



Designing Research Libraries for Digital Scholarship Innovation: Exploring Global Practices to Revitalize Local Strategies

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Designing Libraries for Digital Scholarship

Outline

- Scope of the field
- Trends and developments
- DS service models
- UK practices

Questions

- What activities are undertaken by and within research libraries to advance digital scholarship and scholarly communication?
- How are they organized and presented on library websites?
- Who delivers these services?



Exploring the emergent library specialty of scholarly communications librarianship

Scoping the Field of Digital Scholarship

Product or Process?

“any element of knowledge or art that is created, produced, analyzed, distributed, published, and/or displayed in a digital medium, for the purpose of research or teaching”

(Foot in Hswe, 2006, p. 6)

“the use of digital tools, data, methods, authoring, publishing, and stewardship to support teaching, research, and learning”

(Brenner, 2014, p. 3)

“Participate in emerging academic, professional and research practices that depend on digital systems”

(Jisc, 2014)

Scoping the Field of Digital Scholarship

Scholarly Communication

“the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. The system includes both formal means of communication, such as publication in peer-reviewed journals, and informal channels, such as electronic listservs.”

(ACRL, 2003)

> Open Access (Singleton, 2011)

John Ziman, in his seminal 1968 book dealing with science and its communication, *Public Knowledge*,¹ dedicated it to the memory of his 'gallant and gay philosopher and friend, Norwood Russell Hanson'. I think we can be pretty certain that he was not, in his dedication, making reference to sexual orientation.

Just a few years later, the British television presenter and film critic, Barry Norman, was lamenting the, as he saw it, usurping of the extremely evocative and unique descriptor 'gay' to a previously unconnected association with homosexuality. The old meaning still remains in the dictionary – but as a subsidiary ('dated' it says) definition – 'light-hearted and carefree', deriving from Middle English. 'Can we have our name back?' cried Norman. Fat chance. As the *New Oxford Dictionary of English* says 'The word 'gay' cannot be readily used unselfconsciously today in these older senses without arousing a sense of *double entendre*, despite concerted attempts by some to keep them alive.' The etymology of the new usage, while dating from the 1960s, seems not entirely clear, but it is easy to see that it would be attractive that the first associations would be positive, and the word is usefully very short.

So what on earth has this to do with learned publishing? Not much, except by way of another association.

A few years ago I was at a famous conference, mainly but not entirely for librarians, held each year in a beautiful city in one of the southern states of the USA. I saw there was a special lunchtime session on courses on 'scholarly communication'. I was surprised and delighted, since the

EDITORIAL

Scholarly communication – can we have our name back?

topic has long been of both personal and research interest for me. I had long wished, since my days working in a library, that library school curricula should find some time to examine the whole panoply of communication and thus see where any particular library operation might fit. So I went along. I was further surprised that the place was totally crowded, such that I had to sit on the floor, amongst all the cardboard lunchboxes brought in by my fellow, as I thought, seekers after enlightenment.

