Hybrid Approach to Scholarly Communication Education

Stephanie Towery

Laura Waugh

Amanda N. Price

TEXAS ★ STATE UNIVERSITY®

The rising STAR of Texas

Agenda:

- Background
- First Year: Implementing
- Second Year: Expanding
- Assessment & Feedback
- Next Steps
- Q&A

Proposal

- **Scholarly Communications Team**

- **Needed goals for the year**

- **Subject librarians lack knowledge and engagement about schol comm topics**

- **Previous survey of subject librarians about perceived knowledge and comfort**

- **Administration wanted subject librarians not only to attend training but to develop and implement their own schol comm goals**

- **Administration wanted the Scholarly Communications Team to evaluate the subject librarians on goal implementation**

Scholarly Communications Training Proposal

**SCHOLARLY COMMUNICATIONS TEAM:
EDUCATING UNIVERSITY LIBRARIES' STAFF ON SCHOLARLY COMMUNICATION**

June 18, 2018

Goal
To educate University Libraries' staff, including librarians and library paraprofessionals from all departments, on Scholarly Communications.

Training Purpose
Members of the Scholarly Communications Team and other University Libraries' staff will present one-hour face-to-face training sessions on 7 to 11 critical topics within scholarly communications today. (The Team will facilitate Skype connections for RRC staff).

Scholarly Communications Training Proposal

SCHOLARLY COMMUNICATIONS TEAM:
EDUCATING UNIVERSITY LIBRARIES' STAFF ON SCHOLARLY COMMUNICATION

June 18, 2018

Audience

The target audience is Subject Librarians because they will have direct contact with faculty and students who need help with scholarly communications.

Because everyone in the library needs to have a basic knowledge of scholarly communications, the Scholarly Communications Team wants to invite all members of University Libraries' to attend the training sessions.

Scholarly Communications Training Proposal

SCHOLARLY COMMUNICATIONS TEAM:
EDUCATING UNIVERSITY LIBRARIES' STAFF ON SCHOLARLY COMMUNICATION

June 18, 2018

Training session topics

These course topics are drawn from the Scholarly Communications Survey conducted recently by the Scholarly Communications Team, which was based on a survey created by librarians at the University of Colorado, and from topics listed in the University of Central Florida Libraries' Research Lifecycle Toolkit. The courses previously developed and offered here at Texas State University have been presented to faculty and graduate students but not to University Libraries' staff.

Scholarly Communications Training Proposal

Courses already created and offered previously to faculty and graduate students:

· **Author's Rights, Copyright/Fair Use, & Plagiarism**

· **Depositing material to institutional or disciplinary repositories & Grant funding agency mandates and policies**

· **GIS**

· **Impact factors and metrics, including Alternative metrics**

· **Open access and fee-based publishing & Research distribution strategies (where to publish, determining quality publication outlets in subject areas)**

· **Research Data Management (planning, description, discovering, sharing, and open data)**

· **Researcher profiles and identifiers (ORCID, Research ID, SCOPUS author identifier)**

TEXAS STATE UNIVERSITY
The rising STAR of Texas

Scholarly Communications Training Proposal

Courses to be developed:

· **Faculty digitization projects**

· **Publishing from your dissertation and thesis**

· **Sharing and promotion of scholarship/increasing visibility**

· **Data Visualization**

Scholarly Communications Training Proposal

SCHOLARLY COMMUNICATIONS TEAM:
EDUCATING UNIVERSITY LIBRARIES' STAFF ON SCHOLARLY COMMUNICATION

June 18, 2018

Plan
While all staff are welcome to attend the training sessions, Subject Librarians will be required to attend at least one session for each course topic. Supervisors will encourage attendance of Subject Librarians and may choose to include course completion as a performance goal for the year.

Scholarly Communications Training Proposal

SCHOLARLY COMMUNICATIONS TEAM:
EDUCATING UNIVERSITY LIBRARIES' STAFF ON SCHOLARLY COMMUNICATION

June 18, 2018

Plan

The Team will make recommendations about who will teach each course, and those instructors will begin developing the course content.

