Library Connect Digest 2018

Elsevier’s Library Connect program thanks the librarians, information professionals and scholars from around the world who contributed to the webinars and newsletters in 2018.
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Librarians at the forefront of change in advancing information literacy in higher education

BY CLARENCE MAYBEE, PURDUE UNIVERSITY LIBRARIES | MARCH 29, 2018

Evolving landscape of information literacy

Academic libraries have advanced an educational agenda for over four decades to teach students general information skills, such as searching or evaluation. Building on this important work, libraries are now turning their attention to other important information literacy goals, such as enabling students to use information within different disciplinary or professional environments, or examining the role in-formation plays in various social or political contexts.

Highlighting the social and communal aspects of using information, the Framework for Information Literacy for Higher Education (ACRL, 2015) attempts to address some of these concerns. Other models go even further by linking information literacy to professional or societal goals for learning (Bruce, 2008; Lloyd, 2010; Whitworth, 2014). One model, “informed learning,” provides a framework for developing teaching strategies that leverage the relationship between information literacy and learning (Bruce, 2008), making it an excellent fit for addressing emergent goals for information literacy.

From information literacy to informed learning

The key idea behind informed learning is that students should simultaneously engage with new ways of using information while they are learning about disciplinary content (Bruce, 2008). For example, rather than assigning undergraduates to write a typical research paper, the teacher of a language and gender course taught students to trace how an issue, such as gendered humor, or sexist language in children’s literature, evolved through new research studies (Mabece, Bruce, Lupton, & Rebmann, 2017). What the students learned about the issue they explored was shaped by the specific way they were guided to analyze the information sources they collected. Informed learning experiences are guided by three principles:

1. Build on learners’ previous experiences of using information to learn
2. Emphasize learning to use information and disciplinary content simultaneously
3. Foster new awareness of both using information and disciplinary content (Bruce, 2008)

To advance information literacy using an informed learning approach, academic librarians need to be able to influence course assignments and lessons. To do this they must partner with classroom teachers, who have control of course curricula. Academic librarians at Purdue University have been able to build such partnerships by working with other units on campus to spearhead Instruction Matters:

Clarence Maybee is the author of IMPACT Learning available on ScienceDirect.

Browse book >
Purdue Academic Course Transformation (IMPACT), an initiative to make undergraduate courses more student-centered by creating learning environments that are more active and engaging.

In the IMPACT program, teachers, instructional developers and librarians work in teams to redesign courses. The librarians strive to integrate information literacy by helping teachers identify their goals for disciplinary learning, and then suggesting how students can engage with information to accomplish those goals. For example, one librarian partnered with a statistics instructor who wanted her students to practice analyzing statistical information they might come across in the “real world.” With an information technologist, they developed an assignment in which the students analyzed statistical information they encountered in the popular press by posting and commenting in a Facebook-like environment (Gundlach, Maybee, & O’Shea, 2015).

Informed learning on your campus

To advance information literacy using an informed learning approach, academic libraries need to locate the conversation about teaching and learning on their campus. This may be a course development program, such as the IMPACT program at Purdue, but could also take many other forms depending on administrative or faculty interests, including undergraduate research, competency-based learning, etc. In joining such an initiative, librarians must be careful not to promote information literacy for its own sake, but rather show how information literacy is supportive of the program’s goals. Integrating information literacy into courses using an informed learning approach will allow academic libraries to advance their institution’s goals for student learning and success.

Download Chapter 10 “Three Essentials for Implementing Information Literacy” from the book IMPACT Learning: Instruction Matters Purdue Academic Course Transformation.

This chapter describes three key elements necessary for advancing an informed learning approach. First, information literacy needs to be viewed as part of learning. When information literacy is understood to be part of learning, it follows that it needs to be integrated into courses in a way that allows students to use information to learn course content. To integrate information literacy into curricula, academic librarians must partner with teachers, who are able to make changes to courses. To locate teachers receptive to such changes, the second element necessary for advancing an informed learning approach is that academic librarians must identify where conversations about improving teaching and learning are taking place on their campuses. The third key element necessary for advancing an informed learning approach in higher education is developing collaborations with teachers.

References


The impact of library instruction on student success

BY MELISSA BOWLES-TERRY, UNIVERSITY OF NEVADA, LAS VEGAS LIBRARIES | JULY 16, 2018

This article is based on the author’s presentation in a recent Library Connect webinar titled “Library value: student success, research outcomes & collection impact.” The recorded webinar and slides are available here.

The Greater Western Library Alliance (GWLA) is a consortium of 38 research libraries located across the United States. In 2012 GWLA charged a student-learning task force to look at instructional interventions at member libraries and identify best practices that should be shared and built upon in order to maximize library impact on student learning and success. The task force gathered information from members and organized an event for GWLA members in 2013, where featured library programs shared their work on student-success projects. One of the outcomes of that meeting was an agreement to replicate a University of Wyoming study correlating library instruction with student success and retention, and GWLA members thought it would be particularly powerful to do a multi-institutional study to look at correlations between library instruction interventions and student-success measures including GPA, credit hours earned, and retention.

Correlation Between Library Instruction and Student Success

A group convened to begin the research project, led by Melissa Bowles-Terry of University of Nevada, Las Vegas. The research questions that guided design of the project were:

1. What effect does library instruction have on the retention of college students?
2. What effect does library instruction have on the academic success of college students?
3. What is the impact of specific library instruction methods on the retention and academic success of college students?

In 2014-2015, the first year of data collection, 12 institutions each submitted two sets of data for analysis. The participating institutions were:

1. Arizona State University
2. Baylor University
3. Brigham Young University
4. Kansas State University
5. University of Missouri
6. Southern Methodist University
7. University of Houston
8. University of Nevada, Las Vegas
9. University of New Mexico
10. University of Southern California
11. Utah State University
12. Washington State University

The data was cleaned, coded and merged. Results for the first year of analysis (2014-2015) were published in a 2017 white paper.
Highlights from 2014-2015

The GWLA Student Learning Outcomes task force analyzed the data from more than 42,000 first-time, first-year students and more than 1,700 distinct courses from 12 research institutions to determine the impact(s) of information literacy instruction integrated into course curriculum on several measures of student success.

Key findings include:

• Student retention rates are higher for students whose courses include an information literacy instruction component.

• On average, the first-year GPAs of students whose courses included information literacy instruction was higher than the GPAs of students whose courses did not include it.

• Students exposed to library instruction interactions successfully completed 1.8 more credit hours per year than their counterparts who did not participate in courses containing information literacy instruction.

Future Years of Study

This is the first year of a six-year longitudinal analysis to determine if these gains are sustained and built upon with additional information literacy instruction in higher-level courses, and the impact this might have on graduation rates. Future years will also examine which teaching methods consistently show the highest student gains, so institutions can tailor their instruction programs to maximize the success of their students. The task force is now working with 2014-2017 data and will soon release a midpoint report.
Information literacy resources for librarians and their library users — a 2018 update

OCTOBER 01, 2018

Find links to information literacy resources below to support your one-to-one, classroom and workshop training on topics ranging from literature search to the publishing process. This information literacy resource update refreshes and adds to resources from a popular 2017 article. For example, introduce your researchers to Researcher Academy, formerly Publishing Campus, with its free platform that provides guidance, knowledge and support to early and mid-career researchers.

From associations to universities, take advantage of the amazing work being done by your librarian colleagues around the globe and from various teams here at Elsevier. We also encourage you to share your favorite resources in the comments section.

**Project Information Literacy (PIL) website**

PIL is a nonprofit institute that conducts research studies nationally in the US about early adults and how they find, evaluate and select information for use in their courses. The website contains talks from experts, publications, research findings and how librarians are applying these findings in their outreach.

**Elsevier Researcher Academy website**

Librarians can take advantage of the resources on and point their researchers to this free platform that provides guidance, knowledge and support to early and mid-career researchers. E-learning modules and supplementary resources on topics such as funding, research data and writing help researchers navigate their research journey.

**Think. Check. Submit. website**

This is a cross-institutional and industry initiative to raise awareness with researchers about how to identify trusted journals for their research. Librarians can provide their researchers with a checklist — offered in 38 languages — to assess the credentials of a journal or publisher.
CILIP information literacy website

This website provides news, case studies, examples of best practice and freely available toolkits on information and digital literacy. It also links to the open access Journal of Information Literacy, the Librarians’ Information Literacy Annual Conference (LILAC) and the CILIP Information Literacy Group.

Information Literacy Concepts: an open educational resource

© 2017 Joyner Library, East Carolina University
Details: 61-page PDF

Promotional toolkits for library databases and tools

Discover free resources to use in your information literacy curriculum and to promote your Elsevier library resources online (video, webinars, email templates) and within the library (posters, quick reference guides):

- Download the ScienceDirect promotion toolkit
- Download the Scopus promotion toolkit

ACRL Information Literacy Libguide

This home of the ACRL Student Learning and Information Literacy Committee provides access the ACRL Framework for Information Literacy and its website, sandbox and listserv, as well as the Global Perspectives on Information Literacy white paper.
BOOK CHAPTER: Introduction to IMPACT Learning

VIEW CHAPTER: https://libraryconnect.elsevier.com/sites/default/files/IMPACT_Intro_Chapter.pdf
Let’s start with your early experiences. How did your LIS career begin?

I started my LIS career with a private consulting company that provided information systems and services to clients, mostly corporations. I then became an automation and systems librarian at the University of Hawaii. Both of those experiences, in very different environments, helped me decide that what I most enjoyed doing — research, online searching and teaching — would be best done as an LIS educator. After I took time off to get my PhD at the University of Illinois, I was lucky enough to get a professor position at the University of Hawaii’s LIS program, where I was until 1994, when I became a professor at the University of Tennessee. I have been involved with the “e” side of information from the beginning, starting in the mid-1970s as the main online searcher at the company I was working for, and then as teacher, critic, observer and researcher.

During the 28 years that you wrote *Library Journal’s* Online Databases column, what changes did you see in databases and how people use them?

It is hard to imagine now, but in those early days the ultimate users of the information didn’t actually conduct their own searches. Online databases were only for specialists who searched for information on behalf of their clients. Putting hardware, software and information sources in the hands of everyone had a remarkable and profound change. People expect instant, low-cost or free online access to whatever they need or want, whenever they want it. Service providers and systems have to work to meet those continually escalating expectations. Roles within the library — including educators, licensing negotiators, digital library builders, research partners, and systems integrators — have become more important.

More →
Given researchers are now largely accessing the information they need from their desktops, how has the scope of library services changed?

Libraries do not have a monopoly on providing access to information anymore, so they need to emphasize their value as providers of unique (digitized) content and as service providers, rather than as providers of published information that can be found elsewhere. That means an emphasis on locating, digitizing (perhaps), and preserving the unique content of their institution or region; information and data literacy education; integration of information content from a variety of sources; and personalized information and data services to their researchers and institutions that provide unique value to individuals and institutions. Many libraries now provide a link between the scholarship created by their researchers and the need of their institutions to demonstrate the value and impact of that scholarship, so assessment is an increasingly important role of libraries.

What recent trends have you seen in education and research that affect library and information science at the global level?

Libraries have changed, and education has changed to try to respond to those changes, if not driving them.

Programs offer more specializations now, including areas such as research data management, user experience testing, assessment, digital library development, embedded librarianship, digital scholarship/digital humanities, web design and digital archives, along with more traditional specialties such as children’s and youth services, information organization, and information retrieval. LIS professionals today need the conceptual generic basics, but they also need specialized knowledge and skills. Globally, LIS education is reaching out to a wide variety of faculty specializations. Research in LIS has also changed to recognize a wide variety of methods (qualitative as well as quantitative) with more focus on the human factor in information rather than just the mechanical or system side.

How will open science influence LIS education?

LIS education needs to address how open science issues, including open access and open data, affect scholarship, scholars and, ultimately, science and society. For example, there is the human side that involves helping researchers learn about and participate in the process, while recognizing their concerns. Librarians also need the technical skills to provide metadata services, manage institutional repositories and assist with research data management to further the open science practices at their institutions. Researchers are faced with funding and governmental regulations requiring deposition of data and articles in repositories. Information science professionals can help this happen by providing either repositories or links to repositories and helping researchers with the processes needed to deposit. Preservation is an important part of this as well. And the need for education about high-quality sources never goes away.

What challenges do LIS educators, students and researchers face today?

I see two major challenges: 1) anticipating future trends to provide education that will be relevant; and 2) deciding what specialities make sense for them to focus their energies on. Other challenges derive from these. These include keeping curriculum forward thinking and relevant, while not abandoning the traditional aspects; marketing their programs to reach a diverse group of students; working with potential employers to make sure their students are ready for jobs and will be hired, etc. A combination of class-room education and experiential learning is important.

Where do you see the LIS profession in 10-15 years?

I envision a continued basic curriculum that emphasizes organization, preservation, retrieval and services to individuals, along with the growth of specializations that can be quite focused and offered collaboratively using technology — in other words, more diversity in what students are prepared for. And, of course, continued use of a variety of leading-edge technologies for learning and for content. User Experience and assessment will underpin much of the professional work.

Would you like to convey any message to young LIS professionals?

This is an exciting time to be an LIS professional! Libraries and information services are changing, but libraries and librarians are needed more than ever to help people connect with high-quality information and to participate in the process of sharing and archiving their information and data. You are involved in changing services, conceptions of collections, and the image of the librarian.

Being connected with constituents — providing the services and collections they need — is more important than ever. At the same time, we should remember the important role of libraries in making sure that things are accessible far into the future. We are working for the past, present and future all at the same time. LC
A faculty member turns to you in a committee meeting and asks about locating grants and technology help for her digital humanities project. A student patron at the reference desk asks how to use a 3D printer. Your afternoon research consultation is about creating an infographic summarizing the findings of a graduate student’s thesis.

Do any of these scenarios sound familiar?

In the not-so-distant past, libraries were seen simply as repositories for information, the place to go to access facts, figures, and research. At academic libraries in particular, students would have expected they could write a paper with the information they gleaned there, or faculty may have authored a scholarly article in the course of their research. As technologies have advanced in the 21st century, the types of literacy and the variety of technology-supported research have expanded. Librarians are likely familiar with the concept of “creative activity” when it comes to defining research done at their institutions. Even in fields that are not often thought of as based in the arts or humanities, engaging in the production of scholarship is a largely creative endeavor, from conception of the idea to the production of the output.

The role of libraries in creative work

The library is seen as what sociology researcher Ray Oldenburg (1999) calls a “third place,” with the first and second places being a person’s home and office. A third place is a community anchor, a location that fosters interactions with others. As the purveyors of multiple modes of literacy on campus and the place where many already feel comfortable asking for help, the library is often a third place where students and faculty will come for research assistance. This kind of research may include the creation of video and audio, data scraping, 3D printing, the creation of media-rich websites, and more. Responding to this change, many libraries are dedicating spaces that go beyond the written word to provide services or teach skills to assist faculty and students in their creative endeavors. Librarians, once seen only as information locators, are being pressed into service as technology experts or research partners in this process of knowledge.

