9 The Current Study

There have been many studies over the years that have tried to discover why scholars in the humanities are less willing to publish their scholarship openly; however, very few have tackled the unique contributions that scholarly communication librarians provide to this demographic. This study has been conducted to further explore the state of OA in the humanities, and to understand the support being provided to scholars in the humanities by their institutions' scholarly communication librarians. By surveying these librarians, this study hoped to learn about not only what aspects of OA humanities faculty are currently utilizing, but also what new trends in scholarly communication might be beneficial for researchers in the humanities to take advantage of in the future.

Chapter 3

Methodology

3.1 Overview

The research questions this study addressed have explored the types of support that scholarly communication librarians provide to faculty interested in OA and the trends in scholarly communication and the publication habits that these librarians have observed among faculty in the humanities. This study explored these questions by surveying scholarly communication librarians who work at Association of Research Libraries member institutions about their perceptions of and experiences working with humanities faculty.

The study implemented a concurrent, mixed methodology within a Web-based survey. All the participants' data was collected anonymously and electronically through Qualtrics survey software. The qualitative data was collected through open-ended questions and quantitative data was collected through closed-ended questions. This approach was taken to provide a more nuanced look at the topics under investigation than might be accomplished through either qualitative or quantitative methods alone (Kalaian, 2011). The analysis of the data gained from this study was accomplished through two separate methods: grounded theory was used to analyze the qualitative data, and univariate descriptive analysis, sometimes called descriptive statistics, was used to analyze the quantitative data. By exploring the services provided by scholarly communication librarians for their institutions' humanities faculty, this study hoped to find information that could help others understand the support scholarly communication librarians are currently providing, and to learn how these librarians can provide support for humanities faculty in the future.

3.2 Sample & Sampling

The population selected for this study consisted of scholarly communication librarians at institutions that are members of the Association of Research Libraries (ARL). Scholarly communication librarians were the population targeted for this study because their positions afford them a unique perspective on how trends in scholarly communication, particularly concerning OA, develop among their institutions' faculty. This is notable because the research questions for this study concern the support for OA adoption that faculty members receive from their institutions. Furthermore, scholarly communication librarians were chosen as the population for this study because they have more knowledge of the overall scope of scholarly communication at their institution than, for example, digital humanities librarians, and would be able to comment on how scholars in the humanities at their institution might be more (or less) interested in OA than faculty in the sciences or social sciences.

The reason why scholarly communication librarians employed at ARL member libraries were chosen for this study is because of the standards for research and publication to which ARL member libraries are held. According to the Association of Research Libraries' (2013) membership principles, the ARL's mission is "to influence the changing environment of scholarly communication and the public policies that affect research libraries and the diverse communities they serve" (p. 1). Although the librarians themselves may not be members of the ARL, it is likely that institutions that are part of this organization would employ librarians who also conform to these standards. Furthermore, it has been found in a study by Thomas (2013) that ARL member libraries often have more widespread scholarly communication services than academic institutions that are not ARL members (p. 169).

To determine whether an individual would be suitable for inclusion in this study, the researcher explored each ARL member institution's library staff directory to ascertain that the institution's libraries employ a scholarly communication librarian. From the list of ARL member universities, 48 universities employed librarians who were identified within their staff directories as holding positions in scholarly communication. This was done by searching the job titles and listed responsibilities of individual librarians for those whose jobs most closely resembled the definition of "scholarly communication," as provided by the Association of College & Research Libraries (2003): "Scholarly communication is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use" (para. 1). The researcher of this study attempted to contact one librarian from each institution on the list of ARL member institutions that fit this criterion to ask for their participation in this study.

Once they were identified from their library's staff directory, the 48 librarians were sent a recruitment e-mail by the researcher (See Appendix B). This recruitment e-mail explained the basic purpose of the study and contained a copy of the study's informed consent statement, which was also included at the beginning of the survey (See Appendix C). Participants who were interested in participating were instructed to follow the link in the recruitment e-mail to reach the online survey.

3.3 Data Collection: Instruments & Procedures

Data collection for this study was accomplished through an online survey hosted on Qualtrics software. Qualtrics software was used for this study because of the applicability of its various applications for mixed method research, and because it is supported by the University of

Tennessee Statistical Consulting Office. Two weeks after the initial call for participation, the response rate was still rather low, at 22.9% participation, so the same librarians were sent a second link to the survey. The respondents agreed to participate in the study through the inclusion of an informed consent statement as the first question on the survey, a necessary inclusion in research that requires the use of information from human subjects (Gilman, 2011). For those who did not agree to the terms of the informed consent statement after reading through it, skip logic was applied to the survey so that the survey would reroute them to the end, rather than allowing them to supply data that could not be used.

The survey contained 21 total questions, among which there were four major sections: demographic information and job responsibilities, interactions with humanities faculty, scholarly communication trends in the humanities, and institutional support for OA. A mix of closed- and open-ended questions made up the survey, with closed-ended questions making up most of the 21 questions, at 16 total. In most of these questions, an “Other” category was included among the answers to allow participants to supply information when their preferred answer was not included among the options provided. The five open-ended questions in the survey were incorporated to gain information about the participants’ unique experiences and perceptions of scholarly communication at their own institutions (Kalaian, 2011). One of the most important questions within the survey, “What do you think needs to change to encourage more scholars in the humanities to accept open access?” was left open-ended so that participants could share their own thoughts on how scholars in the humanities engage with OA initiatives and how they personally believe these groups could be handled better. While multiple choice responses might have been provided by the researcher based on past findings of previous studies, it was more important, for

the sake of this study, to explore the unique perspectives of the scholarly communication librarians being surveyed.

3.4 Reliability and Validity

Another concern that had to be addressed in the methods for this study was its reliability and validity. Reliability and validity ensure that a study is reproducible and accurate, respectively (Bloor & Wood, 2011). They can be assessed through four criteria: the study's credibility, transferability, dependability, and confirmability. The first of these criteria, credibility refers to the extent to which the results of research appear credible to its participants (Punch, 2014). The credibility of a study can be handled in many ways, but this study chose to utilize a member check, also known as a member validation, to accomplish this. The member check was completed by asking participants who showed interest to look over the preliminary findings of the study and to report any inconsistencies between their understanding of their answers and the way the data was analyzed and visualized (Vogt, 2005). Six of the participants in this study (26%) indicated interest in participating in the member check, and were contacted after data analysis to provide their thoughts on the results of data analysis. Bryman (2011) noted that there are some difficulties that arise when conducting a member check. For example, the researcher conducting such a check should determine how much information to provide to participants, and how many alterations should be made after participant feedback is considered (Bryman, 2011, p. 633). Accordingly, the results of the survey were shared with the six participants however, only two participants replied with comments about the study. From these two participants, minor changes were made to the way the results are presented here, largely regarding the choice of graphs and the addition of some data that was originally left out. While it would have been preferable to receive feedback from each of

the participants who indicated interest in participating in the member check, this was impossible due to the lack of response from these participants after the completion of the project.

Confirmability, the second criteria for determining a study's reliability and validity, refers to the extent to which the results presented in the study reflect the study's data rather than the researcher's biases (Jensen, 2012, p. 112). The confirmability of a study can be ensured by showing that the data analysis procedures are grounded in the data itself (Jensen, 2012). The methods used in this study are well-known for their lack of additional interpretation of data besides that which is necessary to summarize and explore the implications therein. For example, grounded theory method has been praised for its effectiveness in analyzing data and generating theories in a clear and effective way (Urquhart, 2011, p. 351). Similarly, descriptive analysis, which was utilized in this study for the analysis of quantitative data, is used to summarize and quantify the data supplied in these studies, but should not provide any results that are not visible in the data (Onwuegbuzie & Combs, 2016). By using these methods, the researcher hoped to limit any interpretations imposed on the data that could not be verified.

The third of aspect of reliability and validity that must be addressed in a research study is that of transferability. This refers to the ability to take the same methods used within a study and to apply them in other settings (Punch, 2014). This is important to note since this study's population is so small, and moving the same kind of study to another context might change the overall shape of the data. Still, the transferability of this study was ensured by clearly explaining the methods used and the unique aspects of the population being studied. For example, scholarly communication librarians were chosen as the population for this study, but a similar research using the same methods could be conducted with other academic librarians. Although the exact scope and data used in this study are unique, its methods are reproducible and clear.

Finally, the dependability of a study refers to the consistency of the research process, from the development of the study to its conclusion (Punch, 2014). The dependability of a study can be addressed by tracking the changes made to the design of the study throughout its creation and implementation (Jensen, 2012, p. 209). The dependability of this study was ensured by explaining the procedures that were used in the study throughout its data collection and analysis processes, and by using memos throughout the process of coding data. Considering these reliability and validity concerns, this study has attempted to be as transparent as possible to create a study that can be useful as a base for future research into the support that scholarly communication librarians offer to humanities faculty.

3.5 Data Analysis

The data analysis for this study comes in two parts: one for the quantitative data, and one for the qualitative data. The quantitative data analysis for the study was generated using Qualtrics survey software, following the method of univariate descriptive analysis, and the qualitative analysis followed the grounded theory method as defined by Glaser and Strauss (1967). These two methods, although very different in their execution, were deemed appropriate for this study due to the overall population size under consideration and the format of the survey's results. For example, most of the open-ended questions included in the survey were answered with long, paragraph-length reports from the participants about their experiences. Because of this, a qualitative research strategy that allowed for more in-depth analysis without compromising the data was the most obvious choice for analysis, and grounded theory is one such method. The quantitative data, conversely, was gathered largely to gain a greater understanding of the scope of the scholarly communication librarians' responsibilities at their respective institutions, and to understand how

many of these participants had observed behaviors among their institutions' humanities faculty that were noted in the review of the literature. Because of this, it was important for each closed-ended question to be analyzed as simply as possible, which can be accomplished through univariate descriptive analysis.

Descriptive analysis is the simplest method by which quantitative data can be explored, and is used to summarize data rather than explain it (Onwuegbuzie & Combs, 2016). This type of analysis is accomplished through an analysis of the data through "measures of central tendency, measures of dispersion/variability, measures of position/relative standing, and measures of distributional shape," which can be used to describe the popularity, spread, or variances of the data present in the results of the study (Onwuegbuzie & Combs, 2016, p. 402). Univariate descriptive analysis, specifically, refers to the type of descriptive analysis that explores each variable in the data set individually (Kimball & Weisberg, 2011). Often, this type of analysis is followed by a bivariate descriptive analysis, which considers how different data points are related to one another across variables (Punch, 2014, p. 266). However, due to the small population being surveyed in this study, the researcher determined that any correlation found between separate survey questions' results might be purely circumstantial, and that exploring each variable individually would provide results rooted in the data more faithfully. Because of this, univariate descriptive analysis was chosen for the primary quantitative analysis in this study.

The qualitative analysis for this study followed the grounded theory method as outlined by Glaser and Strauss (1967) in *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Grounded theory refers to the methodology in which a study's data is continually reevaluated to create theories that are grounded in the data itself (Strauss & Corbin, 2008). This allows for new theories to be generated throughout the data analysis process rather than relying on

a single hypothesis derived from a preconceived understanding of the data under consideration (Charmaz, 2006, p. 28). By using grounded theory for the data analysis, the researcher hoped to better explore the beliefs and understandings of the librarians being surveyed, and not to impose the beliefs of the researcher on the results of the study.

