

3-11-2010

Evidence-Based Scholarly Communications Conference Notebook

Philip J. Kroth

Sally Bowler-Hill

Jonathan Eldredge

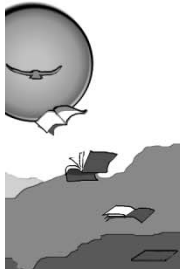
Holly E. Phillips

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**EVIDENCE-BASED
SCHOLARLY COMMUNICATION CONFERENCE**

**EMPOWERING INFORMATION PROFESSIONALS
TO UNLOCK TRANSLATIONAL RESEARCH
FOR OUR COMMUNITIES**

**MARCH 11 AND 12, 2010
ALBUQUERQUE, NEW MEXICO**

 **UNM** HEALTH SCIENCES LIBRARY
and INFORMATICS CENTER



CONFERENCE AGENDA

THURSDAY, MARCH 11, 2010

Start Time:	Session:
7:30	Reception Desk Opens for Check-in Coffee, Tea, Yogurt Granola Parfait, Fruit
8:00	Welcome & Introductions Philip J. Kroth, MD, MS
8:20	Welcome Richard S. Larson, MD, PhD Vice President for Translational Research Senior Associate Dean for Research, and Center Director, UNM Clinical and Translational Sciences Center
8:30	Keynote Address Kara Malenfant, MS
10:00	Break Continental Breakfast
10:30	Copyright Issues: the Legal Landscape for Moving from Bench to Bedside Kevin L. Smith, MLS, JD
12:00 PM	Luncheon
1:00-1:15	Transition Time/Break
1:15	Novel Uses of Institutional Repositories Holly E. Phillips, MILS, MS, AHIP
2:45	Break with Refreshments
3:15	Research Paper Presentations
4:45	Adjourn at Albuquerque Marriott Uptown
5:30	Board buses for University of New Mexico Domenici Center for Health Sciences Education
6:00	Dinner Speaker, Holly Shipp Buchanan, MLn, MBA, EdD, AHIP Catering by El Pinto Restaurant & Catering
8:00-8:30	Board buses for Albuquerque Marriott Uptown

CONFERENCE AGENDA

FRIDAY, MARCH 12, 2010

Start Time:	Session:
7:30	Reception Desk Opens Continental Breakfast
8:00	Day one review/announcements
8:30	NIH Public Access Policy / How to Get Translational Investigators to Participate Panel Chair, Philip J. Kroth, MD, MS Panel Participants, David Gillikin, MLS, Kevin L. Smith, MLS, JD
10:00	Break Coffee, Tea, Fruit Smoothies
10:15	Advocacy Communication Workshop: Crafting a 3-Minute Message for Open Access Session Facilitator, Jon Eldredge, MLS, PhD, AHIP Speaker, Nancy Ridenour, PhD, RN, APRN, BC, FAAN
12:00 PM	Luncheon Questions on Advocacy Communication Workshop
1:00	Where do We Go from Here? Session Facilitator, Karen Butter, ML
2:30	Adjourn



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SPEAKER BIOGRAPHIES

Holly Shipp Buchanan, MLn, MBA, EdD, AHIP

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Dr. Buchanan is Associate Vice President of Knowledge Management and IT at the UNM Health Sciences Center, HSC Chief Information Office, Director of the Health Sciences Library and Informatics Center, and Professor in the School of Medicine. At UNM leaders reporting to her have responsibilities that include library and education services, technology support for the HSC, informatics, HIPAA privacy and security officers, and administration of collaborative education space for the HSC.



With support from the UNM Provost and the Executive Vice President of Health Sciences, in 2003 she initiated UNM-wide Scholarly Communications Symposia for UNM faculty, and in 2008, HSLIC launched its Scholarly Communications Initiative to support compliance with the NIH's Public Access Policy as well as other resource materials (see, <http://hsc.unm.edu/library/sci/>).

Her research and scholarly activities have covered total quality management and benchmarking; human resources management and employee satisfaction surveys; development of GALILEO for the University System of Georgia; clinical librarianship; IAIMS planning grant, immersive virtual reality simulation, and the development of specialized databases on Latin American social medicine and native health information. Dr. Buchanan has served on the editorial board of the *Journal of Hospital Librarianship* since 1999, president of the Medical Library Association, member of the AAHSL Board of Directors, and chair of the Board of Regents of the National Library of Medicine.

Karen Butter, ML

Karen.Butter@ucsf.edu

Karen Butter is the University Librarian and Assistant Vice Chancellor at the University of California, San Francisco. She joined UCSF in 1992 and has served as University Librarian since 2000. She held positions at the Johns Hopkins University and the University of Utah.



At the University of Utah she was part of the project team for one of the first four Integrated Academic Information Management System awards. At UCSF she lead the digital library transformation beginning with work in 1994 on Red Sage, a pilot project to test online journals, and, more recently, she directs the development of a digital library of 50 million pages of tobacco industry documents. The project team is working on a comparable effort for drug industry documents.

