

Introducing Scholarly Communications:

A cross-departmental
approach for reaching
students and faculty



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

HELLO!

Anna Craft

Coordinator of Metadata Services

UNCG University Libraries

arcraft@uncg.edu



HELLO!

Sam Harlow

Online Learning Librarian
Liaison to Kinesiology, Public
Health Education, and Community
and Therapeutic Recreation

sharlow@uncg.edu



HELLO!

Amy Harris Houk

Department Head, Research,
Outreach, and Instruction

Liaison to the School of Education

a_harri2@uncg.edu



UNC Greensboro

- ▶ UNCG is a minority serving public university, one of the 17 campuses in the UNC System
- ▶ UNCG's FTE is about 20,000 students, including approximately 3,600 graduate students*
- ▶ About 37% of graduate students are fully online**

*UNCG At A Glance: <http://www.uncg.edu/inside-uncg/inside-glance.php>

**UNCG Office of Institutional Research, Fact Book Dashboard
<https://ire.uncg.edu/factbook/dashboards/>



UNCG University Libraries

- ▶ The University Libraries are staffed with ~90 FTE
- ▶ Leader of collaborative, inter-institutional projects, including the [Carolina Consortium](#) and [NC DOCKS](#)
- ▶ Research, Outreach and Instruction (ROI) is composed of liaison librarians that support academic departments with instruction, collection development, and consultations



Scholarly communications in the UNCG University Libraries

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

Scholarly communication initiatives and support

- ▶ Open access institutional repository ([NC DOCKS](#))
- ▶ [Open Educational Resources](#) (OER) mini-grants and other OER support
- ▶ [Open Access Publishing Fund](#)
- ▶ [Open access journal hosting](#) (OJS)
- ▶ Advising on author rights, copyright, fair use, and Creative Commons licensing
- ▶ [Research Data Management](#) (RDM)
- ▶ Training, education, and outreach on these topics and more!

▶ Let's start out with some questions!



Go to: www.menti.com

Code: 38 89 13

Overview

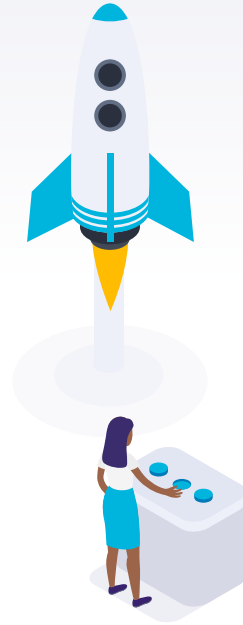
1. **Scholarly communication education - why now?**
2. **Getting started**
3. **Training format**
4. **Training modules**
5. **Assessment and future directions**
6. **Questions and discussion**



Scholarly communication:

1

Why now?



Scholarly communication

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

-ACRL

Scholarly communication: why now?

Every year brings graduate students and other researchers who are new to this process



Why is this
especially
important
now?



Go

🔍 Covid-19 information|

🔍 covid-19 information

Google Search



🔍 hydroxychloroquine

🔍 hydroxychloroquine

🔍 hydroxychloroquine **manufacturer concordia**

🔍 hydroxychloroquine **pronounce**

🔍 hydroxychloroquine **200 mg**

🔍 hydroxychloroquine **buy online**

🔍 hydroxychloroquine **moa**

🔍 hydroxychloroquine **interactions**

🔍 hydroxychloroquine **where to buy**

ARL Urges Publishers to Maximize Access to Digital Content during COVID-19 Pandemic

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

Opinion: “The Coronavirus (COVID-19) Outbreak Highlights Serious Deficiencies in Scholarly Communication”

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

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

McDonald, H. I., Tessier, E., White, J. M., Woodruff, M., Knowles, C., Bates, C., Parry, J., Walker, J. L., Scott, J. A., Smeeth, L., Yarwood, J., Ramsay, M., Edelstein, M.

10.1101/2020.05.07.20094557 — Posted: 2020-05-11

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

Miller, A. C., Foti, N. J., Lewnard, J. A., Jewell, N. P., Guestrin, C., Fox, E. B.

