

# SESSION Libraries as Open Innovators and Leaders

June 25, 2020 | 13:30–15:00 CEST



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- **Technical issues.** Check your **settings** under the icon with the three dots, as well as your **internet connection**. No luck? Try to rejoin by closing your tab and reusing the link provided.

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## SESSION

# Libraries as Open Innovators and Leaders

The session will be chaired by Dr. Hilde van Wijngaarden, Vrije Universiteit Amsterdam, The Netherlands

- Exploring Learning and Teaching Scholarly Publishing with Editori Open Journal Platform [Dr. Markku Roinila](#); [Kimmo Koskinen](#); [Kati Syvälahti](#), Helsinki University Library, Finland
- Unboxing Open Scholarship: Navigating Cultural Change for an Open Science University [Shane Collins](#); [Siobhán Dunne](#), Trinity College Dublin, Ireland
- Shaping leadership in a changing world [Dr. Coen Wilders](#); [Martine Pronk](#), Utrecht University Library, The Netherlands

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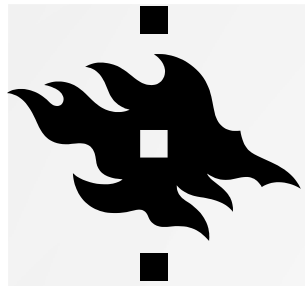




# EXPLORING LEARNING AND TEACHING SCHOLARLY PUBLISHING WITH EDITORI OPEN JOURNAL PLATFORM

Markku Roinila, Kimmo Koskinen & Kati Syvälahti  
Helsinki University Library



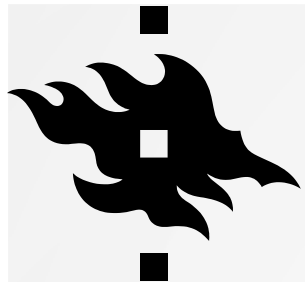


# HELSINKI UNIVERSITY LIBRARY

- The Helsinki University Library operates on four campuses
- ca 150 employees
- 2 million customer visits annually
- 375 000 loans
- 6 million downloaded electronic books or articles



Picture: Veikko Somerpuro

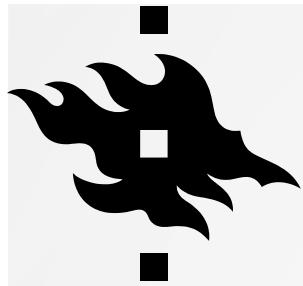


# CONTENTS

- Open Journal Systems (OJS) as a tool for teaching and learning publishing
- Experiences with the pilot project
  - How the Editori service (OJS) was employed in the doctoral course
  - Feedback from the students and teachers
  - Successes and challenges
- Ideas for service development



Picture: University of Helsinki UNI MATERIAL BANK



# EDITORI – AN OPEN JOURNAL SERVICE

- Provided by the Helsinki University Library
- Open source software Open Journal Systems (OJS)
- Free to use for University of Helsinki researchers and students
- Default license CC BY; peer-reviewed articles are given DOIs
- Maintenance and technical support is provided by the library
- Seven journals currently and one to be published this month
  - Four are peer-reviewed and one is an overlay journal

Editori Open Journal Service

Editori is a platform for publishing open journals and for learning practices in publishing, provided by Helsinki University Library. All journals on Editori platform are published under a Creative Commons license (CC BY 4.0).

[More information](#)

**EDITORI-JOURNALS**

**e-Erika**

e-Erika is a journal on special pedagogy and educational assessment.

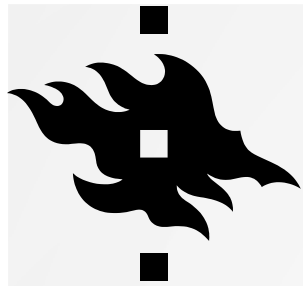
[View Journal](#) [Current Issue](#)

[Instructions](#)

HELSINGIN YLIOPISTO  
HELSINGFORS UNIVERSITET  
UNIVERSITY OF HELSINKI

Language  
English  
Suomi

<https://journals.helsinki.fi/>



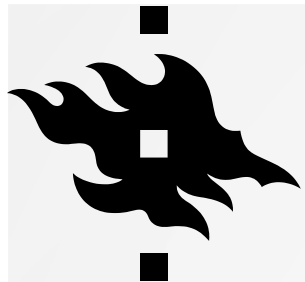
# A TOOL FOR LEARNING PUBLISHING SKILLS

- Right from the beginning Editori was launched as a tool for teaching (open access) publishing lifecycle (for example, peer reviewing, copy editing, submitting to journals, using licenses, persistent identifiers etc.)
- OJS enables creation of a number of different roles for different purposes
- The articles are submitted to Editori platform in a similar way as to commercial journal platforms, such as ScholarOne

## Users & Roles

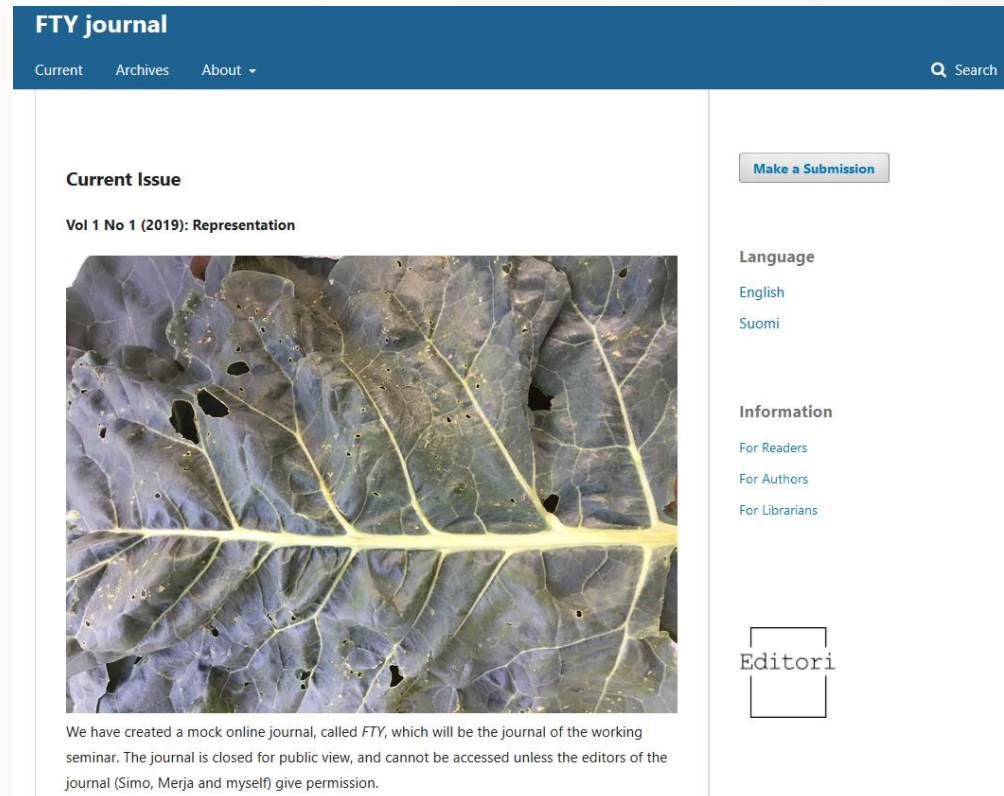
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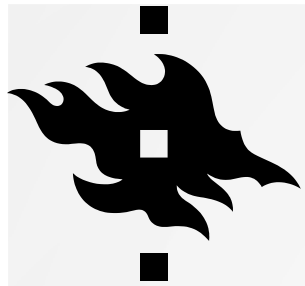




# THE PILOT PROJECT

- Created for working seminar of the Doctoral Programme in Philosophy, Arts and Society of the Faculty of Arts at the University of Helsinki (January to March 2019)
- The theme of the seminar was representation and it included 14 students from philosophy, art history, music, literature and social sciences. Interdisciplinary approaches were encouraged.
- A mock (not visible) journal, the FTY journal was created by the library and students were asked to log in to the journal and submit their papers as articles
- The library personnel instructed the three teachers how to use the platform and acted as technical support throughout the seminar





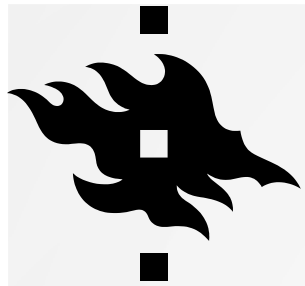
# LEARNING OUTCOMES

**Upon completion of this assignment the students will be able to:**

- Discuss and define the different roles (e.g. author, editor, reviewer) in scholarly publishing
- Carry out the double-blind peer review process in scholarly communication
- Describe and evaluate the impact of giving and receiving feedback
- Apply the suggestions in the referees' reports
- Use Open Journal Systems (OJS) platform for submitting the papers and reviews