Ms. Butter has served as chair of UC University Librarians and now leads the implementation of a new UC online catalog. She chaired the Association of Academic Health Sciences Libraries Scholarly Communication Committee for three years and currently serves on the Chicago Collaborative, a working group established in 2008 to promote open communication and education among the primary stakeholders in the scholarly scientific communication area. In 2004 she was asked to serve on a UC faculty committee on Scholarly Communication that developed a series of recommendations for review by 10 UC Academic Senate divisions.

In 2004 she participated in UCSF's grant application for a CTSA award and lead the initial creation of the Virtual Home once the grant was awarded.

Jonathan Eldredge, MLS, PhD, AHIP

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Dr. Eldredge serves as Interim Coordinator of the Learning Design Center at the UNM Health Sciences Library and Informatics Center. The Center assists faculty to develop effective learning projects, courses and tools. Please consult the website <http://hsc.unm.edu/library/LDC/> for more information. He holds the rank of tenured Associate Professor in the UNM School of Medicine.



Dr. Eldredge earned his MLS at the University of Michigan, and he has a doctorate in public policy analysis. For seven years he represented the interests of health sciences libraries in Washington, DC as a member of the joint Medical Library Association/Association of Academic Health Sciences Libraries (MLA/AAHSL) Legislative Task Force. His service included the period of the attempted Clinton healthcare reform initiative.

He has an active research program and multiple teaching roles. He teaches medical students during their first three years on informatics, evidence-based practice, and health policy. He co-teaches required courses in the Masters of Public Health and the Masters of Science in Clinical Research degree programs. He received a "Hippo Award" for outstanding teaching during both 2007 and 2009 from the UNM School of Medicine. During 2008 he was accepted into the Medical Scholars Program. He served as Associate Editor of the open-access journal *Biomedical Digital Libraries*. Jon currently serves as Associate Editor of the open-access journal *Evidence Based Library and Information Practice* and on the editorial boards of the open-access *Hypothesis* and *Medical Reference Services Quarterly*. He has been principal investigator on six randomized controlled trials, but he also has pursued as many qualitative research methods projects. He has received the Medical Library Association's Research Award twice.

David Gillikin, MLS

gillikd@mail.nlm.nih.gov

David Gillikin is Chief, Bibliographic Services Division at the U.S. National Library of Medicine, where he oversees a variety of activities involved with creation, indexing, maintenance, training and documentation for the MEDLINE/PubMed database. This work includes journal review and selection for inclusion into MEDLINE, the MEDLINE and UMLS data licensing programs, the production of the NLM Technical Bulletin and the annual MEDLINE reload process.

His previous position at NLM was as the Head, MEDLARS Management Section. Prior to coming to NLM, Mr. Gillikin was a technical manager at HighWire Press, a division of the Stanford University Libraries. While at HighWire, he managed the development and production of the HighWire search portal, and the HighWire electronic production department. Other positions have included developing and managing the Science Online web sites, including the web site for Science magazine, for the American Association for the Advancement of Science, and developing document tracking and correspondence management systems for the U.S. Department of the Treasury.

Philip J. Kroth, MD, MS

pkroth@salud.unm.edu

Philip J. Kroth, MD, MS, is Director of Biomedical Informatics Research, Training and Scholarship and an Assistant Professor at the University of New Mexico (UNM) Health Sciences Library and Informatics Center (HSLIC). He holds a joint appointment in the UNM School of Medicine, Division of General Internal Medicine and is a practicing, board certified Internist. He has also been an active participant developing the biomedical informatics core of UNM's Clinical and Translational Sciences Center.



Dr. Kroth's MS is in clinical research and he also completed a 3-year, National Library of Medicine sponsored research fellowship in biomedical informatics, both at the Regenstrief Institute at Indiana University. He earned his BS in Computer Engineering from the Rochester Institute of Technology and worked for 4 years in that capacity for Eastman Kodak Company in Rochester, NY before attending medical school at the Medical College of Ohio in Toledo and residency in Internal Medicine at SUNY Buffalo.

Dr. Kroth has performed outcomes research on the effectiveness of computerized decision support at the bedside and more recently has also focused some of his research activities on open access publishing. At HSLIC, Dr. Kroth is the head of UNM's Biomedical Informatics Training Program, which is one of only a few in the country that are organizationally housed inside a health sciences library. This has provided Dr. Kroth with a very unique perspective on medicine and research from inside the "librarians' world" as well as a view of the state of the health sciences librarian profession and open access publishing from the "outside" perspective of physician and biomedical informatics investigator.

Kara Malenfant, MS

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Kara Malenfant is Scholarly Communications & Government Relations Specialist at the Association of College and Research Libraries (ACRL), where she works with librarians in all types of academic libraries to foster new forms of scholarly communication that are more responsive to the needs of the academy. She represents ACRL in working with other library and scholarly organizations to bring about positive change in the system of scholarly communication. She coordinates ACRL's legislative initiative developing strategies to influence legislation affecting academic and research libraries.



