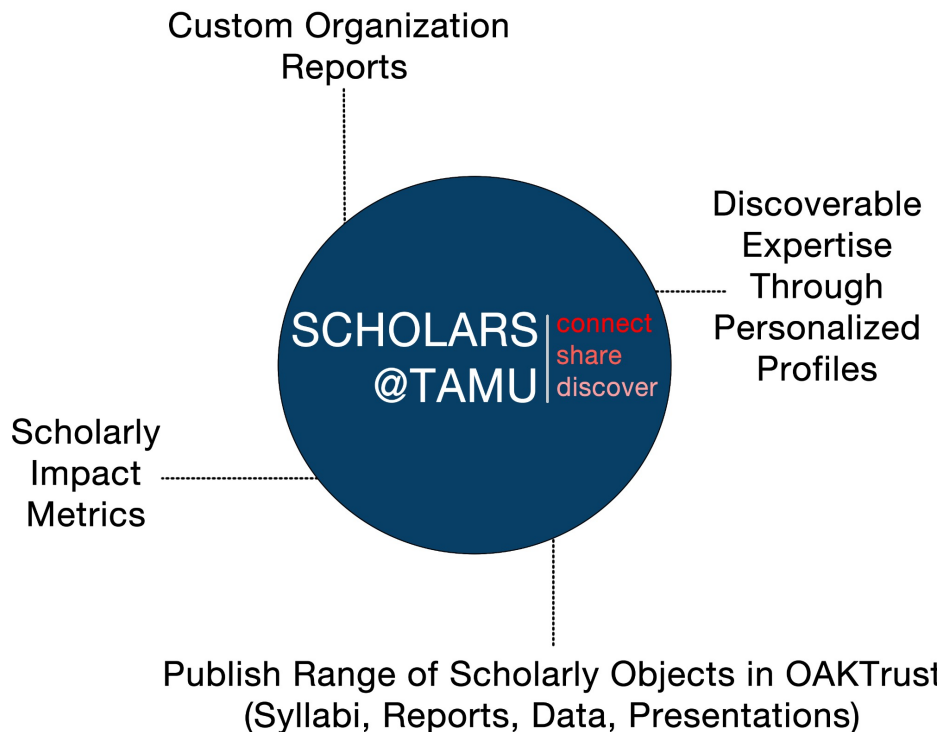# Responding to Faculty Interest in Rapid Publishing During the Pandemic:

The Role of interoperable Scholarly Communication Systems at Texas A&M

Bruce Herbert, David Lowe, Dong Jong Lee, and Sarah Potvin
Office of Scholarly Communications

Scholars@TAMU Use Cases

Custom Organization
Reports

SCHOLARS | connect
@TAMU | share
         discover

Discoverable
Expertise
Through
Personalized
Profiles

Scholarly
Impact
Metrics

Publish Range of Scholarly Objects in OAKTrust
(Syllabi, Reports, Data, Presentations)

- Faculty Digital Identity & Reputation
- Discover Researcher Expertise
- Data Reuse Across Campus
- Research Intelligence

http://scholars.tamu.edu/

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TEXAS A&M UNIVERSITY

VIVO at Texas A&M University

Feedback from early focus group in the College of Medicine

https://scholars.library.tamu.edu/

Social Interoperability

The creation and maintenance of working relationships across individuals and organizational units that promote collaboration, communication, and mutual understanding.

Brian Lavoie and Rebecca Bryant, OCLC

https://hangingtogether.org/

Hanging Together
the OCLC Research blog

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RESEARCH SUPPORT / SOCIAL INTEROPERABILITY

Fill your social interoperability toolbox

June 21, 2021 - by Brian Lavoie - Leave a Comment

Social interoperability – **the creation and maintenance of working relationships across individuals and organizational units that promote collaboration, communication, and mutual understanding** – is important. But it can be hard to achieve in a university environment. What we need are tools to make the job easier.

Strategies and tactics for developing social interoperability were the subject of the second session of the joint OCLC-LIBER online workshop Building Strategic Relationships to Advance Open Scholarship at your Institution, based on the findings of the recent OCLC Research report Social Interoperability in Research Support: Cross-Campus Partnerships and the University Research Enterprise. This three-part workshop brought together a dynamic group of international participants to examine the challenges of working across the institution, identify tools for cross-unit relationship building, and develop plans for increasing their own social interoperability.

Photo by Jonathan Kemper on Unsplash

In this post, we share some of the insights and perspectives offered by our participants in the workshop's second session: "Case studies in successful social interoperability". In the first session, we learned *why* social interoperability is important; in this session, we learned *how* it can be developed into a skill set we can use in our work.