The qualitative data from the survey responses was analyzed through a method commonly employed in grounded theory: the constant comparative method (Freeman, 2011). Glaser & Strauss (1967) describe the constant comparative method in four parts: “comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory” (p. 105). Through this method, data is continually evaluated to create and refine codes based on information present in the data that can be used to generate a theory (Glaser & Strauss, 1967). Most importantly, as these theories are being generated, they are constantly reevaluated and compared to other information that is still incoming. By doing this, the research can more easily observe trends in incoming data that has been observed in the data presented earlier, and the links between different sets of data can be input into codes more accurately. By reevaluating and recompiling the codes created throughout the analysis process, this study hoped to find not only how scholarly communication librarians are similar across their understandings of their humanities faculty, but also how these librarians’ experiences differ.

There are multiple coding schemes used in grounded theory, depending on the authors whose work one is following. For this study, Strauss and Corbin’s (1990) coding system was used, since this method has a more complete structure for its coding process than Glaser’s (1978) coding scheme (Thornberg & Charmaz, 2013, p. 164). Three steps are involved in Strauss and Corbin’s (1990) coding process: open coding, axial coding, and selective coding, respectively. First, open coding takes place, a process defined as “the labeling of concepts and categories during the early

stages of coding” (Benaquisto, 2012, p. 87). In open coding, all the information is combed through and main themes are identified and written down in memos (Strauss & Corbin, 1990). This can affect how future data is analyzed, and is usually addressed in theoretical sampling, the method of altering data collection methods to utilize new data noted in analysis (Strauss & Corbin, 1990). However, since this study takes the form of a survey with a limited population, the sampling could not be altered to accommodate new information brought up during the coding process. Instead, the concepts discovered during the open coding process were noted and watched for as replies to the survey continued to accumulate.

After open coding, axial coding was applied to the results of this study. Axial coding refers to the method by which earlier codes are assessed and compared to determine how the ideas relate to one another (Benaquisto, 2012). Strauss and Corbin (1990) describe axial coding as the type of coding in which “categories are related to their subcategories, and the relationships tested against data” (p. 13). This is done by observing specific incidents within the data and comparing these incidents against others to discover which categories are the most representative of the ideas present (Strauss & Corbin, 1990). This process can be particularly useful for determining which sets of ideas present in the data are the most relevant to the study’s purpose (Kolb, 2012). By following the axial coding process, this study was able to take the concepts identified in the open coding process and create more in depth categories than those supplied by the simple, line-by-line coding applied beforehand (Benaquisto, 2012).

Selective coding was the final coding process used in this study. As Strauss and Corbin (1990) defined it, selective coding “is the process by which all categories are unified around a "core" category, and categories that need further explication are filled-in with descriptive detail” (p. 14). This core category refers to the unifying aspect of the collected data that most closely

reflects the research questions that were identified early in the study's development (Kolb, 2012, p. 84). Selective coding was used in this study to determine which themes present within the earlier codes were most relevant to this study, and to create a working theory from the results of the data analysis.

3.6 Ethical Concerns

Prior to starting data collection, the University of Tennessee's institutional review board reviewed and approved the materials and methods used in this study. The completion of this ethics review ensured that the methods being used were fair and clear to the participants, by reviewing the documents and recruitment e-mails that would be sent to possible participants, and requiring the researcher to clarify or edit any misleading or confusing phrasing before data collection could begin (Gilman, 2011). Minimal risk was involved in this study, and the researcher took care to use language that would be understandable throughout the survey questions that were developed. To make certain that no question being used in the study would be offensive or confusing for these librarians, the researcher consulted the scholarly communication librarian at their home institution to review the questions used within the survey.

The privacy of participants is one concern that must be considered when handling personal information pertaining to their work. To ensure the privacy of this study's participants, the study's survey was anonymous, and any personal information provided by the participants that might link their responses back to themselves was removed from the final reported data. Anonymity is a useful tool for studies that utilize surveys, since they allow participants to express unpopular opinions without fear of repercussion (Kennedy, 2011, p. 29). Although this was not a major concern of the study conducted here, it was nonetheless useful for the participants to know that

their information was not tied to the data that they supplied, and that, where any information was supplied by them that could be traced back to them, it would not be present in the final report. By doing this, the researcher hoped to provide a more welcoming atmosphere for the participants, and to allow them to express their opinions and concerns openly.

Chapter 4

Results

4.1 Overview

This study's survey was open from late December 2016 until January 2017, for a total of five weeks. Of the 48 scholarly communication librarians identified as part of the possible population for this study, 26 individuals participated in the survey during the five weeks in which it was open. However, three of these respondents did not finish the final two thirds of the survey, and were not included in the final analysis. Consequently, the final response rate for the survey was 48%. Although this response rate is high, it is important to note that with such a small population, it was unlikely that the results of this study would reach the point of redundancy, since the population could not be widened once the data collection was completed.

4.2 Demographics & Job Responsibilities

The first section of the survey, entitled *Demographic Information and Job Responsibilities*, contained questions about the participants' current positions, including their job titles, the degrees they have earned, and the job responsibilities they perform at their institutions. All the questions in this section of the survey were quantitative. The most important of these questions, a four-part question about the job responsibilities held by scholarly communication librarians, is displayed in Table 2. According to the information gained from this question, the most common job responsibilities for these scholarly communication librarians are ones related to outreach, particularly educating faculty about Creative Commons and copyright concerns, which 100% of the respondents ($n = 23$) indicated was among the job responsibilities they hold at their respective institutions.

Table 2: Job Responsibilities

Job Responsibilities		
Outreach	<i>n</i>	%
Educating faculty about Creative Commons and copyright	23	100.0%
Hosting workshops for faculty about OA	22	95.7%
Planning and/or hosting Open Access Week events	22	95.7%
Developing LibGuides about OA	20	87.0%
Consultations with faculty about OA mandate and policy compliance	20	87.0%
Identifying valid OA journals for faculty	18	78.3%
Other (Please specify)	8	34.8%
Funding Support	<i>n</i>	%
Educating faculty about funding opportunities for OA publishing	17	73.9%
Educating faculty about subvention funds	11	47.8%
Identifying grants for faculty interested in OA publishing	8	34.8%
Other (Please specify)	7	30.4%
Other Liaison Activities	<i>n</i>	%
Consultations with faculty about general publishing concerns	14	60.9%
Consultations with faculty about OA	13	56.5%
Other (Please specify)	6	26.1%
Handling collection development and management	5	21.7%
Administrative Duties	<i>n</i>	%
Training	16	69.6%
Supervisory work	10	43.5%
Other (Please specify)	4	17.4%

Besides educating faculty about copyright, the most common job responsibilities identified in the responses to this question were ones related to other outreach services, including hosting workshops for faculty about OA (95.65%) and planning and hosting outreach events (95.65%). Many participants also provided information about other job responsibilities they hold at their positions that were not included in the survey's choices. Of the responses to the "other" category, the most common additions were those relating to policy development and institutional repository management, with 17.39% ($n = 4$) and 21.74% ($n = 5$) of the participants mentioning each of these, respectively. Other answers for this question included "developing online resources about OA (not LibGuides)," "leading the open education initiative on [college name] campus," and "budgeting and fundraising in the library," although these answers were less common and applied to the specific scenarios at these librarians' institutions. Nonetheless, understanding the range of responsibilities held and services offered by these librarians is useful when considering the ways humanities faculty are supported at their institutions.

The survey also included a question about the length of time in which the participants had spent working in scholarly communication. The results to this question showed that the largest percent of participants (39% or $n = 9$) had been working in the field for three to five years, during which time the field of scholarly communication has been growing steadily (Finlay et al., 2015, p. 18). In addition to this information, 8.7% of the participants ($n = 2$) indicated that they have worked in scholarly communication for less than one year, and 65.22% of the total participants ($n = 15$) indicated that they had worked in the field for three or more years.

These results provide useful information for understanding the level of experience held by this survey's participants. The respondents' wide-ranging levels of experience are useful for a study like this one since they highlight the differences between scholarly communication librarians

who are early in their career and those who are more experienced. Figure 1 displays the spread of the years the participants indicated they had spent working in positions related to scholarly communication.

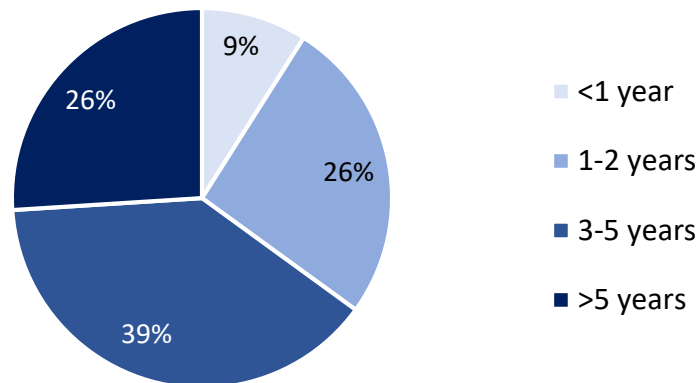


Fig. 1: Years Spent Working in Scholarly Communication

The survey also included a question about the degree(s) held by participants. This question was included to determine how many of the participants hold traditionally library-centered degrees, such as the Master's in Library/Information Science, how many have the more recently common Juris Doctor degree, and how many have other degrees unrelated to these. According to the results, most of the participants ($n = 19$) possess a master's degree in Library/Information Science from an ALA-accredited institution.

Additionally, 39.13% of the participants ($n = 9$) possess a master's degree in a field outside Library/Information Science. Surprisingly, the results of this question also revealed that only two of the participants in the survey possess a doctorate in law. This was unexpected because recent studies that have explored job postings for scholarly communication librarians have shown an

increased interest in applicants who have law degrees for scholarly communication positions (Xia & Li, 2015, p. 18). Table 3 displays the degrees held by participants at the time of the survey.

Table 3: Degrees Held by Participants

Degrees Earned	<i>n</i>	%
ALA-accredited Master's degree (MLS, MLIS, etc)	19	82.6%
Master's degree outside of Library/Information Science	9	39.1%
Ph.D. Outside of Library/Information Science	5	21.7%
J.D. (Doctor of Law degree)	2	8.7%
Other (please specify)	1	4.4%
Non-ALA accredited Master's degree (MLS, MLIS, etc)	0	0.0%
Ph.D. in Library/Information Science	0	0.0%

Finally, the first section of this study's survey asked the participants for their job titles. This was asked to see how many of the participants are labeled as scholarly communication librarians alone, as well as how many of those surveyed have administrative positions, and how many have other duties as part of their official position, such as liaison librarians for specific departments. While this is useful information, no useful results were gained from this question; therefore, these responses have not been included in this report.

