Introducing Scholarly Communications: A cross-departmental approach for reaching students and faculty

Anna Craft, Amy Harris Houk, and Sam Harlow. Azalea Coast Library Conference. May 27, 2020
HELLO!

Anna Craft
Coordinator of Metadata Services
UNCG University Libraries
arcraft@uncg.edu
HELLO!

Sam Harlow
Online Learning Librarian
Liaison to Kinesiology, Public Health Education, and Community and Therapeutic Recreation
slharlow@uncg.edu
HELLO!

Amy Harris Houk

Department Head, Research, Outreach, and Instruction
Liaison to the School of Education

a_harri2@uncg.edu
UNC Greensboro

- UNCG is a minority serving public university, one of the 17 campuses in the UNC System

- UNCG’s FTE is about 20,000 students, including approximately 3,600 graduate students*

- About 37% of graduate students are fully online**


**UNCG Office of Institutional Research, Fact Book Dashboard [https://ire.uncg.edu/factbook/dashboards/](https://ire.uncg.edu/factbook/dashboards/)
The University Libraries are staffed with ~90 FTE

Leader of collaborative, inter-institutional projects, including the Carolina Consortium and NC DOCKS

Research, Outreach and Instruction (ROI) is composed of liaison librarians that support academic departments with instruction, collection development, and consultations
Scholarly communications in the UNCG University Libraries

- No dedicated scholarly communications position or department
- Scholarly communications work is collaborative and decentralized. Personnel from multiple departments are involved, including:
  - Technical Services
  - Research, Outreach, and Instruction
  - Electronic Resources and Information Technology
Scholarly communication initiatives and support

- Open access institutional repository (NC DOCKS)
- Open Educational Resources (OER) mini-grants and other OER support
- Open Access Publishing Fund
- Open access journal hosting (OJS)
- Advising on author rights, copyright, fair use, and Creative Commons licensing
- Research Data Management (RDM)
- Training, education, and outreach on these topics and more!
Let’s start out with some questions!

Go to: www.menti.com

Code: 38 89 13
Overview

1. Scholarly communication education - why now?
2. Getting started
3. Training format
4. Training modules
5. Assessment and future directions
6. Questions and discussion
Scholarly communication: Why now?
Scholarly communication

“The system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use.”

-ACRL
Scholarly communication: why now?

Every year brings graduate students and other researchers who are new to this process.
Why is this especially important now?
Why is this especially important now?
ARL Urges Publishers to Maximize Access to Digital Content during COVID-19 Pandemic

Scholarly Publishing Community Has Role to Play in Protecting U.S. Healthcare Workers from COVID-19

COVID-19 SARS-CoV-2 preprints from medRxiv and bioRxiv

Early impact of the COVID-19 pandemic and social distancing measures on routine childhood vaccinations in England, January to April 2020

10.1101/2020.05.07.20094557 — Posted: 2020-05-11

Mobility trends provide a leading indicator of changes in SARS-CoV-2 transmission

10.1101/2020.05.07.20094441 — Posted: 2020-05-11


10.1101/2020.05.07.20094350 — Posted: 2020-05-11

bioRxiv is receiving many new papers on coronavirus SARS-CoV-2. A reminder: these are preliminary reports that have not been peer-reviewed. They should not be regarded as conclusive, guide clinical practice/health-related behavior, or be reported in news media as established information.
Scholarly communication training: why now?

Librarians are well-positioned to help our students, faculty, and other researchers understand the research and scholarship lifecycles, and we can help them responsibly contribute to these processes.
Getting started

Why, what, who?
Why did we start this training program?

- Organizational effort to increase professional development opportunities for graduate students
- Demonstrated needs for user education
- Faculty requests
- Opportunity to bring together expertise from multiple departments
UNCG faculty member: “It would be great if there was a session that would sit us all down and make us learn about ORCID and all this other stuff.”
What needs are we addressing?

Training and education about:

- Open access
- Researcher identity management
- Scholarly communication basics
- Scholarship metrics
- Research data management
- And more!
What populations are we addressing?

- Graduate students
- Faculty - especially new faculty
- Library personnel
- Other researchers
Who is involved?

- Coordinator of Metadata Services (Technical Services)
- Online Learning Librarian (ROI)
- Head, Research, Outreach, and Instruction (ROI)
- Liaisons (ROI)
What skills do the different departments bring to this work?

- Liaisons have direct connections to academic departments and communicate with them regularly about research services.

- Technical Services manages our institutional repository (IR), open access projects, and many other scholarly communication initiatives.
Training format

Based on feedback and other trainings, we developed a format!
Variety of Formats

- Workshops by request for courses or departments
- Digital Methodologies: http://uncg.libguides.com/digmethod
- Webinars: http://uncg.libguides.com/webinars
Delivery

**Face-to-Face**
- Computer lab, interactive

**Modules**
- Google Slides, LibGuide

**Virtual Meeting**
- Webinars, Webex, Chat, Recorded and hosted on YouTube
Digital Methodologies: Research

Zotero Citation Management

Free and open source citation management software that works on a browser extension and creates citations in many styles, as well as making a bibliography for dissertations or articles. In this workshop, participants will download the browser extension and application, as well as get experience searching, saving resources, and creating citations (in text and bibliography) in Microsoft Word and Google Doc.
- Zotero Guide
- Zotero Website
- Zotero Workshop Streaming Link

Open Access, Share your Scholarship

Learn how and why to consider sharing your work via Open Access, including funding to support publication in open access journals and how to evaluate the legitimacy of journals. We’ll also discuss NC DOCKS open access repository and support for research data management.
- NC DOCKS
- UNCG Libraries Open Access Guide

