How the Library Help Researchers Measure and Communicate Impact
Research Identity Management and ORCID

Matariki Network of Universities
Library Benchmarking Project 4

Dartmouth College Library

Contents

Survey Questions

In terms of 'how the Library helps researchers measure and communicate impact'

1. Describe the project you have chosen to report on.

   a. Outline the scope of the project; include the features and the resources involved (including details of the partnerships.)
   b. Identify the key drivers and objectives for the project.
   c. Outline the policy framework that supports the project.
   d. Explain how the project aims support research.

2. Detail the processes that were used to gather data that were used to inform the development of this project.

   a. Briefly outline this formative assessment data and explain how it was used to inform the development of the project.
   b. Include details of the process to gather the formative assessment data; i.e. how the data was gathered, who was involved, and how the data was verified.

3. Detail the performance measures used to evaluate the success of this project.

   a. List the performance measures.
   b. Include details of the process to gather the post implementation evaluation data; i.e. how the data was gathered, who was involved, and how the data was verified.
   c. Indicate how, where, and to whom the success of the project was reported.

4. Outline the plans you have for the ongoing evaluation of the effectiveness of the projects outcomes.

5. Outline the key lessons learnt from undertaking this project.

   a. Include details of any constraints that could not be mitigated or resolved throughout the project.
   b. Indicate where the lessons learnt from undertaking the project have or may be applied.

Project Overview

Scope

In the digital age, a researcher's public identity is a key means of communicating impact, and to a large degree, provides the information used for measuring the impact of that work. Therefore, it is critical that researchers take control of their digital identities. This project addresses the Dartmouth College Library's (DCL) engagement with the broad area of *researcher identity management*, and more specifically with the *promotion of ORCID* as a key component of researcher identity management.

The DCL's approach was to develop a series of workshops, short courses, and outreach resources to help researchers understand the critical need to establish and actively manage a unique and unambiguous identity for the purposes of accurate research evaluation for career advancement, grant funding, awards and metrics. The activities ranged from multi-day programs to 30-minute drop-in sessions, and included broad overviews and specific tool-based sessions. The DCL developed messaging and outreach for tools such as ORCID specifically to help researchers connect their identity with their work, communicate about their work, and measure the impact of that work.

The DCL developed several strategies for engaging researchers through this initiative. One was to identify researchers who are already or are likely to be "early adopters," and to work with them individually to test the idea that it would only take 20 minutes to obtain and populate an ORCID. From these one-on-one sessions, we could develop a wide range of programs. We incorporated the topic of managing the scholarly identity and using metrics into workshops on topics such as copyright, author rights, publishing, scholarly sharing networks and repositories, and customized outreach events for different Dartmouth communities. The events are organized through the [Scholarly Communication, Copyright and Publishing Program](https://www.dartmouth.edu/~library/schcomm/)[1], primarily by the Program Director and the Digital Scholarship Librarian, in conjunction with subject specialist librarians. Resources include publicity, permission to use departmental space, and refreshments for participants. See examples of publicity and other outreach materials in Appendix A, and a summary of the programs in Appendix B.

Key Drivers & Objectives

- To build awareness in the Dartmouth research and scholarship community of the importance of effective identity management
- To build awareness at Dartmouth of the importance of accurate reporting on scholarly and research output, due to the affect that has on metrics about that work.

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[1] https://www.dartmouth.edu/~library/schcomm/

- To assist Dartmouth researchers and scholars in creating ORCID identifiers and claiming ORCID records, as a key component of researcher identity management
- To assist Dartmouth researchers and scholars in using ORCIDs effectively to communicate and measure impact

Policy Framework

There is broad interest across the institution in better understanding the output of scholars and researchers, and in reporting on the reach and impact of that work. At all levels of administration and from the faculty as well, we see a growing need to showcase Dartmouth as a research institution. The Library is responding to explicit needs, in that individual researchers request assistance in developing their research identities and are interested in knowing how to manage them better. For example, they often want to know if they can showcase the full text of their papers on various scholarly sharing sites, which also provide metrics on the use of those papers. They ask questions about the role of the institutional repository in helping them manage their digital output. The Library is also responding to implicit needs, giving the institution's interest in forwarding Dartmouth's reputation as a leading research institution, as well as a leading teaching institution.

Unambiguous connection between Dartmouth researchers and their scholarly outputs of all kinds benefits the institution in numerous ways. These include:

- Successful fund raising to support scholarship and research through government, foundation, and corporate grants and sponsorship
- Information to support the advancement of the reputation of the institution as a high-level research environment for upper level undergraduates, graduate students, post-doctoral fellows, and faculty
- Better, more accurate evaluation of scholarly impact for hiring, promotion and tenure processes

Aim to Support Research

Unambiguous identification is a foundation to understanding the research enterprise fully, and is critical for a range of research activities, from obtaining grants to reporting on the results of those grants. Managing the digital scholarly and research identity to accurately present the impact of a wide range of scholarly and research outputs is a critical underpinning of the institution's goals.

Data Gathering

The initial data collection was to determine the numbers of ORCIDs assigned to Dartmouth.edu and Hitchcock.org email addresses, so we had a baseline regarding this

method of identification, which is foundational to accurate research identities. Conversations, workshops and outreach events helped gauge the level of awareness of ORCIDs, interest in engaging with the ORCID project, and awareness of the need to manage digital identities. These conversations and events ranged from open showcases of research support, to one-on-one targeted conversations with members of the Council on the Libraries, to responses to reference questions. Input included print, online and in person surveys and feedback on topics.