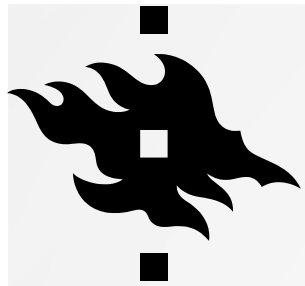


Picture: University of Helsinki UNI MATERIAL BANK



# HOW THE WORKING SEMINAR WAS ORGANIZED

- The students submitted an article or Ph.D. thesis chapter to the FTY journal
- Teachers found two peer-reviewers (referees) for the article, one a student and the other a senior scholar working on the topic.
- Double-blind peer-review, both authors and reviewers remained anonymous. The referees had one month to review the paper, and then students received their reports which were also available to other seminar participants one week before the meeting.
- In the seminar 5 minute summary of the paper, discussion of peer review reports (quality of the reports, how to improve the paper and apply the suggestions in the reports)
- Two separate groups (philosophy, other disciplines)



# WORKFLOW/ LEARNING PROCESS

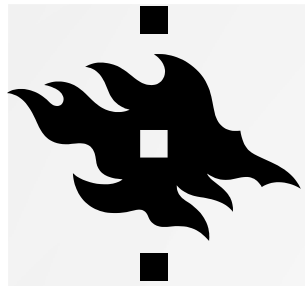
Submitting the  
article

Writing peer  
review report

Receiving peer  
review report

Reflecting on  
how to respond  
to criticism





# THE ROLES OF TEACHERS, STUDENTS AND LIBRARY STAFF

## Three course leaders:

- Journal manager, two Journal editors (one teacher had experience on teaching open science to doctoral students)

## Students:

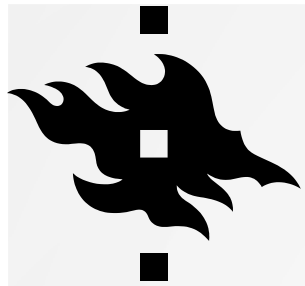
- Author, Reviewer (submitting to OJS, receiving review request from OJS and submitting the review there)

## External experts:

- Reviewer (review request from OJS, submitting the review to OJS)

## Library staff:

- Setup of the mock journal
- Instruction for the course leaders
- Technical support for course leaders, students and external reviewers
- Participation as external experts to the closing seminar of the course



# FEEDBACK FROM STUDENTS

This forced to write an article - even though one was writing a monograph format Ph.D. thesis

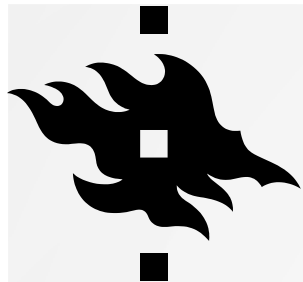
Editori platform is intuitive

The feedback helped to shape the articles

Useful that the author summarized the criticism in the seminar

The referees did a thorough job and were polite

I learned how to write peer review reports and give constructive criticism



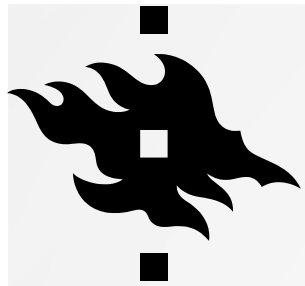
# TEACHER'S FEEDBACK

"The use of the Editori-service in the context of a partnership with the Helsinki University Library and the Doctoral Programme in Philosophy, Arts and Society has been a wonderful experience.

Like with all new services, there has been a steep learning curve, but the HULib team of experts have been quick and efficient in addressing all our queries and in tackling any more intricate problems. No question was left unanswered and no difficulty unsolved.

Our students have been successful – without major issues – in submitting their manuscripts and we hope that the rest of the process (ongoing at the time of writing) will be as smooth as it has been until now. This service has true potential!"

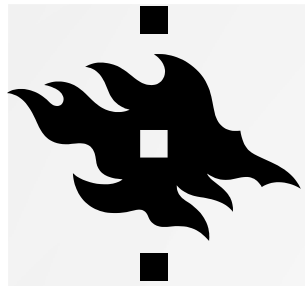
José Filipe da Silva (Associate Professor, Theoretical Philosophy; ERC Project Director; Director of the Doctoral Programme in Philosophy, Arts and Society) (21. 3. 2019)



# LIBRARY OBSERVATIONS FROM THE CLOSING SEMINAR

- Most doctoral students did not have previous experience of submitting articles to journals nor of rigorous blind peer reviewing or writing peer review reports
- Trying out the process was in general thought to be useful, although some could guess who the student peer-reviewer was (less so with external peer reviewers)
- The peer reviews were very useful for those who were planning to submit their articles to "real" journals. For example, criticism was given for including too much material or on focus of the article
- The process was clearly helpful in giving a picture of what kind of feedback can be anticipated and how one can answer to criticism. The experience increased the students writing skills and their understanding on what is required for a successful article submission as well as topics related to research ethics





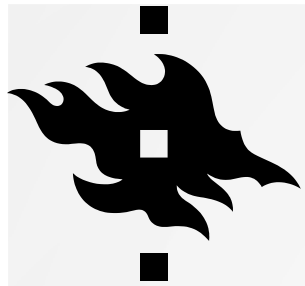
# TEACHING SCHOLARLY PUBLISHING IN THE PILOT PROJECT

## Outcomes

- Experiential learning for doctoral students in the roles of authors and reviewers
- Submitting practices and editorial workflow in scientific journals becomes familiar and digital skills are improved
- Experience of double blind peer-review
- Students receive useful feedback from referees, quality improvement of papers
- OJS was suited to training scholarly publishing – the pilot can be extended to other teaching programs

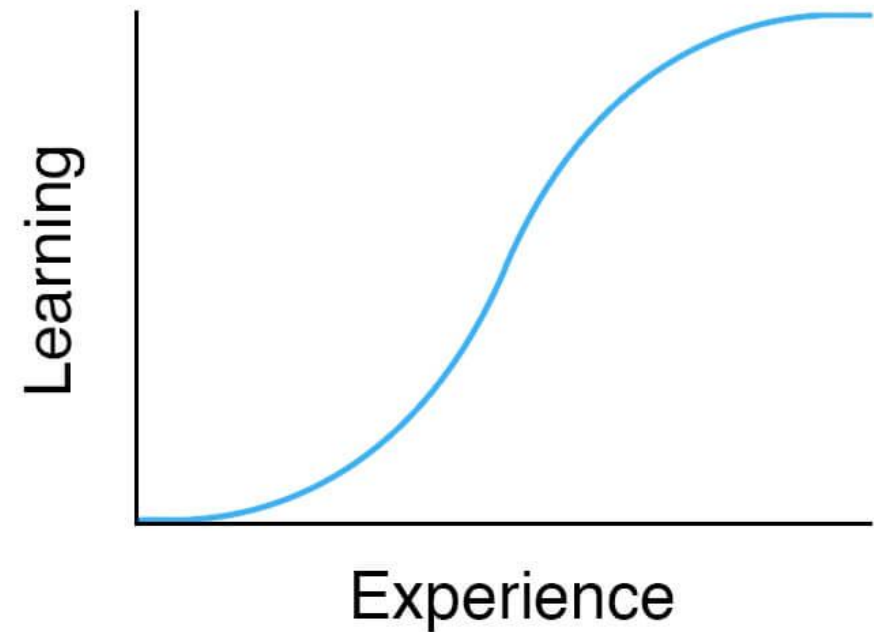
## Challenges

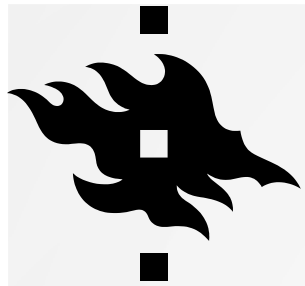
- The course focused on skills for scholarly publishing; open access was not emphasized
- A learning curve for course leaders
- Technical support and instruction from the library should be available
- Requires coordination between teachers and the library
- No systematic feedback collection from teachers and students



# THE CHALLENGES FACED BY TEACHERS

- The learning curve with OJS was found steep by teachers
- An introductory session (2 hours) was organized by the library
- In addition, there were dozens of emails and occasional support visits by the librarians. Written instructions were found to be useful
- The teachers were very motivated and interested in the possibilities of OJS in teaching





# TECHNICAL SUPPORT CHALLENGES

- Issues with login process: at the time one could only login with university credentials
- The basic idea in the course was that for each paper there is an external reviewer – many of the reviewers were from other universities.
- They could not login to download a paper nor submit the review report of the manuscript
- This caused daily problems within few weeks during the course and the librarians had to act as intermediaries, sending papers to reviewers and reports to teachers



