

# Default Report

*Faculty Survey-Schol Comm*

July 21, 2018 1:13 PM EDT

## Q14 - North Carolina State University INFORMED CONSENT FORM for RESEARCH

Title of Study: Working with Faculty to Design an Open Educational Resource for Teaching

Scholarly Communication to LIS Students and Professionals Principal Investigator: Maria

Bonn, Josh Bolick, and William Cross Co-Principal Investigator: None Project Lead: Will

Cross What are some general things you should know about research studies? You are

being asked to take part in a research study. Your participation in this study is voluntary.

You have the right to be a part of this study, to choose not to participate, or to stop

participating at any time without penalty. The purpose of research studies is to gain a better

understanding of a certain topic or issue. You are not guaranteed any personal benefits

from being in a study. Research studies also may pose risks to those that participate. In

this consent form you will find specific details about the research in which you are being

asked to participate. If you do not understand something in this form it is your right to ask

the researcher for clarification or more information. If at any time you have questions about

your participation, do not hesitate to contact the researcher(s) named above. What is the

purpose of this study? Our intent is to identify the most important areas of scholarly

communication literacy and awareness vital to professionals, both aspiring and established,

who engage in developing and sustaining a robust scholarly communication environment.

The data and reports generated from this project will help instructors understand the needs of LIS students and the ways that OER can help meet these needs. What will happen if you take part in the study? If you agree to participate in this study, you will be asked a series of questions related to your understanding of scholarly communication in LIS instruction and practice. The survey, which should be completed using the NC State University's Qualtrics online survey administration software, contains 12 questions.

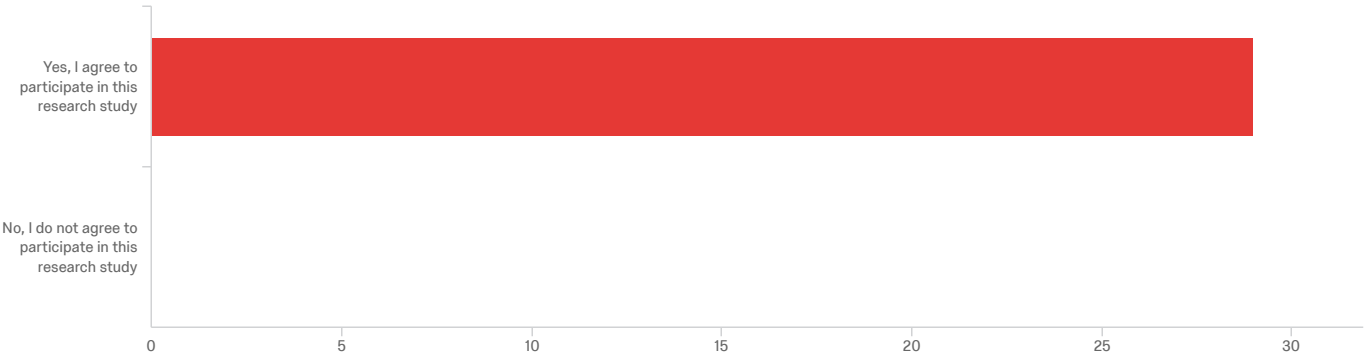
Depending on answers to questions, participants may end up answering less than the previously stated number of questions. It is estimated to require less than 10 minutes to complete. You will also be given the option to participate in a follow-up interview. Follow-up interviews will be recorded, but you may ask to have the recording stopped at any time. If you agree to participate in a follow-up interview you will be given a separate informed consent form. **Risks** There are minimal risks associated with your participation in this research. You may be asked to share your contact information for a follow-up interview, but no personal identifiable information will be shared with others. You are not being asked to share sensitive information and your name will not be reported with your survey responses or focus group interview questions and answers. **Benefits** The long-term benefits are participants will be contributing to the understanding of what supports are needed and meet

a pressing need for new librarians - and librarians new to this discipline - to engage in scholarly communication work. Other benefits include the potential for alleviating the costs of textbooks for students.

**Confidentiality** The information in the study records will be kept confidential to the full extent allowed by law. Data collected from the online survey will be kept in NC State University's Qualtrics online survey software for the duration of the study. Once the study is complete, the data will be stored in a CSV spreadsheet format in a secured library storage network that will be accessible only by the principal investigators of this study and the Libraries' IT Systems Administration. Confidential data from this study will be stored until no longer needed for the purposes of this study, at which point it will be permanently deleted. A final, anonymized data set will be shared in conjunction with publication. No personal identifiable information will be shared with others. No reference to your oral or written responses will be linked to you in the study results or final report. All identifiable information will be kept confidential.

**Compensation** You will not be compensated for your participation in this study. What if you are a NCSU student? Participation in this study is not a course requirement and your participation or lack thereof, will not affect your class standing or grades at NC State. What if you are a NCSU employee? Participation in this study is not a requirement of your employment at NCSU, and your participation or lack thereof, will not affect your job. What if you have questions about this study? If you have