4.3 Interactions with Humanities Faculty

The second section of the survey included questions about the participants' interactions with humanities faculty. These were included to establish how often these librarians regularly deal with humanities faculty and how much interest those faculty show for scholarly communication issues. The questions in this section were all closed-ended questions, but more allowances were made for participants to comment on their answers, since this section is concerned with why

scholarly communication librarians might interact with humanities faculty more or less, not only whether they do.

The first question in this section asked: *Approximately what percent of your meetings/ consultations with faculty about open access publishing take place with faculty in the sciences, social sciences, and the humanities?* Figure 2 below displays the results of this question. It is clear from the results that the participants in the survey often held fewer meetings or consultations with their institutions' humanities faculty than they did with faculty in the sciences. However, the participants did not indicate that they had spent much more time in consultations with social sciences faculty than with faculty in the humanities. In fact, the margin between humanities and social sciences faculty is quite small, with 56.5% of the participants ($n = 13$) indicating that they hold 26-50% of their consultations with faculty in the social sciences, and 43.5% of the participants ($n = 10$) indicating that they hold 26-50% of their consultations with humanities faculty. Still, consultations with faculty in the sciences were still more common for these participants, with faculty in the sciences receiving the only responses in the 51-75% and 76-99% categories.

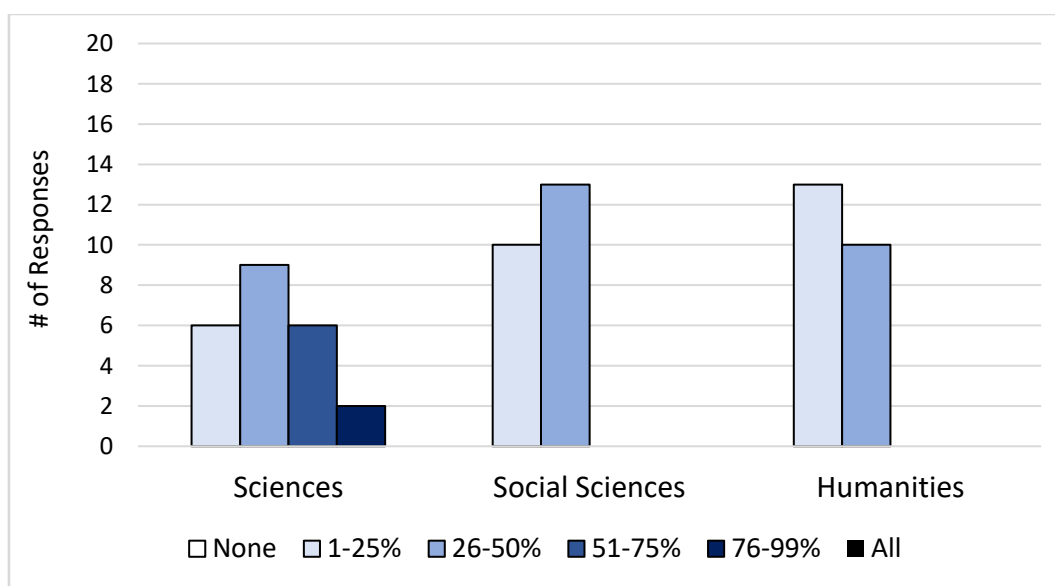


Fig. 2: Frequency of Faculty Consultations

While it may appear that most of the participants have significantly more consultations with faculty in the sciences than with either social sciences or humanities faculty members, it is also important to note that when comparing individual responses, 21.74% of participants ($n = 5$) selected the 26-50% range for each group. The high percentage of responses indicating that participants had consultations with faculty in the sciences, social sciences, and humanities 26-50% of the time might indicate that these scholarly communication librarians meet with faculty from various departments at the same rate, overall.

Although Figure 2 shows that some scholarly communication librarians interact more with faculty in the sciences than with faculty in other disciplines, the next question on the survey clarified the actual numbers of scholars in the humanities these librarians meet with on average. Specifically, this question asked: *In your time at this position, how many humanities faculty have expressed interest in open access publishing?* Figure 3 displays the responses for this question.

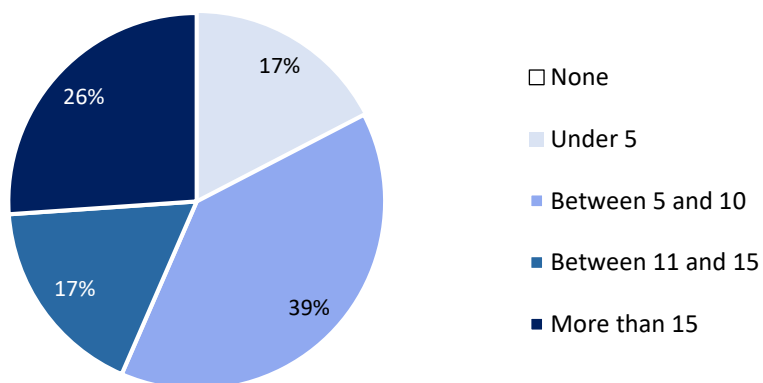


Fig. 3: Humanities Faculty Interested in Open Access

As the figure shows, the highest percent of participants stated that between five and ten humanities faculty at their institution had shown interest in OA in the past, with slightly fewer participants indicating that either under five or between eleven and fifteen humanities faculty

expressed interest. However, the most interesting result for the purposes of this study was the fact that the highest number available in the options, “more than fifteen,” obtained 26% ($n = 6$) of the participants’ votes. This might show that greater numbers of humanities faculty are showing active interest at many of these institutions, or it could indicate that these institutions serve a larger academic community than the other participants’ institutions. Regardless, since these numbers lack the context of the overall number of scholars in the humanities at these librarians’ institutions, it is not extremely useful for understanding the amount of interest expressed by the humanities faculty at these institutions.

The final two questions in the “interactions with humanities faculty” section asked participants about whether the number of humanities faculty they interacted with had changed much within the past three years, and if so, whether the number of scholars in the humanities they encountered had grown or shrunk during this time. 56.5% of the participants ($n = 13$) stated that the amount of humanities faculty they encountered in their work had changed, with 100% of these stating that more humanities faculty had begun showing interest in OA at their institution within the past three years. Comments left by participants on why they believed this increased interest among scholars in the humanities had taken place fell into three main categories: that scholars in the humanities had an increased interest in OA due to the growth of the digital humanities ($n = 3$), due to outreach and support from liaison librarians and scholarly communication librarians alike ($n = 7$), and due to a greater awareness of OA over time ($n = 2$). From these identified categories, a pattern emerged that would be echoed throughout the rest of the qualitative data in this study: support that emphasizes the unique needs of scholars in the humanities is a facilitating factor in educating humanities faculty about OA.

Of the thirteen comments left by scholarly communication librarians on why they believed that more scholars in the humanities had shown an interest in OA within the past three years at their institutions, 76.92% of these comments ($n = 10$) emphasized the importance of either targeted outreach efforts or the digital humanities, both of which are related to the applicability of OA for humanities faculty specifically. Examples of specific comments include the assertion that scholarly communication librarians are marketing their services through “outreach to liaisons about OA programing” and “outreach to the humanities,” with two comments also noting that humanities faculty have become more interested in OA at their institutions due to the rise of “open access monograph publishing” and librarian support to “help them publish original monographs” within the university. Besides working with humanities liaisons and catering to the specific publishing needs of humanities faculty, another aspect of targeted outreach was emphasized in comments like this one:

"We had an [event to celebrate the humanities] last year, and I had the opportunity through that to meet many scholars in the humanities whose work I admire, and I shared with them opportunities like the Open Library of Humanities. I also believe that it is because my own training is in the Humanities that I can relate to their concerns."

“Relating to the concerns” of humanities faculty, and understanding those concerns, appear to be integral to supporting these faculty members’ scholarly communication needs.

One final point was made in the comments of this question about the rise in scholars in the humanities’ interest in OA: the distinction between green and gold OA. One participant made it clear that by using the phrasing “open access publishing” throughout the survey developed here, the researcher was swaying the participants to consider gold OA above green OA, despite the positive outcomes that green OA holds for humanities faculty. Their comment is displayed below:

“Important: when you said "OA publishing" in the last two questions, I took you to mean "OA overall" (to include green OA and not to limit yourself to gold OA); our office

dedicates most of its time to green OA, very little to gold OA; when I said I've seen interest rise, mostly I meant interest in green OA, [though] I've seen interest rise in gold OA as well.”

This participant’s comment was important to take note of because it brought up a distinction in the way scholars talk about OA: should the emphasis be put on the green or gold option, and how can a researcher make clear to the participants in their study that they would like information about each? This comment also highlights the importance of phrasing in OA research, where “open access publishing” can refer to either OA in general or gold OA specifically. Since this study was interested in how OA overall could benefit humanities faculty, whether they choose to publish their works openly or to deposit previously published works in an OA repository, it is the hope of the researcher that other participants understood and answered the survey with both green and gold OA in mind, though in the future, the researcher will put more care into the phrasing used concerning this topic.

4.4 Scholarly Communication Trends in the Humanities

The third section of the survey contained questions about trends in scholarly communication in the humanities. The trends listed here were identified in the study’s review of the literature (Gardiner & Musto, 2015; Coble et al., 2014; Beals, 2013; Tomlin, 2011). Half of the questions in this section were qualitative. The first question on this section of the survey was: *Which of these trends have you observed among humanities faculty during your time working in scholarly communication?* Most participants stated that they had observed a growing awareness of OA publishing as a viable option for humanities scholars and calls for more funding for scholars in the humanities publishing openly, with 81.82% and 68.18% of the responses, respectively. The responses to this question are represented in Figure 4 below.

Besides a growing awareness of OA publishing as a viable option for scholars in the humanities and an interest in acquiring funding, the biggest trends observed by the participants in this survey were those related to open monograph publishing: a growing interest in open monograph publishing (63.64%) and a growing interest in subvention funds to support open monograph publishing (54.55%). The least observed trends, on the other hand, were a growing interest in OA publishing because of mandates and a growing frustration with the persistence of OA mandates, with 4.55% ($n = 1$) and 0% of the participants ($n = 0$) choosing each, respectively. This result was likely because there are fewer mandates in the United States that require faculty to adopt OA, with most of these mandates being targeted toward the sciences (Vaughn, 2013).