10.1101/2020.05.07.20094441 — Posted: 2020-05-11

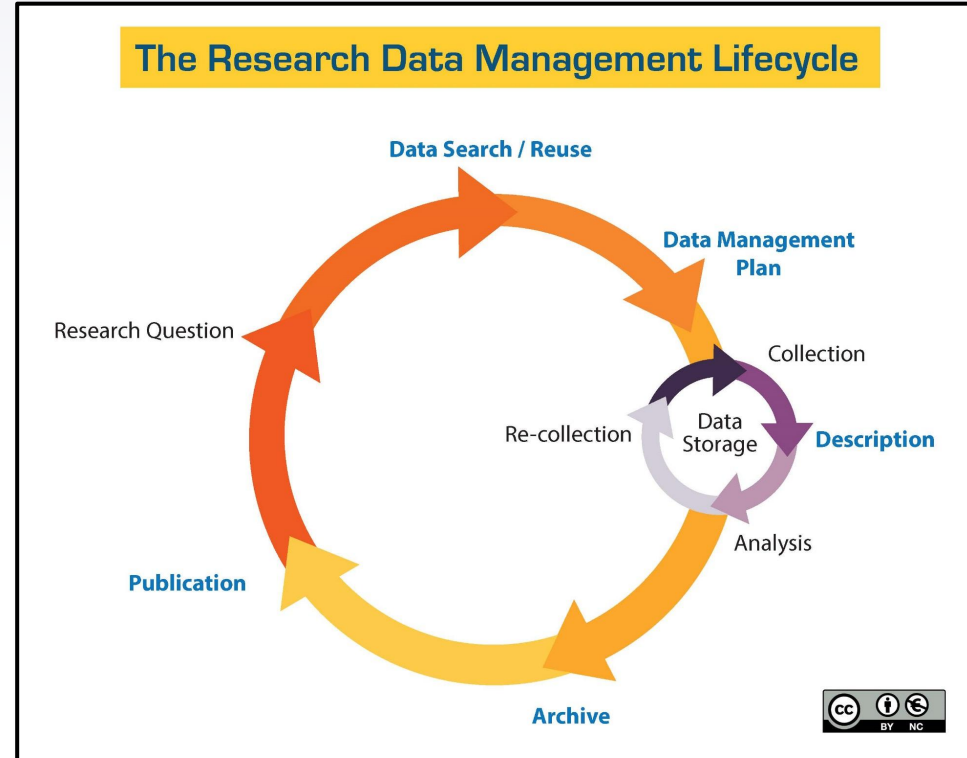
Racial and Ethnic Disparities in Population Level Covid-19 Mortality

Gross, C. P., Essien, U. R., Pasha, S., Gross, J. R., Wang, S.-y., Nunez-Smith, M.

10.1101/2020.05.07.20094350 — Posted: 2020-05-11

Scholarly communication training: why now?

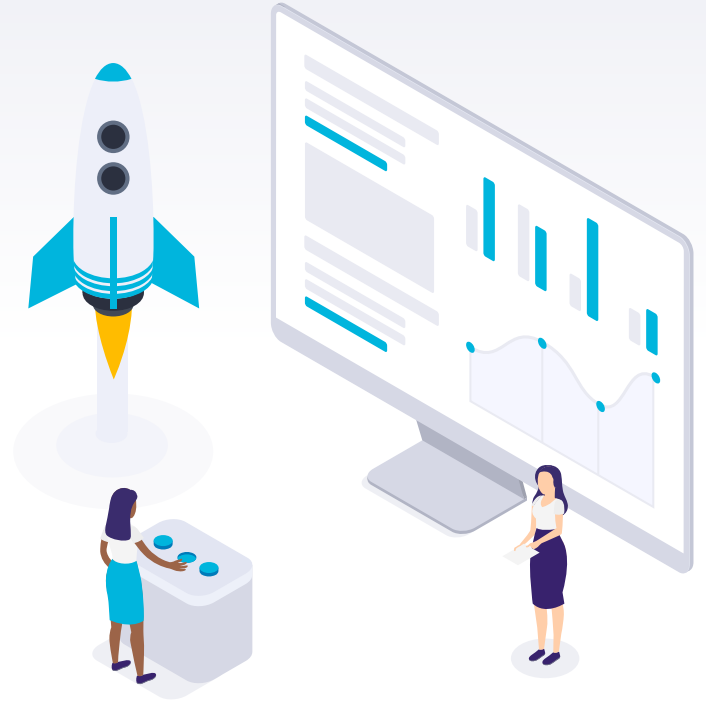
Librarians are well-positioned to help our students, faculty, and other researchers understand the research and scholarship lifecycles, and we can help them responsibly contribute to these processes



2

Getting started

Why, what, who?