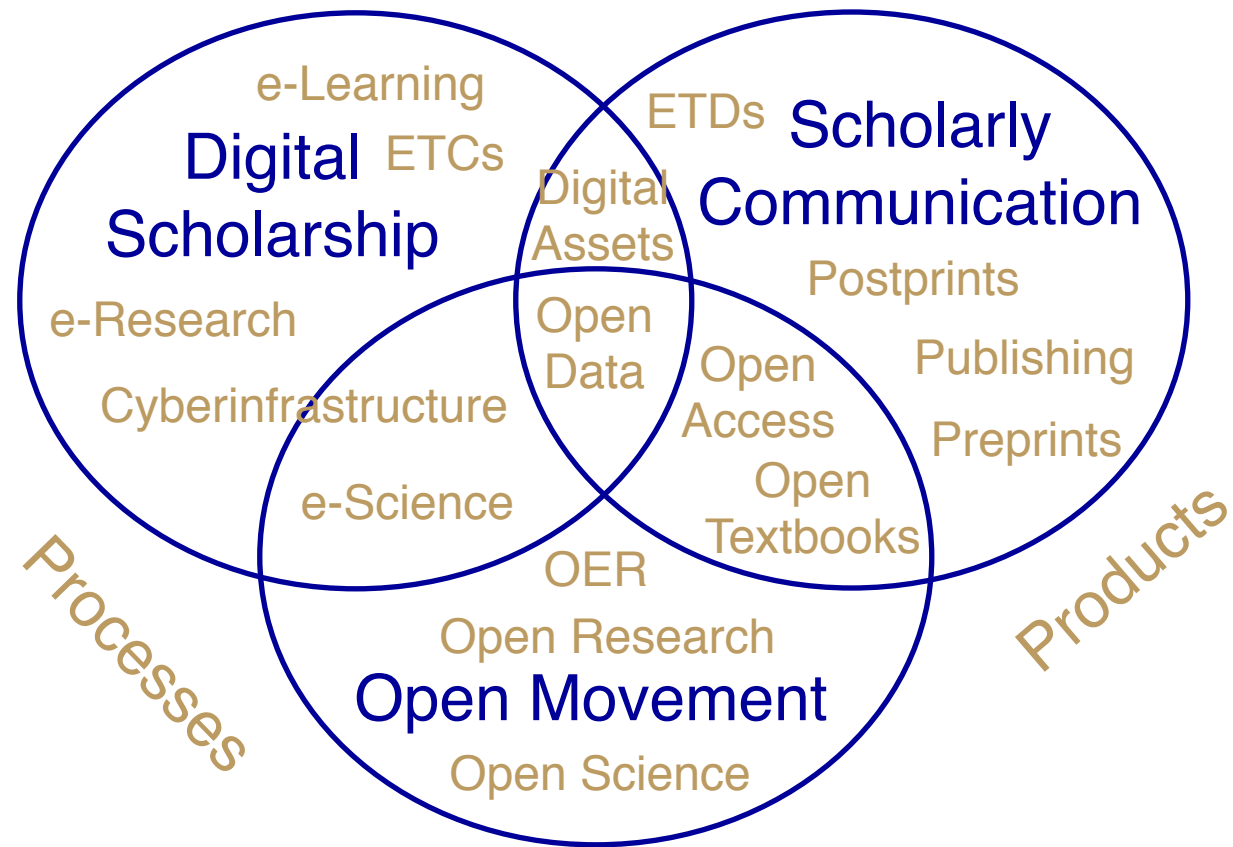
You are probably already wondering at my ignorance and naivete (in my defence I can only say it was a few years ago). What did I hear? It was all about how libraries could go about persuading authors to retain copyright in any of their works, and deposit them in institutional and other repositories. Had I gone into the wrong session? I had not. Were my fellow attendees similarly astonished? They were not. No one demurred from the appropriateness of the title of the session we were at or the courses it was describing – although there could have been one or two others who, like me, decided to keep their heads down given the rapturous general response to the presentation.

So I left bemused. Since then, over the last few years, I have seen the interpretation that I first saw at that Charleston (I bet you guessed that) meeting repeated again and again – whether about courses, jobs, committees or even as the titles of large reports commissioned by official bodies who, in my view, really ought to know better.

So what, for the record, is my problem? It's simply that 'scholarly communication' properly defined is so much wider, and indeed more fascinating, than this modern quasi-definition implies. You have only to think of the basic 'binary' classification of the topic – i.e. into 'informal' and 'formal' communication, to start to see that. In the transmission of scholarly ideas, for example, not only anecdote but studies have long shown the critical importance of informal communication. Once this may have been confined to, say, letters, telephone calls, meetings, conference communications and the like. But it is now supplemented, or sometimes supplanted, by a whole array of electronic methods which I should not name for fear of dating this editorial too soon. This is important on every level – scholarly advance, the time it takes, the money it costs, etc., sometimes dwarfing

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Scoping the Field of Digital Scholarship



Trends and Developments in the Field

- Development of support offered and expansion of service portfolios
 - moving upstream and downstream to provide full-cycle scholarly assistance and guidance for research, learning, teaching, and other creative work
- Responding and contributing to policy development and roll-out
 - research data planning and sharing, open access archiving and publishing
- Growth in specialist positions, organizational units, physical spaces
 - assistants, coordinators, directors, heads, librarians, managers, officers, centres, commons, committees, hubs, labs, offices, teams, working groups
- Intersections of scholarly communication and information literacy
 - copyright literacy, data literacy, digital literacies, primary source literacy
- National association-led initiatives to advance local SC practices
 - ARL/ACRL Institute, DS support profiles, OpenCon, RoadShows, toolkits

