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## Rebuilding ORCID Campus Outreach During a Pandemic

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# Rebuilding ORCID Campus Outreach During a Pandemic

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**Abstract:** Since 2017, ORCID outreach at the University of Nevada, Las Vegas has stagnated due to insufficient staffing. A new librarian was tasked in early 2020 with facilitating new ORCID campus outreach and education with campus researchers. Simultaneously, the COVID-19 pandemic caused the university campus to shut down, which significantly limited the ability to forge relationships and outreach. Despite these challenges, the new librarian managed to rebuild campus partnerships, establish relationships with library colleagues, and develop an outreach plan that focused on creating virtual services such as workshops and on expanding digital resources such as LibGuides and tutorials to reach faculty and students.

**Keywords:** ORCID, research impact, outreach, scholarly communication, author identifiers

## Introduction

ORCID (Open Researcher and Contributor Identifier) is an author identifier that has become interconnected with several systems in the research landscape and works to increase and track the research profile and impact of individual scholars and research institutions. Due to these developments, the University of Nevada, Las Vegas (UNLV, a public doctoral-granting university) has prioritized increasing faculty and student adoption. Early on, due to staffing changes in the University Libraries and the Office of Faculty Affairs and changing leadership in the Office of Research, ORCID outreach was practically nonexistent. The library wanted to provide additional focus and

support for ORCID on campus, so in April 2020 a new Scholarly Communication Librarian for Research Infrastructure (hereafter referred to as scholarly communication librarian) was hired by the Libraries. The scholarly communication librarian was tasked with launching a new outreach and education campaign to expand ORCID usage, which can be quite challenging by itself. However, starting this campaign would require rebuilding relationships with campus partners, forging new relationships with Libraries' colleagues, and doing it all during a global pandemic that had forced the campus to close and provide library services virtually.

The first group of challenges included sorting through previous outreach plans and other documents, meeting with stakeholders to determine current needs, and beginning the process of reaching out to campus partners. The next set of challenges, which are ongoing, included finding ways to connect with faculty and students in a socially-distanced virtual environment and engaging preoccupied faculty and students amid multiple, and sometimes fast-paced, changes to classroom instruction formats. To meet these challenges, the scholarly communication librarian approached outreach planning with the assumption that most, if not all, interactions would take place virtually. A significant amount of foundational work had to occur quickly during the summer of 2020 for the soft launch of a campaign during the fall semester.

The ultimate goals of launching a campaign so quickly were:

- To begin spreading the word that ORCID support was again available on campus.
- To establish a rapport with faculty and students, with a venue for their questions to be answered.
- To create an opportunity for flexibility, so future campaigns could be changed or adapted as necessary if unexpected challenges arose.

## **Literature Review**

The majority of ORCID scholarship has generally focused on implementing an ORCID integration on campus, describing the benefits of ORCID as an author identifier, or as part of a more extensive discussion of

identifiers and research impact. Akers et al. (2016) describe ORCID as benefiting researchers because:

ORCID is free for individual researchers; open, flexible, and easy to use; and reaches across disciplines, research sectors, and national boundaries to help reduce reporting workload, improve attribution and discoverability of research products, and streamline research, collaboration, and evaluation workflows (p. 135).

Despite focusing on other areas, publications have often included an outreach component to discuss strategies, successes, and failures in working with faculty. ORCID has developed a wealth of outreach materials to support librarians and institutional members in generating interest and engagement with the identifier. One such resource, the Outreach Planning Guide, is a detailed checklist that librarians can use as a road map to building outreach, engagement, and buy-in at multiple levels in their institutions (Rabun, n.d.). Many articles have discussed similar approaches to faculty and students in their outreach campaigns, but there are enough differences to provide a wide range of examples and experiences as references. Because much of the literature centers on the basics of ORCID's features and its overall benefits, this article will not discuss these topics in order to avoid repetition. Instead, this review will focus on various recently published outreach strategies and their results.

## **ORCID Outreach Essentials**

Educating faculty and students about the benefits of obtaining and using an ORCID iD is a crucial component of any outreach strategy. Libraries often need to include the primary benefits of author identifiers as a part of their campaigns. Tran and Lyon (2017) discuss beginning by sharing a survey with faculty to determine their knowledge levels before launching any campaigns. Powell et al. (2019) discuss name disambiguation and how their team at Los Alamos National Laboratory emphasized this when starting their campaign. Reed (2017) talks about funder requirements for including an ORCID iD when submitting grant proposals, which Craft (2020) also mentions as being an essential component of measuring research impact on campus. Successful outreach campaigns for ORCID also include partnering with campus stakeholders such as the Office of Faculty Affairs, Campus IT, and Research Offices (Reed, 2017; Troll-Covey, 2016).

