12-3-2015

Closing the Gaps in Faculty Services: Repository Innovations at EIU

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Closing the Gaps in Faculty Services

REPOSITORY INNOVATIONS AT EIU

Steve Brantley, Head of Reference Services
Stacey Knight-Davis, Head of Library Technology Services
and Todd Bruns, Institutional Repository Librarian
Dec. 3, 2015
A Service orientation

1. Provide services
2. Make it easy
3. Give immediate feedback
4. Maximize content upload
5. The IR belongs to the depositors

-Paul Royster
Outreach

- New faculty orientation
- IR librarian direct communication.
- IR librarian in collaboration with subject liaison outreach to faculty.
Outreach

- Honors college
- Office of research and sponsored programs
- Success and Service Reports
Identifying Needs

Librarians and Faculty
Identifying Needs

- IR outreach has expanded the campus conversation about Open Access
- Faculty misconceptions, reluctance, questions
- Liaisons aren’t prepared to answer
- Scholarly Communications Coach Workshop
Digital Needs Survey
Disciplines responding

- Unknown: 7%
- Humanities: 22%
- Social Sciences: 41%
- Sciences: 30%
Faculty by Discipline

- Social Sciences: 34%
- Sciences: 31%
- Arts & Humanities: 29%
- Other: 6%
Biological Sciences 30%
Chemistry 13%
Communication Disorders and Sciences 3%
Math and Computer Science 8%
Health Studies 16%
Geology/Geography 13%
School of Technology 11%
Physics 3%
Nursing 3%
School of Sciences 30%
The Keep

A repository service of Booth Library

Pie chart showing the distribution of subjects:

- Social Sciences: 15%
  - Psychology: 14%
  - Library Services: 12%
  - Kinesiology & Sports Studies: 15%
  - Family & Consumer Sciences: 12%
  - Economics: 4%
  - Early Childhood, Elementary, Middle Level Education: 6%
  - Counseling and Student Development: 2%
  - Special Education: 6%
  - Sociology/Anthropology: 6%

- School of Business: 2%
- Political Science: 6%
“As part of my research I develop the following types of digital materials”

- Working papers and reports
- Published documents (articles, books, book chapters, conference proceedings)
- Historical and archival documents
- Multimedia (video, audio, image)
- Primary research materials, such as research data
- Creative works (art/photography/graphics/music compositions)
- Other (please specify)
"As part of my research I develop the following types of digital materials"
"As part of my research I develop the following types of digital materials"
“Which of the above research materials are the most important to manage, organize, preserve, share? Why?”

- **Social Sciences**
  - Published articles: 18
  - Research data: 7
  - Working papers and reports: 4
  - Multimedia: 3
  - Archival: 0

- **Sciences**
  - Published articles: 19
  - Research data: 6
  - Working papers and reports: 0
  - Multimedia: 1
  - Archival: 0

- **Humanities**
  - Published articles: 10
  - Research data: 2
  - Working papers and reports: 2
  - Multimedia: 4
  - Archival: 1
As part of my teaching I develop the following types of digital materials:

- Syllabi and curricula
- Multimedia (audio video images)
- Open Educational Resources (textbooks, syllabi, course materials)
- Historical and archival documents
- Primary research materials, such as research data
- Creative works (art/photography/graphics/music compositions)
- Other
"As part of my teaching I develop the following types of digital materials"
"My Students develop the following types of digital materials"

Electronic Theses and Dissertations
Capstone projects
Multimedia (audio video images)
Historical and archival documents
Primary research materials
Creative works (art/photography/graphics/music compositions)
Published documents (articles, books, chapters, conference proceedings)
Other
What is the most important to you (ranked 1-7)

- Organizing my digital scholarship
- Promoting my students' work
- Increasing the citations/visibility of my work
- Managing and preserving research data
- Publishing an online journal or conference
- Measuring and demonstrating the impact of my work
- Other (please specify)
## The Keep
A repository service of Booth Library