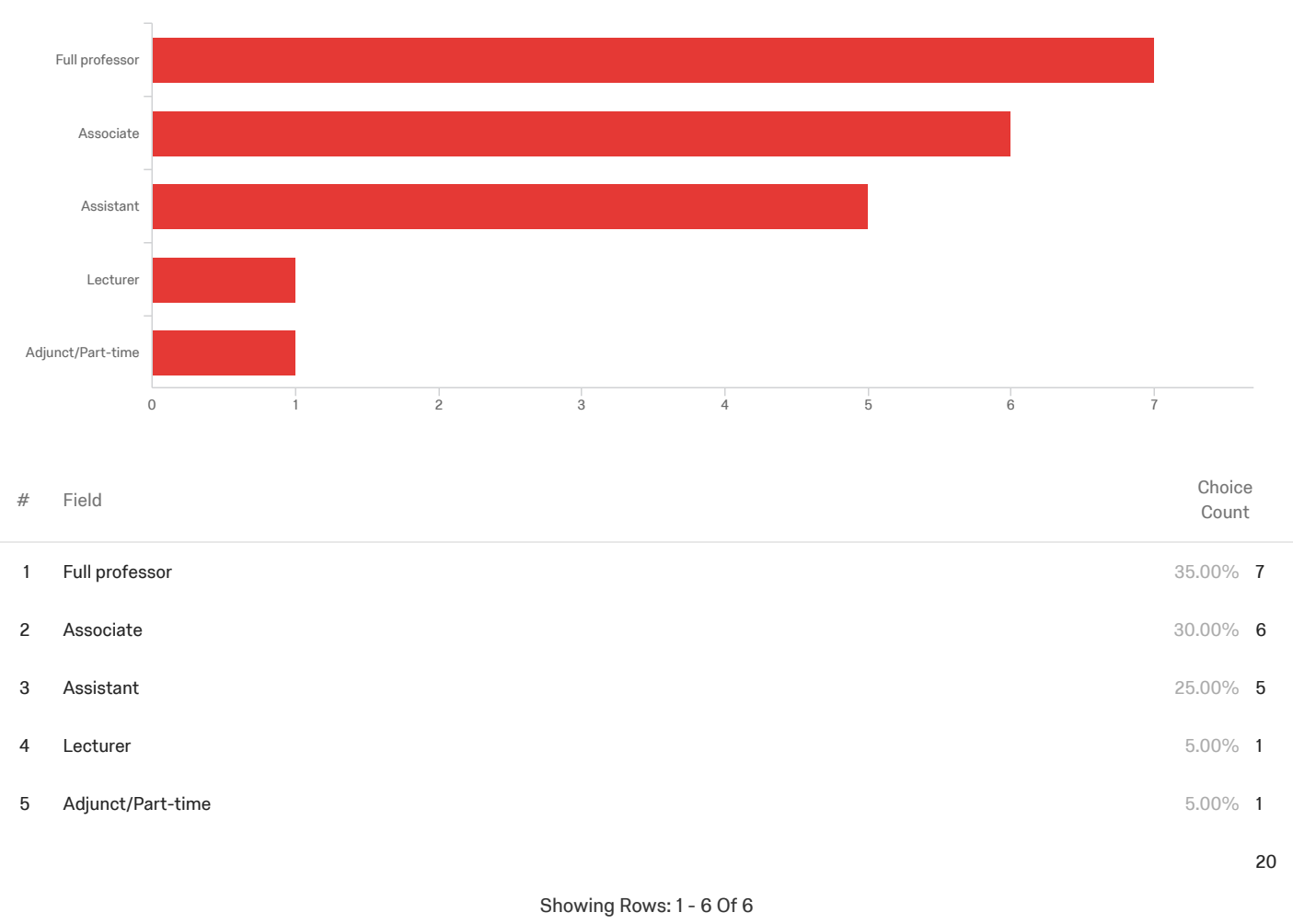
questions at any time about the study itself or the procedures implemented in this study, you may contact William M. Cross at [wmcross@ncsu.edu](mailto:wmcross@ncsu.edu) What if you have questions about your rights as a research participant? If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator at [dapaxton@ncsu.edu](mailto:dapaxton@ncsu.edu) or by phone at 1-919-515-4514. Consent To Participate “I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”



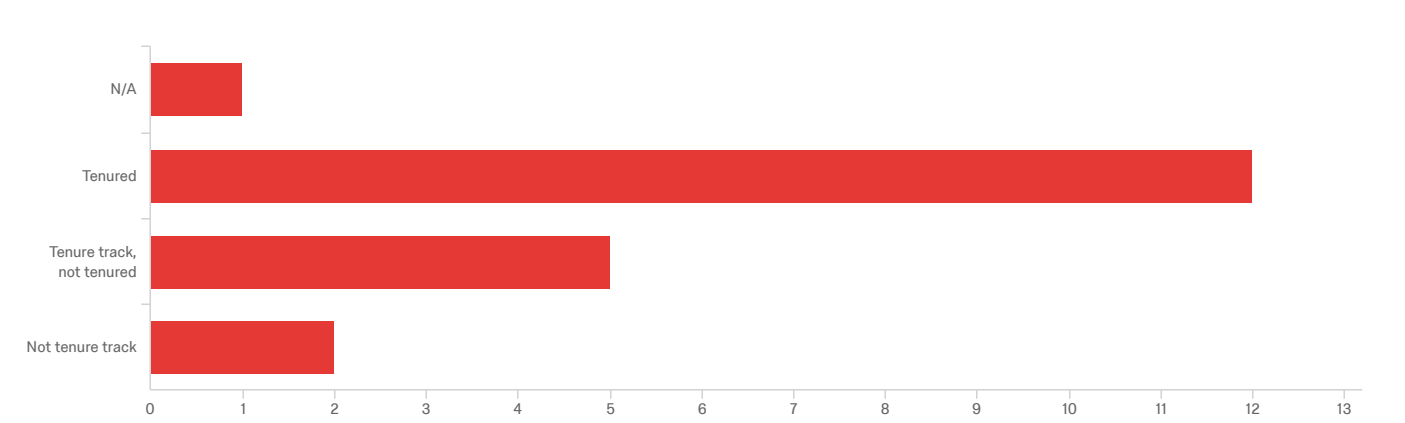
#	Field	Choice Count
1	Yes, I agree to participate in this research study	100.00% 29
2	No, I do not agree to participate in this research study	0.00% 0

