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Scholarly Communications Report on Activities 2018-19

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Abstract

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Disciplines
Scholarly Communication

This report is available at The Cupola: Scholarship at Gettysburg College: https://cupola.gettysburg.edu/librarypubs/119
Executive Summary

Open access and publishing. Our major outreach activity this year was to coordinate a Friday Forum presentation “How can open make a difference? Open Access Stories from Around Campus” featuring four panelists. We also supported the annual College Author Reception, which honored 91 authors who published 116 works in 2018. 67% of those works are openly available in The Cupola.

Textbook affordability and open education. In the fall, we conducted a Textbook Listening Tour to learn about textbook issues from a faculty perspective – 15 departments participated. In the spring, we held a faculty workshop called “Open Textbooks: Access, Affordability, and Academic Success.” Attendees were incentivized to review a title listed in the Open Textbook Library in hopes of encouraging adoptions.

Focus on students. We met with first-year students during orientation to let them know about publishing opportunities in The Cupola. 87 student works were nominated by faculty for inclusion in The Cupola this year; 10 more works were self-nominated by students. Scholarly Communications Assistant Sarah Appedu ’18 presented to WGS 120 and WGS 300 students.

The Cupola. We added over 800 records this year and reached an important milestone in May – our one millionth download! Our five undergraduate journals each published a new issue (Gettysburg Social Sciences Review published two).
Open Access and Publishing

In October, we celebrated Open Access Week 2018 by coordinating a Friday Forum panel presentation called “How can open make a difference? Open Access Stories From Around Campus.” Panelists included Anthropology Professor Amy Evrard, Technical Services Assistant Miranda Wisor ’17, Health Sciences Professor Josef Brandauer, and Research & Instruction Librarian Clinton Baugess. They shared stories that illustrated the benefits of open access publishing in their teaching, learning, and/or research.

Holley Intern Lauren Bradford ’18 created an interactive display for the main floor titled “What you don’t know about academic publications.” The display encouraged students to test their knowledge of the process academic publications go through before students encounter them in class or research. In addition, the library staff viewed the film Paywall: The Business of Scholarship as a professional development activity.

The annual College Author Reception celebrated the work of 91 authors (including 28 students) who collectively published 116 works in 2018. 67% of those works are openly available in The Cupola (all student-authored works are open). Our faculty speaker was Associate Professor and Chair of the Environmental Studies Department, Salma Monani, and the student a cappella group Upscale contributed to a festive atmosphere.

7 articles by Gettysburg authors were published in open access journals (not hybrid journals) this fiscal year.

Beginning this year, we will illustrate the number of faculty/staff publications honored at the reception, as well as what percentage of those were open in The Cupola. Our data begins in 2012.

For 2018, there were fewer overall works by faculty/staff (only 88) but a higher percentage was open (57%).
Textbook Affordability and Open Education

Textbook Listening Tour. Our membership in PALCI (Pennsylvania Academic Library Consortium) makes us part of Affordable Learning Pennsylvania, a grant project which aims to support a robust OER community across Pennsylvania campuses. In order to best situate future work with Gettysburg College faculty, we embarked on a Textbook Listening Tour in fall 2018. We told faculty that we wanted to talk about textbooks (and all assigned course materials) to learn what is working well, what is frustrating, how course materials are evolving in their discipline, etc. We wanted to learn who is interested in reducing or even eliminating student-facing costs and how we might support them.

Ultimately, we met with 15 departments (sometimes selected representatives from a department). They discussed strategies used to avoid assigning textbooks that must be purchased/rented and strategies used to reduce textbook costs. They also shared the many problems they have with textbooks, issues and questions regarding ebooks, issues and questions about the campus bookstore, and many other thoughts. We turned some of this content into a handout to promote and share with faculty in the spring semester.

Open Textbook Workshop with book review opportunity. In February, we partnered with the Johnson Center for Creative Teaching and Learning to hold a faculty workshop called “Open Textbooks: Access, Affordability, and Academic Success.” The session provided more information about textbook costs, impact on student success, open textbooks, and pedagogical possibilities. Instructors were incentivized to review a title listed in the Open Textbook Library in return for a $200 stipend. This model (workshop + book review stipend) is recommended by the Open Textbook Network.

34 people attended the presentation. 25 were eligible for the stipend. 16 completed a review (about two-thirds, which is the average response across Open Textbook Network member institutions). We will follow up this summer to learn how many faculty actually adopted an open textbook for one or more courses. The OTN staff say that about two-thirds of review writers actually adopt an open textbook – we are eager to learn if Gettysburg faculty adopt at the same rate.

In the open education arena, textbook adoptions are the gold standard of assessment. We will be working over the next year to more accurately track the number of faculty and courses using OER, the number of students impacted, and the impact on students.
Focus on students

First-year student orientation. In late August, our department participated in Charting Your Course, an extended orientation program for first-year students. We asked students to watch a short video (created by Scholarly Communications Assistant Sarah Appedu ’18) about The Cupola and the possibilities it offers students to engage in a global scholarly conversation. It included the story of how readership of Dayna Seeger ’15’s paper about Muslim women and U.S. health care spiked after being cited in Cosmo. We also talked with students about open textbooks.