The Scholarly Communications Team will collaborate with the University Libraries' Professional Development Team to schedule, advertise, and present each topic 3 times within a calendar year. The Teams will use the card swiper technology and system to keep track of attendance and will send reminders about course progress to Subject Librarians. Repeat sessions of courses will be scheduled at a variety of times during the day and week to allow for variations in schedule of Subject Librarian work.

At the end of the year, the Team will award completion certificates to everyone who attended at least one session of each course topic.

First Year: Implementation

Stephanie S. Towery

Scholarly Communication Workshop Series

http://www.library.txstate.edu/research/
Scholarly-Communication.html

#TXSTScholComm

TEXAS ★ STATE
UNIVERSITY ®

The rising STAR of Texas

Workshops

9 Workshops, Each Offered Twice (between Aug 2018 and March 2019)
1 to 1.5 hours each
ALK 105/106 or ALK 101

1. Our HathiTrust Partnership: Questions & Opportunities

2. Where to Publish? Navigating the Journal Jungle and Avoiding Predators

3. Increasing Access: Repositories, Data, and Funder Mandates

4. Research Data Management

5. Introduction to GIS/Mapping

6. Author's Rights, Copyright, & Plagiarism

7. Impact Factors and Metrics

8. Developing a Researcher Profile and Managing Your Research Environment

9. Finding & Using Images in your Papers, Publications, & Presentations

Scholarly Communications Workshops

- **9 Workshops**

- **Most offered twice**

- **Open to everyone at Texas State**

- **Held Aug 2018 through March 2019**

- **1 to 1.5 hours each**

- **ALK 105/106 or ALK 101**

- **Available via Skype**

"Please Sign Up in Sign Up"

"You will receive an invitation from Staff Development about 2 weeks before each workshop.

That invitation will have a link to Sign Up.

Please sign up via that link to help us track attendance."

Exception: First HathiTrust workshop

Our HathiTrust Partnership: Questions & Opportunities

❖ **What is HathiTrust? How does it tie in with being a research library?**

❖ **What's in the HathiTrust Digital Library? What are the copyright restrictions on downloading from it?**

❖ **Text-mining: What is it and how do our researchers benefit?**

❖ **Opportunities for national involvement through HathiTrust's collaborative projects**
   - **Shared Print Repository**
   - **Copyright Review**
   - **Federal Documents Program**
   - **Digitizing materials for HathiTrust**

❖ **Wed 8/7/18 10 AM**
❖ **TBA**
❖ **ALK 105/106**
❖ **Ginger Williams and Todd Peters**

❖ **Sign up by accepting Staff Development invitation request. (This workshop is not in Sign Up because it is just offered to University Libraries staff.)**

Where to Publish?
Navigating the Journal Jungle and Avoiding Predators

❖ **The world of scholarly publishing is changing and evolving in many directions. This workshop is designed to help authors find and use library and other tools to navigate the complex publishing landscape. Topics covered in the workshop include- Tools to identify publishing venues, How to evaluate journals, Tips for avoiding "predatory publishers", and Understanding Open Access journal options**

❖ **Wed 1/16/19 2:00 PM**

❖ **http://signup.txstate.edu/sessions/4325-where-to-publish-navigating-the-journal-jungle-and-avoiding-predators**

❖ **ALK 105/106**

❖ **Selene Hinojosa, Stephanie Towery, Margaret Vaverek**

TEXAS
STATE
UNIVERSITY

The rising STAR of Texas

Increasing Access:
Repositories, Data, and Funder Mandates

❖ **Are you or those you serve involved in funded research? Funding agencies are requiring open access deposit of both publications as well as raw research data to increase impact of their funding dollars.**

❖ **Learn how Texas State University's Dataverse data repository and Digital Collections repository can help researchers meet requirements and increase the impact of their research.**