Library creative spaces

The term “library creative space” was coined by Eric Johnson of Virginia Commonwealth University in his 2017 chapter in the book The Future of Library Space. These spaces are areas set aside in libraries to foster creative work and focus on non-textual content creation. Johnson writes that “such spaces typically will offer: (1) dedicated space; (2) tools, materials, and equipment for use by patrons; and (3) some level of support, whether in the form of staff expertise and facilitation, classes and instruction, online resources, or some combination of those.” Library creative spaces take many forms, including digital media labs, digital humanities labs, “makerspaces,” data visualization labs, and knowledge markets.
This short article is the first in a series of Library Connect articles that will delve into emerging models for library creative spaces. Others in the series will define the different types of creative spaces and explore their formats, audiences, technologies, and services, with the goal of helping you to make a case for these spaces in your library. If you would like to learn more about library creative spaces or read case studies of innovative libraries that include a technology-rich space, consider picking up my new book Development of Creative Spaces in Academic Libraries: A Decision Maker’s Guide (2018) from the Chandos Information Professional Series.

References


Oldenburg, R. (1999). The great good place: Cafés, coffee shops, bookstores, bars, hair salons, and other hangouts at the heart of a community. New York: Marlowe.

In the past, the path to library management was considered open only to those who had paid their dues. The typical manager was a senior member of the team who was considered very knowledgeable about the business of their unit. This model still exists but is no longer the norm. It is now more widely understood that a manager who has particular skills and abilities can make a great deal of difference in engaging personnel and making their unit effective (Goleman & Boyatzis, 2008). It is now more common for libraries to hire external candidates for management positions and to seek candidates who have proven records of accomplishment as managers rather than promoting the person with the longest record of service in the unit. Combine this with an increased emphasis on innovation and presenting a more youthful image, and the result is that younger librarians are increasingly filling library management positions.

For a young librarian, managing more experienced colleagues can be a daunting situation. No doubt, some of your mature team members (both librarians and library assistants) may think you are not up for the job because of a lack of experience. In this situation, you will need to build trust with senior team members by seeking and acknowledging input, following through on promises, and consulting a broad group of team members before pursuing a new direction. Managing librarians from your own age cohort may also prove to be a challenge, particularly if some are former peers. You may need to set boundaries around friendships — including disconnecting on social media and spending less time together — in order to maintain a professional relationship with your team.

Working with senior library administration can be another challenge for a young manager. If administrators are looking to you to lead your unit through significant change and innovation on a short time-line, they may become impatient when you want to take time to build trust and buy-in. Additionally, they may not invite you to the table when important issues are being discussed due to assumptions about your level of knowledge and experience. Despite these challenges, young managers should avoid the trap of shifting the blame to administration when communicating decisions and new directions to their team. While this strategy might work in a limited way in the short term, eventually they will need to learn how to lead effectively and not rely on simply passing the buck.

Mentoring is essential for all managers, but particularly for young managers. It is most beneficial to seek out many different mentors and not just one. Kerry Ann Rockquemore (2014), president of the National Center for Faculty Development & Diversity, expressed this perfectly when she wrote: "[T]he idea that one person can meet all your mentoring needs and guide you throughout your career is a fantasy. So stop searching for that one special someone. Focus instead on building a broad and deep network of people who can assist you."

Just as everyone can benefit from having mentors, there are benefits to being a mentor. Young managers will be thrust immediately into roles where they are mentoring individuals from both their own and younger cohorts. They may also find themselves mentoring individuals from a more...
senior age cohort. This kind of mentoring relationship can be very valuable to the young manager because, as in any mentoring relationship, the learning goes both ways. Cross-generational mentoring can get multigenerational teams working more effectively and produce benefits for both the mentor and the mentee.

Taking on a management role can be a challenge at any stage of life or career, but doing it when you are among the youngest in a workplace can bring an additional age bias into the mix. This is particularly true in a field where the norm used to be that the manager was the most senior member of the team. Building a professional relationship with your team based on trust and respect, getting support through mentoring, and being a strong advocate (both for your team and for yourself) in dealings with library administration are essential to the success of young managers. LC

References


Many librarians have become active participants in their institutions’ research lifecycles. Librarians have the expertise to capture scientific knowledge as it is being created so it is managed and recorded for later dissemination, but their skills with managing research data vary. For librarians to effectively lead the application of research data management (RDM) solutions at their institutions, they need training to support all levels of librarians.

Elsevier has a 16-year legacy of bringing librarians together under the Library Connect program to share best practices and insights into LIS trends and technology. Recently Elsevier’s librarian outreach team has started to further evolve this community-driven model from driving awareness and understanding of changes to building skills and competency for some of the newer librarian roles and responsibilities. These changes are needed to keep pace with the rapidly evolving scholarly ecosystem, including the research data life cycle.

Several university libraries recently partnered with Elsevier to study the need for a Research Data Management Librarian Academy that could provide online RDM training. The team includes librarians from Harvard Medical School, Tufts Health Sciences, MCPHS University, Boston University School of Medicine and Simmons College. The project is co-led by Elaine Martin, MLS, DA, Director and Chief Administrative Officer, Countway Medical Library, Harvard Medical School; and Jean P. Shipman, MSLS, VP, Global Library Relations, Elsevier.

“Embarking on this quest to learn what training needs exist and to identify possible gaps in what’s available to librarians with this excellent coalition of librarians from the Northeast is going to benefit many throughout the world,” said Shipman. “A resulting one-stop shop for identifying what training librarians have access to will expand not only their personal expertise, but highlight their relevance to local institutions’ research initiatives.”

The team will compile an inventory of existing courses for academic librarians as well as researchers and conduct a needs assessment through interviews, surveys and focus groups to identify gaps in current training offerings and to identify what librarians and researchers need to contribute to their success. Library school involvement is critical to the project, and the team will also interview library and online school educators as well.

The project partners consider the project essential to gain efficiencies, meet growing RDM needs and address the librarian skills gap:

More
“The Francis A. Countway Library of Medicine at Harvard Medical School is thrilled to be part of such a dynamic partnership with Elsevier and my health science librarian colleagues. Creating a more efficient way to foster the development of RDM is incredibly needed and far overdue,” said Martin. “We are embracing the benefits of cooperating with one another and looking forward to a tremendous outcome.”

“This is a growing need for our institution and we are thrilled to be partnering with our colleagues to be at the forefront of training the next generation of library professionals,” commented Eric Albright, Director of Library Administration, Hirsh Health Sciences Library, Tufts University.

“Academic librarians have a long history of supporting the research process. As research has become increasingly data-driven, we are seeing an unfortunate gap in competencies and skill sets needed to fully integrate librarians into data management and health care analytics. I am excited to be part of an initiative with Elsevier and other academic libraries to develop a program that will help to address the continuing education needs of our librarians so that we can better support these rapidly developing fields,” explained Richard Kaplan, Dean of Library and Learning Resources, MCPHS University.
The digital media lab:
A library creative space for supporting multimodal assignment

BY KATY KAVANAGH WEBB, EAST CAROLINA UNIVERSITY | MAY 16, 2018

This article is the second in a series about creative spaces in libraries. To read the first article, which defines creative spaces, please visit the Library Connect article.

Where would you go if you were working on a creative project and needed to use digital video or audio software and equipment, but did not want to invest thousands of dollars to buy these high-tech products?

A library, of course!

One of the most well established creative spaces in libraries is the digital media lab. These spaces have been in some libraries for as long as 10 to 15 years. The roots of digital media labs are in the analog-to-digital switch. Early digital media labs included equipment that people used to convert information from one medium to another, including VHS to DVD, cassette to CD, or CD to MP3.

Over time, this kind of digitization has taken a back seat to full-fledged audio and visual production. Today’s digital media labs often include a room with a green screen for recording videos using a method called chroma keying; audio studio spaces with keyboards, amplifiers and other equipment for recording a musical demo; or even special setups for capturing series of still images to create stop-motion animation.

All of these techniques might be used to support “multimodal learning,” a term normally heard in English departments and writing centers. This concept is used to express the need to offer students many different modes of communicating an idea or turning in graded work. It encompasses non-digital media such as poems and plays, as well as alternative assignments that contain video, images and/or audio. Students may be asked to use software such as iMovie, VoiceThread or Audacity to produce a blog post, commercial or podcast — and librarians are being asked to help students learn these new tools.

Digital media labs usually have a lot of multimedia equipment and software, which might include plotter printers, microphones, cameras, and video gaming systems, in addition to the items listed above. It is also common for such spaces to include loanable technology, which may be taken out of the building and used for a project. For this reason, digital media labs can be quite costly to start up and maintain; a lab needs policies to make sure that equipment is returned in good condition.

The focus in the lab is to help people become self-sufficient in the technologies instead of providing services for the campus community. Therefore, digital media labs also include an education component in the form of drop-in workshops, expert presentations to classes, or one-on-one consultations. These are usually conducted by lab staff who have an IT background or by highly trained student workers. The audience for these spaces is the entire campus community, but with a special focus on students. The design of a lab normally includes individual studio spaces with sound-dampening materials so students can engage in multimedia audio and video editing.

My book, *Development of Creative Spaces in Academic Libraries: A Decision Maker’s Guide* (2018) from the Chandos Information Professional Series, includes a literature review and case studies that describe some innovators of the digital media lab model in the library field. They include Georgetown University’s Gelardin New Media Center, University of Illinois at Urbana-Champaign’s Undergraduate Library, and North Carolina State University’s digital media lab and production studios in DH Hill Library. A sample case study from the book is provided to Library Connect subscribers for the month of May.

We are pleased to offer our *Library Connect* readers an exclusive look at the book by providing a PDF of “Chapter 17: Case Study: Georgetown University, Gelardin New Media Center and Maker Hub.”

**References**

The digital humanities lab: A dedicated space to support faculty’s creative endeavors

BY KATY KAVANAGH WEBB, EAST CAROLINA UNIVERSITY | JUNE 11, 2018

This article is the third in a series about creative spaces in libraries. To read the other articles in the series, please visit the Library Connect article page.

Whether researchers are making use of text mining and analysis to look at works of literature from a new angle or creating an interactive webpage that delves into themes in a particular artist’s work, the new methodologies used in humanities research represent great technological strides. Digital humanities, or DH, is an exciting field that has gotten considerable attention in the academy and on college campuses in recent years, most notably for its methods of secure grant funding. These methods may require deep knowledge of programming, web design, and other technology-rich fields, which require faculty to engage in professional development or seek expert help. Libraries have responded to this need by offering a new type of creative space: the digital humanities lab.

A digital humanities lab is a space that includes technology such as multimedia software and high-powered computers. Some hybrid spaces, such as Georgia State’s CURVE (Collaborative University Research and Visualization Environment) lab, also have visualization screens. Another important aspect of DH labs is the types of meeting and work spaces they can offer to scholars. Duke University even offers lockers where faculty can store research materials. Most DH labs have a strong web presence that showcases the projects that researchers have created. The websites vary from blogs to digital collections (many of them created with Omeka software).

The main users of digital humanities labs are faculty members; however, graduate students and undergraduate students also use DH labs, usually for a dissertation or as when acting as research assistants for faculty researchers. Several DH labs give out mini-grants as a kickstarter for digital humanities projects. External grants are also common, with scholars applying for funding from the National Endowment for the Humanities in the US, or from the European Association for Digital Humanities in Europe.

Services and training are normally offered by specially trained librarians or faculty who are already engaged in DH research. These may take the form of one-on-one consultations, group consultations, or workshops. Graduate students with backgrounds in other fields, such as computer science, are sometimes employed to help fill in the knowledge gaps of full-time lab staff. A survey conducted by the company Gale Cengage and the publication American Libraries (2015) listed the following roles played by libraries in supporting digital humanities:

- Initial project development consultations
- Infrastructure for digital repositories
- Digital project management
- Grant writing / co-sponsoring grant applications
- Outreach and marketing
- High-powered computing
- Helping scholars plan for preservation needs
- Creating avenues for scholarly use and enhancement of metadata
- Working to spur co-investment in digital humanities across institutions
- Advocating coordinated digital humanities support across the institution (Cengage Learning and American Libraries, 2015)

More ➤
My book, *Development of Creative Spaces in Academic Libraries: A Decision Maker’s Guide* (2018) from the Chandos Information Professional Series, includes a literature review and case studies that feature some innovators of the digital humanities lab model in the library field. They include Yale University, the University of Wisconsin-Milwaukee, Duke University’s Ruppert Commons for Research, Technology and Collaboration (“the Edge”), and the CURVE at Georgia State University. Yale University’s webpage for its DH lab lists faculty projects; visit http://dhlab.yale.edu/projects.html. To see examples of projects at the CURVE, visit http://sites.gsu.edu/curve/.

We are pleased to offer our Library Connect readers an exclusive look at the book by providing a PDF of “Chapter 23: Case Study: University of Wisconsin-Milwaukee, Digital Humanities Lab.”

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**References**


Quick wins for library workshop planning

BY ZOE PETTWAY UNNO, UNIVERSITY OF SOUTHERN CALIFORNIA | JUNE 25, 2018

Hosting a library workshop can be exhilarating, especially when an engaged crowd is spilling out of your conference room. But it can be a bit discouraging when the instructors outnumber the attendees. This article offers a few tips from my years of hosting and presenting library workshops that will better your chances of having a winning topic and an enthusiastic audience.

Hop on hot topics

Last year I noticed a steady increase in coverage of predatory journals — in both scholarly publications and the mainstream media. I also received a few emails from faculty who had been invited to submit to journals and had questions about whether they were valid or predatory journals. Lastly, I presented a paper at a conference and subsequently started receiving spam emails from a publication inviting me to submit to its journal. This trifecta added up to a call to action on my part to develop a workshop on predatory journals. Questions from faculty and students are always a good indicator of a needed workshop. For Graduate students, frequently ask about citation management tools so we know that’s a constant need. However, there are different ways to present this information, and it’s worth thinking about what is most helpful for your audience.

Act on observations

We previously presented individual workshops for various citation management tools, and noticed several students showing up for all the workshops. I decided to do a combination session, where we would present all the tools, spending about 15 minutes on each one. Our participant numbers increased dramatically. We decided to team-teach so that the best-trained person could present each tool. For example, I took on the Mendeley portion since I had received specialized training on Mendeley.

Offer online options

To meet the needs of our university’s distance learners, we held an online version of the citation management workshop. Students could attend the live event online or view a recorded version.

Sometimes it’s the instructor who can’t be there in person. I recently recorded some brief videos — you can think of them as micro-workshops — to accompany an introductory chemistry course. I normally do these in the classroom, but my schedule didn’t match the instructor’s availability.

Partner for peak visibility

Faculty members will always be a key source of inspiration on workshop topics and a partner for publicizing them, but I also work with several other campus groups and departments. For example, I chair the scholarly communication interest group, which takes a lead on programming during Open Access Week in October. I participate in a data interest group, which lead to presenting workshops on research data management with a colleague in coordination with the Office of Excellence in Research. And I have worked with the Office of Excellence in Research to give provide training on increasing researcher impact through their mentoring workshop series for new faculty.
The Office of Graduate Studies is another key relationship, given that its students are heavy attendees of library workshops. This office partnered with us on the citation manager workshops, and we have presented other topics such as crafting your literature search. These groups help to uncover new workshop topics and get the word out to their students and faculty.

Don’t forget that vendors can be helpful too. For example, at a recent workshop focused on a chemistry tool, the vendor gave a demonstration, provided tips on grant writing and funding, and even created an event flyer.

**Promote in public**

Whether we create a flyer or a vendor does, we ensure it’s posted on bulletin boards in the relevant departments’ instructional buildings and faculty offices. I ask the Science and Engineering Library’s staff to post the information on the monitor near the library’s entrance, so it’s one of the first things that visitors see. I send it to relevant listservs and to department coordinators or my personal contacts among the faculty so they can circulate it.