Social interoperability skills are "people skills"

A participant in the previous session noted that social interoperability is about relationships between people, not abstract campus units. In this sense, **it's useful to think of social interoperability as "people skills" in a university environment**. Even though we might talk about, for example, the Library working with the Office of Research to deliver bibliometrics services, it's really the bibliometrics librarian working with a staff member in the Office of Research that makes the service successful.

OCLC RESEARCH

Hanging Together is the blog of OCLC Research. Learn more about OCLC Research on our website.

LINKS

Lorcan Dempsey's Weblog
Next – OCLC Blog
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OCLC Research Library Partnership
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LIBRARIES
TEXAS A&M UNIVERSITY

Representing Theses and Dissertations in Profiles

Our first effort to represent teaching expertise

Harvesting Theses and Dissertation Metadata
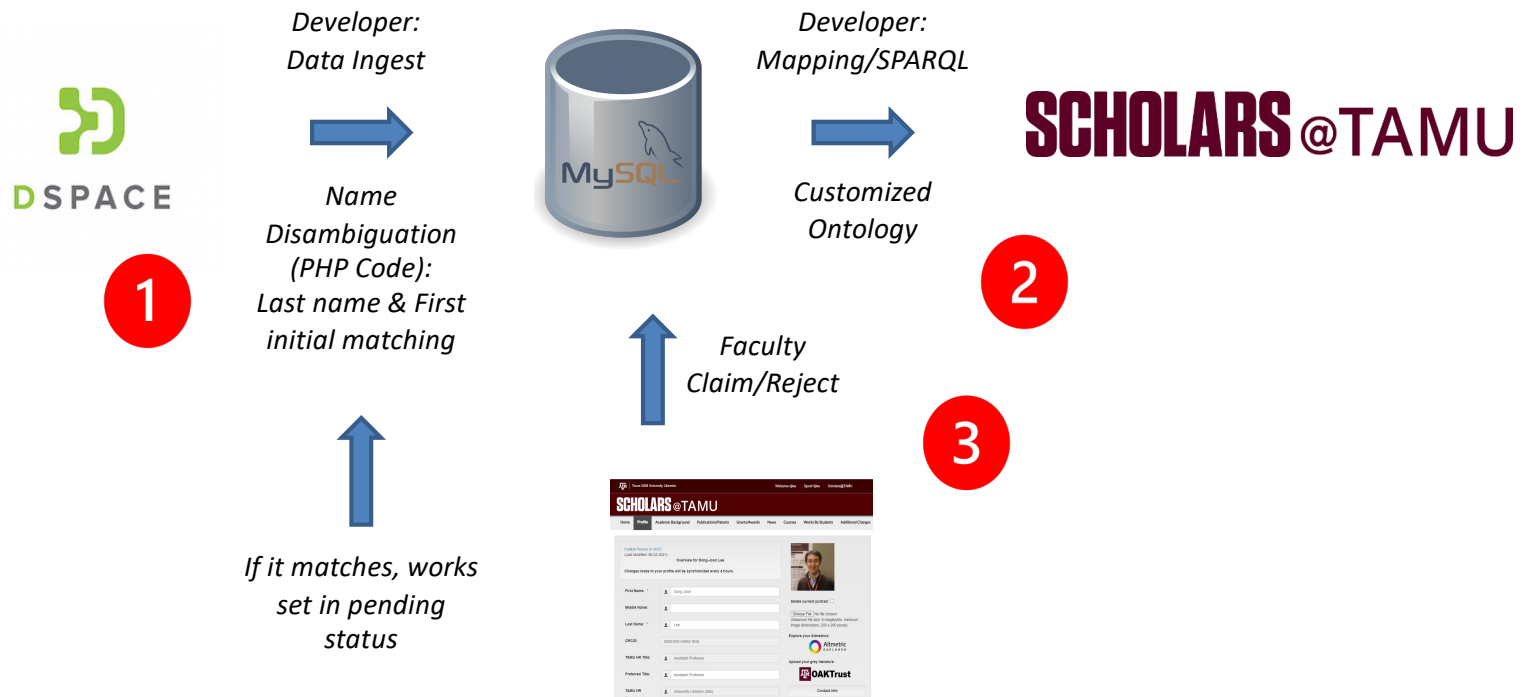
Interoperability Among VIVO and Other Systems

Expanding Types of Publications Used to Represent Faculty Expertise and Reputation