PRIMER FOR PROTECTING SENSITIVE DATA

In Academic Research

from the Association of College and Research Libraries
Research and Scholarly Environment Committee (ACRL ReSEC)

* Images are clickable links *

- 1** Recognize that Research Data Management is a collaborative endeavor to enable responsible research. If sensitive data is present, safeguarding privacy for data subjects is a concern. Perform a Privacy Impact Assessment and add it to your data management plan.
- 2** Invest in understanding the what, why, and how of safeguarding privacy in academic research and obtain the relevant support, infrastructure, tooling, instruments for data protection.
- 3** Assess the privacy readiness of your organization and recognize the differences in perspective across the institution. Develop a common language by collaborating in shaping privacy in academic research.
- 4** Define and implement a strategy to maintain integrity and protection of sensitive data. Many great starting points are available.

Created for ACRL ReSEC by A. Wardegar, K. Lutz, & Andrea A.S. De Souza, August 2016. CC BY 4.0
 Based on the Privacy in Academic Research Guidelines by the Association of College and Research Libraries, 2015.

Scholarly Communication

Digital Scholarship

SPEC Kit 350
Supporting Digital Scholarship
May 2016

SPEC Kit 351
Affordable Course Content and Open Educational Resources
July 2016

SPEC Kit 354
Data Curation
May 2017

SPEC Kit 357
Libraries, Presses, and Publishing
November 2017

Does Every Research Library Need a Digital Humanities Center?

Jennifer Schaffner
Program Officer
Ricky Erway
Senior Program Officer

Intersections of Scholarly Communication and Information Literacy

Creating Strategic Collaborations for a Changing Academic Environment

Common Ground at the Nexus of Information Literacy & Scholarly Communication

Edited By
Stephanie Davis-Kahl
Marinda Kaye Hensley

Library Publishing Coalition

2019 LIBRARY PUBLISHING DIRECTORY

NOW AVAILABLE IN PDF, EPUB, AND ONLINE!

SPEC Kit 332

Organization of Scholarly Communication Services
November 2012

Office of Scholarly Communication Scope, Organizational Placement, and Planning in Ten Research Libraries

November 18, 2012
 Deanna Merrett
Rogier Schoenfeld
Sarah Thomas

The American Professional Landscape

MAY 8-10 | SIMON FRASER UNIVERSITY HARBOUR CENTRE | VANCOUVER, BC

2019 LIBRARY PUBLISHING FORUM



Ligue des Bibliothèques
Européennes de Recherche
Association of European
Research Libraries

Strategy

The five-year period 2018-2022 promises to bring radical changes to the research landscape.

Scholarly Communication

Digital Skills & Services

Research Infrastructure

Working Groups

Architecture Forum

Copyright & Legal
Matters

Digital Humanities & Digital
Cultural Heritage

Innovative Metrics

Leadership Programmes

Open Access

Research Data
Management



PITTSSCI

Digital Scholarship Areas of Practice

- Altmetrics
- APCs
- ASNs
- Author IDs
- Bibliometrics
- Content hosting
- Copyright
- CRIS/RIMS
- Data citation
- Digital preservation
- Digitization
- DMPs
- DOIs
- ETDs
- Funding mandates
- GIS
- Grant writing
- Institutional repository
- IPR
- Journal publishing
- Licensing
- Maker spaces
- Mediated deposit
- Metadata
- Monograph publishing
- Multimedia production
- OER
- Open access
- Policy compliance
- Publication ethics
- RDM
- Software development
- Subject archives
- Text and data mining
- Visualization tools
- Website development



Pitt ULS Service Portfolio



Digital Scholarship Services (est. 2015)

- Research data management
- Data acquisition and analysis
- Mapping and geographic information systems
- Digital curation and stewardship
- Metadata, vocabularies and linked data
- Multimedia and web-based scholarship
- Digital Scholarship Commons (workshops, projects, digitization, hardware and software)

