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Reaching Faculty Where They Are: Lessons Learned on Outreach

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CUNY New York City College of Technology

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Reaching Faculty Where They Are: Lessons Learned on Outreach

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NYC College of Technology, CUNY

Digital Commons Mid-Atlantic User Group

July 27, 2018

My talk will be about my experiences with outreach for our institutional repository as well as our overall scholarly communications efforts. My goal is to share some of the insights I've gained as a relatively new IR manager and scholarly communications lead. I saw this conference as an opportunity to reflect on what I've learned as well as a chance to connect with and learn from other librarians who have similar roles.

SLIDE 2 CONSISTENCY, FLEXIBILITY, HOLISTIC

The three words that I think of related to successful scholarly communications outreach are: consistency, flexibility, and holistic.

Consistency relates to messaging and branding. It ties into repeating and spreading that message.

Flexibility is about learning from not only your users and your administrators but also from your own experiences and reflecting on one's own presumptions and being open to questioning those presumptions.

A holistic perspective helps our users see the connection between their scholarship and our various services and resources.

SLIDE 3 CITY TECH

New York City College of Technology



My college, New York City College of Technology, nicknamed City Tech, is the technical college of the City University of New York. We're located in downtown Brooklyn. Originally, we were a community college and then expanded to a few four-year programs. We have many specialized career programs. Now, four-year degrees dominate, and, with rising expectations, all faculty are required to publish for tenure and promotion. What makes City Tech a fascinating place to work and especially great for me is that some of the faculty come from industry or the arts and do not have Ph.Ds or may have otherwise not been mentored in scholarship. They are expected to produce content that relates to their expertise. For example, our culinary program faculty participate in international food or pastry arts competitions. And some of the longer time faculty need support as well as they jump start their

scholarship anew. In addition to supporting creation of faculty work, there are important questions around smart choices for publication and how to best evaluate faculty scholarship and other production.

CUNY was relatively late to launch its IR and City Tech was one of the last schools to do so. That was partly because of staffing transitions that included me changing positions internally where I would chiefly do instruction and manage the IR and related activities as a secondary function. The transition was challenging.

Creating a new culture for connecting the library to college-wide faculty scholarship presented and still presents many wonderful challenges. How could I be most effective with limited time and support? The question I always ask is “am I meeting my classroom faculty colleagues where they are: at their point of need? Will they make the connection with the library next time they have a scholarly publishing question or need?”

So here I am, new to my job, with a new library chair, and a new IR to get off the ground. I had a whole set of expectations and, when I think back, my expectations were reasonable. I didn't, however, grasp the larger picture. I knew that most faculty don't self-archive. But here's where things got interesting and here's my first lesson learned ...

SLIDE 5 Expectations and surprises: Allies

Importance of your chief librarian / chair / dean or other administrators.

So my library chair and I talked about setting goals and strategizing the IR and related items. Looking back, I couldn't fully grasp her perspective at the time. She felt that with our constraints, we'd have to focus on faculty self-archiving but also focus on broader user education on scholarly communications.

And reflecting on the last few years, I see the rewards of this approach. I've had to learn and teach many new things and try a variety of approaches in promoting the IR. I also had this silly idea that nothing could get accomplished without a mandate from our President or our Provost. Over time, I've learned that getting buy-in from administrators is far more complex and having an ally in your library chair or dean or another administrator is critical.

Your library chair or dean is that person who sits in meetings with other administrators and may also be part of the college P & B. He or she knows college priorities and as well as when to time a conversation to a higher up. Your chair or dean can help get you on the agenda for those meetings of administrators. The most important thing is to be able to repeatedly speak to other administrators and, keep the presentation concise and on point. I started out talking about the IR with a strong focus on demystifying the IR and beginning to shape my message about the benefits of self-archiving. I also presented a few times on bibliometrics and publication evaluation. Naturally, the more often I presented on the IR, the more my talk became effective and succinct.

It's been very helpful for me to return to give briefer updates reflecting the evolution of our services and resources. Chairs of departments change over from year to year and, yes, college priorities change too. I also think it's important to ally with other administrators on campus. Our CETL (Center for Excellence in Teaching and Learning) director and associate provosts respectively have been instrumental in supporting our efforts to connect the library to faculty scholarship. The point is to find your allies in your college or institution and keep an open mind as you hone your message.

