10-12-2017

Nebraska ACRL Scholarly Communication Roadshow Sharing Session

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Nebraska ACRL
Scholarly Communication Roadshow
Sharing Session

Catherine Fraser Riehle
Linnea Fredrickson
Margaret Mering
University of Nebraska–Lincoln Libraries

Providing Access to the Good Life for All:
NLA/NSLA Joint 2017 Conference
October 12, 2017
Kearney, Nebraska
ACRL Workshop: "Scholarly Communication: From Understanding to Engagement"

Scholarly Communication
From Understanding to Engagement

Bring the one-day workshop, "Scholarly Communication: From Understanding to Engagement," to your campus, chapter, or consortia. The workshop is led by two expert presenters at locations across the country upon request. Please contact ACRL Program Officer Chase Ollis at collis@ala.org or 800/545-2433 ext. 2521 to discuss dates and locations, pricing, and for complete workshop details.

Academic and research librarians increasingly recognize scholarly communication as a core competency of the profession. Whether helping researchers meet their funder's mandates for public access and data sharing, guiding responsible copyright practice, or supporting new types of scholarship and instruction, librarians are leading change across campus and around the world. ACRL empowers our community in accelerating the transformation of the scholarly communication system by taking its popular workshop "Scholarly Communication: From Understanding to Engagement" on the road. This day-long workshop, led by two expert presenters, has been updated with a series of targeted modules that reflect the most exciting and pressing issues in the field today.

Bring this one-day workshop, at full cost, to your campus, chapter, or consortia year round. Additionally, ACRL offers a partial subsidy on a competitive basis for up to five hosts each academic year. The deadline has passed to apply to host the subsidized version during the 2016-17 academic year. The next call to apply to host in the 2017-18 academic year will be issued in mid-October 2017, with a deadline to apply in mid-November.
Our Plan

• Copyright
• Measuring Impact
• Open Education
• Discussion / Q&A
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Providing Access to the Good Life for All: NLA/NSLA Joint 2017 Conference
October 12, 2017
Kearney, Nebraska
Keeping the conversation going . . .

Making and Sharing Scholarship:
Copyright Issues in Scholarly Communication
by Will Cross and Elizabeth Brown
July 12, 2017, UNL

. . . Can we elaborate upon in 10 minutes what Will and Beth touched on in 60?! Not enough time!
In the context of scholarly communication:
—Review copyright basics
  —Who owns copyright in a scholarly work
    —Incorporating existing works into new work
  —Sharing scholarship

But we can review . . . offer sources for more information . . . and discuss the topic.
Both higher education and copyright are all about learning and improving society.

Need originality (modicum of creativity) in a fixed form.

Exclusive rights = control
- Reproduction
- Distribution
- Public display and performance
- Creation of derivative works

Copyright is a bundle of rights
- Transfer
- License

No registration required (but you can register)

LIMITS
- Exceptions for libraries, classroom display, fair use
- Public domain and expiration

Copyright Nebraska Lincoln
OWNERS

Author = owner
Author
Joint authors
Employee for hire

In higher education, look to local policy

May be funder requirements (such as for open access)

Works by US government employees are in the public domain

Not everything is copyrightable
Ideas
Facts
Representations of facts that don’t exhibit sufficient authorship
And more . . .
EXISTING WORK INTO NEW WORK

**Think** about the work you want to use
- Is it protected by copyright?
- Is there a license?
- Is your use a fair use?
- Is there an exception?

**Balance the four factors of fair use**
- Purpose and character of the use
- Nature of the work used
- Amount and substantiality used
- Market harm

**Consider transformativeness**
- Is the new purpose different from the original purpose?
- Is the amount used appropriate for that purpose?

**Codes of best practices documents**

**Different publishers have different requirements (permissions, fair use)**
SHARING SCHOLARSHIP

Think about the work you want to use
Is it protected by copyright?
Is there a license?
Is your use a fair use?
+ Is there an exception?