29

Q1 - Teaching Rank



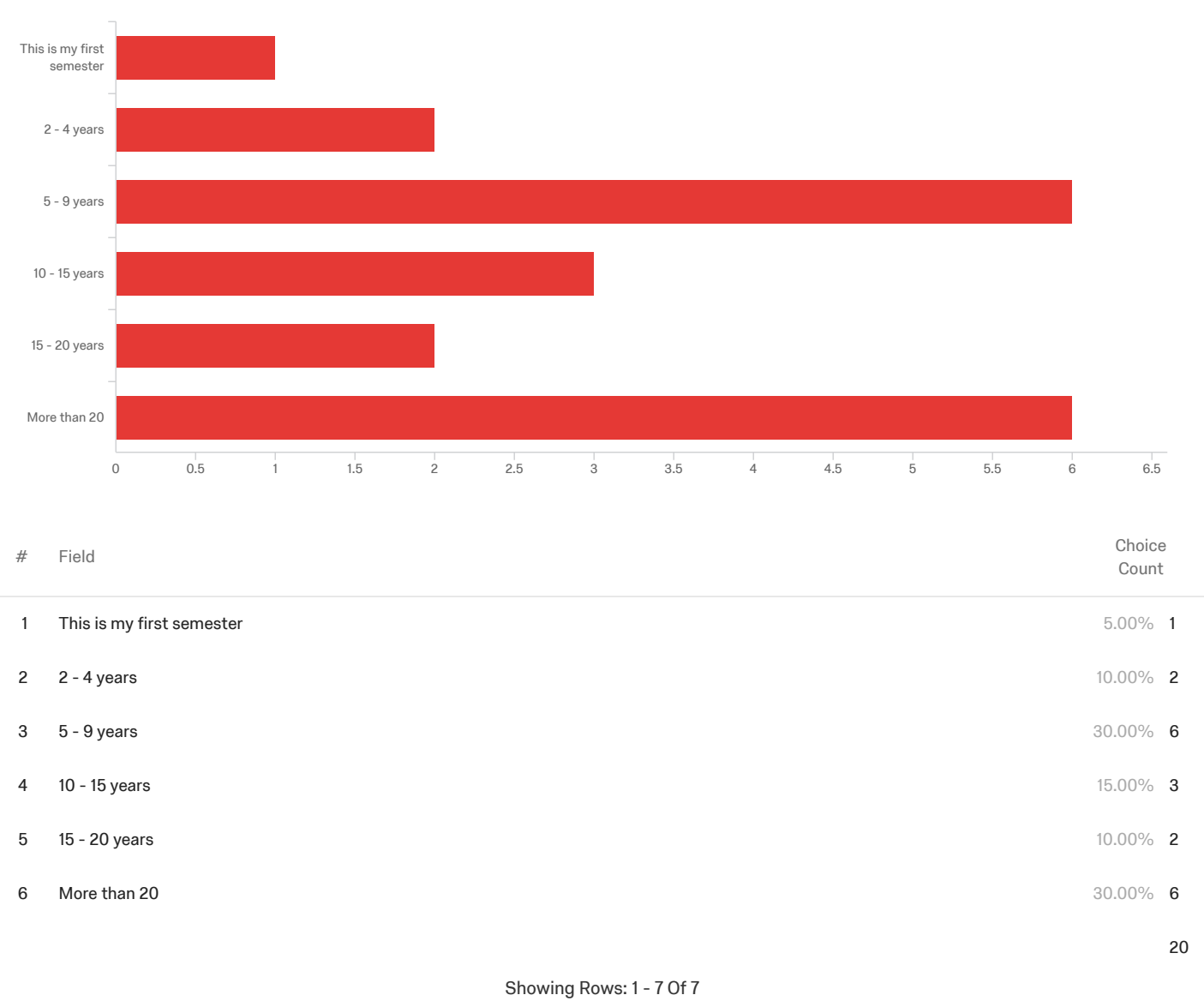
Q2 - Tenure Status



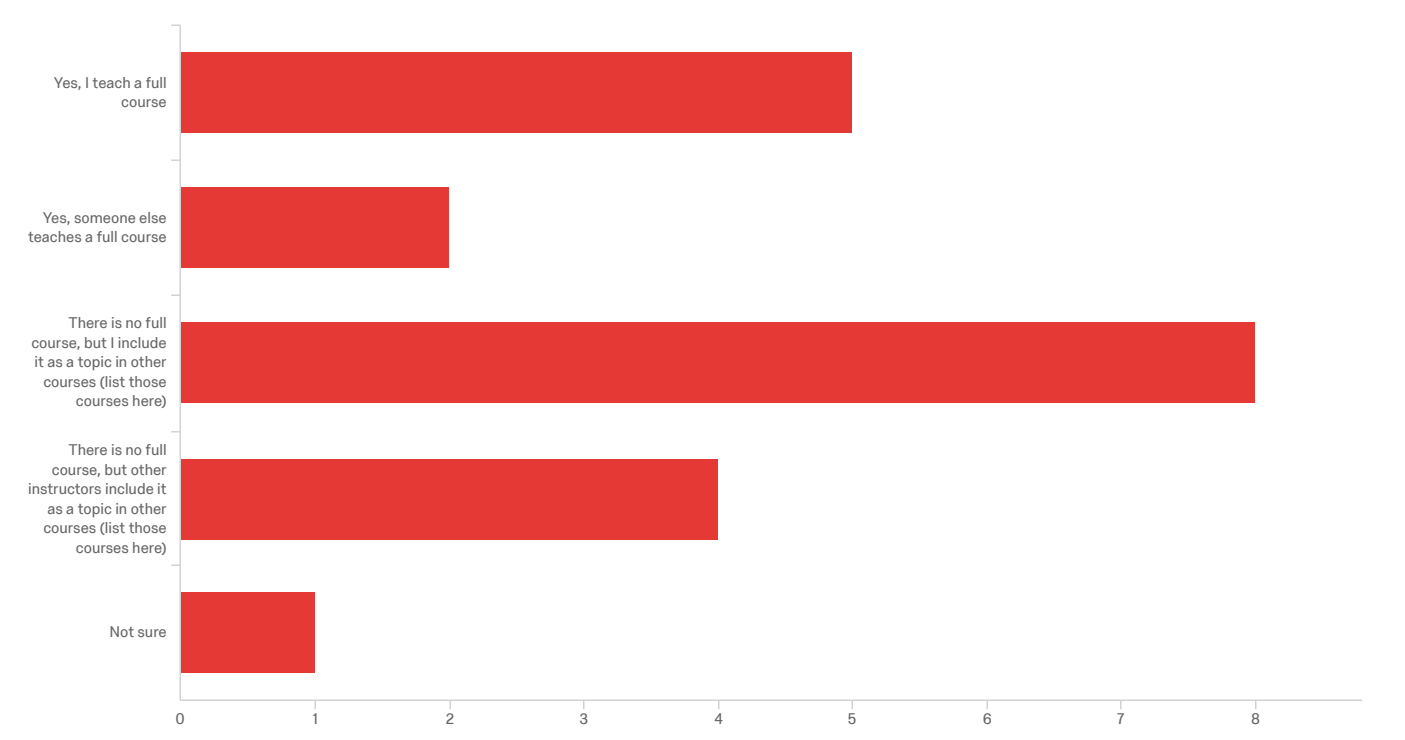
#	Field	Choice Count
1	N/A	5.00% 1
2	Tenured	60.00% 12
3	Tenure track, not tenured	25.00% 5
4	Not tenure track	10.00% 2
		20

Showing Rows: 1 - 5 Of 5

### Q3 - Number of Years Teaching



Q4 - Is scholarly communication the subject of a course at your institution?

