



# Using scholarly communication and data management to increase face time with engineering students

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## TRADITIONAL LIBRARY ORIENTATION

### Overview

At UCLA, the Science and Engineering Librarians are typically granted about 10 minutes to introduce themselves and library services to incoming engineering graduate students during fall departmental orientations. Librarians are one of many speakers. The content usually covered is below.

Science and Engineering Library Website

SEL Blog

Research Guides

Library Catalogs

Collections

Reference and Instruction

## LEVERAGE SCHOLARLY COMMUNICATION AND DATA MANAGEMENT

### UCLA Library Scholarly Communication Services

Librarians and library staff members help faculty, students, and staff understand and deal with copyright, publishing, intellectual property, and other related issues. Services include individual consultations, small-group workshops, and in-class presentations on a variety of topics including:

- eScholarship (UC institutional repository)
- Copyright basics
- Author's rights (retaining your copyright)
- Using copyrighted materials in the educational setting
- NIH Public Access Policy
- Open Access publishing and finding publication outlets
- Data Management

### Outreach to Electrical Engineering Faculty

1. Proposed copyright workshop for TA's in spring – no response.
2. Emailed again in summer with idea of incorporating workshop into incoming grad student orientation. Added data management component to proposed agenda.
3. After faculty coordinator expressed interest in making the workshop mandatory for all incoming grads, we began a dialogue on scholarly communication topics that culminated in a mandatory 90 minute library orientation.

## NEW ORIENTATION

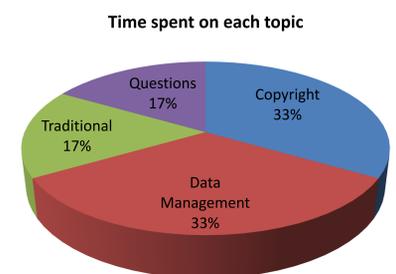
### Overview

The Electrical Engineering faculty orientation coordinator required all incoming graduate students to attend a 90 minute library-only orientation where copyright and data management were emphasized. The content covered is below.

### Copyright

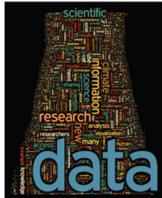
Protecting the copyright of your own work and using copyrighted materials in the educational setting

UCLA LIBRARY	UCLA LIBRARY	UCLA LIBRARY
<p><b>Protecting the copyright of your own work</b></p> 	<p><b>How to Determine Fair Use</b></p>  <p><b>Four Factor Test:</b></p> <ul style="list-style-type: none"> <li>• Purpose and Character of Use (commercial versus non-profit educational)</li> <li>• Nature of Copyrighted Work (fact versus imaginative and published versus unpublished)</li> <li>• Amount and Substantiality of Portion Used</li> <li>• Market Effect</li> </ul>	<p><b>Some Guideline Details</b></p> <ul style="list-style-type: none"> <li>• Single Copying for Teachers <ul style="list-style-type: none"> <li>▪ Book chapter, article, short story, one chart</li> </ul> </li> <li>• Multiple Copies for Classroom Use <ul style="list-style-type: none"> <li>▪ Never more than one copy per student in the class</li> <li>▪ Must meet detailed standards of Brevity and Cumulative Effect (i.e., less than 250 words of a poem)</li> </ul> </li> </ul> 



### Data Management Services

The UCLA Library can help researchers with data management.

UCLA LIBRARY	UCLA LIBRARY	UCLA LIBRARY	UCLA LIBRARY
<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Making a plan for managing data before beginning a research project and then following that plan throughout the research life cycle is essential to ensure usability, preservation, and access to the data.</li> </ul> 	<p><b>Where's my data!?</b></p> <ul style="list-style-type: none"> <li>• In Spring 2011, a UCLA Engineering student posted a flyer in Boelter Hall offering generous cash reward for lost usb drive containing research data</li> </ul>	<p><b>How can the library help me?</b></p> <ul style="list-style-type: none"> <li>• Have a sound plan - it will be peer reviewed</li> <li>• Librarians have been curating information for thousands of years, same practices we have used to preserve and provide access to info can be applied to digital information like data</li> <li>• <a href="mailto:data@library.ucla.edu">data@library.ucla.edu</a> for basic DMP template or setting up a consultation</li> </ul> 	<p><b>DMPTool</b></p> <ul style="list-style-type: none"> <li>• <a href="https://dmp.cdlib.org/">https://dmp.cdlib.org/</a></li> <li>• The DMPTool will help researchers: <ul style="list-style-type: none"> <li>- Create ready-to-use data management plans for specific funding agencies</li> <li>- Meet requirements for data management plans</li> <li>- Get step-by-step instructions and guidance for data management plan</li> <li>- Learn about resources and services available at your institution to fulfill the data management requirements of their grants</li> </ul> </li> </ul>

### Traditional material (see left column)

## CONCLUSIONS

- Highlighting new library services rather than traditional services allowed the library to present itself in a new light to faculty with different perceptions of library services. Select parts of the scholarly communication portfolio most relevant to your audience to emphasize. We were able to showcase the breadth of library services available to new graduate students.
- Students and faculty are interested in ownership over their scholarly work, want control over dissemination of their research, and want it to have the broadest possible impact. Librarians would be wise to frame copyright and data management issues to appeal to this.
- Students were more engaged than in previous years – due to larger scope and time allotted to library orientation.