

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

**Interesting recorder, multiple mics**

And I think you 3 all spoke last night, but I'm [redacted]. I don't think we met. Your name is

**I'm [redacted]**

[redacted] And where are you from?

**[redacted] And you're at**

[redacted]

So thank you so much for taking the time and coming and talk to us. We have the questions here in front of you so, um, you've got them to refer to. There's some space to write notes if that would be helpful but you don't need to feel obligated to do that in any way. Um, so what we thought we would do is just have sort of an informal conversation around these sets of questions. And the first one just asks you talk a little bit about, um, teaching scholarly communications. Is it something that you have done, you would like to do, something that you see your colleagues doing, is it something that's completely alien from your experiences?

**00:46 Please define scholarly communication.**

That's a great question and something we wrestle with.

We have that question ourselves. We were hoping you would.

And actually maybe we can bring question #2 into this conversation as well. When you heard we were doing research on scholarly communication what did you, what did you sort of think? Oh, that's the thing where they talk about this, that or the other.

**01:06 I enjoyed looking at your poster and got some ideas and then when you said you wanted some information, um, I'm basically a librarian, basically a cataloger, but I have taught in both the online and, um, in-person in an LTA program at [redacted]. Um, online for [redacted] and I just finished up two online organization of information classes for [redacted]. So I'm, I've been a reference librarian, um, but I'm primarily technical services so the definition scholarly communication, the humanities, um, and I'm a geographer.**

Absolutely

**02:01 So scholarly communication yea**

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

Well and I think something it sounds like you're wrestling with is something all of us wrestle with is this sort of undefined discipline in a lot of ways. And people, one of the reasons it's hard to write a textbook for that or teach that class it's like what, what even goes in that, right. So sometimes people will talk about in the context of open access or in the context of those sorts of things, um, but it sounds like from your experiences, I don't teach that class and none of my colleagues are really teaching that class, that's something that if, if we got interested in it would be really useful to have some foundational information to, to get us on the right foot. Is that a fair sort of

**02:31 Yes**

Wonderful

I'd say so, that, um, it might be helpful moving forward in the conversation to sort of, there are a lot of definitions but the dominant one that is frequently used is the ACRL, um, definition that is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community and preserved for future use. Um, that means formal means of communication such as publications in peer-reviewed journals and informal channels such as electronic listservs. That was the definition from 2003 so technology is continuing to [inaudible] but that's generally the production, communication of, um, sharing, archiving, scholarly work.

**03:17 And I'm on the other end of the archiving. Creating access to this scholarly communication.**

Yea, I think, so since then, I, I, um, you know there's been I think a broader way of thinking which is that the work of libraries is facilitating scholarly communication for researchers as well as, um, authors and consumers.

**03:45 And everybody in the library is facilitating the access points.**

And one of the laments that's sometimes heard in the scholarly communication community is that's there lots of great stuff being created, that technology has enabled that, given us the power to make these things but that it is under-described, not sufficiently discoverable and, therefore, ends up being almost inaccessible. There's this great piece of scholarship out there that somebody put up on the web but nobody knows it's there.

**04:19 Who knows, who knows it's there? And the access points, linked data access points, not controlled, and if it's there it's lost.**

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

So it sounds like there might be some points where, where the scholarly communication stuff could sort of be integrated into the work that you're doing even if you aren't teaching a formal class.

**04:39 Oh yea. Well one of the first, um, classes I did in organization of information I had the students look at discovery layers and figure out, ok I gave them the specific topic, go in and discover with the discovery layers, and the first piece of cataloging was pick out the access points. And my students were complaining that they didn't have enough series. Put in the series.**

Absolutely. And that, that idea. Put in the series. Get your hands in there and make it better is sort of at the heart of a lot of these scholarly communication conversations as well. Don't farm it out to somebody else. Like, let's, let's do it ourselves. Let's reclaim it in that way.

**05:22 I'm part of the OCLC expert community so I can except if they're PCC records I can upgrade them. Or I can send messages off saying, please fix these typos.**

Yes, absolutely. Um, so, so sort of the other piece of the poster last night was this idea that, that job postings more and more are asking about these, these skills. And this is on question 3 if you want to have that to refer to. Um, but I wonder what you have heard, if anything, about this idea of a scholarly communications job skill, um, and if somebody said, I, one of your students said, I just got a job, I'm the scholarly communications person. What would you imagine them doing? Or is that sort of another area that you need some more definition?

**06:01 Probably need some more definition because what, is it just buzz words, that, um, they, the person doing the hiring, the institution doing the hiring was asking about? Because it's popular buzz words and what does your, well not your job description, but what is your actual job saying for scholarly communications? It may be a reference person, I doubt they'd use it in the cataloging community yet. Um, and I know so many library schools have dropped cataloging.**

Yep, or reframed it as metadata or something like that. So again the terminology you know. Different bottles for the same wine maybe.

It's a couple years old now. But my entrance into this was a few years ago I wrote a column for college research and librarian news about this as a growth area for jobs. And what I did was look at the language of the job postings and come up with a kind of list of 10, 12 skills that are often cited or areas of attention so that they are there in common. They kind of, you know they get scattered across [inaudible]. Some places really care about copyright. Some people really care about digital

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

repositories. Some people care about, um, helping scholars with their publishing. Um, so there's a kind of core set emerging but I think, I think it's fair to say it's still emerging, right?

Very much so, absolutely. Um, so the last part of that question 3 is, how well do you think your program is preparing students to sort of engage in these new areas and is that sort of another space where there's a lot of growth, a lot of opportunity there?

**07:48 Ok, um. Focus of the work depends so much from institution to institution. Um, yes what will the librarians be spending their time on? Is it going to be sitting at a reference desk? Is it going to be faculty liaison? Are you going to work with the faculty directly for both ordering databases and physical materials? Um, what, and I think this leads to a more public service type area rather than us important people behind the scenes.**

I think, when am I being helpful to, to think um, to hear about a lot of my work as a scholarly communication librarian is providing service to researchers, so it's less, there are people in my library that facilitate their access to the resources for their research, but then I help them on the other end of their research, um, looking at their publication agreements, helping them understand their rights as they relate to their scholarship once they sign that agreement. Um, helping them share their work in legal ways through institutional repositories or like academic social media. Like you've probably heard of Research Gate or academia.edu or these kinds of tools.

**09:16 Oh yea**

So a lot of it is, like, service to collaboration with researchers.

**09:23 In other words it's service to get it published. And published in quotes.**

And the support of their publishing but then the promotion of those publications too in a public sort of way.

**09:34 When I'm saying publishing I'm including any electronic publishing rather than just physical publishing.**

Well and a lot of, um, we were talking about differences amongst institutions so at a lot of places, um, this work includes the support of locally hosted journals or putting electronic theses and dissertations into an archive, a, a repository where they're made available, so like library publishing, um, activities. Yea.

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

And one, I think, more emerging area or growth area now that connects both service work that but falls under scholarly communication, the management of researcher identity, um, whether that's claiming an identifier like an orcid, um, say I am the [redacted] that is this person and responsible for these publications. Um, and there's a number of systems, things, proclaiming that they can help people to claim their, um, their identity online but that can also connect it to their work, and I'm intrigued by how that might find its way into, um, things like cataloging. Like ok so is it just

**10:53 Oh that's linked data and authority files.**

An author, but this author, right and

**11:00 An author of these particular things**

Does the orcid go into the authority file in some way? And these things may be all well under way but, um, I think it's an area

**11:10 Can you, um, can you explain the orcid please?**

One of you should do that.

Sure, so orcid is a couple of different things. We often talk about an orcid as, so the id in orcid stands for identifier so it's a unique identifier.

So it's o-r-c-i-d. Yea

There's no h like the flower

**11:25 o-r-c-i-d**

So, so the first piece of it is the name disambiguation stuff that [redacted] was just talking about. If I have a common name or if I change institutions or if I change my name for some reason I have an identifier that, that follows with me. Um, the sort of more interesting piece of that though is that it is, it is a technical layer that connects the different work that you do in different spaces. So if I'm a researcher that gets a grant and then creates a dataset as a result of that grant, and then publishes about that, what the orcid does is it connects the grant, the granting agency uses your orcid to identify you. The dataset has your orcid as an identifier. The publisher uses the orcid so all of those different parts of your identity are brought together in a single space. Um, so it's that sort of technical connective tissue layer that also does name disambiguation. Um, that also gives, another thing orcid does really well is it gives you a way to connect not just published scholarly works but if you file for a patent, if you create a beautiful

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

dance, if you start a company, orcid has a way to present those things in a scholarly descriptive. I wrote a paper with this citation, I did a dance with this citation, I did, so it's a way to recognize work that you do that is scholarship but isn't published monograph or journal article. So those are sort of the 3 things you tend to hear orcid talked about a lot.

**12:44 Interesting. It, it sounds like almost a parallel program to the Library of Congress authority file and VIAF.**

Yea, I'm frequently, um, like talking, especially to grad students, think about like you know doi's. Digital object identifiers.

**12:59 Yes I know, um, doi's.**

Doi, an orcid is a doi for a person, for a researcher, um, is a useful way to think about it, I think.

**13:07 One of my jobs was serials and, um, I'm familiar with doi's.**

[Inaudible] I was, you probably had on the tip of your tongue, but I was trying to remember exactly what it stood for the it's the, the orc is open researcher contributor.

**13:22 Ok. I have heard, I had heard of it but, um, or read about it but not too. Have the, um, in-depth information and understand it. Open research contributor.**

Identifier, and you're starting to see orcid used at the institutional level for promotion and tenure so if you have that single source. Ok, I can see all the grants you got, I can see all the research you've done including the broader impact stuff. I can see all you know

**13:53 To connect all of your, um, intellectual, um, presentations together.**

Yes, exactly, so that a, a committee can say ok, here's what you've been doing.

**14:02 And is it people only?**

Um, an individual would get an orcid assigned to them. So my orcid is you know [redacted].

Not research teams.

Yes. Right. Exactly.

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

**14:12 So it's by individual and it's not institution in any way.**

Yes, many institutions create institution-level memberships to orcid and they say, Welcome new professor, here's your orcid. We're going to give you a login for the library you know behind the paywall library stuff. We're going to give you all these other things and your orcid is your researcher identifier and whenever you publish use this [inaudible] single signon for you.

**14:34 Ok**

But a single orcid number maps to a single person as the, a one-to-one correlation.

**14:43 Ok, so the, so the kind of question that a scholarly communication librarian might get, like oh the other people on my team have orcid, I should do that right? Like how do I do that?**

And why would I do that?

And why would I do that? And then they if they're lucky they

**14:58 And why would I have another set of identification when I've got a very good one in the LC authority file that pinpoints me? Ok, but this sounds like it's one that's, um, more electronically active. In other words, um, it is a true linked data.**

Yes, orcid, orcid is, is about that. The digital layer in that way for sure. And I would say scholarly communications is about leveraging what digital can do well but increasingly is also recognizing work that doesn't necessarily just exist in a digital form.

**15:39 But you need to bring together what a person has done digitally and what's been printed.**

Yes, so, so

**15:47 Is it retrospective in any way? Going in the past?**

So you can add, orcid also gives you something that sort of looks like a webpage where there's like your name and a little bio and that sort of thing. Um, you can manually upload, I published this and I want people to know about it. But once the orcid gets going it will automatically pull that information in if it's somewhere in the system. If there's a doi, if it's in cross ref services.

**16:06 Ok, so doi is a very important piece.**

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

Yea, it basically tracks doi's. Like when I did mine it said like "is this yours?" "is this yours?" Like it sort of scans the web and grabs things that it thinks are yours and then you have a chance to say yep that's really me or no, this ones not me.

**16:23 This one is someone who has a very similar name.**

Right, exactly, precisely. Or before I got married that was my name. I'm still me. I still should get credit for the research I'm doing. Right. That sort of thing.

Um, do you guys want to ask anything more about the schol comm or do we want to turn to the, the teaching and learning piece? Starting with question 4.

I think it makes sense to move [inaudible].

Great. So question 4 just asks about how you find educational resources when you're teaching in a new area. So you're, you're getting to teach a new class or redesign a class in some way. Um, where do you go to make sure you've got the best information?

**16:57 I pay attention to a lot of listservs including NISL and, um, I just taught for [redacted], um, something on metadata which I knew very little about. The textbook I was using, was, is 9 years old and I'm trying to teach organization with a 9 year old textbook? Yea. So it was go out and find the articles. Find the, um, NISL, um, metadata information. Learn about various kinds of metadata. Um, talk about that with my students. I actually had them write a paper, um, on metadata that was not MARC. Unfortunately, I had one student who did it twice and did a MARC based one both times. So um, but yea, learning about why in the world of metadata and that meant going out on the web, um, searching, um, and tracking down the information for readings.**

So you didn't use that 9 year old book, you pieced together primary source readings basically on metadata [inaudible].

**18:15 Yes, well, no the book was there for historical purposes and I explained to the students this is historical. Um, things have changed a great deal. Take a look at the information that came out last spring. This is what you need for information about metadata is last springs information, not 9 year old.**

Could, could you imagine, um, like if collections of metadata librarians, like a metadata librarian organization were to self-maintain, um, here is a body of material for the teaching of metadata as we practice it in 2018.

There's some cool stuff I found.



9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

Right, um, that being useful as like a non-expert on that who's being tasked with teaching that, that area.

**19:09 Yes, well and, um, it was a 1 week class. This is organization of information in 7 weeks.**

Wow

7 weeks or 7 days.

**19:20 7 weeks.**

So 1 week was metadata.

**19:25 1 week was metadata.**

Oh, I see, I see.

**19:27 But yes, it would be useful and having explanation of various types of metadata. Um, some students did Dublin Core. Um, I had 1 student that found something called SAP in the metadata area and I had to research that and, is it one you've heard of?**

No, it's not

**19:48 Ok**

But SAP

**19:51 Um, it's, um, more as I was piecing together the information, more for a company to control their metadata.**

Oh interesting ok.

The, um, things you found for your students to supplement the 9 year old textbook, um, were most of them, um, subscription? Things that they had to access through a library or were they, um, were they free?