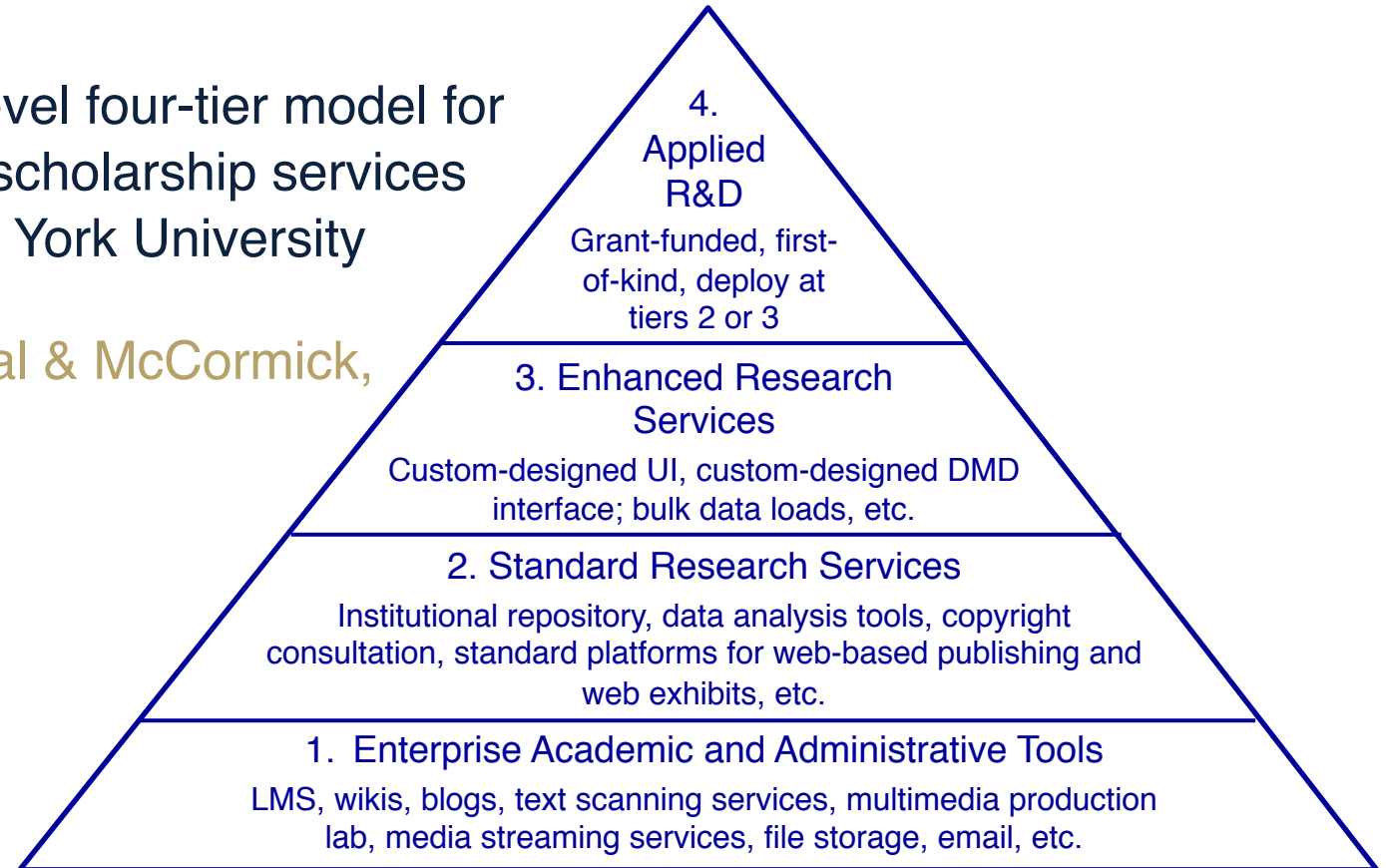
Office of Scholarly Communication and Publishing (est. 2011)

- IPR, copyright and fair use
- Author rights and responsibilities
- Electronic theses and dissertations
- Subject-based repositories (6)
- D-Scholarship (institutional repository)
- Journal publishing service (40 titles) and hosting service (55 titles)
 - PKP major development partner
- OA monographs: U Press digital eds.
 - 750 books digitized (I/P and O/P)
- OA advocacy and author fee fund
- Scholarly impact – PlumX partner

Digital Scholarship Service Models

High-level four-tier model for digital scholarship services at New York University

(Vinopal & McCormick, 2013)