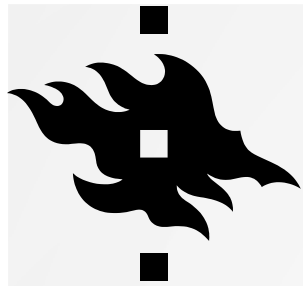
with a Helsinki University account



with a [Haka federation](#) account



with a separate account



# LESSONS LEARNED

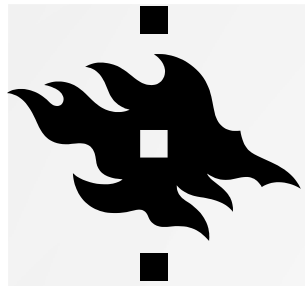
## Technical:

- OJS requires some learning – it is not reasonable to provide the service for short-term purposes
- Everyone should be able to login to the platform anywhere without problems (CAPTCHA is useful!)
- Technical support is essential before and during the course
- Written [instructions](#) proved to be useful

## Teacher-librarian collaboration:

- Communication between the library staff and the teachers is essential
- Important that the library is involved already in the planning phase of the course – this was the case in the pilot project
- The importance of systematic collection of feedback for developing the Editori service





# DISCUSSION

- The main goal, teaching publishing practices and peer review process to doctoral students, was a success
- The students liked it and the teachers found the method useful. The students were given a possibility to practice peer review report writing which many found important
- After the course, their readiness to submit articles to scientific journals and skills to deal with the peer review process were significantly improved
- The students have now some experience with peer reviewing, so they can be assigned to these tasks

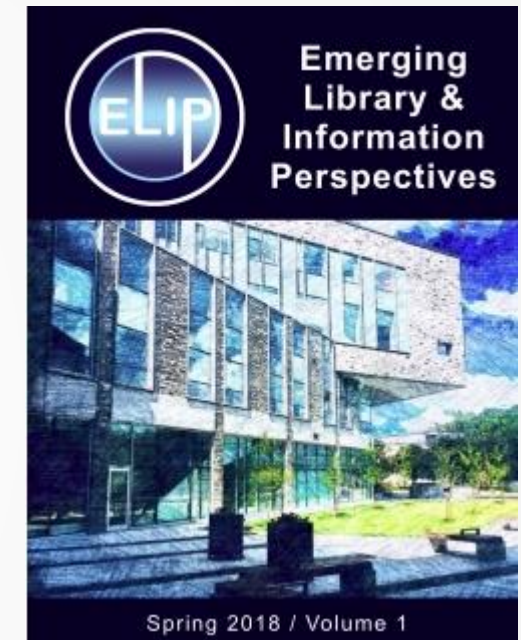


# BENCHMARKING

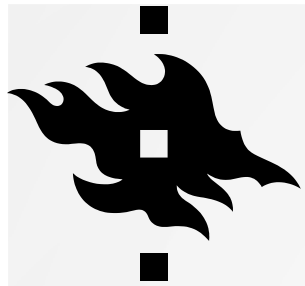
## Emerging Library & Information Perspectives (ELIP)

- Open access, double-blind peer review, one issue per year 2018-
- Licensed under a Creative Commons license ([CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/))
- The visual outlook of the articles is advanced, including layout
- Published by the Faculty of Information & Media Studies (FIMS) Graduate Library and hosted by Western Libraries through OJS
- Publishes original student research, critical essays, reflections for and from the field as well as interviews, reviews, and multimodal content
- **Facilitate experiential learning**
  - In the Master of Library and Information Science (MLIS) program at Western University (Canada)
    - The course Scholarly Communication and Open Access Publishing
  - Students as the Editorial Team
  - Allowed students to develop their skills in peer review and production tasks

Edgar, Madison, Harrington, Marni, & Seelye, Melissa (2018)

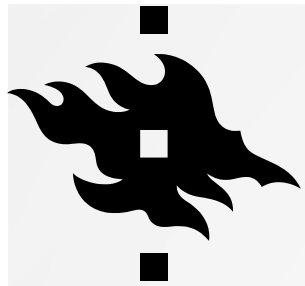


<https://librarianship.ca/blog/introducing-elip/>



# FUTURE OPTION: STUDENT JOURNALS WITH THE EDITORI PLATFORM

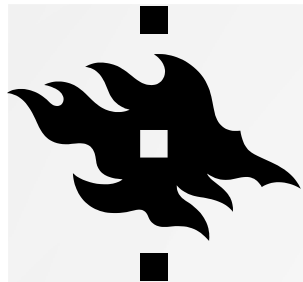
- Student-led journals are not yet represented on the Editori platform
- Open access was not addressed in the pilot project and the journal and the papers remained unpublished
- An ideal way to use Editori in teaching would be to publish a course journal on a regular basis. This has been done with success (for example, library-published [Journal of Purdue Undergraduate Research](#) and [ELIP](#))
- Publishing the articles (or presentations, posters, videos etc.) would give new open access dimension to learning outcomes – one can learn about licensing, persistent identifiers, promoting OA articles and journals etc. Post-publication comments are possible with a [Hypothes.is](#)-plugin
- In addition to submitting and peer-reviewing tasks, the students can be assigned editorial roles as well



# OTHER KIND OF EDITORIAL PROJECTS WITH PEDAGOGICAL FOCUS

**Journal for  
Reproducibility in  
Neuroscience**

- [Neuropsych Open](#) – publishing selected review articles from a specialization course in neuropsychology, first issue out June 2020
- [Journal for Reproducibility in Neuroscience](#) – a start-up journal run by early career researchers at the medical campus, first issue expected in June 2020
- Initiatives that did not take off:
  - A journal in Art History – copyright problems with images of art
  - A journal from a course in journalism – required a platform with a strong visual focus



**THANK YOU!**

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Helsinki University Library

<https://www.helsinki.fi/en/helsinki-university-library>

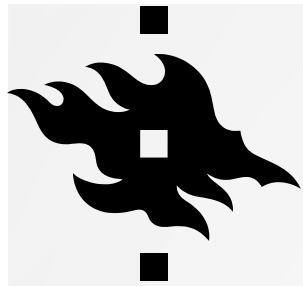


Picture: Mika Huisman

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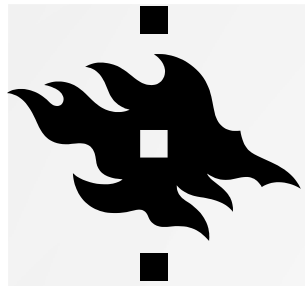




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- Weiner, S. A., & Watkinson, C. (2014). What do Students Learn from Participation in an Undergraduate Research Journal? Results of an Assessment. *Journal of Librarianship and Scholarly Communication*, 2(2), eP1125. DOI: <http://doi.org/10.7710/2162-3309.1125>
- **Links:**
  - Kevin Stranack (PKP): <https://pkp.sfu.ca/2017/02/08/using-ojs-and-omp-for-open-pedagogy/>
  - Editori guide <https://libraryguides.helsinki.fi/ editorieng>
  - Editori platform <https://journals.helsinki.fi/>





# QUESTIONS TO PARTICIPANTS

- Do you have similar projects with OJS in your university?
- What kind of experiences you've had with the project?
- Do you have student-led journals on OJS?
- Do these journals have continuity? Does library have a big role in continuity?



Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin



# Unboxing Open Scholarship:

Navigating Cultural Change for an  
Open Science University

LIBER 2020 Online Conference

25<sup>th</sup> June 2020

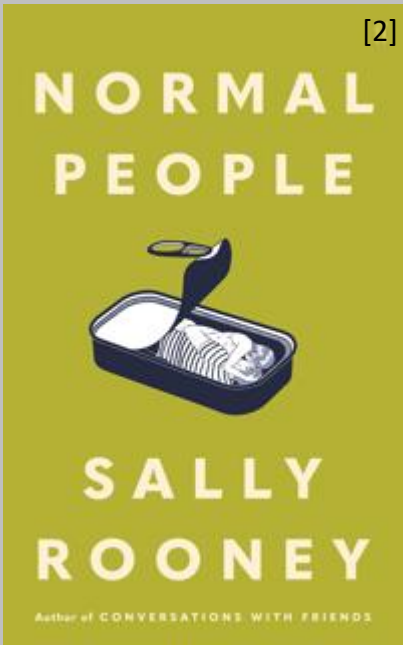
Siobhán Dunne  
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Shane Collins  
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#UnboxingOpenScholarship





# 15 years of Open Access in Trinity

Slide courtesy of Ms. Niamh Brennan [1]

## LEADERSHIP

- EC EURAB report (TCD chair).
- SPARC Europe board.
- Repository Network Ireland.
- TCD Institutional Mandate.
- Open Science Policy Platform.
- & WG Skills representation.
- National Open Research Forum.



## CENTRE OF EXCELLENCE

- National Open Access Desk for Ireland (OpenAIRE Advance);
- Multiple EU & global Open Access projects. Invited talks on 5 continents.
- Host to Open Repositories 2016.
- Locus of RIAN launch + national OA events.
- 'Research Integrity & Impact in an Open Scholarship Era': online training, NFETL-funded.