110(1): Face-to-face teaching in class
TEACH Act: Online instruction

As an author, you have rights through copyright.
Read your publishing agreements with great care before you sign.
We looked at several model publishing agreements

Ask:
Who owns copyright?
What does the publisher promise to do?
How can you share your article (with colleagues? with students? at conferences?)
What can you archive? Where?
What would you change?
"I think I need more info"

- US Copyright Office and US Code Title 17
- Courses
- Our heroes! (MLS + JD)
- Annual conference
- Legal cases
- Licensing
- Observances
- Comic books!
- People
- Books
- Infographics
- Discussion
- Tutorials
- Websites and libguides
- Organizations
- See handout →
Measuring Impact

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mmering1@unl.edu

Presented by Jaron Porciello (Cornell) - 2017 Nebraska ACRL Scholarly Communication Roadshow at the University of Nebraska-Lincoln

Providing Access to the Good Life for All: NLA/NSLA Joint 2017 Conference
October 12, 2017
Kearney, Nebraska
Author:
How is this author’s work received?

Journal:
How does this journal rank among others in its field?

Article:
How do people engage with an individual article?

Institutional:
What is the value of research at-large and of individuals at an institution?
• The most traditional type of metrics
• Includes analyzing the number of articles published by an author, the number of citation from those articles, and the ranking of the journals in which those articles were published
• Scopus, Web Science, Google Scholar
## Author Impact

<table>
<thead>
<tr>
<th>Index</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-index</td>
<td>Number of papers (h) with a citation number ( \geq h ) – Web Science, Google Scholar</td>
</tr>
<tr>
<td>G-index</td>
<td>&quot;highest number of papers of a scientist that received ( g ) or more citations, on average&quot; highly cited articles weighted more. Proposed in 2006.</td>
</tr>
<tr>
<td>I10-index</td>
<td>the number of publications with at least 10 citations. Google Scholar</td>
</tr>
</tbody>
</table>
### Journal Impact

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Factor (Web of Science)</td>
<td>Frequency with which the average article in a journal has been cited in a particular year. It ranks a journal by calculating the times its articles are cited.</td>
</tr>
<tr>
<td>Journal Citation Reports (Web of Science)</td>
<td>Journal comparisons &amp; ranks in science, technology, and social sciences.</td>
</tr>
<tr>
<td>Eigenfactor (Web of Science)</td>
<td>Rates the “total” importance of a journal over time.</td>
</tr>
<tr>
<td>SCImago &amp; Country Reports (Scopus)</td>
<td>Ranks journals, disciplines, and output of materials by country</td>
</tr>
<tr>
<td>Google Scholar metrics</td>
<td>Top 100-journals ranked according to five-year h-factors (index and mean), and shows highest cited articles (h5) in each publication</td>
</tr>
</tbody>
</table>
Article Impact and Metrics

• Web of Science, Scopus and Google Scholar provide the citation information for articles

• Altmetrics
  • Metrics on steroids!
  • Measures both the immediacy and the socialization of an article

• Examples:
  • Bookmarks or saves to online reference managers (Mendeley)
  • Mentions in social networks sites (Twitter, Facebook)
  • Discussions in blogs
  • Views on Slideshare or YouTube
Researchers:
- May use different forms of their name
- May change their names
- May have common names which are difficult to distinguish them from other researchers
- May use different forms of their institution’s name
- May move to a different institution one or more times.
- May have concurrent multiple affiliations and, depending on funding, may use different affiliations.
### Education

<table>
<thead>
<tr>
<th>University of Arizona: Tucson, AZ, United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982 to 1984</td>
</tr>
<tr>
<td>(Library Science)</td>
</tr>
<tr>
<td>Created: 2016-09-26</td>
</tr>
<tr>
<td>Source: Margaret Mering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whittier College: Whittier, CA, United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978 to 1982</td>
</tr>
<tr>
<td>BA (History)</td>
</tr>
<tr>
<td>Created: 2016-09-26</td>
</tr>
<tr>
<td>Source: Margaret Mering</td>
</tr>
</tbody>
</table>

### Employment

<table>
<thead>
<tr>
<th>University of Nebraska-Lincoln: Lincoln, NE, United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-07-01 to present</td>
</tr>
<tr>
<td>Authority Control Librarian (Libraries)</td>
</tr>
<tr>
<td>Created: 2016-09-26</td>
</tr>
<tr>
<td>Source: Margaret Mering</td>
</tr>
</tbody>
</table>

### Works

<table>
<thead>
<tr>
<th>Bibliometrics: Understanding Author-, Article- and Journal-Level Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serials Review</td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>DOI: 10.1080/00807013.2017.1282288</td>
</tr>
</tbody>
</table>

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**Margaret Mering**

**ORCID ID**

[orcid.org/0000-0002-6142-4398](orcid.org/0000-0002-6142-4398)

**Also known as**

Mering, Meg, Mering, Margaret V.