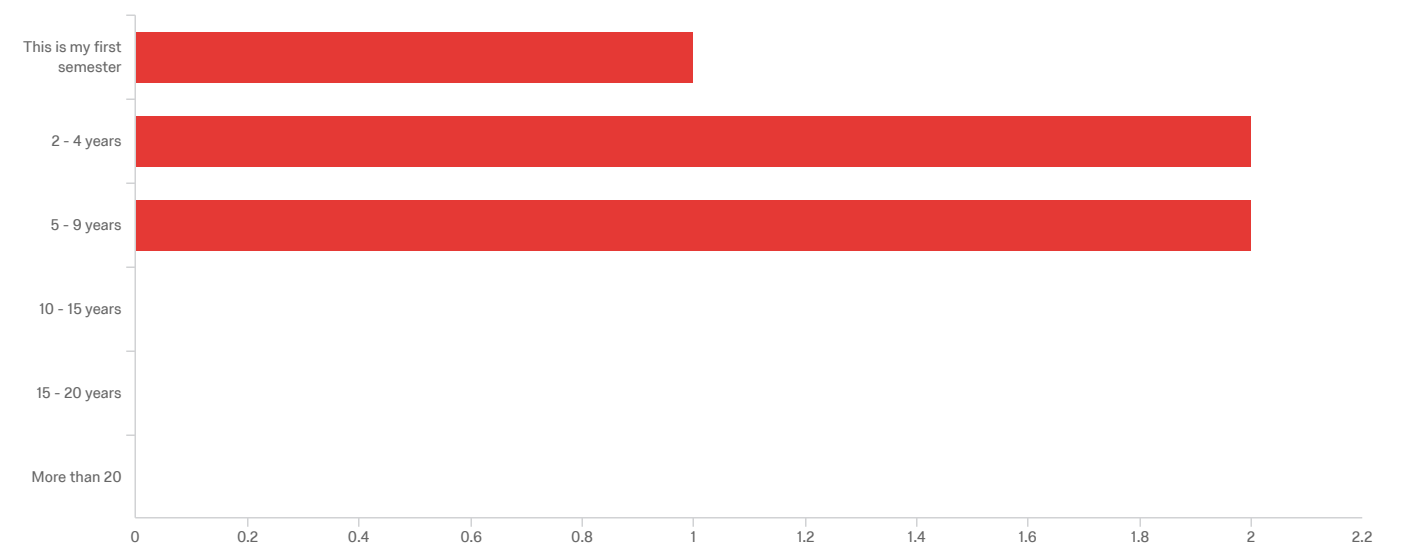


#	Field	Choice Count
1	Yes, I teach a full course	25.00% 5
2	Yes, someone else teaches a full course	10.00% 2
3	There is no full course, but I include it as a topic in other courses (list those courses here)	40.00% 8
4	There is no full course, but other instructors include it as a topic in other courses (list those courses here)	20.00% 4
5	Not sure	5.00% 1
		20