One of the most common outreach strategies used by librarians is training sessions or workshops. One suggestion from Akers et al. (2016) is to “focus on specific strategies for using ORCID iDs to streamline research workflows depending on the audience and its needs” (p. 141). These workshops range from general, for all types of attendees, to specific targeted audiences such as students or early-career faculty. Often, workshops can be subject-specific to cover interests and needs as they directly relate to students and faculty in, for example, the health sciences (Akers et al., 2016). These various workshops have some common elements, such as an introduction to ORCID and how it works to disambiguate author names and how it connects to publisher, funder, and institutional systems. They will also have specific elements, such as building a SciENcv for National Institutes of Health (NIH) or National Science Foundation (NSF) grants or connecting to the Scopus database to import works.

Additionally, many librarians incorporate ORCID education into a more extensive discussion of related topics, such as scholarly identity and impact (Moberly et al., 2018), in faculty meetings or events (Ashmore & Argabright, 2019), or via invited presentations (Troll-Covey, 2016). It is important to note that many of these examples took place in a pre-pandemic environment, where the flexibility to incorporate more virtually accessible workshops or training sessions may have been less of a concern. While the examples discussed here provide a foundation, some of these formats may not be feasible when creating virtual events for faculty and students.

Another common strategy is developing web resources, which are often created to supplement other outreach types such as workshops. LibGuides are the most used of these types of resources, where librarians add links, tutorials, instructions, and more (Thomas et al., 2015; Troll-Covey, 2016; Moberly et al., 2018; Ashmore & Argabright, 2019; Tran & Lyon, 2017). Other examples of web resources include booklets (Thomas et al., 2015), slide presentations (Brown, 2017), and manuals targeted at students or other early career researchers (Akers et al., 2016). Creating videos or animated media that display on screens throughout the library or on the library’s website are other frequently used strategies to increase the interest of ORCID on campuses (Reed, 2017). During the COVID-19 pandemic, even more emphasis has been placed on web resources and creating digital tools or information. While additional literature is not

currently available on this topic, adjustments likely had to be made to web resources to take the place of canceled in-person events and interactions.

## **Outreach and Integration**

Institutions that implement ORCID as part of on-campus system integration using the ORCID API often invest significant time and resources into creating user-friendly interfaces. Generally, the launch of these integrations will also include a campus outreach component to obtain buy-in from faculty and students. The University of North Carolina at Chapel Hill (UNC-Chapel Hill) launched a pop-up campaign after integrating its ID system with ORCID (Ashmore & Argabright, 2019). Powell et al. (2019) describe the website they created for the Los Alamos National Laboratory, which includes an integration with their campus laboratory ID. Before its launch, an outreach campaign began that included “informational web pages on the Library’s website with answers to frequently asked questions and a link to the [ORCID created] ‘About ORCID’ video” (p. 635). After the website officially launched, the team attended Research Day events, handed out swag, and shared a Powtoon animated video on library TV screens (Powell et al., 2019).

Carnegie Mellon University also created a custom web application for faculty to sign up for an ORCID iD in partnership with its College of Engineering (Troll-Covey, 2016). Because the integration launch was initially for only one discipline, outreach was limited to faculty in that area. The strategy developed by Troll-Covey and their team was to establish an email campaign with reminders sent at various intervals, including one reminder sent by the associate dean (2016). The campaign was successful but did not translate well to campuswide outreach. Many of those who received the reminders were not interested in or ignored the emails, and there was less involvement from higher-level administrators (Troll-Covey, 2016).

Texas A&M University’s (TAMU) ORCID integration on campus focused on graduate students as early career scholars and required an ORCID iD as part of the thesis and dissertation process. Thomas et al. (2015) describe their extensive outreach campaign, which included “a series of broadcast e-mail messages, instructional programs, . . . presentations to key stakeholder groups, . . . an ORCID LibGuide, and [a] published booklet [entitled] *Establishing Your Scholarly/Professional Identity with ORCID*” (p. 335). They also developed an

embedded librarian program where students could ask questions during office hours with a librarian in the Thesis Office (Thomas et al., 2015).

## **Audiences for Targeted Outreach**

Several of the campaigns outlined in the literature discussed targeting specific audiences for their ORCID outreach. While generalized outreach can help create interest on campus, creating campaigns designed for particular audiences can result in a more personalized approach and increased results. Moberly et al. (2018) focused their outreach efforts on graduate students and built their program “around the idea that a student’s first major scholarly work is typically a thesis or dissertation.” They go on to note that “by creating and associating an ORCID iD with the thesis or dissertation, TAMU could help students establish their scholarly identity early in their career” (p. 599). The team at TAMU also partnered with the College of Veterinary Medicine when their ORCID campaign initially launched, which included a mandate from the college to sign up for an ORCID iD and the mass creation of iDs on behalf of students (Moberly et al., 2018). Currently, this mass creation of ORCID records is no longer an available option for institutions (Bryant, 2013). The establishment of iDs on behalf of students appeared to have very little success in engaging students with updating and using their ORCID profiles. This issue is one of the primary reasons that ORCID no longer offers this type of service, as it often resulted in hundreds of unclaimed profiles that never became active (Haak, 2015).