From the numbers of ORCIDs, and a broad range of inputs on general awareness, it was clear that there was much value in developing a proactive program that would reach into all areas of Dartmouth.

The importance of all involved in research, scholarship and publication in having an unambiguous identifier, setting up integrations for automatic population of ORCID, and enabling connections with grant reporting systems became ever clearer, as ORCIDs became more commonly required by publishers and funding agencies. The conversations with the individual Council on Libraries members reflected the involvement of faculty in their subject areas, and provided guidance for the programs.

The numbers of ORCIDs were obtained from orcid.org. The numbers and nature of the conversations with Council on the Libraries members were recorded by the Scholarly Communication Program Director and the Digital Scholarship Librarian through our calendars and notes. Workshops attendees were asked to fill out online or print forms that asked, "What are your suggestions for future workshops on this or related topics?", and we also asked them to reflect on that question at the end of workshops.

Performance Measures

The quantitative performance measure is the increase in numbers of ORCIDs for Dartmouth.edu and Hitchcock.org addresses.

Total ORCIDs connected to Dartmouth.edu and Hitchcock.org email addresses			
	May 25, 2015	February 20, 2017	June 2017[2]
Registered to @dartmouth.edu	472	710	857
Registered to @hitchcock.org	100	141	161

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[2] Numbers from subdomains available, in the few cases where people used those when setting up their ORCIDs, will inform targeted outreach going forward.

It is not possible to measure quantitatively how many people created, changed or updated their scholarly identities. However, the feedback from workshops and one-on-one sessions is that people like to know what specific actions they can take, and they take them either in that session or intend to follow-up later. The measure of the effectiveness of the different approaches to outreach about managing scholarly identity vary with the nature of the interaction. From feedback and attendance, it is important to offer a wide variety of opportunities in different settings.

The data about numbers of ORCIDs is from orcid.org. ORCID outreach events were publicized by all the liaison librarians across the institution, so helped forward those conversations. Data on the ORCID events is included in Appendix B.

Where the data on numbers of conversations with the Scholarly Communication Program Director and Digital Scholarship Librarian are recorded through calendars and in reports[3], the number of conversations with other subject specialists and liaison librarians is not centrally recorded. Those librarians were asked to give us summaries of their conversations. For example, we heard from the Digital Humanities Librarian that she has engaged in conversations, in person and on social media, on topics such as the pros and cons of scholarship sharing sites such as Academia.edu vs Humanities Commons. The Digital Humanities program is going to coordinate a session "Taking Control of Your Scholarly Identity", customized for their community. Librarians in the STEM fields have responded to concerns about scholarly sharing sites, and are involved in citation reports for purposes of hiring and evaluation.

Plans for Ongoing Evaluation

- Numbers of ORCIDs assigned to Dartmouth.edu and Hitchcock.org. Will ask for updates every 6 months; however, we note that some publishers are requiring ORCIDs from authors so that is a driver of the increase in ORCIDs
- Awareness of ORCIDs across the campus communities
- Effectiveness and efficiency of reporting results from funded projects
- Questions received about ORCIDs
- Mentions in workshops- i.e. a query during a Web of Science workshop
- Numbers of attendees and responses to surveys as part of workshops that we offer on an on-going depending on calendars and topics of interest, which include:
  - managing professional, scholarly and research identities
  - copyright and author rights

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[3] A high-level summary of this work is included as part of the list of accomplishments in the Scholarly Communication, Copyright, and Publishing Program annual report for Library Administration.

- – publishing options
- – scholarly sharing
- – Repositories
- – other workshops supported through the Scholarly Communication Program
- Requests from individuals and departments for more information on these topics

Key Lessons Learned

A key aspect of our being successful in this project was our newly developed central support including expert personnel, online and print resources in the Scholarly Communication, Copyright and Publishing Program. We have been able to build out the Scholarly Communication Program in this direction due to the addition of a full-time librarian in September 2015, the Digital Scholarship Librarian, and due to the engagement of some of the subject specialist librarians, particularly, but not only, through the Open Dartmouth Working Group[4]. This central support provides opportunities for professional development and engagement across Dartmouth's diverse communities.

Through this work, we have identified professional development and expertise needed in these areas:

- subject domain knowledge
- insights developed from working with faculty on publishing issues
- understanding of bibliographic data
- understanding of data integration across multiple organizations and sources
- understanding of the value of unique identifiers in scholarly communication
- understanding the scholarly sharing, network and repository landscape in different subject areas
- project management

The time and attention of researchers, and the Dartmouth academic schedule provide challenges to forwarding these initiatives. We currently do not require centralized reporting of the results of the wide range of outreach and education provided in scholarly and research identity management, so we do not have as deep an understanding of the work and its impact as we would like.

In developing further outreach and education programs, lessons learned include the need for a deeper understanding by liaison librarians of the publishing and funding environment, and the role of ORCID in forwarding success in that environment. These activities are critical in that

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[4] https://www.dartmouth.edu/~library/schcomm/opendartmouthwg/OpenDartmouthWorkingGroup.html

they help us learn more about current needs across the institution, from the individual researchers to the institutional leadership. These activities help us learn where we need to do more library staff development.

We realize that unless we keep offering opportunities for professional development in these areas, the liaison librarians and subject specialists will be at a disadvantage when working with researchers and scholars, and the Library will appear to be out of step with current issues facing the research community here. Knowledge gained from all kinds of interactions with researchers through this kind of programming and these conversations helps shape future outreach and engagement.