Why did we start this training program?

- ▶ Organizational effort to increase professional development opportunities for graduate students
- ▶ Demonstrated needs for user education
- ▶ Faculty requests
- ▶ Opportunity to bring together expertise from multiple departments



UNCG faculty member:

“It would be great if there was a session that would sit us all down and make us learn about ORCID and all this other stuff.”



What needs are we addressing?

Training and education about:

- ▶ Open access
- ▶ Researcher identity management
- ▶ Scholarly communication basics
- ▶ Scholarship metrics
- ▶ Research data management
- ▶ And more!



▶ What populations are we addressing?

- ▶ **Graduate students**
- ▶ Faculty - especially new faculty
- ▶ Library personnel
- ▶ Other researchers



Who is involved?

- ▶ Coordinator of Metadata Services (Technical Services)
- ▶ Online Learning Librarian (ROI)
- ▶ Head, Research, Outreach, and Instruction (ROI)
- ▶ Liaisons (ROI)



What skills do the different departments bring to this work?

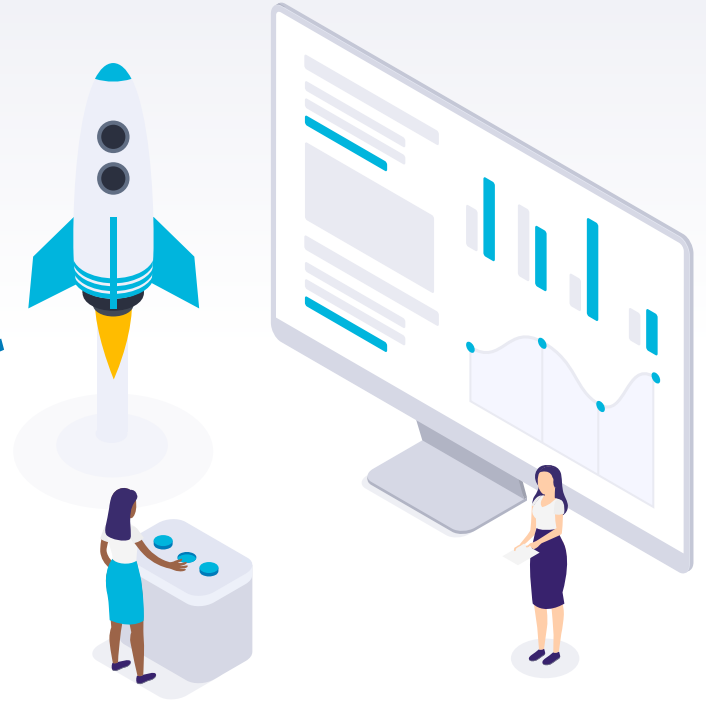
- ▶ Liaisons have direct connections to academic departments and communicate with them regularly about research services
- ▶ Technical Services manages our institutional repository (IR), open access projects, and many other scholarly communication initiatives



3

Training format

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



Variety of Formats

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



► Delivery

Face-to-Face

Computer
lab,
interactive



Modules

Google
Slides,
LibGuide



Virtual Meeting

Webinars, Webex,
Chat, Recorded and
hosted on YouTube

Digital Methodologies: Research

Home

Research

Tools & Tech

Welcome

In an increasing digital world, it's important to know how to safely and effectively save and share your scholarship. UCG Libraries is hosting a free workshop, with face-to-face and virtual options for attendance to help graduate students and instructors raise their scholarly profile. This workshop is split into four sections: Zotero citation management, open access/share your scholarship, research identity, and citation metrics/altmetrics. UCG Libraries Scholarly Communications

Agenda:

Click on the link in each section to attend the virtual option for the workshops, at the corresponding time (EST).
 9:30am: Registration and Coffee
 10:00am: Zotero Citation Management
 11:00am: Break
 11:10am: Open Access
 12:00pm: Lunch (provided free for face-to-face attendees)
 1:00pm: Research Identity
 2:00pm: Citation Metrics
 2:45pm: Wrap Up and Evaluation
 End at 3:00pm

Evaluation:

Zotero Citation Management

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

- [Zotero Guide](#)
- [Zotero Website](#)
- [Zotero Workshop Streaming Link](#)

Open Access, Share your Scholarship

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

- [NC DOCKS](#)
- [UNCG Libraries Open Access Guide](#)

Open Access: Sharing Your Scholarship

Anna Craft

Coordinator of Metadata Services



UNCG LIBRARIES PRESENTS

**SHARE YOUR
SCHOLARSHIP,
RAISE YOUR
SCHOLARLY PROFILE**

AUGUST 15, 2019 | 10 AM TO 3 PM
JACKSON LIBRARY & VIRTUAL OPTION



Ask Us!