Ashmore and Argabright (2019) describe their pop-up campaign that targeted faculty meetings at UNC-Chapel Hill as an overall success, stating that “the four UNC-CH departments with the most ORCID linkages to UNC-CH have all hosted ORCID team presentations and/or pop-ups and had increases in sign-ups shortly after those events” (p. 162). However, they also note that “growth in researcher ORCID linkages is slow” (p. 162) primarily due to some logistical shortcomings for the original campaign. The authors identified three main issues: the improper placement of the pop-ups at faculty meetings, the need for better advertising before the faculty meetings, and the lack of a presentation during the faculty meetings to garner interest (Ashmore & Argabright, 2019).

The Imperial College London created a unique approach by targeting audiences explicitly interested in open access, thus “ensur[ing] early

engagement from senior colleagues, including the Associate Provost” (Reimer, 2015, p. 78). Additionally, the team assigned to ORCID outreach also orchestrated integration with their instance of Symplectic Elements, a RIM (Research Information Management) system that allows for the creation of faculty profiles (“The Elements Platform,” n.d.). Outreach included web page development, presentations at staff and departmental meetings, graphic design for campus informational screens, and an email campaign (Reimer, 2015). Reimer notes that the open access (OA) project framework was an essential component of implementing ORCID. In particular, he found that it “ensured senior buy-in and input from academics across the College, and provided a well-established collaboration between ICT, Library and Research Office” (p. 80). This approach is similar to others (noted previously) that have incorporated outreach into other elements or topics on campus. Librarians can often use different areas to create a bridge to ORCID and appeal to audiences already invested in metrics, open access, research impact, or name disambiguation.

## **Description of Campaign**

### **Background**

ORCID was adopted by UNLV in 2016 when they joined as a premium member through their consortium. The initial adoption focused on whether it would be feasible to implement the ORCID premium member API to write employment and publication data to faculty member profiles. Two temporary library fellows were hired to research this project in a partnership with the Scholarly Communication Initiatives and Discovery Services departments, and to begin a pilot program with volunteers from the University Libraries’ faculty. Although the pilot went through multiple revisions as more information was available, the library fellows ultimately decided that the process of pushing data to ORCID would not be feasible to undertake at the time. Instead, the focus turned to outreach and attempting to obtain campus-wide buy-in for increased adoption of ORCID.

In 2017, the library fellows launched an outreach program that focused on faculty as the primary audience. They developed workshops, an ORCID LibGuide (see Figure 1), a university-branded training video, and other training materials. In 2018, the fellows also held an ORCID Day (see Figure 2)



where students and faculty could stop by an ORCID booth in between classes to discuss the benefits of ORCID, sign up for their iD using a provided iPad, sign up to attend an ORCID certification workshop, and enter to win ORCID swag. The program included working closely with the University Libraries' subject liaison librarians to connect with faculty in various disciplines and build rapport with college deans through email outreach and the LibGuide.

ORCID @ UNLV Search this Guide  Search

This guide is intended for faculty and student researchers. It contains information about the Open Researcher and Contributor ID (ORCID) registry, including how to get, use, and connect your ORCID ID.


**What is ORCID?**


- ORCID: Open Researcher and Contributor ID
- The ORCID Mission
- Creative Commons

**Getting Started With ORCID**


- Using ORCID
- ORCID and Grants
- Adding to Your ORCID Record
- ORCID for Faculty
- ORCID for Students
- ORCID for Health Sciences

**ORCID: Open Researcher and Contributor ID**

 The **Open Researcher and Contributor ID** (ORCID) registry provides unique, persistent, non-proprietary identifiers for researchers, creators, and contributors of all types. Your ORCID ID moves with you throughout your career, improving attribution and visibility of your grants, research, scholarship, and creative and entrepreneurial activities. The use of ORCID IDs is fast becoming standard in academia, and many publishers and funders now require them. Think of it like a DOI for a person. [Register now!](#)




What is ORCID? from ORCID on Vimeo.



ORCID at UNLV from UNLV Libraries on Vimeo.

**UNLV ORCID Introduction Slideshow**

 **What is ORCID?**

We've created [this slideshow](#) for educators that briefly explains what ORCID is and how it can be used. (A UNLV log in required.)

**The ORCID Mission**

What problem is ORCID trying to solve?

**Name ambiguity.** Researcher names are neither unique nor static: whatever your name is, there is someone else out there with the same one, and your name may appear in many different ways throughout your career. ORCID identifiers are a tool for disambiguating researchers and creators to ensure that they get **credit for their work**.