Appendix A. Resources

Examples of advertisements, blog posts, course outlines and presentations

1. Scholarly Communication Lab at Dartmouth posts on scholarly identity

    - [Twitter as Part of Your Professional Identity](#)
    - [ResearchGate.Net and Your Professional Identity](#)
    - [Your Research Identity: A Thayer Interim Short Course](#)

2. ORCID Poster: advertisement for a drop-in session at the Leslie Center for the Humanities

3. ORCID Outline of Session: drop-in session at the Leslie Center for the Humanities

4. Research Identity Poster for Thayer Winterim 2016, Short Course syllabus

5. What Would You Say: ORCID and Public Access Policies

6. Managing Your Scholarly Identity Workshop Outline 2017

Twitter as part of your professional identity

Posted on April 21, 2017 by Jennifer Green

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I have to admit that I wasn't much of a Twitter user until recently. I created an account in 2009—probably a year or so after I started using Facebook. I think I posted three things and then my Twitter profile lay dormant for about eight years. At the time, due diligence is what motivated me to join Twitter. I'd just been to a national library conference where I'd listened to a panel of librarians talk about "meeting patrons where they are" whether that be in the library or Twitter. Getting a Twitter account seemed like the right thing to do, and I would figure out how it might be useful to me over time…eight years of time to be exact.

My time to rediscover Twitter began a little over a year ago when I stepped into the role of Digital Scholarship Librarian at Dartmouth. I became involved in conversations with authors about how to measure the impact of their scholarship. One way that an author's impact has been traditionally measured is with an h-index. H-index ratings are determined when certain databases capture information about the number of times an article within that database is cited. This results in a calculation that intends to say something about the impact the article has had on the scholarly community. The problem with this method is that the article citation must live in (be indexed by) the database, and depending on the author's discipline or type of published work (e.g., books) the work might not be indexed by that database and therefore remains unmeasurable by an h-index. For some authors, the h-index is not an accurate depiction of the importance or the impact of their work. Alternative ways of measuring scholarly impact have emerged through altmetrics. Altmetrics allow us to measure scholarly impact through non-traditional sources such as social media and news media mentions. An example of a tool that does this is Plum Analytics, which tells the story of scholarship and its impact through a variety of journal, social media, and news media lenses. This is where Twitter becomes relevant.

So, what if you're not a fan of Twitter? Do you need to be on Twitter for tools like Plum Analytics to capture mentions? No, people can and will talk about your work whether you are there or not, which may be a good reason to be on Twitter. Like a water cooler, Twitter is a place to gather, and when people gather they talk about (among many other things) tv, news, art, and scholarship. Tools like Plum Analytics can show up at that water cooler and capture mentions of an author's work on social media (e.g., Twitter and Facebook), produce data about those mentions and share that with an author who might not be present at the cooler. This is useful information, especially if your work is not represented well to your peers and administrators through the h-index. And, if you're like me, you probably didn't know that people are talking about your work on Twitter, but once you do know, your enthusiasm for Twitter re-emerges. Over the past year, I've discovered that many faculty are like me in that when they discover that people are talking about their work on social media, they are surprised and delighted. Sometimes they are more excited about that than when it's been cited, more traditionally, in someone else's publication. This may be because on Twitter, people don't HAVE to mention your work; they do it because it made impact on them and they are inspired to share it with others. As creators, this is exciting to discover.

When we talk with scholars about their professional identity, we address the importance of establishing a professional website that highlights professional or scholarly achievements and areas of expertise. We want them to know that if they don't tell their own story online, someone else may do it for them, which can be inaccurate and harmful. We also talk about the importance of tools such as ORCID that will help establish them as a unique author, even if their name is John Smith. And then, we talk about the important role that social media plays in one's identity (whether or not they are present in those social spheres).

This entry was posted in Uncategorized and tagged h-index, impact, professional identity, scholarship, social media, Twitter. Bookmark the permalink.

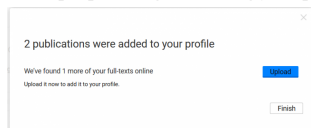## ResearchGate.net and Your Professional Identity

Posted on March 8, 2017 by Barbara DeFelice

R^G   ResearchGate.net is a very popular platform among researchers for advancing their reputations and often for sharing copies of their papers, whether allowed by publishers or not. It is the product of a start-up company that has received financing from some of the main funders of ways to provide open access to the results of funded research such as the Wellcome Trust, as recently described in this article in TechCrunch.

It is widely used by people who want to be known for their scholarship and research. Frequent updates via email about people using or wanting your papers, or new papers by your co-authors of past papers, are either welcome or annoying, depending on your viewpoint at the time!

	✕
2 publications were added to your profile	
We've found 1 more of your full-texts online	Upload
Upload it now to add it to your profile.	
	Finish

The system prompts researchers to upload the PDF of articles, and frequently authors are not aware of that publishers forbid such sharing via the author contract. However, many do, and ResearchGate.net is a major source of full text found via GoogleScholar.

Dr. Hamid R. Jamali did a study about full text found in ResearchGate.net, titled "Copyright compliance and infringement in ResearchGate full-text journal articles", which was published by Springer in *Scientometrics* in February 2017, and is available for a fee. The author's version of this article is posted in ResearchGate.net, which is allowed by the author's contract with Springer. He found that 51.3% of the articles in the study should not have been posted on ResearchGate.net based on publishers' policies.

We discuss appropriate use of a variety of tools, such as ResearchGate.net, for advancing your professional identity in our workshops on managing your professional or research identity, and are always happy to consult on questions regarding use of services like ResearchGate.net.

Barbara DeFelice and Jen Green

Scholarly Communication, Copyright and Publishing Program at Dartmouth

This entry was posted in Uncategorized and tagged open access, professional identity, research, research identity, ResearchGate. Bookmark the permalink.