**20:14 Most of them were free. Most of them I were, I was finding the scholarly documents that had been published by things like NISL and other places. Some articles, um, and, um, yes, they had the ability to go through and if they wanted to supplement for their paper yes they could do additional search and find additional information. For example on Dublin Core.**

In a, in a perfect world what would you imagine like helpful resources to you as an instructor like that? Would it be exercise ideas or paper

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

prompts, writing prompts? Like what would be useful to you as an instructor?

**20:57 All of the above.**

Ok, can you imagine other things beyond that?

**21:03 And, information by an expert in the field speaking to my level of understanding for metadata that I can transfer that information to the student level. Does that make sense?**

Oh, absolutely, yea the substantive stuff in particular. Um, would it be useful it came wrapped with test banks and slides that you could pick up and go or do you want to put your own, you know I don't want their version of that I want to make my own version of that.

**21:34 In some cases, um, it would be extremely useful, in other cases judging by my student days I would need to do some of my own, so it's a combination.**

Sure, yep, ok, so a baseline to start with and then a license that says feel free to use as much or as little as you want to mix up. That would be really useful.

**21:50 Yea**

Excellent. Do you have support at your institution for this sort of creation? Or are, is there an office of faculty support in some way or is it, is it colleagues come in and sort of informally we chat about course design or

**22:03 I teach remotely. I teach online so I have very little interaction with the institution and the other faculty itself. That I am, um, a remote, um, teacher.**

We have a very well-established online program at [redacted] but we hear this from our instructors who teach remotely that, that they're not always aware of the resources to which they can direct the students. Like ok, there's writing tutors. Where are they? Can the students, can the students get them remotely? I think, I think this is a problem we need to work on with online instruction. That, that kind of support.

**22:48 Yea, actually my husband is a tutor at the community college where I'm at now and he is working in electronics and computer programming and with autistic students.**

Interesting

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

Yea

**23:03 But again, it's the in-person tutoring and for the remote students this, um, last semester I had students from San Diego and rural Oregon and several in the Northeast and [redacted] of course is in [redacted]. So having the nice resources on campus doesn't do people remotely and in the electronic programs any good.**

Yep

That gets to, um, to me like rights issues. So you have expertise and you understand the needs of your students but whatever content is being provided like that 9 year old textbook doesn't know your students and doesn't have your unique expertise as it relates to teaching a specific topic. Have you ever thought about or perceived copyright as a barrier to your ability to leverage your expertise to meet the needs of your students? Like you were talking about a unique student population there, um

**24:07 Um, actually no. Um, when I was getting my MBA I did a project on copyright and so yea I'm knowledgeable about well. Copyright of 20 years ago but, um, yea, and of course there's, um, you can do some things from the textbook of 9 years ago and have them read that but, um, yea, no I haven't really.**

Um, ok

Is that so, so I'm a copyright nerd so I, I could take over this whole interview, I promise not to do that but, um, when you're thinking about those copyright questions, I found this thing it's behind a paywall and I want to share it, I want to take this chapter from the textbook and scan it. Is, is, are those fair use conversations you're sort of working through? Is it like, no this is distance and we have this whole teach-act thing that's there to help so is it, or is it sort of more of a gut, I think I know how copy, this copyright system works and this feels like this is in [inaudible] with that.

**25:04 It feels like it's fair use.**

Feels like it's fair use, absolutely. Are there resources you use, and I promise last question, to sort of think through fair use stuff?

**25:11 Well the, um, fair use and citing sources I think does a great deal to alleviate the copyright issues. And say ok, yes this where I got the information from. I may be wrong because I'm not a copyright expert, um, but I think that alleviates some of the issues. I know I can't take much more than a chapter without violating copyright.**

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

Sort of related to that, there have been a lot of conversations in distance about accessibility concerns. There have been some big lawsuits and that kind of thing around that. Have, have you had students express, like I have, I have these different needs that I have to have met, um, and if you have, have you gotten the support you need from your institution to do that?

**25:56 I, um, I have had a couple students, um, with what a [redacted] would call a [redacted], um, and, um, my main association with people with disabilities was when I was teaching in-person. And, um, I had a couple of autistic students and actually ended up giving the finals orally to them. They knew the information but getting it back. Um, and my, um, experience with accessibility is I'm the [redacted] representative to the [redacted].**

Excellent, they're lucky to have you.

**26:36 So I'm, um, pretty much up-to-date on accessibility.**

Yea, have there been, so sometimes there are costs associated with captioning a video or that kind of thing. Do you have the expertise or the resources from your institution to, to address those costs in some way or is it sort of a we'll make do?

**26:53 It's, at this point, with, um, both my institutions, um, [redacted] and [redacted], um, it's make do. It isn't a formal program. Again, being remote I'm not aware of it, um, and, um, given the wonderful things with [redacted] and can people work 2 jobs in the state of [redacted] and, um, I can no longer teach at [redacted].**

That's frustrating.

**27:29 Yea, you're aware of some of those issues happening?**

No

**27:32 No, ok. Once I retire, um, I have to stay off, I can't work for 60 days.**

Oh, yea.

Yea, we've have a number of people flee, going away because they had to capture their pension at just the right moment.

**27:52 Right**

Yea, we, we've lost people.

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

**27:54 And have you hired people back? Have you hired people that are in that situation?**

Hired people? No, no not that I know of. Not, not in my piece of the campus, maybe elsewhere.

**28:08 I know that in, um, many of the colleges in the greater [redacted] they will not hire somebody that's on a [redacted] pension. So this is**

Yea, I think at the university level there's a couple of people working in some kind of consultant capacity. We lost a couple of our great fundraisers because they [inaudible]. I think they've been able to come back in as consultants but you probably have to have very special skills to, to work out that kind of thing.

**28:42 Yep. Off topic but I've got somebody from, it's [redacted]**

These things come up.

Absolutely. Um, so question 5 asks about the format used for teaching and I could imagine in your context a print textbook is especially not useful.

**28:56 Well, actually yes the students should have the print textbook.**

Ok, yea.

**29:01 Um, and the cataloging textbook I used was 2007 and it was very basic but very good. Yea, because they need some print information. Everything online ok and yes I use webinars and, and other sources of information documents, etc. Um, but yes online you need, to my way of thinking, something concrete.**

Yes, absolutely.

So even in situations where the content were identical but it could be consumed print or digitally you would have a preference for them to have access to the print versus.

**29:37 I would have a preference now I realize that the, um, new students, um, are so digitally literate that they may not read paper. I know that the, um, my granddaughter who will turn 22, um, she, to get hold of her I have to text her. I cannot send her email. She doesn't read email. So it's a whole new generation but the students I've been teaching have been all ages. So you have to accommodate different learning styles.**

Absolutely. So if there was a textbook that could be digital or print and they had the choice would that sort of be the best of both worlds?

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

**30:22 Best of both worlds.**

Ok, excellent. Is the sort of textbook format important as well or if there were a collection of online resources that hit a lot of the same topics would that be useful, um, in a different way? More or less useful?

**30:35 Um, collection of topics, the same material, um, with the option of print if someone needs, really needs paper they can print it. Um, but yes, and up-to-date please.**

Yes, absolutely, up-to-date. So something that we're really excited about is, is thinking about ways that digital teaching can open up new ways to do teaching and learning. Um, and I'm sure that since you've been teaching in that space you've been doing a lot of that cool stuff. Can you talk a little bit about the, sort of, the opportunities that you see or the things that you're excited about that you know if it were just in a classroom it's one thing, but digitally oh boy we can do x, y or z.

**31:17 Um, my big issue, um, is learning how to manipulate the digital. Um, I learned, had desire to learn, um, for this last session and it is extremely complicated and the learning curve for me on the electronic system was a barrier. Um, I've also used Blackboard. Um, so that from an instructor point of view to me is a problem but that may be I'm not generation X or younger. Um, that may be something else for teaching that may be really good, um.**

So challenges in the, in the sort of the LMS or the, the way the information is gathered. Have you had conversations about sort of doing assignments in a different way? Or doing class participation in a different way because we're in a digital space and we can make things and show them to each other immediately, or we can contribute to sources like Wikipedia or that, is that exciting or is that distracting or what?

**32:23 Um, discussion boards are very good. Um, yes, but I could see students instead of presenting a written paper doing a, in effect a multi-media presentation. Um, that could be extremely useful and explain things to other members of the class. But that, that takes me knowing a lot more skills.**

That's right. Absolutely. So if a student said man I really want to make a video and I think it would be really cool but I'm going to need to think about copyright and music I use and the actual tools, where would you go to find that information or to get those skills?

**33:03 Where would I go to get those skills, um, at the [redacted] our new media lab. We just hired a, we hired a media lab coordinator and in the past year have hired one more full-time and one part-time person, and he's going to be running for the faculty a whole series of how to use the, um,**

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

**information in the media lab. And that's, he's got I think 6 sessions planned.**

Oh, that's wonderful.

**33:32 So, yea.**

And is he focusing on the digital and distance in particular, like is, is there a session that's here's some whiz-bang things you can do generally but here's the really cool stuff you could do in your context.

**33:43 Um, not yet.**

Ok

**33:45 Not yet. But he, I will mention it to him as an area that he may want to talk about. We do have online classes. Um, a large number of them, um, but I'm not sure they're remote in the way that many other places are having remote classes such as [redacted]. I suspect you have students internationally.**

Uh, yes students from all over. It's, it's a funny mix because there will occasionally be students that sit in a physical classroom that morning.

[Inaudible] remote classroom because they'd rather do it from home while they're doing their laundry and making coffee and things. And at the same time have somebody in the UK. So that does, that does happen sometimes.

If, so somebody like us from outside were to design resources to help sort of talk about the cool things you can do with digital teaching, would you rather learn that from somebody like us or from somebody at your institution that knows that context in a different way and can speak to, we use Blackboard and here's how our instance of that works?

**34:53 Both, you need, you need a combination of both. You need the, the IT department explaining this is how Blackboard works but you need the library or information professional point of view and then integrate the two.**

So I think we're on question 6. Is there anything else we want to dig into before we run down there?

No, I think we're [inaudible].

Ok, great, so, so the thing were thinking about is creating some sort of open educational resource for teaching scholarly communication. So, um, the question that we want to dig into is like how can we make that as a thing that would be useful to you, that would be relevant to you, that

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

would solve problems for you and make your teaching easier and more exciting? Um, and we can do that in a very open ended way or we can dig into that in some specific context. Whatever is easiest.

**35:43 Hmmm, well having the base there would be very useful and, um, then the ability, because it's open resource to, to grab pieces, bits and pieces of what fit in with your topics and fit in with your students that would be most useful.**

Absolutely.

**36:15 So again, it's not hard and fast one way or the other.**

Yes, exactly.

I think that's really key, that's a key part of the openness of an open educational resource is the ability to use what you need but not have to use what you don't need, and to customize it according to what you understand the learning objectives and outcomes of the course are.

**36:39 Yes**

If your dean or director came to you tomorrow and said, congratulations you're teaching a new class on scholarly communication which we're seeing happen somewhere. This is, this is a thing we think is important, our students are going to get better jobs because of it. Um, and then we came along and said, hey we've got this magic wand we're going to make the perfect resource for you that's going to make this easy. What would be in, in the box that we gave you? Or what would the wand create?

**37:09 What would the wand, ok**

Yes, yes, so it sounds like a baseline textbook with some fundamentals, here's the verbiage, here's the way some smart people are thinking about it. That might be useful that you could pick and choose from.

**37:20 Yes**

And are you asking about things like slide decks, quizzes, podcasts. And you know let your imagination run wild.

Yes

**37:29 Um, let your imagination run wild. Because with the ability to pick and choose then your imagination, um, would create a good framework, and then it's up to the faculty member who ends up with this, I need to teach this tomorrow, um, to use the basics and I doubt it would be a package that could be adapted but would need some tweaking.**



9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

Absolutely. Sort of the other side of that is if we were creating an open resource that asks people in your position to contribute something back, you've got this cool lesson that we think other people could really benefit from and we'd like to find a way to share what you're doing with the wider world. What, what could we do to make that make sense for you in terms of your incentives, in terms of the credit you want to get, in terms of the, the support you would need, in terms of time and resources? What would make it easy for you to say, I've got something cool and I want to shine a light on it so the rest of the world can see it too?

**38:33 Mostly time.**

Yes, absolutely. So, so time can in some senses be converted into money or expertise in different ways right. If you have enough of those other things you can sort of find time. Um, are there specific, if, if you had time, what would you use that time for? And are there other affordances that we could provide that would sort of, um, create less friction in terms of the creation and sharing of that piece?

**39:02 Do you have, do you have an example?**

Sure, so, so I could imagine somebody saying there are technical things, it would help if I had a technical expert who could talk about how to host something, right. You want the world to see it but where, where would I put it? How would I let people see it? Um, you have great expertise in sort of discovery and cataloging and metadata so you could probably contribute something on here's how to describe something so people would know to find just that thing if they were looking for it. Um, so I could imagine those sort of technical affordances because I come from the law side having an expert to talk about, here's how to think about copyright and in that context it's significant. Um, you might also say, I'm in a situation where I, my boss wants me to do things in a certain way. Either in a way that's very public or in a way that gets cited in certain ways or recognized. Um, a way to make the bean counters happy is another thing I could imagine but I don't want to put words into your mouth that's what you're not supposed to do in a focus group.

[Laughter]

**39:57 Um, I haven't got that far yet. Um, but yes sharing is wonderful. Yes I would share if I had something that I thought was absolutely excellent, um, or that you thought is an area that you have not explored because the scholarly communication in some way has blinders on it. That you're not looking at the very large world and very diverse world of libraries, um, cultural institutions, people that need organization of information. And organization is only one side of it, there is the dissemination.**

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

That's right, absolutely. So you, you hit the phrase very excellent, pretty hard there. Um, and something we have heard is like if it's not just perfect I might be embarrassed. I don't want to share it until it's just right. Is that.

**40:58 No.**

No, ok, good.