From the ORCID [mission](#) page:

Figure 1: University Libraries' Screenshot of ORCID LibGuide



*Figure 2: Sample ORCID Day Social Media Promotion  
(Note: Used with permission from Matthew Murray.)*

These outreach efforts were successful, with ORCID adoption on campus increasing between 2017 and 2018, but results were ultimately slow. The lack of any technical integrations, such as with the faculty annual reporting software, the institutional repository, or existing grant funding tools, made it difficult to sell the benefits of ORCID to faculty and students. Additionally, at the end of 2018, both fellows' contracts ended, limiting what outreach and events could occur. More staffing losses in early- and mid-2019 resulted in an almost complete lack of on-campus outreach and support from the University Libraries. ORCID adoption became sidelined while remaining librarians focused on more urgent projects. Despite these setbacks, a newly created scholarly communication librarian position was filled in April 2020, allowing for a resurgence of ORCID outreach, rebuilding of relationships with campus partners that the Libraries had to put on hold for over a year, and a review of the current state of ORCID adoption on campus.

## **Meetings with Stakeholders**

The scholarly communication librarian was tasked with developing a new outreach and engagement strategy for ORCID on campus. To create this new strategy, it was critical to understand if faculty and students incorporated ORCID into their research workflows, how they were including ORCID, and to learn about the best ways to approach educating and increasing their participation. The scholarly communication librarian utilized the ORCID US Community Planning Worksheet, part of the ORCID Outreach Planning Guide (Rabun, n.d.), as a preliminary planning tool. Together with another librarian and the Collections, Acquisitions, and Discovery Division Director, the scholarly communication librarian mapped out and considered the various stakeholders and avenues for pursuing relationship building, determined what outreach opportunities were available, and assessed the current level of ORCID integration on campus.

### **Within the Libraries.**

One-on-one meetings were scheduled with subject liaison librarians in order to gain their significant insight. Due to the virtual environment, these meetings were difficult to schedule and required groundwork beforehand. The scholarly communication librarian attended a liaison team meeting as an

introduction and preface to the planned one-on-one sessions, then followed up with an email to each liaison. Once scheduled, the meetings took place over two months during the summer of 2020. Along with other topics, the colleagues discussed the awareness of ORCID, how it is used, and how receptive faculty and students would be to outreach efforts. Though there was variation by subject, many liaison librarians were excited to engage with the scholarly communication librarian about the topic of research impact—ORCID included—and wanted to begin developing collaborations in this area.

Each meeting with a subject liaison helped create a larger picture of the overall perception of ORCID on campus and provided suggestions for initial areas of focus. Some of these suggestions included developing workshops, updating and building up online materials, and actively collaborating with liaisons and others on campus. Other recommendations, such as attending faculty meetings with the liaisons, would not be feasible during Fall 2020 because of frequent shifts in faculty workloads and difficulties in arranging meetups due to the pandemic. Instead, the focus would be on other outreach types that would provide faculty with more flexibility in how they engaged.

#### **Reaching out to campus stakeholders.**

Previously, some campus offices had worked with library staff to pursue the ORCID membership and build support for using ORCID across campus. The primary drivers of that campus-level support moved on to new positions between 2018 and 2019, creating a scarcity of campus champions for ORCID integration. The Office of Faculty Affairs and the Office of Sponsored Programs were identified in 2020 as crucial partners in assessing faculty knowledge levels and building outreach and education materials relevant to current research workflows.

It is important to note here that before the scholarly communication librarian initiated any contact, they had to consider the extenuating circumstances created by the COVID-19 pandemic and how these would affect both campus offices. In the summer of 2020, there was enormous uncertainty surrounding campus operations as well as when on-campus activities would be safe to resume. The increased workloads of teaching faculty converting their classes to virtual instruction, the additional support required from campus offices, and the difficulties with scheduling virtual events and meetings

created an environment that necessarily restricted what could be accomplished.

The Office of Faculty Affairs (OFA) provides essential faculty support during the promotion and tenure process, including managing the campus-wide faculty activity reporting system, Faculty180 by Interfolio. When the campus transitioned to this reporting system in 2019, ORCID was integrated into the platform, allowing faculty to import their ORCID records and supplement their annual reports. However, there was little Libraries' staff support available to provide education and outreach to faculty about using this integration and its benefits because, as discussed in the previous section, most Libraries' staff supporting ORCID outreach had left UNLV. Initially, discussions about a collaboration between the OFA staff and the scholarly communication librarian regarding ORCID outreach were slow. A few weeks after their first meeting, a conversation with the College of Hospitality leadership about faculty scholarship included discussing the ORCID/Faculty180 integration, which inspired and accelerated collaboration between the Libraries and the OFA. In a subsequent meeting, OFA staff and the scholarly communication librarian determined that Faculty180 would become an integral part of ORCID outreach to faculty. The scholarly communication librarian invited OFA staff to collaborate on initial outreach planning, including designing a workshop that would feature the ORCID and Faculty180 integration and significantly updating digital materials available to faculty.