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing my digital scholarship</td>
<td>30.23%</td>
<td>19.77%</td>
<td>16.28%</td>
<td>13.95%</td>
<td>12.79%</td>
<td>6.98%</td>
<td>0.00%</td>
<td>86</td>
<td>5.20</td>
</tr>
<tr>
<td>Promoting my students’ work</td>
<td>19.28%</td>
<td>20.48%</td>
<td>30.12%</td>
<td>8.43%</td>
<td>8.43%</td>
<td>9.64%</td>
<td>3.61%</td>
<td>83</td>
<td>4.90</td>
</tr>
<tr>
<td>Increasing the citations/visibility of my work</td>
<td>20.48%</td>
<td>22.89%</td>
<td>13.25%</td>
<td>18.07%</td>
<td>15.66%</td>
<td>9.64%</td>
<td>0.00%</td>
<td>83</td>
<td>4.86</td>
</tr>
<tr>
<td>Managing and preserving research data</td>
<td>18.52%</td>
<td>25.93%</td>
<td>24.69%</td>
<td>12.35%</td>
<td>12.35%</td>
<td>6.17%</td>
<td>0.00%</td>
<td>81</td>
<td>5.07</td>
</tr>
<tr>
<td>Publishing an online journal or conference</td>
<td>11.69%</td>
<td>6.49%</td>
<td>10.39%</td>
<td>25.97%</td>
<td>19.48%</td>
<td>22.08%</td>
<td>3.90%</td>
<td>77</td>
<td>3.83</td>
</tr>
<tr>
<td>Measuring and demonstrating the impact of my work</td>
<td>6.02%</td>
<td>9.64%</td>
<td>9.64%</td>
<td>20.48%</td>
<td>20.48%</td>
<td>30.12%</td>
<td>3.61%</td>
<td>83</td>
<td>3.55</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>13.04%</td>
<td>4.35%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.35%</td>
<td>78.26%</td>
<td>23</td>
<td>2.04</td>
</tr>
</tbody>
</table>
"Where do you need the most help" (ranked 1-7)

- Organizing my digital scholarship
- Promoting my students' work
- Increasing the citations/visibility of my work
- Managing and preserving research data
- Publishing an online journal or conference
- Measuring and demonstrating the impact of my work
- Other (please specify)
<table>
<thead>
<tr>
<th>Projects from the Survey</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing my digital scholarship</td>
<td>29.85%</td>
<td>16.42%</td>
<td>17.91%</td>
<td>22.39%</td>
<td>7.46%</td>
<td>5.97%</td>
<td>0.00%</td>
<td>67</td>
<td>5.21</td>
</tr>
<tr>
<td>Promoting my students' work</td>
<td>17.46%</td>
<td>17.46%</td>
<td>28.57%</td>
<td>9.52%</td>
<td>12.70%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>63</td>
<td>4.75</td>
</tr>
<tr>
<td>Increasing the citations/visibility of my work</td>
<td>18.18%</td>
<td>27.27%</td>
<td>18.18%</td>
<td>10.61%</td>
<td>13.64%</td>
<td>10.61%</td>
<td>1.52%</td>
<td>66</td>
<td>4.88</td>
</tr>
<tr>
<td>Managing and preserving research data</td>
<td>25.81%</td>
<td>20.97%</td>
<td>8.06%</td>
<td>14.52%</td>
<td>20.97%</td>
<td>9.68%</td>
<td>0.00%</td>
<td>62</td>
<td>4.87</td>
</tr>
<tr>
<td>Publishing an online journal or conference</td>
<td>15.00%</td>
<td>8.33%</td>
<td>13.33%</td>
<td>16.67%</td>
<td>25.00%</td>
<td>20.00%</td>
<td>1.67%</td>
<td>60</td>
<td>4.05</td>
</tr>
<tr>
<td>Measuring and demonstrating the impact of my work</td>
<td>10.94%</td>
<td>18.75%</td>
<td>15.63%</td>
<td>17.19%</td>
<td>12.50%</td>
<td>23.44%</td>
<td>1.56%</td>
<td>64</td>
<td>4.22</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>14.29%</td>
<td>4.76%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>9.52%</td>
<td>71.43%</td>
<td>21</td>
<td>2.19</td>
</tr>
</tbody>
</table>
New Projects
- London Map
- GIS Scripts
- Morphology Videos
- Online Class/Research Guide
- Four new Selected Works pages
Georeferenced Image of William Morgan's 1682 Map of London, England

Barry J. Kronenfeld, Eastern Illinois University
Newton Key, Eastern Illinois University

Publication Date
Spring 2015

Abstract
Georeferencing performed by All AkbariMoghaddam, Paul Boeian, Jason Fachie, Alexander Goldstein, Brandon Haggerty, Ryan Kermicle, Joseph Lenhardt, Ryne Robertson, Lynn Schofield, Melinda Swinford, Srikanth Vydkupu, Alicia Waller, Jeremy Wells

The original image of Morgan's 1682 map of London was downloaded in JPEG format from Wikimedia (http://commons.wikimedia.org/wiki/File:London_actually_surveyed_by_Will_Morgan_1682.jpg). Georeferencing was accomplished in the spring of 2015 as a group project by the students of OEG 380/680: GIS II at Eastern Illinois University. Over 100 control points were identified by locating prominent landmarks and road intersections on both Morgan's original map and OpenStreetMap (OSM) data for modern London. These points were then merged into a single file and examined for reliability, and the 68 control points considered most reliable were retained. Georeferencing was performed in a transverse Mercator projection with central meridian 0.09 degrees west of the Greenwich meridian. The map image was then rectified to the web Mercator projection for compatibility with web mapping services.