Your Research Identity: a Thayer Winterim Short Course

Posted on January 4, 2017 by Jennifer Green

Your Research Identity: a Thayer Winterim Short Course

During the December 2016 break (Winterim), the Thayer School of Engineering offered a series of 5 non-credit, skills-based short courses. Librarians from Dartmouth's Feldberg Library and the Scholarly Communication Program submitted a proposal for a course titled *Your Research Identity*, which was included in this year's Thayer Winterim Short Course offerings. The goal of the course was to build students' understanding of how to manage their identity as academic researchers in a fast-evolving publishing landscape. *Your Research Identity* was held on December 6 and 7, 2016 and was co-taught by Emily Boyd, Barbara DeFelice, Jim Fries, Jen Green, and Janifer Holt. Eleven students participated, each representing diverse departments and varied stages of their academic careers, with most working towards a PhD.

Image provided for reuse at Wikimedia Commons

A key message throughout the two days circled around the idea that we each have a digital identity–whether or not we've spent time thinking about it or maintaining it. Information about us, observations about us, conversations about us, are all likely happening online whether or not we are participating in them. Students, professionals, scholars, and others should be knowledgeable about what the vast number of online tools and resources are saying about them and how they and their professional work are being presented online. To help illustrate this point, we asked the students to perform a search of their own names and the share with the group the variety of places they found mention of themselves. Of course, the usual suspects emerged, such as Facebook and LinkedIn, and one student was surprised to find that she had a Twitter account of which she was not aware. Some were surprised to find outdated information about their current institutional affiliation.

Since our personal computers respond to our previous search behaviors and prioritize results that are personal to each user's searching patterns, we asked students to partner up and search for each other's names. One issue that the students discovered when they searched their partner's name was: how can you tell which scholar is the one you are looking for when the search results produce many scholars with the same name? Through these two exercises, the students understood that there is more than one side to managing one's research identity. Not only should we be aware of what a Google search produces, we need to also ensure that the information about us is accurate, easily found, and distinctly and uniquely connects us with the work that we do.

Logo provided for reuse by ORCID.org

There are many ways to accomplish all of this. An important step that scholars can make is to create and populate an ORCID, which each of the students to during the session. ORCID is "an open, non-profit, community-driven effort to create and maintain a registry of **unique researcher identifiers** and a transparent method of linking research activities and outputs to these identifiers." Unique identifiers like ORCID help:

- make sure that you get credit for your work
- reduce time in identifying your scholarly output
- enable your ability to keep track of and report your work with funders, publishers and institutions
- make it easier for you and colleagues to accurately find your scholarly work

Beyond disambiguation, establishing a website is a good idea since it allows the scholar to lead the conversation and take some control over how and what to communicate about themselves and their work. A website can also be a good place to leverage social media services because it provides a place to which sources like LinkedIn and Facebook can be linked. This is important because Google innovation centers around the idea that it is not so much the page itself that tells you what it's about, but all the pages that link to it. So, a personal/professional website should be a home base to which every other source pertaining to one's identity or work links. From Google's perspective– the more sites that link to a page, the more authoritative it is, and the higher it rises on search results.

- A note about social media — we spent a bit of time talking with the students about how to manage their Facebook privacy settings to benefit their professional identity. Many of us are hesitant to share our Facebook profiles with our colleagues, but the reality is that if you have a Facebook profile, your colleagues and others are likely to search for you there. Many of the students were not aware that there is a tool within Facebook that

allows you to view your profile as a public user. Doing this helps you understand what exactly is shared beyond your circle of friends and then modify your privacy settings accordingly.

A key point throughout this conversation was that every type of social media one might use should be reinforcing the place that you want people to go (a personal website, department website, etc.). Therefore, we should all be involved in prioritizing the things that we want people to know about us.

Image provided for reuse at Wikimedia Commons

So, there is a conversation happening about us and our work somewhere, and the question is, are we engaged in the conversation? The answer should be yes. It's easy to say that we don't have time to manage our online presence (too many places, too many passwords) in a way that puts us in control of our own story, but it's more important than it is difficult, especially as it pertains to one's research identity. The end goal of the course was to set the students on a path towards creating the kind of digital identity and web presence that they want.

This entry was posted in Uncategorized and tagged digital, ORCiD, ORCID iD, research identity, Thayer. Bookmark the permalink.

ORCiD

Connecting Research and Researchers

DISTINGUISH YOURSELF IN 30 MINUTES .

2/14 @ 2:00 PM, Haldeman 041

14 minutes

LEARN about ORCID iD

15 minutes

CREATE AND POPULATE your ORCID iD

1 minute

ENJOY a Valentine's snack!

iD

BRING YOUR LAPTOP: Haldeman 041 TUESDAY, 2/14 @ 2:00 PM

Distinguish yourself with a unique ID. Why?

- Make sure that you get credit for your work

- Reduce time in identifying your scholarly output

- Simplify reporting your work to funders, colleagues, and institutions

- Simplify how you and others to accurately find your scholarly work

Get Yours at orcid.org!

WHAT IS ORCID?