**Other IDs**

Scopus Author ID: 6506183059
• Measure Your Research Impact LibGuide-
http://unl.libguides.com/researchimpact

• Providing article level metrics in institutional repository

• ORCID iDs
  • Encouraging researchers to sign up for an iD
  • Adding ORCID iDs to the Institutional Repository
OPEN EDUCATION

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Presented by Will Cross (NCSU) - 2017 Nebraska ACRL Scholarly Communication Roadshow at the University of Nebraska-Lincoln

Providing Access to the Good Life for All: NLA/NSLA
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A broken model
Open education resources (OER), defined.

“Open educational resources are teaching and learning materials that are freely available online for everyone to use, whether you are an instructor, student, or self-learner.”

– OER Commons
List of North American OER Policies & Projects

Open Education

This resource provides examples of how institutions, companies, organizations and state governments across North America are working to expand the use, creation and improvement of Open Educational Resources. The list is not comprehensive but seeks to showcase successful projects, diverse approaches, and library involvement. For suggestions or corrections, contact Brady Yano.
Discover learning materials in an Open Space.

View and share free educational material in small modules that can be used as courses, books, reports or other academic assignments.
Alternative Textbook Grants

The cost of college textbooks has risen at 300% the rate of inflation since 1978, with a 90% cost increase over the last decade alone. Students increasingly report not purchasing textbooks due to high costs, a trend which is widely recognized to negatively impact student learning outcomes. To address these concerns, FSU Libraries are offering Alternative Textbook grants to support faculty and instructors in their efforts to replace commercial textbooks with open alternatives that are available at no cost to students. For information on the winners of the first round of grants in March 2017, see this press release.

Alt-Textbook Project

The NCSU Libraries is committed to fostering change in the current textbook publishing environment. The Libraries’ Copyright and Digital Scholarship Center is available to partner with faculty members on licensing resources, using digital repositories, and creating and publishing their own open educational resources. The Alt-Textbook Project empowers faculty to innovate pedagogically, enhance access for NC State students to high-quality, tailored educational materials, and reduce the financial burden of expensive textbooks.
Advantages: cost savings, retention, flexibility for instructors, new voices

Barriers: lack of knowledge; lack of trust; too much work; no existing OER that “fit”
Libraries outreach & support

• Connect with campus stakeholders
• Support instructors wanting to use and create OER
• Support students needing course assistance with OER
• Mini grant programs
Some potential partners & stakeholders

- Instructors
- Instructional designers
- Centers for Teaching & Learning
- Campus bookstores
- Administration
- Students and student government
OER at UNL

• Internal two-year grant ($50,000, Kelly Fund)
  • Goals: raise awareness and implementation on campus

• UNL Libraries Visiting Scholars Program (April 5-6, 2018)
PART III: OPEN EDUCATION

SPARC Libraries & OER Forum
Open Education

Join our vibrant community of academic and research librarians working to advance Open Education on campus.

The SPARC Libraries & OER Forum is a network of academic and research librarians interested in open educational resources (OER) connected through a public e-mail discussion list and monthly calls. The goals of this forum are:

- Enable librarians (and others connected to the library community) to share ideas, resources and best practices pertaining to OER.
- Support coordination on librarian-focused events and educational programming about OER.
- Disseminate important updates about policy, research, projects and other news from the broader OER movement.

E-Mail List

Click here to join e-mail discussion list via Google Groups

Monthly Call

1st Tuesday of the Month
1pm EST / 12pm CST / 11am MST / 10am PST
Join the e-mail list to receive call-in details and notes.
Keeping the conversation going . . .

Open Education-Related Questions:
What is happening at your campus related to open education / OERs?

What role do you think librarians could play in this area on your campus?

Who would be natural partners for you?

Measuring Impact-Related Questions:
What role does your library play with promoting and educating people on campus about metrics?

Does your library play any role in encouraging people to apply for ORCID or other author identifiers?

How many of you have an ORCID iD?
Thank you.

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Linnea Fredrickson
lfredrickson2@unl.edu

Margaret Mering
mmering1@unl.edu