## PREMIUM QUALITY CONTENT

40,000 fully Open Access full text items in TARA (Trinity's Access to Research Archive). Publications, data, research images...



2005

## TECHNICAL INNOVATION

- Pioneer in CRIS/ repository integration.
- World first in ISI data integration;
- EC PEER Project:
- eDeposit Ireland;
- Rian.ie (national portal) technical lead;
- TCD Disability Accessible Archive (DARAT.)

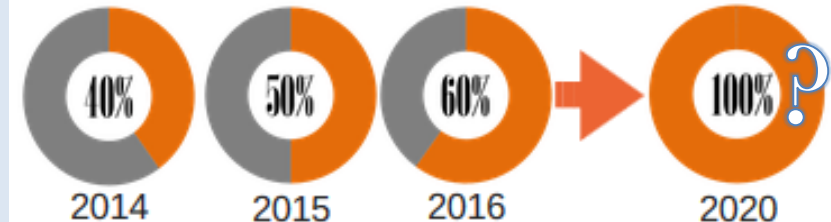


2006

2005 –

2010

% TCD peer reviewed articles on Open Access



2014 –

2016

## ANALYSIS, CONSULTATION, ADVOCACY

- Monitoring, analysis, automation.
- LERU Open Science Roadmap
- **Open Scholarship Taskforce:**  
*co-chairs: Dean of Research & Librarian*
  - SOAPbox
  - 'Unboxing Open Scholarship' events



2018 –

2019

2020

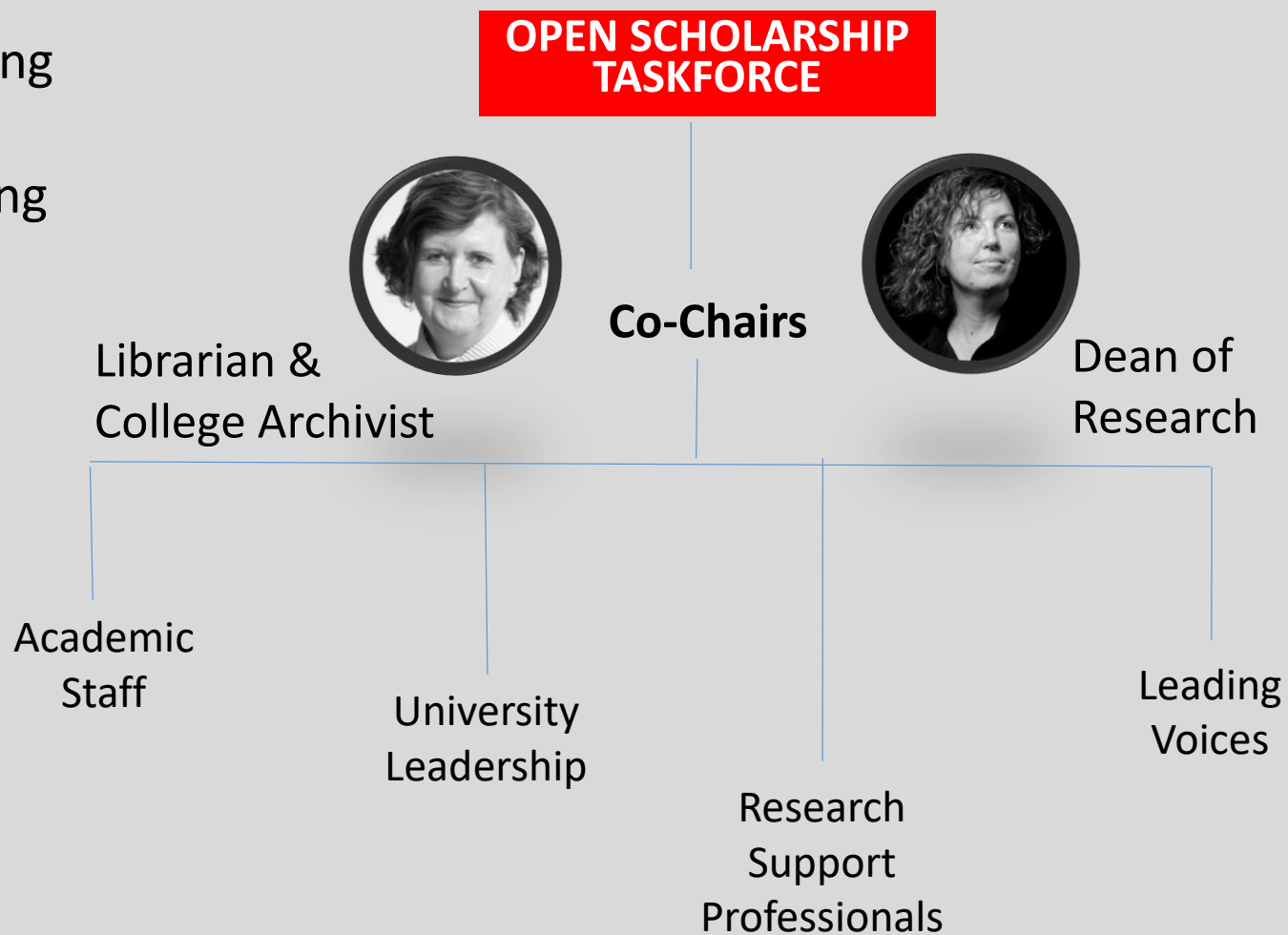


# Why create a Taskforce on Open Scholarship?

- To review current practice and resourcing
- To involve key stakeholders
- To respond to consultation calls including Plan S, LERU Open Science Roadmap
- To champion initiatives that advance Trinity's strategic targets



Some members of the Taskforce at April 26<sup>th</sup> Event



# Why Unbox Open Scholarship?

## Strategic Ambitions



The University's Strategic Plan & Library Strategy committed to supporting Open Access. Research Strategy (in development) broadened to Open Scholarship

## Capacity-building

1. Alternative to Formal Training
2. Debunking Open Scholarship myths through community-based constructivist paradigm
3. Encourage critical reflection on Academic Practice

**Formal  
Policy &  
Strategy**

**Open Scholarship**

**Unboxing  
OS**

## Community Engagement

1. Build a critical mass of University community – OS advocates.
2. Ensure Open Scholarship is discussed across Trinity's campuses in formal/informal contexts.
3. Develop a shared vision for Open Scholarship in Trinity

## Generating Intelligence

1. Identify the barriers to OS in Trinity and possible solutions.
2. Use learning to inform a set of recommendations outlined in OS Report to university leadership.



 **Doris Alexander** @dorisalex\_tweet · Mar 12, 2019  
 #Unboxingopenscholarship @conorocarroll presents to @tcddublin on open research - taking back control" and plan S. Part of a series of conversations we are having as a year of learning. @TCDdeanresearch @tcdlibrary

 **Julie Regan** @JulieRegan\_ · Mar 12, 2019  
 Delighted I attended beneficial #unboxingopenscholarship event today! Much thanks to Dr Conor O'Carroll, @TCDdeanresearch & @leesonl

 **MarieS-Curie Ireland** @mariescurie\_ire · Sep 18, 2019  
 Wonderful panel discussion about topics ranging from impact, policy, to academic promotion and careers, featuring TCD researchers including Dr. Ruth Brennan, MSC fellow. @MSCActions @IrishResearch @TCDdeanresearch

 **Dr. Brenda McManus** @mcmanuba · Oct 11, 2019  
 Just heard a great talk by @RichardG\_AR in @tcddublin and am quickly realising just how much publishing open access can increase the potential target audience for your research #unboxingopenscholarship