Ms. Malenfant began her position at ACRL in fall of 2005 after working for 6 years at DePaul University Libraries in Chicago. She served as a reference librarian and history bibliographer and also developed a university-wide information and referral service. Ms. Malenfant has been an active member of ACRL and served as chair of ACRL's International Relations Committee from 2003-2005.

Prior to her experience as a librarian, Ms. Malenfant worked in Washington for the Armenian Assembly of America as the assistant director of grassroots advocacy and as a development assistant. She served as a Peace Corps volunteer in the first group posted to the Republic of Armenia. Ms. Malenfant holds a BA in English from Allegheny College in Meadville, PA, and an MS in library and information science from the University of Illinois at Urbana-Champaign. She is currently pursuing a PhD in leadership and change at Antioch University.

Holly E. Phillips, MILS, MS, AHIP

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Holly Phillips is the Coordinator of Resource Access and Delivery at the University of New Mexico (UNM) Health Sciences Library and Informatics Center (HSLIC). In addition to her collection management responsibilities she also manages the Health Sciences Center campus presence in DSpaceUNM, the official UNM institutional repository, and participates in campus-wide scholarly communication planning and activities as a member of the UNM eScholarship Office.



Ms. Phillips has conducted research in the area of scholarly communication, publishing and presenting on such topics as the NIH public Access Policy and the value and access patterns of content in institutional repositories. Other current research interests include the placement of on-demand information resources in simulation models used in medical education.

Ms. Phillips holds a MA in Information Resources and Library Sciences from the University of Arizona, a MS in Sociology from Utah State University, and a BA in Psychology from Greensboro College. Prior to her position at HSLIC, Ms. Phillips was a solo librarian at the Charles Darwin Research Station in Puerto Ayora, Galápagos, Ecuador, where she learned the importance of open access to the world's scientific literature.

Nancy Ridenour, PhD, RN, APRN, BC, FAAN

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Nancy Ridenour, PhD, APRN, BC, FAAN, is Dean and Professor of the University of New Mexico College of Nursing. She was a Robert Wood Johnson Health Policy Fellow with the Committee on Ways and Means in the US House of Representatives. Prior to the health policy fellowship, she served as Dean and Professor of the College of Nursing at Illinois State University and Associate Dean at Texas Tech Health Sciences Center.



Dr. Ridenour has held leadership positions in the American Nurses Association, the American Association for the Advancement of Science, the American Public Health Association, the Sigma Theta Tau International Honor Society of Nursing, the Society of Primary Care Policy Fellows, the National Organization of Nurse Practitioner Faculties, and the Centers for Disease Control and Prevention. She is a certified family nurse practitioner, maintaining an active clinical practice. She received Fulbright-Hays grants for study tours of China, and Egypt and Jordan. She has consulted extensively on primary care and public health issues in South America, Asia, India, the Middle East, and, most recently, Cuba. The author of numerous journal articles and contributions to books, she has focused her career on health policy and improving primary health care for underserved populations.

Her awards include two fellowships from the National Endowment for the Humanities, a primary care policy fellowship from the U.S. Public Health Service, a Robert Wood Johnson Executive Nurse Fellowship, a Robert Wood Johnson Health Policy Fellowship, and induction into the American Academy of Nursing.

Kevin L. Smith, MLS, JD

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As Duke University's first Scholarly Communications Officer, Kevin Smith's principal role is to teach and advise faculty, administrators and students about copyright, intellectual property licensing and scholarly publishing. Mr. Smith began his academic career with graduate studies in theology at Yale University and the University of Chicago, and then decided to move into library work. He holds a Masters of Library Science from Kent State University and has worked as an academic librarian in both liberal arts colleges and specialized theological libraries. His strong interest in copyright law began in library school and he received a law degree from Capital University in 2005. Before moving to Duke in 2006, Kevin served as the Director of the Pilgrim Library at Defiance College in Ohio, where he also taught Constitutional Law. He is admitted to the bar in Ohio and North Carolina.



Mr. Smith serves on Duke University's Intellectual Property Board, the Association of College and Research Libraries' Scholarly Communications Committee and on the faculty of the Association of Research Libraries' Institute on Scholarly Communications. He has written several articles on copyright issues in higher education, and maintains a highly-regarded web log on scholarly communications (<http://library.duke.edu/blogs/scholcomm/>) that discusses copyright and publication in academia and he is a frequent speaker on those topics.

SESSION OUTLINES

COPYRIGHT ISSUES: THE LEGAL LANDSCAPE FOR MOVING FROM BENCH TO BEDSIDE

March 11, 2010

Kevin L. Smith, MLS, JD
Scholarly Communications Officer
Duke University

Learning Objectives:

After completion of this session the learner should be able to:

- List and discuss several of the major copyright concepts and issues involved in translational research.
- Describe what policies are important at an institution for managing copyright.
- Describe and discuss the important decisions that often are required in managing copyright when publishing scholarly work.
- Describe the risks and opportunities of increasing the openness of scientific research and the publications that result from it (openness at several levels, from open notebook science to formal journal publication).