**Leave them wanting more**

One piece of feedback from our two-hour workshops was that they were too long. Sometimes I give more information than is necessary because there’s so much I know about a certain topic, and I want to share it all. But that can be overwhelming for attendees. I have learned that if a workshop meets the key learning objectives, it gives the attendees some confidence in a topic and sparks their interest. If they want or need more, I make sure they know how to get in touch with me. Realistically, an hour is the amount of time most attendees are willing to commit unless it’s a deep dive into their discipline.

I hope you have found a few of these tips useful and urge you to share your own insights in the comments section below. LC
The data visualization lab: Library support for the graphical output of research information

BY KATY KAVANAGH WEBB, EAST CAROLINA UNIVERSITY | JULY 11, 2018

This article is the fourth in a series about creative spaces in libraries. For a definition of library creative spaces, read the first article in the series.

SAS, SPSS, GIS, NVivo, R: The names may sound like alphabet soup, but these data visualization software suites have helped libraries provide a new kind of creative space and a slate of services.

Data visualization is simply the representation of information—usually including a visual design element—so that other researchers can make sense of it. David McCandless, a data visualization expert and the author of two books about infographics, has said, “Personally, I find visualizations great for helping me understand the world and for sifting the huge amounts of information that deluge me every day.” (See examples of data visualization created by McCandless at https://informationisbeautiful.net.)

Data visualization services assist students and faculty in effectively displaying their statistical and research findings. Simple examples of data visualization might include an Excel graph that shows annual giving levels for a non-profit organization, or a map created using ArcGIS software and census data that displays average household income levels for a certain geographic area.

An academic library’s data services can range from a single librarian with these skills to a highly funded, technology-rich space. In libraries with a large data visualization lab, the space is usually staffed by librarians, IT staff and data scientists. They will offer one-on-one consultations, which may lead to multiple meetings with researchers who have additional data needs. The staff may also offer workshops for particular tools or types of analysis. The focus of the space should be on helping researchers learn a new tool or assisting them in their work, but not doing the data analysis or visualization work for them.

The University of Rochester’s VISTA Collaboratory is a well-funded data visualization space in the Science & Engineering Library of the school’s River Campus. The lab is part of the university’s Health Sciences Center for Computational Innovation (HSCCI), which is funded by the university, the state of New York, and IBM. Together, they have invested $30 million in this initiative. It includes a visualization wall that consists of an array of 24 monitors, is 20 feet wide and 8 feet tall, and has a resolution (50 megapixels) approaching that of IMAX theaters. The visualization lab has a direct high-speed fiber-optic connection to the university’s data center. (Office of Andrew M. Cuomo, 2014)

Although not all data visualization labs boast such incredible hardware, most dedicated spaces will include a large screen to display the possibilities for the visualization of data. The hardware might...
include touch-screen capability or the ability to show video in a near-360-degree immersive studio experience.

My book, *Development of Creative Spaces in Academic Libraries: A Decision Maker’s Guide* (2018) from the Chandos Information Professional Series, includes a literature review and case studies of some innovators of the data visualization lab model in the library field, including Duke University, Penn State University and Georgia State University. The CURVE at Georgia State is a hybrid model that also incorporates many elements of a digital humanities lab.

We are pleased to offer our Library Connect readers an exclusive look at the book by providing a PDF of Chapter 20, Case Study: Duke University, The Ruppert Commons for Research, Technology and Collaboration (Also Known as ‘The Edge’). LC

References


I was recently asked to draft a staff development policy for my university’s Library Services Department. The library staff are very proactive in seeking out and taking part in training and continual professional development (CPD), and at any one time we have awareness-raising and training sessions scheduled, staff lined up to attend professional conferences, and colleagues undertaking academic or accredited training programs. In addition, team members train each other in essential skills for using systems or software, and new employees are involved in induction training. This all makes for a wide variety of CPD activity, which is why the library management team thought it appropriate to develop a policy: so that we could have a strategic oversight over the training and development activities available to staff and ensure parity in accessing these opportunities.

I am in a very fortunate position, in that the driver for creating a staff development policy is an appetite for professional development. However, I am aware that others’ experiences of enabling and engaging staff in training and development is quite the opposite and that ambivalence, lack of enthusiasm and institutional culture can hinder a proactive training and development environment. Therefore, I think it is useful to start a staff development policy by questioning the need for CPD at all. Asking and answering “Why bother in the first place?” then allows discussion around the “How?” and “What?” of a policy.

**Why bother? What’s the point of staff training and development?**

For an organization to be effective and able to deliver its intended outcomes, its workforce needs to be skilled, competent and confident. In addition, the nature of libraries, across all sectors, means that they are subject to continual change, especially in today’s digital information environment. Similarly, the political and economic environments in which libraries operate mean that we need to be flexible, agile and continually evolving. In order for a library to embrace change, its workforce must continually develop its professional and technical skills. It could be argued that the ability for a library to sustain through strategically aligning itself with its parent institution is reason enough to bother with training and development, but there are many other reasons for library and information professionals to engage in CPD and for library managers to invest in it, including:

- **Motivation and morale:** Library managers should always strive to have a motivated workforce. This is fundamental to successfully delivering excellent services. Equipping staff with the essential skills they need to perform and fulfil their roles can contribute to this. This might seem obvious, but I’ve encountered many library staff who don’t feel they have the skills to do what is expected of them. We need to respond to the ever-changing digital information environment, whether that takes the form of supporting new software or systems, providing IT support to library users, or just remaining aware of the range of digital resources available to library users. If library managers don’t invest in training and development to meet users’ changing demands, they will be left with demotivated and demoralized staff who lack the competencies and confidence to do their job through no fault of their own.
• **Reward and recognition:** Because of budget concerns or other reasons, not many library managers can reward staff financially for great work or going the extra mile. However, CPD opportunities are another way to recognize achievements and reward staff for extraordinary work. For example, you might have a team member who is demonstrating management or leadership skills, even though their role might not require them. To recognize these skills (and the attitudes and behaviors that accompany them), you might invite this individual to participate in a leadership program. Or you might encourage a library staff member who has demonstrated some innovative or creative practice to respond to a call for papers for a conference and provide the opportunity and support for them to attend. While the member of staff benefits from presenting (which is also good PR for your library), they will also learn and develop through their conference attendance.

• **Career development and advancement:** There are many roles and positions available in library, information and knowledge work, which means there are many opportunities for library professionals to have a diverse and rich career. In order for individual staff to realize their potential and gain new career experiences, they often need guidance, encouragement and support from their managers. Library leaders should try to manage the talent and aspirations within their teams through strategic staff development. An obvious example is encouraging potential managers and leaders to apply for the “next” level position within the management structure. But also remember that for library and information professionals who don’t want to be managers or leaders, enabling a variety of experiences and working environments can be equally important. CPD is a great way to accomplish this.

• **Team development:** While it is easy to recognize the needs of an individual, pay attention to team dynamics as well. “Change” often happens to a team as a whole, so by developing the whole team (or even the whole department) together, members of that team face the challenges and opportunities together. Or you may want a team to bond and get used to working together. “Away days” or team events can be used to enable this. Team development is particularly effective for new teams or when management and leadership teams undertake leadership development together.

**But how do we actually do this CPD stuff?**

Library staff and library managers need to identify not only where training and development is appropriate, but also what kind development could be used. The provision of CPD within any library organization should be strategically informed and should enable the library to achieve its strategic goals. A well-informed staff development policy can be helpful in clarifying appropriate channels for identifying and commissioning staff training and CPD requirements. For many, the annual employee appraisal is a great opportunity to discuss individual performance and, more importantly, to set objectives for the coming year or planning cycle. In doing so, individuals should be able to discuss the type of development that would help fulfil individual and team objectives. It is important to take these discussions seriously and to act upon them, so that the review process is not seen as checking a box but as a fundamental part of service provision and strategic planning.

CPD should be continually discussed and considered — not just at review time — and having platforms for such discussion is good practice. Some library organizations might have a staff development committee that gathers staff training needs, organizes training programs, or scans mailing lists to ensure that staff are aware of external CPD opportunities. Similarly, library management teams can have “Training and CPD” as a standing item on their agenda to make sure that they can respond as and when training needs are identified.

• **Conferences:** One of the most stable and reliable CPD platforms is the tried and tested conference. In the academic library and scholarly publishing sectors, there are an abundance of professional conferences with many innovative learning opportunities. Conferences are effective on a number of levels. They allow you to discover emerging trends within your area of work or sector; share best practices or seek reassurance in how you are working with current trends; meet vendors and suppliers and discover new products and solutions; give something back to the profession through presentations; engage with inspirational practitioners; and network with library and information professionals from other organizations and sectors (Appleton, 2017).

• **Internal training programs:** If the library is part of a bigger organization (such as a local authority, university, or hospital) the human resources or staff development departments may have internal training programs for IT and software training, customer service training, or overall awareness of institutional activities and functions. These are useful baseline CPD activities and might even present other opportunities such as introductory management or supervision skills training. In addition, your library could complement an internal program with its own staff development events. Such events enable a responsive approach to staff development and ensure that staff training needs are continually being considered. Internal programs are also a very cost-effective way of delivering a critical mass of CPD.
• **External training programs:** External library groups can range from local consortia to regional branches of your professional associations, such as the American Library Association (ALA) or the Chartered Institute of Library and Information Professionals (CILIP). While many organizations have a program of events throughout the year (excluding conferences), they also provide excellent opportunities to attend specialist library and information-oriented events. Regional or sector wide groups — such as the Society of College, National and University Libraries (SCONUL), the M25 Consortium of Academic Libraries (M25) or North West Academic Libraries (NoWAL) — provide similar programs. They are all opportunities to receive practitioner-led training, share experiences and network externally.

• **Academic programs, vocational qualifications and professional accreditation:** Some staff members may need a more formal study program. This could be an academic program (for example, many academic librarians undertake teaching qualifications to develop their teaching practice). But a vocational qualification in library and information work, IT, media, or customer service might also be appropriate. In many instances, library staff can be encouraged to pursue professional recognition and accreditation by seeking chartership or fellowship of their professional associations.

• **Job shadowing:** Job shadowing is another cost-effective way of enabling quality staff development, especially when someone needs to broaden their library and information experience. Job shadowing can be easily arranged internally, but it works best when the individuals involved have specific goals rather than just following each other around.

• **Coaching:** For staff who are new to a position or facing specific challenges in their role, coaching can be a valuable source of CPD. It can be particularly useful for library staff who are in leadership or management positions for the first time or are working within a specific “change” program and need to discuss and resolve challenges. Your library may have the expertise within its own workforce to offer coaching opportunities, or a local consortium or network may offer coaching, both of which offer another cost-effective way of providing CPD (Hodges, 2017).

• **Mentoring:** Some libraries have internal mentoring programs in which staff members are “mentored” for a period of time by another staff member who has the experience and expertise to develop the mentee in their role. This can be very useful for library staff who gain new positions within the organizations and need some support to adjust to their new role. Mentoring can also be used as an effective CPD tool for all new members of staff (Hussey & Campbell-Meier, 2017; Hodges, 2017).

• **Reading groups:** Reading groups can be encouraged among library staff and allow for reflective time to read and discuss relevant professional literature. Individual teams may have common interests (such as information literacy or critical librarianship) and can use a reading group to develop their understanding of the issues. As well as enabling reflection, critical thinking and discussion, reading groups are a great way of supporting teamwork and team development.

• **Scholarship:** Many librarians are involved in very creative and innovative practice, and we all have a natural instinct to share our experiences and our good practice. Conferences are a great platform for this, as is writing for scholarly publication. Library and information sectors all over the world have active conference scenes and a wealth of academic and professional journal titles, all of which encourage contributions from practitioners. Encouraging and supporting library staff to become involved in library and information scholarship can be another great source of CPD, and a very motivational one for staff (Morris, 2017).

**Closing reflections**

This has been a very brief overview of the why, how and what of training and CPD within a library and information context. It is by no means comprehensive, and there are many more reasons for pursuing CPD and many more avenues for doing so. I hope my reflections have been useful and that they form a basis for discussion and consideration of why we “bother” with training and development. It has certainly allowed me to reflect on what is important to include in a staff development policy and has affirmed why CPD is so strategically important in leading and managing library services.

One other thing that CPD enables is reflection, and I am conscious that have not made enough mention of this. Time and space for reflection, for thinking critically about what we do in our day-to-day work and in planning our future work (or future role or career), is essential good practice, and all the CPD platforms that I have mentioned above allow for this. In our busy working environments, time for reflection can often feel like it is out of reach, but it is only through reflection that we can step back and look at what makes us effective. Time to reflect on our practice, on our skills and on our future is time well spent. And that is essentially why we need to “bother” with training and development. LC

**References**


No wrong approach to planning an academic library orientation

KYLIE BAILIN, LAFAYETTE COLLEGE; BENJAMIN JAHRE, LAFAYETTE COLLEGE; SARAH MORRIS, UNC CHAPEL-HILL | SEPTEMBER 19, 2018

First-year college students face many daunting challenges, including how to perform research at a college level (Collins & Dodsworth, 2011). One basic step in acquiring this skill is becoming comfortable with the library building, its services, and asking librarians for help. However, students can often feel uncertain, or even fearful, of navigating this new environment (Gross & Latham, 2007; Jiao & Onwuegbuzie, 1999). Many libraries attempt to ease these fears by offering an orientation to first-year students or specific audiences such as transfer or international students (Brown, Weingart, Johnson, & Dance, 2004; Hartz, 1965).

Library orientations can take on many forms depending on their library’s size, mission, budget, or parent institution. With this in mind, we firmly believe that there is no right or wrong type of library orientation. There are many paths to success, and what works for one institution may not be practical for another. Here are six aspects of orientations to consider, and some tips to help you in planning your own event.

Games
Librarians can use active play to instill a sense of fun, competition, or accomplishment into their orientations. Tips:

• Orientation games can take many different forms, from sports or video games to role-playing or board games.

• When creating an orientation game, make sure that you have ordered enough materials to satisfy demand, and that you have carefully mapped out the flow of traffic through the library during game play.

• Games will be most effective when you plan to tie the game strategies into a learning objective.

Marketing and promotion
An orientation can only be successful if students are aware of its existence. Many libraries make unique efforts to publicize their event and increase staff participation. Tips:

• Simplify. Invest in one incentive that students will be really excited about instead of many small ones. This often has a greater impact—and requires a smaller budget.

• Use online networks, such as campus e-mail or Twitter to promote your services and events.

Partnerships
It’s often helpful to develop and cultivate partnerships with other campus organizations or internal library organizations. Tips:

• Look for offices that have mutual objectives and find opportunities to bring these together. This could include student support services, campus-wide orientations, first-year experience and transfer programs, or IT and public relations and marketing departments.

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Targeting specific audiences
While many library orientations are designed for incoming first-years, there are plenty of other library populations with particular demographics and needs. Attempt to reach out to expanded audiences, such as international students, cadets, or English language learners. Tips:

• Targeted audiences make highly tailored orientations possible. Build an orientation that connects to the participants by pulling in relevant terminology and experiences.

• Question the immediate assumptions you make about a targeted group when planning your orientation and, if possible, create opportunities for dynamic feedback throughout.

Technology
Some orientations will have technology as their theme, including orientations that introduce library users to various technology tools. Tips:

• Simplicity is key, both for the creators and the users. The easier your technology-based orientation is to create and update, the more responsive you can be to changes in the future. The easier it is to use, the more people you will reach and the more enjoyable their experience will be.