Open Research – Take Back Control

Curing the Pathologies of Academic Publishing

Cultures of Evaluation Symposium

Research in the Public Interest



1<sup>st</sup> Introductory/Priority Session

2<sup>nd</sup> Introductory/Priority Session

Paywall Screening

Citizen Science Accessibility Mapping x2

Celebration of Student Publishing

eLife's Support for Culture Change in Academia

Open Education Talks

Open Data in the Social Sciences





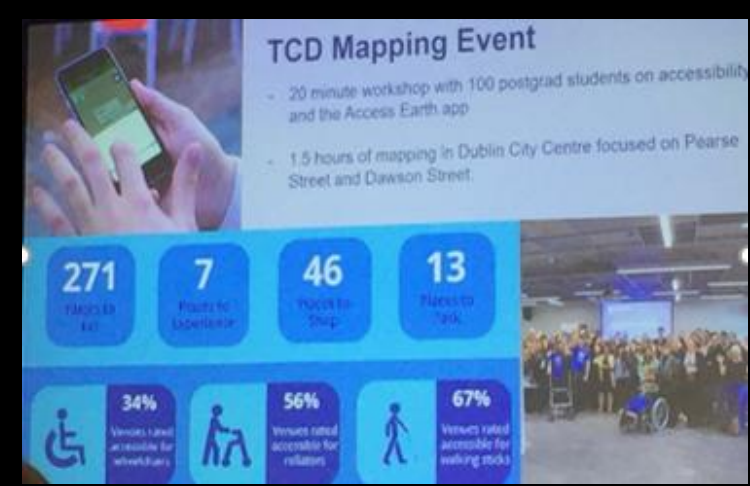


12 events | 750 people | 6 podcasts | 18 collaborations | 100's of conversations

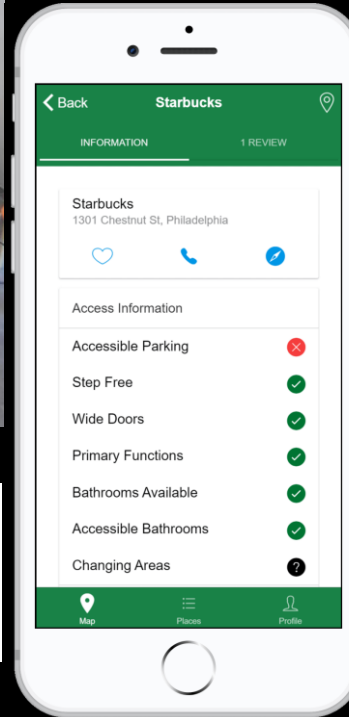




# Citizen Science mapping accessible Dublin



**Gisèle Scanlon President-elect Trinity College GSU @ .** · Aug 29, 2019  
 Humbled to learn from Anousha and her family as she mapped Grafton Street as part of @TrinityGSU @Access\_Earth and @TCDdeanresearch learning about #citizenscience Anousha is a HERO! Bewley's Cól Campbell will upgrade wheelchair access. See her adventure below.. #gsuhero #wearegsu



**Bewley's Ireland @Bewleysireland**  
 At Bewley's community and people are at the heart of what we do, this is particularly prevalent in Bewley's Grafton Street, we were delighted to receive this feedback which will allow us to enhance our café experience for all of our guests, thank you Anousha!



# Learning from Unboxing

Influence University Strategy

Common Themes

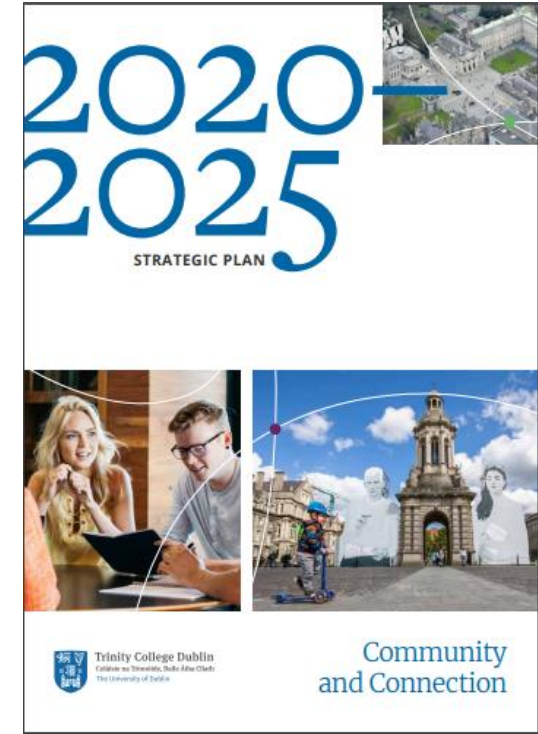
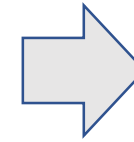
Student Power

## RESEARCH CHARTER

06. BE BOLD IN PLANNING OUR LONG-TERM RESEARCH FUTURE



“Most importantly, we need to identify areas in which Trinity should be a world leader”



“Lead on Open Scholarship and promote Open Access publication”



Civic Action



Organisation



Research



Education



# Funding

“One of the reasons I was given for redundancy from a permanent research position was that I didn’t have enough conventional research outputs. I could point to many qualitative engaged research outputs, but I was told there’s no funding for this so we can’t afford to keep you”

- ECR, 26<sup>th</sup> April

“we are all under increasing pressure to do more and more with less and less. In an ideal world, where we get rid of all the journals and we only publish in places like eLife or pre-print servers, which I think would be a good degree of progress, we will still have the situation where we don't have enough resources for all of us to perform at the level we are all expected to perform at”

– ECR, 26th April

“Having a cloud is great but what's its viability long-term? ... There is a real issue with the longevity of data long-term”

- Research Support Professional,  
12<sup>th</sup> March

# Quality Assurance

“if you really open things up a key part is the reviewing and the later reviewing, if you really open it up we'll need protection or mechanisms.” – Established Researcher, 26<sup>th</sup> April

"we need to not just tell the public but tell ourselves that the system we use right now to decide on the impact and validity of works just doesn't work ... but we have to break free of the mental baggage that this is the best way of doing things and only then will we be able to fix it” – Prof. Mike Eisen, 26<sup>th</sup> April

“the benefit of the journal is actually the manifestation of a small community of reliable academics who guard the quality of science.” – Established Researcher, 26<sup>th</sup> April



# Incentivisation & Transparency

“one of the biggest things is transparency, I'm within the faculty of health sciences but I've never seen those metrics”

- ECR, 18<sup>th</sup> September

“You mentioned early career researchers, they are the most vulnerable in this entire process because they are the ones now looking for jobs...if you start publishing open online and you don't have High Impact factor journals when you apply for jobs in the US, will you get it? The answer is no. The current system needs a significant change”

- Research Support Professional, 12<sup>th</sup> March

“for me it's the very first time that I have heard that reflected back to me [risks for ECRs] by a senior researcher, a senior academic so I'm curious to know if you've had that reflection by an early career researcher before and how many other senior academics are articulating the risks we [ECRs] are expected to take”

- ECR, 18<sup>th</sup> September

“There is a real lack of transparency that leads to frustration for researchers. For example we don't know who the Irish funder grant reviewers are, nor are we made aware of the panels”

- ECR, 18<sup>th</sup> September



“when anybody talks about APCs and funding them, they should first talk about funding our repositories to make sure that they are Plan S compliant and meet standards they need that, in order to support researchers who either chose not to publish in the current type of journals or simply can't, if we don't do that I think we are actually reproducing the journal impact factor type of thinking in an Open Access world and that would be an incredible retrograde step” - Research Support Professional, 18<sup>th</sup> September

## Equity and Inclusion

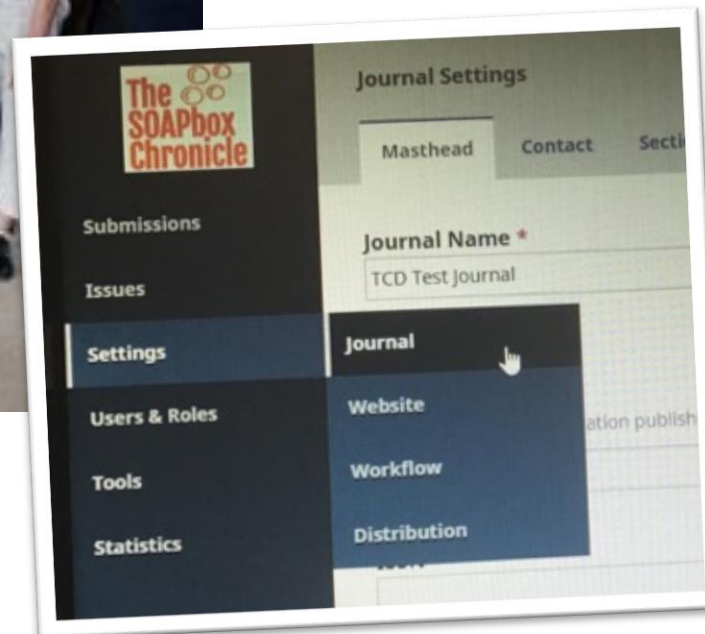
“one of the concerns that's been expressed there [humanities], is there is some confusion about what the economic model is and whether, essentially, the new world of publishing you've been describing might have a consequence that the only people who get to publish are those who have funding”  
– Research Support Professional, 18<sup>th</sup> September

“there is a lot of focus of equity for readers but there's still a problem with equities to authors for barriers to publish”  
– Established Researcher 18<sup>th</sup> September

# Student Power



 @TCD\_SOAPbox



## Training & Workshops

- Copyright & Licensing
- Introduction to OJS
- Certificate in Scholarly Communication



# Our Reflections

- Inclusive language and inclusive events matter for building a critical mass of open scholarship supporters
- Bringing the melting pot of people together for culture change requires this type of grass-roots approach
- Our approach led to unprecedented levels of collaboration across university departments
- Challenges in addressing the breadth of topics under the open scholarship umbrella – is one year enough?