SLIDE 5 IR As SHOWCASE

Strategies: IR as showcase



... before I move on, I wanted to share this imagery to promote the IR to administrators and others ... it works well. I used SHOWCASE in some other outreach including a library newsletter article.

SLIDE 6 Expectations and surprises: Allies Persistence and repetition pay off

Persistence and repetition DO pay off. Unfortunately, we couldn't brand the IR ourselves and CUNY had the Academic Commons before launching Academic Works. Although there is occasional confusion, the majority of faculty know CUNY Academic Works, our IR, exists to increase dissemination of their work. Whether or not they take the time to self-archive, naturally, is always a challenge. But, more importantly, the library is respected and valued as a resource related to scholarly publishing.

SLIDE 7 Strategies BE VISIBLE

So I talked a bit about buy-in from administrators. But to be visible, you need to be in a variety of places. Another outreach strategy was to do departmental visits. Some were more successful than others. I think, more importantly, is that even if the visit didn't result in deposits, more classroom faculty learned about the IR and learned who we are and accordingly that the library is a resource for their scholarship. I switched up my presentations according to the discipline and would touch on Open Access according to the disciplinary culture. Ideally, I would co-present with the subject bibliographer for that department.

And what I've observed is that most faculty don't care about Open Access. If they do, they're already self-archiving. What they care about is increasing *their* visibility as scholars. So that's how I market the IR. I show a chart documenting the open access citation advantage. But otherwise, I just focus on the IR as a tool for increasing their readership, and, more importantly their citation rate, and the discovery of their work in Google Scholar. I just keep the message simple and focus on the benefits of the IR to faculty. And I always connect citation metrics as evidence of scholarly impact that we currently use on our annual evaluation reports.

SLIDE 8 Strategies HAVE YOUR CAKE



I frame the IR (and all green open access) as a win-win and use this slide to discuss green open access as **HAVING YOUR CAKE AND EATING IT TOO**: being able to pick the best publisher for your work but also being able to share it via the IR.

SLIDE 9 Strategies: BALANCE INVESTMENT AND RETURN

Be nimble! Another important lesson I've learned is to recognize that time invested isn't often returned. I'll talk a little more about this when I discuss FAILS but the goal is to do a lot of outreach but don't invest too much time. My Google Scholar alerts for every new publication: I have learned to keep those messages brief since a) faculty have no patience for long emails and b) why bother investigating policies if the faculty member isn't interested. But these are not generic messages: these are individualized outreach and I always offer to meet in person, by phone or work by email. Same for some of the workshops. Although there's always time preparing the workshop initially, repeating them regularly requires minimal effort. It's also strategic to have campus

partners to co-brand your efforts, especially workshops, and who might help you with important tasks like ... design work!

SLIDE 10 Strategies PRINT PROMOTION AND OUTREACH

My very smart library chair suggested we have a poster created to promote the IR. On reflection, all the varied communication channels including blog posts, tweets, emails and other electronic outreach are nice but this poster ...

SLIDE 11 ACADEMIC WORKS POSTER



AW POSTER has been far more successful. This is our most recent outreach campaign. I came up with the wording and the concept and with a future designer, hope for a more professional poster that looks similar but better. I used the AMPLIFY messaging in some earlier presentations and plan to continue using it. In general, we go for action language: AMPLIFY, BOOST, IMPACT.

Next you'll see some earlier creations.

SLIDE 12 ACADEMIC WORKS, PHYSICAL POSTER


CUNY ACADEMIC WORKS

Deposit Your Scholarship in Academic Works <http://academicworks.cuny.edu>

CUNY ACADEMIC WORKS


- ★ Expand readership of your work
- ★ Get cited more
- ★ Join a community of scholars
- ★ Increase possibilities for collaboration

Sharing Your Work in Academic Works Has Many Benefits



Take Control of Your Scholarship So You Can Deposit in Academic Works

- ★ Control how and where your work is published, distributed, and used. Most publishers will allow you to self-deposit your work Academic Works. Learn the policies are for specific journals using **Sherpa Romeo**


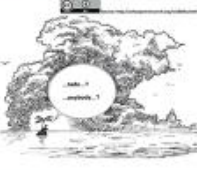


- ★ You can retain rights to your scholarship. Use the **SPARC Author Addendum** when you sign a publication agreement.

Make Googling Yourself More Satisfying ... Increase the Impact of Your Scholarship


Questions?

Contact Prof. Monica Berger, Library mberger@citytech.cuny.edu

This is a physical poster I created and drag out for our college's poster session day and otherwise keep on display in my office.