• Be aware of technological limitations. Not all technology tools are accessible for people with vision impairments or hearing disabilities, for example. Other considerations: Certain technologies allow for only a small number of simultaneous users, and not all of your users will have access to the devices needed to engage with your technology-based orientation.

Tours
Many orientations include a library tour. Your tour may change over time as you assess your users’ needs. Tips:

• Orientations don’t have to be elaborate to be engaging. Enliven tour-based orientations with active learning or task-based instruction, games, prizes, and technology.

• Work within the time given with campus-wide orientations and keep students’ attention by shortening the orientation.

• Learn from your mistakes by using assessments and adapting when needed.

The future of library orientations
It can be tempting to conclude that there are no generalizations to be made about the state of academic library orientations. However, while each library may take a slightly different approach, all share the aim of making the library accessible and familiar to the populations it serves. A common theme is the need to assess, revise, and change the orientation as needed in response to feedback, staff demands, and evolving trends in libraries, technology, and the world at large. Though we are hesitant to attempt to predict what these trends may be—given the variations in size, mission, and budgets, no projection is applicable to all libraries—we do feel comfortable saying that orientations will continue to be a major point of outreach for academic libraries well into the foreseeable future.

The book Planning Academic Library Orientations: Case Studies from Around the World (2018) from the Chandos Information Professional Series, by Kylie Bailin, Benjamin Jahre and Sarah Morris, features many kinds of orientations, from basic to elaborate, to show what is possible and why each of these can work for a particular type of institution. Each chapter includes institutional information so readers can decide if that type of orientation would be relevant to their own needs and see what resources are required.

We are pleased to offer our Library Connect readers an exclusive look at the book by providing a complementary PDF of a chapter from the book, “Hunger to Change the Game: Using Assessment to Continually Evolve a Library Orientation.” This chapter describes the evidence-based evolution and the shape of the current orientation at the Skillman Library at Lafayette College and includes considerations for implementation at other schools.

References


The knowledge market: Centralized student assistance for campus support units

BY KATY KAVANAGH WEBB, J.Y. JOYNER LIBRARY, EAST CAROLINA UNIVERSITY | NOVEMBER 19, 2018

This article is the fifth in a series about creative spaces in libraries. For a definition of library creative spaces, read the first article in the series.

In the US, libraries often are the place on campus where many service and support units come together in one building. For instance, a university might place its student IT support desk, its writing center, and its communications center all within the walls of the library. Although these service units have their own missions and staffs — independent of the library’s — their work is often similar. The thing that binds them together is that they all offer some kind of one-on-one customer support, usually both at a desk or online, that is transactional in nature. Instead of keeping three or four walk-up desks staffed, some universities are banding these services together.

Imagine walking up to something like the Genius Bar at an Apple Store, but instead of purchasing flashy technology or getting service on your device, you get help with your university class. The knowledge market model of creative space is a centralized location in the library that offers peer-to-peer help from students trained by these various campus support units. Often, students are not sure which type of help they need. In the knowledge market, an employee greets the students and helps triage their problems. Students may receive help from specially trained library students on how to generate a topic and locate sources. If they are a bit further along in the process, the student workers trained by the writing center can help them with their composition or rhetoric assignment. If they have a question about their computer or how to use a piece of software, a specially trained student could give a one-on-one tutorial. Presentation space is available so they can give a practice run of a speech or in-class presentation to a peer mentor. Other campus support units, such as tutoring, may also be represented.

Afterward, special software can notify their professor that their student sought help from the knowledge market. If many students come for help, the professor can schedule library or writing instructors to come to their class for additional training. If a reference question is too difficult, or requires the help of a subject librarian, the student can schedule a meeting with a librarian.

One benefit of the knowledge market is that students feel more comfortable seeking student help. And if a question needs to be referred to another unit, they can get help from more than one peer mentor in that space instead of being transferred to another office and waiting for assistance again. This model also greatly reduces the amount of time that librarians
spend working at a walk-up desk. If your institution is considering this idea, the innovators of this market model cite communication and training for mentors as the two pieces that take the most diligence and hard work.

My book, Development of Creative Spaces in Academic Libraries: A Decision Maker’s Guide (2018) from the Chandos Information Professional Series, includes case studies of universities that offer knowledge markets housed within their libraries. Two such schools are Grand Valley State University and University of Colorado-Denver, Auraria campus.

We are pleased to offer our Library Connect readers an exclusive look at the book by providing a PDF of Chapter 25, “Case Study: Grand Valley State University, Mary Idema Pew Library Learning and Information Commons.”

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A strategic look at research support and open science services at our library

BY HELENA SILVENNOINEN-KUIKKA, UNIVERSITY OF EASTERN FINLAND LIBRARY |
NOVEMBER 26, 2018

In 2015 the University of Eastern Finland Library lacked a systematic structure of research support services. Our researchers used our databases and resources, and occasionally the library provided training in their use, but we were not sure what types of other services we should be providing.

One information specialist in our library devoted 50% of his time to keeping up with what was happening in open science both nationally and internationally, but we still felt strongly that we were facing the unknown. We realized that we needed to determine what research support and open sciences services would mean for us in our library.

2015: A review of our research support open science services

The first thing we did was benchmark our library against other university libraries, both in Finland and internationally. We studied their websites and online resources, and we visited a neighboring university library that seemed to be ahead of us in this area. We learned that libraries often had only one or two people responsible for these services, and we thought that it was quite a lot to ask of these people.

We realized that we wanted to build a sustainable service structure with adequate resources, so we decided to set up a research support and open science services project in the library, with almost 30 people (about half of our total staff) participating.

2015 – 2018: Building the services

The project members were divided in five teams:

- Open access publishing
- Open research data
- Research assessment
- Library resources and information literacy
- Research visibility

The main goal of the project was to clarify the library’s role in this field. All the team members still had their regular daily duties during the project. During the following year, the teams studied their topics by using online resources and literature, attending national conferences, and having many informal and formal discussions. Occasionally the team coordinator gathered all teams together for regular meetings, and the teams shared what they had learned with others in the library.

Simultaneously, we were involved in a national project called SURIMA (an acronym for a Finnish sentence meaning “Finland – a Country for Green Open Access”). The SURIMA project was funded by Finland’s Ministry of Education and Culture. Our library and Jyväskylä University Library were chosen to plan and implement the project.

The purpose of the project was to build a model process for green open access publishing in Finland. As an outcome of the project, a repository for...
green open access publication was launched at the University of Eastern Finland in 2016. The repository is called eRepo and provides infrastructure and services for self-archiving full-text articles by university researchers. In the two years since eRepo was launched, the same repository has also been used as a metadata repository.

While we were learning more and more about numerous aspects of open science, we saw that the library needed some changes if we wanted to face the challenges of open science, so we hired three new employees. Previously, a library degree had been necessary for all new hires. This time we were looking for people who had experience in research or were otherwise familiar with scholarly communication or teaching at a university. A library degree was an advantage, but no longer necessary. Two of the three new employees have a PhD and teaching experience, and the third was an educational planner.

We also decided to use existing library resources when possible. We set up a research support team and have seven people on the team. Most of them have other duties as well, but research support services are now included in their job descriptions. Because of the challenges of open science, we also have more contact with the university’s administration, IT unit, faculty, and other units.

2018: The library as a promoter of open science

Today the library has taken the role of an active promoter of open science at our university. We provide various tools, infrastructure, and counseling for researchers.

These tools include UEF eRepo, the repository for full-text publications, which also serves as a repository for metadata. We also have a research data management tool called DMP Tuuli, which was built in a national cooperation project coordinated by Helsinki University Library. Our information specialists give counseling and guidance in the use of the SciVal research assessment tool and the RefWorks citation manager.

Our library now promotes many topics and provides instructions, guidelines and training videos. We have started training researchers and colleagues and have organized workshops. I want to emphasize the word “started” — we are prepared to give training, but we are still newcomers to this area, and we need to work hard to get our message to researchers.

The library has taken an active role in communicating about open science. The library’s research support team compiled the open science webpages for the university, and we use internal communication networks such as Yammer (which is similar to Facebook but for internal communication) to inform university members about current issues in open science. The library’s research support team publishes an open science newsletter in Finnish and English several times a year. Many library workers are also members of committees that have open science topics on their agendas.

Keeping up with open science and speaking up for it sometimes feels like an enormous task, but the strategic support of our university’s administration has been helpful. The university’s strategy document for 2015-2020 includes a chapter that emphasizes the role of open science in increasing the impact of education and research.

Lessons learned and future directions

Because of my experiences during the past three years, I strongly believe that universities who are planning to bring in the cultural change of open science should consider changes in leadership and management to support the transition. Formal monthly or bimonthly meetings are also needed, but they are too slow and inefficient to be the major way of handling this issue. Leading and managing should happen in close, everyday interactions, and learning together is essential.

Systematic work and determination is also essential. I recommend hiring not only librarians, but also researchers, teachers, and other professionals to make university libraries multi-professional working communities. Involve as many people as possible in various aspects of open science to make the cultural change happen.

In June of this year, the academic rector of the university nominated an open science working team, and the library has two members on the team. The secretary of the team comes from the library, and the coordinator of the library’s research support team is a team member. We try to keep up with what’s happening in open science both in Finland and internationally, and we try to find time to collaborate with other universities. We will continue having discussions about the strategic role of open science in our library and welcome the new challenges ahead. LC
CASE STUDY: Georgetown University, Gelardin New Media Center and Maker Hub
VIEW CASE STUDY: https://libraryconnect.elsevier.com/sites/default/files/Chapter%2017.pdf

CASE STUDY: University of Wisconsin-Milwaukee, Digital Humanities Lab
VIEW CASE STUDY: https://libraryconnect.elsevier.com/sites/default/files/Chapter%2023%20Case%20Study%20University%20of%20Wisconsin-Milwaukee,%20Digital%20Humanities%20Lab.pdf

CASE STUDY: Duke University, The Ruppert Commons for Research, Technology and Collaboration (Also Known as ‘The Edge’)
BOOK CHAPTER: Hunger to Change the Game: Using Assessment to Continually Evolve a Library Orientation
VIEW CHAPTER: https://libraryconnect.elsevier.com/sites/default/files/Chapter%2017.pdf

BOOK CHAPTER: Grand Valley State University, Mary Idema Pew Library Learning and Information Commons
VIEW CHAPTER: https://libraryconnect.elsevier.com/sites/default/files/Chapter%2025%20Case%20study%20Grand%20Valley%20State%20University.pdf

BOOK CHAPTER: Mature Manager/Young Manager
VIEW CHAPTER: https://libraryconnect.elsevier.com/sites/default/files/Mature%20Manager%20Young%20Manager%20Chapter.pdf
Communicating with administrators and executives: 5 tips from the top

REGINA KILKENNY, CU DENVER | MARCH 26, 2018

During the 2018 ALA Midwinter Meeting in Denver, I had the privilege of addressing and interacting with librarians at Elsevier’s Hunter Forum as part of a panel discussion on “Library Impact and Value Across the University Landscape.” The request from Jean Shipman, Elsevier’s Vice President of Global Library Relations, was to give insight into the administration’s frame of reference and how librarians can use this knowledge to advance their worthy cause. As chief of staff for the University of Colorado Denver chancellor, and varied roles working with top-level decision makers under my belt, I know from experience that applying these tips will increase your success in gaining the attention of time-strapped administrators and executives, and breaking through with messages about the mission-critical resources, services and facilities provided by the library.

1. Invite them to tour the library.
Nothing dispels the myth of dusty stacks like a walk through a vibrant space where students are working, collaborating and getting the assistance they need. Of course, time it right so that you are showcasing your library during peak usage and preferably when some instruction or other events are happening. And invite the administrator for a one-on-one tour to provide space for informal and personalized discussions.

2. Do your research in advance of the tour.
Find out where your administrator or executive went to school and what the library was like at that institution. Use this as a jumping off point to discuss how you want to be as great as that library, or to showcase how the library has evolved since then. Also, learn more about their research and highlight resources that would appeal to them as a chemist, physician, humanist, etc.

3. Get others to tell your story.
Have a dean, student, researcher or donor reinforce the value of the library to their work. As a representative of the library, you will be reasonably regarded as biased and your messages will be put through that filter. To strengthen the message, enlist energized, successful library users who are willing to share how they couldn’t have achieved their goals without the resources and services provided by the library. Include quotes from top-performing faculty or staff on a takeaway fact sheet.

4. Know their communication style.
Talk to others in the institution and their close colleagues about how they like to receive information. Do you need to keep it under 15 minutes? Are data visualizations critical? Do they want all the back-up information or would they prefer five high-level points? Do they like to walk and talk? You might gain a longer audience if you are willing to put on your running shoes.

5. Use language they will understand.
Don’t talk about ILL and PDA — unless you are willing to mix up patron-driven acquisition with public displays of affection. Take a look at the messages they have written to the university campus or key stakeholders and see what terms are critical to include to show library understanding and support of the institution’s mission and key initiatives.

I appreciate that every library and administration will have its unique elements so use those to your advantage as well. And I’m sure that many librarian readers will have equally good tips from their own experience. I hope you will share those in the comments below. LC
Using key performance indicators to measure library performance

BY LEO APPLETON, GOLDSMITHS, UNIVERSITY OF LONDON | APRIL 04, 2018

Libraries across all sectors serve a particular purpose and set out to achieve the goals and objectives of the library’s stakeholders. These objectives will differ according to the nature and strategic function of the library and the expectations of its user community. If the library achieves its aims or goals, there is a high likelihood that the library’s users and the communities it serves will consider it valuable (financially or otherwise). Managing objectives strategically, then, allows libraries to achieve its desired outcomes and those of its users. Library stakeholders and customers also expect to receive high-quality service, and libraries now exist in a culture of striving to achieve excellence and deliver continual high-service performance.

“Service excellence is not necessarily achieved using traditional quality assurance processes but that it is more likely to be attained through strategic planning processes aligned with key performance indicators that provide accountability” (Holmes & Parsons, 2016, p. 25).

In this article, I would like to discuss the key performance indicators (KPIs) that libraries use in measuring performance. Librarians are faced with measuring usage, quality of service and strategic performance (i.e., how well the library is achieving its outcomes). These are each different measures, but there has been a misguided tendency to label all metrics used to measure any of them as KPIs.

Many libraries, for example, collect usage statistics and (incorrectly) report them as KPIs. An academic library might proudly report the number of students who attended induction sessions in an academic year or how many books were issued or how many electronic articles were downloaded. These types of statistics, without any reference to an outcome, are simply measures of usage or busyness. Although they may be useful for other purposes (such as making a business case for increased funding), they do not measure the library’s performance and are not KPIs.

Another trap that librarians often fall into is badging “satisfaction measures” as KPIs. For example, the same academic library might report that 98 percent of students were satisfied with their induction session. Again, this is not a measure of performance, although it does go some way to checking and assuring the quality of the service and this too is important in the pursuit of excellence and continual improvement. This all needs to be measured while simultaneously measuring how well the library achieves its strategic objectives for its intended outcomes.

