



BUILDING A RESEARCH VISIBILITY CURRICULUM FOR FACULTY RESEARCHERS

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York University Libraries**

Agenda

1. Background
2. The opportunity and curriculum building
3. Feedback and next steps



1. Background

York University

- Large comprehensive teaching and research university, with a strong community of 53,000 students
- Increasingly recognized for excellence in health, engineering, and sciences, while it continues to lead in liberal arts, creative and performing arts, and professional studies
- Recently released new academic plan for 2020-2025

York University Libraries

- Support Glendon, Keele and Markham campuses
- Intentional commitment to sustaining open access, democratizing scholarship, and anticipating the evolving scholarly record
- Since it restructured in 2018, has distributed its academic activities and operations across new departments

York University Libraries

Content, Development and Analysis

Curriculum and Course Support

Digital Scholarship Infrastructure

Library Computing

Metadata Discovery and Access

Open Scholarship

Student Learning and Academic Success

Institutional Context

- VP Research & Innovation > AVP Research works with Associate Deans of Research (ADR)
- Libraries are part of the research planning ecosystem - have an ADR at the table
- Libraries partner and/or lead scholar visibility initiatives at the institutional level
- Dean of Libraries is founding co-chair of Open Access Open Data Steering Committee with AVP Research ([Open Access Policy 2019](#))



2. The opportunity and curriculum building

Research Commons

- Initiative of VP Research and Innovation to promote research excellence
- Seasoned researchers and research staff collaborate with campus researchers
- Offers grant clinics, mentorship, and workshops

The Ask

Could the Libraries develop a hands-on workshop for faculty that focuses on tools and techniques available to increase the discoverability of scholarship on the web?

Reframing the Ask

- Appreciating the effect of combining scholars that are from different disciplines and at different stages of their career
- Anticipating the desire for a critical lens on arguments about the *value* of each tool
- For the tools, focus on what is endorsed and how they're endorsed, not who is endorsing



The Opportunity

Help researchers understand enough about researcher identity ecosystems to make the best choices for themselves and their research.

Learning Objectives

- Recognize the potential of persistent identifiers and researcher identifiers for enabling disambiguation, aggregating publication data, and supporting research visibility
- Create or update an ORCID, Scopus ID and Researcher ID
- Recognize the potential of institutional repositories
- Appreciate the differences between researcher profiling platforms such as Google Scholar, ResearchGate, and Academia.edu

Lesson Outline

- Defining research and researcher visibility
- The what/why/how of researcher IDs
- The what/why/how of open access deposits
- The what/why/how of profiling your research

Session design

Three modules with activity-based components

Provide space for broad questions from the group and individual side-conversations

Follow-up on consultation requests with customized training materials and solutions