SLIDES 13-14 PRINT HANDOUTS



Deposit Your Scholarship in Academic Works in Five Easy Steps

- ① **Get started!** Go to: <https://academicworks.cuny.edu/mv/>
- ② Go to **My Account** (located rightmost in the horizontal navigation at the top of the page) and **sign up!**
- ③ **Now you're ready to submit.** Choose a work to upload, making sure you either hold the copyright or have the approval of the copyright holder to submit the work.
 - Select "Submit Research"
 - Read and accept the Submission Agreement
 - Provide information about yourself and any co-authors as well as the work
 - Upload your electronic file.
- ④ **Make your work more findable!** Here are a few tips:
 - Format the title using uppercase for each word
 - Under **Affiliations at CUNY**, select NYC College of Technology and expand the + to find your department. **Select** to move to the right pane to save. Is your co-author from another department or CUNY campus? Add their affiliation too.
 - Add **keywords and abstract** to improve the findability of your article. You can copy and paste from the final version if needed.
 - If depositing a previously published work, find the **citations** to the published version so you can add it under recommended citation. Google Scholar is usually the bestest way to find this.
- ⑤ **Questions?** Find answers:
 - City Tech's Academic Works guide <http://libguides.citytech.cuny.edu/cunyaw>
 - FAQs <http://academicworks.cuny.edu/faq.html>

Contact Monica Berger at mberger@citytech.cuny.edu for more help!

Take Control of Your Scholarship!

Did you know?

Scholars can control how and where their work is published, distributed, and used.

How can I keep my rights?

Copyright doesn't have to be an all or nothing exchange. Most publishers will allow scholars to self-deposit their work in an institutional repository, like **Academic Works**. Check to see what the policies are for specific journals using **Sherpa Romeo**.



How can you retain rights to your work?

Use the SPARC Author Addendum (see reverse) when you sign a publication agreement. Learn more here: <http://www.sparc.ait.org/resources/authors/addendum>

Deposit your work in Academic Works!

Why?

- Expand readership of your work
- Get cited more
- Join a community of scholars
- Increase possibilities for (interdisciplinary) collaboration



Print handouts are pretty awesome too. Keep them simple and as graphic as possible.

SLIDE 15 STRATEGIES: CONNECT THE PIECES

SLIDE 16 SCHOLARLY PUBLISHING CLINIC



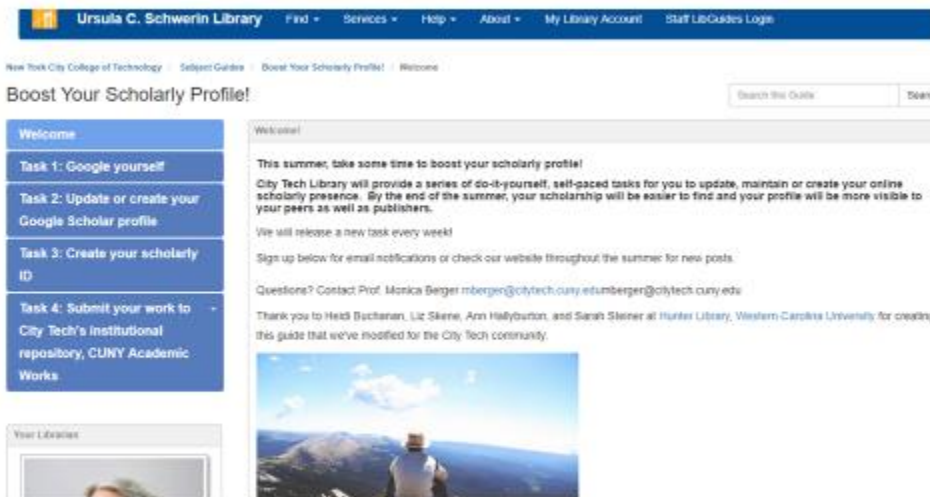
Our new

Scholarly Publishing Clinic hasn't launched yet but this visual helps represent how the pieces work together as part of the scholarly lifecycle. It's important to interconnect the pieces including the IR. We do a variety of workshops to promote the IR and teach faculty about author rights, copyright, and other related topics. We market regular workshops for our IR as Posting Parties because we want to keep it light and informal.