Critical success factors

One area of management to consider when discussing performance measurement is critical success factors, the areas in which a business or organization’s performance must be satisfactory in order for it to perform well. Critical success factors need to systematically monitored and measured through the use of performance indicators (PIs). Examples of critical success factors for a library to deliver excellent service might include:

- Efficient and reliable suppliers
- Motivated, skilled and technically expert staff
- Accessible service models
- A robust IT network infrastructure
- Customer-focused mission

More
The success of these areas can be measured through performance indicators, which should show, at a glance, what is being achieved. Traditionally, library managers have found it difficult to establish these performance indicators and have tended to “measure the measurable” instead — in other words, to concentrate on operational and financial data, which is focused on “inputs” (such as financial or staff resources) and “outputs” (such as catalog records or study spaces).

What actually needs to happen, and indeed has become more common in recent years, is for library managers to change their focus from inputs and outputs to outcomes and impacts. Neither the quantity of library usage nor the quality of library services provides evidence of the impact that libraries have on their users, which is why we need to focus on the outcomes of library usage in order to discuss impact and value.

Many commentators write enthusiastically about libraries, especially public libraries, as the center of society. Brophy (2006) suggests that “libraries are at the heart of social systems; they exist to serve the needs of people, to help them live, learn and develop and to act as part of the social glue which holds communities together” (Brophy, 2006, p. 3). But to truly demonstrate this societal impact, public libraries need to be explicit about having “social well-being” or “social inclusion” outcomes.

Outcomes of library usage

Outcomes will differ depending on the type of library. The example above illustrates public libraries and their social missions, while academic libraries would invariably be supporting and delivering to educational and research missions and a legal information service or law library might support lawyers in the courtroom. The influences and effects of library usage on users is complex and difficult to prove, especially if the actual outcome is not realized until sometime after the library usage (e.g., career progression) and if the affected individuals or communities might not relate their situation to previous library usage. To put this into context, the lists below offer some possible outcomes of different types of library usage:

Public libraries
- Social cohesion
- Community identity
- Economic regeneration
- Community well-being
- Literacy

Academic libraries
- Information literacy
- Student attainment / academic success
- Research impact

Health libraries
- Better informed / evidence-based practice
- Clinical competency levels
- Digitally literate patients

Outcomes are essentially the results (positive or negative) that users of libraries experience. There is plenty of evidence to suggest that specific elements of library and information provision do have positive impact against intended outcomes, and this is often presented through “value and impact” studies.

Using indicators to measure performance against outcomes

Data about usage quantity can show, to some extent, how much a library’s services and resources have been drawn upon, but usage is not synonymous with value or benefits to users, even though that is a common perception. Key performance indicators need to demonstrate both the quality of the service and the benefits of using a service. There is no internationally agreed upon or tested method for assessing the different aspects of library outcomes, but using indicators to measure performance against strategic objectives or outcomes is one method.

In the model below, I define a library outcome (such as an information-literate community, delivery of world-class research, or social cohesion) as a key result indicator (KRI). A “key result” is the ultimate strategic aim, and a key results indicator should give a clear picture as to whether the library is achieving this result. Because KRIs are the results of many actions and activities, there is a sub-level behind each KRI that can be measured through performance indicators.
Performance indicators (PIs), while important, are not critical to delivering the intended results. Instead, they help to align the activity of the service with the library’s overall strategy (in this case, achievement of its outcomes). Key performance indicators, on the other hand, are a subset of these measures that are the most critical for achieving successful outcomes. Characteristics of KPIS may include:

- They are nonfinancial measures.
- They are measured frequently (daily, weekly, monthly).
- They would be acted upon by the head of the library service.
- They clearly indicate what action needs to be taken to remedy the situation if negative or adverse performance is indicated.
- They have a significant impact on achieving outcomes and results.
- They tie responsibility down to a team.

Any one KPI will have some or all of these characteristics. It is difficult to list a set of definitive KPIS because they are relative to the desired outcomes and the strategic drive of an individual library or organization. However, they would not be dissimilar to some of the performance indicators already listed, but the context and strategic priority of the library and information service would need to be considered.

**Conclusion**

Librarians have always been professional and meticulous when collecting statistics, data and metrics, and this should continue to be the case, as it ensures rich data and information about our services, quality and performance. In the right context, KPIS can be an invaluable and powerful tool in this endeavour, including measuring top-level performance against a library’s strategic outcomes. At the same time, we must not overlook usage and satisfaction data, which complement KPIS in measuring the overall performance of libraries.

**References**


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**Key Result Indicator (Outcome)** | **Performance Indicators**
---|---
Percentage of a community regarded as information literate | - Percentage of library users who are confident in searching for and retrieving information resources
- Percent increase of library users who are confident in searching for and retrieving information resources
- Percentage of library users who are confident in navigating electronic library resources
- Percent increase of library users confident in navigating electronic library resources
- Decrease in number of inquiries compared against increase in use of electronic resources

Percentage of a community regarded as socially engaged | - Percentage of community (potential library users) attending reading groups
- Percent increase of community (potential library users) attending reading groups
- Percent increase in loans of dual-language resources
- Increase in requests for dual-language resources
- Number of outreach activities delivered
- Number of new library memberships resulting from outreach activities

Percentage of an institution’s research outputs regarded as “world class” | - Percent increase of articles and research papers submitted to institutional repository
- Number of citations of items contained within institutional repository
- Percent increase in number of citations of items contained within institutional repository
Inside out with Jean Shipman: Elsevier’s ambassador to the library community reflects on her first year

BY COLLEEN DELORY, LIBRARY CONNECT EDITOR | SEPTEMBER 25, 2018

Jean P. Shipman and Elsevier’s Library Connect editor spoke recently to reflect on Jean’s one-year anniversary as Elsevier’s Vice President of Global Library Relations.

Can you refresh us on your role as Elsevier’s Vice President for Global Library Relations?

My primary objectives are to represent librarians to Elsevier and also to help librarians navigate Elsevier. In my discussions with librarians, I stress that I have no sales commission requirement or sales involvement, so we have conversations, not negotiations. Our discussions this year have largely focused on how librarians envision the future of research in their environment, and the resulting impact on library projects, priorities and roles. The scholarly ecosystem is evolving at a rapid pace, and we need to work together to meet the challenges and take advantage of opportunities to advance educational, clinical and research missions and objectives.

In this position I can also help predict and solve problems related to miscommunication or a lack of communication. For example, this year some librarians shared their concerns over content being locked in or appropriated as we advance our platforms. But the good news is, Elsevier is building platforms in a way that ensures interoperability and portability, and contributes to industry initiatives (like ORCID, NISO and CrossRef) that help set these standards. I am working with colleagues internally to inform librarians of this, so librarians understand that we can be a tremendous asset to them as they partner with their researchers and their institution’s research enterprise. One example of this outreach is our open science webinar on October 11.

As a conduit between Elsevier and the library world, where do you connect and work with other librarians?

I represent Elsevier on committees and boards within CLOCKSS, Portico, CHORUS, RA21 and SSP. I also have a role with the National Library of Medicine, the Library of Congress and KB, in terms of content deposits and preservation.

I’m working with a talented team of librarians from the Boston area, in partnership with Dr. Elaine Martin at Harvard Medical School’s Countway Library, to investigate and advance research data management training for librarians (read more). And internally I’m on a curriculum advisory team for the Scopus Certification Program for Librarians, which is currently under development. It’s been exciting to help evolve the training within the context of librarians’ changing roles, so that it’s not just about search capabilities but covers metrics and institutional impact as well.

My schedule is also dictated somewhat by conferences. I attend many library-related conferences as well as publisher ones, and offer presentations on a variety of topics. At ACRL in 2019, I’ll be hosting a panel on libraries and artificial intelligence, and I am moderating one panel in a pre-conference for the 2018 Charleston Library Conference. Early in my tenure, I stepped in for a colleague and attended the IFLA president’s lunch in Poland. This was serendipitous as it provided a kick start in terms of global exposure to the incoming president and members of the IFLA governing board, including library and association leaders.
I co-chair Elsevier’s North American Library Advisory Board and am working with the Elsevier Foundation on ideas to advance health literacy. I am also working with an internal team to create a librarian award to honor Karen Hunter, who passed away this year. Finally, I was honored to be asked to join the board of the Friends of the National Library of Medicine this year. I’ll be working with some of the premier minds in health in the country to support and promote the world’s largest medical library.

What’s it like on “the inside” at Elsevier?

I expected the internal culture to be much more corporate, but in reality, there are so many transfers from academia that the culture isn’t that different from what I experienced at universities. Unfortunately, the amount of time spent in meetings seems to be the same.

The interest in librarians and libraries was a happy surprise. I knew that I was coming in as an ambassador to the library community, so obviously there was interest in issues of importance to our field, but I had no idea how pervasive it was throughout the organization. There is an innate desire to assist librarians, not just as customers but in a more holistic way. We see the tremendous expertise librarians add and want to showcase their value in research and clinical care. Working with various teams within Elsevier, I have been able to provide input this year on a range of articles, webinars and tools to support value exploration in terms of student learning, research outcomes and collection assessment.

I had a vague notion of what “global” meant in terms of a company like Elsevier, but it’s been more than simply geography and time zones. I have come to realize that the librarians I meet around the world, and also my colleagues, have different perspectives on the same broad topics, such as digital librarianship and open access. These are influenced often by local culture and conditions, including governing and funding bodies.

So you have had the opportunity to meet librarians in other countries?

It’s been a real privilege to visit librarians in nine countries over three continents. China and South Africa were farthest afield from my home base in Utah. To be honest, I was surprised by how similar the library directors’ concerns were to what I experienced in my career in the US. For example, in Johannesburg, the messages I heard were that the academic libraries were keen to become even more evidence-based and act as collaborative partners at their institutions. They are looking at adding new types of librarian roles, getting these positions funded, repurposing library space, including inviting partners to share the space, and forging partnerships to advance innovation. They’re very similar to initiatives I worked on last at the University of Utah.

You’re a little busy …

Yes! I admit sometimes I wish I had started this job sooner in my career. At the same time, I also feel like I left academia at the right time, having accomplished a lot of what I set out to do. In full disclosure, coming in to this job I thought I had a broad network of librarian colleagues and understanding of library issues, but as they say, you don’t know what you don’t know. In the last year, I’ve been exposed to a diverse group of libraries and librarians in terms of geography, functionality, and environments, and have deepened my knowledge accordingly. I want to continue to share this privilege and these perspectives with the global library community and within Elsevier as I move into my second year.
Say it loud and say it proud: the superhero approach to being a librarian scholar!

BY LEO APPLETON, GOLDSMITHS, UNIVERSITY OF LONDON | NOVEMBER 26, 2018

Introduction

I was recently at a conference where participants were discussing the visibility of academic libraries within their institutions. The consensus was that because libraries often operate with no fuss, coping with unexpected events quietly and pragmatically, they often fall off the radar of the institution’s senior leadership. Yet libraries are innovative and creative problem solvers that manage sophisticated systems and relational databases. They are super responsive to their customers and embed quality assurance, performance measurement, and continuing development and improvement into their day-to-day operations. Libraries are often involved in pedagogic research, and librarians themselves are well versed in evidence-based decision making and planning. But because the library staff sees all of this wonderful proactive activity as business as usual, they often forget to brag or boast about it!

We should be incredibly proud of our profession’s amazing work, and one of the ways in which librarians and information professionals can share and “shout” about their achievements is through engaging in scholarly activity, including presenting at conferences and writing for publications. This can raise the profile of librarians and information professionals and their library services both internally and externally.

The superhero roadshow

Over the last few years I have been fortunate enough to be involved in something known in UK academic library circles as the “superhero roadshow.” It is a three-hour workshop, aimed primarily at academic librarians (although it has recently branched out to other library sectors), in which participants are asked to think about their professional achievements and how they could turn them into scholarly outputs.

The roadshow’s name is because it draws heavily upon a “librarian as superhero” metaphor and includes an activity where participants rank themselves on the superhero scale of professional pride. You can read more about it in a recent article by Wendy Morris, but I will highlight the roadshow’s principles and share its main takeaways in a bid to champion and encourage professional engagement as widely as possible.

Pride

The starting point (and, for me, the underpinning principle) of the superhero roadshow is professional pride. You cannot genuinely commit to scholarship if you are not proud of what you do and engaged in your profession. Job satisfaction and fulfillment are essential in any profession or vocation. Esteem and self-actualization sit at the top of Maslow’s hierarchy of needs, a psychological theory as relevant to librarianship as any other profession. Talking about pride, success and achievement is not usually an easy task for library and information professionals. My experience is that even those of us who identify as extroverts revert to the stereotype of shy and retiring librarians when we are asked to talk about our professional achievements, demonstrating the matter-of-fact stoicism that gets us through our daily activities, even when those standard routines are successful and fulfilling.
Therefore, the first task of the workshop, as painful as it sounds, is to get everyone talking about feelings. We start with personal life achievements and ask participants to think about successes outside of work — winning an award for a sport or leisure activity, climbing a mountain, overcoming a fear — and how that felt. Participants usually describe feelings of joy, happiness, fulfillment, or pride.

Once we have jumped this particular hurdle, it is often easier to think about professional achievements to which we associate the same feelings. Once we can identify feelings of pride, we’re ready to consider the next principle: professional engagement.

Professional engagement

For me, pride is the cornerstone of professional engagement. It has to come first. You can gain pride from any job done well, including jobs that you don’t particularly like (such as cleaning the bathroom or changing a flat tire), but to fully engage in your profession, you need to be proud to be part of it.

Professional engagement comes in many shapes and sizes, depending on how much time and energy you have, but it essentially comes down to how much you do outside of what is expected. This doesn’t necessarily mean extra hours. Are you involved in or leading projects? Are you on an internal committee? Are you an active member of your professional association? Are you always looking for a sponsor for your innovation or good idea? Are you involved in creative library marketing campaigns? Do you stay aware of current trends and themes in the profession? If you answer yes to any of these questions, I would argue that you are professionally engaged. Engagement happens when librarians are passionate and interested in what they do and when they feel proud to be a library and information professional.

From engagement to scholarship

Once professional engagement is present and acknowledged, it is time to think about sharing your enthusiasm through celebrating successes, and that is where scholarship comes in. Successes often come in the form of accomplished projects, innovations, or good practices that can become case studies. There are several reasons why such achievements should be captured through a scholarly output: sharing good practices, time-stamping your project or innovation and creating a reference point, professional development, professional responsibility, or giving something back to the profession.

The superhero roadshow covers two kinds of scholarship:

1. Presenting

There are lots of opportunities for librarians to present their achievements, including local, national, and international conferences and events covering all library sectors and also more specific areas of librarianship, such as acquisitions, information and digital literacy, teaching and learning, copyright, cataloging, and indexing, research support, health information, or open access. The choices are almost endless, and most professional library staff should be encouraged to at least attend one conference or similar event as a delegate. I wrote about the role of the conferences in continuing professional development in a Library Connect article earlier this year (see article here) and I believe such engagement is fundamental to professional development. However, the superhero roadshow encourages librarians to take the next step and respond to calls for papers and see if they can make the move from delegate to speaker.

Librarian scholars can look to several types of events, including conferences, seminars, workshops, colloquia, and symposia. For academic librarians we encourage seeking out a local higher education conference or symposium as a gentle introduction to presenting that will provide a familiar yet captive audience. Other sectors will have similar local opportunities.

And of course, you don’t need to jump into an hourlong presentation! There are many types of presentation formats, including full papers, short papers, workshops, lightning talks, PechaKucha (20 slides shown for 20 seconds each), poster presentations, or panel discussions.

Presenting and public speaking require specific skills that take time to perfect. There are resources available to help develop such skills, but from a scholarship perspective it is important that library practitioners and scholars are ready to make this move. Looking out for calls for papers, preparing your abstracts, and writing your speaker biography are great starting points.