The ORCID organization

- **Non-profit** Independent/community driven; governed by a board / supported by members

- **Open** Open data, open identifiers, open source

- **Global** 21 staff across 5 continents; 276 members across 6 continents

- **Dartmouth is a member**

Fall 2015

- 1 million live ORCID iDs

- 2 publisher mandates / 5 funder mandates

Fall 2016

- 2.3 million live ORCID iDs

- 18 publisher mandates (by end of 2016)

- 10 funder mandates

18 Journals or Publishers Requiring ORCID (as of 2016)

Including…

- PLOS ONE

- Wiley

- INFORMS

10 Funders Requiring ORCID

Including…

• Autism Speaks, USA

• Department of Transportation, US

• National Institute of Health Research, UK

• Wellcome Trust, UK

ORCID Statistics

Live ORCID iDs	2,393,873
ORCID iDs with at least one work	488,955
Works activities (publications, data sets, patents and other research outputs)	14,544,831
Unique DOIs	6,479,713
Employment activities	864,133
Employment to unique organizations	270,207
Education activities	1,024,887
Education at unique organizations	179,886
Funding activities	186,256
Funding from unique organizations	58,769

Statistics as of: 15-07-2016

When you create your ORCID, make sure to:

1. Use your dartmouth.edu email address and make the email public.

2. Make your ORCID public

3. Add variants of your name

4. Allow trusted organizations to link your ORCID

5. Accept email invitations from these trusted organizations

update@notify.orcid.org   7:54 PM (1 hour ago)

to me

ORCiD

Hi Alice Meadows,

You have 1 new notification in your ORCID inbox - see summary below. Please visit your ORCID Inbox to take action or see more details.

✎ Crossref: Add your published work(s) to your ORCID record
Works (2)

- Congratulations, You've Registered for an ORCID iD! What Next? http://dx.doi.org/10.18243/eon/2015.8.12.5 (doi: 10.18243/eon/2015.8.12.5)
- Early adopters of ORCID functionality enabling recognition of peer revie... http://dx.doi.org/10.1002/leap.1004 (doi: 10.1002/leap.1004)

more info...   Add now

View details in your ORCID inbox

You have received this message because you opted in to receive weekly inbox notifications about your ORCID record. Learn more about how the Inbox works.

You may adjust your email frequency and subscription preferences in your account settings.

email preferences | privacy policy | ORCID, Inc. | 10411 Motor City Drive, Suite 750, Bethesda, MD 20817, USA | ORCID.org

Time to create and populate!

Your Research Identity and Impact: Making, Managing, and Measuring

Thayer Winterim Short Course

Syllabus

Tuesday Dec. 6th and Wed. Dec. 7th

9am-12pm

Instructors: Janifer Holt, James Fries, and Emily Boyd

Guest instructors: Barbara DeFelice and Jen Green

Prerequisites: An interest in actively building and managing one's identity as a researcher.

Tools: laptop

Description:

In the digital age where everyone has a public identity by default, it is critical that you take control of that part of your public identity that reflects on your role as a researcher and scholar. There are tools and services that help you ensure that you have a unique and unambiguous identity, connect that identity with your work, communicate about your work to the audience you want, and measure the impact of your work.

In this highly interactive course, you will learn about the options for making or modifying your public researcher profile including what rights you have to share your work. You'll learn about tools such as ORCID, ResearchGate, Academia.edu, Google, RefWorks, Web of Science, SherpaRoMEO and more, to make the best decisions for your own researcher identity. We will also address the role of social media in the researcher identity ecosystem.

The instructors will guide you through decision steps, and you will use several of these tools as the course unfolds, so that you will have the researcher identity you want by the end of the course.

Outcomes:

Students will:

- learn how to manage their own identities in ways that accurately reflect their professional goals
- learn how to collect their scholarly and research output and make it available in appropriate and legal ways
- create a scholarly and research identity using services and tools that they learn about in the session
- understand how to use social media to manage their scholarly and research reputations
- understand metrics services that are commonly used

Schedule:

Tuesday Dec 6th 9am-12pm

- Introductions and housekeeping
- Overview of sessions
- Explore the concept of research identity
    - If you wanted more information about a researcher where would you go first? Use the notecards to collect your ideas and list where you found information about yourself.
    - Now partner up and try searching for your partner's name. Use the notecards to collect your ideas and list where you found information about your partner.
    - Report out and group discussion.
- Break for coffee
- Discussion: What do you want in your research identity?
    - What is the difference between personal identity and research identity?
    - Refer to reading: Chronicle of Higher Ed., *How to Curate your digital identity as an Academic?*
    - Look at best practices and good models
- What tools exist? Exploration and Creation
    - Identify yourself!
        - ORCID video and explanation
        - Get your ORCID and populate it or optimize the ORCID you already have

        Connect yourself!:

        - ORCID integration
        - Scopus Author profile
        - Google Scholar Citations
        - Kudos
- Wrap-Up/Looking ahead

Wednesday Dec 7th 9am-12pm

- Good morning and housekeeping
- Finding research literature
    - Google Scholar
    - Web of Science
    - IEEE
- What can you share and how do you know?
- Getting and sharing full text, guided discussion and activity
    - SherpaRoMEO
    - Other sharing options available to you
- Coffee Break
- Social media- or not!
    - Explore existing conversations about your work

- Guided exercise of social media tools and how to use them to manage your scholarly identity online
    - Google
    - ORCID
    - Facebook
    - LinkedIn
- Metrics
    - what is out there?
    - what do they mean?
- Reflection and discussion
- Wrap up and next steps

Readings:

READINGS: Chronicle of Higher Ed., *How to Curate your digital identity as an Academic?*
[Video: What is ORCID?](#)

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Jen Green (jennifer.w.green@dartmouth.edu)

Thank you!

What would you say?
ORCID and Public Access requirements from funding agencies

Friday, March 25, 2016
DCAL, 102 Baker Library

What we'll do

1. Introductions 8:30-8:35
2. ORCID overview; populating ORCIDs hands-on exercise 8:35-9:20
3. Short break 9:20-9:30
4. Public access requirements from funding agencies & campus support:
   overview   9:30-9:45
5. Group Work   9:45-10:20
6. Wrap up and next steps 10:20-10:30

Slide show of the user experience of the Crossref-ORCID integration

ORCiD

Alice Meadows
http://orcid.org/0000-0003-2161-3781

(Not You?)