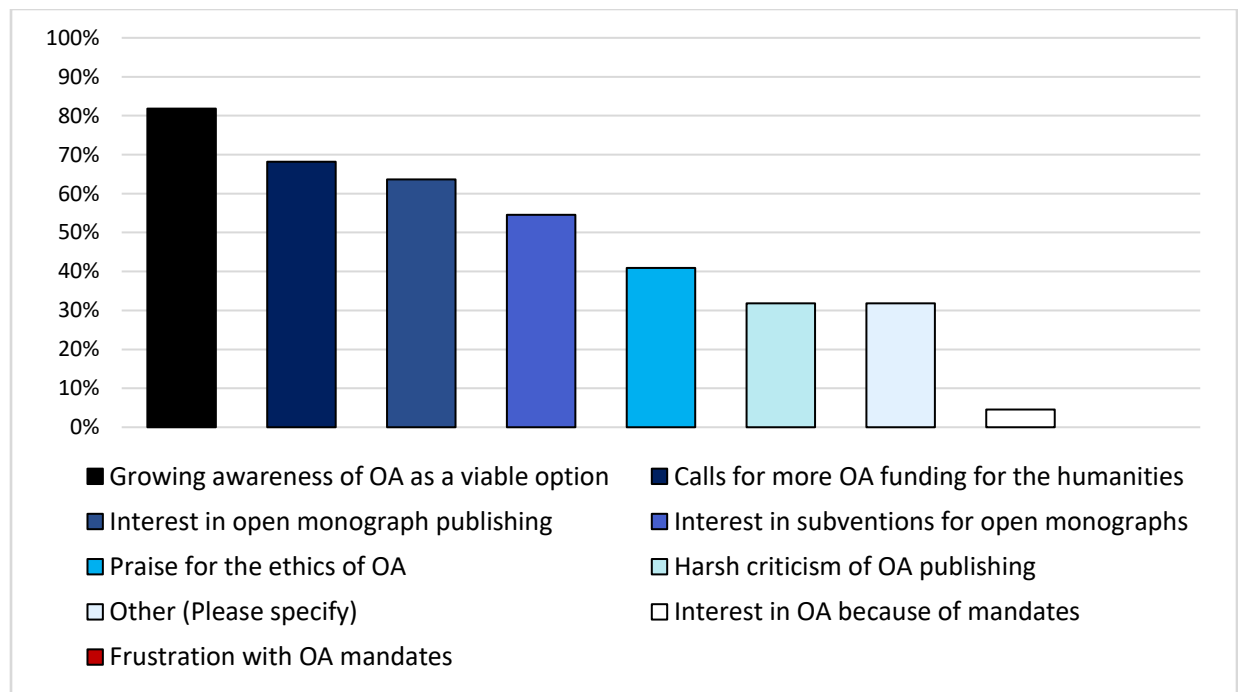


Fig. 4: Scholarly Communication Trends Observed in the Humanities

Other responses from this question noted that humanities faculty were often ambivalent toward OA, with reports that “humanities faculty [are] interested in OA, but it does not benefit them from a career standpoint, so they don't do it” and “[there is a] frustration with the disconnect

between OA publishing and T&P guidelines (i.e. not rewarded for publishing openly even though most people agree it's a good thing).” Two other responses to this question echoed this statement, meaning that 17.39% of the participants ($n = 4$) felt that humanities faculty members’ ambivalence toward OA was a trend with enough importance to add to this list.

Following this question, the survey asked participants which of the trends noted in the previous question they believed were the most impactful for humanities faculty, either positively or negatively. A Likert scale was used to see how participants would rate the impact of these trends. The answers for this question are displayed below, with the darkest colors representing the most negative impact because of the trend, and the lightest colors representing a positive perceived impact. As Figure 5 demonstrates, the trends with the most positive perceived impact were a growing awareness of OA as a viable option for humanities scholars and a growing interest in open monograph publishing, two of the more popularly observed trends from the previous question. Besides these, trends concerning funding, including an interest in subvention funds and calls for more funding for scholars in the humanities, were the second most positively rated trends. Of the more negatively perceived trends, frustration with mandates was the least negative, with 45% of the participants ($n = 9$) indicating that it has no perceived impact on humanities faculty. This result likely occurred because in the previous section, this trend had not been observed by any of the participants. The mean and standard deviation of the scores from this question are displayed in Table 5 (See Appendix D).

The next question in the survey was a three-part, open-ended question concerning how humanities faculty could benefit from using OA resources or participating in OA publishing themselves. The first part of the question asked the participants to note how humanities faculty

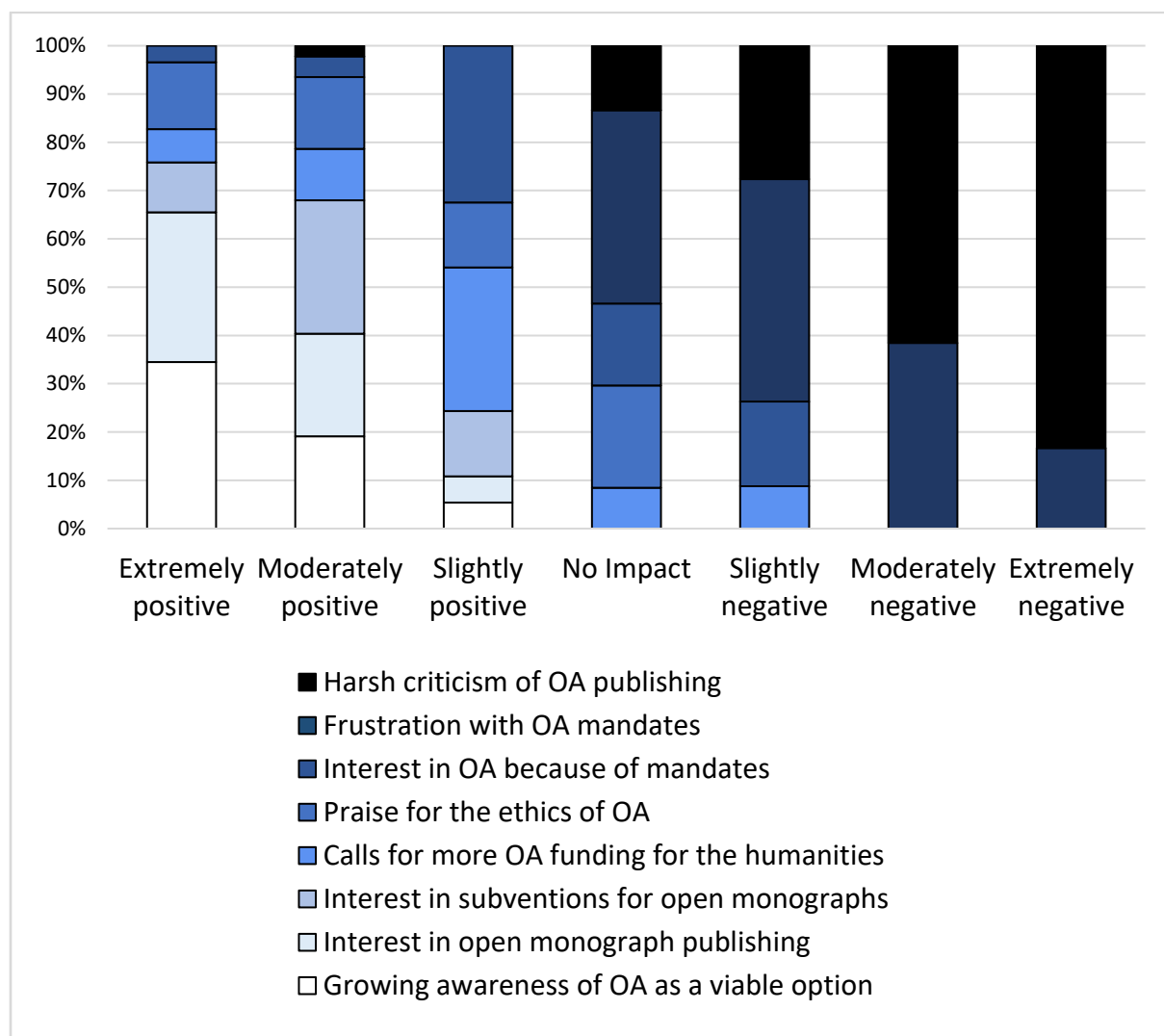


Fig. 5: Impact of Scholarly Communication Trends in the Humanities

could benefit from using OA resources in their teaching. Most of the answers for this question emphasized the benefits for students using open educational resources, with a few participants also noting that using OA resources for teaching “would increase general awareness of benefits of OA” or “would bring OA awareness to students.” While this impact is noteworthy, it is also not particularly useful for the context of this study.

The second and third parts of this question provided more interesting results about the possible advantages afforded to humanities faculty by using OA resources in their research and by publishing their own works openly, respectively. To explore the participants’ answers for these questions, common themes present in the participants’ answers were coded in the responses and explored further by examining the number of times specific terms were used throughout the comments. In the responses to the first section, *How do you think humanities faculty could benefit from using open access resources in their own research?*, most of the participants agreed that using open resources for research can help faculty get access to more resources than they might have access to through their institution’s subscriptions. Table 6 displays the total spread of terms present in participants’ answers, not including terms that were only present once or stop words such as “a,” “and,” or “the” (See Appendix E).

Furthermore, many participants noted that by using OA resources, scholars in the humanities could increase both their understanding of OA and the understanding of those around them:

“because then they [might] start to understand that open access is not equivalent to ephemeral research but that there are lots of OA resources available that are high quality, high impact, and credible resources. This then has an impact on what they assign their students and how they convey information literacy ideals to their students”

Further coding of the data from this question made it clear that one of the most valuable outcomes from humanities faculty utilizing OA for their own research is that this use increases these faculty members' understanding about the resources available to them through OA. This concept, that adopting OA will educate faculty about it, is technically true, but it provides a circular argument that might not be persuasive for many faculty members who are not already interested in OA.

The last part of this question asked: *How do you think humanities faculty could benefit from publishing their own works openly?* Coded answers revealed one major theme present in the responses to this question: exposure. This theme relates to the discoverability of faculty members' own research and the increased exposure for this research that OA affords them. Some of the participants mentioned the positive effect that having more works in the humanities available openly could have on the humanities, noting that "this could make the humanities visible to more people, which can get at the arguments scholars in the humanities are often forced to engage in about 'relevance.'" While the relevance of the humanities has been a topic of debate for the last several decades, this comment is problematic because it assumes that each discipline within the humanities is as "invisible" as the next, which is not the case. Nevertheless, increased visibility for a researchers' work has been emphasized both by these participants and in past studies as a useful aspect of OA (Fitzpatrick, 2012).

Other participants responded in less detail, noting that "increased visibility, better metrics for tenure and promotion" and "more exposure and increased impact of their work" were both benefits that the humanities faculty at their institutions could gain from engaging in OA for the dissemination of their own work. To display the most common terms used in response to this question, a word cloud was created. The most common terms in participants' responses, not

including terms only used once, is visible in Table 7 (See Appendix F), and the word cloud itself is displayed in Figure 6 below.



Fig. 6: Outcomes of Open Access Publication

The final question from this section of the survey was an open-ended question that asked: *What do you think needs to change in order to encourage more scholars in the humanities to accept open access?* Open coding revealed many concepts present in the responses that, viewed alone, might lead someone to believe that there is no single need that scholars in the humanities would need fulfilled to become more invested in OA. Examples of responses from this question included “less emphasis on [the] monograph in performance evaluations,” “introduce a mechanism for institutional support of OA publishing,” and “I think we need to develop more open access funds for monograph subventions.” However, after the coding process was completed and the separate themes were considered as part of a whole, a theory began to emerge that encompassed these needs identified within the largest category of these responses: to become more invested in the open access movement, scholars in the humanities need to be able to benefit professionally from adopting OA.