Showing Rows: 1 - 6 Of 6



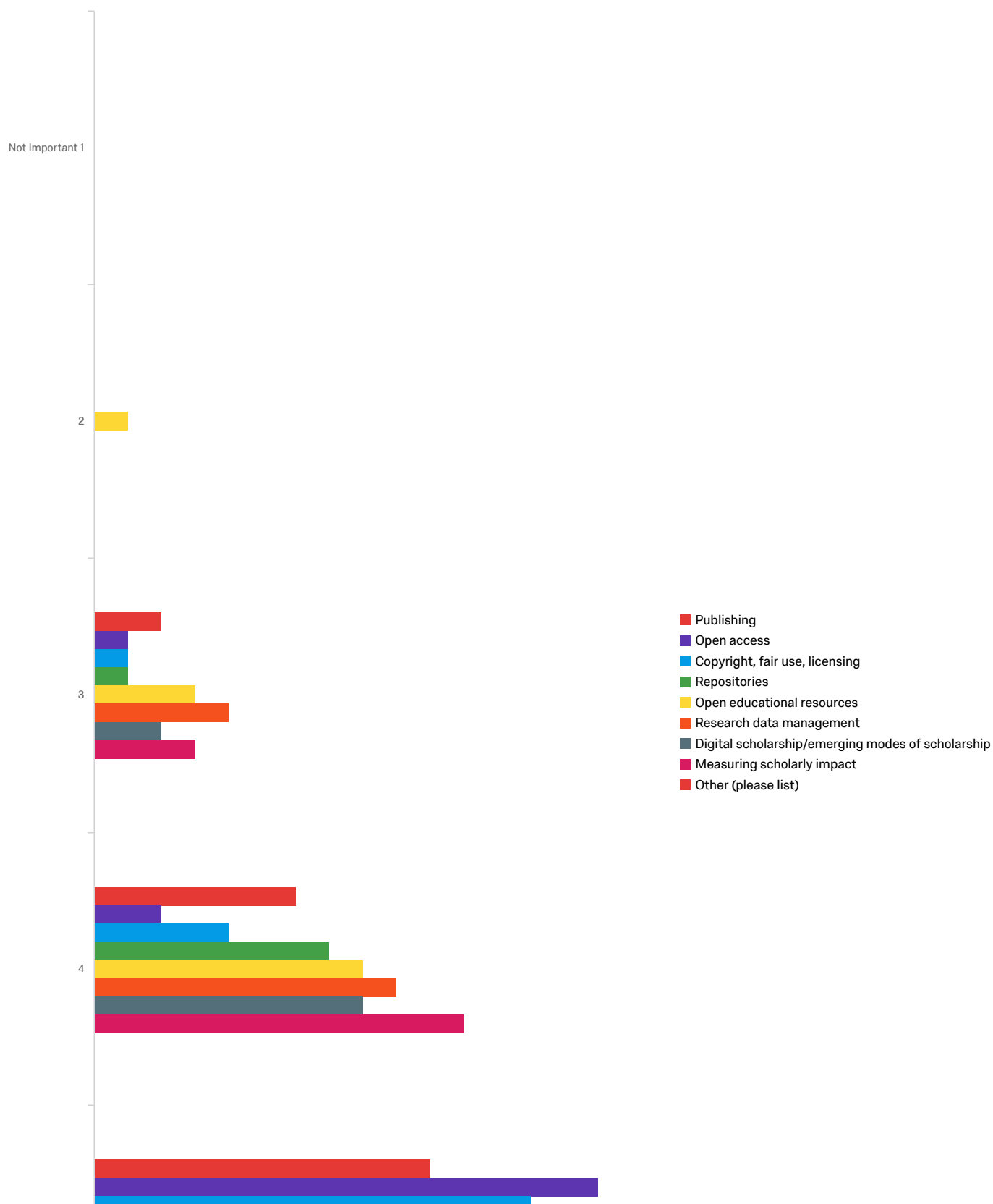
Q5 - How many years have you taught about scholarly communications?

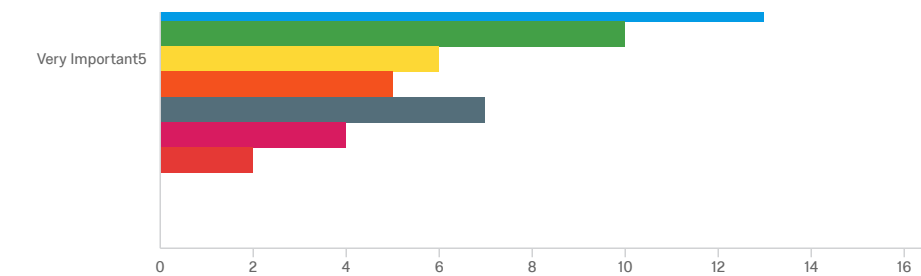


#	Field	Choice Count
1	This is my first semester	20.00% 1
2	2 - 4 years	40.00% 2
3	5 - 9 years	40.00% 2
4	10 - 15 years	0.00% 0
5	15 - 20 years	0.00% 0
6	More than 20	0.00% 0

Q6 - Please rank the level of importance of the following topics for a well-prepared LIS

graduate to know and understand





#	Field	Not Important 1	2	3	4	Very Important5	Total
1	Publishing	0.00% 0	0.00% 0	11.11% 2	33.33% 6	55.56% 10	18
2	Open access	0.00% 0	0.00% 0	5.56% 1	11.11% 2	83.33% 15	18
3	Copyright, fair use, licensing	0.00% 0	0.00% 0	5.56% 1	22.22% 4	72.22% 13	18
4	Repositories	0.00% 0	0.00% 0	5.56% 1	38.89% 7	55.56% 10	18
5	Open educational resources	0.00% 0	5.56% 1	16.67% 3	44.44% 8	33.33% 6	18
6	Research data management	0.00% 0	0.00% 0	22.22% 4	50.00% 9	27.78% 5	18
7	Digital scholarship/emerging modes of scholarship	0.00% 0	0.00% 0	11.76% 2	47.06% 8	41.18% 7	17
8	Measuring scholarly impact	0.00% 0	0.00% 0	16.67% 3	61.11% 11	22.22% 4	18
9	Other (please list)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2

Showing Rows: 1 - 9 Of 9

## Other (please list)

Other (please list)