Crossref ❓

has asked for the following access to your ORCID Record

👁 ↻

Create or update your activities
Read items in your ORCID record

☑ Allow this permission until I revoke it.
You may revoke permissions on your account settings page. Unchecking this box will grant permission this time only.

This application will not be able to see your ORCID password, or other private info in your ORCID Record. **Privacy Policy.**

Deny   **Authorize**

Authorized!

Congratulations, you have given permission for Crossref to add works to your ORCID record.

You can revoke this at any time at
https://orcid.org/account

close window

PUBLIC ACCESS POLICIES

WHAT WOULD YOU SAY? WORKSHOP
03/25/2016

DEPARTMENT OF ENERGY

LORA LELIGDON

DEPARTMENT OF ENERGY

In response to the OSTP memo, DOE has:

1. completed a Public Access Plan

2. deployed a web-based portal, the DOE Public Access Gateway for Energy and Science (DOE PAGES)

3. instituted data management principles and requirements for all DOE proposals

- Applies to final, peer-reviewed manuscripts or published articles
- Researchers required to submit metadata and link to full-text to OSTI PAGES
- Preferred VoR = publisher hosted
- Public access through prior license, not through "author pays" models.

Public Access Plan

U.S. Department of Energy
July 24, 2014

ENERGY.GOV

- Portal and search tool
- Metadata, abstracts, link to VoR
- Open, readable, & bulk downloads
- Dark archive for preservation
- APIs & citation export
- CrossRef Funding Data tracking

DOE PAGES

DOE PAGES

This content will become publicly available on January 25, 2017

Measuring the seeds of ion outflow: auroral sounding rocket observations of low-altitude ion heating and circulation

Here, we present an analysis of in situ measurements from the MICA (Magnetosphere-Ionosphere Coupling in the Alfvén Resonator) nightside auroral sounding rocket with comparisons to a multifluid ionospheric model. MICA made observations at altitudes below 325 km of the thermal ion kinetic particle distributions that are the origins of ion outflow. Late flight, in the vicinity of an auroral arc, we observe frictional processes controlling the ion temperature. Upflow of these cold ions is attributed to either the ambipolar field resulting from the heated electrons or possibly to ion-neutral collisions. We measure $E \rightarrow \times B \rightarrow$ convection away from the arc (poleward) and downflows of hundreds of m s^{-1} poleward of this arc, indicating small-scale low-altitude plasma circulation. In the early flight we observe DC electromagnetic Poynting flux and associated ELF wave activity influencing the thermal ion temperature in regions of Alfvénic aurora. We observe enhanced, anisotropic ion temperatures which we conjecture are caused by transverse heating by wave-particle interactions (WPI) even at these low altitudes. Throughout this region we observe several hundred m s^{-1} upflow of the bulk thermal ions colocated with WPI; however, the mirror force is negligible at these low energies; thus, the upflow is attributed to ambipolar fields (or   more »

Free Publicly Accessible Full Text

This content will become publicly available on January 25, 2017

Publisher's Version of Record

10.1002/2015JA021536

Have feedback or suggestions for a way to improve these results? Let us know!

SAVE / SHARE THIS RECORD

Citation Formats ∨
Export Metadata ∨
Send to Email

Authors: Fernandes, P. A. [1] ; Lynch, K. A. [2] ; Zettergren, M. [3] ; Hampton, D. L. [4] ; Bekkeng, T. A. [5] ; Cohen, I. J. [6] ; Conde, M. [4] ; Fisher, L. E. [2] ; Horak, P. [2] ; Lessard, M. R. [7] ; Miceli, R. J. [8] ; Michell, R. G. [9] ; Moen, J. [5] ; Powell, S. P. [10]

+ Show Author Affiliations

Publication Date: 2016-01-25

OSTI Identifier: 1240689

Report Number(s): LA-UR--15-29126
Journal ID: ISSN 2169-9380

Grant/Contract Number: AC52-06NA25396

Type: Accepted Manuscript

Journal Name: Journal of Geophysical Research. Space Physics

DATA MANAGEMENT

- Applies to digital data required to validate research findings

- Integrates data management planning in research plan

- DMP focuses on shared and preserved data that is open, machine-readable, and digitally accessible @ time of publication

- Use existing community/ institutional repository or publish SI with article

- OSTI mints DOIs for datasets

Statement on Digital Data Management

🖨 Print | Text Size: A A A

The Office of Science mission is to deliver the scientific discoveries and major scientific tools that transform our und of nature and advance the energy, economic, and national security of the United States. The Office of Science Stat Digital Data Management has been developed with input from a variety of stakeholders in this mission[1].

Here, data management involves all stages of the digital data life cycle including capture, analysis, sharing, and pre The focus of this statement is sharing and preservation of digital research data.