Session Outline:

Introduction and Overview of Session (5 minutes)

- Topics to be discussed

Ownership of copyright in scholarly works (25 minutes, including brief Q&A)

- Works made “for hire”
- Government works and grantees
- Joint authorship
- Role of University policies, including open access policies

Publication agreements (20 minutes, including brief Q&A)

- Copyright transfers v. licenses
- Retaining rights
- Impact of NIH Public Access
- Other OA options

Moving to the Web (25 minutes)

- Advantages of open science
- Risks, especially when using works by others
- Fair Use
- Licensing agreements

Group discussion (15 minutes)

- An opportunity for more in-depth questions to be raised and for a general discussion of the opportunities offered, and the legal challenges posed, by the open science movement.



NOVEL USES OF INSTITUTIONAL REPOSITORIES

March 11, 2010

Holly E. Phillips MILS, MS, AHIP
Coordinator, Resource Access & Delivery
University of New Mexico Health Sciences Library and Informatics Center

Goal: By the end of the session participants will know the history and current state of institutional repositories (IRs) in academic libraries and will be able participate in a discussion on how IRs fit into an national CTSA-based advocacy platform.

Learning Objectives:

After completion of this session the learner should be able to:

- Briefly explain the current use and state of IRs.
- Discuss whether IRs have been successful or unsuccessful and why.
- List possible novel storage uses of IRs.
- State how IRs could be featured in a national CTSA scholarly communication and data storage agenda.

Session Outline:

Introduction and Overview of Session (5 minutes)

Current State of IRs in Academic Libraries (5 minutes)

- Background: Intended use
- Current use: Same as intended use?
- Status: Relative success in current state

Possible Future for IRs in Academic Libraries (10 minutes)

- Mission: Time to re-evaluate
- Data types: Time to reconsider

Possible Future for IRs in CTSA-Minded Institutions (10 minutes)

- Researcher needs:
 - NIH data and publication requirements
 - Centralized storage and dark archives
- Librarian skills: What we bring to the interdisciplinary gathering

Small Group Discussion (30 minutes)

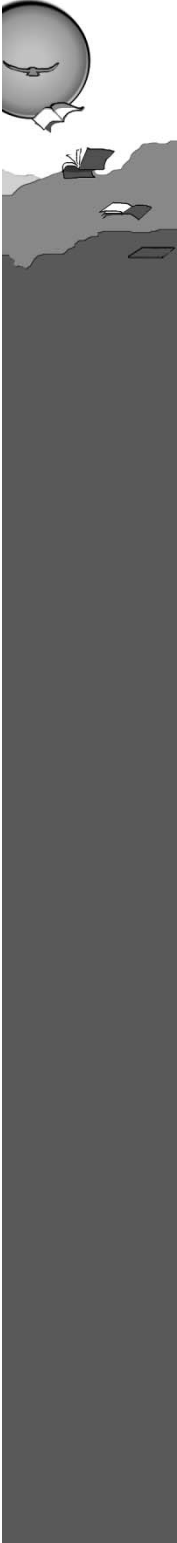
- Do you have an IR? How is it currently used to help your investigators? Is it successful? How could it be used?
- What do you think of using an IR as a “dark archive” for study related information? Does this go against our open access principles and original intent or is it time to change how we view our IRs?
- What do you think of dedicating a position to data stewardship? Is this a function the library should offer or is it potential position for a librarian but housed and funded by the research structure?



- Do we, as librarians serving CTSA-minded institutions, have a proposal for a national agenda that may come from this meeting?
- Are there other topics your group would like to share that were not covered?

Report Back to Large Group Discussion (30 minutes)

- Reports and discussion:
 - Small group designee will report back to large group.



RESEARCH PAPER PRESENTATIONS

AGENDA

1. An Analysis of the Impact of Open Access Articles in Translational Medicine
2. Measuring the Effectiveness of NIH Public Access Policy Programming and its Capacity as a Model for Open Access
3. Google Wave: Have CTSI-Minded Institutions Caught It?
4. Open Access Day at Ohio State University

AN ANALYSIS OF THE IMPACT OF OPEN ACCESS ARTICLES IN TRANSLATIONAL MEDICINE

Marcus A. Banks, MLIS, Manager of Education and Research Services;
Anneliese Taylor, MLIS, Head of Resources Management and Collection Development Manager,
University of California San Francisco Library and Center for Knowledge Management,
San Francisco, CA

Background:

Although the evidence is not conclusive, numerous studies have demonstrated that open access articles are cited more frequently, and more rapidly, than articles in paid subscription journals. Translational medicine has not been a particular focus of investigation in these studies. Our paper will extend techniques recently developed to establish the impact of individual articles, in order to determine whether general advantages pertaining to open access hold for translational medicine research.

Methods:

Retrospective cohort study. We compared the performance of both an open-access journal and a subscription journal in this study. These two journals were the Journal of Translational Medicine, JTM, (Open access; <http://www.translational-medicine.com/>) and the Science Translational Medicine, STM, (Subscription based; <http://www.sciencemag.org/marketing/stm/>). STM began publication in October 2009, while JTM has been in publication since 2003. To enable a fair comparison between journals with such different life-spans, we developed an article-level "impact rubric". We adapted the techniques of article-level metrics recently established by the Public Library of Science (<http://www.plos.org/cms/node/485>) to enable a robust comparison of the differential impact of open and closed access.