2. Writing

Academic writing often seems less daunting but more time-consuming than presenting at conferences. We encourage roadshow participants to get involved in both, and writing for publication usually naturally follows from presenting at a conference. (Indeed, there might be an expectation for you to write up your paper for publication in the conference proceedings.)
Just as there are multiple opportunities for presenting, there are many different opportunities for writing for publication. Scholarly writing is not just about academic writing, which needs to go through a rigorous peer-review process. There are many others channels available:

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<th>Research pieces</th>
<th>Peer review articles</th>
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<td>Case studies, practical experience, theoretical articles, etc.</td>
<td>Professional press</td>
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<td>Local projects, write-ups, etc.</td>
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There are many resources to support librarians in academic writing. Most notable are Helen Fallon’s blog, Academic Writing Librarians, and guidelines published by Anthony Brewerton (2010) and Emma Coonan (2017). Coonan’s guidelines are worth elaborating on because she breaks down the art of academic wiring into a few manageable steps and suggests a structure using a tool called “The Thing Explainer”:

- Introduction: Here’s the thing I did and this is why it needed doing
- Literature review: Here’s what other people said about this thing (and what they left out)
- Methods: Here’s how I did it and this is why I did it this way
  - Here’s someone else doing it this way because that helped me see why it would work for my thing
  - Here’s why doing it this way meant I’d be able to actually learn something from it
- Limitations: Here’s how it might not have worked fully, all the same
- Ethical implications: Oh, and this is why it’s OK to do it to humans
- Findings: Here’s what happened
- Discussion: This is what I think it means for what I started out wondering
  - This is what it means for the rest of us and what we do (or know)
- Further research: Here’s what else we could do about this

What next?

The superhero roadshow also briefly covers how you might engage in scholarship through social media, but this is more about blogging and using altmetrics to demonstrate the immediate value and impact of your scholarship. This is often useful if you need to use your scholarly outputs to raise the visibility of your service or your achievements (one of the reasons we would engage in scholarship in the first place).

As part of the conclusion to both the roadshow and this article, it is important to acknowledge that becoming a librarian scholar is not always a straightforward process. Once you have harnessed your own engagement and enthusiasm you will also need time, support from your colleagues, and support from your managers. But the main ingredient is pride, which manifests itself as enthusiasm, and if you have this, you are in a position to get started. To end the roadshow we ask our (by now) library superheroes to commit to a scholarly activity — and if you have made it to the end of this article, I would love to ask the same of you. I would very much like to hear from you if you are planning on loudly and proudly proclaiming your newfound library superhero status! LC

References


Stakeholders (board members, directors, managers, and other decision makers) are the key to implementing emerging technologies, including drones, robotics, artificial intelligence, augmented/virtual reality, 3D printing, wearable technology, and others, in your academic library or resource center, and it’s important to get them on board to support your initiatives in this area.

By doing your research — including thinking through the questions below and those on the accompanying checklist — you’ll be prepared to meet with your stakeholders to discuss your plans.

1. Who are your stakeholders and what do they have to gain? Stakeholders come in all shapes, sizes and areas of expertise. Your role is to find out who they are, what their needs are, what their areas of expertise are, and how they can support your emerging technology projects. The most critical piece to getting your stakeholders on board to support your technology initiatives, however, is addressing the question “What’s in it for them?” This will get their attention every time.

2. What are the costs? Research what your costs will be and create a budget. Find creative ways to fund your initiatives by researching grants and other funding opportunities such as partnerships.

3. What are the risks? Know what your potential risks are and how you will address them. Some potential risks might be budget cost overruns or staffing issues such as a key person resigning or going on maternity or sick leave.

4. What is the timeline? When do you want or need to implement these technologies? Have you planned for possible delays such as funds not being available? You need to have a detailed timeline, from your first kickoff meeting with your initiative’s team, to your stakeholder meeting where you present your proposal, to getting signoff on the project.

5. What training will you offer? Perform a needs assessment to determine who will need to be trained, what training you will offer, what your training costs will be, and who will pay for them. Once you have all of this in place, you will select the trainer(s) and the training model (such as “train the trainer”) that you will use.

Stakeholder Buy-In Checklist for Implementing Emerging Technologies

Here is a downloadable checklist that you can follow to prepare for getting your stakeholders on board to implement emerging technologies in your library. If you address all of the issues on this list, you have a very good chance of having your stakeholders support your initiatives.

Stakeholder Buy-In Checklist for Implementing Emerging Technologies

- What technologies do you want to implement?
- Why do you want to implement these technologies?
- Who are your stakeholders and what are their backgrounds?
- Why should your stakeholders support your technology initiatives?
- What is your budget for your technology initiatives?
- What training is needed to support these initiatives?
- Who will provide the training and what are the costs?
- How will you market these technology initiatives?
- What are the marketing costs?
- Have you performed a cost–benefit analysis?
- Are there legal fees? If so, what are they?
- What are the risks?
WEBINAR: Library value through the lens of student success, research outcomes and collection impact
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SLIDES: Library value through the lens of student success, research outcomes and collection impact

BOOK CHAPTER: How to Get Stakeholder Buy In for Implementing Emerging Technologies in Your Library
How rich data and a versatile research information system fuel world-class library research services

BY SCOTT TAYLOR, THE UNIVERSITY OF MANCHESTER LIBRARY | JANUARY 31, 2018

View a December 2017 webinar by Scott Taylor, The University of Manchester Library, on “Raising the bar: Building world class library research services with Pure.”

In this article, I will discuss The University of Manchester Library’s role in managing research information and the underlying system, Pure, and how this is helping the library progress toward delivering world-class research services. But first, I think it is helpful to provide a bit of context.

Five years ago, the library restructured from a subject-liaison model to a function-based model. We now have individual teams to support teaching and research, with a third academic engagement team responsible for outreach and promotion to ensure stakeholders are aware of and use our services. I am part of the 12-person team providing researchers and research units across Manchester with research support services, such as scholarly communication (i.e., institutional repository, open access, altmetrics, ORCIDs), research data management and citation analysis.

Where we started

When Research Services was created over five years ago, our repository and central institutional record of research output — called Manchester eScholar — was managed through the open-source Fedora digital object model. Library staff developed the browser-side administration and the user interface.

This system had been in place since 2008, and its lack of functionality was beginning to keep us from achieving strategic goals. Although we would have liked to continue using open-source technology, an analysis indicated that we would not be able to internally develop and match the features of a large research information management system (a category of systems known as CRIS in Europe) such as Pure.

After selecting Pure through a tender process, we had to populate it with 200,000 legacy repository records, mapping all the fields from our mods schema to the corresponding Pure fields across content types. Records were predominantly metadata; only 10,000 records were full text.

Our old repository did not have a validation step, so the migration exercise was a great opportunity to do some data cleansing. By matching titles and DOIs we were able to de-duplicate more than 30,000 records in the old dataset. We also enriched more than 70,000 records with full metadata by matching our records with the corresponding Scopus record.

It was a complex process, but with invaluable support from our Pure implementation manager, the result was a fully loaded system with a much more accurate publication record. This allowed us to move on to the next step: developing services based on clean data and a sophisticated data model.

Open access

We launched Pure in April 2016, the same month that the Research Excellence Framework (REF) Open Access policy — one of the most significant
and far-reaching open access policies ever — came into effect in the UK. It requires all UK-based authors to deposit their accepted peer-reviewed manuscripts into their institutional repositories in order to be included in a major national research assessment, which happens in the UK every six or seven years. The REF results help inform research funding, so there is great motivation to ensure data capture is comprehensive and accurate.

To mitigate the risk of low compliance with the REF policy among Manchester authors (because the policy came into effect the same month we launched Pure), we launched an intermediary service that we branded Open Access Gateway. We instructed authors to deposit their manuscripts immediately upon acceptance, and our team would then deposit the manuscripts to Pure on their behalf. Some authors deposit directly to Pure (which we pick up in the validation stage), and some authors do nothing. To check for manuscripts that the authors don’t deposit via Gateway, we do weekly Scopus searches and email the authors to follow up.

Since we launched Open Access Gateway, we have deposited more than 6,000 papers on behalf of our authors and manage the associated embargo dates for each paper.

Visibility of research output

We are increasingly involved in maximizing the reach and impact of research findings. To help identify papers for promotion, we added a question to Gateway asking authors if their accepted manuscript could generate media coverage. If so, we forward the paper to the university’s media relations manager, who forwards it to faculty press offices. This is helping to uncover newsworthy papers much earlier in the publication workflow, and we hope to eventually record press attention that a paper has received in Pure’s Press & Media module.

In December 2017, we ran a social media campaign using our own version of an advent calendar. Starting December 1, we counted down the 24 days until Christmas by promoting the 24 “most discussed” papers in our repository. We used a filter in Pure to find accepted manuscripts that were no longer embargoed and cross-checked them against our Altmetric Explorer to rank them according to various metrics, such as social media references or downloads to a reference manager. Each day we tweeted one paper using the hashtag #OpenAdvent.

Identifiers and profiles

Pure is our master store of faculty ORCIDs (a persistent digital identifier that stays with the researcher throughout their career) and powers all our university profiles. At Manchester we run a mini assessment exercise each year to make sure we’re in good practice when the national assessment comes along. In 2015 we used this as an opportunity to collect ORCIDs for all our REF-eligible faculty. The first chart below shows that the majority of staff did not have an ORCID in September 2015, while the second chart shows the significant increase in faculty with an ORCID two months later. We collected more than 2,000 ORCIDs that we ported to Pure. Since then, 600 more ORCIDs have been created natively in Pure. We have also captured nearly 4,000 ORCIDs for post-graduate research students since October 2016 in a bespoke system, and we are exploring the possibility of syncing these ORCIDs with Pure.

We are a little obsessed with encouraging our faculty and students to obtain an ORCID. Our Research Services team runs a training called “7 Steps to Raise Your Research Profile” session where we recommend choosing a primary profile. The Pure profile is likely to have the most complete and up-to-date information because the library ensures publication data (including accepted manuscripts) are entered, and this cascades to ORCID, which informs many third-party systems. Researchers save time associated with producing CVs, updating various profiles and ensuring compliance with OA policy.
Data stewardship

We think of data as being in a perpetual state of curation, including processes such as:

- Updating embargoes
- Performing editorial tasks such as validations
- Curating publishers’ journal metadata or adding DOIs

Consequently, we have high-quality datasets for powerful queries when we need to take quick action. Some recent examples of situations when this proved valuable include:

- When Emerald Publishing announced it was updating its author self-archiving policy to no longer require embargoes, we were able to use Pure to identify all Manchester articles published in Emerald journals that were currently under embargo and make them immediately available. We did this in under an hour.

- We are about to switch on the research output cover sheets in Pure. We needed to identify our accepted manuscripts that were deposited in a content type other than PDF so we could retroactively convert them. What would previously have been a very complex query took less than an hour in Pure.

Theses

In 2010 we developed a bespoke theses management system and implemented a university policy requiring submission of all examination and final doctoral theses. Each year more than 1,000 students deposit theses to the system, and as of 2017, they must make them open access within 12 months of examination. We also deposit the theses into Pure so they receive the same benefits as any other research output in Pure, including mapping relationships and usage statistics.

Research data management

Our library has partnered with Mendeley Data to allow datasets to appear on researcher profiles with minimum work from the researchers or the library. Researchers’ data are synced automatically between Mendeley Data and Pure, validated by the library and made visible on the university portal.

We also recommend that researchers use a disciplinary data repository, and we are making it easier to get those datasets into Pure by developing a gateway service similar to the one we have for research papers. The researcher would enter a DOI, and we would get that information from the subject repository and put it into Pure on their behalf.

Analytics and metrics

Pure also helps us deliver analytics and metrics services. We have our Altmetric Explorer plugged into Pure via the authenticated basic rest API. Our researchers can then browse through the university’s hierarchies to get aggregated Altmetric summaries because of Pure’s high-quality information related to organizational structure and the affiliations to people and outputs. As a result of this rich data, our Altmetric Explorer has the highest usage in the UK and the third highest globally.

Every month we take a half day to focus on analytics and insights from the Pure data, and because the data is comprehensive and accurate, we can use them to inform service developments.

Conclusion

Although Pure makes it easier for the library to achieve our strategic objective of supporting world-class research at Manchester, we are careful not to focus on the system itself. The focus is on the high-quality interrelated data, which helps us add value in many ways, from informing research assessments to enriching a researcher’s profile. LC
Research information management (RIM) is an emerging library service area that involves the collection and curation of metadata on campus research activity. Although the term is still being fully defined, research information management generally includes data from the entire life cycle of a research project, from grant application metadata to impact metrics for the research output.

The easiest way to maintain a comprehensive RIM program is with a research information management system (RIMS). A RIMS is an enterprise software solution that makes it easier for an institution to manage researcher profiles, showcase research assets, build reports, and encourage research collaboration and networking. Many of these systems can be integrated with other databases — such as HR and finance systems, institutional repositories and third-party citation solutions — so that all researcher-related information is on a single platform.

A well-maintained RIMS makes reporting much easier, as all data is centrally located and interrelated, eliminating the need to spend large amounts of time searching and cleaning information for each individual report. This streamlined reporting makes monitoring policy compliance, such as whether open access requirements are met, significantly easier and more effective. It also makes the process for national assessments much less cumbersome.

Who benefits from a RIMS?

Unlike some other types of software, a RIMS isn’t used in only one way or by only one department. It is designed to be used by anyone engaged in reporting or showcasing the research outputs of a research institution. The library, the research office, academic departments and the grant office can all benefit from a comprehensive research output database. For example, the library can easily find out how many papers were published open access, while the office of the president can identify emerging research stars based on both grant success rates and altmetrics.

Names around the world: RIMS, CRIS and FAR

Because the research information management field has emerged simultaneously in several world regions, there is no standard term for this type of system or even a single expectation about what such a system should do. While RIMS is the most common term, such systems may be called a current research information system (CRIS) in Europe. Systems for faculty activity reporting (FAR) are more common in the US and focus on professor activities, including teaching activity and research output.

RIMS: Enter data once and use it across campus

Another benefit of a RIMS is improved data stewardship. This can save time for departments across the institution by allowing data to be entered into the system once and then made reusable across campus in multiple ways. Because this information is curated, usually by the library, it means that the entire institution is using the same validated information for reporting and decision support.
RIMS and the library: From acquisition to data curation and maintenance

Typically, librarians would first become involved with the RIMS as stakeholders in the acquisition process, where they would help evaluate options (both commercial systems such as Pure as well as home-grown systems) vs. institutional needs. In some cases, a RIM acquisition is completely handled by the library, but it is more common for the system to be purchased by a coalition that includes the research office, the president’s office and the IT department, with the library playing a leading role.

Once a contract for a RIMS is signed, librarians play a key role in system maintenance and management. Specifically, they can validate data in the system as well as encourage researcher buy-in and the effective use of the system across campus.

The library as an administration information partner

RIM has also expanded the role of libraries and given librarians the opportunity to act as partners to senior administrators. "By using Pure, we can pull data together in one place much more easily and give our librarians a way to help their departments in a different way. At the same time, it’s giving us relationships to help other campus units, not just the academic departments, but other units on campus like our Office of Institutional Research or our partners in implementing Pure, the Office of Vice President for Research,” explains Jan Fransen, Service Lead for Research Information Management and Discovery Systems for University of Minnesota Libraries.