Available

iMinerva Chat

<http://uncg.libguides.com/digmethod/research>

Successes of formats

- Provide online option even for face-to-face trainings
 - UNCG uses Webex and Zoom
 - Most virtual meeting tools have captioning options and videos can go in YouTube to be captioned later
- Synchronous and asynchronous module options
- Assessments (surveys) sent out after all the trainings

4

Training modules



Modules

**Research Identity:
Managing and raising the
visibility of your scholarship**

**Scholarly
communication**

Anna Craft
Coordinator of Metadata Services
UNCG University Libraries

**Open Access: Sharing
Your Scholarship**

Anna Craft
Coordinator of Metadata Services
UNCG University Libraries

Research Data Management

Lynda Kellam
Social Sciences Data Librarian
lmkellam@uncg.edu
<http://bit.ly/RDM-UNCGUL>

Anna Craft
Coordinator of Metadata Services
arcraft@uncg.edu

Scholarship Metrics

Arlo
University Libraries
Librarian

Open Access: Sharing Your Scholarship


Anna Craft

Coordinator of Metadata Services

UNCG University Libraries

Objectives

1. Define open access (OA)
2. Understand the difference between open access and open educational resources (OER)
3. Identify OA and OER resources offered by the Libraries
4. Learn about other OA efforts supported by the Libraries
5. Locate OA/OER info on the Libraries' website
6. Answer your questions about OA and OER



Research Identity: Managing and raising the visibility of your scholarship

Anna Craft, Coordinator of Metadata Services, UNCG University Libraries


Objectives



- Define research identity
- Understand why managing research identity is important
- Identify some freely-available and widely-used researcher identity management systems
- Select researcher identity management system(s) that are appropriate for you

Services and systems



 My profile

Google Scholar

Scopus

ELSEVIER

Web of Science ResearcherID

ORCID

Connecting Research
and Researchers



Scholarship Metrics

By Samantha Harlow

UNCG Greensboro University Libraries

Online Learning Librarian



39

Learning Objectives

After this tutorial, participants will be able to:

1. Define key terms and concepts in scholarly metrics and altmetrics.
2. Discuss how alternative metrics expand a researcher's ability to demonstrate impact.
3. Access tools and resources (particularly those freely available) to begin gathering metrics and altmetrics for a scholarly product or researcher.

Scholarly communication

Anna Craft
Coordinator of Metadata Services
UNCG University Libraries

Objectives

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

Research Data Management

Lynda Kellam

Social Sciences Data Librarian

lmkellam@uncg.edu

<http://bit.ly/RDM-UNCGUL>

Anna Craft

Coordinator of Metadata Services

arcraft@uncg.edu

RDM basics training

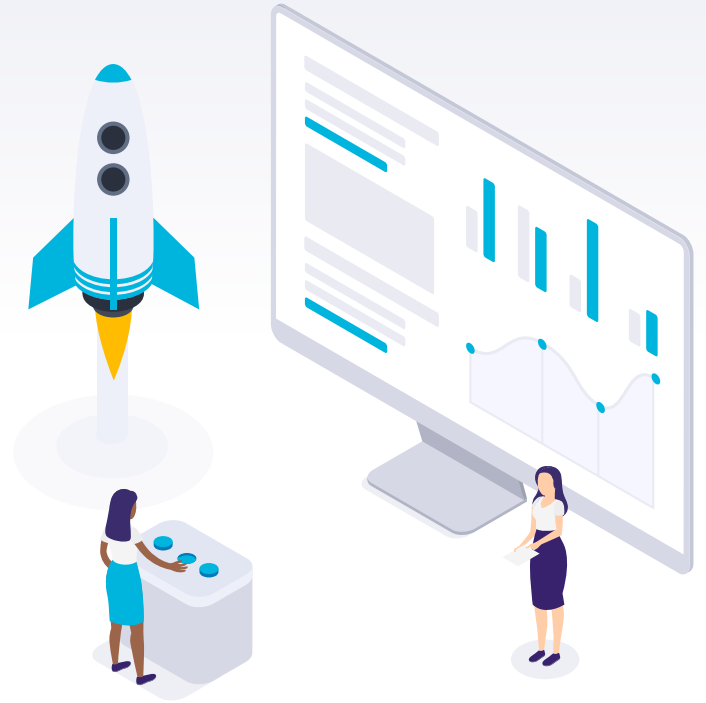
1. Recognize what research data management entails and why it is important for our research
2. Identify common data management issues
3. Learn some best practices and resources for managing those issues