**41:00 Because other people can improve it and take pieces of it to fit their particular need which I think is such an important part of this. Is the ability to adapt, good things exist and they don't have to be wonderful.**

Do you think like when you think about that in the context of your colleagues, people that you've worked with and taught with, um, in your career, do you think that you're unique in having that perspective or do you think that's shared among your colleagues, the want, wanting to put, share something so that it can be adapted and improved and built upon. Is that a common value?

**41:42 Um, I think 50-50. Some people have the common value and some do not. And, unfortunately it's going to the not so much common, common good, common value way.**

What do you think for those other 50%, what do you think leads them to think that way?

**42:06 That, um, they want to keep what they have and not share. Um, probably past experience.**

In they were burned in what way?

**42:18 Um, I'm not sure what way they were burned in because they could have been burned in, in many different ways but or had a professor at some point that said you keep your data, you keep your knowledge to yourself. You don't share. And, um, personality plays into this. Yea I think it's, I know a couple at [redacted] that are very non-sharing and some that are. So it's personality.**

In a, in a broad sense, not thinking about like where you would put something to share it. Like let's say you had a, a lesson or learning module you created something that you thought was really interesting and you wanted to make it available, how would you communicate that you wanted people to use it, to adapt it. Like you know as that relates to like copyright you know you could own the things that you create.

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

**43:23 Creative Commons**

Ok, good, um, and

**43:25 And, um, I've not had any experience with Creative Commons but I do know it exists. I've heard a lot about it from [redacted]**

Yea, so would a, would a module that says, you've heard about Creative Commons let us walk you through in a very bite sized way, would that make it easier to share?

**43:42 Oh, much easier.**

Ok, that's good to know.

**43:47 Yes, I'm also a science fiction fan and when I see [redacted] I get a hug from him.**

Ah, that's wonderful. He's fun because he openly licenses his books and book covers.

**43:59 Yes.**

You get all these variant covers of his books that fans created it's a really fun example that I use sometimes to talk about.

**44:06 Yea, I've worked on the [redacted] and he's been a speaker many times over the years.**

As we were talking last night actually I thought I need a [inaudible] Creative Commons module because I always talk about it for too long. [Inaudible] get them through it but I like go into the backstory. I saw Larry Lessig talk in 19 whatever it was, and all of that, in the Napster case. Like no, I need the five minute module, so get on that.

Yes, yes.

It's just [redacted]'s module that I bet [redacted] could do as well.

Ok, ok.

Great. Um, we just have a couple of minutes left and we want to be respectful of your time. Are there any other questions that we want to ask?

**44:50 And I don't have to be any place until 9:30 or 10:30.**

10:30 Oh, ok, yea.

9:00am session

version 1.0, transcribed, MW 2.17.18

version 2.0, added bolding, changed header format, MW 2.28.18

**44:54 That's when the sessions go back.**

I'm good.

Yea, I think I'm good. Is there anything that you, anything else that you would like to share with us or questions that you have for us?

**45:15 Not, really, I think you're on the right track. Just don't forget the technical services side of it.**

No, absolutely. Yes.

**45:24 It's an important piece. You've got to get the information in so people can get it back out.**

This is just an anecdote, but to underscore this, um, I was at [redacted] for many years helping with this kind of thing and our school of music wanted to share more of what their scholars were doing in terms of recording so they said let's create a record label, a digital record label. Trying to think what we called it, something with [redacted] in it I'm sure. Um, and I went up and talked to them about like how would we promote this, what kind of interface would there be, do you want a webpage, you know all these kinds of things. But very quickly we got down to metadata, um, and that actually ended up being the greatest point of engagement for the librarian was that I found them a metadata specialist. Do we want to use MP3, do we want these to be discoverable? And it was great. It was, it was really interesting watching that happen and I think there are a lot of opportunities like that as people are putting more things online, their scholarship online. Help describe it.

**46:32 Yep, digital archives. I'm also a genealogist.**

Yea, I mean that gets to another sort of interesting user group, like I think primarily I tend to think about this in terms of formal students, formal instructors. I was just making a list of like instructional designers, educational technologists, like the people who are engaged in different aspects of formal instruction but there's also, um, like public, just people who want to know or that can pull a piece of this. Like I can imagine, um, someone who doesn't know a lot about Creative Commons, um, but had

**47:15 The Digital Public Library**

Yea, the DPLA like, um, but like maybe makes music. Maybe I, I make music on my computer and I want a way to share it.

Amateur historians.

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

Yea, yea. Genealogy. Like if you were to write something and you wanted to share it publicly like the resources that you would need to sort of know how to do that.

**47:34 I actually need to get my mother's manuscripts published. Is there something else besides Creative Commons or is that the major one?**

So on the legal end of things we tend to start with Creative Commons just because it's so sort of easy to engage with relative to like writing a formal license or even borrowing existing legal language. Um, it also has that technical layer that makes discovery a lot easier which is really good. But there are certainly, um, model licenses, model publication agreements, there certainly is language out there that if you said I, Creative Commons doesn't quite fit what I want to do. There are other things out there. We start with Creative Commons because it's the most bite-sized, sort of user-friendly and probably the most popular as well.

**48:18 Ok**

There are, there are a lot of other things in like the open source like code world for code technology people. Um, but I think for like photographers, writers, movie makers, music makers, sort of traditional copyright content, Creative Commons is often the most appropriate and approachable, um, sort of user-friendly, um

And I would argue that the, the ongoing battles in the open source community about MIT vs BSD is the best argument for Creative Commons. That it's a community that has spent so much time fighting each other about the nuances of licenses. Like we [inaudible] just put a Creative Commons license on it and like move forward, but that's my own sort of editorializing.

**49:06 Ok, well that's interesting.**

Well, we really appreciate your taking the time.

Yes, thank you so much

If you sit bolt upright in the night and think, I wish I told them that, you have our contact information, um, and we'd love to hear from you.

**49:17 Do you hear, do you need my contact information?**

Sure, yea

9:00am session  
version 1.0, transcribed, MW 2.17.18  
version 2.0, added bolding, changed header format, MW 2.28.18

And as we get to the point where we're building this thing which we hope to do within a few months, by summer, we'll be reaching out to people to let know it exists anyway.

**49:32 Ok**

Keeping you update, up-to-date.

**49:35 So I'm going to give you one of these business cards. And then because I may be retiring by summer so let me put my, my, um, home email address.**

Take the [redacted] pension and run.

Take the [redacted] pension and run.

I'm going to stop our recorder now.

END OF FIRST OF THREE FOCUS GROUP  
SESSION TRANSCRIPTIONS

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

Thank you so much for taking the time to talk to us, I know how busy you are and it really means a lot. Um, you have in front of you the sort of the questions that we're going to try to dig into a little bit. The first three are about sort of your understanding of scholarly communications as a thing. On the back the second three are about sort of teaching and learning, and the materials that you use and that sort of thing. We've sketched the general outline there but we, we're more interested in hearing your perspectives and ideas so there's space to sort of have, really have a conversation. Um, and I think a good place to start is that first question, so, so what is your experience teaching scholarly communications or sort of engaging with those topics in different ways?

00:41 So I have been, um, in administrative roles, um, in many different libraries. So I started at [redacted] where we hired a scholarly communication librarian and that was really the first time that I really understood why it was important to have that expertise in the library and, um, since then I've gone to [redacted] and [redacted] and [redacted] and now I'm at [redacted] and as I've gone to those different places I've really, um, my thinking has graduated about that role and scholarly communication and really believing that it really is more of all of the librarians work. Subject librarians, I mean we're struggling in libraries in these organizations to figure out what is their role in the future. And it, it can't be about collections solely, um, it can't be at the end of scholarship either and so, um, but, but what does that mean because I don't think we have been all that present to, um, the changes in scholarship. We do a, um, every, every year we do open access week, we're promoting open access, um, for faculty and, um, they don't understand why doing it and, um, we, we don't understand how it comes across to faculty. And so this is a very central role to scholarly communication and so I think that we need to just be a, be a little bit closer and more present to what is the experience of faculty. And if we were I would ask would we, would we do that very same thing to open access. Would we approach it that same way? And now that Elsevier has purchased um, bepress I mean honestly we have to come together as a community to think about this in a real strategic way. Um, so I'll, I'll talk more about what we're doing in digital publishing and digital scholarship a little bit later but, um, it, it begins to create that new thing that we're doing. So that's, um, yea

Absolutely. So the first question is framed in terms of teaching a course. I wonder if I can flip that a little bit and ask you sort of what instruction you got when you graduated from library school. What did you know about schol comm, um, if anything at all or was like, that was I felt like I left not knowing even what term meant.

03:00 Yea, I, um, library school for me went so fast that I didn't even take public librarianship or academic librarianship. I, I didn't really know too much of anything. And really, um, probably for me I, I learned it at [redacted], um, when I went there as a resident, um, intern. And I

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

was there for 2 years and then I went to [redacted]. Um, and then we had a scholarly communication librarians there and so that's when I really started thinking about. But I, I don't think I really started thinking about the work that's done in a library until I really began to get into administrative roles and see these, these, um, processes that we do to reward people, um, in, in libraries they're not related to this work here and, um, and so there's limitations in hiring one person and expecting that person to change an entire culture, um, towards, towards this work. It's super important um, and, and cultural change is what we actually need. Um, yea, so I'm not sure if that answered the question.

No, I think it does in a really big way and I want to [redacted] So question 2 here, how would you describe scholarly communication to an LIS student? You, so you hit a lot of the things that we talk about, some of the issues that we're wrestling with but if a student came up and said hey what's this schol comm thing about? How would you talk to them about that?

04:30 Yea, I, I would say that, um, we have an industry problem. We have a, we have an issue in our industry that we hire faculty in these departments and they do work for free and they send it over to vendors and vendors monetize it and, and sell it back to us. And, and most people when I say that they're kind of shocked because they don't think about that as the, the relationship back and forth and that we're actually incentivizing the faculty to do this. And, um, so that's the first step is to talk about that big stage and then to explain how librarians work is about access so we've always been at the end of scholarship so we, um, try to make sure that people know about the databases, the terms and how they fit together and there's this great product called you know and it does this great thing with subjects and it's smart and it's, that's kind of where we're probably going, um, but that's probably how I would describe it in a pretty simple way for people. Um, and then in that is how, how, how do librarians describe it? What, what do they say to faculty when faculty ask them a question about where do I publish this thing or why are you promoting open access? And I think that, I think, um, my role as [redacted] is to try to put them in the best position to be successful. So, I think the world of libraries, I love libraries, I love librarians, I love the work that we do and, but I think we need to think differently about putting people in, um, position to be successful longer term. Yea.

Absolutely. That's such a natural entrée into question 3 we have zipped through the first two and I want to make sure if you all, if you have any questions have some space to jump in as well.

I, I think that's great is when you were out of the room earlier, um, [redacted] and I were talking about scholarly communication risk taking and it fits very nicely with what, what you were saying that how do we



10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

ensure that by engaging in this behavior they're ensuring success not [inaudible] vulnerable.

06:32 Right, right, it, it does take a little bit of vulnerability to recognize that we, we need to do things a little bit differently but my take on it is that it's all good because it's built on the things you already know, so let's start with the positive and we don't often start with the positive. Um, and, and we, we start with the sort of the negative or it's what we don't know. And let's start with what we do know and let's start building on that and that's when I really got excited about the work that you guys are doing with your research and the implications that it has for all these levels of, of training and development from you know library employees, to you know um, students in our library schools to actually librarians that are working in this subject capacity. Um, yea.

So you've got a really good view on that in particular from, from sort of where your seat is. Can you talk about what you've heard about um, scholarly communication library job postings, about, um, the focus of that, if you hired a scholarly communications person what would their work look like?

07:37 Yea well you know I think, I think, um, um, this is going to sound negative but I think it is kind, kind of hard and difficult for somebody to come into those roles and, and do those roles well and change the entire culture or to bring people who don't report to them and, and, and some expectation that they would learn and know, um, more about scholarly communication so to me it brings a person in and right from jump you're, you're already in quicksand you know, you're already behind the 8 ball whatever you want to say about how to bring change and, um, it's important work. I don't want to minimize that but what we're really, what I'm really interested in is a cultural change within the library where they, where we can understand why that work is important and why it's everybody's role, librarians first and foremost but why, why it's everyone's role to be involved in that. Um, so

So actually I'd love it if you could talk some more about that idea of scholarly communications not as, right so the parallel I use is like there used to be the IT guy, that computers is that person's problem and now we recognize that all of us do digital stuff, it would be a bad library that one person knows technology the rest of us don't. Scholarly communication can be the same thing and you talked about that yesterday that this is going to be part of everybody's role. Can you talk about how that works and how you communicate that to people?

09:03 Well we, we, um, so I'm [redacted], um, you might hear some screaming from [redacted] about some of the things we're doing but hopefully it's all positive and because I know a fair amount about

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

cultural change and what are the mechanisms to kind of get that. It all relates to how we communicate with people. So first we have to figure how, how do we positively communicate with people so we start with strengths finder and then we're hiring someone who knows strengths finder. And strengths finders really all positive and it can help people see what their strengths are but it can also help the organization realize that there might be people who are in, um, the wrong place. And so we're going to actually set up a way that maybe I've been floating this idea, um, so it's not, it's not, um, totally confidential but what if we named every librarian a scholarly communication so there's the education and scholarly communication librarian. Everybody who is a subject librarian now has scholarly communication in their title.

Interesting, I like it.

10:10 And that is very specific because now you have it in your review, you have it, you have to be able to talk about it. What does this part of my, um, you know, job mean? And, and what, what specific thing am I getting from support to do that? Um, we have a case where our scholarly communication librarian has done excellent work probably one of the best in the country I would say in the websites and all the things that are available with copyright and scholarly commons good got it. Now he says I'm in this educational doctoral program learning about organizational design and theory and I said ok great, well we're going to actually create a whole organization, um, an operation or department that is focused on organizational development and you'll be a part of that so if I move the scholarly communication librarian over there I'm not going to hire another scholarly communication librarian I don't, I, I think that I need to work on something that's more difficult and harder and something nobody's ever seen before. To integrate it into the work and maybe make it so that's positive it's also incentivized, um, in, in their review process and I, I, I use this idea but I got it from Virginia Tech where they've actually changed all their titles to scholarly communication librarian so this is not a totally wacky idea. Um, and, and, and they're, they're excited about it because it gives them the opportunity to talk about, you know and learn more about what, what is this scholarly communication thing.