Other comments from this question also emphasized the importance of updating promotion and tenure guidelines. For example, one participant argued that more public support for OA could help tenure and promotion guidelines start to change, stating:

“[tenure and promotion] boards need more education (and empathy) about just how different the publishing world is now than 15 or 20 years ago. More venerable presses need to do more experimentation with open. When [Cambridge University Press] and [Oxford University Press] are publishing open, it will be harder for scholars to see open as a threat to legitimacy.”

While there are other barriers to scholars in the humanities adopting OA than tenure and promotion guidelines alone, it is clear from the results of this question that most of the scholarly communication librarians participating in this survey do believe that tenure and promotion play a large part in whether faculty members choose to adopt OA. In fact, 69.56% of this survey’s participants ($n = 16$) mentioned tenure and promotion changes as necessary next steps toward humanities faculty accepting OA in the response to this question.

4.5 Institutional Support for OA

The final section of the survey covered institutional support for faculty interested in OA, from funding opportunities to policy. The first question about funding asked, *Does your institution provide financial assistance to faculty interested in publishing their works openly?* Most of the participants (68.18%) answered that their institutions provided financial assistance. From this question, these participants were asked what types of financial support their institutions offer to faculty interested in OA. The responses showed that most of the institutions that provide financial assistance to faculty do so through grants provided by their libraries to support gold OA, with 80% of the participants whose institutions provide financial assistance for OA publication ($n = 12$) choosing this option. Slightly fewer of the participants (33.3%) noted that their institutions

provide subvention funds for publishing open monographs, with most of these coming from another office of the institution, and 40% of the participants ($n = 6$) noted that they provide other financial assistance to faculty members.

Although open monograph publication receives less funding directly from the library at these institutions than OA journal publications, the answers provided by participants in the “other” category noted that there were other ways that their institutions supported OA publishing as well. For example, two participants noted that their libraries have memberships with journals and publishers that help the library to cover the cost of gold OA publications, and another participant noted that their university offers “gratis, high-level publishing services” for open monograph and journal publication at no cost to faculty members. The total responses to this question are displayed in Table 4 below.

Table 4: Institutional Funding Support

Institutional Funding Support	<i>n</i>	%
Grants provided by the library to support gold OA	12	80%
Other (Please specify)	6	40%
Grants provided by outside funding bodies to support gold OA	5	33.3%
Monograph subvention funds provided by another office of the institution	5	33.3%
Monograph subvention funds provided by the library	3	20%
Grants provided by another office of the institution to support gold OA	1	6.7%
Monograph subvention funds provided by outside funding bodies	1	6.7%

While the other participants were asked about the types of funding offered at their institutions, the seven participants who noted that their institutions did not provide funding for faculty interested in OA publishing were asked why they did not. The answers for this question were largely the same, with responses like “funding is not currently available” and “the library and provost have not chosen to allocate funds” being the most common. However, three of the

responses did not concern a lack of funding or available resources for these, but instead how this funding would be set up. One of the responses, for example, noted, “More than anything else, it's a structural question: ‘should the library provide these funds or should the schools/ departments?’” Another, looking at the question from another angle, stated, “Scholarly communications is a new position at [my institution]. I hope to persuade the university to do this in the future.”

The final question in this section was: *Which of the following best describes your institution's open access policy?* 56.52% of the participants ($n = 13$) indicated that their institution had an OA policy in effect, with 13.04% of the participants ($n = 3$) indicating that their institution has a policy in consideration but not yet implemented. The rest of the seven participants replied that there was no OA policy at their institutions, either in effect or under consideration.

4.6 Other Findings

The final question of the survey was perhaps one of the most illuminating. It asked: *Is there anything else you would like to share?* This question allowed participants to add anything else to the survey that might be useful when considering the OA environment at their institution, and the support they offer for faculty members interested in OA. One response to this question noted that humanities faculty are less knowledgeable about OA than faculty in the sciences, and that this lack of knowledge can create confusion among faculty members:

"...most humanities faculty that I've encountered don't really know what open access is. There is a lot of confusion about the term. Generally, I just encourage faculty to be open with their scholarship in whatever way works best for them--so, this could mean publishing in an OA journal, but it could also mean blogging about their work or posting a copy of their work on an academic social network like Academia.edu."

This encouragement to engage in whatever form of OA is most appealing to the faculty member in question is certainly positive, but it could also have some unpleasant results when paired with the lack of knowledge about OA that this participant described.

As another participant noted, “One of the problems we face with humanities scholars (and to a lesser extent with scientists) is the false belief that all OA is gold OA.” While reinforcing an interest in gold OA can have a positive impact on some humanities faculty members who are interested in publishing their work openly, doing so without also educating them about other options that might be more useful to them can also hinder their understanding of what OA entails. Still, based on the responses to the earlier question regarding the job responsibilities of scholarly communication librarians, major responsibilities that most of the participants in this study noted include outreach and education about OA, so the lack of understanding noted here might be due to a lack of interest on the part of humanities faculty members rather than a lack of effort on the part of librarians. In fact, the effort put forth by scholarly communication librarians to educate faculty is also noted in another response to this question, which stated:

"I'm not aware of all external grant awards to faculty that could be providing funds for faculty to publish OA. There's a weakness that needs to be explored for potential solutions. Another source of frustration is the huge amount of work it's now taking to educate the faculty about the OA policy, what that means, and provide strong encouragement for them to comply. We gave presentations at academic department meetings prior to the OA Policy adoption but now need to circle back."

This response has two main points: educating faculty about OA is a difficult and ongoing process that requires time and effort, both of which are not always accessible when a single individual oversees this education, and pointing faculty toward funding opportunities can be difficult when all the options available are not known or compiled in any one place. This latter point is interesting because it is not something that was noted by any other participant, yet it is an issue for scholarly

communication librarians, especially those working with humanities faculty who have shown a great interest in increasing their access to funding options for participating in OA publishing.

Other useful comments that arose from this question concerned outreach and publishing concerns, two of the more common threads in the results of this study. As one of the participants noted:

“As far as outreach to faculty goes, we strive to address the needs of as many as we can. I see scholars in the humanities quite regularly. Their landscape differs and therefore the nature of our consultations/outreach/presentations also differs, just as I talk differently to chemists than economists.”

This response mirrored earlier comments from participants about the importance of reaching out to humanities faculty in ways that cater to them specifically, and by taking their needs into account. While it would have been interesting to note how the consultations this participant noted were different from those they had with other faculty, it is still a worthwhile result to report on since it reinforces an earlier point that will be addressed in the discussion section of this paper: in order to engage scholars in the humanities and get them more invested in OA, librarians need to take into account the specific publishing needs that scholars in the humanities have, and how these needs differ across departmental lines, as well.

Chapter 5

Discussion

5.1 Key Findings

The results of this survey provided information about how some scholarly communication librarians interact with their institutions' humanities faculty, and how these librarians are currently supporting the scholarly communication needs of humanities faculty at their institutions. The answers to the job responsibilities question showed, for example, that most of this survey's participants provide education and outreach to faculty about OA and funding opportunities, and that all the study's participants offer education to faculty about copyright concerns. This mirrors the results of Radom et al.'s (2012) study on the organization of scholarly communication services, which also found that all of their respondents participated in "services to advise and educate authors about copyright, retaining rights, etc." (p. 13). The responses to this survey's question about scholarly communication librarians' job responsibilities helps to answer this study's main research question: *How do scholarly communication librarians support humanities faculty who are interested in open access?*

Other results that helped to answer this study's main research question were the results to question seven, which asked participants why they believed that more humanities faculty had become interested in OA within the past three years at their respective institutions. The answers to this question provided some clues into the types of outreach work that these librarians do, the support the librarians and faculty both receive from other librarians at their institution, and how they support humanities faculty who are interested in the open access movement. For example, most of the responses stated that they had seen more interest expressed by scholars in the humanities after reaching out to humanities faculty specifically, holding events that highlight the

needs and interests of scholars in the humanities, or after the inclusion of more digital humanities projects on their campuses. Each of these alone might indicate that humanities faculty at these institutions are finding unique ways to engage with the open access movement that caters to their individual needs; however, these responses could also point to an opportunity for scholarly communication librarians who are trying to reach out to humanities faculty: implementing targeted outreach and education services. Based on the results of the job responsibilities section of this and other studies, outreach and education about scholarly publishing issues is a major part of scholarly communication librarians' jobs (Radom et al., 2012, p. 13). However, the responses to this question about why humanities faculty are becoming more interested in OA indicates that targeted outreach services, including both events and consultations with faculty about how OA can be beneficial to them, have encouraged a growing interest in OA for these faculty members.

These responses also indicate a growing interest in OA from humanities faculty as well. Some changes within the humanities, such as the inclusion of digital humanities projects, have made faculty more aware of the ways that technology can be used in their research, and these kinds of disciplinary changes within the humanities have also likely contributed to the growing interest in OA exhibited by faculty at these librarians' institutions, and the outreach being offered to these groups now may be receiving more attention because of the willingness to participate from the faculty themselves.

The outreach and education services noted by participants are particularly significant in view of comments about their institutions' humanities faculty's awareness of OA. Three participants in this study noted on separate questions that humanities faculty have exhibited a lack of either interest or knowledge regarding OA. Zhao (2014) and Coonin and Younce (2010) also note this lack of knowledge about OA and the importance of educating faculty about scholarly

communication issues and scholarly publishing. The fact that more humanities faculty are exhibiting an interest in OA and in the outreach services offered by scholarly communication librarians points to a change within the disciplines themselves, and librarians can capitalize on this greater awareness by making sure that humanities faculty also understand the options open to them through both gold and green OA. By providing targeted outreach services, librarians can ensure that authors understand the paths open to them both traditionally and through OA so that authors can make the right decision for their own work, even if this means that researchers abstain from adopting OA, if it does not meet their needs.

Other major findings for this study concerning the support scholarly communication librarians provide to humanities faculty came from question eight, which asked what scholarly communication trends these librarians had observed among humanities faculty. Question eight revealed that most of the librarians surveyed had observed a growing interest in OA publishing among humanities faculty, an interest in subvention funds to support open monograph publishing, and an interest in open monograph publishing in general. Since monographs are so integral to the tenure and promotion process for humanities faculty, it is not surprising that these groups would be interested in open monographs (Hazelkorn, 2015). However, it is interesting to note that this interest is still growing, since monograph publishing in general has been decreasing after the monographs crisis followed in the wake of the serials crisis in the early 2000s (Holzman, 2016). This increased interest in open monographs may be due to the rise of open monograph publishing in university presses, under which publishing scholarly monographs openly has become more lucrative for scholars (Maron et al., 2016, p. 9). Nevertheless, while participants noted an interest in open monographs in this question, they did not mention open monographs in any other comments throughout the survey, except when talking about financial support for monographs. In

fact, one participant went so far as to say that scholars in the humanities should move away from the monograph as a standard for tenure and promotion altogether. This is notable because, although open monographs are a major aspect of scholarly publishing within the humanities, open monographs may not be as important to all scholarly communication librarians. One of the librarians in this survey did mention that their university offers open monograph publishing services, and they indicated that they are involved in this new OA option; however, it would have been interesting to see how the other participants felt about open monographs, for comparison. This topic may need to be explored further in the future, as open monographs become more common.