Digital Scholarship Service Models

Visual summary of three-level service delivery model for digital scholarship @Pitt (applied to RDM)

(ULS RDM Working Group, Version 5, 2016; see also Mattern, Brenner & Lyon, 2016)

Level 3 – Specialist RDM Service Providers

Explicit job responsibilities: understanding of local, national and global RDM landscape; collaborating with RDM stakeholders at Pitt and in region; expertise in one or more specific aspect/s (e.g., DMP, metadata, data storage)

Level 2 – Advanced RDM Service Providers

Volunteer RDM team members – points of contact for disciplines: aware of relevant funder requirements; understanding of disciplinary research workflows; familiar with DMPTool, and subject data repositories and practices (e.g., file formats and naming, data storage and documentation)

Level 1 – Basic RDM Service Providers

All public-facing university library staff – first point of contact for reference questions: basic understanding of RDM, drivers, research lifecycle, and how RDM applies to cycle; familiar with ULS RDM web resources; knowledge of RDM services, staff, and who to contact.

Trends and Developments in the UK

- Major focus on open access (policy compliance, APCs, and CRIS)
- Widespread provision of research data services and support, often in partnership with other professional services
- Recent growth in launch of library-managed OA university presses but not much evidence of journal hosting services
- Few formal DS centres or services and limited evidence of library engagement in digital humanities
- No evidence of library leadership or participation in university OER/open textbook programmes and projects
- Offerings and specialist roles more likely to be badged as research services, OA and RD, but also some DS/SC titles
- Several examples of good practice for librarians in other countries

HELP! I NEED A DATA ACCESS STATEMENT

Any paper acknowledging UKRI (formerly RCUK) funding needs a statement explaining where readers can find the data that support your findings.

▶ **But I don't have any data!**

You still need a statement. Use **This study did not involve any data.**

▶ **I have an external research partner**

You might not be able to share anything - contact the **RED Contracts Team** to check the terms of your collaboration agreement. If you can't share data, use the statement: **Data cannot be shared due to contractual restrictions.**

▶ **There's enough information in my paper for readers to check my findings**

Use the statement: **Supporting data are provided within this paper.**

▶ **I used someone else's data**

Cite the dataset as suggested by the data owner, or explain where the data can be accessed: **This study used [name of dataset] which is available from [link/contact].**

▶ **There's enough information in the supplementary information for readers to check my findings**

Use the statement: **Supporting data are provided as supplementary information.**

▶ **My data can't be shared openly**

You can still publish it under embargo or with access restrictions. Explain the restrictions in your statement: **Supporting data cannot be shared openly due to [reasons]. Details of how to request access are available from [repository] under the DOI [DOI].**

▶ **I've published my data in a data repository**

If the repository has a preferred citation style, use that. If not, use: **Supporting data are available from [repository] under the DOI [DOI].**

● **Still confused?**

The **Research Data Service** can help! **Contact us** for advice on data statements, publishing data, and more.



Examples of Good Practice (UK)

UNIVERSITY OF SOUTHAMPTON LIBRARY BLOG



Main Menu

MAKE YOUR RESEARCH COUNT: ACT ON ACCEPTANCE

April 1, 2016 · by ECooper · in Open Access. ·



Today, April 1st 2016, is not just about hilarious pranks but also marks the start of the HEFCE Research Excellence Framework (REF) Open Access policy. Your research will be available for anyone to read, increasing your impact and helping to **change the world for the better.**



Rooms for using sensitive research data

Rooms 4.07 and 4.08 in the Library are set aside for the use of sensitive, confidential, or restricted research data (see the LSE's Information Classification document (PDF)). They can be used to access specific sensitive data resources which the Library manages on behalf of the School, or to access sensitive data obtained by the user under licence which includes restrictions on access.

Management of the room is based on [UK Data Service's concept for handling sensitive research data](#).

Who can use these rooms?

Rooms are available to current LSE research staff, postgraduate research, and master's students with research projects approved by the data supplier.

What can you use these rooms for?