Spatial accuracy with respect to the OSM data is estimated to be within 15-20 meters in the main portion of the map, including the area north and northwest of London Bridge and on the west side of the Thames near Buckingham Palace. Spatial error may be 50 meters or more in the southern and eastern portions and on the edges of the map.

A full-detail zoomable preview of the map can be seen here:
http://arcgis.is/10E9g2

For more information, contact bj.kronenfeld@eiu.edu.

The following free software can be used to view these files:
ArcGIS Explorer Desktop
http://www.esri.com/software/arcgis/explorer-desktop/download

GRASS GIS
https://grass.osgeo.org/download/

Quantum GIS (QGIS)
http://www.qgis.org/en/site/forusers/download.html

Recommended Citation
http://thekeep.eiu.edu/geoscience_maps_data/1
GIS Scripts

Co-Location Analysis Engine

Barry J. Kronenfeld, Eastern Illinois University

Abstract
Software to support analysis of spatial interaction. Calculates the neighbor contingency table and co-location quotient (CLO), and runs Monte Carlo simulation to test for significance under different null models including restricted random labeling (RRL).

Prerequisites:
- Windows
- .Net Framework 4

Both the downloadable zip file and the supplemental file contain the same software. The portable version is an executable that requires no installation. This is the latest version. The installer version is an .msi Windows installer.

Recommended Citation

Additional File
CLO_Engine_Setup.msi (11960 KB)
GIS Scripts

Presettlement Surveyor Bias Estimator

Barry J. Kronenfeld, Eastern Illinois University

Publication Date
2014

Abstract
Estimates bearing tree selection bias in the General Land Office (GLO) surveys, and similar surveys where distance to the nearest individual tree was calculated at each survey location (corner). Developed in Visual Basic .Net using MS Excel functions to calculate ANOVA and Student T Test.

Prerequisites: Windows Microsoft .Net Framework 3.5 Microsoft Excel This software is distributed as an executable (*.exe). If you have the prerequisites installed, just download the exe file and double-click to run it. Excel is necessary to calculate the statistics; without it, the program will crash. Most people with Windows already have the .Net framework installed, so try running the executable first and don’t worry about the .Net framework unless the program doesn’t run. The data must be in MS Access format, and include Corner IDs, species or other tree categories, and distances (see sample data).

Recommended Citation

Additional Files
sample_database.accdb (460 KB)
Morphology Videos

Bamboo Shark Swimming in a Flow Tank

Document Type
Video File

Publication Date
2015

Abstract
Bamboo shark swimming in a flow tank. Note the flexibility of the shark body and how both dorsal fins undulate with the body and with the tail.

Recommended Citation
http://thekeep.elueubiosci_research_morphology_pubvid3

Spiny Dogfish Swimming Steadily in a Flow Tank

Document Type
Video File

Publication Date
2015

Abstract
Spiny dogfish swimming steadily in a flow tank. Note the movement of the two dorsal fins, can you tell the difference between the first and the second?

Recommended Citation
http://thekeep.elueubiosci_research_morphology_pubvid2
Help with Online Class
Future projects

- Black Mariner database
- Scarborough series
- Database of "translator prefaces" from the 18th C.
- Child Development lab "digital portfolios"
- Supreme Court cases annotation book
- Archive of and new platform for student literary magazine
Future projects

- Interview and focus group transcriptions for communications studies research
- Multimedia teaching tools for online and hybrid business courses
- Primary documents and analysis data of farm-diary journals in sociological research
Future projects

- Web platform and preservation of digital performance documents (acting, choreography, stagecraft) as teaching tools.
- Further work with the 1682 London Map involving the georeferencing and annotation of locations of an assassination plot.
Service Opportunities
“It would be nice to be able to easily get accepted versions of manuscripts in a form that looks like the publication rather than a submitted manuscript so that more of my publications could be posted publicly.”

“What exactly are “digital services”? “

“Organizing citations for reference lists in papers”

“Tracking citations of my work”

“I would like to map members of literary circles in 17th century Europe”
Success and Service Reports
Faculty success:

There are currently nine English faculty members participating in The Keep, for a participation rate of 19%.

These nine faculty members have deposited 49 documents, which have been downloaded 2,586 times as of Feb. 17, 2015.

English faculty papers have been downloaded around the world to numerous universities, colleges, schools, libraries, and private homes.