It may be related so yea that's a good, um, way to sort of modify this question a little bit so like you're you know you're hiring people across all kinds of areas what is it, what are the things that you think of as schol comm that you want them coming up with basic proficiency, um, literacy, and

12:05 Yea, yea that's why I'm really excited about what you guys are doing because I don't think there's very many things out there that really define specifically what that work is. Because we've, um, we've, um, ghettoized that's also a negative word but we've ghettoized the scholarly communication work into one person. Um, it's like just abdicating

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

people's responsibility to learn more about that. And, um, then all questions about you know copyright, all questions about publishing, all questions they can just either refer that or just don't answer the question that's what I think is happening. I'm not really sure but I think that's happening and I'd like to change that to give them very specific things so, um, I would rather hire someone that really knows and wants to work with faculty. And then we can train them with the specific things that relate to scholarly communication in their, in their role. That would be, that would be ideal I think.

Just shop talk when I was leaving [redacted] the dean or director of the library at [redacted] She was the [redacted] research and she was working on a couple of sentences to go into every subject specialist job description, um, that were support scholarly communication, and it was kind of gnarly. But, um, I thought that's [inaudible] because then people could be held accountable for their performance reviews and things like that [inaudible] reaching out around those things

13:44 And, and we have to be careful for a person like me you know coming in with these goofy ideas and, um, I, I'm fortunate that I have a librarian that is really interested in this and she's also the liaison for all the subject librarians. So she sees this and I said well what if we just, what if we just administratively changed all the titles of people. She said wow that's a great idea. Uh, really. Ok. [laughter]. I'm going to run, ok, I'm going to get out of this [inaudible] I'm going to run as fast as I can to go try to figure that out right. It's a union environment and, and, um, I think, um, you know we'd have to be very specific about what that means as it relates to reviews. I think that every institution that I've been in has not done reviews very well frankly so this is

I have some, I have some opinions about that. [laughter]

14:30 Um, they, they haven't done reviews very well so there's opportunity to kind of just reset it and include some of these things in there. Um, both of these things have to happen at the same time because I think that when you're trying to change the culture you have to incentivize people to know that this is the direction you want to go. So

You mentioned in a, your answer just a, a couple moments, moments ago, um, of you know wanting to hire people who can work with faculty or who can, who can collaborate and that this soft skills. And that you can then train up on specific knowledge and that, that makes a, a lot of sense. What would you say those soft skills are and are they teachable or do you think that they're inherent to a person's like personality or disposition?

15:19 Well, we, we have traditionally always had people in the profession that have come to our, our field based on their love of books or whatever

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

I've heard that a lot and, um, we now need people who are kind of people oriented. Now I'm, I'm and extro, I'm an introvert actually but I've just learned how to be an extrovert so we need people to learn it. It's a skill just like leadership or just like anything else you have to kind of learn it and try it and fail and, um, but I, I wonder if we're creating the right environments for people to fail and feel comfortable that they can. Because adults don't do anything different if they can't learn and they don't learn unless they fail. That's my belief because that's happened to me over and over again. So, um, so how, so then it just comes, all of it comes back to the culture, um, that one is creating I think and the leadership that creates that culture. And then you build it back up so instead of you know going to strategic planning there's nothing, this is going to sound negative too but there's nothing wrong with strategic planning but I think we go towards things we should be doing or things we see as opportunities in our environment but we don't, the reason why we don't ever get those things done is because we never focus on the culture, we never focus on what are the things that people see and I could talk until I'm blue in the face about all these innovative ideas and all but they're not incentivized to do that. They're not, um, it's, it's a colleague that's talking about these goofy ideas and [redacted] so why would they change what they're doing and the curious thing about libraries is that they are super service oriented. Right. So they, they believe just as strongly as I do that, um, in these ideas that we should do something different. They believe just as strongly that they are providing good service, ok. So let's just start there. Let's start there and let's say what is that service and what are we doing, what are we saying and just build it up. Because that's all positive but that's all going this way before we do this thing with strategic planning or anything. Now at [redacted], um, I want to just go back to the first question, um, and tell you a little bit about what we're doing. We hired this woman [redacted] who is responsible for the

I know [redacted].

17:42 It's awesome, it's awesome. She wrote a million dollar grant to [redacted] to create this software called [redacted]. And if you're familiar with, um, open access journals you know OJS, Prevalence Software and it's been in existence for about 25 years. It's been written by a graduate student and, and people have used it. Well [redacted] actually improves this software by a 1000%. It takes into account the entire workflow, it's also multi-modal and so it can host existing scholarship but the most exciting thing to me is it actually can create scholarship. So in higher education we are always talking about interdisciplinarity, and but we don't have very many journals that actually focus in on that, right, so we can now with this scholarship, with this, um, open source software we can create a platform where that can happen. And this software will be ready and available in May and we'll probably need a year to kind of put around it what are the service levels that we have. Now

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

the service levels are important because that's the work that the librarians are going to be able to do with the faculty to be able to explain that. So this, all this work with the titling and all this other stuff over here the specific things that we talk about, what is scholarly communication, are important because we have this vehicle over here. Now without this vehicle it makes, it just makes it just kind of a, an empty exercise but this, this, this vehicle called [redacted] it makes it really real and tangible. And it also is a funding stream back to the libraries. So we might be able to host, um, scholarship from associations, from faculty, um, you know maybe \$3000 but we might have 300 journals right and that begins to be real money that comes back to the university. And our goal is actually to inspire other institutions to, um, download this software and do a very similar thing. Ok, I'm not mad at Elsevier I'm not mad at them for what they've done. They've, they've taken advantage of this environment, they're like cable television, ok, but this, what we're doing is more like Netflix and more like Hulu, and right. So we, we can integrate these technologies into our life and we can look at it in the way we want and this can also benefit higher education because we don't have a good way to even talk about scholarship. So um, I'm super excited about that. And I'll probably

[redacted]

[redacted]

That's [inaudible] I was just thinking about like that's very timely given Elsevier's acquisition of bepress which like you say like that's a company doing what a company does. It's natural to them.

Behaving rationally.

Yes [agreement from all]

And there, but, um, that's prompted a lot of talk about alternatives, open alternatives, scholar owned and institutionally supported alternatives and so, um, and, and, um, yea OJS is a tool that's widely used but having more diversity of tools available to do that is, um, a good thing.

20:52 Right, and, and again it's positive, it's not saying that we're going to take on all of the 70,000 journals, we're still going to have reputational journals. I mean ESPN(?) is not going to change, ESPN's not going to become open, open source or whatever so these are very specific journals and again what's so exciting to me is that we might be able to create new journals that don't exist right now on a platform that, um, is very exciting, so, um, so anyways so we're building a team around that, around [redacted] and trying to figure out how the business processes work and hopefully we'll be able to come out to the whole community and say this is, this is how we've done this. Because the other

10:30am session  
version 1.0, transcribed, MW 2.19.18  
version 2.0, added bolding, revised header format, MW 2.28.18

She's located in the library?

Yea.

She's a librarian [inaudible].

21:40 Yea, yea she's the director of [redacted] and that's, that's actually when, when I got there I told, um, [redacted] who's the dean of [redacted] at [redacted] that I was interested in bringing [redacted] in and, and, um, focusing her work on, on this effort, and, and he hired [redacted] up there and then [redacted] is doing some great work at [redacted] so I said you know they said well we'll just call you [redacted] and I said we got on that call and I said you guys need to come to [redacted] ok. So the first meeting of this [] group was in November in [redacted] and then we've since met at [redacted] and we're going to meet again in March at [redacted] but I think that that's part of the challenge to is we're not, we're not really sitting down in front of each other and just talking. You know and we can come with solutions that are just going to be the next step or the next step and they will be very small and we have to be ok with that. But we will never get there if we try to do it on our, on our, by ourselves. Um, or, or if we just complain about something that's happened. Oh you know bepress has been bought, what do we do, oh my goodness you know. No we need to get focused and get, say what is this environment and how does it impact our work, how does it impact the future of what we could design? And I think [redacted] is really interesting because even the vendors could download this open source software, good, got it, but they won't be able to replicate the work of librarians if we can get them to be inspired to know more about scholarly communication. And that's why I'm just like rushing as fast as I can, try to create this model that, um, people can't refute it. I mean people in our field my goodness they want to nitpick at every little thing and say well this can't work because of reputational journals and I say well Wikipedia changed its reputation in 16 years. I mean so you know reputations do change. Ok, now I'm [inaudible] then what are you doing, what are we doing as a community as, you know, thinking about this and why couldn't you let something just begin to grow and right.

I think a lot in terms of like practical versus ideological you know and I think like I, when I get up in the morning I'm ideologically motivated but being pragmatic is like how I get something done and so I think to my mind part of this is the, of our work is thinking cultural change level but in a way that people coming out of library schools can plug into the reality of the institutions where they land and the needs of the library and the scholars in those places. And say like ok here's where we are and here are the opportunities to

There's something I could do.

10:30am session  
version 1.0, transcribed, MW 2.19.18  
version 2.0, added bolding, revised header format, MW 2.28.18

Support where they are, with a mind towards moving the ball, um, forward.

24:51 Yea instead of like treading water or just staying in this one you know, um, so, so yea it's, it's going to be an opportunity for us I think and, um, I said you'll hear screaming from [redacted] you may actually but hopefully it'll be good and we'll you know just get on with it. Um, yea.

So as you make those changes and this to me comes back to the open source conversation as well, you're asking people to try new things and that goes to the risk question, to the what if I do it wrong? Am I going to be embarrassed? Am I going to lose stature? Can you talk some about how you create a culture in your own institution when people are taking on new roles in open source software where you're sharing something and people may look at the code base and say that's inelegant code or whatever. How do you make it easier to do risky things and sometimes have it blow up in your face and say that's part of the process? I didn't fail I learned one way not to do that. Right

25:45 Um, yea, that's a, that's a really, really, really important question. Um, it, it goes back to what people see and how they define success and failure and it's very, very important. But everybody does that differently and so that's why my focus on strengths finder we get at that perception of success and failure and we get at, um, how that relates to what your strengths are and then we can just begin to build a foundation of how we talk about these things which I think then is important to create a culture where we can just fail faster, and in academic libraries we tend to talk about things for like you know 12, 18 months before we pilot anything right. And I'd, I'd like to see us shorten those times when we just try things, and it can't be from my office and my standpoint you know people are, are very fearful of me. Um, not because I'm not a nice guy or, mostly because I'm just in a position of authority, in a place that has been very hierarchical, ok. So I'm trying to build a new culture where more people come to the work and so when failure happens in my organization we will not make a scene about it. We will not make people feel that they failed actually, we'll celebrate the fact that they tried. Yea. That's more positive and, um, and then over time they'll begin to say ok, well, yea, how do we integrate all these ideas. I think that before we came here I talked about this idea of how much we invest in professional development. And, um, it, it, it troubles me actually that we don't get much professional development coming back to help us change the organizations, right. We just come back to doing the job that we've been doing and it's all fine and it you know nothing needs to change. But I'm, I'm saying no I, I think that, I think we need to be present to these things. I think we need to figure out where ideas, where we can try ideas out. And, and, um, so we're going to develop a process where that can happen because that's really important to the whole cultural thing. And when we get done with this, probably in 2

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

or 3 years, one of the things I'm excited about is we'll be able to explain to leaders in my position, this is how you create a culture. This is how you create, because we'll be doing so many dynamic things, new things all the time and people will be really interested and I hope flabbergasted by what we're doing that they'll wonder why, how did, how did you do that? And I'll be able to say specifically we started here we did this, we did this, we did this, and then now the question is, do you understand that so you can implement it in your own organization. Um, and that's, and that's another decision point for them to make. Yea.

Um, before we dig into the sort of learning objective side of things are there any other questions we want to ask about the schol comm piece?

Lot's of stuff I could talk about, but [inaudible] moving on [inaudible] questions [inaudible]

Yes, yes and we may have time at the end. So the back questions 4-6 are framed around how you learn stuff. I wonder if we frame this around professional development would be useful in this context. So you're asking everybody in your institution to pick up a new set of skills and some of them will be fresh out of library school and they'll have our module and they'll already be ready to go. But a lot of them won't be. So, so these questions around where do you turn to begin to teach a new area or learn a new area. Um, I wonder if we could frame those around how do you help your employees understand like ok how do I get trained up in this stuff? Is that a sort of useful frame?

Although I'm curious given your position if there is any expectation or if you expect yourself to teach at all in the library school.

29:34 Not yet. I mean I'd love to, I'd love to

Could happen but not [inaudible]

29:39 I'd love to build a course around leadership for library school students, um, to understand this a little bit better but the job is super big I mean it is, um, it is um, a lot of different just silo cultures that are there, the school of information sciences, the way they do things and then the way the library does things and so you know I'm, I'm very mindful, though, as we hire new people that they could be super excited about this, they could be ready to go, they could get this textbook and but where do they go? Who do they, um, get you know, um, who, who do they collaborate with and we have a great group of people at the [redacted]. I sent out this, um, I sent out this survey on my first day and it asked 10 questions that are based in appreciative inquiry, which you know tell me about this place, tell me who you rely on for information. And that question in particular you know people said really there's 15 or 20 people I rely on for information. That's great. That's how they get things done



10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

but they also didn't see anything about the finances, they didn't see anything about working across these different silos, so that's what I have to begin to break down and I have to find the places where we can come together just a little bit. And I can share more budget information, that's not hard to do. Um, and, um, and so that's what I'm doing, so, um, I'm working as fast as I can to set up these structures to, that I believe when I go back they'll be these specific things that I talk about with my colleagues like [redacted] and all the [] at [redacted] about what is specific things that we've done to change the culture. Yea.

So can I actually directly ask you a question for where when you said, schol comm seems like a thing I need to know more about that. Where did you go to find out more about that?