Supporting diverse faculty expertise

Harvesting DSpace Collections Metadata

Representing "Other" Publications in Profiles

DSpace as a Publishing Platform

Supporting Faculty Respond to the Pandemic

A Survey to Measure the Effects of Forced Transition to 100% Online Learning on Community Sharing, Feelings of Social Isolation, Equity, Resilience, and Learning Content During the COVID-19 Pandemic

The vast majority of the 19.9 million students and 1.5 million faculty at U.S. colleges and universities have been suddenly forced to replace their physical classes with online class formats. Many instructors and students are not prepared nor used to teaching/learning virtually, causing a number of unwanted effects, including social isolation, exacerbated inequity, and potentially reduced learning. Thus, there is a critical need to determine what the effects are and how we can best address them. In the absence of such knowledge, the effects of the coronavirus may expand well beyond the illness and fatalities and cause irreparable damage to our nation's students' education and mental and physical wellness. It is a crucial time to react and collect pertinent data immediately. As such we have created a survey to measure and monitor the effects of forced transition to 100% online learning on community sharing, feelings of social isolation, equity, resilience, and learning content during the COVID-19 pandemic. We are sharing this survey as a Texas A&M University tech report so that other universities can use this survey to measure the effects elsewhere.

View/Open
📄 Engineering Education Faculty Technical Paper Survey, Revised Final version (306.6Kb)

Date
2020-04-03

Author
Hammond, Tracy
Watson, Karan
Brumbelow, Kelly
Fields, Sherecce
Shryock, Kristi
Chamberland, Jean-Francois
Barroso, Luciana
de Miranda, Michael
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Alexander, Gerianne
Childs, Melody Dee
Ray, Samantha
White, Lance
Cherian, Josh
Dunn, Angie
Herbert, Bruce

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https://hdl.handle.net/1969.1/187835

Description
Survey of student perceptions and experiences with online teaching during the COVID-19 pandemic.

Subject
Online teaching
Pandemic
Student Survey

Department
Other

Collections
Open Teaching Materials

Citation
Hammond, Tracy; Watson, Karan; Brumbelow, Kelly; Fields, Sherecce; Shryock, **(2)** Chamberland, Jean-Francois; Barroso, Luciana; de Miranda, Michael; Johnson, Alexander, Gerianne; Childs, Melody Dee; Ray, Samantha; White, Lance; Cherian, Dunn, Angie; Herbert, Bruce (2020). A Survey to Measure the Effects of Forced Transition to 100% Online Learning on Community Sharing, Feelings of Social Isolation, Equity, Resilience, and Learning Content During the COVID-19 Pandemic. Available electronically from https://hdl.handle.net/1969.1/187835.
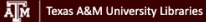
Engineering Faculty "Publish" Teaching Survey

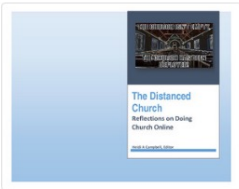Our first effort to represent teaching expertise

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Representing Teaching Publications in Profiles
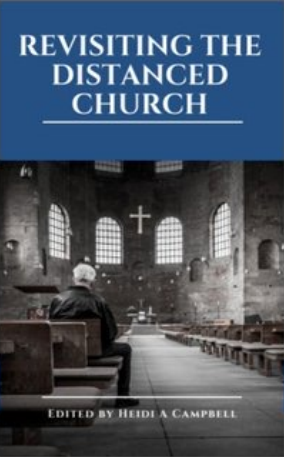
The Scholar-Teacher

Faculty "Publish" Public Scholarship

Supporting the Land Grant Mission of Texas A&M

Use of Dspace-VIVO for Public Scholarship

Published by the Network for New Media, Religion & Digital Culture Studies

REVISITING THE DISTANCED CHURCH

What have church leaders learned about doing church online during the Covid-19 pandemic?

To discover the answer, download the free book at:

http://bit.ly/revisitchurch

EDITED BY HEIDI A CAMPBELL

Heidi Campbell @heidiacampbell · Feb 24
Unknown
I am happy to announce the launch my Fifth eBook.—What Should Post-Pandemic Religion Look Like?— summarizing a year of research on the challenges and opportunities the global pandemic creates for religious communities & organizations. Get it for free at:
oaktrust.library.tamu.edu/handle/1969.1/...

2   8   21

Dspace-VIVO for Public Scholarship Supports Impact

Initial Steps to Collaborate with Other Lyrasis Communities

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Scholars@TAMU Code

- Scholars Discovery
  https://github.com/vivo-community/scholars-discovery
- Scholars @TAMU is a fork of
  https://github.com/vivo-community/scholars-angular
- Scholars@TAMU
  https://github.com/TAMULib/scholars-angular
- Scholars@TAMU API
  https://api.library.tamu.edu/scholars-discovery/api