Open Access: Sharing Your Scholarship

Anna Craft
Coordinator of Metadata Services

http://uncg.libguides.com/digmethod/research
Successes of formats

➢ Provide online option even for face-to-face trainings
  ○ UNCG uses Webex and Zoom
  ○ Most virtual meeting tools have captioning options and videos can go in YouTube to be captioned later

➢ Synchronous and asynchronous module options

➢ Assessments (surveys) sent out after all the trainings
Training modules
Open Access: Sharing Your Scholarship

Anna Craft
Coordinator of Metadata Services
UNCG University Libraries
Objectives

1. Define open access (OA)
2. Understand the difference between open access and open educational resources (OER)
3. Identify OA and OER resources offered by the Libraries
4. Learn about other OA efforts supported by the Libraries
5. Locate OA/OER info on the Libraries’ website
6. Answer your questions about OA and OER
Research Identity: Managing and raising the visibility of your scholarship

Anna Craft, Coordinator of Metadata Services, UNCG University Libraries
Objectives

- Define research identity
- Understand why managing research identity is important
- Identify some freely-available and widely-used researcher identity management systems
- Select researcher identity management system(s) that are appropriate for you
Scholarship Metrics
By Samantha Harlow
UNCG Greensboro University Libraries
Online Learning Librarian
After this tutorial, participants will be able to:

1. Define key terms and concepts in scholarly metrics and altmetrics.

2. Discuss how alternative metrics expand a researcher's ability to demonstrate impact.

3. Access tools and resources (particularly those freely available) to begin gathering metrics and altmetrics for a scholarly product or researcher.
Scholarly communication

Anna Craft
Coordinator of Metadata Services
UNCG University Libraries
Objectives

1. Define scholarly communication
2. Understand the importance of scholarly communication on campus and in the larger world
3. Understand basics of the research lifecycle
4. Introduce components of scholarly communication work in an academic setting
5. Recognize scholarly communication efforts in the UNCG University Libraries
Research Data Management

Lynda Kellam  
Social Sciences Data Librarian  
lmkellam@uncg.edu  

Anna Craft  
Coordinator of Metadata Services  
arcraft@uncg.edu
RDM basics training

1. Recognize what research data management entails and why it is important for our research
2. Identify common data management issues
3. Learn some best practices and resources for managing those issues

Photo: Flickr user [janneke staaks](https://flickr.com/photos/janneke-staaks/) (CC BY-NC 2.0)
Assessment and future directions
Rate the following statements:

- The content of the workshop will be useful for me as a graduate student or ...
- I feel more confident about organizing my research using Zotero.
- I learned new concepts about sharing scholarship in academia.
- I feel more confident about managing my research identity online.
- I feel more confident about finding and using citation metrics and altmetrics...
- The content of the workshop was presented in an effective manner.
- The presenters engaged the audience effectively.
- The presenters were knowledgeable about the subject matter.
How to evaluate a paper as a scientist and how to register on different sites such as ORCID etc.
Simply being introduced to this topic so early in my studies has been invaluable.
The relationship between the different workshop elements was amazingly illustrated! Everything was super helpful! Thank you!
Virtual option was incredibly helpful. Provision of links in the chat to make following along easier.
Future: Research Tutorial
http://libapps4.uncg.edu/tutorials/

Introduction to Research

Find
Research Is a Process
Keyword Creation
Picking and Developing a Topic
Navigating UNCG Libraries Website

Evaluate
Evaluating Sources: ABCD & CRAAP
Popular and Scholarly Sources
Peer Review: Journal Articles

Use
Integrating Sources in Writing
Anatomy of a Scholarly Article

Advanced Research
Citation Management
Zotero

Popular and Scholarly Sources

What Are Scholarly Sources? What Are Popular Sources?

You are currently in the module on “Popular and Scholarly Sources” in a larger tutorial. Each research tutorial includes modules of topics related to the overall tutorial learning objectives. Please go through all the pages in this module by clicking on the “Next” button on the bottom of the page in order to progress. If you would like to track your progress, be sure to log in with your UNCG credentials at the top right of the module. Each module includes Quick Checks on every page. These Quick Checks do not produce a certificate; they are optional and do not track your progress. Certificates are created by completing a whole tutorial, so be sure to complete all the modules within a tutorial in order to generate a certificate. You can also take a screenshot of your progress page.

UNCG Libraries Research Tutorials Help

Time needed to complete this module: 10 minutes

Learning Objectives:
- Students will identify source formats relevant to their discipline, information need, and context.
- Students will categorize and contextualize sources based on format and purpose.

When you are asked to find sources of information for a paper or project, you may not know where to start. Your instructor may tell you that you must include a certain number of “scholarly” sources. But what does this mean? Simply put, scholarly sources have been through a more rigorous review process than popular sources. Check out this infographic created by UNCG librarians to get a sense of the differences between scholarly and popular sources.
Future module: Learning to recognize predatory journals and publishers
Improvements

- There was not negative feedback from workshop attendees, so we’ll continue with the material and add more modules.
- The biggest issue was limited attendance for the initial training, with 8 signing up and around 6 actually attending, so we’ll work more on marketing moving forward.
How has COVID-19 affected this effort?

- UNCG Libraries moved all services online starting in March 2020
- We consulted the Graduate School about setting up an online workshop in April 2020; they were concerned about student stress and “Zoom fatigue”
- Instead of a full workshop, we offered a 30 minute webinar on “Research Identity Management” which went well
- Future directions – online only for now
At UNCG, using multiple training formats for scholarly communications education has been beneficial and will continue!

Does your institution have scholarly communication training challenges or successes you want to share?
THANKS!

Any questions?

You can find us at:

- Anna Craft: arcraft@uncg.edu
- Amy Harris Houk: a_harri2@uncg.edu
- Sam Harlow: slharlow@uncg.edu