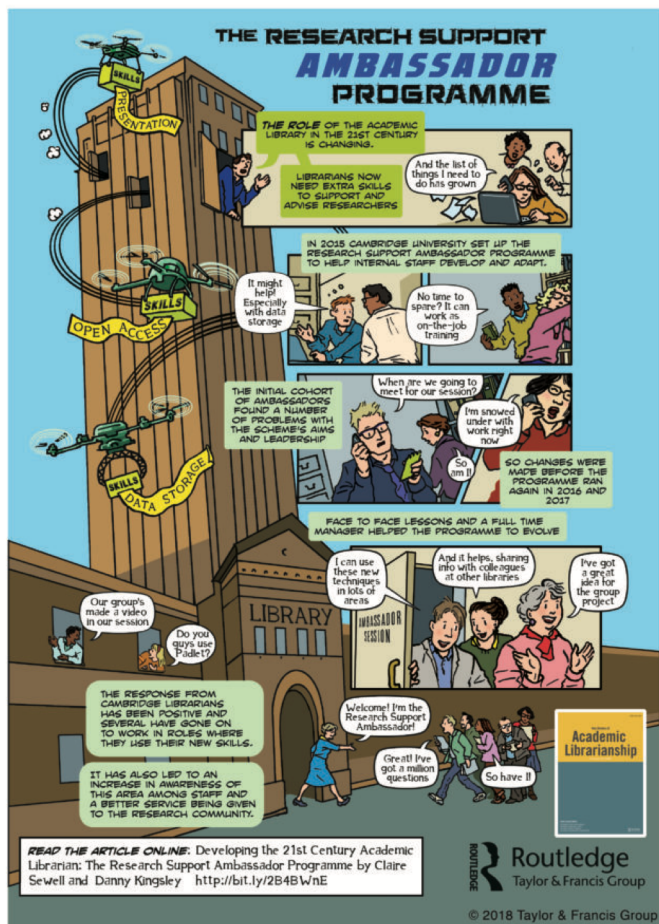
We only allow use of the rooms for projects related to academic study and research that have been approved by the data supplier. Getting approval is often dependent on describing research projects, specifying data requirements, providing a justification for accessing these data, and giving information on how data will be managed.

Print or share



Management of the room is based on UK Data Service concept for handling sensitive research data ('The 5 Safes')

<http://blog.ukdataservice.ac.uk/access-to-sensitive-data-for-research-the-5-safes/>



(Sewell & Kingsley, (2017)

Research Support Handy Guides

Examples of Good Practice (UK)

The University Library

Home > The University Library > Research > Metrics hub

Metrics hub

This guide gives an introduction to bibliometrics and altmetrics.

A resource from the Library and Research Services

What are metrics?

There are many different metrics available, each using different calculations and data to assess different aspects of research publication.

[What are metrics? →](#)



Using metrics responsibly

Metrics can be a useful tool, but they are not on their own sufficient to assess research fairly.

[Using metrics responsibly →](#)



What to use metrics for and when

There are many different metrics available. It's important that you use the appropriate one for the question you're trying to answer.

[What to use metrics for and when →](#)

[Sources of metrics →](#)

Support for metrics

Access the support available from Professional Service staff in the Library and Research & Innovation Services

[Support for metrics →](#)



Examples of Good Practice (UK)

Partnering with academic units,
other professional services,
other academic libraries
and the community

WHITE ROSE
UNIVERSITY PRESS
Universities of Leeds, Sheffield & York



Centre for Digital Scholarship
Bodleian Libraries
UNIVERSITY OF OXFORD

The University Library

Home > The University Library > Research > Metrics hub > Support for metrics

Support for metrics

University Library

- Identify highly-cited or highly discussed papers for your literature review
- Identify influential journals that you may wish to submit your paper to
- Track attention received by your research
- Identify authors who you might want to collaborate with

For guidance on any of the above, contact the [Librarian for your department](#)

Research Services

- Benchmarking
- Citation and alternative metrics in support of funding bids
- Advice on using metrics in research management

Contact [Research Services](#) for help with the above

Conclusions

- US services are longer established and more advanced in areas such as library publishing and digital scholarship
 - They are also more likely to use the title “scholarly communications” for their organizational units and specialist library staff
- UK libraries are concentrating resources and providing more in-depth support for open access to research (for the REF)
 - They have developed several practices that could usefully be adopted by their US peers to strengthen their support for scholars
- Management structures vary but few are wholly centralized
 - Many libraries operate a hybrid model based on functional and subject/disciplinary specialists, some use hub-and-spokes models, and a few are extremely diffuse with multiple diverse staff involved

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