“We should make the universities better at running their business. My experience here is that the running of the business of creating, preserving and disseminating knowledge is about the most despair producing process that I've ever seen. I see we have got Human Resources people in the room, and I know they are under huge pressure, but I don't think the funders should be running university careers. The funders should be looking for research – fantastic – and I think the universities should run the careers of researchers in them”

(Researcher)





# Attribution

[1] [Ms. Niamh Brennan, Programme Manager for Research Informatics, TCD](#)

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[2] Normal People Book Image - [Wikipedia Commons](#)

[3] BBC 3 Icon – [World Vector Logo](#)

[4] Normal People Graphic – [RTE](#)

[5] Normal People Graphic - BBC / ENDA BOWE / HULU



# *Shaping leadership in a changing world*

Martine Pronk & Coen Wilders



## **In Utrecht University Library we shape leadership ...**

- guided by an ambitious vision
- by placing responsibilities low in the organization
- with a focus on results and personal development



Utrecht University

# *Utrecht University Library*



# Utrecht University



ESTABLISHED

1636



PROFESSORS

388



FACULTIES

7+2 teaching institutes



STAFF-MEMBERS

7,226



STUDENTS

30,945  
 ≈ 20,000 Bachelor  
 ≈ 11,000 Master  
 2,510 International  
 100 Nationalities







Utrecht University

*...guided by an ambitious vision*

## Utrecht vision on the future role of the library:

... experts on making scientific information FAIR in a world that is increasingly more open and digital.

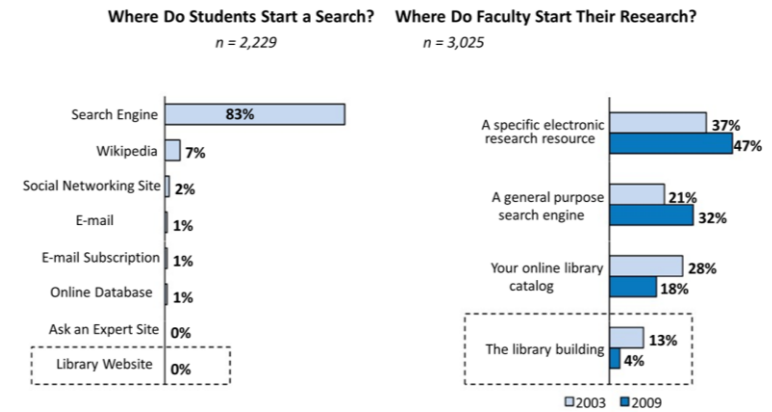




## Vision on the role of the library in searching and finding scientific literature:

*"Excellent support for the discovery of scientific literature wherever it takes place, and equally good delivery wherever that literature is found."*

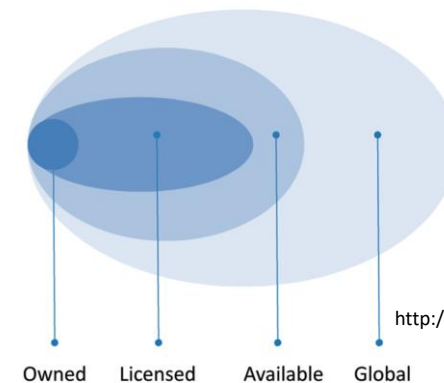
## Patrons Switching Faster Than Libraries Faculty and Students Already Looking Elsewhere for Search Help



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Source: "Faculty Study 2009: Key Strategic Insights for Libraries, Publishers and Societies" Ithaka S+R; "Perceptions of Libraries, 2010," OCLC

Catalog KB/Discovery LibGuides, etc Google, ResearchGate, etc ...

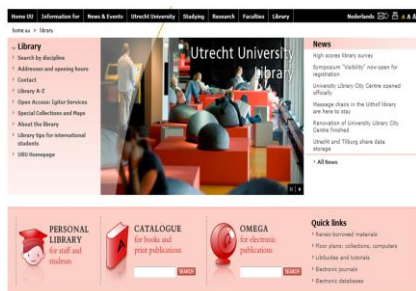


### Separation of discovery and collection?:

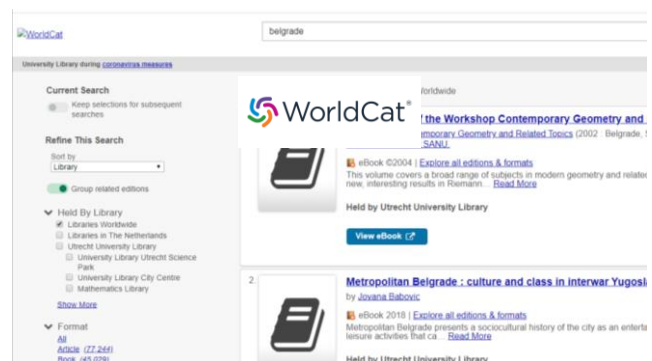
- Focus shifts from owned to facilitated (available)?
- Focus shifts from collection to other services (creation, ...)?
- Systemwide thinking becomes stronger?

<http://slidegur.com/doc/5550975/presentation>

# 2012 – focus on local discovery & delivery

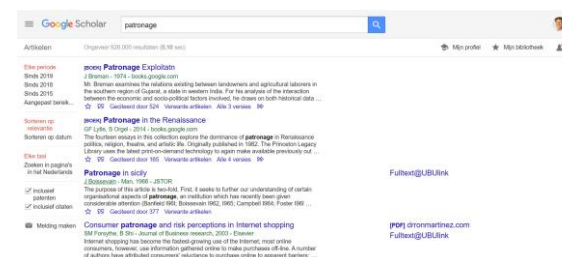


Two local catalogues, for paper and digital discovery and delivery of Utrecht collection

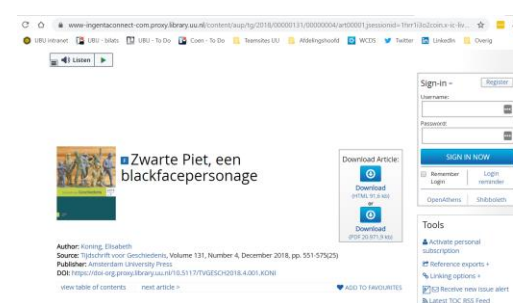


Utrecht collection accessible, findable and searchable in a worldwide catalog

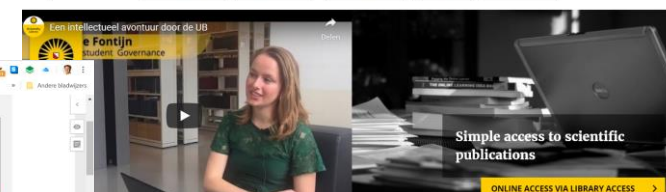
# 2020 – focus on worldwide discovery & delivery



Metadata in multiple search engines



Browser extension, to support delivery to licensed content online.



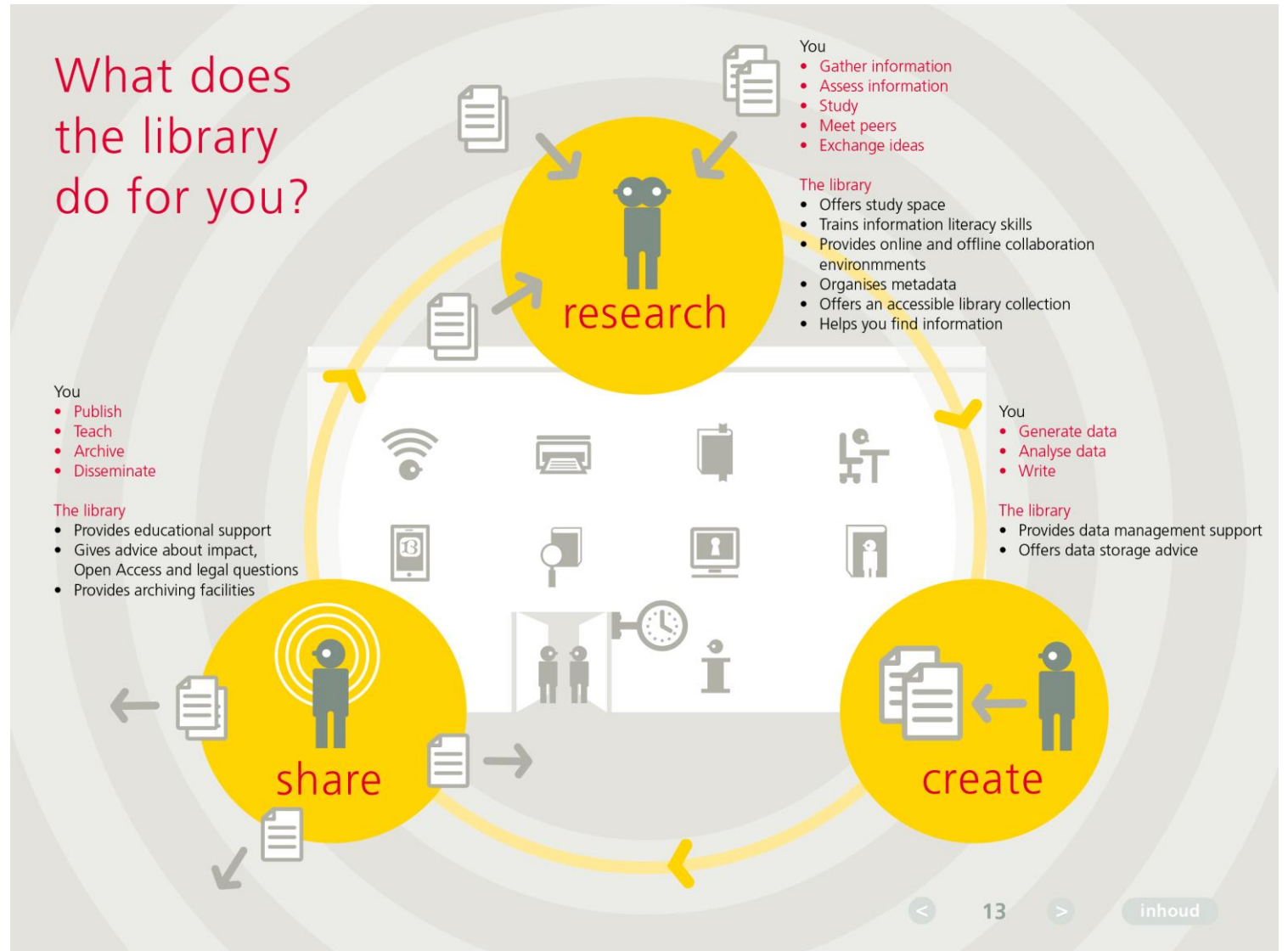
Providing both general and subject specific discovery tools, depending on search question