The Office of Sponsored Programs (OSP) focuses primarily on assisting faculty through the grants process. Several prominent funders, such as the NIH and the NSF, require ORCID iDs as part of the submission process. As a result, the OSP began recommending that faculty include ORCID iDs when submitting grant proposals through their office, but OSP staff did not enforce it unless the funder also required the iD. Late in the fall of 2020, the scholarly communication librarian and others met with OSP leadership to build a partnership to enrich UNLV faculty support through the grants process. ORCID and its role in the grants process was one of several topics of discussion. OSP leadership initially believed that most UNLV faculty members were aware of and used ORCID. However, their records showed that only 38 faculty principal investigators (PIs) had created an ORCID record and submitted their iD as part of the OSP grant proposal process. This realization helped to provide an opportunity for the scholarly communication librarian to suggest some areas

of future collaboration with OSP staff. Some of these potential outreach opportunities included improving ORCID visibility on the University Libraries' website, creating and sharing digital resources for faculty to incorporate ORCID into their grants workflows, and working together on workshops and other outreach events.

## **Implementation**

In March 2020, the campus closed and restricted all in-person activity due to the COVID-19 pandemic. Most faculty, staff, and students were working and learning remotely throughout the summer, and at the start of the fall semester only essential on-campus activities were taking place. While each meeting with a stakeholder provided valuable information to inform an outreach and engagement plan, implementing any outreach campaign while working remotely would be challenging and limited. For instance, the 2020 New Faculty Orientation was canceled, preventing the scholarly communication librarian from attending and advertising ORCID services, and there would be no opportunities for organic interactions with faculty and students at campus events (such as Research Week, a campus-wide event that showcases UNLV research) or Libraries' events (such as Open Access Week). In addition, scheduling meetings with faculty departments would be prohibitive to attempt due to increased instruction burdens, and all events that could be designed were limited to UNLV-licensed virtual platforms, such as Cisco Webex, or Google Meet, which restricted how the scholarly communication librarian could interact with faculty and students.

The first steps outlined in the outreach and communication plan included updating digital materials, such as the ORCID LibGuide, and creating new ones, such as handouts or tutorials. Despite the pandemic limitations, this was an opportunity to develop appealing ORCID educational materials for students and faculty. The scholarly communication librarian could then ask stakeholders to disseminate the latest materials to students and faculty.

One of the first updates to digital objects included adding more information to the ORCID LibGuide about utilizing ORCID during the grant process and creating a supplemental handout that faculty could download (see Figure 3). This handout was also shared with OSP staff and was then featured

multiple times in the weekly OSP newsletter that is emailed to faculty. Other updates to the LibGuide included embedding existing tutorials created by ORCID and the ORCID US Community to provide walkthroughs of the more complex features of ORCID records.

**Connect SciENcv with ORCID**

**Why should I connect My NCBI account with ORCID?**

You can use your ORCID ID to help populate a new SciENcv biosketch for NIH and NSF grant applications, **saving time** on repetitive data entry. Import your publications, previously awarded grants, and your education/employment experience with **just a few clicks**.

**How do I get an ORCID?**

Register in **four easy steps!** Go to <https://guides.library.unlv.edu/orcid> to find out more!

**How do I link my ORCID to My NCBI?**

Go to NCBI <https://www.ncbi.nlm.nih.gov/accounts/> and follow the below steps:

- Click "See more 3rd party sign in options" - this will allow you to login with your ORCID ID
- Locate ORCID in the list and click on it to be taken to the ORCID login screen
- Sign in and authorize NCBI to read your ORCID record
- You'll be prompted to create a new account or link your existing NCBI account

Congrats! You've successfully linked NCBI & ORCID. You can now sign in using ORCID.

**How do I use my ORCID to create a new CV?**

It's easy! Login to My NCBI <https://www.ncbi.nlm.nih.gov/accounts/> and follow these steps:

- Locate your SciENcv section - this is where you create new CVs
- Click "Manage SciENcv" (or Create a new CV) and create a new document
- After filling in the other info, select External Source and choose ORCID
- Your existing biography, education, employment, publications, and funding are all automatically added! Edit any section to add/remove information.

Congrats! You've successfully created a new SciENcv using ORCID.