With a RIMS, librarians don’t just manage a collection of primary sources; they develop reports and metrics by curating metadata from all departments, making the library not only the go-to spot for information on campus, but also the go-to spot for information about the campus.

Pure, Elsevier's RIMS

Pure is the world’s leading RIMS, with over 250 customers worldwide. Pure is supported by a robust user community that includes nine active user groups and an annual international conference. A highly versatile centralized system, Pure enables an organization to build reports, carry out performance assessments, manage researcher profiles, enable research networking and expertise discovery, and more, all while reducing administrative burden for researchers, faculty and staff.

Nils Thideman, Centre Director at Aalborg University Library, says, “Pure puts me in a position to play a central role in research infrastructure when it comes to analysis, research communication, and providing management information to all levels of management in the institution.” LC
At University of Texas at Arlington Libraries, we have developed a consultation service to help faculty understand their research metrics and expand their “resonance” — a term we use to mean both their digital identity and the dissemination of their research. While some components of this service will be familiar to librarians, the combination of research metrics and resonance strategies has proven to be a successful new model.

Before discussing the service in detail, it is important to explain why we are developing it. It is due to a combination of factors, some unique to the University of Texas at Arlington and others common to many universities. UT Arlington has seen a vast amount of growth both in student population and in research productivity. In 2016, UT Arlington reached the “R-1: Doctoral Universities – Highest Research Activity” category in the Carnegie Classification, yet our reputation has not increased as quickly as our growth. Because of this, our university’s strategic plan emphasizes the promotion of faculty and their work. At the same time, universities, governments, and grants are placing greater emphasis on research productivity and impact. Many faculty are not aware of the various metrics, nor do they have time to retrieve them. As one faculty member told me, they are spending their winter breaks trying to figure out what an h-index is.

Our service model consists of a consultation and a customized metrics report. Influenced by the Becker Model for Assessment, the consultation involves a series of open-ended questions that touch upon an individual faculty member’s needs, research metrics, and impacts beyond academia. At some point during the consultation, we discuss author-level metrics, journal-level metrics, and item-level metrics. The most important question we ask is how they want to tell the story of their impact. This question goes beyond their interest in certain metrics and gets to a larger goal: what they want to say about themselves and their research. For example, one faculty member wanted to show their increased productivity at different stages of their career. Another wanted to demonstrate the interdisciplinary nature of their work.

The discussion around metrics and their impact provides a great segue to discuss what faculty can do to increase their resonance. We will discuss Google Scholar profiles, ORCID, how to archive in our institutional repository, author’s rights, social media, open access, open education, and services such as SlideShare. And because getting post-print and pre-print versions of articles from faculty can be difficult, we have found that collecting them during the consultation is a more successful strategy than requesting them after the fact.
After the consultation, we compile a customized report of the faculty member’s metrics. While faculty generally consider citations and journal impact factors the most important metrics, they are often also interested in usage metrics, captures, and sometimes even social media metrics. The main tools we use are Plum Analytics, Publish or Perish, Journal Citation Reports, and SCImago Journal and Country Rank. Besides the standard usage metrics pulled in by Plum, we also have Plum integrated as a widget in our institutional repository to gather data there.

We strongly encourage the use of a Google Scholar profile, which makes the publish-or-perish pursuit less time-consuming. While UTA Libraries subscribes to Plum, Plum does have a more limited free tool, as does Altmetric. For Plum, you add the DOI to end of this URL https://plu.mx/a/?doi=. Our university is in the process of implementing Digital Measures, a type of faculty activity reporting software. When it is complete, we will have Plum data integrated into our faculty profile system, making it more widely available and findable. We also have a LibGuide, created by my colleagues Brooke Troutmen and Carol Byrne, for those who don’t want a full consultation and report. (We do require the consultation in order to generate a report.)

Throughout two years of offering this consultation service, we have had a positive response from faculty, both in satisfaction and in usage of the data we provided. A key reason for the service’s success is how we structured it around faculty needs. When UTA Libraries first explored Plum Analytics, I brought up the topic of altmetrics in passing conversation with a faculty member. Their initial confusion turned into annoyance as they wondered why we would introduce another tool to “judge” their productivity. However, this same faculty member’s perceptions changed when they encountered our marketing, which emphasized how the tool could support faculty promotion and the tenure approval process. They reached out to us for a consultation and ended up including both usage metrics and social media metrics in their promotion and tenure application packet.

LC
Developing collection assessment strategies in the current information landscape is an exciting and daunting task. Data like usage statistics, impact metrics, and big datasets are available with the click of a button and pinpoint the strengths and weaknesses of library collections. Information professionals have never been in a better position to understand the needs of the communities they serve.

With that being said, librarians also understand the challenges of conducting collection assessments in the digital age. Once a vendor’s dataset arrives in house, librarians test, clean, format, and consolidate data before analysis activities can even begin. The work is labor intensive and collection development units lose productivity as a result.

I spent a decade building and assessing electronic collections for universities in the United States and Canada. In my collection assessment work, the largest challenge I faced was the absence of tools that captured current usage trends alongside impact metrics. Because of lost productivity, time constraints, and knowledge gaps that existed due to insufficient data, I focused on ‘current use’ trends because they were the most reliable way to generate support for budget requests. However, I always felt that I was doing a disservice to my users by not capturing their research output or how the collection supported initial investigations. Luckily, a new tool entitled the Elsevier Product Insight for Customers (E-PIC) fills this assessment gap.

Elsevier Product Insight for Customers (E-PIC)

Recently, I was asked to review E-PIC, a complimentary analytics dashboard available to librarians whose institutions subscribe to Elsevier products and tools. It truly is the first tool I have encountered that provides collection usage trends and impact metrics side by side. Using data from ScienceDirect and Scopus, E-PIC offers a unique view of an institution’s engagement with Elsevier’s research content and tools. These insights help inform evidence-based decision making and enhance messaging to library stakeholders.

E-PIC allows information professionals to understand and communicate the current and future value of the collection, while maximizing the productivity of collection development units so that more time can be spent working with researchers and students.

To learn more about the ways that E-PIC metrics can be applied to collection and assessment work, I decided to reach out to other librarians and discuss their experiences. Since the tool is excellent at placing institutional research within the context of the global research community, I contacted information professionals working around the globe. Stacy Murtagh, Collections and Research Support Assistant at the Liverpool School of Tropical Medicine, and Manish Mankad, Librarian at Dhirubhai Ambani Institute of Information and Communication Technology, discussed various ways they incorporate E-PIC metrics into their collection and assessment work. They use data in a variety of ways to monitor usage statistics, curate reading lists, purchase materials for course work, promote collections through marketing initiatives, and present assessment findings to administrators.
Staying Ahead of the Curve

To build successful collections, librarians must understand the present needs of the research community, but also anticipate future information needs. This can involve a learning curve, especially when librarians work with collections that are outside of their areas of expertise.

When discussing how E-PIC provides a different experience than other assessment tools, Stacy focused on research themes that emerge in the datasets. “E-PIC highlights trends in research and current key themes. As I have a background in humanities and arts with limited science background, E-PIC helps me to better understand the science community and research landscape at present,” she said.

The graphs and charts available on the dashboard were effective tools that captured how users navigate library collections and incorporate sources into scholarly activities.

“Unlike other portals, where stats are presented in text, and unfortunately huge spreadsheets with a limited number of visualizations, E-PIC places images in primary focus, helping me to paint a picture of resource usage. I am a visual learner, and E-PIC undoubtedly enables quicker comprehension of the figures,” said Stacy.

Manish expanded on the value of data visualizations to his collection work. “In the past we have downloaded the usage data from the Elsevier site and tried doing the data visualization in-house. Although we did achieve the objective, there were many areas such as turnaways, that we often missed out on. Preparing the dashboard was another challenge. E-PIC is visually appealing and has an ease of use. The screen itself is clutter-free. The export feature helps us further mine the data as per our local needs.”

When asked if E-PIC uncovered new insights about his user community, Manish explained that metrics involving media coverage and global collaborations added a new dimension to his understanding of research output. While these metrics do not have a direct link to the collection itself, they do indicate the quality of research and publications coming out of the institution. Manish said that this information provides meaningful context when submitting progress reports to statutory bodies and rating agencies.

Day-to-Day Collection Management

Stacy reminded me that staying ahead of information needs is not simply related to building the collection itself. Staying current also means managing systems that meet day-to-day discovery needs, particularly when users are located off-campus.

“I like the way E-PIC outlines remote access usage and I believe this will become of even more importance as institutions expand into the distance learning sector. The figures for off campus downloads are available from other providers, but E-PIC places it on the landing page,” said Stacy.

Specifically, a metric called Actual Clicks Leading to Views of Recommended Publications allowed Stacy to consider how external services interact with internal collections.

While researchers are often on the forefront of any academic librarian’s mind, Manish reminded me that the library plays an important role in acquiring materials that support teaching and learning initiatives on campus.
Another use of E-PIC metrics is for new courses or electives. The usage statistics for these specific titles reinforces our conviction in our material choice,” he said. “The improved usage coupled with the higher number of faculty publications leaves a positive note for the library collection.”

Library Resource Management

In many ways, collection development can feel reactive in nature. Librarians shift budget allocations to purchase materials for existing demands and information needs. I was interested to find out if E-PIC metrics allow librarians to monitor evolving research trends and invest funds in up-and-coming subject areas before they are required.

“Yes. Looking at the subject areas where the downloads or turnaways are significant, we can think of fresh budget allocations. Conversely, reduce the allocation in the next year if certain areas or collections do not show any upward trigger of usage,” Manish said.

Manish explained that E-PIC metrics allow his department to confirm that they are investing in research materials that provide value. The collections are not simply based on the quantity of items, but on the quality.

“Fundamentally, [E-PIC] refines our views about the various aspects of our collection, leverages the usage data to help us fine tune our budget allocations, and the citations data helps us identify the good quality research areas,” he said.

As other librarians experiment with E-PIC metrics, it will be interesting to observe how analyzing “current use” and “future use” side by side impact collection management strategies. From my discussions with fellow librarians, it is evident that E-PIC addresses universal challenges associated with collection assessment activities. Perhaps this is the tool that will provide universal solutions as well.

How to get access

Registration is easy. Every institution with a ScienceDirect or Scopus subscription should assign a product administrator, who will have access to the admin tool, where the settings of both products can be controlled. The licensing department for library generally holds this account. Not sure who that is at your location? Access the Elsevier Product Insights for Customers Support Center or your account manager will be happy to check for you.

Empowering Librarians with E-PIC Metrics

Discussions about metrics often focus on demonstrating value to administrators and supporting user communities. However, truly effective collection management tools should also empower librarians. The ability to craft impact stories that capture the contribution of the library to the community is at the heart of assessment work. By pulling together data sources that capture the current and future impact of collections, E-PIC achieves this goal.

“I really do like that the figures are so easy to comprehend. Some of the visualizations were included in an e-resources report for the review panel with faculty heads. These are staff who are not part of the library department, and I feel that the simple and concise nature of the visualizations allows them to be understood by non-information specialists,” said Stacy.

E-PIC metrics also provide impartial evidence to support decisions about purchasing or terminating subscriptions. “Research staff and teaching staff may not like to know that a journal they would like access to is no longer available through the library, and that they may have to submit a request for an interlibrary loan, but if we have the data to back up purchasing a new publication, or stopping subscribing to a particular title, then we can justify our decision making,” Stacy said.

One thing that assessment work taught me is that resource management is not limited to budgets. Staff time is a significant asset that is often unaccounted for. Quickly troubleshooting problems reduces waste that brings down the productivity of entire collection departments. E-PIC metrics support efficiencies and the fast resolution of system glitches.

“We altered our IP and E-PIC helped to outline where there were outstanding access issues with some publications and packages. For instance, the numbers just didn’t add up, leading us to look at access, our IP range and information held by publishers a little more thoroughly. E-PIC allows for a quick diagnosis to see if the collection is well or not,” Stacy said.
Three years ago I took on a new role as the Chief Director of the Mount Sinai Health System Libraries, which has now grown into a position as the Associate Dean of Libraries and Information Sciences. Our team embarked on several projects over this time aimed to provide faculty, students and clinicians with professional development venues. These include setting up our own Levy Library Press with two peer-reviewed, open access journals; developing and teaching educational workshops; and creating one cohesive access to all library resources across all Mount Sinai Health System campuses. In addition, identifying a gap in our research tracking abilities, we also implemented PlumX in order to easily showcase the impact of our research output using a variety of metrics.

Background

The 5,000+ Mount Sinai researchers and faculty publish thousands of articles every year, yet we had no centralized way to track this output and their associated metrics to demonstrate the enormous impact that Mount Sinai research has in the scientific arena. As someone with a strong background in research metrics, I realized that streamlining and systemizing the process for tracking research would pay off. To be clear, you don’t need to know bibliometrics or have a PhD to do this, but you do need to understand the strengths and weaknesses of the various systems from which you will draw data. In our case, we are using citation data from Scopus and ORCID and also have the full range of metrics offered by PlumX.

Solution

We looked at various systems to assist with tracking research output and decided on PlumX. The PlumX platform not only offers an extensive variety of impact metrics but is also flexible, can be self-administered by the library and is cost effective. The fact that Scopus profiles can be easily integrated in PlumX made our efforts to automatically update publications seamless and effective.

Since a research tracking system was new to the institution we began with a modest amount of profiles that we created for select faculty in the system. The faculty members who reviewed their newly created profiles were impressed by the fact that their publications can be updated automatically and be tracked for citations as well as social media and news mentions. Once we gained the approval of key faculty members we began working on implementing all profiles. We worked closely with the Scopus team to ensure that profiles were accurate, and of course, with the PlumX support team headed by Stephanie Faulkner who extended their expertise to us along the way. We are now adding our students, residents and postdocs to our PlumX system. By working closely with the Medical and Graduate School we are signing up our trainees and creating research profiles for them that they can use for the rest of their careers.
Lessons learned

The process of implementing over 5,000 profiles took the library team about two years to complete. The main reason being our decision to individually curate each and every profile, to each to ensure accuracy and completeness. Some lessons that we learned include:

1. If you are using Scopus as your publications updating source, work with the Scopus team to ensure that your institution’s profiles are accurate. The Scopus team was a tremendous help and worked with us to consolidate profiles and ensure accuracy.

2. Combine Scopus and ORCID IDs in each profile to ensure that all output is captured and tracked.

3. Seek feedback – once we completed an initial implementation we embarked on a series of meetings with department chairs and leaders of institutes to review the profiles and provide them with the opportunity to inform us of any inaccuracies or missing faculty. We then embarked on a second round of clean-up which proved to be successful and useful to all.

4. Do not keep the system within the library! During the implementation process we ensured that each department assigns a “PlumX Admin.” Admins keep the department profiles current, remove people who have left, add people who join, and monitor the publications tracking for their departments. This ensures that the institution actively takes part in maintaining and using the system and has a stake in ensuring its long-term accuracy.

5. Get the word out – to raise awareness of PlumX and demonstrate its benefits to faculty we created our “Article in the Spotlight” feature on our blog. Every month we select an article that has gained significant attention and feature it along with the authors. PlumX article dashboards also make good marketing tools for the institution since they are easily accessible and include all mentions of and interactions with the article.