31:36 Well I became, um, responsible for press in [redacted] and I didn't know very much about press publishing and I tell you that was an education.

Trial by fire.

Yes, indeed.

31:49 It was a, it was a real education and there are 140 presses, they're all very important to scholarly communication and publishing and humanities and social sciences and the real trend now is that more, um, more libraries are taking responsibility for having presses report up to them. And [redacted] was one of them and so I didn't, I didn't know very much about it so I, I had to educate myself about what, what do presses do and how could we support them, and then how can we design an example that's so awesome that could be good for the presses future because they have quite a precarious future you know and they also you know there's, there's culpability on both sides so I'm not, you know they, they compete in the marketplace when I, you know I'm not sure that they are like the other big publishers that have the capacity right. And they, so they have they, they select the content based on the marketplace which, um, I think if you didn't have to do that would you make the same choices about scholarship. Which is a very central point, um, to what they're publishing. And there's lots of things that are not, not being published in the scholarly record even among those presses. Um, so I, I, I had to learn a lot about that and then you know just the way that our contracts are written with big bundles and we, we always thought as librarians more stuff the better. Yea, good, got it, yea. But now I think we don't have our funding is getting cut and we have to really think about you know why, why is it that we have this journal that's only accessed maybe 4 times during the year and is part of a big deal package that we sign every three years and why, why couldn't we take a risk and say that we're going to get this through interlibrary loan or we're going to pay copyright fees. Would it be the same amount, would it, you know and nobody's really taken

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

the risk to kind of do that. And at [redacted] we, um, we contracted with a, um, a consultant to help us define what are the things that librarians could communicate about the changes to a big deal. So if we got out of the big deal, what do librarians need to communicate to faculty about how they get their resources, right. There's a gap and a disconnect between how they communicate and most of them communicate that it's a cut. Ok. Ok. Well, I wouldn't necessarily characterize it like that. I would characterize it that it may take them 2 or 3 days to get scholarship but if they did a search and they had 15 articles there might be 3 of them that they'd have to get in the afternoon and maybe 1 the next day and maybe 1 the day after that. But all of them come to the desktop. That's more positive, ok, but that goes back to what do they understand about the whole scholarly communication, um, process. Yea.

And it plugs into your, um, creating a culture in which failure isn't perceived as failure, also because while you're creating that in your own organization you're also part of a larger organization that is going to be looking at those kinds of things critically and, um, you know, do you have the support above to, to fail, or not to fail but like to try. You know.

35:19 Yea, yea. I think I do, um, until I don't but I think I do. And then I you know I want to, I want to create the library as the example of some things that demonstrate how you do change of culture because higher education needs to change as well. I mean honestly but they, they don't know how to do this, they don't, their HR's are performance based and punitive and I mean it's just, it's, it's not the environment for them to create this culture of failure and, and with budget cuts there always some duress about the existence of you know departments and my job and all of this. And you can't be innovative I don't think if you're under duress all the time. So we have to kind of step back and say, um, what are we doing to bring in more funding that really our decisions are just, funding is not the issue. We're going to have so much money yea I talk, I talk about this and they've gone through of 7 years of budget cuts and they think I'm like Peter Pan when I talk about this but I am really serious I think that if we had enough money we, we would make different choices, we would feel differently about having the flexibility of hiring who we want to hire and just being a powerhouse on the campus, so we would have a culture that leads the campus, right, in demonstrating why it's really important to invest in, in people. And we have many classifications across the campus in the libraries so it's a good place to start.

So I wonder if we could dig into the nitty gritty a little bit and I'm sort of [inaudible] around question 5 here but, but you have the, this whole new set of librarians who need to understand scholarly communications and we're like we're here to try to give them the information they need. What does that information look like? Is it videos, is it text, is it a digital resource that is attached to a git hub

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

repository, what, what is the nitty gritty process of bringing that information to people?

Workshops, talking over coffee

Yea, yea, like a social, it's a slack channel, it's whatever it is, right.

37:27 Yea. So, um, part of creating this culture of failure is that it's important for them to also become more entrepreneurial and at [redacted] we have the potential of creating these badges right and badges are things that are micro-credentials that could be monetized. So you could create a program that's 3 weeks instead of like 20 weeks on information literacy or schol comm or whatever. Three weeks on something that is needed in that community and the provost is talking about, oh my god, he's talking about, these people that need this credentialing in their job to advance in the workplace. He's cited like 390,000 people in [redacted] and there's another 1.2 million in the [redacted] area. And so my question to libraries is, what kinds of things can we bring to this community to help them either change a career, we know that the students that come in to our institutions are going to have to change their career 16 times, I read that somewhere. You'll have to cite that for me but, um, but what does that mean? What does that mean for them to understand how to do that? What does it mean to start a business or so there's these things that could happen and people would probably pay for that, and so again that would be another opportunity for us to bring in funding. Where libraries haven't really done that before so when I talk about you know these Peter Pan ideas that we're going to have enough money it's these kind of nitty gritty things that are going to drive the amount of money that comes back to libraries. And we're going to get all of the money from the campus but the campus won't see us, won't, won't see us as this black hole of \$25 million that just, yea. We have to have this for a research institution. No we can, we can contribute to this, and yea I'm negotiating with the campus to have a dedicated amount of funding for the inflationary increases, ok good, got it, we have to have that ok, because that's the environment that we have. But we can, we can rush and we can run as fast as we can to create these very specific things that bring back funding. But that, that culture that I described is, um, super hard to do, um, and, and, um, it's just going to take us some to kind of begin to walk through that. But I think it's exciting at [redacted] because we can also include, um, School of Information Sciences faculty, we can include our library folks, we can include student you know employees in the library, those advisors so we can create something that would be, um, attractive to many people not just you know alumni but people around the country that would want this.

So if we tie the, the education that we're providing to a badge or some you know something the way that I can identify I have gained this training as an employee. Um, obviously we're not looking for a revenue center,

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

we're about open culture and free access and that kind of thing, um, I assume nobody would object to that but that, that framing of this will solve the problem for you, this will, you couldn't use Creative Commons and now you've demonstrated that you can use Creative Commons, that framework. Am I hearing you say that would be really useful?

40:42 It, it would be, I mean we're going to have to probably walk through some of those Creative Commons issues and some of those things but I think that we, we just have to be more present to what are the needs in higher education? We, we have not just because we're a wonderful profession, um, and we have, um, we have created this culture of waiting until people ask us but we know that they're not asking us anymore. So then what are we doing to and I say it's more positive what we, what we have they need it's just they don't know it so how do we redesign what we have to place it in, in the places that they might, they might, um, they might, um, use it? And that's what, that's the, that's the shift I think I'm trying and I honestly I'm talking about this every chance I get. And I'm getting the provost to come in and talk about it, um, but it's going to take, it's going to take a little bit of time to work, work through it.

Are you fairly agnostic between print and digital in terms of finding materials, it sounds like the badging concept might, might fit in a digital context better but some people really do like writing in the margins and that kind of thing.

41:53 Yea, I mean I think the book is a technology and we're going to have that technology for the good long future. I mean it's like the wheel, the wheel was built in 3 B.C. and we're still riding around on cars and bikes and, and I think, you know, we might have books that we can read on our arm or something with a chip or something like that but we'll still have books, you know, and we'll still have, um, one of the things I think isn't maybe an advancement that we might think about at [redacted] is we digitize all this content but what I'm asking them is what does all that have to do with student success and student retention? And that is a very difficult question for libraries to answer because we've been, we've had this passive culture and we waited so, um, as you tie that back to very specific things that the campus is doing then it, it's that nitty gritty of, of, of challenging them to their work. And so one of the things I did was I asked the vice president for student success to write me a memo. And I asked her to highlight all the changes that have happened in student success, we've, as a campus we've invested 10 million dollars in student success and retention initiatives. We had a 27% retention rate, we, um, increased that to 46% in less than 4 years. It's the largest jump of an institution our size in the country. Ok. So I said in this memo you need to say what are the different initiatives that you have going on in the campus and then invite the librarians to come to this and to say how they might be able to help. Ok. So, um, that's, that's how we're doing it. That, that memo came just [redacted] so we're releasing it to the

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

librarians and we have some, um, leaders in the library that are kind of beginning that conversation. But I said it should be measurable. We should be able to say how does our work relate to student success and student retention. So that's one pillar, the digital publishing is another pillar. We're also talking about community engagement. And I'm not just talking about you know sending the dance team down to dance before the [redacted] or any of the hundred, hundred other initiatives that we have in community engagement but, um, libraries have a great opportunity I think to, um, be the space where we can help students understand how to disagree without being disagreeable. And there are very few spaces left for that to happen because we've all went to these different camps and we all get information based on what we believe so when do we ever get a chance to discuss things that are a different opinion or anything. And so that goes right to democracy it's very, very important but we're going to set up panels and discussions and we're going to be the place that the provost and president can say, that community engagement, that old goofy [redacted] over in the library he's, he's you know put a focus on community engagement. And then the forth pillar is, um, organizational culture and people. And I think that one actually is the most important because it will drive all the other changes that we'll make in the organization so, um, yea I mean that's all, that's all out there so, um.

That relates in way that ties back to our project in ways that we're still sort of like struggling to figure out what it looks like to, um, open pedagogy and this idea of like renewable assignments instead of dispo, what David Wiley calls renewable assignments instead of disposable assignments. You know the semester paper that one person ever looks at that you hope the student bothers to pick back up and read the comments that have been thoughtfully provided and that this is [inaudible] of student and instructor energy pouring into that with precious little outcome that we can demonstrate, and so like thinking about public facing projects, um, and that there's the community engagement piece. Like how can students do projects and primarily we're thinking contextually about that in library school but like it, it, you could be implemented across an institution right or the curriculum, um, of like what, what would public facing scholarship look like? You know students editing Wikipedia articles, submitting articles, um, letters to the editor of local newspapers on topics related to the course but of value and interest to the community, um, and other things like that. I don't know if there's a question in there or not.

46:18 Well just what you mentioned made me think about, um, our, our pillar in digital scholarship and digital publishing, I mean, it, it's built on [redacted] but one of the things that I think is really an opportunity is to maybe create a course where students begin to learn about editing, editing and publishing but also do that in a frame of diversity and inclusion where we are just the pipeline now for um, more

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

diversity within the profession. Mellon's interested in that so we're trying to put together some kind of, um, prospectus for that. [redacted] has also come from a faculty position, tenure track faculty position to a position in the library, so what I said to her was that instead of working on that, now we can work on this [redacted] project which she was doing like 3 different jobs. And it was just like 2 weeks ago she said I, you know, I, my schedules just not packed, or it's not, and I said you're welcome, you're welcome.

[laughter]

I thought you said here's the to-do list.

47:18 No, no I said you're welcome because that actually gives you time now to think about how does [redacted] actually, how's it structured, how, what kind of support does a library provide to that? And it just needs to be thought about. We also hired another consultant [redacted,] um, who used work for [redacted] and, um, um, was a, was involved in [redacted] and knows open source software. So we pulled those 2 people together and, um, yea. I, you know, I think, um, I've learned a lot in the, in the time that I've been doing this work and, so I think, just putting the people together in the right way and then supporting them over time is, um, is really important to do.

So it sounds like we, we might have your interest in using an OER in scholarly communications. Is that something that might be interesting to you? I wonder if you could talk about how we could make that most useful to you if we said we're building a thing to help solve your problems. Um, what would you tell us to make sure we do, or make sure we don't do, or make sure we think about?

48:23 Well what I really want to do in all of this is just to say pay attention to what's happening at [redacted] and that in your next iteration of discussion and the challenge grant challenging your challenges you're facing that we could come help you with these questions and we could design things that would actually advance the research quite a bit since we have you know all these levels of school of information sciences, we have this big research library you know. We have this archives. [redacted] archives is the largest archive in [redacted] in the world actually. Um, so how do we, how do we begin to work on that? So we have a lot of different areas that we can try to help advance this idea. Um, because I think with these ideas it's very, very important to have an example that people can't refute. Now you know you can we don't get change in our environment very easy but if it's half-baked, not that this is, it's not, it's not. No, no, no. It's not.

It's not baked yet.

10:30am session  
version 1.0, transcribed, MW 2.19.18  
version 2.0, added bolding, revised header format, MW 2.28.18

It's zero-baked.

49:25 But what I mean is that, um, people, people have a tendency to shoot down an idea, um, before it even gets you know legs or runway even to, and so how can we work together to create it so that it's an example so strong that they have to pay attention to it. The results are strong, or the research questions are strong or the you know the outcomes are strong. And, and, and, so that I, that's what I'm interested in. And so, um, yea.

Undeniable. They asked how, how did Tina Fey become the first female writer, head writer at SNL? She was un, her talent was undeniable.

50:02 Undeniable.

Nobody could say anything but of course she's the best. This is so good, this is so powerful.

50:06 Yea, and that gets to change and then it just says ok now we're at another level or plateau where we just go, right, because a lot of people can say a lot of things to just take little bites out of any idea. And then it's just, it's, it's, it's brought down to the common denominator which is a zero-sum game. It's like a, you know, you have this grand idea and then you start asking people and it gets down to this idea, well how is that the same as that? How is that advancing what we're trying to do in that larger picture, right? That gets you motivated to move in that direction and then this thing over here is going to take you 25 years to get over there. Yea we don't have that kind of time. And so how do you put pressure on people without terrifying them to death? Smile a lot [redacted] I have to say. Smile a tremendous amount. Yea, that's the first part of it but, but really again, I mean I hate to harp, harp on this but to me it goes back to culture.

Yea. Yea, I think of like to, to, to me this project of creating a resource is about, um, like no one so if we have this area that is under-taught, no one is in a better position to build the resources and support the teaching than the community of practitioners who are doing that work. Um, and that to me is I think like undeniable you know and then the licensing piece then is that, um, man I'm not, it's not that we like we're not doing this, we're like driving this forward but the ultimate goal is that our community of practice, all our colleagues across the country or world that support this scholarly communication work can sort of collaboratively create and maintain and define what scholarly communication librarianship is and how it's done rather than like a prof who's never done the work, um, setting the agenda, but giving the, the licensing giving them the ability to say ok well here's the expertise as defined and content as defined by this community of practice and here's what I need my students to learn from it and I can leverage my expertise

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

as an instructor which most of us aren't, um, to then take this material, customize it and deliver it in a way that's useful to students.

