

Getting Faculty Excited About Your IR: Really? Really!

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Why engage your faculty?

- Because they produce the bulk of the scholarly output repositories are meant to capture.
- Because they have problems that can be solved and needs that can be served by repositories.

Why faculty are participating:

Serving needs

Solving problems

Getting your faculty involved:

Say yes! (and then do it for them)

Talk to them

Address *their* needs and concerns

Try multiple approaches

Provide a positive feedback loop

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U.S. - JAPAN BILATERAL WORKSHOP ON THE TROPICAL TROPOPAUSE LAYER: STATE OF THE CURRENT SCIENCE AND FUTURE OBSERVATIONAL NEEDS

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The workshop provided a review of the state of TTL science, key questions, and measurement/analysis techniques. Discussion focused on key science questions, and tried to understand how they map into upcoming observational campaigns, as well as how the campaigns can be coordinated. We sought to include (a) topical experts (b) students (c) investigators in planning observational campaigns in the TTL. The agenda included a mix of invited lectures, discussion, and synthesis of key science questions and observational strategies.

International Journal of Exercise Science



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The primary aim of the *International Journal of Exercise Science* is to engage undergraduate and graduate students in scholarly activity as authors and reviewers as they develop into professionals. In accordance with this aim, on manuscript submissions it is mandatory that at least one author be a student that has played a prominent role in the overall study (see [Policies](#)).

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Current Issue: Volume 6, Issue 1 (2013)

Invited Editorials

[PDF](#) [The Evolutionary Role of Physician Assistants across the United States, Canada, and the United Kingdom](#)
Brayden J. Gerrie and Elizabeth A. Holbrook

[PDF](#) [2012 International Journal of Exercise Science Reviewer List](#)

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JTRP TECHNICAL REPORTS

This Web page portal lists over 1,500 technical reports published as part of the JHRP, and subsequently JTRP, collaborative venture between [Purdue University](#) and the [Indiana Department of Transportation](#). Additional details regarding the [history of JHRP](#), as well as [current activities of the JTRP program](#), can be found by clicking on the respective hyperlinks.

Technical Reports from 2012

FHWA/IN/JTRP-2012/01, [Analysis and Methods of Improvement of Safety at High-Speed Rural Intersections](#), Andrew P. Tarko, Samuel Leckrone, and Panagiotis Anastasopoulos, SPR-3316

FHWA/IN/JTRP-2012/02, [Identifying Traffic Safety Needs – A Systematic Approach: Research Report and User Manual](#), Andrew P. Tarko, Shafiqul Md Azam, Jose Thomaz, and Mario Romero, SPR-3315

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In the early 1960s, my studies of the problems of new central and southern African states led me to consider the role of multinational enterprises in the mining and metals industries -- not so much in their individual actions as in their systematic organization at a supranational level. This development of a supranational system I recognized as a major evolutionary saltation analogous to the shifts from bands to tribes to chiefdoms to states. Both the structures and the dynamics of these transitions were better understood as flexible networks that bind individuals and groups differing both structurally and functionally, some business corporations, some states, some families, in a global supranational system that is more than just international.

Evolution of a Sociocultural Network System at a Supranational Level of Integration

[Link](#) **Anthropologist View on Social Network Analysis and Data Mining**, *Anthropology Faculty Publications* (2011)

This paper is a reasonable summary of a lifetime of work on network analysis. An...

[Link](#) **Network Perspectives on Communities, Structure and Dynamics**: *eJournal of Anthropological and Related Sciences* (2006)

Abstract: The application of network perspectives to communities requires some appreciation of the variety of...

[PDF](#) **Supranational Networks: States and Firms**, *Anthropology Faculty Publications* (2006)

In the evolution of systems, new structures are generated at higher levels by interactions among...

[Link](#) **Connecting the Dots without Forgetting the Circles**, *Anthropology Faculty Publications* (2005)

Puts the evolution of supranational systems within the context of the entire hierarchy of systems...


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What are other faculty saying?

“I have been able to make freely available on-line five book-length manuscripts that **would never otherwise have been published in my lifetime**, have updated two previously published books, and have also made available four of my out-of-print books and over 30 of my published papers and articles that **originally often had very limited circulation**.