I also promote the IR and self-archiving within a series of workshops I give to an annual mid-career faculty publishing cohort as well as every semester's new faculty panel. Any event on campus celebrating faculty scholarship, I'll either present or provide flyers.

The goal is to open conversation: In those one-on-one conversations, it's easy to promote the use of SPARC Addendum. Individual relationships are key and I've become much more aware of my colleagues' research and their needs and interests.

SLIDE 17 BOOST YOUR SCHOLARLY PROFILE

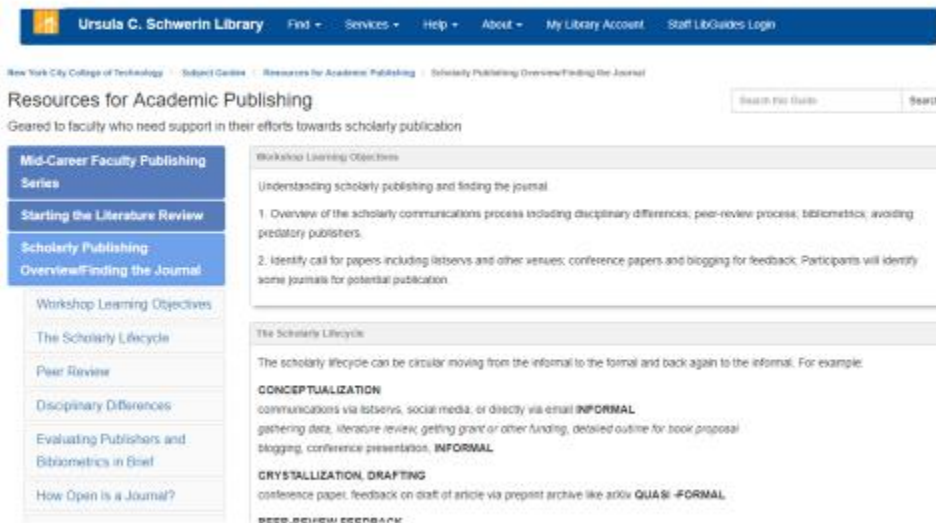


The screenshot shows a webpage titled "Boost Your Scholarly Profile!" from the Ursula C. Schwerin Library. The page features a navigation bar at the top with links for "Fixed", "Services", "Help", "About", "My Library Account", and "Staff LibGuides Login". Below the navigation bar, there is a search bar and a "Search" button. The main content area is divided into two columns. The left column contains a "Welcome" section followed by four tasks: "Task 1: Google yourself", "Task 2: Update or create your Google Scholar profile", "Task 3: Create your scholarly ID", and "Task 4: Submit your work to City Tech's institutional repository, CUNY Academic Works". The right column contains a "Welcome!" section with a message: "This summer, take some time to boost your scholarly profile! City Tech Library will provide a series of do-it-yourself, self-paced tasks for you to update, maintain or create your online scholarly presence. By the end of the summer, your scholarship will be easier to find and your profile will be more visible to your peers as well as publishers. We will release a new task every week! Sign up below for email notifications or check our website throughout the summer for new posts. Questions? Contact Prof. Monika Berger mberger@citytech.cuny.edu or mberger@citytech.cuny.edu Thank you to Heidi Buchanan, Liz Skene, Ann Hallyburton, and Sarah Steiner at Hunter Library, Western Carolina University for creating this guide that we've modified for the City Tech community." Below the text is a photograph of a person standing on a mountain peak, looking out over a valley.

This education

and outreach effort is very popular. It is a summer long self-guided series of weekly tasks that are unveiled every Monday via a libguide. I got the idea from an article in College and Research Libraries News and got permission from the creators of this series and then modified the series to fit our local environment. The obvious benefit of this series is that once set up, it can be repeated every summer. What is also nice about this series is that it harmonizes with the messaging related to the IR as a means to AMPLIFY your scholarship.

SLIDE 18 MID-CAREER SERIES



Here's the libguide for this workshop series ... the focus has been on either faculty who haven't been publishing or faculty without Ph.Ds. My part comes at the beginning of each semester related to the literature review and choosing the journal and other items that correlate to publishing and dissemination. Then I do one-on-ones with each of the participants every end of semester. The majority of the workshop conveners are other colleagues who are editors or experts in research methodologies. The one-on-ones were suggested by my co-conveners (the associate

provost and the CETL director) and as always, they are great for everyone including me.

Next, I'll talk a little about things that surprised me and my fails.