❖ **Tue 2/12/19 10:00 AM**
❖ **http://signup.txstate.edu/sessions/4327-scholarly-communication-workshop-series-increasing-access-repositories-data-and-funder-mandates**
❖ **ALK 105/106**
❖ **Dianna Morganti and Laura Waugh**

Research Data Management

❖ **Learn the basics of managing research data well for optimized publishing, sharing, and re-use. An introduction to metadata, disciplinary repositories, and data publication is included, as well as an intro to Texas State University's Dataverse data repository.**

❖ **Thu 2/28/19 4:00 PM**

❖ **ALK 105/106**

❖ **Dianna Morganti**

❖ **http://signup.txstate.edu/sessions/4330-scholarly-communication-workshop-series-research-data-management-basics**

Introduction to GIS / Mapping

❖ **Learn how to create maps from scratch using ArcGIS software. This workshop is open to all with no prior knowledge in GIS or those who will like to refresh their knowledge after a long break from using GIS.**

❖ **Thu 11/15/2018 3:00 PM**

❖ **http://signup.txstate.edu/topics/1122-scholarly-communication-workshop-series-introduction-to-gis-mapping**

❖ **ALK 101**

❖ **Nathaniel Dede-Bamfo**

* Note that this workshop is 1.5 hours long

Author's Rights, Copyright, & Plagiarism

❖ **Discover the limits to the right to fair use**

❖ **Explore the difference between copyright and plagiarism**
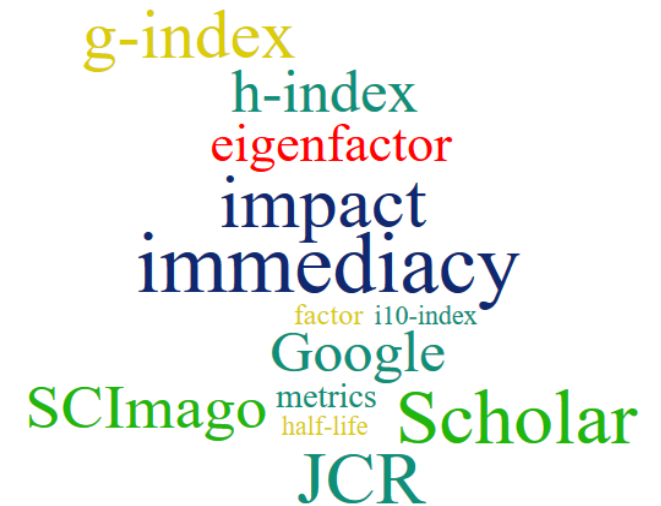
❖ **Protect and license your own creative work.**

❖ **Thu 10/11/18 2:00 PM**

❖ http://signup.txstate.edu/sessions/4319-scholarly-communication-workshop-series-author-s-rights-copyright-plagiarism

❖ **Mon 12/10/18 10:00 AM**

❖ http://signup.txstate.edu/sessions/4320-scholarly-communication-workshop-series-author-s-rights-copyright-plagiarism

❖ **ALK 105/106**

❖ **Stephanie Towery**

Impact Factors and Metrics

❖ **An overview of traditional and alternative ways to measure journal, article-level, and author impact. Metrics covered include impact factor, eigenfactor, Google Scholar metrics, h-index, g-index, i10-index, and selected altmetric tools.**

❖ **Thu 10/18/2018 2:00 PM**

❖ http://signup.txstate.edu/sessions/4345-scholarly-communications-workshop-series-impact-factors-and-metrics

❖ **Tue 2/19/2019 2:00 PM**

❖ http://signup.txstate.edu/sessions/4345-scholarly-comm impact-factors-and-metrics

❖ **Lisa Ancelet and Paivi Rentz**

g-index
h-index
eigenfactor
impact
immediacy
factor i10-index
Google
SCImago metrics Scholar
half-life
JCR