... All told, the Digital Commons has allowed me to make unusually effective use of my time since my retirement, and believe that **I can still make my contributions matter and my influence felt at a national and international level.**”

-Paul Johnsgard, Professor Emeritus, University of Nebraska - Lincoln

As emeritus faculty, I've spent my career researching and writing about politics. I published my first academic paper in 1974. Then as it is today, having your academic work cited is critical. But now the methods of scholarly publishing are very different. Academic publishers and academic libraries alike are faced with financial challenges of changing technologies and greater demand for information.

Over the course of my career I've authored or co-authored more than 200 articles and books in comparative elections, election forecasting, political economy and quantitative methodology. I can't hazard a guess as to how many students, researchers and others have read my ideas in the past 40 years.

Then three years ago, 24 of my articles and book chapters were uploaded into Iowa Research Online (<http://ir.uiowa.edu>). Now each month, I receive notification of how many times an article has been downloaded. **It's exciting to see those numbers grow.** But what might be even more exhilarating is the fact that **my work will be available to students and researchers in perpetuity.**

By Michael S. Lewis-Beck, F. Wendell Miller Distinguished Professor of Political Science

<http://blog.lib.uiowa.edu/news/2012/10/24/iowa-research-online-where-your-work-lasts-forever/>

“The number of downloads here is greater than the number of [downloads on] peer-reviewed articles I’ve had, which I think is interesting...

Besides enhancing the reputation of the college, it’s really done that to myself, in that it now provides some information to people that **I’m a leader in the field** and that I’m involved in the field...

It’s also surprisingly led to a number of counties coming forth and suggesting that they may be willing to fund some research and scholarship in these areas.

And finally, one of the major concerns for me was that we had done about four million dollars worth of work in terms of government money...and now these historical data sets were in fact **available to the general public** as well as to agencies and **leads to development of policy and management in the area.**”

Joseph C. Makarewicz, Distinguished Professor of Environmental Sciences and Biology, The College at Brockport

From the webinar, “Institutional Repositories Supporting Community Engagement, Part 2: Regional Research at Brockport (SUNY) and UMass (Amherst)”

“As a researcher in sport injuries, I receive numerous national and international inquiries weekly from team athletic trainers, sports med clinicians, and even athletes themselves requesting manuscripts, digital art and tables published in subspecialty journals or textbooks. The JDC provides a portal through which **we can share our research and presentations to an audience who might not otherwise have access.** This is an incredible powerful tool for **spreading the word on what we do** here at Thomas Jefferson University.”

–Adam Zoga MD; Assistant Professor, Department of Radiology, Thomas Jefferson University

From “The Jefferson Digital Commons Reaches 1 Million Downloads,”

<http://jeffline.jefferson.edu/aisrnews/?p=2964>

“I am absolutely delighted,” [Katina Michael](#) said. “Research Online has been **instrumental in getting our research out to the wider community** - fellow academics, industry, government and citizens. It is such a powerful tool.”

“An academic has the ability to control the release of their papers at any point throughout the publication process... but I think the real contribution of Research Online has been in **forming cross-institutional and transnational networks.**”

Research Online also gives academics the ability to see which of their papers are the most popular, and Katina Michael says this has been useful for her research.

“My fellow collaborators and I have been able to gauge which papers are being downloaded most and when. We can then make some basic assumptions about the significance of various research endeavours and **direct our efforts accordingly.**”

From “One Million Downloads for UOW’s Research Online,”
<http://media.uow.edu.au/news/UOW066204.html>

“The Psychological Record’ has a distinguished history of disseminating innovative research from renowned behavioral psychologists in the **absence of administration by a professional organization**. OpenSIUC has thus been monumental in the journal’s **dissemination of cutting-edge research to people all over the globe** in recent years. I am grateful to have had OpenSIUC as a partner and collaborator”

-Ruth Anne Rehfeldt, editor of The Psychological Record

From “OpenSIUC’ hits milestone in downloads,”

http://thesouthern.com/news/local/siu/opensiuc-hits-milestone-in-downloads/article_4d6f3112-feb4-11e1-8e3a-0019bb2963f4.html

What do these show?