Table of Contents

- Principles
- Requirements
- Additional Guidance (including suggested elements for Data Management Plan)
- Additional Requirements and Guidance from Office of Science Program Offices
- Information about Data Management Resources at Office of Science User Facilities

Topics Covered in the User Services Forum 3/17/16

- What is happening at Dartmouth and nationally
- Definitions and terms – open access and public access ,
- Current Funding Cycle as it pertains to research articles in particular
- Optimal Funding Cycle that public access requirements enables
- Data Sharing
- National Projects (SHARE and CHORUS)
- What journals are starting to do-what we hear from faculty
- What level of support and expertise is available? Resources and Referrals

U.S. 2013

"…the direct results of federally funded scientific research are made available to and useful for the public, industry, and the scientific community…"

- Applies to Federal agencies with over $100 million
- Implementation plans in force or underway (NIH '09; DoE 2014; NSF Jan'16)
- Journal Articles, Conference Papers & Data
- Start dates and details vary
- 12 month embargo is a guideline
- Private foundations requirements trending to immediate access

Vice-Provost for Research Memo 11/23/15

Current Dartmouth resources to help meet the public access requirements include:

- The Dartmouth Faculty Open Access Policy provides for scholarly journal articles to be made open access in the long term via the institution's digital repository, through grant of a license on the part of the faculty to Dartmouth prior to publishing their work.

- The Data Management Plan Tool, customized for Dartmouth makes it easier to create a strong data management plan...

- Library and OSP staff are available

Optimized Funding Cycle for Research Articles
Maximum dissemination, economic efficiency and social impact

RFP's announced with open license requirements included; grants awarded

Research and scholarship conducted; papers, books etc. written; data generated

Articles submitted to journals; peer or editorial review

Accepted; public access policy ensures deposit in an open repository

Articles published in journals as usual

Public can download articles from open repositories

Public granted reuse rights under open licenses
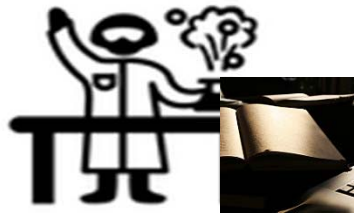
Accelerated progress in science & scholarship, optimal return on public and funder investment

Modified by B. DeFelice, CC BY

the data necessary
to validate research findings
needs to be publicly accessible to
search, retrieve, & analyze

DMPTool
Build your Data Management Plan

Export as PDF   Export as RTF   Submit

DMP Template:	NSF-BIO: Biological Sciences	Solicitation Number:	
Institution:	NonPartner Institution	Submission Deadline:	[not specified]
DMP Name:	DMP for Salnity and Temperature Experiments on Eurytemora affinis		

🖶 Print

1. Products of Research

The project will collect and analyze the following data: Conductivity and temperature from moorings and shipboard CTD surveys, Horizontal currents from Lowered ADCP and moorings, Horizontal currents from shipboard sonar, Fine and micro-scale velocity from the WHOI High Resolution, Fine and micro-scale temperature from fast-response thermistors.

2. Data Storage and Preservation

Data will be shared in matlab MAT format and/or as netCDF files. Data quality will be in accord with published uncertainty ranges for each instrument and within error bars for standard processing techniques. These PIs have experience with this mix of data types from previous collaborative reports. Data responsibilities include: PI Responsibility: A. Thurnherr. LADCP-CTD analysis: L. St. Laurent and E. Shroyer. HRP microstructure analysis: S. Jachec. Ongoing model output prediction: J. Moum, J. Nash. Microstructure data: M. Alford, J. Nash, J. MacKinnon.

3. Data Formats and Metadata

All field data collected under this program will be made available as per NSF guidelines within 2 years of collection via published manuscripts, publicly available final reports to NSF, and data archiving with NODC. Recognizing that any individual PI server may become unavailable over time, data will be made available by PI website locations and also by specific request to any colleague.

4. Data Dissemination & Policies for Data Sharing and Public Access

Aside from the LADCP-shipboard CTD there are currently no established standards for archiving or data from many of the fine- and micro-scale sensors used in the proposed work. This is a concern of the Climate Process Team on Ocean Mixing, of which many PIs are members. We propose to work with the CPT to evolve formats for data and metadata suitable for archiving both sensor and (critically) model output from the experiment. Field data will be provided to NODC upon project completion. Ultimate archival formats will be determined in consultation with NODC and with the CPT. Adequate archiving is anticipated to be an expensive, time-consuming task. All PIs have included funds for this in their budgets.

5. Roles and Responsibilities

Models codes to be employed are all public domain. Published peer-reviewed manuscripts will document the simulations and forcing sufficiently.

This DMP is *private.*   Change Settings
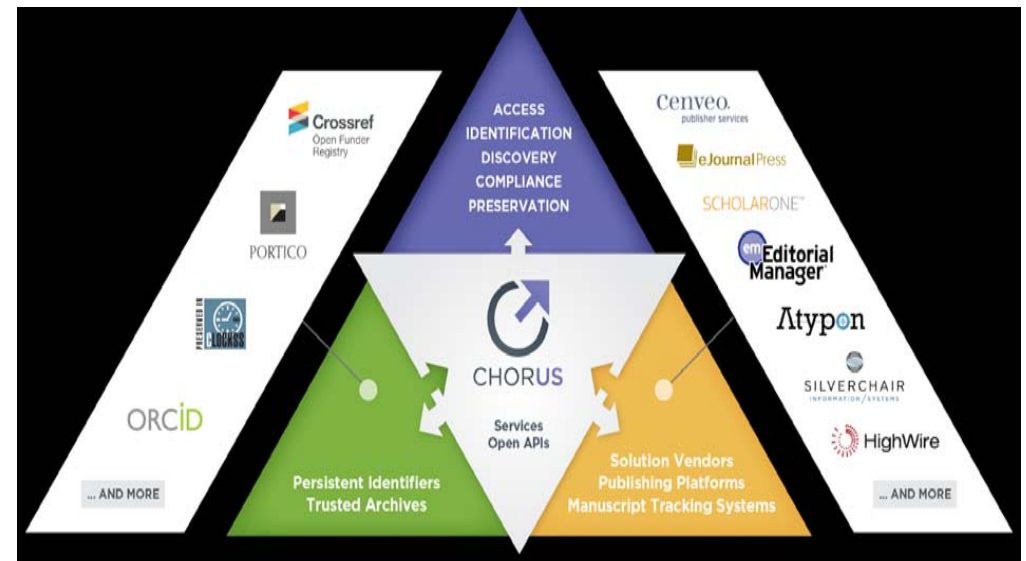
Dear Dartmouth Author ….   From Your Publisher

As of January 1, 2015, you have new options to ensure public access compliance.