Success

PlumX widgets and publications will now be featured on faculty members’ pages on the Mount Sinai main website. These interactive publication widgets will replace the antiquated static lists of publications that are currently used on our website. This is one measure of success that demonstrates the positive impact PlumX has on our ability to not only track our publications’ impact, but also feature it. We have had several requests to collect and use PlumX metrics as supportive measures for grants applications and renewals. Going beyond citations, we were able to provide a variety of metrics that demonstrated the impact of the research resulting from grants as the NIH now encourages the inclusion of a greater breadth of metrics in their applications.

With my new role as Associate Dean of Libraries and Information Sciences I look forward to developing new reporting tools based on our PlumX data that will give our leadership insights into our research impact trends. LC
WEBINAR: Showcase your institution’s research (and library capabilities!)

VIEW WEBSITE: https://libraryconnect.elsevier.com/articles/webinar-now-available-showcase-your-institutions-research-and-library-capabilities

SLIDES: Showcase your institution's research (and library capabilities!)

As of spring 2018, the University of Nevada, Las Vegas (UNLV) Libraries is in the middle of its ORCID implementation for campus. The process began in late 2016, when UNLV became premium members of ORCID through a deal negotiated by the Greater Western Library Alliance. ORCID provides researchers with a persistent digital identifier, which disambiguates individuals and allows them to receive proper attribution and credit for their work.

As premium members, the Libraries would receive reports from ORCID about researcher activity and have access to the ORCID API. With the API, the Libraries could receive notifications of our campus research activities and, if permitted by the researcher, update individual ORCID profiles. The Libraries also hoped that ORCID could bridge the different information systems on campus, such as the institutional repository (IR) and the faculty activity reporting system (FARS), allowing researcher-entered data to be reused in different campus systems without faculty having to re-enter it.

Library fellows help with the ORCID implementation

Early in our investigation, the Libraries realized that we needed help to explore and implement ORCID to its full capabilities. In fall 2016 we funded two library fellows — visiting faculty positions that last two years. We targeted early-career librarians and have built mentoring and professional opportunities for these fellows. To succeed, our fellows needed to be outgoing, inquisitive and tenacious. They would not only promote ORCID on campus, but persist in the testing and implementation of potential ORCID implementation strategies. Our fellows also needed programming skills, familiarity with APIs, and the technological knowledge to understand how ORCID could interoperate with different campus information systems.

Exploring use of the ORCID API

As part of the Libraries’ engagement with ORCID, the fellows explored the value of using the API to add publication and employment data to ORCID profiles. After familiarizing themselves with ORCID and how other institutions use it, they tried a pilot project: They asked Libraries faculty to create dummy profiles in the ORCID testing environment and give them permission to update these profiles with real publication and employment data. While the potential value of an ORCID integration was apparent, it was determined that realizing that potential was beyond the Libraries’ current capabilities.

For the pilot, data was extracted from spreadsheets, copied into XML containers, and manually cleaned, but this was non-scalable: Without ORCID integrations in our institutional repository and FARS, updating ORCID profiles was a resource-intensive process. Bringing information out of either the IR or the FARS into ORCID (or vice versa) required manual intervention, reducing the efficacy of a Libraries integration. Data irregularity was a blocking issue: despite multiple attempts at systematic reformatting, data from our FARS was too messy and inconsistent to transform into values expected by ORCID or structure in ORCID’s XML containers with a script.

Iterating through the challenges of the pilot gave us insight into how to work with, use and promote ORCID outside of the API context. Because we are now familiar with ORCID’s privacy settings, we emphasize user control in discussions with our liaison librarians...
and faculty; our knowledge of the work types supported by ORCID informs our outreach efforts with humanities and arts researchers as well as those in STEM fields; we point to publishers and funders requiring and integrating with ORCID when explaining the value of an ORCID iD to our community members. And the community has responded: In the time since we began our outreach efforts, UNLV-affiliated ORCID iDs have increased substantially.

**ORCID outreach and adoption**

After discovering that the project as initially conceived could not progress with UNLV’s current resources, we changed the Libraries’ goal to ORCID outreach and adoption. We saw the value that existed for faculty and researchers in adopting and using ORCID iDs, and have been working to spread this message across campus.

To facilitate adoption, we embarked on an outreach program in which we developed workshops and training materials for students, faculty, researchers and library staff. In fall 2017 an ORCID session was added to the Libraries-led workshop series aimed at graduate students; as part of the Health Sciences Library’s Research Jump-Start Series, we ran a version tailored to that audience. We shared these presentations with liaison librarians and created a brief version that they could adapt and incorporate into their own discipline-specific presentations. Our online Research Guide has targeted information about ORCID for faculty, students and health sciences researchers at UNLV, and we are working on creating a UNLV-branded informational video. Looking to improve the use of ORCID by faculty and researchers after they have created accounts, we developed the UNLV Libraries ORCID Certification workshop, which gave an in-depth look at many of the features that ORCID supports.

Hoping to develop ORCID “ambassadors” or “champions,” we have worked with the deans of several departments and with graduate students to help them set up their ORCID accounts. This involves a one-on-one version of our certification workshop, in which we walk them through ORCID’s features, and gaining “trusted individual” status, enabling the Libraries to populate their accounts with publication data. At the invitation of the Office of Faculty Affairs, we participated in focus groups about a potential new FARS and tested the integration between ORCID and the new system. Finally, we partnered with the Graduate College to encourage graduate students to create ORCID iDs and use them in the electronic thesis and dissertation submission process. The Libraries and the Graduate College will store these iDs with the intent to track students and their publication activities after graduation.

**Future goals**

In 2018, our goals have shifted from technical implementation to on-campus promotion and adoption: We aim to double the number of ORCID iDs associated with UNLV. The next step in our outreach plan is UNLV Libraries’ ORCID Day. This campus event will include signup tables within targeted departments, our certification workshop, and a social media campaign to help promote ORCID on campus. From August 2018, we will provide ORCID information and signup opportunities during new faculty orientation. While we hope to revisit the technical implementation as new opportunities arise, we are committed to promoting ORCID on campus, and will continue to integrate ORCID into the UNLV research workflow.
In recent years, considerable change has affected universities and their academic libraries, and this pace of change is likely to continue. Recent and current changes affecting academic libraries include:

- Increasing client expectations, with the consequent need to maintain and enhance the student experience, including student success and attainment, student retention and progression, and employability
- Disintermediation and the danger of library support in the digital age becoming invisible
- Current and future generations of students and researchers considering themselves self-sufficient in information skills
- A decline in the importance of the library as a physical entity
- Changing user needs and working styles
- The availability of alternative sources of information for learners and researchers, with other providers as well as libraries in the digital environment
- The changing nature of universities, with new ways of working, changes in pedagogy, and increasing online delivery
- Changes in scholarly publication methods (such as open access) and the research environment
- Changing technologies, such as social media and mobile technologies
- Financial uncertainties, institutional cutbacks and an increasing pressure for accountability

In an editorial for a special journal issue on shared and collaborative services, Rose (2016) comments that “no librarian is an island.” Given the current environment and the kinds of changes outlined above, academic libraries can no longer afford to develop their services independently. Many of the changes taking place are large in scale, complex and difficult to navigate. Partnerships are crucial for an academic library to successfully meet the needs of its clients and support the aims and objectives of its university. The library needs to work closely with client groups so that services are relevant, forge partnerships with other university professionals to provide seamless services, and develop innovative services with other local, regional or national organizations and universities to help deliver effective services and institutional efficiencies.

In a recent edited volume, I brought together a range of case studies providing useful insights into the nature and effectiveness of collaborative activities and innovative approaches involving academic libraries. Examples of internal university collaboration included embedding librarians in academic departments and online courses, working with partners to develop a university digital capabilities framework, co-designing a learning center with user groups, and delivering research support in conjunction with other university departments. Examples of external collaboration included the development of a shared library management system and the procurement of electronic content, both involving a number of universities. I also analyzed these case studies to identify more than 130 key themes and lessons learned in order to help those planning or implementing their own collaborative initiatives. These fell into five categories, and I am including a few examples of each below to illustrate the potential power and the challenges of collaboration. A comprehensive list is provided in the edited volume (Atkinson, 2018).
Context and Drivers for Collaboration

- Collaboration can be particularly effective where there are clear links to key institutional strategies and drivers. Alignment with national strategies and priorities can also help to gain buy-in at an institutional level.
- Collaboration provides an opportunity to deal with areas of activity that are too large for any stakeholder to deal with individually.
- Collaboration allows participants to take a wider perspective than they normally can, and to think institutionally, nationally or globally while acting locally.

Benefits of Collaboration

- The collaborative process allows for wider and deeper input from people with a variety of perspectives, expertise and experience. This helps to develop a more complete picture of the area and a richer service for users.
- Collaboration can provide efficiency savings, streamline work processes, and free up staff time for more value-added activities.
- Collaboration can help to change the role of the library in the university and move it beyond the traditional client service model.
- A more joined-up service delivery is developed. The points of contact for users are minimized through the development of integrated services, single-user interfaces, single input of data, etc.

Constraints and Barriers to Collaboration

- There can be significant cultural differences between participants. Achieving the necessary cultural change can take time.
- There is a potential for loss of professional or institutional identity.
- There may be competing priorities for the staff involved, particularly for staff retaining some of their normal responsibilities. There may also be confusion on roles and responsibilities.
- Collaboration with other university staff and students may sometimes be problematic. Staff priorities will primarily relate to their normal areas of responsibility, and student priorities will be to their chosen course of study.

Collaborative Activities

- Knowledge will need to be gained from other collaborative initiatives and consortia, including benchmarking against similar initiatives nationally and internationally.
- During the project, there should be regular, structured opportunities for collaboration and the sharing of work practice. These could include the development of communities of practice.
- “Champions” in each relevant locality or sector can help to gain engagement.
- There needs to be a meaningful review and evaluation of the collaboration at regular intervals using an “analyze, reflect and refine” cycle.

Participant Attributes

A number of contributors identified attributes and characteristics that individuals, teams and managers involved in collaborative activities need to possess. Examples included:

- The right attitude with an open approach and a willingness to share knowledge, information and skills freely
- A willingness to challenge conventional thinking, and an ability to bring to bear fresh perspectives and to rethink traditional library services
- All participants in the team need a common sense of purpose, a commitment to a shared goal, a common and agreed set of values and principles, and a high level of trust. Team members need to be able to articulate the reasons for undertaking the work and have a clear and shared understanding of the mutual benefits of the initiative.
- The team needs to ensure that there is mutual sharing of success.

A similar approach has been adopted for looking at external collaboration and, in particular, shared services in SCONUL’s toolkit for library collaboration (Parsons, 2016), which identifies a series of defined characteristics for shared services collaboration.

Case studies have helped to demonstrate the value and benefits of collaboration in helping academic libraries deal with constant and accelerating change and deliver more effective and efficient services. However, collaboration is not always an easy path, and a wide range of individual and team attributes will need to be applied if the constraints and barriers are to be overcome. These include openness, trust and sharing; commitment, resilience and compromise; and a strong innovative approach. LC

References


Rose, S. (2016). ‘No librarian is an island’: Developing a shared and collaborative approach to service provision. SCONUL Focus, 66, 2-3
Open educational resources (OERs) are free and openly licensed educational materials that can be used for teaching, learning, research and other purposes. In 2017, University of the Pacific began an OER pilot program that offered faculty members an opportunity to review, adopt and create open materials during the summer.

Initially, the Technology in Education Committee (TEC) budgeted $25,000 for faculty grants. Ten faculty members were awarded grants in 2017, including one from humanities, one from social sciences, and eight from STEM fields. Over the summer, they attended a workshop led by staff from the Center for Teaching and Learning (CTL) and University Libraries, participated in a Canvas course, and worked on their open education materials.

The type of OER that each faculty member produced varied, but the projects included:

- Authoring a brand-new textbook
- Modifying a pre-existing open textbook to work within their pedagogical teaching style and course syllabus
- Creating modular video lectures
- Locating open versions of primary sources and creating open syllabi with embedded course assignments

To view short videos featuring a few of the faculty members who were involved in the pilot program talking about their experiences, please visit http://go.pacific.edu/oer or click on the image below.

After the success of the pilot program, the experiment was repeated in summer 2018. During Open Education Week in March 2018, the library entrance hosted a display with a white board asking for student feedback on textbook costs, a "petting zoo" of open-education textbooks (with their first chapters lying open for display), and pop-up lectures by CTL and University Libraries staff members. For more details about the display, visit University of the Pacific Open Education Week.

More ➤
During the week, CTL/University Libraries staff passed out flyers to all faculty members that advertised the second round of grant funding. For the summer of 2018, TEC budgeted $35,000 for OER grants. The OER committee received 21 applications, and 15 faculty members were awarded grants, including one in education, four in social sciences and 10 in STEM fields.

There have been numerous studies on the value and benefits of OERs. The most recent came from a 2010–2016 large-scale study at the University of Georgia, which found that OERs led to significantly better grades. (Read more about the study, or if you’re interested in faculty adoption rates, check out the 2017 report from the Babson Survey Research Group.)

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In the 2017-2018 academic year, the savings in students’ textbook costs for the 10 pilot faculty members’ courses amounted to over $110,000. Considering the investment was only $25,000, this is a great return in only two semesters. These faculty members will continue using the OERs in subsequent iterations of the courses, and two of them have already converted additional courses to use OERs. As we continue to track the return on investment, we hope to see solid data beyond monetary savings on student academics, as the University of Georgia did in their recent study.

In addition to OER, Pacific has also started two brand-new open-access journals since launching an institutional repository in 2016. We use the bepress Digital Commons platform, which has built-in management tools for editors, peer reviewers and authors.

The first journal to launch was Backstage Pass, written and edited by students from the university’s Conservatory of Music.

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The editorial staff has many wonderful ideas for the 2019 issue and plans to advance the journal with innovative submission formats, social media presence, and marketing tactics. The faculty advisor and I will also report out to the university community on this project in spring 2019 at an internal conference.
One of the best things about working with the students on this journal has been watching them blossom and take ownership of their work and the work of their authors. They are endlessly ready to discuss the journal, on top of their regular academic schedules and personal lives, and it has been a pleasure to work with them all the way from the design stage to publishing the first full issue.

The second open-access journal at Pacific is Pacific Journal of Health.

This journal originated from faculty in the Arthur A. Dugoni School of Dentistry and the Thomas J. Long School of Pharmacy and Health Sciences. Together, these two schools have programs and faculty at all three Pacific campuses: Stockton, San Francisco and Sacramento. While the journal is operated by University of the Pacific and hosted on its institutional repository, the editorial board is international, with members from the US, Brazil, France and Taiwan. Submissions are open worldwide and not restricted to Pacific faculty and students. Two articles were published at the end of summer 2018 and have been globally downloaded a total of 50 times (as of October 18, 2018).

Pacific Journal of Health is working to establish its name and promote submissions. Hosting a peer-reviewed international journal is a step toward showcasing Pacific’s research to the world.

Both of these journals have customized designs that were created by bepress designers with the editors’ input to demonstrate their unique branding and individual feel. They also have customized submission forms and back-end workflows for their peer review and editorial processes. Journal management was very easy to set up and organize with the bepress Digital Commons platform and dedicated support from bepress. And, of course, as open-access journals, they do not charge a fee to submit, publish, read or download articles.

Being involved with open access initiatives at University of the Pacific is very rewarding, and it is great to see the concrete effects of the scholarly work saving our students money and being accessed around the world. In the future, we hope not only to continue these efforts but to add more OER programming and open access journals. LC
CASE STUDY: The Academic Library and the Research Office: Providing Scholarly Communications Support at Imperial College London