User-centered design, IT

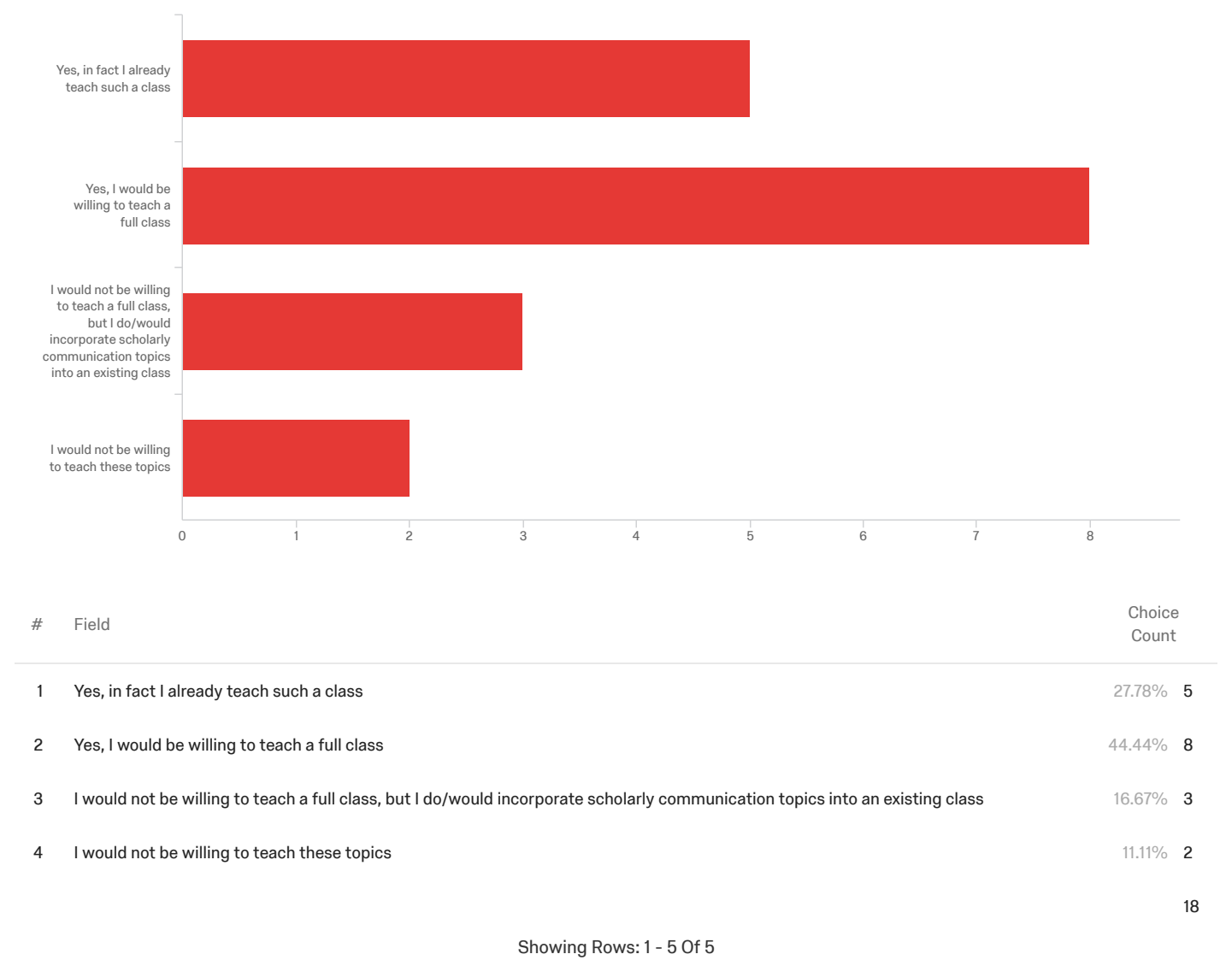
records management

information retrieval

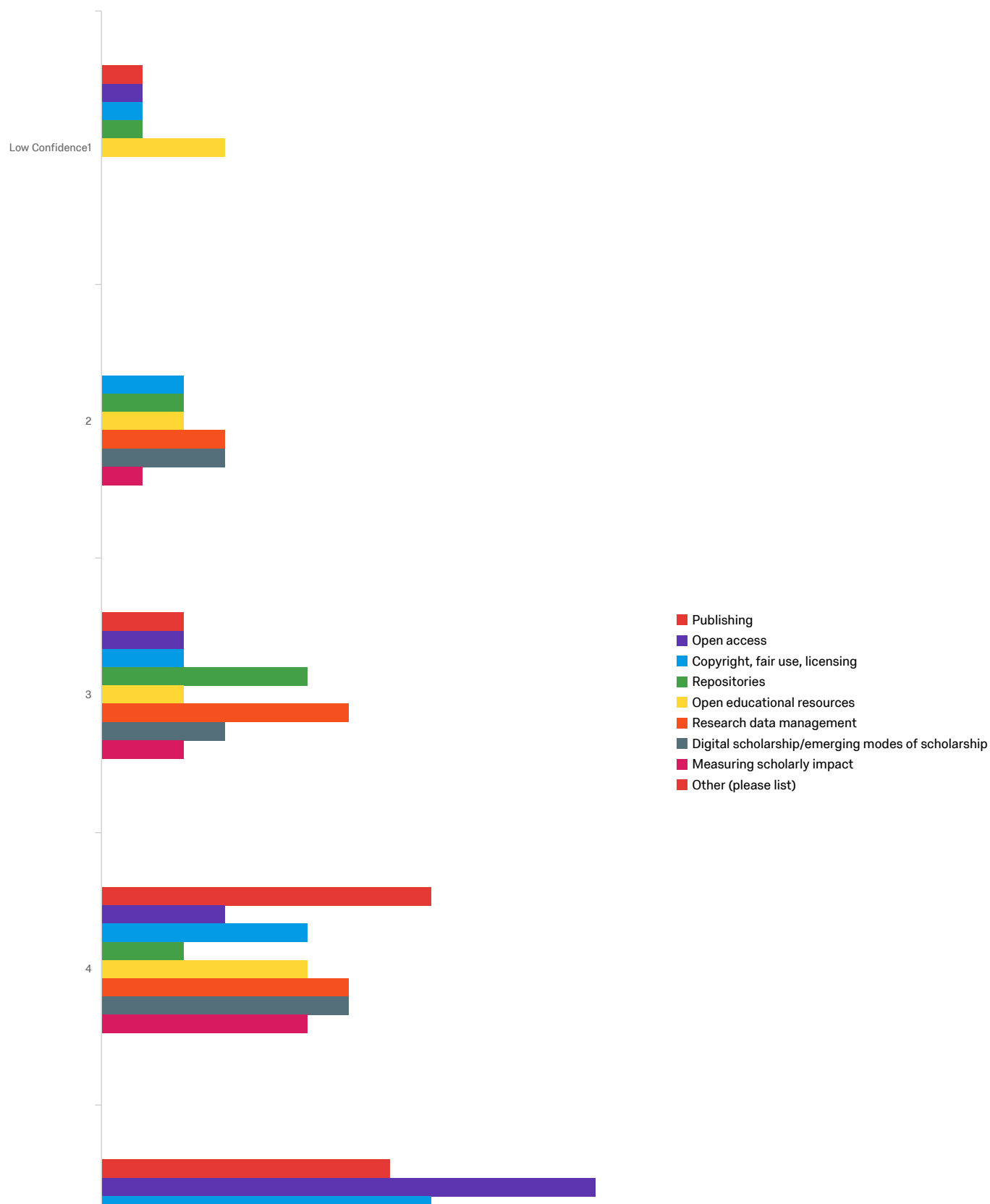
Data literacy

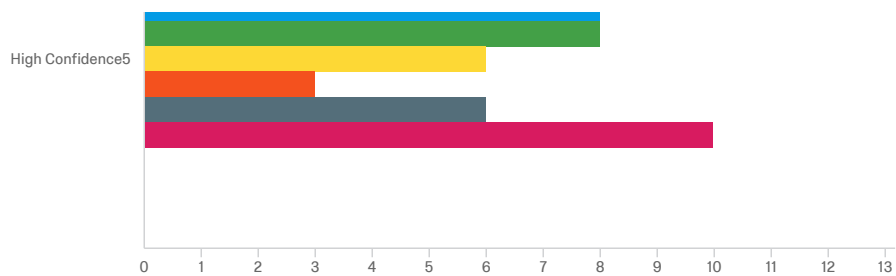
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Q7 - Would you be willing to teach a scholarly communication class if your school was supportive?



Q8 - Please indicate your confidence level in your ability to teach each of these scholarly communications topics.





#	Field	Low Confidence1		2		3		4		High Confidence5		Total
1	Publishing	5.56%	1	0.00%	0	11.11%	2	44.44%	8	38.89%	7	18
2	Open access	5.56%	1	0.00%	0	11.11%	2	16.67%	3	66.67%	12	18
3	Copyright, fair use, licensing	5.56%	1	11.11%	2	11.11%	2	27.78%	5	44.44%	8	18
4	Repositories	5.56%	1	11.11%	2	27.78%	5	11.11%	2	44.44%	8	18
5	Open educational resources	16.67%	3	11.11%	2	11.11%	2	27.78%	5	33.33%	6	18
6	Research data management	0.00%	0	16.67%	3	33.33%	6	33.33%	6	16.67%	3	18
7	Digital scholarship/emerging modes of scholarship	0.00%	0	16.67%	3	16.67%	3	33.33%	6	33.33%	6	18
8	Measuring scholarly impact	0.00%	0	5.56%	1	11.11%	2	27.78%	5	55.56%	10	18
9	Other (please list)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

Showing Rows: 1 - 9 Of 9

## Other (please list)

Other (please list)

Use and demand

Showing Records: 1 - 1 Of 1

## Q9 - What do you think will be the most important development in scholarly communication that should be taught in LIS programs in the coming years?

What do you think will be the most important development in scholarly commu...

emerging forms of scholarly communication

shifting understanding about what counts in terms of impact (beyond publication in journals with small, almost solely academic readerships)

Not sure. I think that libraries are increasingly marginal to scholarly communications. The influence of publishers on access and the so-called impact metrics is very problematic.

OER, as there continue to be new job postings that focus on this area. Research data management also continues to grow.

integrated scholarly platforms

given the continuing consolidation of schol comm tools and workflows by major publishers, I believe it is crucial that we teach students about all these themes and parts so that they can be on their guard against this consolidation, know how to respond to it, know when commercial tools are appropriate and reasonable, support the in house development of schol comm tools and resources, work in the community on community-supported schol comm resources, support each other and the library community in managing, creating, and supporting the schol comm environment and its workflows. The locus of power is shifting, and it can either end up with only a couple publishers, or it can be located in the community. I believe that we should teach students to be comfortable navigating this difficult and ever-changing situation, however and wherever it stands in that moment.

merging journal open access with university promotion metrics.