We compared 10 articles published in each journal on similar topics. Our rubric for comparison included citations in Google Scholar and links to coverage about articles appearing in each journal in Google News; postings in blogs about the various articles; and links on social bookmarking services. We chose tools that were completely open to all, which excluded tools like Scopus. We did not search PubMed because STM is so new that PubMed does not cover it (this is also true of Scopus).

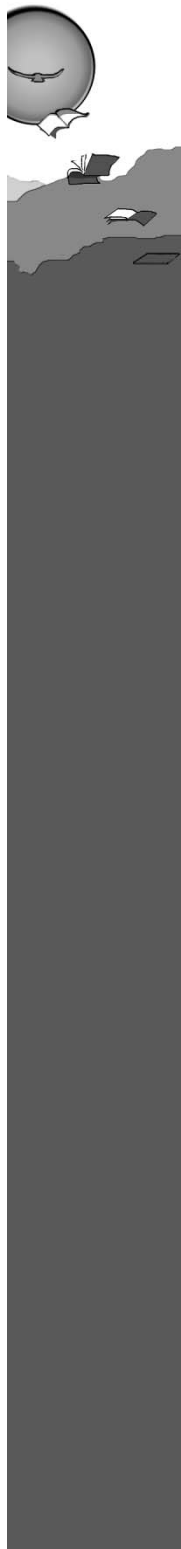
Results:

We anticipated that the citation advantages generally attributed to open access articles on the basis of citation data will also manifest themselves within our more multifaceted article-level impact rubric. JTM had more citations in Google Scholar, but this could be more a function of time in publication rather than of openness. STM had a much higher rate of news coverage which was surprising given its very short lifespan. The other, more "Web 2.0"-esque aspects of our rubric did not play as large a role as we anticipated.

Conclusion:

Article level metrics represents a very promising means of reassessing the journal literature, but this is a movement in its incipient stages. For now, more traditional measures remain most critical. The greater propensity for news coverage of the STM articles is sobering for open access advocates. We may want to redouble our efforts to make high profile titles open access, as occurred with *Nucleic Acids Research*.

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MEASURING THE EFFECTIVENESS OF NIH PUBLIC ACCESS POLICY PROGRAMMING AND ITS CAPACITY AS A MODEL FOR OPEN ACCESS

Tania P. Bardyn, , MLIS, AHIP, Associate Director for Public Services, Biomedical Library
Martin J. Brennan, MLIS, AHIP, Scholarly Communications Librarian;
Janet D. Carter, MLIS, Collections Coordinator;
Sharon Farb, JD, MLIS, PhD, Associate University Librarian for Collection Management and Scholarly Communication;
Paul Camp, Office Coordinator for Public Services, Biomedical Library.
University of California at Los Angeles, Los Angeles, CA

Objective:

To evaluate the effectiveness of the NIH Public Access Policy workshops at UCLA by assessing faculty and staff learning outcomes of this mode of education and to identify new collaboration partners in the translational research community.

Background:

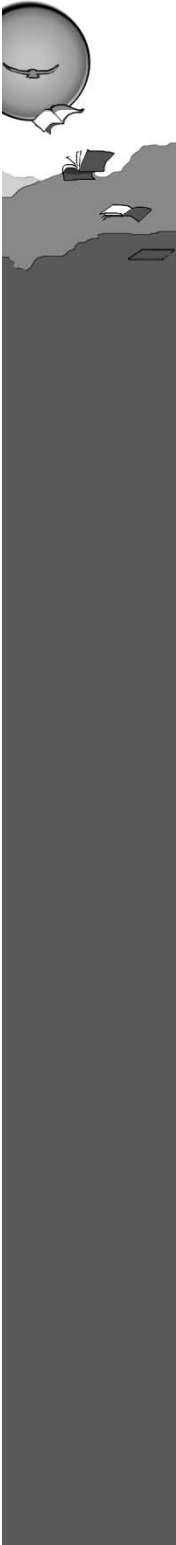
Between 2008 and 2009, the UCLA Library, Academic Senate, Academic Senate Committee on Library and Scholarly Communication, and the Office of Intellectual Property Administration co-sponsored eight workshops to educate the UCLA campus about the NIH Public Access Policy, open access, and scholarly communication.

Methods:

A program evaluation was conducted using a 14-question post-test to assess the effectiveness of the workshop as a learning model. The survey was administered online in December 2009 to attendees and translational researchers at UCLA. The goals of the program evaluation were to assess learning effectiveness, determine the capacity to scale this program, and identify translational researchers for future collaboration. This paper suggests how the data may influence future programming in the areas of open access and scholarly communication and promote open-access publication of translational research.