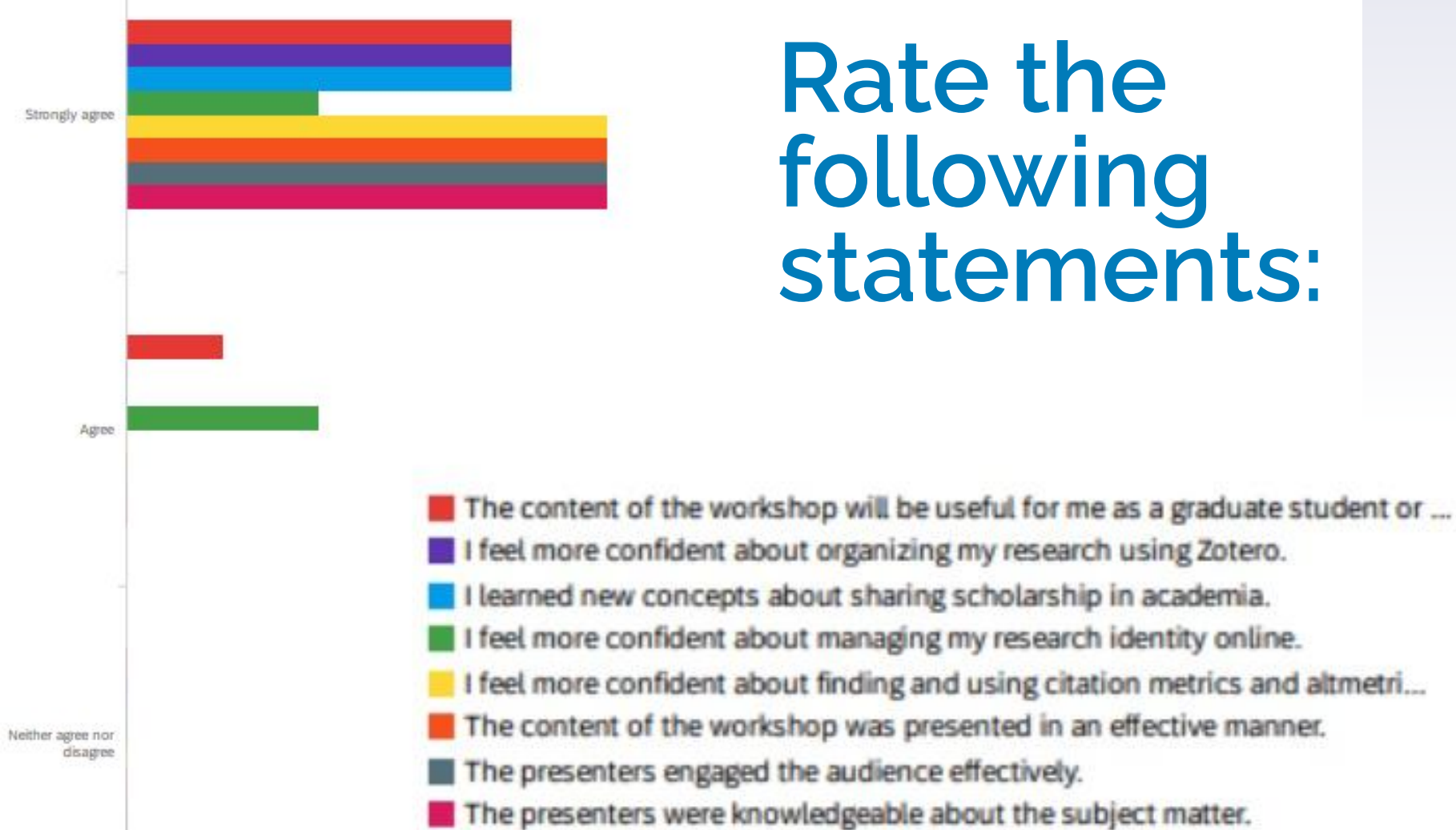
Photo: Flickr user [janneke stacks](#); (CC BY-NC 2.0)

5

Assessment and future directions



Rate the following statements:





How to evaluate a paper as a scientist and how to register on different sites such as ORCID etc.