Other findings from this study show how some participants are responding to the needs of their humanities faculty through events catered to their institutions' humanities faculty and through services that cater to the kinds of trends noted in this survey. For example, in the answers to the final question asked of participants, *Is there anything else you would like to share?*, two of the participants noted the importance of publishing support at their institutions for OA publishing, for both gold OA and open monographs. One of these two participants stated that this kind of support was being considered at their institution, whereas the other noted that publishing support offered by the library itself, or in conjunction with the university press, would need to be implemented further at other institutions to support the needs of humanities faculty. Although green OA is also extremely useful for these faculty members, having publishing services available for faculty would also be valuable for humanities faculty, based on the results of this study. This kind of publishing support was also noted by one of the participants in the comments for question thirteen, which asked about the types of funding support offered by the librarian's institution. The second participant noted that their institution offered publishing services through which faculty can

publish articles and books openly without cost to themselves, a type of support that is especially applicable for humanities faculty interested in open monograph publishing.

The second research question for this study was: *What opportunities exist for humanities faculty interested in publishing or depositing their works openly?* This question was answered by the three-part question, question ten, which asked: *How do you think humanities faculty could benefit from...* Two parts of this three-part question, how humanities faculty could benefit from using OA resources in their research and how humanities faculty could benefit from publishing their own works openly, provided useful information about how the participants in this study see humanities faculty benefitting from OA adoption in different ways. For instance, most of the participants noted that scholars in the humanities could benefit from using more OA resources in their own research because these resources are accessible for faculty members at smaller institutions, whose institutions might not have subscriptions to every journal or article they need access to. Ethical arguments have often cited the importance of having scholarly research available to the public (Emmott, 2013), but considering scholars' ability to access this research is also vital for understanding the myriad ways in which OA adoption and the use of OA research could benefit research faculty. For example, Eve (2014) has argued, "those without access to library subscriptions, such as independent researchers, find themselves locked out of a pay-to-read system if they cannot afford the fees" (p. 2). These costs are effectively gatekeeping scholarly communication in some fields, particularly in more obscure fields in the humanities, where scholars may be affected especially negatively by not having access to the few works available in their specialty. Having access to more research through OA journal articles, monographs, and book chapters available through a variety of free venues would help these independent researchers and faculty at institutions with fewer resources to be able to actively participate in their fields.

Other benefits noted by participants were the benefits of scholars publishing their own works openly. This section found that scholars in the humanities could benefit by gaining more visibility, increased exposure for their work, and by publishing in a venue with more citation impact. These benefits are also mentioned in Sotudeh et al.'s (2015) study, which found that OA journals often have higher or equal citation rates to their traditional counterparts. Moreover, Hazelkorn (2015) has noted the greater exposure afforded by disseminating scholarly works openly, noting that this exposure is particularly beneficial for scholars in the humanities, since it could limit arguments about the “relevance” of the humanities, arguments with which scholarship in the humanities is fraught (p. 26).

The final research question for this study was: *What open access support do scholarly communication librarians think humanities faculty could benefit from in the future?* The most significant finding related to this research question was the fact that scholars in the humanities need incentives to become more invested in OA, particularly for those interested in publishing their works in an OA journal or as an open monograph, the gold option. This result came from the coded responses to two of the study's open-ended questions: *What do you think needs to change in order to encourage more scholars in the humanities to accept open access?* and *Is there anything else you would like to share?* Although there are many options available to scholars in the humanities besides publishing OA journal articles, having access to funding for research would still be a positive influence on their willingness to participate in gold OA, for the publication of both journal articles and open monographs. This is especially noteworthy since funding for OA in the humanities is so limited (Stevens, 2013).

Besides increasing funding for humanities faculty to publish their research openly, participants in this study noted that incentives for scholars in the humanities to adopt OA could be

created by updating the tenure and promotion guidelines that humanities faculty follow today to include OA support. In fact, one of the responses to this survey mentioned that scholars in the humanities could be better supported by taking the emphasis of tenure and promotion guidelines off scholarly monograph publishing; however, this de-emphasis of the importance of monographs could also cause some issues among scholars in the humanities for whom the monograph is still the preferred way of disseminating original research (Eve, 2015). The kind of change in tenure and promotion that the participants in this study called for in their comments could also be accomplished by advocating for the inclusion of open monographs as well as traditional monographs in tenure and promotion guidelines. Adema and Ferwerda (2014) have also argued for the inclusion of the open monograph in more discussions about OA publishing (p. 135). The inclusion of new publishing strategies alongside traditional ones could emphasize the similarity of these two types of publishing without removing a unique and integral part of research in the humanities.

A reconsideration of the tenure and promotion guidelines for humanities faculty is a necessary next step for the health of the open access movement in the humanities; however, this change will need to proceed within the individual departments of fields within the humanities, and librarians may have no say in how these changes proceed. Nonetheless, the difficulties posed by tenure and promotion guidelines in the humanities are important to keep in mind since they are an impediment to some humanities scholars' ability to adopt OA. Librarians should bear in mind these kinds of considerations when educating humanities faculty about OA, since librarians cannot expect faculty members to engage in a publishing process that is not supported within their discipline.

5.2 Theory Development

As the data for this study was analyzed through grounded theory method, a theory began to emerge based on the most common themes and concepts that were identified. Although this study's survey was fairly short and the open-ended questions were few, some common threads were identified in the answers that participants supplied to the open-ended questions included in the survey. Major categories noted during the open coding process came in two major categories: concerns and existing services for humanities faculty.

Among the concerns for humanities faculty, promotion and tenure concerns, funding concerns, and a lack of expressed interest were three of the most commonly identified themes. After these themes were identified, the comments that were coded as containing these themes were further analyzed, to see whether there were other circumstances surrounding these topics that could be tied to the issues themselves. For example, issues with tenure and promotion guidelines often appeared in comments where participants also mentioned that humanities faculty wanted OA to apply to their own work. This connection showed that among the participants in this study, at least, the call for tenure and promotion changes for humanities faculty are part of a larger pattern, one in which humanities faculty need tangible incentives to become interested in OA. This same theme applied to the funding concerns that were voiced in participants' comments.

One major issue that was noted in two of the qualitative comments to question 13.2, *Why doesn't your institution provide financial assistance to faculty interested in publishing their works openly?*, was the fact that when scholars in the humanities do not show an active interest in OA, funding to support OA publishing for these groups may be removed. Two separate comments on this question noted that although their university had set aside funding for monograph subvention or other forms of gold OA, since faculty had not shown enough interest in these funds, they had

been removed to use that funding in other ways. In some ways, this finding seems contradictory. Most of the participants noted in their comments on trends in scholarly communication in the humanities that scholars in the humanities have been increasing their calls for funding to support OA, and calling for more subvention funds to support OA monographs as well. Whether these faculty members wanted more funding, or whether they were aware of the funding available to them, was not mentioned in these participants' comments. These are issues that will need to be addressed in future research into this topic. Although scholars in the humanities need to show more interest in OA to receive funding from their institutions, scholars in the humanities' institutions also need to provide incentives to bring out that interest. This impasse might be one reason why humanities faculty have been hesitant to adopt changes like OA in the past: if their institutions are not willing to provide them with the support they need before they are in dire need of it, why should the faculty go out and participate in these new, riskier forms of scholarly communication and publishing?

Besides the concerns that participants noted were held by scholars in the humanities, the other major category found in the coding process was the set of existing services that participants noted they provided for faculty. From this list, the most popular themes were: targeted outreach services, publishing, and event planning. However, after these concepts were processed, each of these terms was found to have more in common with the first category than they were unique, so for the sake of clarity, they have been combined into a single topic here: targeted outreach services.

The responses that were coded as "targeted outreach" included a diverse array of services, from monograph publishing services to events to celebrate humanities research. However, each of these responses had a common thread: they highlighted the importance of tailoring library services and outreach to the humanities. While the sciences have been the default audience for OA since

its creation, now that more scholars in the humanities are becoming interested in its applicability in their field, it is necessary for outreach to this group to acknowledge the specific needs of faculty in the humanities. Coble et al. (2014) have also noted the need for more targeted outreach to the humanities. Their study found that scholarly communication work can be accomplished alongside more specialized projects, particularly those in the digital humanities (Coble et al., 2014).

Cooperating with faculty in the humanities, Coble et al (2014) argued,

“provides an opportunity for library scholarly communication not only to teach (in the form of advocacy and outreach), but to learn about the needs and concerns of scholars in the (digital and non-digital) humanities.” (p. 9)

Learning from faculty about what they need, and responding to those needs in kind, could benefit scholarly communication librarians who cater to an audience of scholars from various disciplines with several different sets of publishing needs. Cooperating with faculty in this way is an integral part of librarianship in general, and it is becoming more important for scholarly communication librarians as well. As Xia and Li (2015) found in their study of scholarly communication librarian job postings, collaboration with faculty is one job responsibility that has been growing more popular, while advocacy and outreach, which are still common, have been major aspects of the position for the past decade (pp. 20-21).

The services provided to humanities faculty by scholarly communication librarians seems to be useful in spreading information and increasing overall interest in OA, but the most successful services, and the ones highlighted by the participants in this survey the most often, were those that considered the needs of faculty in the humanities, and worked to highlight those needs and how OA can meet them. By taking it upon themselves to not only reach out to humanities faculty but also to personalize the information sent out to that group, many of the participants in this survey are doing a great job advocating for the growth of the open access movement in a field where it

has been neglected in the past: the humanities.

5.3 Unexpected Results

Some of the results that came from this study were surprising. The first of these came from the first section of the survey, on demographics and job responsibilities. Of the 23 participants in the survey, only two participants indicated that they possessed a law degree. This is surprising because many new jobs in scholarly communication require applicants to possess a degree in law, based on a study of scholarly communication job postings conducted by Xia and Li (2015, p. 18). This result may have to do with the fact that many of the participants in this study have been working in the field for more than three years, and the trend of hiring scholarly communication librarians with law degrees is still new; nonetheless, this finding was still surprising because it contradicted these other study's finding about hiring practices for scholarly communication librarian positions.

Although there were some unexpected results in this survey, none of them were particularly harmful to the study itself, and both unexpected results have possible explanations for their existence, largely based on the composition of this study's sample and the institutions with which they are affiliated. While these unexpected results are not particularly interesting, they are useful for understanding how a survey like this one could be altered for use in a future study.

5.4 Limitations

There are some issues with the results of this study that should be addressed. Even though this study had a 48% response rate, with so few participants overall, only 23 total, many of the comments made by participants could not be repeated or mirrored by others. Because of this, some

of the comments that were considered important findings for this study may have only been particularly representative of one or two participants in this study, rather than being representative of the whole population. Taking this into account, some of the conclusions found in this study will need to be explored in more depth before they can be proved conclusively, and none of the theories that are being proposed here are believed to be representative of all scholarly communication librarians or their services provided. With such a small total population, however, it was possible from the start that redundancy might not be reached in this study, and it is likely that even if 100% of the study's population had participated, the responses provided by participants may have varied greatly. Because of this concern, the aim of this study was not to reach redundancy; instead, the study aimed to understand the variety of viewpoints being presented by its participants, and to present these viewpoints as clearly as possible. To accomplish this, the methods chosen for data analysis were two methods known for their accurate representation of the information being studied: descriptive analysis and grounded theory.

