

ARL FIELD TEAM INTERVIEW GUIDE

This document is intended to guide you through the faculty interviews you will be conducting over the coming weeks. Below are some first steps and helpful background you could use when setting up interviews and meeting with your interviewee. The second part of the document is the “Data Gathering Worksheet” which you should take into the interview with you to use as a guide through the questions. We hope these documents will provide you with a feel for how the flow of the discussion should go; they are not intended to be a literal script that should be followed verbatim!

BEFORE THE INTERVIEW

1. **Review the entire Field Team Interview Guide and Data Gathering Worksheet.**
2. **Schedule the interview.** [Length of interview will depend on the number of resources discussed, but estimate is one half-hour]
3. **Consider practicing with another librarian before your interview.**
4. **Make copies of the Data Gathering Worksheet to bring along** so you can use one for each resource covered.

BACKGROUND FOR THE INTERVIEW

Introduction

We’re conducting research into new and emerging scholarly publishing models, and wonder if you might have some time to speak with me about some of the digital resources you currently use.

This research is part of a national study of new kinds of digital publishing being sponsored by the ARL (Association of Research Libraries), a non-profit organization of 123 research libraries at research-extensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. Our library is a member of this organization and is participating in this study. [IF NOT AN ARL member: I’m serving as one of the interviewers for the study.]

We are interested in learning more about which online works you rely on to keep up with current research. In particular, we want to know where you go to find scholarly works, especially those specific to your research specialty.

Goals of the Project

Our goal is to collect information on the various new ways that scholars, librarians, and their institutions are publishing original e-scholarship right now. We will share this information with the community as a way to support new publishing, and to inform researchers about the range of models currently in use.

Ultimately, we hope to learn more about trends in e-publishing in higher education. We want to better serve and encourage faculty, libraries and institutions seeking to create their own electronic publications. This will also allow us to provide better services to scholars working in the fields covered by our research.

So, what is a “New-Model Scholarly Work”?

New model works are online resources that **convey new findings of research and scholarship**. As part of the digital world, they may **innovate** in any of a number of ways, whether providing new forms of access, discovery, or communication among scholars. We are interested in sites that offer not just digital copies of work already published in print, but rather those that represent scholarly communication in any of its forms, in new and innovative ways made possible by the technologies of the web.

Some examples of the types of content you might find in a new model work would include:

- “born-digital” e-journals
- “born-digital” e-books
- online working papers or technical reports
- wikis
- blogs
- online forums
- online conference proceedings, and more.

Some examples of the type of resource we are most interested in are:

nanoHUB	http://www.nanoHUB.org
Fab @ home	http://fabathome.org
Bryn Mawr Classical Review	http://ccat.sas.upenn.edu/bmcr/
Vectors	http://www.vectorsjournal.org/
Nature blogs	http://www.nature.com/blogs/index.html
SSRN	http://www.ssrn.com/

New model works can:

- be a single work or a collection of works.
- have multiple authors or combine contributions from different authors.
- offer reader comment features.

New model works are *not*:

- digitizations of print works
- collections of digitizations of print works
- indexing and abstracting sources
- collections of links, search engines, or other finding tools

DATA GATHERING WORKSHEET

Please familiarize yourself with this worksheet and all the questions on it before you begin the interview process. The numbered questions below correspond to the data fields you will be completing on our online form. Answers to questions 1-12 will come primarily from the faculty interviews, and we have included some tips and prompts to help you get the answers you need. If you can cover the next questions as well, great. If not, they can be completed after the interview. Following each faculty interview, we ask that you spend some time examining each resource yourself to complete the remaining questions (13-26) and to complete and verify as best you can the information received during the interview.

The numbers on this form correspond to the fields on the Online Data Form you are asked to fill out once your interview and subsequent research is complete.

Questions about the interviewee: Q 1-3

Faculty member name _____

Date of interview _____

1. Field of Study

- a. Department or Discipline _____
- b. Research Focus _____

2. Faculty member institution

3. Faculty member title (professor, assistant professor, associate professor, other...)

IDENTIFYING THE SOURCE(S)

In recent years, online publications have been rapidly moving beyond providing just “digital copies” of print works, to truly innovative new forms of scholarly communication.

For this study, we are interested in learning about the “innovative” online resources you use to keep abreast of new research or new scholarship in your field.