**Resources**

ORCID@UNLV Guide <https://guides.library.unlv.edu/orcid> ORCID and My NCBI [https://www.ncbi.nlm.nih.gov/pub/schibull/so14/so14\\_science\\_orcid.html](https://www.ncbi.nlm.nih.gov/pub/schibull/so14/so14_science_orcid.html) ORCID <https://orcid.org> Workshops <https://www.library.unlv.edu/instruction/workshops>

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UNLV UNIVERSITY LIBRARIES  
Connect SciENcv to ORCID  
UNLV SCI 924/20

Figure 3. Supplemental Handout for Creating a SciENcv Biosketch with ORCID

Another change was to update and expand instructional materials for faculty to connect ORCID to their Faculty 180 profiles using the existing integration. The new materials provide additional context for the integration and include the benefits of creating and maintaining an ORCID record (see Figure 4).



## UNLV FOLIO'S ORCID INTEGRATION

### ► What is ORCID?

The Open Researcher and Contributor ID (ORCID) is a registry that provides unique identifiers to researchers and associates it with the various contributions (i.e., presentations, publications, and grants) you make throughout your career. The unique ID remains with the researcher no matter what change they may experience (e.g., change institutions, or a name change). ORCID offers a space for researchers to ensure the work they do will always be associated with themselves and not others with similar names.

### ► Getting Started with ORCID

The University Libraries has put together a [guide](#) to help you with:

- registering for an ORCID ID,
- associating the ORCID ID with your ACE account,
- importing publication data into ORCID, and
- connecting your ORCID ID to your contributions.

### ► Importing from ORCID into UNLV Folio

Once you have your ORCID profile set up and populated with information, you can follow the steps outlined in this section to import the information you have entered in your ORCID profile into UNLV Folio. The information that can be imported pertain to your scholarly works, grant funding, education and employment history.

#### **Connect your ORCID ID to UNLV Folio**

Begin by connecting your ORCID account to UNLV Folio. If you've already done this, please proceed to the next section of this guide: [You're Now Ready to Import.](#)

*Figure 4. Excerpt from Office of Faculty Affairs Revised ORCID Instructions*

The next step in the outreach and communication plan was to develop a virtual workshop, “Getting Started with ORCID,” which would introduce faculty and students to creating an ORCID account, adding basic background information, and connecting to essential integrations such as DataCite, Crossref, and Faculty180. This workshop was intended to be an avenue for the scholarly communication librarian to reach out to the campus community, begin sharing available services, and gauge audience demographics and attendance levels. The scholarly communication librarian invited OFA staff to contribute to the workshop’s content, attend as guests, and answer faculty questions about ORCID and Faculty180.

Finally, since it was essential to share this information widely to reach as many faculty and students as possible, workshop information and the other digital materials were shared with contacts at the OFA, the OSP, and the subject liaison librarians. The OSP added semi-regular information about ORCID and the University Libraries to its weekly campus-wide newsletter. The ORCID workshop was advertised on University Libraries’ social media channels; in a campus newsletter called *UNLV Today*; and with the OFA, the OSP, and other faculty support centers. Liaison librarians were encouraged to share updated

information with their colleges/schools and to direct individuals to the workshop, LibGuide, and the scholarly communication librarian as resources.