Results:

Sixty-nine (n=69) surveys were submitted from 335 translational researchers and workshop attendees. The online survey was completed mostly by translational researchers who did not attend the NIH Public Access Policy workshops (56%). A significant number of the survey respondents were faculty or staff in the David Geffen School of Medicine (73%) and currently involved in NIH-funded research (74%). Overall, respondents who attended a workshop retained more knowledge about the policy than those who did not attend a workshop, affirming the success of the sessions' instructional aims. Most NIH-funded principal investigators (PIs) and their co-investigators, who attended the workshop, appear to have gained the most knowledge about the NIH Public Access Policy. Faculty members involved in translational research were much less likely to attend a workshop, even though they confirmed they need more training, and would prefer print or online self-directed materials, in future instructional efforts. Among all survey respondents, there was an even distribution of preference for self directed materials and librarian-led workshops or direct consultation.



Conclusion:

The 2009 survey of faculty and staff, including translational researchers, at UCLA indicates that most translational researchers and NIH-funded researchers are interested in seeking advanced training in the NIH Public Access Policy. This program improved researchers' understanding of the policy and improved compliance behavior. While the program is clearly successful in reaching its educational objectives, the traditional teaching modality is not successfully reaching the faculty and researchers for whom it is most relevant, instead drawing administrators and support staff. Further programmatic efforts should include online training or comprehensive step-by-step print materials, which respondents indicated preferring over workshops. Faculty and new employee training programs should incorporate NIH Public Access Policy information in their core curriculum to meet the increasing interest in the NIH Public Access Policy among faculty and researchers.

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GOOGLE WAVE: HAVE CTSA-MINDED INSTITUTIONS CAUGHT IT?

Amy Donahue, MLIS
NLM Associate Fellow, Bio-Medical Library
University of Minnesota, Minneapolis, MN

Background:

Google's new service, Google Wave (currently in beta, by invitation only), is touted as the next big communication tool—combining e-mail, social networking and chat with the potential to create a new world for collaboration. Information professionals should be aware of this tool and its capabilities as they are uniquely situated to use it, evaluate it, and teach it. This is especially true for those at CTSA-minded institutions, given the promise of interdisciplinary collaboration with researchers and the potential for the creation of new authorship models. This case study will provide an early evidence-based evaluation of Google Wave's potential.

Population:

This study focuses on Google Wave users from the US who are involved and/or affiliated in some capacity with clinical and translational science institutions (CTSIs), including those who have received or are applying for the National Institutes of Health Clinical and Translational Science Awards. These users include librarians and information professionals as well as various CTSA support staff and researchers recruited through several channels. Members of the general public are also able to participate in the public survey, although they were not directly recruited.

Methods:

This case study explores Google Wave using qualitative survey and discussion tools. Specifically, in order to take advantage of Wave's collaboration capabilities, a unique authorship model is being proposed for this project. Two "waves" have been created. The first one is public and consists of several brief survey questions (using a polling gadget created specifically for Wave) designed to collect demographic data on the respondents' roles (librarian, CTSA researcher/support staff, general public), if and what specific features/gadgets/bots might be useful, and who the respondents might use Wave to collaborate with. The second wave is a private, guided discussion on Wave's collaboration potential. *Anyone who contributes to the discussion wave will be considered an author on this project, creating a formal test case on that very collaboration potential.* Individuals from CTSA-minded institutions will be solicited from other public waves (those on topics such as research collaboration) and by sending out calls for participants through all available means, including Twitter, forums, blogs, and e-mail.

The waves will also continue to be open at least up to the day of presentation. To find and join the public wave, first log into Google Wave at <http://wave.google.com>, then copy/paste the search string "tag:ctsi with:public" into the inbox search bar. If you are already logged into Google Wave, pointing a browser to <http://bit.ly/baHtHQ> will also work.

The data from these two waves will be compiled and analyzed for trends relevant to the topic of evidence-based scholarly communication.

Results:

To date, 5 individuals have completed the Wave survey. This case study is an ongoing project, and additional results will be reported at the Evidence-Based Scholarly Communication Conference in March.



Discussion/Conclusion:

The preliminary results of this study imply that Google Wave is not on the forefront of CTSI communication. While it is impossible to conclude the reasons why from this study, one factor may be Wave's pre-beta status. Not only is it a new tool, it is a tool that is not yet available to everyone and which does not have desired functionality (a notification system for new wave updates, for example). However, it is being used, and it has new collaboration and authorship capabilities; being aware of these abilities may be useful to information professionals serving CTSIs. Meanwhile, the difficulties encountered during this case study in attempting to reach out to CTSIs have raised the question of how members of CTSIs currently communicate with each other as institutions and as individuals. Finally, there was a lesson learned in the usefulness of doing case-study research to evaluate new technologies; cost in terms of time is relatively low and knowledge can be gained of the technology itself while establishing a base level of evidence to potentially build on in the future.

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OPEN ACCESS DAY AT OHIO STATE UNIVERSITY

Anne Gilliland, MLS, JD
The Ohio State University, Columbus, OH

Objective:

To evaluate the first open access day held at an institution with a new CTSA in order to decide what events to offer next year.

