

These guides are tools designed for library leaders to use for organizing a summer- or semester-long discussion series. Each guide offers a brief scoping statement, a suggested reading or resource to review, and a set of discussion questions to launch an hour-long informal conversation among library staff.

revised May 2008

Developed by the Association of Research Libraries
Office of Scholarly Communication

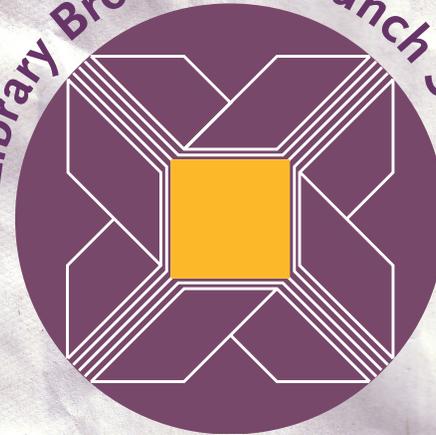
The complete series is at www.arl.org/sc/brownbag/



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Library Brown Bag Lunch Series



Issues in
Scholarly Communication

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Discussion Leader's Guide

How to Talk with Faculty II:
Developing Strategies

How to Talk with Faculty II: Developing Strategies

Discussion Leader's Guide (revised May 2008)

Each brown bag session provides an opportunity for participants to deepen their understanding of a particular set of issues involved in the changing processes of scholars' communication efforts. This guide is designed for a simple hour-long lunchtime discussion. Prework will be essential in creating common ground and providing a foundation for the conversation. Distribute the assignment at least a week prior to the session. A list of discussion questions are arranged in sequence below, but feel free to skip some if you want to spend more time on particular questions. It is not necessary to distribute the questions before the session; however, if you think it would be helpful to your group in launching discussion, consider sharing a couple of the questions in advance.

Scoping Statement

As was noted in the inaugural brown bag discussion, ongoing conversations with individual faculty members are an important part of any effort to educate, engage, and partner with researchers and scholars in addressing the ongoing evolution of the practice of scholarly communication.

In planning to approach faculty working in a particular discipline it is helpful to review the practices the discipline uses to promote scholarly communication. Faculty are often happy to explain the common practices and share their opinions, experiences and strategies for disseminating research. Which groups take responsibility for creating and managing publications and what kinds of publishing (formal and informal) are encouraged are important? Most disciplines use a spectrum of communication practices and practices can vary between even subdisciplines.

In thinking about how scholarly communication activities are changing in a networked world and considering possibilities for the future, it is important to understand these practices. In addition, it is useful to explore the specific contributions to scholarly communication campus faculty are making as authors, editors, and leaders of their scholarly societies when engaging in conversations about change.

Goals

Participants begin to organize what they already know about how scholars and researchers communicate and identify gaps where they want to gather additional information.

Participants generate ideas for opening conversations.

Optional Tools for Facilitating Discussion

- A flip chart or white board for brainstorming and gathering responses, particularly for the later questions.
- Copies of the opportunity assessment instrument available at <http://www.arl.org/fair>. Both the instrument and instructions for its use are available at the FAIR site of the ARL/ACRL Institute on Scholarly Communication.

Prework for Participants

(Distribute prior to the session with the directions below.)

Download the opportunity assessment instrument at <http://www.arl.org/fair>.

Either alone or with someone else choose the department or discipline on campus you know the best. Fill in as much as you know about them. Review the questions you can't answer yet and think about how you could get the information suggested.

Extra credit: Share the instrument with a faculty member and work with her/him in filling it out.

Discussion Questions

- ⊗ Before filling out the instrument, how confident were you that you knew a lot about how the group of scholars you chose communicated?
- ⊗ What questions surprised you?
- ⊗ Opportunities for publishing, presenting at conferences, and engaging in informal communication are structured in different ways in different disciplines. When you compare a few of the disciplines that you analyzed, what do you notice about their similarities and differences?
- ⊗ When you are talking with a faculty member, what topics have they raised that relate to change in scholarly communication?
- ⊗ Have you noticed any "turn-off" language in your attempts to talk with faculty about communication in their discipline?
- ⊗ What ideas do you have for good conversation openers for a short conversation with a faculty member that could lead into a scholarly communication topic?

Further Reading

Richard Fyffe and Scott Walter "Building a New Future: Preparing "Future Faculty" and "Responsible Conduct of Research Programs as a Venue for Scholarly Communication Discussions." *C&RL News* October 2005, Vol. 66, No. 9. P. 654–6, 663. <http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2005/october05/newfuture.htm>

Diane Harley, Sarah Earl-Novell, Jennifer Arter, Shannon Lawrence, C. Judson King, "The Influence of Academic Values on Scholarly Publication and Communication Practices," *The Journal of Electronic Publishing* vol. 10, no. 2 (Spring 2007) <http://hdl.handle.net/2027/spo.3336451.0010.204>