Developing a Researcher Profile and Managing Your Research Environment

❖ **Various online tools such as Google Scholar, Web of Science and ORCID allow users to register for a unique number so that all of the publications of a given author can be linked together. Different types of sites will be presented along with their potential usefulness for managing research workflows and building networks among other scholars.**

❖ **Thu 10/25/18 2:00 PM**

❖ http://signup.txstate.edu/sessions/4331-scholarly-communication-workshop-series-developing-a-researcher-profile-managing-your-research-environment

❖ **Thu 1/17/19 2:00 PM**

❖ http://signup.txstate.edu/sessions/4332-scholarly-communication-workshop-series-developing-a-researcher-profile-managing-your-research-environment

❖ **ALK 101**

❖ **Lisa Ancelet and Laura Waugh**

❖ *Note that this workshop is 1.5 hours long*

Developing a Researcher Profile and Managing Your Research Environment

❖ **Various online tools such as Google Scholar, Web of Science and ORCID allow users to register for a unique number so that all of the publications of a given author can be linked together. This has several advantages-**

- **Claim all of your publications, no matter what name was used at the time of publication or how the authors were listed. Identifiers can appear in citations and be shared so that your publications are just a click away from any researcher interested in following your work.**

- **Academic social media sites such as ResearchGate, Mendeley, and combine the social networking features of popular social media sites such as Facebook and Twitter with practical research functions such as organizing papers, generating bibliographies, and .pdf annotating.**

- **Different types of sites will be presented along with their potential usefulness for managing research workflows and building networks among other scholars.**

❖ **Thu 10/25/18 2:00 PM**
❖ **Thu 1/17/19 2:00 PM**
❖ **ALK 101**

❖ **Lisa Ancelet and Laura Waugh**

Using HathiTrust for Text Mining

❖ **What is HathiTrust? How does it tie in with being a research library?**

❖ **What's in the HathiTrust Digital Library? What are the copyright restrictions on downloading from it?**

❖ **Text-mining: What is it and how do our researchers benefit?**

❖ **Thur 10/24/19 – 11:00 AM**
❖ **ALK 105/106**
❖ **Todd Peters**

CERTIFICATE OF COMPLETION

Stephanie Towery

has successfully completed the course

Scholarly Communication Workshop Series: Author's Rights, Copyright, & Plagiarism

December 10, 2018

presented by

University Library

TEXAS ★ STATE
UNIVERSITY

TEXAS STATE UNIVERSITY

The rising STAR of Texas

Subject Librarian Outreach Plans

Scholarly Communications Outreach Plan – Guidelines for writing:

Create a goal and plan for performing outreach on behalf of the library's Scholarly Communications Services. The goal must have a measurable outcome.

- **Goal (overarching idea of what you want to do):**

- **Action Items (steps you'll take to meet that goal):**

- **Timeline (when you'll do the action items):**

- **Outcome/results (the effect on the scholarly communications environment because of your outreach):**

Sample Plan

Goal (overarching idea of what you want to do):

Promote the use of Dataverse as a tool for sharing raw data behind theses and dissertations in the Sociology Department.

Action Items (steps you'll take to meet that goal):

1. Write a sample outreach message/pitch for email and run it by Data Management Librarian for her thoughts.

2. Include a slide about Dataverse in my instruction sessions and workshops to grad students and at faculty meetings

Timeline (when you'll do the action items):

- Draft message and slide by beginning of winter interim

- Consult Data Management Librarian during interim

- Send out email first week of school in January

- *Incorporate slide as invited to sessions*

Measurable Outcome/Results:

1. Receive 3 inquiries about placing datasets in Dataverse

2. Add 2 datasets to Dataverse

Rubric for Assessing Subject Librarians

Goal (overarching idea of what you want to do): Team Score:
0- Was not a Scholarly Communication Topic.
1- Good start connecting scholarly communication topics and scope.
2- Great connection to Scholarly Communication topic with appropriate scope.
3- Outstanding Connection and Scope

Action Items (steps you'll take to meet that goal): Team Score:
0- None taken
1- Some steps taken
2- All steps taken
3- Exceeded planned Actions

Measurable Outcome/Results: Team Score:
0- No Measurable Outcomes
1- Good start
2- Achieved goal and met expectations
3- Exceeded Expectations

Sample Feedback by Team

Speaker achieved the goal with excellence. She conducted extensive database searches to find scholarly works (published articles) of faculty between (2014-2018).