Population:

The Open Access Day program was aimed at all faculty members, students, and staff members interested and involved in the process of scholarly publishing and research at the university. The Open Access Day planning group administered a survey to attendees at the 2009 program.

Method:

Program evaluation. Used data from a survey given to attendees on the day Open Access Day 2009 program, along with interviews with participants and interviews and discussion with planning group members to gauge success and identify what worked best from that event. Identified and met with stakeholders, such as the Office of Research, the Center for Clinical and Translational Science, the Center for Global Health, and student groups to glean topic and format ideas, identify themes of greatest relevance across the university, and garner participation for 2010. Identified potential grant funding sources and learn what their requirements are. (We received one grant for the 2009 program.) Created goals and a timeline necessary to implement next year's program or programs. Considered methods for evaluating Open Access Day 2010 at our university.

Results:

Initial feedback showed a high level of interest in learning more about green self-archiving options and how open access publishing may change the process of promotion and tenure. Factors that made the 2009 program successful included the planning time and money the group was able to devote to it, the commitment and partnership from both the health sciences and main campus sides of the university, the novelty of such programming at our university, and the fact that the program was held in a newly-remodeled, award-winning building. From the survey data, those who attended the Open Access Day 2009 program found it valuable and had a high level of interest in learning more about green self-archiving options and how open access publishing may change the process of promotion and tenure. Most of the attendees worked at libraries at the university.

Qualitative results show a high level of interest in programming for 2010. Some promising areas include a discussion of how bibliometrics and promotion and tenure may change with open access publishing, the impact of open access on patient information, and open access and developing countries. Planning group members have judged that next year's program should also be a general program aimed at the entire campus, because of lack of interest in individual college or departmental programming. There is a desire to involve more students and to recruit more faculty members to attend the program, and the group will aim publicity and outreach efforts toward that goal. The group has started efforts to identify small grants to pay speakers' travel and honoraria. There is a commitment to keep the focus on not only showing the promise and possibilities of open access, but also the costs and challenges.

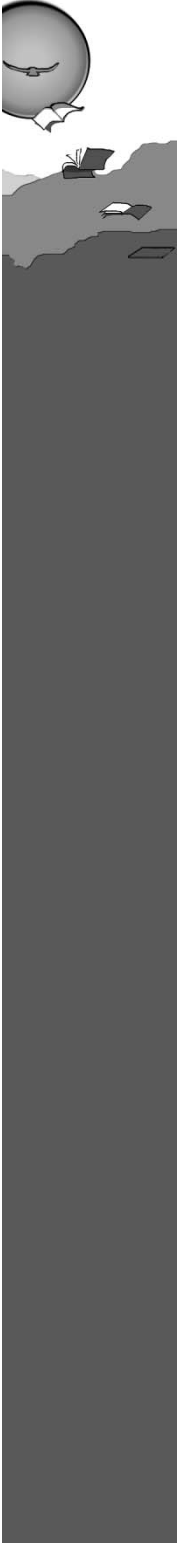
To date, the librarians most involved in open access education at our university have been those who have either been involved in the NIH public access policy or in explaining the loss of some funding for open access authors. This may change if the public access policy is expanded to other grant-making agencies and may increase the interest of faculty in other disciplines.



Conclusion:

Interest in open access publishing is high on our campus. Our challenge is to create programming about the movement that is useful to students, faculty and staff outside the library and creates more awareness and discussion.

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NIH PUBLIC ACCESS POLICY /
HOW TO GET TRANSLATIONAL INVESTIGATORS TO PARTICIPATE
March 12, 2010

Panel Chair, Philip J. Kroth, MD, MS
Director, Biomedical Informatics Research, Training and Scholarship,
University of New Mexico Health Sciences Library and Informatics Center

Learning Objectives:

After completion of this session the learner should be able to:

- List some of the current issues surrounding the NIH Policy.
- Articulate how the coming of a CTSA program to an institution may provide unique opportunities for the promotion of open access publishing.
- Discuss some of the challenges often encountered when attempting to promote compliance with the Policy.

Session Outline:

Introduction and Overview of Session (5 minutes)

- Introduce David Gillikin, National Library of Medicine.
- Pass out cards with questions to be completed as participants listen to two presentations:
 1. What has been a challenge at your institution with promoting/participation in the Policy?
 2. What solution or successes have you had with the Policy at your institution?

NLM Update on the Policy – The National Perspective (Gillikin: 20 minutes)

- Overview of www.publicaccess.nih.gov.
- Update on other Policy issues.
- CTSA's and the Public Access Policy.

Experiences with the Policy – A Local Perspective from the University of New Mexico (Kroth: 20 minutes)

- Policy Promotion activities at UNM's CTSC (UNM's CTSA).
 - UNM summary of the compliance rates.
 - Incorporation of scholarly communication topics into our CTSA training program –leveraging the CTSA opportunity to promote the use of the NIH Policy and other open access publication venues.
 - Unique Copyright management strategy at UNM to help investigators comply “despite themselves.”
- Example issues.