Other suggestions for eliciting examples of online publications:

- *Could you describe for me how scholarly communication takes place in your discipline?*
- *“Which online resources are bookmarked in your Web browser?”*
- *“Are there blogs/online forums/scholarly websites you monitor regularly?”*
- *An example of the kind of resources we are most interested in is...(see list of examples)*

List sources identified:

Questions about the resource: Q 4-12

Once the faculty member identifies some possible sites, in order to choose which to begin with, ask:

Which of these do you feel is the most innovative?

As you discuss the questions below, you might find it helpful to visit the site with the faculty member as the two of you talk about it.

4. Name of resource

5. URL

6. How does this resource accomplish something new or innovative?

7. What discipline(s) does the resource focus on and from which disciplines does its audience come?
For example, while the professor might be in the philosophy department, the resource might include materials in philosophy, as well as political science, history and biology. Please indicate all disciplines that apply.

8. Genre: What types of content does it include?

Please have the faculty member classify the content types in the resource as much as possible. Here are some prompts you can use, or write in others as needed. List all that apply.

- Scholarly papers (e.g. e-journal articles)
- Original e-book or collection of e-books (not digital copies of print books)
- Multimedia (describe, please)
- Working papers or technical reports
- Wiki
- Blog
- Conference proceedings
- Other _____

Questions about how the resource is used: Q 9-12

How did you first learn about the source?

9. How often do you use it?

10. How does it contribute to your research?

Some answers might be:

- Access to current research
- Exchanges between/among researchers?
- Useful co-location of works?

11. Do you contribute to the site?

Some ways could include:

- Editing
- Authoring
- Managing the site
- Reader commentary

12. What do you wish this resource could do that it doesn't?

The next few questions (13-17) can be covered quickly in the interview, but may be completed later, when you have time to examine the website yourself. Feel free to ask these questions, but move quickly along if they prove too difficult or time consuming for the interviewee.

13. Does the resource have a single-author or does it include the work of several authors and contributors?

14. How many papers, article, entries (whatever the appropriate unit) are included in the resource?
Quantify as much as possible for the different types of content present; we do not need exact numbers, just a sense if the resource holds 6 – or 6000! – articles, for example. For this and other questions, we ask that you verify the data by examining the website after the interview.

15. Does the site have an editor or moderator?

16. If work includes multiple authors, how is content chosen for inclusion on the site?

We are trying to learn more about selection process, and also what makes a user confident in the quality of a site. Please choose one of the below, or describe other criteria.

- Selected by editor(s)
- Contributed without review
- Reviewed by outside reviewers
- Other formal selection process (please describe)
- No selection process
- Can't tell

17. Does the resource allow reader-contributed content?

- No
- Yes: reader commentary
- Yes: wiki editing
- Yes: Other _____

WHEN YOU FINISH DISCUSSING A SITE

Are there other sites you, your colleagues, or your graduate students also use for reading new research in your field?

IF YES, START A NEW WORKSHEET FOR THE NEW RESOURCE

THANK YOU AND FOLLOW UP

- Thank you so much for helping us with this project!
- The results will be available online this fall. Would you like us to send you an announcement when this happens? (*If YES, please obtain email address or other preferred contact information*)
- May we contact you again, should we have any other questions?

AFTER THE INTERVIEW

Please examine each site first-hand following the interview, to obtain data for the following questions and to verify and complete the previous questions covered in the interview. Only record the information you can ascertain from examining the site. There is no need for any additional research at this time.

18. Site origin (if non U.S. or Canada)

19. Site language (if other than English)

20. Site host or publisher (university, other institution)

21. If apparent, please list any other partner sites or organizations involved in running this resource.

22. What are the origins of the resource? What was the reason for creating this?

23. How is content accessed on the site (discovery mechanisms)?

24. Is access to content:

- Open access with no required registration
- Open access with registration
- Some free content and some restricted content
- Access is entirely fee or subscription based
- Access is only available to members of the host organization or society

25. Economic/Business Model: What revenue sources does the site use?

- User fees
- Subscription fees for individuals
- Subscription fees for institutions
- Advertising
- Author Fees
- Donations
- Corporate Sponsors
- Grant Support
- Can't tell
- Other _____

26. To what extent is the site supported by volunteer activity or donated services by...

- Reviewers
- Programmers
- Authors
- Web hosting
- Editing
- Design
- Overhead
- Other _____