Speaker's goal plan is a great example to use as a model for other subject librarians to follow and apply to their departments.

Exceeded what I thought could be done in the time. Perfect example for others to follow. Great that it was started as response to faculty need and then met and went beyond addressing the need.

Awesome collaborative project with department. Great potential for future dialogue.

Will be easy for the rest of us to scale to our own subject areas.

Second Year: Expanding

Laura S. Waugh

Second Year: Expanding

Lessons Learned:

- **In-Person vs Online (Zoom)**
  - o **Hands-on topics need in-person**
  - o **Attendees only showing up online**
  - o **Recording, captioning, and making available**

Second Year: Expanding

Lessons Learned:

- **In-Depth Topics**
  - Some topics require more coverage
  - Consideration for length of workshops
  - Not cramming in too much information
  - One-on-one time for more instruction

Second Year: Expanding

Lessons Learned:

- **Expanding to Wider Campus**
    - Incentives for attending
    - Avoiding "certification" (*conflicts with other initiatives*)
    - Building into a Data Scholar Series
    - Incorporating Trends in Research & Scholarship Series

https://guides.library.txstate.edu/datascholar

Second Year: Expanding

Data Scholar Series

- **Attend 1 workshop in each category**

Finding Data	Using Data	Sharing/Archiving Data
Locating discipline-specific data - Basic - Intermediate	Using Data visualization and analysis tools - Basic	Data management and sharing research data - Basic

https://guides.library.txstate.edu/datascholar

Workshops Offered

- Getting Started with Simply Analytics

- Introduction to ArcGIS Pro

- Share Your Research with ArcGIS StoryMaps

- Introduction to Hydrologic Modeling

- Introduction to Python Scripting I

- Finding Government Statistics

- Finding Statistics for Education Research

- Research Data Management Basics

- DMPTool: Writing a Data Management Plan

- Research Data Management Sandboxing

- Depositing Research Data in the TXST Dataverse Repository

- Introduction to Text Data Mining with HathiTrust

https://guides.library.txstate.edu/datascholar

Second Year: Expanding

Attendance:

- **88 Workshop Attendees**
  - o **Data Scholars: 18 - (*20%*)**
  - o **Attended four or more workshops: 8 - (*9%*)**

