Preliminary Proposal Narrative: "Scholarly Communication Notebook"

Executive Summary

The NCSU Libraries, University of Kansas Libraries, and Illinois School of Information Sciences request a **$248,935** National Digital Infrastructure Grant to develop, populate, and pilot the Scholarly Communications Notebook (SCN), an OER index/repository that will serve as the locus of an active, inclusive, empowered community of practice for teaching scholarly communication to emerging librarians. Building on our successful Planning Grant (LG-72-17-0132-17) we will develop the infrastructure for the SCN, recruit participation from a broad range of stakeholders, and pilot the resource in a diverse set of LIS graduate programs.

National Need

The IMLS *Positioning Library & Information Science Graduate Programs for 21st Century Practice* Forum Report (2017) notes a troubling gap between LIS curricula and the rapidly evolving needs of the field, citing a lack of communication between LIS practitioners and faculty. Similarly, the *Envisioning Our Information Future and How to Plan for it* white paper (2017) notes that full-time LIS faculty "may be years or decades away from immersion in practice." These reports reflect the experiences of many librarians: libraries are changing rapidly, and the perspective of practitioners - particularly those from underrepresented communities - are not visible in LIS curricula. In order to address these concerns, we have been engaged in IMLS-supported research to inform the design and development of open educational resources (OER) addressing an especially significant gap: scholarly communication. Scholarly communication is a core library competency (Finlay, Tsou, & Sugimoto 2015) but our research revealed that fewer than 50% of current scholarly communication practitioners felt their education prepared them adequately for any of the named areas of work. Organizations like ACRL, LPC (RE-40-16-0150-16), Creative Commons (RE-00-15-0116-15), OTN (RE-70-17-0073-17), and SPARC are creating resources outlining necessary knowledge and skills, but LIS programs have yet to take up scholarly communication pedagogy at any scale. We are currently developing an open textbook with ACRL that will begin to address the gap. While we intend the textbook to serve as a foundational reference, our research makes clear that the most effective educational resource for this area of work will be practitioner driven, dynamic, and reflect perspectives far more diverse than any single book can present.

Project Design

We propose to develop and initially populate an OER index/repository, the Scholarly Communication Notebook (SCN), informed by the findings of the previously awarded IMLS planning grant and complementary to our open textbook already under development. Our working model for the platform is Jhangiani & DeRosa's *Open Pedagogy Notebook*. Like OPN, the SCN will be a site of both theory and practice, as well as a community hub. Practitioners, educators, and students will find and contribute open content concerning foundations and recent developments in scholarly communication topics and methods for developing expertise in responding to those developments. The SCN will serve as a central location for soliciting

creation of new resources and as a durable and discoverable location for openly licensed scholarly communication teaching and learning content.

The first two years of this work will have a dual focus: 1) developing and soliciting community feedback on a first iteration of the SCN; and 2) recruiting and supporting contributors to populate the platform with content that reflects the diversity of the profession. We recognize that scholarly communication conversations are too often dominated by voices from wealthy, often very white R1 research institutions, representing a narrow facet of the scholarly enterprise. To diversify and enrich our attention to these needs and opportunities, we will offer competitive awards to authors from a broad range of institutions and intersectional identities, particularly emphasizing marginalized and underrepresented perspectives. Year three will be dedicated to promulgation, assessment, and sustaining content recruitment to keep apace with shifts in this dynamic field. PIs will host a community gathering focused on implementation and adoption, sustainability, accessibility, and critical reflection. We have also recruited instructors at LIS programs including SUNY Buffalo, UIPUI, UNC-Chapel Hill, and UIUC to pilot courses grounded in the SCN. Feedback from these activities will inform the final report and sustainability plan for the SCN.

National Impact

The SCN will be the locus of an active, inclusive, and empowered community of practice for teaching scholarly communication. By spotlighting the experiences of a diverse set of practitioners, the SCN will prepare students to understand both the established definition and the transformative, inclusive potential of scholarly communication. Building on our successful planning grant and related IMLS-supported projects, as well as our open textbook, the SCN will be a platform for underrepresented practitioners, students, and scholars to share a diverse and emerging body of scholarly communication ideas and practices. It will be continuously refreshed by new examples in order to reflect emerging practice and theory. By seeding engagement with stakeholders from across the field and prototyping use in leading LIS programs, the SCN will leverage OER to empower stakeholders to fully realize scholarly communication as a transformative practice and support the evolving needs of libraries and their users.

Budget Summary

The preliminary budget of **$248,935** over three years includes 1% of the PI's salary (**$3,359**), funding for a graduate student (**$29,700**), fringe benefits (**$3,642**), a stakeholder gathering (**$1,905**), scholarships to support diverse attendance at the gathering **($5,405)**, and PI travel for collaborative work (**$14,517**). Sub-awards for the co-PIs likewise include 1% of salary as well as travel resulting in requested sub-awards for the University of Kansas of **$17,273** and the University of Illinois of **$33,027**. The budget also provides **$77,500** for 31 incentive grants and applies NC State University's federally approved indirect cost rate (**$62,607).**