Offering collection scans in places where users search online.

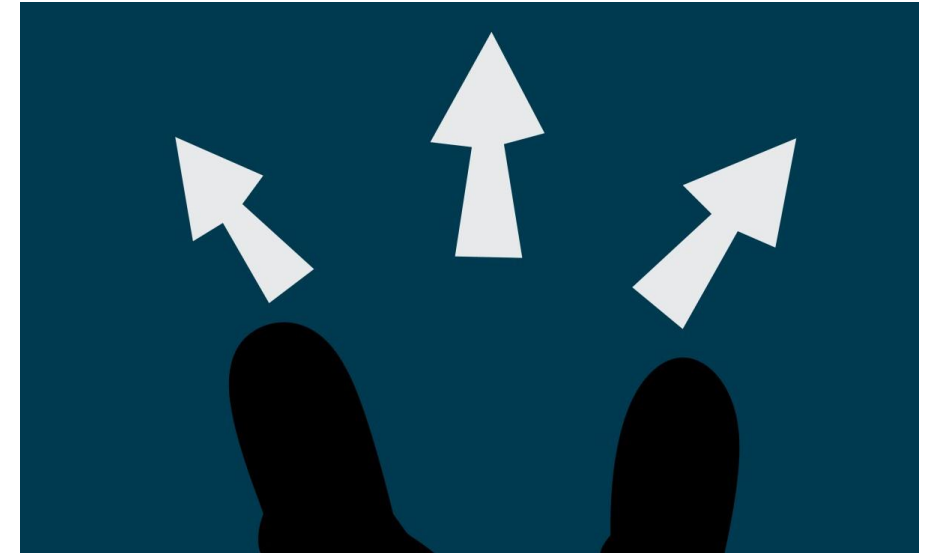
# The university library supports the entire research process

From curators who build collections to advisors and consultants on scientific information



## Investments in new services also calls for choices about *not* doing things

- No catalogue for local discovery
- No acquisition of archives and material for our special collections
- No support for building a discovery tool for Utrecht University research data



<https://pxhere.com/en/photo/1444193>

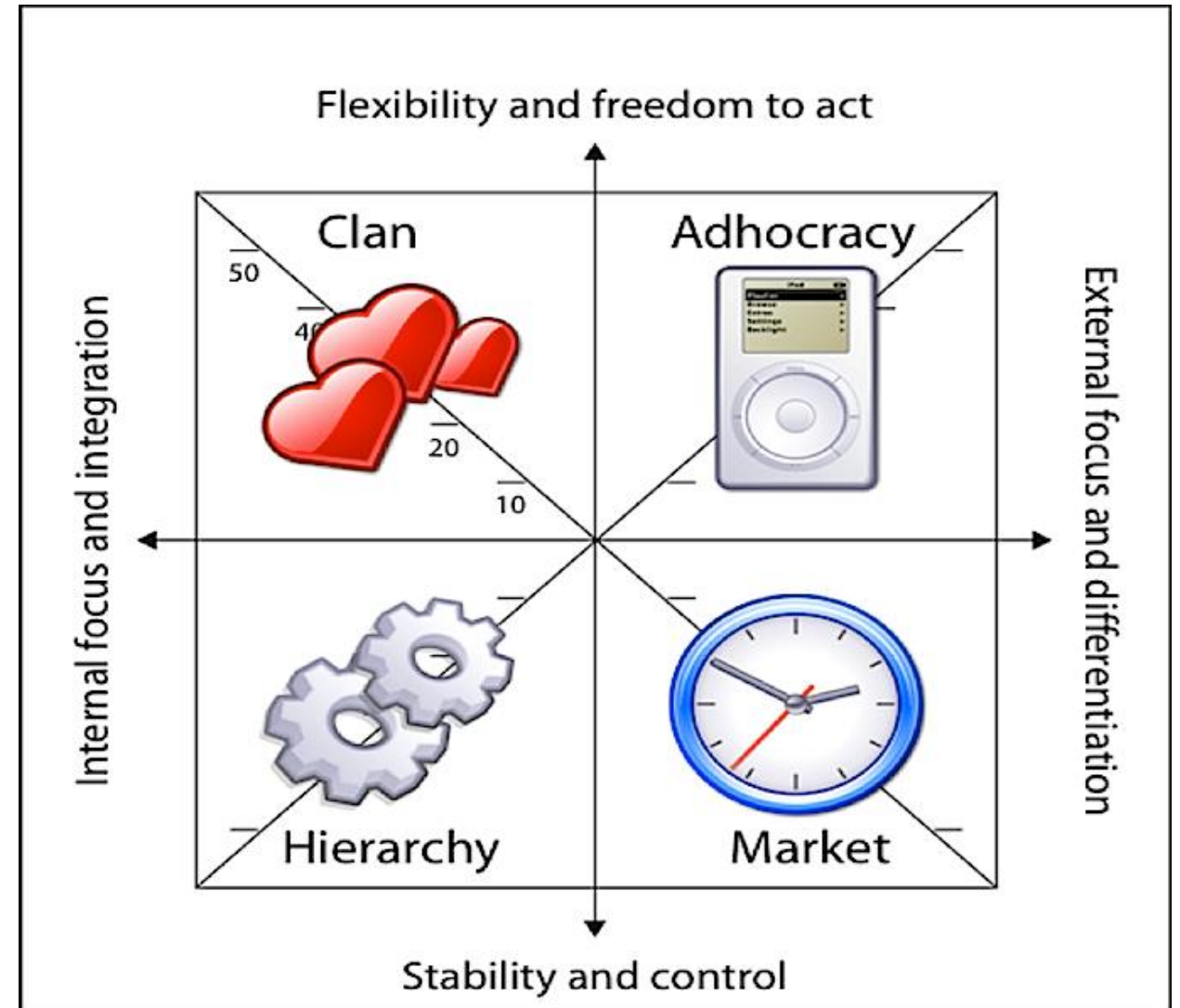




*...by placing responsibilities low in the organization*

## Meeting the rapidly changing needs of users by working on cultural change:

- more external focused
- more result oriented
- while keeping an eye for our tradition: a stable and trustworthy partner



## Management facilitates the experts by

- translate the organizational strategy into a framework for employees
- give employees time, resources and trust to get to the desired results