Presenter notes will shift to outline form

SLIDE 19 SURPRISES

- Unpredictable who responds to emails and other outreach
- New faculty sometimes / David Sanchez
- Faculty enthusiasm and confusion related to ResearchGate and Academia.edu = learning moment ... I actually address this in an article I wrote for the college newsletter
- Faculty confusion about preprint services vs. IR
 - Message self-archiving in IR for post-publication

SLIDE 20 STORIES ARE GOOD

Stories

Scholarly Showcase: CUNY Academic Works

Monica Berger



PROFESSORS DAVID SÁNCHEZ JIMÉNEZ, MONICA BERGER, BOTAN KOSTABROV

Amplify your scholarship. Writing Preservation of our work is another key

I self-archived several works on

- Nucleus article(s)

SLIDE 21 STORIES

I self-archived several works on CUNY Academic Works and I find the procedure quick and well-structured. Professor Monica Berger provided a lot of personal support and prompt response to all my requests. CUNY Academic Works has an Author Dashboard, which includes an interactive Google map with readership distribution across the globe, and a list of all institutions from which people have downloaded your works, along with the countries. I found it illuminating that my personal analytics over the last year include a time series of all downloads from 54 institutions, spanning 45 different countries on 6 continents. Google Scholar indexes all works published on CUNY Academic Works, which increases the scholarly visibility.

Boyan Kostadinov
Department of Mathematics

CUNY Academic Works allows me to recognize the impact of my research in the scientific community. It informs me of which of my published articles reaches a larger audience and the geographical areas they come from. In this respect, it not only helps me to substantially increase my visibility as a scholar but also to disseminate my publications, providing free access to my works in order to contribute to knowledge in my discipline.

Search engines such as Google, Google Scholar, and Bing can easily discover these materials, and its connection to Google citation ushers them to a larger audience. Another advantage of this service is how easy the process of uploading the document is. In case of technical difficulties, you can always rely on the extraordinary support of the librarian team.

David Sánchez Jiménez
Department of Humanities

Separate short pieces written by faculty who love the IR

- Photo of the faculty taken with me for article
- Pull quotes!

SLIDE 22 OA week profiles of faculty ... Interview format good



SLIDE 23: FAILS

- Bad APC stories = OA is bad from faculty. Now I know how to respond but initially not
- If faculty member says “NO” outright, ask why ... Time/benefit analysis: Viviana, astronomer = too many authors, user of arXiv
- I wasted too much time exploring journal policies for messages to faculty before buy-in
- OA Week talk on social justice and OA with Jessie Daniels (Hunter College)
 - Too much work /Audience only so aware of OA
- Most workshops don't bring in faculty
- Librarian / classroom faculty conversations at liaison level require librarian schol comm interest and knowledge

- Yet another new role for librarians!
- Tip sheets for colleagues fail?
- Difficulty of subject liaison role for librarians ... challenging to get invite to non-library departmental meetings. Easier for me to talk 5-20 minutes on IR (or other schol comm topic) at a dept. meeting = FOCUS
- Confusion with AMPLIFY poster
 - Student designer, made faculty member look too young
 - Added word “FACULTY” to revised version, added suit and pearls
- Posting parties
 - Low attendance
 - Effort in outreach ... perhaps just further reinforcing the message

SLIDE 24 TIMING

- OA week is a pain: mid-term grades coincide
 - Schedule workshops and events afterwards
- Summer (and winter intersession) as best time to reach some faculty at point of need
 - Schedule IR outreach emails for follow up
 - Boost Your Scholarly Profile
- Flexibility *and* drop-in hours with SPC ... will explain further in a moment

SLIDE 25 MEET THEM WHERE THEY ARE

DACS workshop, all day last January for each school at my college

- Not just bibliometrics / altmetrics
- Publication quality / content quality if non-publication very complex, very fraught, Due diligence issue, Explain no outside reviewers
- Discuss SPC pilot
- One-on-one ... always an opportunity to discuss choices incl. SPARC Addendum

SLIDE 26 REFLECTIONS AND WRAP UP

- Listen well and when you hear something you don't like, don't run away from it
- Print is powerful
- Get outside (non-librarian) eyeballs on outreach materials
- Repetition is powerful
- Keep it simple when appropriate
- Stay passionate: it shows
- Connect the pieces, the IR as centerpiece via branding, holistic
- Find allies including colleagues, your boss, administrators
- One-on-one is super powerful = conversations, positivity