52:29 Right and I think that the great opportunity of course is that libraries, um, we, we have to speak to librarians and build on what they already do, what they already know. And it's, it's actually closer to scholarly communication than they actually think, so we have to it's like another step in there to just make it easy for them to make that next step. And I think once they do, they'll realize that it's actually really exciting. It's going to be really a lot of fun to help faculty deal with the curriculum in that way. It's going to go down to students. It's going to, it's going to just

To, to me it's really exciting because this is our opportunity to own the pedagogy of like to own, to contribute to we want our colleagues to come in, our new colleagues to come up with the ability to immediately be helpful and fluent in some concepts that they aren't presently. And this is a chance to own that rather than letting Pearson or McGraw Hill own it, or you know, or what whatever like. We are the party who should own it.

53:31 Well, yea I mean if you met David Ernst, um, he's super passionate about one thing. I mean one thing. Um open textbook network. And I got to, I got to say I admire that guy because he really puts together a great presentation to explain to the faculty how they fit into the overall industry and how the work that we could do to help with, with their, it's the same content, physics hasn't changed in seventy years so they're the same things but how do we help the faculty kind of work through that. And I believe it is our moment to take leadership, um, on the campus and with the faculty departments in a whole lot of ways so

Our challenge is we don't always tell our story really well though. As librarians we often have this ethic of like make labor invisible, don't let them know how hard it is, make it seamless and easy, and so something we're wrestling with, with this project is we want the heart of it in some sense to be this place where librarians can tell their, I tried this thing and it was a great success you should try that too, and I tried this thing and it blew up in my face but that's ok you won't have to do that. I wonder if, so, so if we came to you and said we would love for, for your folks to share the cool stuff you're doing it could be the next example for students but we know that takes time, we know that takes technology. What would make it easier, or what would I make the incentives better, or make it easier for your folks to share their stories with the community?

54:52 Yea, I think the, the example that I shared with the vice president for student success and retention is a good example, so I'm not a prophet in my own land even now, even as [redacted] so to have people from the outside come in and have some very specific ideas about this is how you might do this you know is very, very helpful because I think right now



10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

librarians they're, they're well-intentioned but they don't, they're not all that creative about thinking about these things, what are the next steps and there's a lot of fear and there's a lot of unknowns, there's a lot of uncertainty. So to the degree that we can limit the uncertainty and answer their questions in this very next step kind of thing is very specific. So if you had, um, this is what this step looks like, this is what this step looks like, this is what this step looks like, and have them choose. It's like a menu, you know, you just choose what, which, which way you want to do this. And any one of these directions would advance our work substantially, right. And so the examples have to be good, ok, so there has to be a lot of thought into the things that you're asking them to do but I, I have a lot of faith in librarians, I have, they're very smart and at the end of the day they want to do something that is, um, extraordinary and, and built on all of, all the stuff that we've been doing right. This is a really noble and great profession and, um, and I think it's our job to put, um, put the whole, um, organization and entity that is research libraries in a better position, so um, so yea. So I, I'm, I'm hoping that one of you guys would be able to come to [redacted] at the point when you're ready to advance, advance this quite a, quite a bit.

Ok.

That's excellent.

Do we have any other questions and if not, or

Sure we could talk to you all day but

Yea, yea, absolutely, are there other things that you want to share with us or questions that you have for us?

**56:48 Um, no, it, what, what are those things you guys are struggling with? I mean the, um, existential kind of questions that you really want to get answered or**

Um, well I mean like one of the things to me like the reason we wanted to engage with different stakeholder groups, um, and so that motivated us to come to a conference like this [redacted] you know where teaching faculty in LIS [redacted] is that we didn't want to create a resource like I was talking about like us owning our, the pedagogy of our field but we didn't want to create that in the absence of the people who actually deliver that content which like [redacted] and [redacted] are both examples of people who both do and teach. But like I do and don't teach not in that formal setting, um, and at a lot of places there will be like there isn't going to be at the majority of ALA institutions someone there who, um, has done the work and is in a position to teach. And so it's going to take a resource that is usable for someone who's not done the, the work. Um, and

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

so getting that feedback from this stakeholder group, from students, um, to make sure we aren't creating a resource in the absence of their, their needs and understandings, and um. That's not like to I, I feel like an outsider to this group, um, and so like understanding how to best engage with this group, um, so that their ideas are heard.

We're also thinking a lot about the fact that this is a pretty rapidly developing landscape. Something happens. Elsevier buys bepress, ok, and this thing which one of our comrades may have developed last week suddenly needs to be changed and if we had created this to be shared how do we maybe [redacted] will help us with this kind of thing. How do we you know create a second edition a week later. So how do we get the community invested in updating and then how do we provide a platform which makes that updating easy and also traceable. Not just some [redacted] you know Wikipediaish but brought to creating a resource for educating in this area.

And that's perceived as credible by that teaching community. You know that's partly why we've been talking to ACRL for a year now and they've been really, um, favorable towards the project, is like it, it's too good of an example, it's an incontrovertible example to go and say like they can't if I, if we go and say like look we've made a website they can go like well why do I know this is any good? But if we can say our professional organization sanctioned this supported peer-review as it relates to it, um, and, um, is invested in it then that's something that's more readily quantifiable and valuable and

And [redacted] used the word community and I think that's a really central point, so, so if the core scholarly communications is like doing new things that we didn't think about before and bringing new voices who have been excluded, having 5 authorities write a textbook is the antithesis of that thing. Like so how do we build a community that's not the same 20 people, oh this is what Dave Wiley, Dave Wiley is amazing but he's not the only person thinking about OER and if all we have is his voice, his perspectives, his point of view, his are going to dominate in a way they shouldn't. So how do we build a community where somebody who's working in a community college can say, I did a cool thing too, um, it's not the only way to do things but it's a different way. Here's another example I tried a new thing right, so a community where people feel invested in and safe sharing their stories, engaging in saying I added this piece to it. And the open source software community is the example right that you just fork and fork and fork and you try all these different things and the community created something that's more than the sum of the parts. So making sure that our community isn't just the, the famous schol comm people today. And not even just the leaders in academic libraries today.

**1:00:53 Right**

10:30am session

version 1.0, transcribed, MW 2.19.18

version 2.0, added bolding, revised header format, MW 2.28.18

Um, and figuring out students roles, like certainly we can survey students and, um, talk to students but I'm thinking like the more useful student engagement is figuring out like how are library students currently in the classroom help like contributing to this content. Um, like what are the opportunities for them to shape because like you point, um, out like what way. You haven't said it directly but I mean I think it's a widely known that we're an overwhelmingly white field and if there are exclusionary parts of our broader culture that have been incorporated into the sort of library culture and, um, how do we create opportunities for different kinds of people that are interested in coming into libraries to create and contribute to the content to find what they're learning and how they're learning it and, um, open it up for their colleagues coming in the next cohort so that it doesn't just continue to perpetuate like a hegemonic

1:01:59 Right, well I can, I can talk about, um, oh, one of the things I wanted to say was just that, um, because we're not going to be able to design any one of these things on our own, we're going to have to work together so we've had in our field probably for 30 years now, um, residency programs. I mentioned that I was at one at [redacted] and I was inspired to create something like this at [redacted] because when I got there they said you know you, you should diversify the library. I said are you, you're kidding, um, I'm in [redacted] and, and but I, I, I really, I said, I said ok well how do I do that. I mean how do I do that instantly and so we, um, created we had a little bit of money and we set aside a little bit of money to have 3 residents and then I said you know that's great we can have these residents, um, but what if we could do something together with another institution. And I first called [redacted] because I said nobody would expect [redacted] to have a partnership with [redacted], right, it's in [redacted] and I called [redacted]

The first [inaudible]

1:03:09 And [redacted] said [redacted] that's a great idea you know but this is another country and we have greencards and we have you know it's very difficult and at that time the idea was for the resident to spend time at [redacted]. And I said well maybe what we need to do is just change it so that it's like a residency at other institutions and so I called my friends at [redacted] and [redacted] and [redacted]. And those are, um, leaders there that understood or had a diversity residency program and wanted to redesign it. And I said to them, what if we came together and designed this residency program and did you know did the postings at the same time. These are all underrepresented minorities that come to research librarianship and it also allows us to think about the hiring process so we made it 3 years instead of 2 years and to give them experience so now they get experience and they can compete in the job pools that they have. So we've had these, we've had residencies for 25 - 30 years but we haven't ever used it as a national strategy to fix a

10:30am session  
version 1.0, transcribed, MW 2.19.18  
version 2.0, added bolding, revised header format, MW 2.28.18

problem and so, um, we had 8 positions and we had over 300 applications for those 8 positions. And we've since now, um, transitioned the diversity alliance to the Association of College and Research Libraries so you pay \$500 and you become part of the alliance. But because you become part of the alliance you also are committed to hiring residents at this level. And we need to think about our work in kind of that way and how, how can we breakdown kind of what we need to do because we're all, we're all trying to do the same and bang. Yea, and, and is there a way, so we all want diversity in our organizations. Good got it. But we have tremendous cultural barriers to the way we hire people that will never, will take a long time to change, so this process says what if we gave people experience and then allow them to compete in those, right. So we hope that over time, um, now there's over 30 institutions that are part of this diversity alliance and if you have like 2 people that are 3 years that's like 60 people. So that begins to be sustainable and at scale and built on what libraries want to do so back to scholarly communication, what, what are the things that you can propose or think about that are at scale or at you know the ways that we all work together but we can do it in a way that makes it easy for people to come to the work, um, yea. And that's what I'm interested in. And I also would mention, um, we just joined [redacted] for that reason because we believe, um, that the ideas are going to be, come from a group of libraries, solutions are going to come from a group of libraries, not from individual libraries. Yea, and, um, so anyway I'm super excited about you guys' project.

Yea. Very excited about yours too.

Yes, thank you so much.

Yes, we really appreciate the time.

**1:06:27 Oh, yea no problem, no problem this is great. This made my conference.**

Any final things before we shut off the recorder and go back to being people?

[inaudible]

Ok, great.

END OF SECOND OF THREE FOCUS GROUP  
SESSION TRANSCRIPTIONS

**00:02 [1] As a disclaimer I don't teach scholarly communication, so**

That's totally ok.

[Inaudible]

Well, so I think I don't have experience is a really good answer to that question as well, so that seems like a nice place to start if you are comfortable, um, having that conversation. So just I wonder if you could each tell us, us a little bit about your experiences in regard to teaching scholarly communication, maybe you've taught a full-time course, maybe you teach a different course and you spent a day or a month or an hour on it, or it's fine to say that's something I've heard that, that word I don't really know what that buzz word means, you know, that, that's sort of where I am.

**00:37 [2] Ok, do you want to go first?**

**[1] I think I don't have any experience with teaching scholarly communication, so, but I cover some content, like, in my social informatics class where I teach them how to use the different types of technologies for education for shaping learning experience. So if that applies. Does it?**

I think that's an open question. I think that one of the things were sort of focusing on is, what do we mean by scholarly communications? That it's more than just open access or nothing right. This larger conversation about how does scholarly communication engage with, with sort of the core activities of librarianship and academic librarianship in particular.

**00:37 [2] So I teach this semester for the first time a course on academic libraries.**

On what

**[2] Academic libraries**

Academic libraries, I teach one of those too

**[2] Oh, you do. First time so it was new experience venturing into these issues. But I've taught research methods for a long time at graduate level, masters level for almost 7, 8, 9 years at [redacted] now at [redacted]. So when I think about scholarly communication, um the term which has actually been around for quite some time, I think the [inaudible] pick from range of activities relating to scholarship and how we communicate that scholarship from say point where researcher conceptualize his research project, defines a research problem, all the way to the publication, dissemination and the cycle goes back to, so that's the way I would sort of understand scholarly communication.**

That's a really good way to frame that. Do you have colleagues who teach classes?

[1] Oh yea, we have a class dedicated to academic libraries. We have a [inaudible] on academic libraries where we have identified a bunch of courses that students can take for working as academic librarians once they graduate.

[2] Which school is this?

[Redacted]

[2] Oh [redacted], I graduated from [redacted]

[1] Oh really?

[2] Yes

[1] Which year?

[2] [redacted]

[1] [redacted] That's when I joined. [Laughter]

Changing of the guard

[1] Exactly, yea, ok, sorry, beside the point

No, not a problem at all. Um, is your sense that scholarly communications is something that those folks teach that is not related to my course or that if it's something that might be integrated if you had resources to make that easier to do?

[1] I already integrated in my social informatics course. I think it's important for all of us to be able to communicate, you know, scholarly content, um, you know, basically identifying appropriate audience and framing your message accordingly is very important for all LIS graduates, because if you work in public libraries, you know, they would deal with different types of patrons so it's important that you, you know, identify and, you know, understand their vocabulary and change your vocabulary accordingly to communicate effectively, same with academic librarians, you know. I used [] research with, um, ebooks, you know, undergraduates, um, in [redacted] library. So that's like a huge library with million dollar, several million dollars of budget and, um, so we found out that, um, um, one of the barriers to using ebooks, um, by undergraduates is, um, um, the lack of availability and skills of librarians, academic librarians.

Really

[1] Yea at [redacted]

[2] So are you part of [redacted]'s research team?

[1] No, I'm not. [inaudible]

[2] [Inaudible] familiar with [redacted]?

Oh yea, I know some of her work

[1] [Redacted], those are my colleagues.

That's interesting

I can't remember I got a card, but I met like one of your colleagues maybe like a director of programs or something, um

[2] Research [redacted] I think. Woman.

Woman, yea, short hair.

[2] [Redacted]

Yea [redacted]

05:08 [1] Oh yea, we met in the morning right.

Yea, she mentioned that you currently teach or you, you know, not, not you but, um, someone teaches like a digital humanities course.

[1] Oh yea [redacted] that's [redacted]

Yea, um, and she mentioned another one too so it sounds like there are pieces that we see as part of the schol comm world that we're currently teaching just not like a topics in schol comm.