Student authors hear from readers. It is very meaningful to students when they realize their undergraduate work connects with readers outside our campus community. Sometimes we are privileged to know that this has happened. In November, we connected an Australian high school student with Diego Rocha ’19. Diego wrote a paper about Kendrick Lamar and Hip-Hop as a Medium for Social Change; the high school student found it useful and wanted to interview him further. In February, we connected Christopher Condon ’18 with a University of Michigan art history professor who commented on Condon’s class research. The professor had a tip regarding the pictorial source of the piece Christopher researched for class.

Faculty nominate student works for The Cupola. We received 87 nominations of student work from faculty this year (15 in the fall, 72 in the spring). Departments with the most nominations include Africana Studies (20), English (11), Art & Art History (10), First-Year Seminars (10), and History (9). Scholarly Communications Assistant Hana Huskic ’22 wanted to celebrate and publicize faculty nominators in order to encourage more nominations. She interviewed professors and students and published “Build Your Resume and Leave an Impact: Publish in The Cupola” in The Gettysburgian in May.

Students self-nominate work for The Cupola. In the past, our practice for identifying student work to be included in The Cupola has relied on faculty to nominate excellent student work. After receiving inquiries from students, we decided to open a path for students to nominate their own work (which would not be posted until the appropriate faculty member approved it). In spring 2019, 10 students self-nominated their work. All but one was approved by the supervising faculty member. We anticipate that this practice will grow.

WGS class presentations. Finally, Sarah Appedu created two presentations for Women, Gender, and Sexuality Studies students this year. In the fall, she was a guest in WGS 300 (Theories) where she presented Open Access, Social Justice, and the Moral Imperative: Why OA Publishing Matters to WGS to 13 students. This session was so well-received that the professor adopted an open textbook for one of her spring classes. Sarah was also invited to present to WGS 120 (Introduction to Women, Gender, and Sexuality Studies) in the spring – her talk was framed as part of Open Education Week and was attended by 47 students. This presentation was reported on in the campus newspaper (see WGS Lecture Series: Textbook Affordability 4-3-19); she was also interviewed for the newspaper’s podcast (see Sarah Appedu says textbook prices are a social justice issue” 4-8-19).

Student-faculty co-authorship. During this fiscal year, students co-authored with faculty 8 times and co-presented with faculty 3 times. These faculty were in the departments of biology, computer science, economics, environmental studies and psychology.
The Cupola – Gettysburg’s open access institutional repository

We added over 800 records\(^1\) this year.

- According to our live readership map, we reached our millionth download in May!
- Our items have been downloaded over 991,000 times total\(^2\) (229,000+ times this year), and our average download/item has risen to 132 (up from 114 last year).
- Most of our traffic (54\%) was from within the U.S. We also had visitors from 214 other countries.

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\(^1\) We use “record” or “item” to refer to a work that is described with metadata in The Cupola. We use “file” to indicate that there is full content associated with the record/item. Records may have 0, 1, or more files associated with them.

\(^2\) Dashboard statistics are a bit lower than live readership map statistics because they exclude downloads from withdrawn items. We typically use dashboard statistics in this report.
Work that is exclusively available in The Cupola receives the most downloads:

- Student works consistently get more downloads than anything else in our repository. This scholarly work is not available anywhere else.
- The two most-downloaded faculty works are Open Educational Resources, both authored by Dr. Charles Kann in the Computer Science department. References in Wikipedia articles likely help drive traffic to the work.
- The #1 and #2 items in “Library Publications” are not available anywhere else online.
- The “Other Publications” section includes a section of the Contemporary Civilizations textbook published by Gettysburg College in 1958 – the book includes primary sources as well as introductory text written by Gettysburg College professors. The other two articles were published in the 2004 and 1995 issues of Adams County History, the journal of the Adams County Historical Society.
Journals in The Cupola

Currently we host five student journals in The Cupola, including Gettysburg Social Sciences Review which published its first issue in December, 2017. It covers all social science disciplines and is open to undergraduate authors from beyond Gettysburg College. All journals are peer-reviewed and edited by undergraduates at Gettysburg College.

We also host Adams County History, the annual publication of the Adams County Historical Society.

The most downloaded article from the June 2018-May 2019 year is listed for each title (not all-time downloads).

The Gettysburg College Journal of the Civil War Era. “The Richmond Bread Riot of 1863: Class, Race, and Gender in the Urban Confederacy” by Katherine Titus was the most popular article (589 downloads this year).

The Gettysburg Historical Journal. “The Tavern in Colonial America” by Steven Struzinski ’03 was the most popular article (2,611 downloads this year).

The Mercury. “The Importance of Spoons” by Natalie Orga ’21, was the most popular item (130 downloads this year).