Staff
22.2%

Undergraduate
5.6%

Graduate
38.9%

Faculty
33.3%
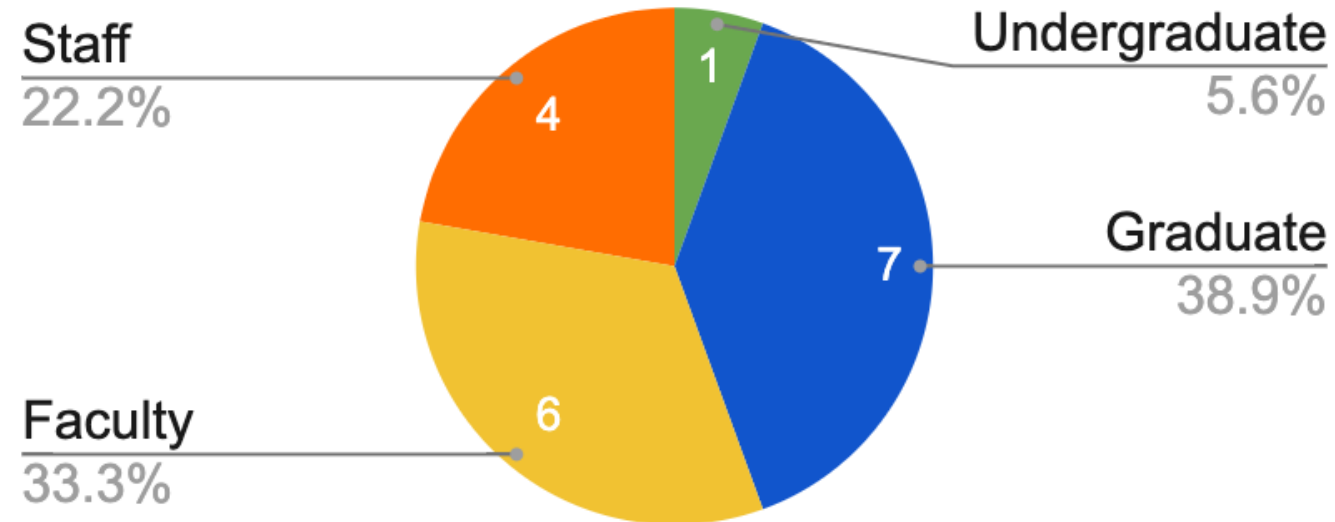
Second Year: Expanding

Data Scholars:

- Instructions for including on CV, resume, or profile
- Listed on Scholarly Communications site
- Invitation to Trends in Research & Scholarship Luncheon
- Recognized and presented with certificate at Luncheon

https://guides.library.txstate.edu/trendsinscholarshipandresearch

Assessment: First and Second Year

Amanda N. Price

First Year Goals and Assessment

❖ **Implement workshops for scholarly communication knowledge outcomes**

- **Subject librarians**
  - **Assessment from Scoring Rubrics**
  - **Assessment from post-workshop surveys**

- **General campus audience**
  - **Measure outcomes with attendance numbers**
  - **Assessment from post-workshop surveys**

Rubric for Assessing Subject Librarians

Goal (overarching idea of what you want to do): Team Score:
0-   Was not a Scholarly Communication Topic.
1-   Good start connecting scholarly communication topics and scope.
2-   Great connection to Schol Com topic with appropriate scope.
3-   Outstanding Connection and Scope

Action Items (steps you'll take to meet that goal): Team Score:
0-   None taken
1-   Some steps taken
2-   All steps taken
3-   Exceeded planned Actions

Measurable Outcome/Results: Team Score:
0-   No Measurable Outcomes
1-   Good start
2-   Achieved goal and met expectations
3-   Exceeded Expectations

Subject Librarian Planning Outcomes

90% of subject librarians used the suggested rubric for Scholarly Communications goal planning.

Of the subject librarians who used the rubric, 95% either met the goals or exceeded expectations on measurable outcomes.

TEXAS STATE UNIVERSITY
The rising STAR of Texas

Measuring Learning Outcomes with Qualtrics

Period: August 14 – November 13, 2018

Frequency Table

Instructor(s)	Topic	Number of Respondents
Dianna Morganti	Research Data Management Basics	7
Dianna Morganti; Laura Waugh	Increasing Access: Repositories, Data, and Funder Mandates	8
Lisa Ancelet; Laura Waugh	Developing a Researcher Project and Managing Your Research Environment	5
Lisa Ancelet; Paivi Rentz	Impact Factors and Metrics	12
Nathaniel Dede-Bamfo	Introduction to GIS / Mapping	11
Selene Hinojosa; Margaret Vaverek; Stephanie Towery	Where to Publish? Navigating the Journal Jungle and Avoiding Predators	15
Stephanie Towery	Author's Rights, Copyright, and Plagiarism	7
Tara Smith	Finding and Using Images in your Papers, Publications, and Presentations	2
Total		67

Respondent's Status	Frequency	Percent
Faculty	4	6
Graduate - Master's	1	1.5
Graduate - PhD	4	6
Staff	57	85.1
Undergraduate	1	1.5
Total	67	100