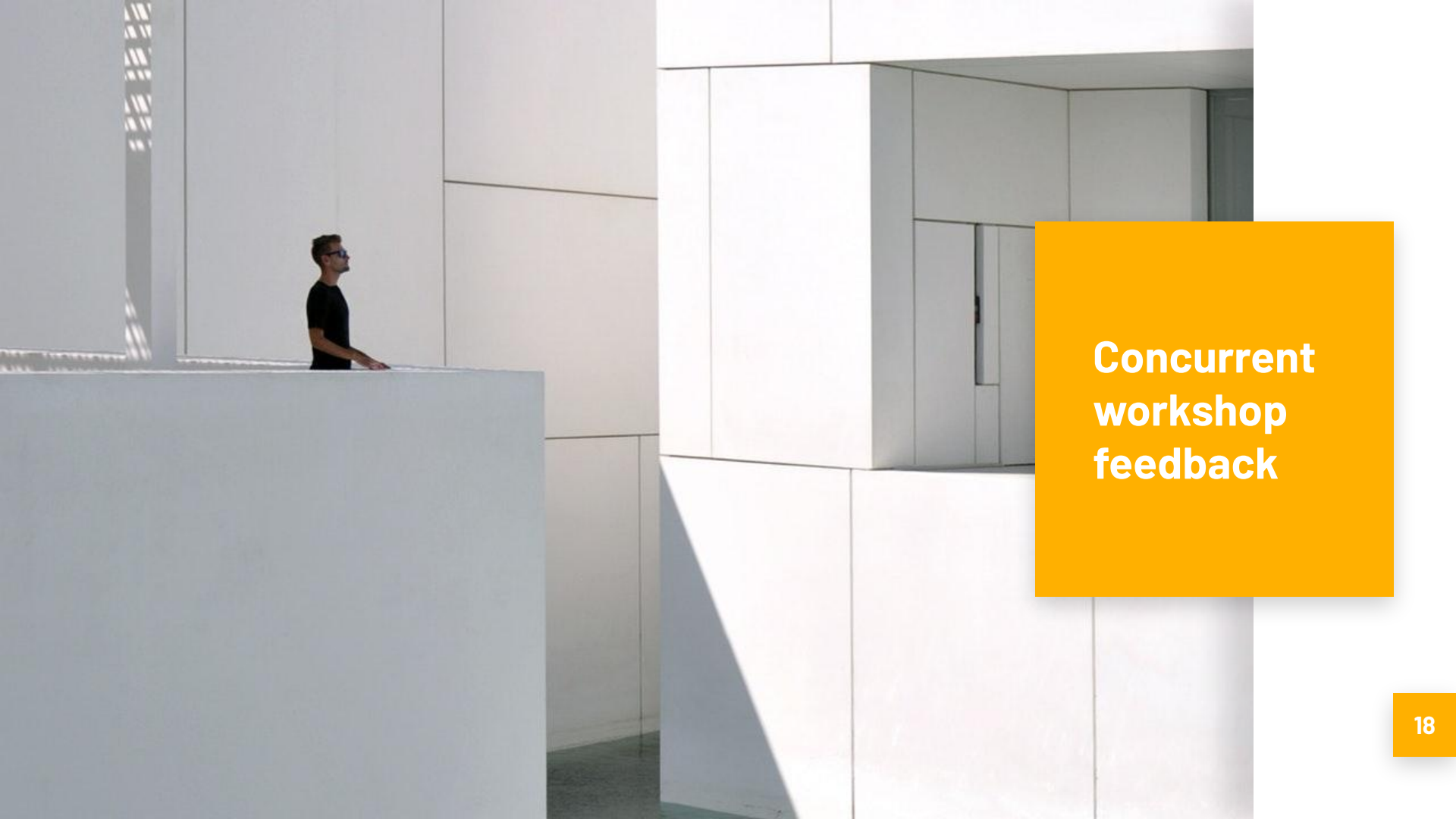
Lessons learned

Not all participants wanted to immediately create a researcher profile after considering the context we explored as a group.

The efficiency of the approach chosen to generate research and researcher visibility was a predominant concern among all types of researchers participating.