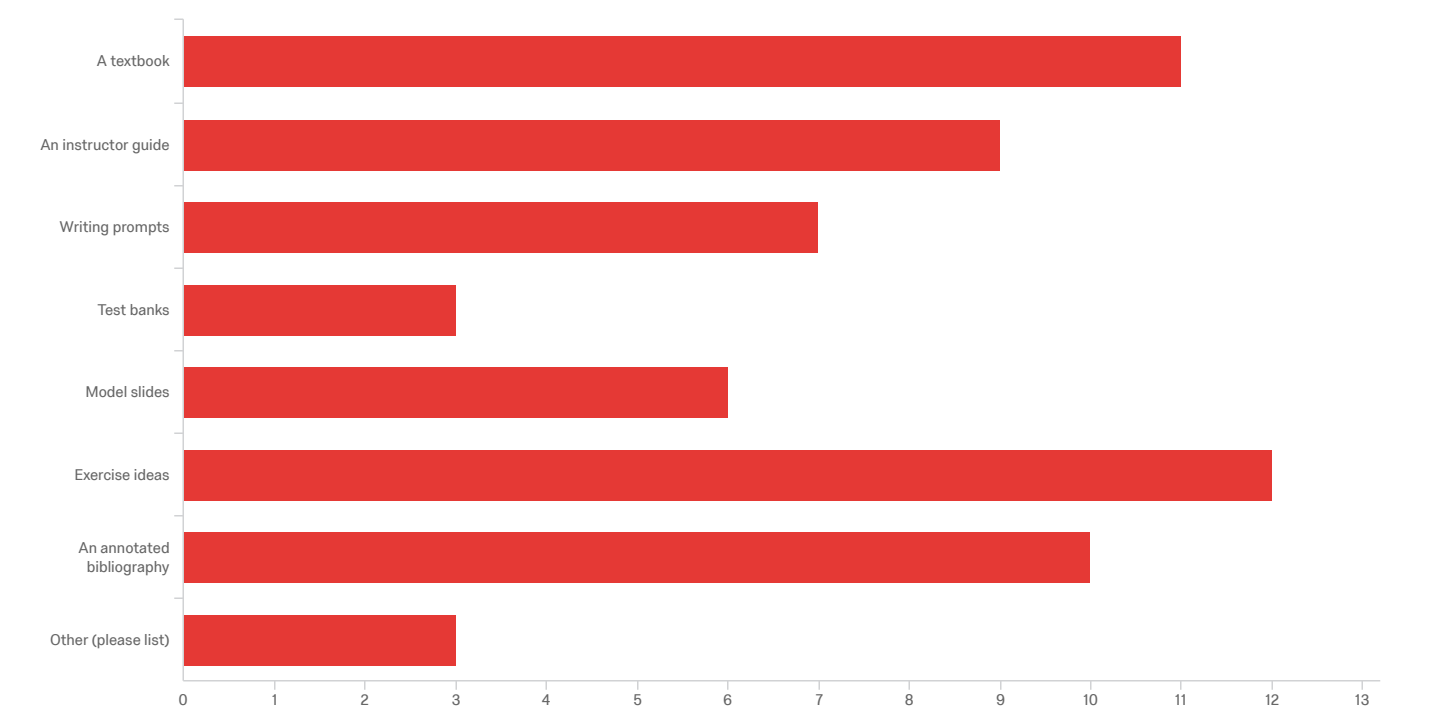
The role and influence of megajournals and the effect they'll have on information organization, retrieval, discovery, and by implication, the possible decline in the traditional journal format.

The open movement and new alternative formal and informal publishing genres arising openness

data management

Changes in financial and distribution models. Automatic and almetric ways of judging quality of scholarly resources

Q10 - What materials would be useful for you in preparing and teaching a course on scholarly communication? Check all that apply.



#	Field	Choice Count
1	A textbook	18.03% 11
2	An instructor guide	14.75% 9
3	Writing prompts	11.48% 7
4	Test banks	4.92% 3
5	Model slides	9.84% 6
6	Exercise ideas	19.67% 12
7	An annotated bibliography	16.39% 10
8	Other (please list)	4.92% 3
		61

Showing Rows: 1 - 9 Of 9

Other (please list)

Other (please list)



Discussion prompts, a sample syllabus with additional modules that could be added or deleted

a who's who in the schol comm world

peer reviewed articles

Showing Records: 1 - 3 Of 3

## Q11 - Do you have anything else to say about your teaching scholarly communication to LIS students?

Do you have anything else to say about your teaching scholarly communicatio...

I teach both doctoral level and master's level courses.

The idea of "scholarship as a conversation" seems novel to most incoming grad students. I am not sure they know that journal articles = scholarly communication Quick note on p1 of your survey - your years of experience Q has 15 years listed 2x. :)

I am a faculty member in an iSchool. I don't teach LIS students, but I do play a role in curriculum. It seems to me that the published literature (monographs, journals, and commercial databases) have become commodities that are purchased or licensed in packages depending on the stature and resources of the institution. There is little that librarians can do to change that on the margin. There are opportunities to make some inroads into unique resources (research data, primary sources, etc.) but IMHO librarians are not very well prepared to do that.

Do not make students buy a textbook for this! There's plenty of open access materials to use!

I have found that connecting students with local(ish) experts in the different schol comm areas, and having them engage online with those who are not local was very beneficial. Also, this area changes so fast that providing the most appropriate and up to date readings was a challenge.

The #1 thing students need help with is understanding peer review: what it is, why it's important, and how to tell when something is or is not peer-reviewed.

Bringing in expert practitioners from our library scholarly communications unit and being able to offer students extended immersive learning experiences with our scholarly communications team has enabled those with specialist interests in the area to be really well prepared but experiential learning at that level is hard to scale up for a large class.

I have used several textbooks. Academic and Professional Publishing, ed by Robert Campbell, Ed Pentz, and Ian Borthwick is very good, but is 2012.

Showing Records: 1 - 8 Of 8

Q12 - If you would be interested in participating in a follow-up interview or participating in a project to develop resources for teaching SC, please enter your email address below.

If you would be interested in participating in a follow-up interview or par...	
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**End of Report**