Respondent's Department	Frequency	Percent
Unknown	3	4.5
Adult, Professional, and Community Education	2	3
Advancement Service - VPUA	1	1.5
Biology	2	3
CDS [?]	1	1.5
Consumer Affairs	1	1.5
Continuing Resources Unit	1	1.5
Counseling, Leadership, Adult Education, and School Psychology	1	1.5
Curriculum and Instruction	1	1.5
Family and Consumer Sciences	1	1.5
Honors College	3	4.5
Info/Undergraduate Services	1	1.5
Information and Undergraduate Services	1	1.5
IUS	1	1.5
Psychology	1	1.5
University Libraries	46	68.7
Total	67	100

How did you hear about the workshop?	Frequency	Percent
Faculty/Staff in my dept.	18	26.9
Friend/Classmate	1	1.5
Librarian	19	28.4
Librarian; Faculty/Staff in my dept.	1	1.5
Librarian; Texas State Signup	1	1.5
Library's webpage	2	3
Library's Webpage	2	3
Library's webpage; Texas State Signup	1	1.5
Other [Email]	4	6
Other [Lori]	1	1.5
Other [Schol Comm]	1	1.5
Other [Staff Development Notification]	1	1.5
Texas State Signup	13	19.4
Texas State Signup; Email	1	1.5
Texas State Signup; Faculty/Staff in my dept.	1	1.5
Total	67	100

Level of knowledge before?	Frequency	Percent
1-Very Low	12	17.9
2-Low	23	34.3
3-Fair	22	32.8
4-High	7	10.4
5-Very High	3	4.5
Total	67	100

Level of knowledge after?	Frequency	Percent
3-Fair	21	31.3
4-High	34	50.7
5-Very High	12	17.9
Total	67	100

Instructor communicated effectively	Frequency	Percent
3-Neutral	1	1.5
4-Agree	11	16.4
5-Strongly Agree	55	82.1
Total	67	100

Workshop contents were applicable	Frequency	Percent
No answer	1	1.5
3-Neutral	2	3
4-Agree	23	34.3
5-Strongly Agree	41	61.2
Total	67	100

Overall, workshop was great	Frequency	Percent
No Answer	1	1.5
3-Neutral	1	1.5
4-Agree	14	20.9
5-Strongly Agree	51	76.1
Total	67	100

TEXAS STATE UNIVERSITY

The rising STAR of Texas

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Level of knowledge before?	2.49	67	1.050	.128
	Level of knowledge after?	3.87	67	.694	.085

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Level of knowledge before? & Level of knowledge after?	67	.695	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Level of knowledge before? - Level of knowledge after?	-1.373	.756	.092	-1.557	-1.189	-14.877	66	.000*

*The results show that there is a significant difference between respondents' level of knowledge before and after the workshops. The mean difference of -1.373 also indicates that level of knowledge improved after attending the workshop.

Sample Questions for Metrics

❖ **Quality of workshop**

❖ **Applicability of content**

❖ **Communication effectiveness**

❖ **Open-ended questions for feedback**

   – **What was most useful to you?**

   – **Comments about instructor (pace, timing, other)**

   – **Suggest topics for future workshops**

Outcomes Based on Attendance

Year 1 - Implementation and Local Focus

Approximately 70% of attendees and respondents were associated with the Library.
Approximately 30% were from outside of the Library.

Year 2 - Outward Expansion

Approximately 40% of attendees and respondents were from outside the Library.
Approximately 60% were from within the Library, showing Library participation is still strong.

Going Forward:

Continued outreach through Subject Librarians and Library Marketing contact.

Wrap-up and Next Steps

Stephanie S. Towery

Questions?

Stephanie S. Towery J.D., MLIS
Librarian, Copyright Officer
sst25@txstate.edu

Laura S. Waugh, MLIS
Librarian, Digital Collections
lwaugh@txstate.edu

Amanda N. Price, MLIS
Librarian, Acquisitions
anp125@txstate.edu

Thank you!