Gettysburg Social Sciences Review. “Operation Boulder and its Effects on Arab-American Communities of the 1970’s” by Molly Wancewicz (Rice University) was the most popular article (104 downloads this year).

The Gettysburg Economic Review. “The Economic Decline of Zimbabwe” by Chidochashe Munangagwa ’11 was the most popular item (6,575 downloads this year).

Adams County History. “Catherine Mary White Foster's Eyewitness Account of the Battle of Gettysburg, with Background on the Foster Family Union Soldiers” by David Murdoch was the most popular article (1,071 downloads this year).
Executive Conclusion / Future Direction

- We are refilling the Scholarly Communications Librarian vacancy in summer 2019 and have reframed the position as a teaching librarian. Along with participating actively in the information literacy program, our new colleague will refocus education and outreach programs related to scholarly communications topics.

- We have ambitions related to increasing use of open textbooks and Open Educational Resources over the next year.
  - **Assessment.** We want to consolidate and improve how we track the results of direct and indirect actions to faculty, which includes OER adoption. Ideally, we should be able to report which faculty and courses use OER, and how many students are impacted. Currently, no one on campus is tracking this. We are shifting from measuring activities to measuring results.
  - **Incentives.** We would love to offer another “presentation + book review stipend” learning opportunity for faculty next year if we can find funding. We would also like to begin offering a larger grant for someone who is converting a course to OER (also pending funding).
  - **Community of practice.** Now that we have more faculty using OER, we want to facilitate a community of practice among them. We will begin this process in the summer by building an internal email group (CNAV alias) in order for faculty to share best practices and communicate among group members.
  - **Bookstore.** As our independent campus bookstore was recently outsourced to Barnes & Noble, we have work to do building relationships with a new organization, learning how they market textbook options to faculty, and ensuring that they support truly open options.

- We intend to administer a student textbook survey (modeled on the Florida Student Textbook and course Materials Survey) in the fall. We originally planned this project for spring 2019, but realized that the bookstore had just done a survey that would likely be confused with ours. In order to obtain the best possible response rate, we decided to wait until fall 2019.
## Appendix 1 – The Cupola Statistical Summary

<table>
<thead>
<tr>
<th>Quarter</th>
<th>records</th>
<th>files</th>
<th>MDOR (metadata-only records)</th>
<th>percent MDOR</th>
<th>percent uploaded content</th>
<th>total downloads</th>
</tr>
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<tr>
<td>June-13</td>
<td>556</td>
<td>384</td>
<td>182</td>
<td>33%</td>
<td>67%</td>
<td>11,542</td>
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<tr>
<td>June-14</td>
<td>1411</td>
<td>1122</td>
<td>320</td>
<td>23%</td>
<td>77%</td>
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<tr>
<td>September-14</td>
<td>2003</td>
<td>1358</td>
<td>662</td>
<td>33%</td>
<td>67%</td>
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<tr>
<td>December-14</td>
<td>2642</td>
<td>1710</td>
<td>983</td>
<td>37%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>March-15</td>
<td>2845</td>
<td>1931</td>
<td>945</td>
<td>33%</td>
<td>67%</td>
<td></td>
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<tr>
<td>June-15</td>
<td>3427</td>
<td>2497</td>
<td>996</td>
<td>29%</td>
<td>71%</td>
<td>179,848</td>
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<tr>
<td>September-15</td>
<td>3130</td>
<td>2690</td>
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<td>202,231</td>
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<tr>
<td>December-15</td>
<td>3267</td>
<td>2796</td>
<td>507</td>
<td>16%</td>
<td>84%</td>
<td>240,271</td>
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<tr>
<td>March-16</td>
<td>3560</td>
<td>3039</td>
<td>558</td>
<td>16%</td>
<td>84%</td>
<td>280,766</td>
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<tr>
<td>June-16</td>
<td>4288</td>
<td>3567</td>
<td>720</td>
<td>17%</td>
<td>83%</td>
<td>332,063</td>
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<tr>
<td>September-16</td>
<td>4822</td>
<td>4052</td>
<td>627</td>
<td>13%</td>
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<tr>
<td>December-16</td>
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<td>650</td>
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<td>88%</td>
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<tr>
<td>March-17</td>
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<td>4785</td>
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<tr>
<td>June-17</td>
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<td>4971</td>
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<td>9%</td>
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<tr>
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<tr>
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<tr>
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<td>92%</td>
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<tr>
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<td>92%</td>
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<tr>
<td>March-19</td>
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<td>6726</td>
<td>585</td>
<td>8%</td>
<td>92%</td>
<td>933,057</td>
</tr>
<tr>
<td>June-19</td>
<td>7513</td>
<td>6924</td>
<td>589</td>
<td>8%</td>
<td>92%</td>
<td>991,437</td>
</tr>
</tbody>
</table>

Note: Dashboard statistics are a bit lower than live readership map statistics because they exclude downloads from withdrawn items. We typically use dashboard statistics in this report.