Another limitation present in this study was the possibility of "non-response bias," an issue that occurs when a portion of a population cannot or will not participate in a study (Merkle, 2011). In this case, it is possible that scholarly communication librarians who do not interact with humanities faculty much or at all might have chosen not to respond to this study's survey due to its content and focus on the needs of humanities faculty. Because of this, any data about the percent of scholarly communication librarians who do or do not interact with humanities faculty often, or information from institutions where humanities faculty are particularly uninterested in OA, were not gathered. However, no effort was made during the sampling process to avoid any individuals who might have these issues, and no importance was placed either in the call for participation or the survey itself for the participants to have a positive view of humanities faculty and their

research, both of which should have reduced the possibility for non-response bias in the study (Merkle, 2011).

Finally, the last limitation that has been noted in this study was the fact that data from smaller, non-ARL libraries was not included in the study, which may have resulted in the exclusion of some differences between how smaller institutions and larger ones handle support for OA in the humanities. This was a necessary step to take to limit the population to only those librarians whose main function at their institution was to offer services related to scholarly communication. In smaller schools, these roles might be broken up among separate, liaison librarians, as proposed in Coonin and Younce (2010). Since this study was interested not only in what scholarly communication needs humanities faculty have but also how much support they receive from scholarly communication librarians who must split up their support among various departments, surveying liaison librarians who only work with humanities faculty would be less useful for this study. Because of this, limiting the population of this study to scholarly communication librarians at Association of Research Libraries member libraries was a necessary restriction.

Chapter 6

Conclusion

6.1 Conclusions

This study explored the ways that scholarly communication librarians support humanities faculty who are interested in adopting OA. It found that scholarly communication librarians are supporting scholars in the humanities by offering targeted outreach services through OA events and by advocating for funding and policy changes at their institutions that support the growing interest in open monographs that many humanities faculty are developing, as well as the growing interest in traditional green and gold OA venues that humanities faculty are exhibiting. The most important findings demonstrated that, to become more invested in the open access movement, scholars in the humanities need to be able to benefit personally from adopting OA, and scholarly communication librarians need to show scholars in the humanities how OA can benefit them. Although tenure and promotion guidelines in the humanities cannot be altered through the advocacy work of scholarly communication librarians alone, these librarians can support humanities faculty by showing them how OA can benefit them today and by working to create policies and support funding initiatives that can benefit humanities faculty in the future.

The support that the participants in this study offer to humanities faculty takes many forms. Besides the general consultations and meetings with faculty mentioned in the question about their job responsibilities, other types of support for humanities faculty mentioned throughout the survey are also noteworthy. For example, some of the participants support humanities faculty through direct publishing initiatives at their university, either through the library itself or through partnerships between the library and their university press. Other support offered by the librarians included the development, upkeep, and promotion of institutional repositories, where faculty

members can archive their work openly. Finally, OA programming, including event organization, meetings with specific departments about new opportunities like open education resources or institutional repository changes, were also mentioned as important aspects of support offered for faculty interested in OA.

This research has demonstrated that scholarly communication librarians provide support to the faculty at their institutions, not only through outreach and educational services, but through individual consultations and institutional support as well. Understanding the work that these librarians are doing and the support they offer humanities faculty may be useful for scholarly communication librarians and other librarians working in academic libraries as they develop new services or expand upon existing services to reach out to the humanities faculty members at their institutions. By reaching out and educating humanities faculty about the options available to them through OA, librarians may create a better environment for humanities faculty members who are already interested in OA and encourage humanities faculty who know less about OA to explore these options further. Even if not all scholars in the humanities decide to adopt OA for their own research, having more knowledge about OA will allow faculty to avoid misinformation, to take hold of opportunities that meet their specific needs, and to understand what options are available to them in the future. As one participant in this study noted, “Generally, I just encourage faculty to be open with their scholarship in whatever way works best for them.” This sentiment captures the kinds of support that humanities faculty can benefit greatly from: encouragement and education, not mandates. By supporting the scholarly communication needs of humanities faculty and educating them about the opportunities that OA provides, scholarly communication librarians and others can effectively support the scholarly publishing needs of the humanities faculty

members at their institutions without forcing them to adopt a new publishing method that might not be best for them.

6.2 Future Research

There are a few ways that research into this topic could be handled differently in the future. First, if a study like this is to be conducted again, it would be useful to contact both scholarly communication librarians and librarians who work with humanities faculty more regularly, such as digital humanities librarians and liaison librarians, to see how these groups might differ in their understanding of issues regarding OA in the humanities and how each group approaches the education of humanities faculty about OA. Because one of this study's participants mentioned that their background in the humanities was a major boon to them in performing outreach to this group, asking participants about their undergraduate majors and the subject of any additional Master's degrees they might hold could also provide interesting data.

Another possibility for future research would be to conduct a sentiment analysis into the perceptions that scholarly communication librarians, or other academic librarians, have concerning OA and OA in the humanities. This analysis could provide more insight into the feelings and concerns of these librarians, a topic that could also reveal any biases these librarians have toward topics related to OA, either positively or negatively.

Finally, it might be useful to explore how humanities faculty feel about these topics themselves. While this study was created to explore how humanities faculty are being supported by librarians at their institutions, understanding how the beliefs of librarians differ from their patrons regarding these OA services could also provide useful information that could be used to develop better outreach services and support in the future. Furthermore, the difference between

perceptions of OA in different disciplines within the humanities could also be studied. While research has been done into the perceptions of OA that faculty hold in different fields (Harley et al., 2010), studies into the differences among humanities disciplines have not been as common. Looking ahead, it will be interesting to see how the services already provided by scholarly communication librarians may change, and how humanities faculty in various disciplines may adapt to the continuing changes to the scholarly communication environment in their respective fields.

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Appendices

Appendix A: Survey Instrument

Support for Open Access in the Humanities: An Analysis of Current Approaches

Informed Consent Statement

Support for Open Access in the Humanities: An Analysis of Current Approaches

INTRODUCTION

You are invited to participate in a research study to explore the various services provided by scholarly communication librarians to their humanities faculty, and to explore the unique scholarly communication needs of humanities scholars publishing in open access.

INFORMATION ABOUT PARTICIPANTS' INVOLVEMENT IN THE STUDY

For this study, an online survey will be conducted which will ask questions about what types of services you offer to humanities faculty who are interested in open access publishing, and about the trends in open access adoption among humanities faculty which you have observed at your position.

The survey will contain both open- and closed-ended questions, and should take approximately 20 minutes to complete, but no survey should exceed 45 minutes of your time. The total time estimated for data collection is two months, though each participant should not need to spend more than 45 minutes of their time for the data collection procedures. After surveys have been submitted, your response will be assigned a random number, and your name and personal information will be kept away from the data used in the study.

Data analysis will be done through Qualtrics, with open coding of the qualitative data accomplished by the researcher, and the results will be reported in a discussion format utilizing quotations from the open-ended questions of the survey and presenting trends found within the closed-ended questions. You may be contacted at the end of data analysis, if you have indicated interest, in order to look over the preliminary results of the analysis and to ensure that your views are reflected in the results.

RISKS

While all responses will be kept confidential and in a secure location, since such a limited population is being surveyed, and there is a possibility that the participants' identities may become known. However, the survey will be anonymous, and no identifiable personal information should be tied to the data in any way.

BENEFITS

The benefits of this study relate to the field of information/library science at large, but also to scholarly communication in particular. With more information on the various ways in which scholarly communication librarians work with their institution's humanities faculty, a better understanding may be reached of what is needed from those working in scholarly

communication in catering to distinct academic disciplines, moving forward. As such, the benefits of this research are for the good of both the participants and their field of study.

CONFIDENTIALITY

The information which the study records will be kept confidential. Data will be stored securely and will be made available only to persons conducting the study unless participants specifically give permission in writing to do otherwise. No reference will be made in oral or written reports which could link participants' personal information to the study. If you indicate interest in being contacted for a final overview of the analyzed data, your e-mail will be stored separately and not tied to your answers on the survey.

CONTACT INFORMATION

If you have questions at any time about the study or the procedures, you may contact the researcher, Abbey Elder, at aelder7@utk.edu, and (423) 213-3703 or her advisor, Carol Tenopir, at ctenopir@utk.edu. If you have questions about your rights as a participant, you may contact the University of Tennessee IRB Compliance Officer at utkirb@utk.edu or (865) 974-7697.

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, the data supplied by you will be included in the final results unless you have indicated that you would prefer otherwise. If you express interest in having your information removed from the study at the time of your departure, all data supplied by you will be removed.

CONSENT

I have read the above information. I have had the opportunity to print a copy of this form. By clicking "continue" below I am consenting to participate in this research as outlined above.

IRB NUMBER: UTK IRB-16-03122-XM
IRB APPROVAL DATE: 12/18/2016

- ☐ Continue
- ☐ Do Not Continue

If Do Not Continue Is Selected, Then Skip to End of Survey

DEMOGRAPHIC INFORMATION & JOB RESPONSIBILITIES

Q1 Which of the following degrees have you currently earned? (check all that apply)

- ☐ ALA-accredited Master's degree (MLS, MLIS, etc)
- ☐ Non-ALA accredited Master's degree (MLS, MLIS, etc)
- ☐ Master's degree outside of Library/Information Science
- ☐ J.D. (Doctor of Law degree)
- ☐ Ph.D. in Library/Information Science
- ☐ Ph.D. outside of Library/Information Science
- ☐ N/A
- ☐ Other (please specify) _____

Q2 What is your job title?

- ☐ Scholarly communication librarian
- ☐ Copyright and Scholarly communication librarian
- ☐ Scholarly communications coordinator
- ☐ Head/Director of Scholarly Communication
- ☐ Other (Please specify) _____

Q3 How long have you been working in your current position, or in one with comparable responsibilities in scholarly communication?

- ☐ Less than 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ >5 years

Q4 Which of the following job responsibilities do you perform at your position? (Check all that apply)

Q4.1 Open Access outreach job responsibilities

- ☐ Developing LibGuides about open access (OA)
- ☐ Educating faculty about Creative Commons and copyright
- ☐ Identifying valid and appropriate open access journals for faculty interested in OA publication
- ☐ Hosting workshops for faculty about topics related to OA
- ☐ Holding personal consultations with faculty about OA mandate and policy compliance
- ☐ Planning and/or hosting Open Access Week events
- ☐ N/A
- ☐ Other (Please specify) _____

Q4.2 Funding Support for faculty

- ☐ Identifying appropriate grants for faculty interested in open access (OA) publication
- ☐ Educating faculty about funding opportunities for OA publication
- ☐ Educating faculty about subvention funds, which cover the cost of open monographs
- ☐ N/A
- ☐ Other (Please specify) _____

Q4.3 Other Liaison activities

- ☐ Collection development/management
- ☐ Holding consultations with faculty in your department about general publishing concerns
- ☐ Holding consultations with faculty in your department about OA
- ☐ N/A
- ☐ Other (Please specify) _____

Q4.4 Administrative job responsibilities

- ☐ Supervisory work
- ☐ Training
- ☐ N/A
- ☐ Other (Please specify) _____

INTERACTIONS WITH FACULTY IN THE HUMANITIES

Q5 Approximately what percent of your meetings/consultations with faculty about open access publishing take place with faculty in the:

	None	1-25%	26-50%	51-75%	76-99%	All
Sciences	☐	☐	☐	☐	☐	☐
Social Sciences	☐	☐	☐	☐	☐	☐
Humanities	☐	☐	☐	☐	☐	☐

Q6 In your time at this position, how many humanities faculty have expressed interest in open access publishing?