[1] Right, right

So both of you have taught this in one capacity or another, how, what has your experience been with the students? Are they excited to talk about these issues? Does this feel sort of like they need some more grounding in this?

05:37 [2] Yes, um, yes, I would say yes. Again as you said [inaudible] integrate this into much of my research by the [inaudible] intellectual property [inaudible] done a lot of research in Africa for many years. So, you sort of sprinkle some [inaudible] info policy courses you know, issues to do with [inaudible] access so they are, they are really excited intrigued by the intersection between law and policy and the barriers that the law creates. Research methods is slightly different dynamic and for reasons other than the subject matter itself, many students don't like taking research methods class graduate level I think, many of them feel you're not going to be a school librarian why should I take a class on research methods? I'm going to be, my passion is literacy, you know, helping kids, you know, enjoy reading, passion for reading so in that case I think it's dynamic between ok this is a course you must take, it's

part of the core curriculum, other than the subject itself, so if [inaudible] academic libraries where they have chosen this as an elective course, I'm looking at academic libraries as a career path, um, so I'm already over the mindset [inaudible] I need to know these issues. So you see those sort of [inaudible]

07:18 [1] I agree, students are already excited, you know, you just throw new stuff and many of them are always excited to learn, that's why they are taking these interdisciplinary courses, so yea

[2] Maybe one thing I, I should say last week my academic library course we are talking about tenure and research requirements, you know, for tenure for academic librarians, it was surprising there are folks who are strongly against the idea that they should be on the tenure track.

Really

[2] Yes

[1] Why

[2] They feel it is, um, it creates tiers, tier structure within the academic library community so if you are [inaudible] and you are doing exactly the same thing as the person next to you, you're staff you're faculty [inaudible] is the way this tenure process elevates folks with faculty status as opposed to, so it was really shocking to me but yea, but I guess that's also part of the whole scholarly communication conversation, you know

I'll, I'll add that in, in my academic librarianship class the day we talk about tenure, um, this year I sent my students out into the building and I said go find a faculty member and ask them how they feel about tenure. And I warned my colleagues my students are going to be out asking you. But when they came back they had these overwhelmingly negative reports. Why would anybody want that? Or not why would anybody want that but why would they want to go through that process? Interesting to me that it was not just their own fear but what they were hearing reflected back from the faculty.

[2] But anyway, so I think those sort of dynamics play into how folks students perceive these issues in context of scholarly communication courses, yes.

So, so it sounds like you both have a pretty high level understanding of the issues in scholarly communication, if a student came to you and said, I'm thinking about being an academic librarian what is this schol comm thing. Kind of in a succinct way, how would you talk about that? Or what would you say? There isn't a quick way to say that let's have a deeper conversation. How do you have that conversation?

09:39 [1] Usually I involve my students in independent studies and [inaudible] so instead of giving them theoretical, you know, lecture I immerse them into actual hands on research so I have published several



articles with my students and, who then became academic librarians, teach at [redacted], you know, other places, so

In that process do you talk about like, would you look at the publication agreement together with them or do you talk about like sharing or ownership as it relates to the work.

10:15 [1] I assure them that they will get authorship and, um, you know, they will have to work hard. It's not free ride. So I set a schedule like 150 hours per semester, 10 hours a week for 15 weeks and, um, I give them milestones, so for instance for teaching them how to write a, you know, literature review, first I'll ask them to extract, you know, information [inaudible] articles using different strategies, then the second stage would be to compile, um, those articles, you know, organize those articles under different subtopics then third stage would be to summarize each article and the fourth stage would be to write narrative based on collection of 4 or 5 articles on a specific subtheme, subtopic. So that's how I teach them how to communicate scholarly, in scholarly way. So that's a process usually I follow when I involve students. Sometimes they collect data, you know. Several students have distributed surveys for me and, um, I engage, you know, them in data analysis if somebody's good at SPSS.

So it sounds like your process is super, um, practice based, like you're digging into like, um, swim in the water

11:38 [1] And they get credit for it, you know. Three credits for that, so

[2] In my case I think is, as I mentioned, um, the research cycle because I also teach research so I, I think in, in those terms and the communication that happens at each of these stages in the research process. Um, but I must admit when it comes to the introduction of the subject matter especially this semester I've invited the scholarly comm librarian who probably can speak more succinct way and practical ways as well, um, I'm a scholarly librarian this is what I do. Sometimes it's easier to explain concept in terms of what people do rather than sort of theoretical, so it, so I have a librarian who's coming to, who's coming to the class to really give them a quick overview of what this topic is.

Are there stories or things that that person does that really resonate with students? That I love when that person comes because they always tell this great story or they have this really good example.

12:48 [2] You know I've not actually asked her will share specific stories, things she does. Um, it's interesting in our situation she's, um, into library law and officially that's her title, the scholarly comm comes through the committee which was created in the library. They don't have an official title for person for scholarly communication so it's sort of something they have added to their job description, and, which in the way sort of limits what they can or cannot do because they are seen as venturing into areas that are not officially part of your job but, um, I think the one issue they have done a really good job in

context of that committee is promoting open education resources. Um, and open textbooks, done an excellent job with this student government to show them just how useful this [inaudible] initiative can help students save money on textbooks. I mean talking to those librarians I was shocked by just how expensive textbooks are, you know, introductory courses in economics the textbooks are as much as food for the students for a typical semester so, um, I mean I've been part of open textbook open education resources for a long time through UNESCO(?) but as a professor I've never actually thought just of the financial implication, so after that workshop I went back, changed all my textbooks my classes, I very rarely textbooks where students have to [inaudible] proper textbooks, so my research methods class all of them and they are very highly quality resources but it was basically those librarians that helped me to move from theoretical ok I know this is important to the actual taking action as an instructor.

Go for it [redacted]

Well, so yea I mean that gets to some of the questions on the second part so we may come back to the first page but this seems a good, um, so you, it sounds like what I'm hearing you say is that your experience of using open textbooks or freely licensed resources has been positive. Do your colleagues perceive that as like oh like that's crazy I could never do that or do they go like oh that's fascinating that's an innovation that I could see fitting into my teaching as well.

15:24 [2] That's an interesting question, um, because I've not actively tried to persuade other faculty colleagues to, um, to do this, um, I can't give you very good reason why but I've not, you know, when I [inaudible] I teach the research methods as a core class so it's take by hundreds of students a year so one thing I remember I did first time I taught was to sort of [inaudible] how much money students saved in that class that semester as opposed to using textbooks that had been used in the past and, um, following semester again I sent out an email and I think in two semesters we saved almost, almost \$15,000 US dollars which is a really significant amount of money. Um, but I know we have another faculty member who went through [inaudible] formal program in the library that has tried to help faculty adopt open textbooks and he got a small grant from the student government I think it was \$200 but really the idea was to get faculty excited so they have created a formal recognition, faculty for affordable education resources, something like that. So they have page on the library website where they post names of faculty department college so he and myself I think and someone else from the college of communication are the 3 people that officially recognized by the library and the student government to be actively promoting and using open education resources, open textbooks. So but most recent, um, this librarian whose name I will not mention has actually been invited by the provost office to speak [inaudible] provost retreat for deans and directors, a librarian give a presentation open education resources, open textbook, which was really positive step. Then I know [redacted] has also been invited to speak at the faculty, um, senate, she or he, I don't want to, so I think sort of shifting mindset in an environment where, you know, sometimes faculty create a course around a textbook very difficult

to, to change the materials you've built over the years to adopt another textbook. So when you begin to see conversations at that level you think, ok they are doing something and they think that may change the narrative in the next few years, yea.

Do you want to dig into format now or do you want to go back to the schol comm discussion?

I think we basically covered 3 more or less, um, so yea let's go ahead and dig into it.

Ok, so let's, let's dig into 4. So both of you have had the experience of sort of teaching a new course or, or getting up to speed in a new area, maybe sprinkling something into something that you've been doing. Where do you go to get up to speed on that stuff? I just got told I have to teach a schol comm class. How do I know what that means?

[1] I went to the librarian

Great

[2] Um, I mean I had ideas of course [inaudible] marking this area. So I knew the whole shift in what it means to be an academic librarian at least from the literature. Um, so I wanted to validate, someone to actually validate that these topics make sense from a practitioner standpoint. So I'm not speaking to students about stuff which have nothing to do with their job or you know I, so I went to this librarian, um, asked for the person's opinion, um, whether those topics truly reflect what academic librarianship is, um, very well knowing that there's so much you can talk about in the class, you know, so at least at a minimum what I have [inaudible] at least makes sense as a sort of foundational course in academic librarianship. Which [inaudible] to help students understand more specialized areas. So yes, long answer to question I go to the librarian. Scholarly communication librarian.

So you had a great conversation. Did you ask them for resources of any sort? I, you know, I want articles I can assign, I want videos that will be really engaging. Did they

19:56 [2] I had quite a number of, actually let me back up [inaudible] so I'm on this scholarly communication listserv and, um, one of the things I do you probably have never seen my name there I'm really just getting idea, where, where the field is. I bookmark a lot of resources that are posted on that list and quite frankly that is one way I've learned about all these different areas in fact [inaudible] faculty impact, impact

Like the impact factor?

[2] Impact factor analysis, um, so, so all those issues, topics that's how I've come up with, I mean these, you, you be able to pick a few things in the literature if you read, but stick to the listserv is a very active resource.

Sometimes controversially so

21:35 [2] I like controversy because I think part of the controversy has been and you, you guys probably know better, is how much discussion and focus sometimes there is, but for me I think that needs to be open and if, as long as folks are not posting personal stuff [inaudible] within the realm of scholarly communication I think becomes a useful, because you can, you can never know who's using it, they don't know that I'm actually picking up a lot of resources. Some of the things which may seem trivial to folks who are, have been active in this area for many years [inaudible] folks who are just coming to the subject matter, so, so I understand, but yea that has been extremely useful, um, resource for me.

So you point to 2 sort of community things and not a monograph or a scholarly article. Do you think that's a function of scholarly communications it's so fast moving that an article is sort of out of date before it is published?

22:34 [2] Um, not necessarily because when I was asked to teach this course part of it is, um, we are in transition, someone has been teaching this course for quite some time, this person is retiring soon, so I'm sort of asked to teach a course simply because I also teach research so the idea of connection oh this person use [inaudible] so I must do that. Um, and sort of, um, all on such short notice, but it is short notice in our world because there are so many things going on usually prepping for new course is something you do in the short window between the next semester and the previous one. So, um, I didn't go out so much to, to look for a textbook, quite frankly I didn't think there was one to be honest with you and that speaks to all these different issues. Because the way I've structured my course is basically 4, 5 parts. First part is about educational, higher education in general. Next part is about librarian, librarians as scholars, so or researchers, then I talk about faculty support, um, mostly anything research, teaching, student support, and then finally the future of academic librarianship. So it's very difficult to find a textbook that's speaks, so for instance higher education general and [inaudible] you know, um, academic libraries I used the what is his name, he was in Missouri. He was actually speaking on ethics, oh forgetting the name, he's retired

[1] John Budd

24:32 [2] John Budd, exactly there you go, so he wrote this book, um, and has a very, what I think is a very nice chapter that summarizes the history of higher education and how libraries have changed, that history but it's 1994 he has not updated it. But it is still very useful from historical standpoint and students loved the straight simple way he addresses the issues, summarized, so, so that was useful for that part of the course, so you are probably not going to find so many textbooks that jump from there to the issues that are sort of created, but again as I mentioned, I provided the librarian, collected some resources I wanted to use, um, when I sent out the, the syllabi to, the schedule for the course to the librarian I also had [inaudible] for resources and I specifically

asked is there anything missing, are these appropriate, do you, if you are a student would you really use this? Of course using so many resources from ACRL which as you know is one of the good tool if not the good tool resource for scholarly communication issues, yea.

That's really illuminating, so you've had sort of a different experience sprinkling in different ways. Where have you gone to sort of get up to speed on this new schol comm stuff?

26:03 [1] Well I would start with Wikipedia because, um, I don't consider it a scholarly resource but it definitely has all the most of the times the current trends and, you know, so I like that. And then I identify the keywords and then I put them into databases like EBSCO or One Search discovery interfaces and that's how I come across various, um, resources electronic resources so I don't necessarily distinguish between journals and monographs or books. I just want information on that topic in any source that is available on my university's websites, so that's how I work.

There's a, another, a piece of this question for that could be slightly reworked which is like, when you think of yourselves as scholars at your institutions, who and there are librarians at your institution who are partly present to provide service and assistance to you in [inaudible] scholarly practices so you're also, so you're training librarians to go out and get those jobs where they're going to be supporting scholars like yourselves who are publishing and doing research and have data sets that they are, you know, they have licensing questions and these kinds of things. What do you as researchers, what kinds of services would you value in supporting your scholarly communication that the library you see a role for your librarians to fulfill for you, and so then like how does that influence your thinking about when you're training people to go out and into the world to provide that service. Does that make sense?

27:49 [2] My answer to that is two part. First is obviously what you say librarians are support for, support to faculty researchers but for me the other part is also existential question. We just can't be support.

Right

28:10 [2] Our students cannot simply be support staff. The whole idea of what the job of an academic librarian is given what technology has done just [inaudible] some of our work [inaudible] I mean if you were a librarian in the early 90s everyone on campus needed any kind of research came to you. They don't in fact I sat on a committee with a professor prominent professor biological sciences, this guy has not stepped in the library for 6 years and quite frankly that first shock for me. Then he does not specifically tell students about the library when he talks about research. For him it's the idea that students know where to find the resources now that all these journals and google and everything is online. So I asked him ok who do you think if you are thinking about general databases who do you think puts together those things. Who makes sure that your students have ready access to them. 'I've never thought about that I just know that you go to the library website and find it.'