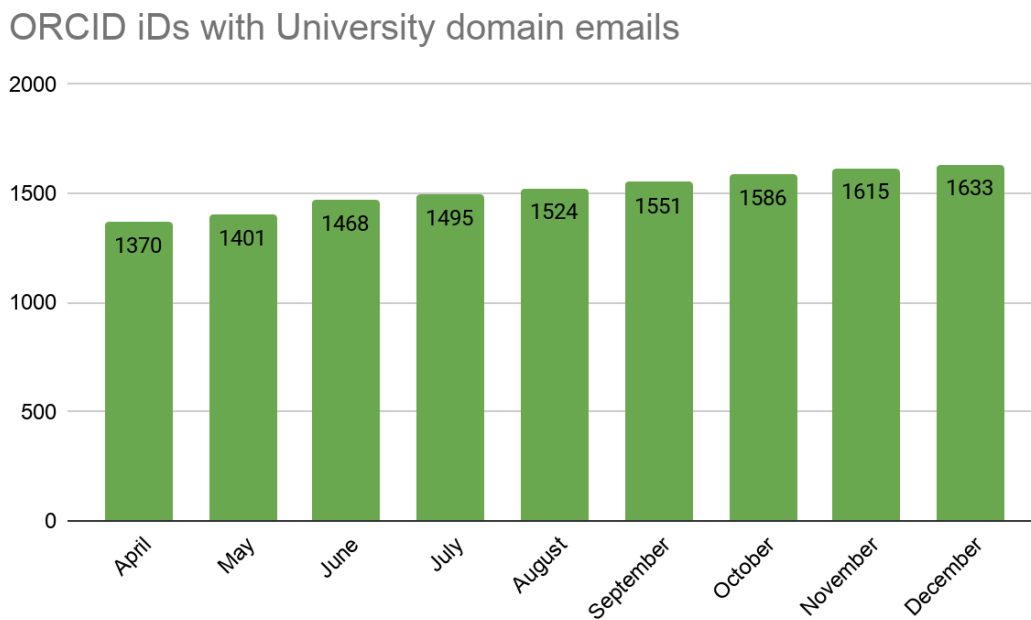
## Evaluation

The scholarly communication librarian used several methods to evaluate the ORCID campaign's success in 2020: reviewing the number of ORCID accounts created, the number of site visitors to the LibGuide, feedback from the workshop, and interactions with faculty and students. Throughout the fall 2020 semester there were eight consultations (six faculty and two students) and email reference interactions that resulted from the OSP newsletter, referrals from subject liaison librarians, or follow ups to the ORCID workshop. While appearing to be a small number, these interactions indicate the potential for a more significant need on campus as awareness continues to increase.

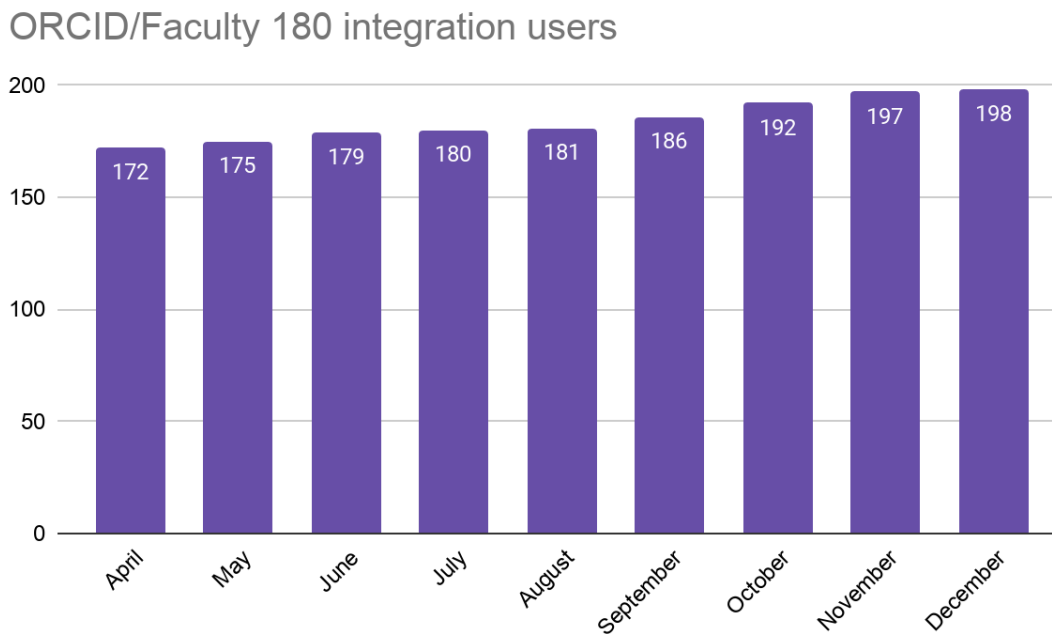
The “Getting Started with ORCID” workshop had a total of 12 attendees, 10 of whom were graduate students. Feedback was generally positive, with all attendees appreciating the detailed walkthrough in creating their ORCID account and populating it with background and scholarship information. However, as most attendees were students, a significant portion of the workshop content did not apply to them, such as inputting faculty achievement information into Faculty180 using ORCID. The workshop was part of the University Libraries' semester workshop series, available to the entire campus and local Las Vegas community, but no credits are provided to graduate or undergraduate students for attending workshops held through the University Libraries.

Digital resources were well-used throughout the semester when compared to previous years. The ORCID LibGuide was updated in August 2020 and showed a 358.6% increase in site visitors in September (58 visitors in August versus 266 visitors in September), with 72% (approximately 192) of users being first-time visitors and most users scrolling through at least 90% of the pages they visited. Most visitors to the LibGuide arrived by clicking a direct link—either found via email, newsletter, social media, or other methods—while others found the guide through a Google search or another campus website (such as the University Libraries or, surprisingly, the Office of Information Technology). There were also spikes in usage throughout September, when most outreach materials were shared on campus for the first time.

Most important, more affiliated users created ORCID accounts, and more faculty members added their existing ORCID iD to Faculty180. Before the launch of any outreach in 2020, 1,370 ORCID iDs were associated with university email domains, and 172 faculty members were using the Faculty180 integration. As of December 2020, these numbers increased to 1,633 ORCID iDs associated with university email domains and 198 faculty members using the Faculty180 integration. Figures 5 and 6 show a month-by-month overview of the increases in ORCID iDs and a spike in registrations and Faculty180 integration users in September-October, when most outreach was occurring for the first time. Such increases (19% and 15%, respectively) continued into November and show the potential for further increases on campus as outreach efforts continue.