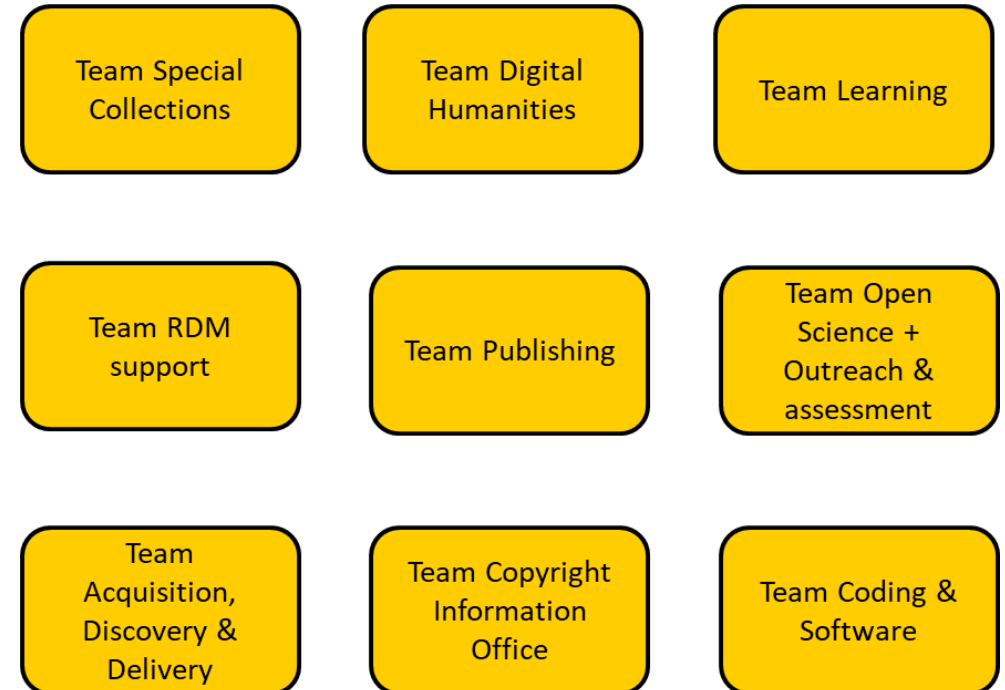


## Responsibilities of the teams

- support users: information, advise and training;
- manage, monitor, report and evaluate services and applications;
- stay up to date with developments, and present proposals for improvement and new services.

*How they come to results, is the responsibility of the teams.*

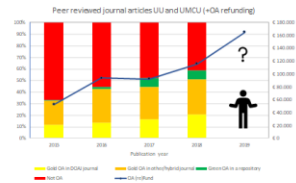
## Teams in sector Academic Services - 2020





## Achievements 2019

### OA Output in 2019?



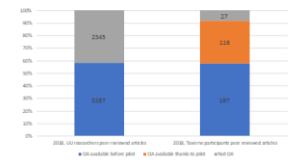
Predict the OA output in 2019 and win a free lunch with the Publishing Team! (Percentage Gold/Hybrid/Green together)

### Uopen Portfolio

- 7 titles have left the nest
- International Journal for Court Administration
  - International Journal for History, Culture and Modernity
  - International Journal of the Commons
  - Journal of Social Intervention
  - Religion and Gender
  - Studium
  - Utrecht Law Review
- 6 titles with us until June 2020
- BMGN
  - EMIC
  - TSEG
  - Incontri
  - Relief
  - Liber Quarterly



### You Share, We Take Care!



- 107 participants
- OA: 1973 articles, 522 chapters and 94 conference papers
- Dutch universities (VSNU) and Academic hospitals (NFU) will implement "Taverna" as a regular service in 2020

## Up Ahead in 2020

### Publishing Support Researchers Need

Merging Open Access team/project and Uopen Journals into one Publishing Support Desk & Expertise Center.

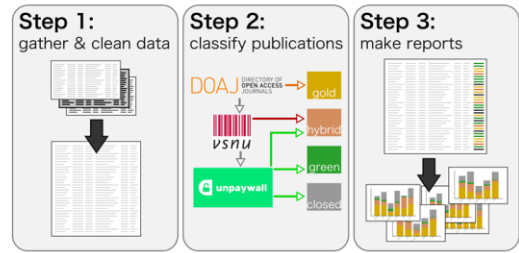


### UU Journal Browser

- Local version of the Journal Browser
- UU Look and Feel
- Information on UU Open Access deals
- Information on Open Access Fund
- DORA compliant (no impact factor)



### OA Reporting Service

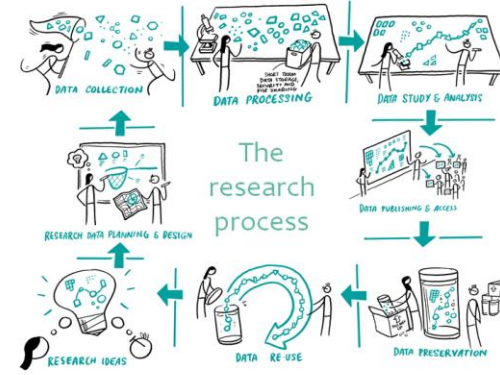


## What is a university library?

The university library is a trusted partner in information literacy.

A university library supports researchers in the many aspects of publishing their research.

What is the university library for you? Use the sticky notes to let us know & get the discussion going!



## Research Compendium

The more of the research cycle is available and accessible, the more reproducible and verifiable the work. A paper only presents the output, but a format that is gaining more and more traction is the **research compendium**. This combines **data** and **code** with (information about the) **environment**, as well as **usage information** and a **license**. A research compendium can be made executable as well, allowing full reproduction of the project at the click of a button. Is this the publication of the future?

## Achievements

- 10 successful, fully booked editions of *Intro to R & Data*
- A new workshop: *Best Practices for Writing Reproducible Code*, written in collaboration with researchers from the faculty of Sciences, the faculty of Geosciences, and the UMC.
- Library contribution to *Open Data & Software*, a pillar of the Open Science program.
- The UU is a *Software Carpentry* member!

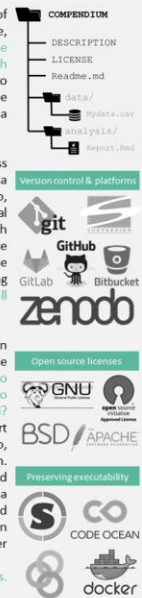
Participants of Intro to R & Data, and Best Practices to R & Data	1	2	3
Baibika library	10	12	5
Utrecht University	4	1	3
Posit/whimn	2	6	2
Other	20	6	10
UMC	7	5	5
BFA	1	7	5
Dijk	1	5	2
FSW	1	5	2
Geo	1	5	2
ROBO	1	5	2
BaibikaLib	1	5	2
Unikwout	1	5	2

## Software & reproducibility

**Why code?** A proper basic understanding of programming is incredibly useful to find, store, utilize, document and interpret data. It is the first step towards making research reproducible. Large datasets, or the option to use specifically developed tools, can also be reasons a researcher will need to use a programming language like R, or Python.

**Is that enough?** Unfortunately, having access to data and a script does not guarantee that a project can be faithfully reproduced. Also, attaching code as supplementary material does not allow software to stand as a research product in its own right. Making science reproducible requires an open, adequate combination of data and software, but doing so also allows a researcher to tap into the full potential of their work.

**Challenges.** Seeing software as a product in and of itself brings challenges. Some of these are challenges familiar to a librarian: How to license the software? What platform to use to publish it? How to ensure software gets cited? This is natural terrain for the library to support a researcher. There are new challenges, too, that may be less comfortable for a librarian. For one, good version control is essential, and requires its own tools. Secondly, unlike a paper, software is not stand-alone, and requires extra work to ensure it can function faithfully on another machine, or in another time. These are all challenges for researchers. Should the library take them on as well?



## Plans & questions 2020

- Software Carpentry courses at the library: Shell, Git, and Python.
- Further development *Best Practices for Writing Reproducible Code*.
- Training library colleagues in software licenses and publication platforms (and more?).
- Should we include software in the publishing support desk (see the poster "Publishing with Impact"?)







Utrecht University

*...with a focus on results and personal  
development*

## Developing ourselves from curators to consultants, requires (new) skills, competences and behavior

- Consultancy
- Networking
- Technical skills
- Taking calculated risks
- Organizational sensitivity
- Building business cases
- Customer focussed
- Cooperation



Recruitment policy

Development budget

Focus on results instead of tasks

Focus on core  
competences for personal  
development



Employees responsible for  
their own development

Yearly: target agreements



Utrecht University

*Work in progress...*



## Constant attention in management team

- shared goals and values
- joint images of the future of our library and services
- improved cooperation between sectors and departments (including managing resources)

As a management team, we work on our development in a joint leadership program



<https://pxhere.com/en/photo/1432563>

## Further steps needed on a result-oriented way of working

- in the middle of the process of identifying our services from a user perspective
- still gaining experience in how to measure the quantitative and qualitative success of each service

... with the help of a data driven advisor in our library



<https://community.ibm.com/community/user/ibmz-and-linuxone/blogs/destination-z1/2019/12/23/data-driven-decision-making>

## And how to deal with....

- scarcity of human resources
- scalability of services
- employees who are unable or unwilling to participate in the new library services



<https://pxhere.com/en/photo/1001358>



Utrecht University

# *Concluding remarks*



## In Utrecht University Library we shape leadership ...

- guided by an ambitious vision
- by placing responsibilities low in the organization
- with a focus on results and personal development



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## **Coen Wilders**

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