So for this person our job has changed, we are not constantly present we are not, we are invisible, yet we do critical job in making sure him and his students have resources, so that is partly support but most important I think is rethinking what our job as scholarly communication or even just academic librarians in general, so that is the mindset I bring to this class and this topic, these topics. Even when I in research methods class, um, I tell students is no longer our job to do the searching for information for researchers, the point where they come to the library and oh which database can I use, we have to know the whole ecosystem of research from how they conceptualize their problem, define questions and quite frankly I didn't know about this until I spent, I was a visiting fellow at [redacted] those people do excellent job. Graduate students have space, they have a librarian, personal librarian, first time they sit down with their committee or advisor to conceptualize their masters or graduate PhD research project they go and sit down as well with a librarian and the librarian looks for other scholars who are working or have worked on that topic, puts in touch, the student in touch with those people. Also finds the resources so the librarian is part of the process in fact they are part of the entire process until the student defends his or her dissertation or thesis. It's completely different way to think about, so they are part of the research team, so that, that for me was powerful and that's the message I'm [inaudible] and, and you know, with the understanding of [inaudible] is going to be interested in doing that, um, and quite frankly there's still going to be place for folks who do [inaudible] some [inaudible] or cataloging but for me that is the way I see the vision of my students walking out of this class is to feel that they are part of a larger process other than searching and supporting and that is what I speak to [inaudible] teaching I know that [inaudible] they can be embedded in the life of a faculty member and instructors on campus.

Can you talk about how that service is recognized so, so if the student goes on and publishes that work is the librarian recognized as a co-author, listed in a footnote as a thank you, it's just understand that you've got a great library so we know reputationally the institution is doing good work, how, how is that different approach to library support sort of recognized in the scholarly publishing process?

32:31 [2] That's a very good question and actually I did not ask and I'm going to ask, yea, because, um, they have done very good job of embedding integrating librarians, the question is what kind of benefits do they get from this relationship which is deep and involving for the part of the librarian so I think that would be very interesting question.

I heard or I read about somewhere where the librarians were really deeply involved in the like even to help write the literature review and my immediate thought was like I'm not writing your literature review unless I'm an author on that paper.

[2] Or co-author

Right, yea, I mean like that's, it's your literature review, you know, but if it's our literature review then I can see doing something like that.

33:20 [2] In fact the thing they do, one of the things they do is they do they are deeply involved in research data management. Because students just don't want to touch that part of it, they are so busy trying to get the dissertation done the last thing they want is, because the university requires them to, you know, provide their data so it's required of all students at this point, so the librarian does that part. So the question again I think is are they recognized, are they acknowledged, are they co-authors what exactly do they get out of this and I think that would be extremely useful because if eventually they are going to be their productivity is going to be measured in terms of how many students graduate you support, the question is what intellectual input do you bring to this relationship? And I think

I've seen these, um, medical librarian, health science librarian models where's there's a librarian on the medical team [inaudible] so walking around the hospital with their mobile devices and the doc is saying, wait there was an article last week on a new treatment and the librarians pull it up. And, um, I've been intrigued by that. But, like, you know, how would that transfer to other forms of practice and research?

34:41 [2] So I think this is the sort of part of the answer. So

And we certainly have expert, coming from the law there are expert consultancy models where the lawyer is in a sense invisible but the term oh you're a lawyer carries a certain cachet to it. I can imagine, of course librarians are a big deal. A good librarian is make or break and it doesn't need to be that particular librarian that the field itself has sort of elevated in the institution.

[2] Yes, exactly, so anyway but it is very exciting I think, so. Do you want to speak to that?

35:18 [1] I don't know if you will like my answer or not so. Actually I have not considered any academic librarian in the last 8 years at [redacted]. And, um, partly because, um, I'm just, I was just reflecting when he was, you know, sharing his experience maybe, um, partly because I did not consider them as my research partners. Secondly, maybe I'm not, um, I never took any library course in my, in my graduate, in my education system, so I'm, I'm a computer science guy, you know, IT person so my viewpoint is very different than all 4 of you. Um, and also so I went there I usually go there for picking up books.

[Laughter]

36:11 [2] Which is interesting because I worked with [redacted] when I was a doctoral student to my knowledge she had probably one of the very first research team that involved librarian, this, this was called [inaudible], actually while working on database data vendor data this is but to those, um, almost 15 years ago and she brought in, you know,

database librarians. It was incredibly enriching to hear what they do and the problem they have with all this data that is coming to them, this is [inaudible] a period when the data, the databases are beginning to pick up. They are getting data from vendors in all sorts of formats, not standardized you can't even do cross vendor analysis, so for me it was really, really exciting this is back in the days when, you know, [redacted] was involved in research but I think that so that was I think that some of the ideas, you know, initiatives to involve librarians, academic librarians in research and they were actually co-authors on, on most of the publications.

37:33 [1] I'm not a millennial but I think my work style is very much like a millennial, um, so I don't have time to explain what I need to a stranger. I don't have time to physically visit [redacted] library or any other library on campus. At 2 o'clock in the morning when I am writing my paper I need help and [redacted] or any other librarian, academic or, they, they're not available when I need them. You know so they, so their service is digital reference and people sit at the reference desk they don't have intellectual capability, um, to help me. That's my experience. I tried once, I so I said, ok, you know, and I just tried once so maybe that's not fair but frankly speaking I need help and they are not able to give me help when I need it, where I need it

[2] So what time of the day is this when you approach the desk?

[1] In fall, I didn't approach desk, digital reference, IM reference, yea

[2] What time?

[1] Um, maybe it was evening or something like that.

38:50 [2] Student made a very interesting comment in my class this week. She said the days of librarian, academic librarians being 9 to 5 are over. I had not ever in my entire life thought, I mean I know about virtual reference, I, she's like if students in the program like ours 99% online they work their jobs like librarians, they are [inaudible] at 7pm and in whenever they are able to go to bed, some of them start at 5 in the morning, how do you expect those students to be supported [inaudible]

[1] And in fact the same thing was resonated in my research on electronic resources. So why do undergraduates use very less ebooks, part, one of the reasons is they don't have the support when they need it. So they go to libraries, they go to libraries, um, for asking for support in the night and there are not many, um, people who can help them, librarians who can help them and I think my problem is something similar so

This is interesting in thinking about the kinds of supports services in scholarly communication I think, you know, even though I've been in this work [inaudible] so I tend to think of it as the faculty member needs to make an appointment during the day, come over and consult. I want to put a creative commons license on this which one should I use. I think that's a daytime question but there's no reason why it wouldn't be a 2 in the morning, I gotta get this thing out, right, who can help me with, with



this problem right now, or question, or where's the resource that can guide me through these choices right now.

Because there's untangling the timing I need at 2 in the morning and the expertise. So, so we could say we're going to design a resource so that people under, you don't have to explain your research, a subject specialist knows your field, they know scholarly communication, they are ready to help but and then they're on call at 2 in the morning is a second part of that conversation that we need to wrestle with as well. Yea, I interrupted you I'm sorry.

41:07 [2] And also maybe space because again I taught reference for the first time about a year ago, again I was not, it's not my area but a faculty member had to leave unexpectedly and it was eye opening how that whole area has completely changed. But I saw in the literature and some students sort of confirmed this the expectation now is you have mobile, some kind of mobile reference service, not just enough to be virtual, it has to be compatible is it to you as maybe an app where they instantly connect and our graduates expect this, some of them they are seated in the library a few meters away from the reference desk, they are doing reference virtual rather than making phys, you know, physical contact with a librarian. It was surprising for me, um, but again it speaks to the whole idea of how this field is growing is changing, um

[Interruption - some people walked into the room, brief conversation]

[2] So how the whole field is changing is probably going to continue to change and need to evolve.

42:30 [1] Another interesting point that just occurred to me is that in last so many years I ended up referring to only those, um, journal articles, books, that were digital. Um, so I did not go to library to select a book or locate a book and that's not my work style, so

So to you, um, would you say like one of our questions relates to format and like would you prefer your students to read, um, do you have a strong opinion about that they really need to read this is in a print format or they really need to read this in a digital format.

[1] No

It sounds like you don't

43:12 [1] It's a personal choice, my wife who is also in to, who is a professor she loves to have print, everything in print and I'm like I want everything virtual, I don't like want to touch anything.

[2] I don't have preference, um, quite honestly I don't think is realistic to require one over the other, I mean student is, is in, um, is in Ohio or the only copy you know at least you can guarantee is in the library itself [inaudible] what do you expect them to do, so and this, this part of, part of why I don't really like to use proprietary resources that are not [inaudible] available electronically so

So that you mentioned proprietary resources and this points to your different experience coming from an IT or computer science background so I think a lot, a lot of the scholarly communications base and the openness in the scholarly communications base comes out of the open source movement in IT and computer science, so with that background do you see free things as being any more or less valuable than costly things as far as like teaching resources goes?

44:31 [1] No, well I don't see the difference but unfortunately my senior colleagues definitely see the difference so they do not, um, want me to publish in open journals. They want me to publish in peer reviewed journals which are not open and, um, it doesn't say that in the bylaws but, um, that's the message.

Sort of building off of Josh's question so if we were thinking about creating a resource to train librarians, is whether it's digital or print is sort of the textbookness of a textbook important, the structure and the sort of the framing or would a collection of open resources or videos or it's a github repository that you dig into or is, are you more excited by something that looks like a textbook that scaffolds in a very deliberate way, by a set of reconfigurable resources or maybe both of those things? Or neither of those things?

45:24 [1] This is more like browsing [inaudible] searching and I'm a searching guy. But though, but people who are not experts they should be given browsing options.

45:35 [2] Um, I'm sort of torn because there are two camps in this sort of audience so to speak. So someone who is coming to this subject matter first time, they have no prior experience or they are only vaguely aware of what this subject is, a resource that systematically walks them from the basics what is this, walks through the key topics would be extremely intellectually to have that structure. On the other hand someone who wants to sprinkle their syllabi with it would be useful for them not to come to the resource and feel prescribe, I mean so you prescribing how they should use it so I don't know at this point how you do, achieve that I know for instance the textbook I use, um, written by a guy at Florida State he does the introductory chapter and repeatedly says how people want to use the rest of the content is really up to them. So, so that could be the way you frame the resource and say well you can follow the logic that you created, intellectual logic but if you are an expert and you want to just pick bits and pieces, please feel free to pick but that also creates, puts a burden on you not to create, to create these modules as sort of independent so you have to again the way you introduce the module to make sure someone reading that should not, have necessarily must have prior knowledge of what has been discussed in the other, the other module, because again how the research is used if it is going to be assigned as a reading for students they don't necessarily know, the professor may know but they don't necessarily know the subject matter so I think that's sort of the balance and to be honest with you I don't know how you, whether you are going to choose either way.

I think that's something we're going to be wrestling with and it's certainly the open licensing piece of it makes it easy to give people the option of that. But the, the making sure the modules stand on their own but also fit in a larger context is a lot of what our work is going to be. So one of the things we've been really excited about is this idea of open pedagogy or digitally enabled pedagogy. You can teach better than a textbook if you exist in a digital space or we're going to edit Wikipedia or we're going to do something that's more than just like I say a thing, and then you say it back to me, and I give you an A, and we both go away. Is that, is that something that you all have been thinking about or are interested in in some way?

**48:27 [1] We use, we use blogs, I use blogs a lot for my classes. I use Canvas so in Canvas students can have online discussion boards, they can post, post videos they can do whatever they want in their space and I just visit there, um, whenever the assignment is due after that you know, after that and grade them. I give them comments if they like it they are ok, they are happy if they don't like it they'll email back to me and we'll have a discussion. So I give a lot of freedom, um, because I think we all can learn from each other. So I don't, I consider myself as a facilitator not as an instructor, as a gatekeeper who doesn't necessarily restrict access but actually opens up appropriate information sources to them. In that sense gatekeeper, so**

I was typing when you said you give them comments I thought you said you give them comics

**[1] No, no**

[Laughter]

That's a novel approach, we haven't talked about that format. I was excited for a moment.

**49:37 [2] My research methods students would love to see that. More visual**

Yea we haven't thought about a graphic novel much.

**[2] Graphic novel exactly**

Have you ever, have you ever had a student that created something in that environment, um, that was like so useful that you felt like it had utility beyond that standalone thing but that you were like I would like to incorporate this into my work or share this with other students or that sort of thing?

**50:04 [1] Yea, in fact, um, my class on social informatics trains them to serve as information consultants for local organizations so they go out to schools, libraries, churches, small businesses and I give them a toolkit for consulting with those people, how will they use information, adapt technology, the process, different stakeholders so then they actually showcase those products as part of their eportfolios which is**

one of the culminating experiences, um, capstone choices that we have. Thesis, um, comps, and eportfolios so they end up using that work to showcase to their employers and sometimes I use their presentation with their permission for, for, for informing my teaching, for, for you know, teaching that, those similar slides or content to the next class.

So I'm excited by this toolkit. Is that something that you share with the public in any way?

**[1] I can share it**

So, so just, if I said that's a really cool resource I wish everybody could see that. Would you be interested in that or would I spent a lot of time on that I don't want to just give it away.

**[1] Absolutely. It is for sharing. I did not invent it, I just, um, compile it from different sources based on my background so**

Would be a good opportunity to ask the, 'what would help question'

Yes, yes, absolutely.

You should share this.

Exactly

What kind of support would you need what kind of, what would help you to move toward sharing something like that?

**51:46 [1] Um, credit and visibility. That's it.**

So, so credit is easy to do in any number of ways. Is visibility framed in a promotion and tenure context like I want [inaudible] metric number and I can say it's been downloaded this many times.

**[1] No**

No, no just like is

**[1] I'm already tenured, so**

Ok, ok

Would your answer be different if you weren't?

**[1] No, no**

**52:13 [2] I think at our institution this sort of vague undefined question of ownership of content, um, so for instance the vice provost for, you know, [inaudible] education and instruction of academic programs one time made it very clear he does not want faculty recording and posting content on YouTube because you are basically giving away our, I**

1:00pm session  
version 1.0, transcribed, MW 2.28.18

mean we are public institution but they think this is institutional  
content, institutional IP so, um, and maybe this part [inaudible]

[Laughter]

No one will be identified but yea we can pause if you want to, yea

[Inaudible]

Recording ends

END OF THREE OF THREE FOCUS GROUP  
SESSION TRANSCRIPTIONS