*Figure 5. Graph Showing the Increase in ORCID iD Registration*



*Figure 6. Graph Showing the Increase in Faculty 180 Integration Users*

## Lessons Learned

The campaign's goals were to create awareness about ORCID support on campus, educate faculty and students about the benefits of ORCID (including utilizing the existing Faculty180 integration), and establish a rapport with faculty members. Even though a global pandemic caused severe limitations in the types and avenues of outreach and relationship building, the scholarly communication librarian hoped to lay the foundation for future outreach that could be expanded upon in subsequent years.

It is difficult to know how much awareness was generated with faculty and students who did not actively participate in events or reach out for help. As previously stated, there were no opportunities for the scholarly communication librarian to interact organically with faculty and students. Although campus partners and liaison librarians widely shared the scholarly communication librarian's contact information, few faculty sought help for their ORCID records and only two faculty members attended the "Getting Started with ORCID" workshop. This limited faculty attendance could be due to low interest, not enough advertising at the college/school level, being overwhelmed with increased workloads due to the pandemic, or not feeling the

need to attend a “beginner level” workshop. The increases in new ORCID iDs and Faculty 180 integration users are hopeful, but outreach will likely be more successful if faculty members are contacted at the college/school or department level and if ORCID information is a part of other workshops or events that may not be specifically ORCID themed. Another way to engage faculty would be to embed the scholarly communication librarian in OFA training events around Faculty180 to discuss the ORCID integration and answer questions.

While 10 students attended the workshop, there was no follow-up with them afterward, which was a missed opportunity to connect with this type of attendee. The scholarly communication librarian focused primarily on faculty members as a target audience for the workshop and digital materials, likely limiting how well students could relate to the information shared. Student-centered areas on campus, such as the Academic Success Center and Graduate College, should be a greater focus in the future to further engage with students at the graduate and undergraduate levels.

While collaboration and relationship building were crucial components of the campaign and generated much success with faculty, students, and the University Libraries, initiating contact with campus stakeholders was more difficult than it would have been before the pandemic and campus closures. Staff at the campus level were occupied with campus operations changes (which occurred multiple times between March and August 2020), so ORCID was understandably not a priority at the time. Despite this obstacle, campus partners and liaison librarians became vital in connecting with faculty and students. Virtually all consultations arose from referrals by other librarians or after ORCID materials were shared with faculty via campus partners’ channels. Maintaining and building these relationships will be vital for future ORCID outreach and education campaigns.

## **Conclusion and Next Steps**

The focus for 2021 will be on building up the foundations laid during the fall 2020 semester. Further collaborations with the OFA and OSP are planned, including exploring more ways to reach faculty about the benefits of using ORCID during their research and grants workflows. One collaboration is

already scheduled for spring. The Libraries and OSP have developed a workshop that discusses campus tools, such as ORCID, that faculty can easily incorporate into their grant proposal workflows. This workshop will garner the interest of faculty invested in grants and introduce them to the benefits of using ORCID to reduce administrative work when submitting proposals.

Another essential collaboration is the continued combined efforts of the scholarly communication librarian and staff from the OFA to educate and encourage faculty to utilize the ORCID integration with Faculty180. Potential partnerships are planned throughout 2021, such as seeking to embed the scholarly communication librarian into the OFA's annual Faculty180 training to discuss the ORCID integration. Other ideas consist of holding a "research impact challenge" that would include an ORCID component and increasing information sharing about the integration in the months before faculty annual achievement reports are due.

Assessing the level of knowledge on campus during 2021 will also be a critical next step to inform future campaigns. Utilizing the numbers and demographic data obtained in 2020, the scholarly communication librarian will begin to target outreach at specific colleges/schools and departments that already have a high usage of ORCID. Additionally, in partnership with subject liaison librarians in areas that do not have a high use of ORCID, a survey will be distributed to faculty members to determine their knowledge levels and interest in learning more about ORCID, along with other topics.

Finally, the "Getting Started with ORCID" workshop will be reformatted to target graduate students and be held again in fall 2021. Advertising will focus more on areas where students will see the information, such as the Graduate College. However, faculty will still be encouraged to attend if they are new to obtaining and using an ORCID account. Other future areas of focus might include increasing the University Libraries' presence at New Faculty Orientation. This event will be an opportunity to introduce new faculty to ORCID and the importance of incorporating it into their workflows while emphasizing the role ORCID could play in helping tenure track faculty during the promotion and tenure process.

Overall, this campaign was just a starting point. The ongoing nature of the COVID-19 pandemic creates limitations that will continue to be obstacles

to establishing new relationships on campus. However, this campaign's small successes show that it is possible to re-establish relationships and generate engagement using only virtual events or digital resources. Flexibility has been key to building and maintaining progress and will be crucial as the coming semester looms on the horizon.

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