- Repositories are solving problems
- Faculty are getting excited about the potential of the IR
- These success stories are not limited to traditional faculty publications

Getting your faculty involved:

Say yes! (and then do it for them)

Try multiple approaches

Address *their* needs and concerns

Provide a positive feedback loop

Say yes! (and then do it for them)

- Articles? Yes!
- Journals? Yes!
- Conferences? Yes!
- Books and monographs? Yes!
- Images? Yes!
- Data sets? Yes!
- Technical and research reports? Yes!
- Audio and video? Yes!
- Student work and learning materials? Yes!
- Primary source materials? Yes!

Try multiple approaches

- One-on-one conversations
- Support from the top and from peers
- Events and presentations
- E-mails, brochures, and press releases
- Put IR services where they will see them

One-on-one conversations

- Tenure
- Research
- Publishing
- Citations
- Grant requirements
- Scholarly reputation
- Teaching



So what are you working on?
How can I help?



Support from peers and from the top

- Ask other faculty that are participating to talk about the IR on your behalf and spread the word to their colleagues
- Leverage your library dean to promote the IR with deans and the Provost, as well as with department chairs, the Faculty Senate, and others

Events and Presentations

- Offer [presentations](#) to departments, research institutes, etc.
- Present at meetings for new faculty and build each of them a [SelectedWorks page](#)
- Offer presentations and [services](#) for related issues, such as authors' rights education
- Hold [events](#) aimed at raising awareness about repositories and open access

E-mails, brochures, and press releases

- E-mail faculty with a list of articles that can be posted– and then post them
- Send out targeted e-mails announcing what services you are offering
- Create brochures and leave-behinds
- Write up press releases and news items

Put IR services where faculty will find them

- Place information about the IR in places where you know faculty will be looking for solutions it can provide—data management plans [information pages](#), [libguides](#), [faculty handbooks](#), etc.
- Let the other offices faculty interact with often know about the IR— Office of Research, Instructional Technology, Center for Teaching Excellence, and others

Address faculty needs and concerns

- Tenure and review
- Research and publication
- Scholarly reputation
- Citation counts
- Grant requirements
- Collaboration with other colleagues
- Finding out what their colleagues are doing
- Dissemination and visibility of their work
- Teaching
- Their scholarly legacy
- Institutional Repositories

How can I expand the reach of my research without increasing my workload?

What is the best way to share my work with colleagues and students?

How can I increase the impact and longevity of my scholarship?

A service of the University of South Florida Libraries, USF Scholar Commons is a virtual showcase for USF's research and creative output.

The publications hosted on USF Scholar Commons are freely accessible to anyone with access to the Internet. Open access means that the work of the USF research community is available, at no cost, to contribute to solutions to pressing societal and scientific challenges. By submitting digital copies of their completed research, students and faculty can provide immediate global access with permanent URLs, as well as assert intellectual property rights.

For more information:

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scholarcommons@usf.edu
(813) 974-7905
<http://scholarcommons.usf.edu>



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Provide a positive feedback loop

- Download reports and [author dashboard](#)
- Stakeholder reports
- E-mail the author of the paper of the day
- E-mail department chairs when they are popular in the [Digital Commons Network](#)
- [Press releases](#)
- Annual reports

Talk to your faculty



Hi [faculty member name]! I'm your [title] librarian; how can I help you?

Re-frame the focus

“I think it’s really easy, with the repository, to focus on what’s the next collection or what can we add to the repository, what’s the next new area we can tap so we can get stuff in there and then get people to download stuff that we’ve added. But I think it’s more valuable to focus on how we can use the repository to provide meaningful services to people across the institution and then hopefully as a byproduct of that service orientation, we end up with strong collections and the corresponding strong numbers that we like to share.”

Isaac Gilman, “Serving Campus Needs Through the Repository,”

<http://digitalcommons.bepress.com/webinars/18>

Faculty *are* excited about the IR

Really? Really!!

Questions?

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For more resources, see:

DC Telegraph:

<http://blog.digitalcommons.bepress.com>

Digital Commons Resources:

http://digitalcommons.bepress.com/subscriber_resources/