Simply being introduced to this topic so early in my studies has been invaluable.





The relationship between the different workshop elements was amazingly illustrated! Everything was super helpful! Thank you!





**Virtual option was
incredibly helpful.
Provision of links in the
chat to make following
along easier.**



Future: Research Tutorial

<http://libapps4.uncg.edu/tutorials/>

Introduction to Research

Find	Evaluate	Use
Research is a Process	Evaluating Sources: ABCD & CRAAP	Integrating Sources in Writing
Keyword Creation	Popular and Scholarly Sources	
Picking and Developing a Topic	Peer Review: Journal Articles	
Navigating UNCG Libraries Website	Anatomy of a Scholarly Article	
Permalinks		
Library Databases		
Library Catalog		
Searching Strategies Coming Soon!		

Credit	Create	Plagiarism
Plagiarism	Campus Resources: Creating	Plagiarism
Citations		Citations
APA Coming Soon!		
MLA Coming Soon!		

Advanced Research

Citation Management
Zotero



[University Libraries](#) / [Tutorial Home](#) / [Evaluate](#) / Popular and Scholarly Sources

Log in

Popular and Scholarly Sources

What Are Scholarly Sources? What Are Popular Sources?

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

[UNCG Libraries Research Tutorials Help](#)

Time needed to complete this module: 10 minutes

Learning Objectives:

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

When you're asked to find sources of information for a paper or project, you may not know where to start. Your instructor may tell you that you must include a certain number of "scholarly" sources. But what does this mean? Simply put, scholarly sources have been through a more rigorous review process than popular sources. Check out this infographic created by UNCG librarians, to get a sense of the differences between scholarly and popular sources.



Future module: Learning to recognize predatory journals and publishers

The image shows a screenshot of an email from SciencePG. The email header includes the SciencePG logo and the text "Science Publishing Group". A prominent orange-bordered box at the top right contains the text "Publication in Some Recommended Journals" and "One Paper for *Free*". The main body of the email starts with "Dear Craft, AR" and "Greetings!". A line of text says "We have learnt about your precious paper with the title /s 7", where "your precious paper" is highlighted with an orange box. Below this, it says "been published in SERIALS REVIEW, and the topic of the". To the right, there are links for "Login" and "Regeister" (misspelled). At the bottom, there is a blue sidebar for "Editor-in-Chief" with a photo of Hamza M. R. Al-Khafaji and his affiliation: "Affiliation: Biomedical Engineering Department, Al-Mustaqbal University College" and "Address: Hillah, Babil, Iraq". A white callout box with an orange arrow pointing to the editor's name contains the text "(But it's 2020 now!)". At the bottom right, there is a "More Journals" link.

SciencePG
Science Publishing Group


Publication in Some Recommended Journals
One Paper for *Free*

Dear Craft, AR
Greetings!

We have learnt about your precious paper with the title /s 7
been published in SERIALS REVIEW, and the topic of the

Login / Regeister

Editor-in-Chief (From Feb. 27, 2016 to Dec. 31, 2017)

**Hamza M. R. Al-Khafaji**
Affiliation: Biomedical Engineering Department, Al-Mustaqbal
University College
Address: Hillah, Babil, Iraq

(But it's 2020 now!)

sciences

More Journals

▶ Improvements

- ▶ There was not negative feedback from workshop attendees, so we'll continue with the material and add more modules
- ▶ The biggest issue was limited attendance for the initial training, with 8 signing up and around 6 actually attending, so we'll work more on **marketing** moving forward

How has COVID-19 affected this effort?

- ▶ UNCG Libraries moved all services online starting in March 2020
- ▶ We consulted the Graduate School about setting up an online workshop in April 2020; they were concerned about student stress and “Zoom fatigue”
- ▶ Instead of a full workshop, we offered a 30 minute webinar on “Research Identity Management” which went well
- ▶ Future directions - online only for now

Share your thoughts and questions!

At UNCG, using multiple training formats for scholarly communications education has been beneficial and will continue!

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



THANKS!

Any questions?

You can find us at:

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