3. Feedback and next steps



Concurrent workshop feedback

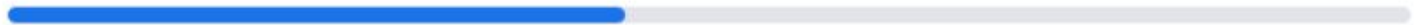
Misconceptions about open access

1. The majority of publishers' default policies do not allow for some form of open access self-archiving.

True (14) 56%



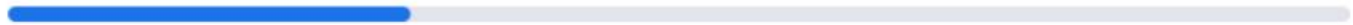
False (11) 44%



Researcher identity platforms create confusion

1. Open access repositories features are similar to those found on researcher identify platforms/social networks.

True (8) 30%

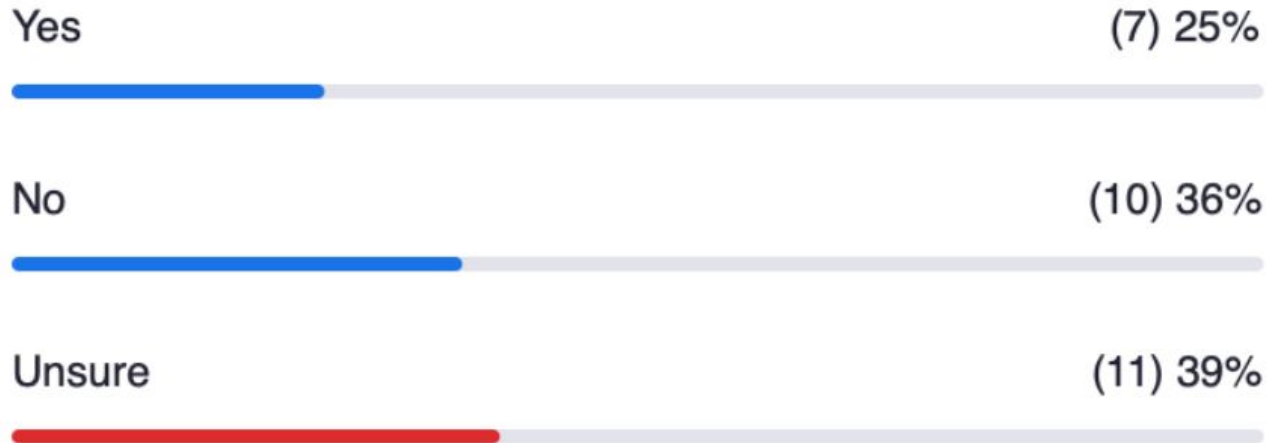


False (19) 70%

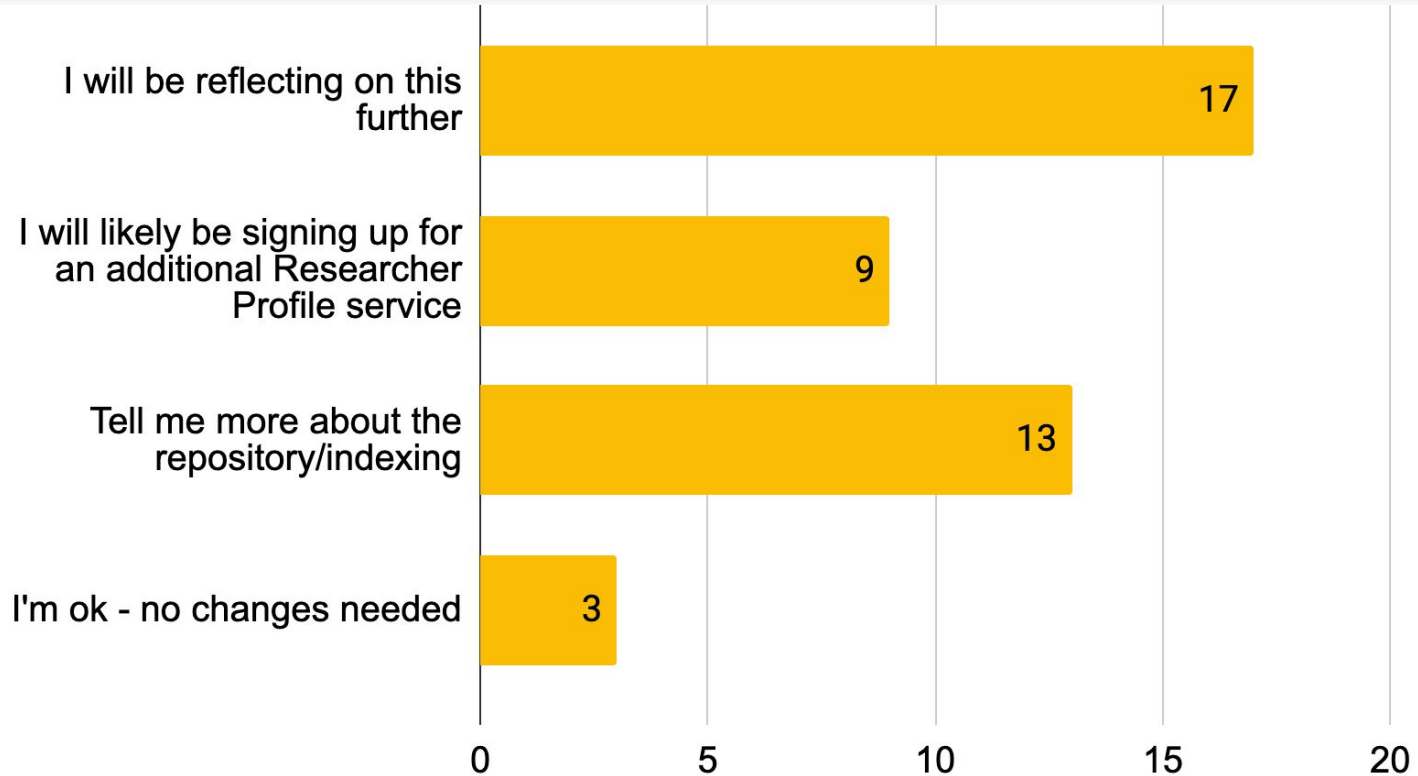


Nascent uptake of research identifiers

1. Are you currently using research identifiers in your publication and/or grant application processes?



Prospects for future adoption (n=25)



Feedback from Associate Deans of Research

- Research Commons organized meeting with ADRs from AMPD, LAPS, Education, EUC, Osgoode
- ADRs straddle an active researcher identity while encouraging research culture

Feedback: Presentation

- Content favours STEM fields
- Open access is perceived as unrelated to research impact strategies
- Requesting separate targeted session for Arts and SSH
- Too much information
- Seeking a simple instrumental recommendation

Feedback: Context

- Social Sciences, Humanities, Arts feel that there is bias in how research is counted and measured
- Understand impact in terms of metrics but worry about estranging researchers in these discussions (research visibility)
- Seeking external venues for mounting research and realizing impact

Next steps

- Altmetric Explorer training and rollout
- Redouble efforts to offer targeted workshops and training opportunities that incorporate field-specific case studies and testimonials from researchers
- Continue to emphasize education on open scholarship and its ties to enhancing research visibility



Questions?

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