- ☐ None
- ☐ Under 5
- ☐ Between 5 and 10
- ☐ Between 11 and 15
- ☐ More than 15

Q7 Has the number of humanities faculty at your institution interested in open access publishing changed much within the past 3 years?

- ☐ Yes
- ☐ No
- ☐ N/A

Display This Question:

If Yes Is Selected on *Has the number of humanities faculty at your institution interested in open access publishing changed much within the past 3 years?*

Q7.1 Over the past 3 years, have you observed greater or lesser numbers of humanities faculty becoming interested in open access publishing, and why do you believe that this has taken place?

- ☐ More (Please specify) _____
- ☐ Less (Please specify) _____

SCHOLARLY COMMUNICATION TRENDS IN THE HUMANITIES

Q8 Over the last five years, some trends have become evident regarding humanities faculty members' attitudes toward open access. Which of these trends have you observed among humanities faculty during your time working in scholarly communication? (Check all that apply)

- ☐ Growing awareness of open access publishing as a viable option for humanities scholars
- ☐ Growing interest in open monograph publishing
- ☐ Growing interest in subvention funds to support open monograph publishing
- ☐ Growing interest in open access publishing because of mandates
- ☐ Praise for the ethics of open access publishing
- ☐ Growing frustration with the persistence of open access mandates
- ☐ Calls for more funding for scholars in the humanities publishing openly
- ☐ Harsh criticism of open access publishing
- ☐ Other (Please specify) _____

Q9 Which of the trends listed below do you believe has the most potential to positively, or negatively, impact humanities faculty?

	Extremely negative	Moderately negative	Slightly negative	No Impact	Slightly positive	Moderately positive	Extremely positive
Growing awareness of open access publishing as a viable option for humanities scholars	☐	☐	☐	☐	☐	☐	☐
Growing interest in open monograph publishing	☐	☐	☐	☐	☐	☐	☐
Growing interest in subvention funds to	☐	☐	☐	☐	☐	☐	☐

support open monograph publishing							
Growing interest in open access publishing because of mandates	○	○	○	○	○	○	○
Praise for the ethics of open access publishing	○	○	○	○	○	○	○
Growing frustration with the persistence of open access mandates	○	○	○	○	○	○	○
Calls for more funding for scholars in the humanities publishing openly	○	○	○	○	○	○	○
Harsh criticism of open access publishing	○	○	○	○	○	○	○

Q10 How do you think humanities faculty could benefit from...

- using open access resources for teaching?

- using open access resources in their own research?

- publishing their own works openly?

Q11 What do you think needs to change in order to encourage more scholars in the humanities to accept open access?

INSTITUTIONAL SUPPORT FOR OPEN ACCESS

Q12 Several universities have passed or are considering policies to encourage faculty to publish in OA venues. Which of the following best describes your institution's open access policy?

- ☐ An open access policy exists and is implemented at the university (Please describe)

- ☐ An open access policy is under consideration
- ☐ There is no open access policy, and none is being considered for implementation

Q13 Does your institution provide financial assistance to faculty interested in publishing their works openly?

- ☐ Yes
- ☐ No

Display This Question:

If Yes Is Selected on *Does your institution provide financial assistance to faculty interested in publishing their works openly?*

Q13.1 Which of the following does your institution provide to help faculty with funding for open access publishing? (Check all that apply)

- ☐ Grants provided by the library to support the publication of open access journal articles (gold OA)
- ☐ Grants provided by another office of the institution to support the publication of open access journal articles (gold OA)
- ☐ Grants provided by outside funding bodies to support the publication of open access journal articles (gold OA)
- ☐ Monograph subvention funds provided by the library
- ☐ Monograph subvention funds provided by another office of the institution
- ☐ Monograph subvention funds provided by outside funding bodies (ARL, Mellon, etc)
- ☐ Other (Please specify) _____

Display This Question:

If No Is Selected on *Does your institution provide financial assistance to faculty interested in publishing their works openly?*

Q13.2 Why doesn't your institution provide financial assistance to faculty interested in publishing their works openly?

Q14 Is there anything else you would like to share?

Q15 Would you be willing to be contacted after data analysis to provide your feedback on the results of this study?

- ☐ Yes (Please e-mail the researcher at aelder7@utk.edu to be included)
- ☐ No

Thank you for participating in this survey! Your participation has been greatly appreciated!

Appendix B: Recruitment E-mail

Dear [NAME],

I am a Master's student at the University of Tennessee's School of Information Sciences. I am writing to ask if you would be willing to participate in an online survey studying the support which scholarly communication librarians provide for humanities faculty interested in open access.

You have been selected to participate in this study because you are part of the population of scholarly communication librarians at a library which is a member of the Association of Research Libraries. Your participation in this survey would be greatly appreciated, and should take approximately 20 minutes, and no more than 45 minutes of your time.

A copy of the Informed Consent Statement which will be included at the beginning of the survey is available for your inspection as an attachment to this e-mail. It includes information about the confidentiality and subject of this survey. If you are interested in participating, you may do so at this link: [LINK TO SURVEY].

The final question of the survey will ask if you are interested in being contacted after data analysis in order to perform a member check. This will entail no further data collection, but, if you have indicated that you are willing, you will be asked to verify that the results of the data analysis reflect your answers.

If you have any questions or concerns about this project, feel free to contact me at my e-mail, aelder7@utk.edu or call me at 423-213-3703.

Sincerely,

Abbey Elder
Grad Student, Information Sciences
University of Tennessee, Knoxville
aelder7@utk.edu

Appendix C: Informed Consent Statement

Support for Open Access in the Humanities: An Analysis of Current Approaches

INTRODUCTION

You are invited to participate in a research study to explore the various services provided by scholarly communication librarians to their humanities faculty, and to explore the unique scholarly communication needs of humanities scholars publishing in open access.

INFORMATION ABOUT PARTICIPANTS' INVOLVEMENT IN THE STUDY

For this study, an online survey will be conducted which will ask questions about what types of services you offer to humanities faculty who are interested in open access publishing, and about the trends in open access adoption among humanities faculty which you have observed at your position.

The survey will contain both open- and closed-ended questions, and should take approximately 20 minutes to complete, but no survey should exceed 45 minutes of your time. The total time estimated for data collection is two months, though each participant should not need to spend more than 45 minutes of their time for the data collection procedures. After surveys have been submitted, your response will be assigned a random number, and your name and personal information will be kept away from the data used in the study.

Data analysis will be done through Qualtrics, with open coding of the qualitative data accomplished by the researcher, and the results will be reported in a discussion format utilizing quotations from the open-ended questions of the survey and presenting trends found within the closed-ended questions. You may be contacted at the end of data analysis, if you have indicated interest, in order to look over the preliminary results of the analysis and to ensure that your views are reflected in the results.

RISKS

While all responses will be kept confidential and in a secure location, since such a limited population is being surveyed, and there is a possibility that the participants' identities may become known. However, the survey will be anonymous, and no identifiable personal information should be tied to the data in any way.

BENEFITS

The benefits of this study relate to the field of information/library science at large, but also to scholarly communication in particular. With more information on the various ways in which scholarly communication librarians work with their institution's humanities faculty, a better understanding may be reached of what is needed from those working in scholarly communication

in catering to distinct academic disciplines, moving forward. As such, the benefits of this research are for the good of both the participants and their field of study.

CONFIDENTIALITY

The information which the study records will be kept confidential. Data will be stored securely and will be made available only to persons conducting the study unless participants specifically give permission in writing to do otherwise. No reference will be made in oral or written reports which could link participants' personal information to the study. If you indicate interest in being contacted for a final overview of the analyzed data, your e-mail will be stored separately and not tied to your answers on the survey.

CONTACT INFORMATION

If you have questions at any time about the study or the procedures, you may contact the researcher, Abbey Elder, at aelder7@utk.edu, and (423)213-3703 or her advisor, Carol Tenopir, at ctenopir@utk.edu. If you have questions about your rights as a participant, you may contact the University of Tennessee IRB Compliance Officer at utkirb@utk.edu or (865)974-7697.

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, the data supplied by you will be included in the final results unless you have indicated that you would prefer otherwise. If you express interest in having your information removed from the study at the time of your departure, all data supplied by you will be removed.

CONSENT

I have read the above information. I have had the opportunity to print a copy of this form. By clicking "continue" below I am consenting to participate in this research as outlined above.

IRB NUMBER: UTK IRB-16-03122-XM
IRB APPROVAL DATE: 12/18/2016

Appendix D: Table 5

Table 5: Impact of Trends in Scholarly Communication

Trends	Total	Mean	Standard Deviation
Growing awareness of open access publishing as a viable option	134	6.4	0.67
Growing interest in open monograph publishing	133	6.3	0.66
Growing interest in subvention funds to support open monograph publishing	124	5.9	0.62
Praise for the ethics of open access	115	5.5	1.08
Calls for more funding for scholars in the humanities publishing openly	110	5.2	0.94
Growing interest in OA because of mandates	101	4.8	0.93
Growing frustration with the persistence of OA mandates	66	3.1	0.96
Harsh criticism of open access publishing	50	2.4	1.28
Key: Extremely negative: 1 Moderately negative: 2 Slightly negative: 3 Slightly positive: 5 Moderately positive: 6 Extremely positive: 7			

Appendix E: Table 6

Table 6: Word Frequency/Outcomes of Open Access Use in Research

Term	# of Uses
access	8
resources	4
research	4
impact	4
students	3
sources	3
sharing	3
less	3
data	3
institutions	2
information	2
colleagues	2
library	2
others	2
easier	2
work	2
high	2
use	2

Appendix F: Table 7

Table 7: Word Frequency/Outcomes of Open Access Use in Publishing

Term	# of Uses
increased	6
impact	6
visibility	4
promotion	3
exposure	3
broader	3
tenure	3
work	3
disciplines	2
humanities	2
readership	2
awareness	2
citations	2
audience	2
quality	2
greater	2
better	2
reach	2
works	2
plus	2
high	2
need	2
get	2

Vita

Abbey Elder was born in Lincoln, Illinois. She received her bachelor's degree in Classics from the University of Tennessee in 2015 and her Master's in Information Sciences from the University of Tennessee's School of Information Sciences in 2017. She hopes to pursue a career in academic librarianship, and to continue researching issues related to scholarly publishing in the humanities throughout her career.