In the past 30 days, 150 faculty papers were downloaded to the following locations (example docs are called out):

- **Dagmar Bredero**, "To the Trail of the First Professional Female Detectives in British Fashions" to the Jons Mill College in Chester, United Kingdom.
- **Pam Kears**, "Children’s Literature and the ‘New Negro’ to the National Library Hillside, Massachusetts.
- **Jeannie Ludlow**, "Sometimes it’s a Child and a Choice: Toward an Embodied Abortion Praxis" to the University of Toronto, Toronto, Canada.
- **Terri Fredrick**, "Studying the Subject of Writing Evaluation" to the University of Guadalajara, Guadalajara, Mexico.
- **Julie Campbell**, "Writing Renaissance Emblems: Religious and Secular Hearts in the First Part of the Company of Montgomery’s America" to the St. John’s University, Conference Hall, Columbus, Sin Lanka.

Downloads Champion

The English faculty member with the highest download count to date is **Melissa Ames**, whose "Engaging ‘Apolitical’ Adolescents: Analyzing the Popularity and Educational Potential of Dystopian Literature Post-9/11" has been downloaded a staggering 621 times thus far.

Reuniting Old Allies: A Case for Creative Composition

Stephen M. Jeffery

This research is part of the graduate program in English at Eastern Illinois University. For more about the program, please visit [EIU English Department](http://www.eiu.edu/engdept).

Master’s theses produced out of the English department are exceptionally popular, having been downloaded 17,434 times to date. Every download has a cover sheet that includes links back to the department of English graduate program webpage.

EIU Department of English Faculty scholarship and master’s theses are part of the **Digital Commons Network**, a worldwide collection of discipline repositories. Besides highlighting EIU work, these discipline repositories are resources for research and for collaboration. Among the repositories of interest are:

- **Children’s and Young Adult Literature**
- **Creative Writing**
- **English Language and Literature**
- **Fiction**
- **Non-Fiction**
- **Poetry**
- **Rhetoric and Composition**

Contact us at thekeep@eiu.edu for assistance with your SelectedWorks page, hosting an e-journal, or general questions. We are here to support you.
Services for the Department of English

Hosting journals: We can host an unlimited number of e-journals. E-journals hosted on Digital Commons have their own look and feel (see the screenshot of Fishladder below), and feature EditKit, a professional grade editorial system that simplifies editing, peer-review, and communication between authors/reviewers/editors.

Department of English journals AGORA, Bluestem, and The Vehicle are prime candidates for being hosted and Keep staff are available for assisting editors with journal transition and management to the Digital Commons platform.

Being hosted on the platform greatly increases public access to the journal: JCBA article access increased by 528% when hosted on the Digital Commons platform.

Journals hosted on the Digital Commons platform can have their own color scheme, logo, and can feature cover images per issue.

Some examples:
The Oswald Review
http://scholarcommons.sc.edu/for/
Fishladder: A Journal of Student Art & Writing
http://scholarworks.gvsu.edu/fishladder/

EditKit editorial software creates a built-in editorial function for the hosted e-journal. Editors can assign author submissions to peer-reviewers, remind emails are generated automatically, and accepted documents can be assigned to appropriate issue/section.

Journals hosted on Digital Commons receive the same standards of metadata and search engine optimization as other content in the repository, resulting in both higher download counts and more international impact.

Faculty SelectedWorks pages: Faculty members have the opportunity to have their own individual SelectedWorks page. This page highlights your scholarship including publications, working papers, curricula materials you’ve produced, audio or video files of lectures, creative works, etc. You can also list your c.v., honors and awards, and courses that you regularly teach. Your SelectedWorks page gives you an easy-to-remember URL that you can share with colleagues/collaborators via email or when at conferences.

Several English faculty have published papers that are already available open access and which can easily and quickly be hosted in The Keep as well. Making these faculty excellent candidates for their own SelectedWorks pages: Parley Ann Boswell, Melissa Caldwell, Tim Engles, Michael Leddy, Daiva Markelis, Suzie Park, Angela Vicetto, Christopher Wisson, and Marjorie Worthington.

Additional Services:
- Assistance with managing copyright/intellectual property control
- Creating your “SelectedWorks” page that highlights your scholarship
- Formatting and posting your documents to the SelectedWorks page on your behalf
- Preserving datasets
- Assistance with avoiding predatory publishers
- Digitizing print content
- Increasing scholarly visibility and citation counts
- Increasing visibility of your students’ work
- Providing download statistics and a monthly “Author’s Report” showing your success
- Providing portfolio letters (sample attached in addendum) documenting your repository participation, download counts, and any appearances in the worldwide Digital Commons Network’s “Most Popular Papers” or “Most Popular Authors” lists
- Host conferences and events in The Keep

Contact us at thekeep@eiu.edu for assistance with your SelectedWorks page, hosting an e-journal, or general questions. We are here to support you.
Thank you!


Steve: jsbrantley@eiu.edu
Stacey: slknight@eiu.edu
Todd: tabruns@eiu.edu