Break (All: 5 minutes – collect question cards)



Panel and Group Discussion on Review of Cards (Kroth, Gillikin, Smith: 40 minutes)

- Have someone read each challenge and solution one at a time.
- Write them on two flip charts – one for challenges, one for solutions.
- Then begin a discussion of each challenge with input from NLM and members of conference.
- Alternate with traversal of successes list where the person who listed the success could elaborate and the group can brainstorm on these.

Handouts for the Session

1. *Kroth PJ, Phillips HE, Eldredge JD. Leveraging change to integrate library and informatics competencies into a new CTSC curriculum: a program evaluation. Medical Reference Services Quarterly. 2009 Jul-Sep; 28 (3): 221-34.*
2. *Institution Contribution Rate Sheet* – includes updated institution query design
3. Copy of the NIH Policy



ADVOCACY COMMUNICATION WORKSHOP: CRAFTING A 3-MINUTE MESSAGE FOR OPEN ACCESS

March 12, 2010

Session Facilitator, Jon Eldredge, MLS, PhD, AHIP
Interim Coordinator, Learning Design Center
University of New Mexico Health Sciences Library and Informatics Center

Goal:

Each participant will improve her or his communications skills to be a better advocate for open-access scholarly communication at “CTSA-minded” institutions.

Learning Objectives:

After completion of this session the learner should be able to:

- Explain why open-access scholarly communication advocacy is important, in her or his own words;
- Identify at least four (4) potential audiences (naming specific individuals at her or his institution, if possible) at a “CTSA-minded” institution for communications on open access scholarly communication;
- Articulate the major arguments that translational researchers find compelling for publishing in open-access venues;
- List at least two (2) possible obstacles or objections that translational researchers might raise against publishing in open-access venues;
- List at least two (2) potential motivations for members of these audiences to support open-access scholarly communication; and
- Deliver a persuasive three-minute “elevator speech” to a simulated institutional decision maker at a “CTSA-minded” institution that incorporates skills acquired above. (Dean Ridenour).

Workshop Outline:

Introduction and Overview of Session (10 minutes)

- Introductions
- Opening question

Large Group Activity (10 minutes)

- Brainstorming
- Discussion

Solo and Large Group Activity (15 minutes)

- Individual Reflections
- Reports Back to Large Group

Dyad Activity (15 minutes)

- Exercise
- Dyad Reports



Large Group Activity (20 minutes)

- Individual Exercise
- Reports Back to Large Group

Motivational Communication (15 minutes)

- Introduction of Dean Nancy Ridenour
- Demonstration
- Deconstruction Activity

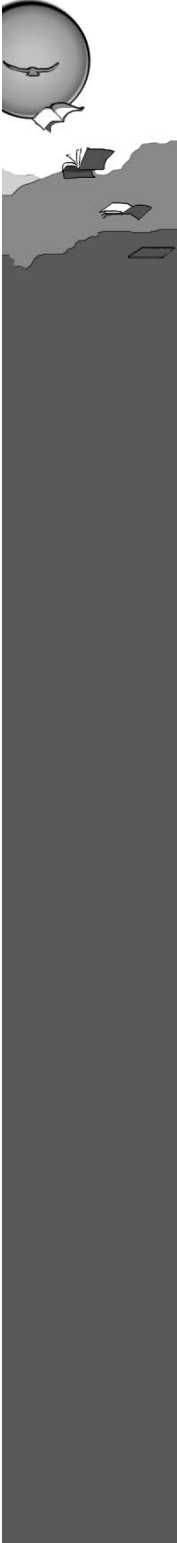
Dyad Exercise (10 minutes)

- Exercise

Transition to Lunch (5 minutes)

- Exercise

Dean Ridenour and Dr. Eldredge as Resources and Discussants at Lunch (60 minutes)



WHERE DO WE GO FROM HERE?

March 12, 2010

Session Facilitator, Karen Butter, ML
University Librarian & Assistant Vice Chancellor, Library Services and Instructional Technology
University of California at San Francisco

Goal: By the end of the session participants will be able to describe the importance of an advocacy agenda and the top items on a national open access advocacy agenda.

Learning Objectives:

After completion of this session the learner should be able to:

- Explain the importance of a national advocacy agenda and how it could advance CTSA at his/her institution.
- Identify partners at their institution to work on an advocacy agenda.
- List the top five advocacy issues for open access.
- Describe three ways to promote an advocacy agenda.

Session Outline:

Introduction and Overview of Session (5 minutes)

Review Survey and Findings

Refine the List

- Break into small groups
- Discuss items that are missing from advocacy agenda
- Discuss how the agenda items might advance individual CTSA's
- Report back to the group

Identify the Top Five Advocacy Issues

- Participants vote
- Revise wording as necessary

Discuss Partners

- Ask participants to consider types of individuals/groups at their institution and nationally to partner with in moving forward the agenda

List strategies and identify relevant bodies to promote an advocacy agenda

- Break into small groups for each strategy and ask groups to identify strategies and relevant bodies
- Report back to the group
- Assign responsibility for follow-up