Congratulations on your accepted manuscript in *Environmental Science & Technology*.

Your manuscript has been identified as reporting on research funded by the National Institutes of Health (NIH). To ensure compliance with NIH's Public Access Policy, ACS Publications provides you with the following 3 options:

1. **Purchase any *ACS AuthorChoice* open access license. Order online now**.

2. Redeem your ACS Author Rewards to offset *ACS AuthorChoice* fees.

3. Self-deposit your accepted manuscript to PMC for open access 12 months after publication……………

What levels of support and expertise are available?

Questions?

Ask Us!

Scholarly Communication Lab at Dartmouth

Project updates and news related to Dartmouth's Scholarly Communication Program

Home   About   Projects and Services   Education and Events   Resources

Next Steps from the March 25th Workshop

For NIH:

Catch people before they are at the crisis point of non-compliance threatening their grants

Bring their laptops, set aside time regularly (once a year?) to make sure they have the PMCIDs. Use timing of when progress reports are due. Monthly workshops offered. Work w. Vice Provost for research on getting the next memo out about public access. Target to the area, NIH separate from others.

Map workflows for specific disciplinary areas

Interdisciplinary issues- who will have to comply with a variety of granting agency's requirements?

For humanities areas, talking to faculty about ORCIDs- timing, when they realize they need it.

See who has an ORCID to find peer advisors/ambassadors to help spread the word.

Challenges of working with faculty about taking the steps themselves. Part of the messaging.

Think about things that you know now about your communities and talk about the talking points. Proactive or reactive responses to agency requirements. Would like to gather great ideas about talking points.

Managing your Professional Identity Online

March 14 and 15, 10:00am – 11:30am both days

Carson 61

Workshop instructors:

Jill Baron, Librarian for Romance Languages & Latin American Studies
Emily Boyd, Business, Economics, and Engineering Librarian--Feldberg Library
Barbara DeFelice, Program Director--Scholarly Communication, Copyright, and Publishing
Brenda Green, Head of Education, Research, and Clinical Services—Biomedical Libraries
Jen Green, Digital Scholarship Librarian--Scholarly Communication, Copyright, and Publishing
Lora Leligdon, Physical Sciences Librarian--Kresge Physical Science Library

Day 1 – March 14, 2017

10:00 – 10:10 AM

- Coffee and Snacks, housekeeping, and intro to room technology

10:10 – 10:30 AM, Emily Boyd and Barbara DeFelice
- Exploration: getting to know your online self
- Discussion of "How to curate your digital identity as an academic," by Kelli Marshall, Chronicle of Higher Education, January 5th, 2015

10:30 – 11:00 AM, Jen Green

- The value of a personal website
- Using social media and your professional identity
    - o Facebook, LinkedIn, Google Scholar
- Twitter and its use in the professional world

11:00 – 11:25 AM, Barbara DeFelice

- Copyright, ResearchGate, and other academic social networks

11:25 – 11:30 AM

- Wrap-up

Day 2 – March 15, 2017

10:00 – 10:10 AM

- Coffee and snacks

10:10 – 10:40 AM, Jen Green

- ORCID: What is it and how can it impact your professional identity?

10:40 – 11:00 AM, Brenda Green

- Searching PubMed and other sources

11:00 – 11:10 AM

- Break

11:10 – 11:25 AM, Barbara DeFelice

- Publishing, measuring impact, and promoting your work

11:25 – 11:30 AM

- Wrap-up

Appendix B. Summary of Sessions

Table showing type and number of events to date (November 2015-June 2017):

Session type	Managing Your Research Identity	ORCID
Short course (3 hours for 2 days)	1 (December 2016)	N/A
Workshops-1.5 hours for 2 days	1 (Mar 2017)	
Workshops-1.5 hour	6	6
Outreach events	7	9
Council on the Libraries meetings	3	3
Academic department meetings*	2	3

ORCID Outreach and Education Activities: June 2015 to present
Report prepared by the Scholarly Communication, Copyright and Publishing Program. These are not uniformly reported, nor are meetings with individuals.

1. **November 18, 2015: ORCID webinar: a technical introduction**
   - **Location:** Berry 171a.
   - **Participants:** two ITS staff; one librarian.
   - **Description:** A one-hour session offered by ORCID describing technical opportunities and limitations regarding how to leverage ORCID within an institutional repository infrastructure.
   - **Staff involved**: Scholarly Communication, Copyright and Publishing Program, ITS
   - **Publicity**: none.

2. **January 5, 2016: Individual consultation with Professor of Earth Sciences**
   - **Location and setting:** faculty office.
   - **Participants:** one faculty.
   - **Description:** Librarians met with faculty member, providing information about ORCID and assistance with registration.
   - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Director, Kresge Physical Sciences Library.
   - **Publicity:** invited visit.

3. **January 13, 2016: ENGS 197 - Competitive Proposal Workshop**
   - **Location and setting:** Thayer School of Engineering, Rhett's Room.
   - **Participants:** approximately ten graduate students.
   - **Description:** Librarians met with students to share how ORCID and other resources can facilitate a successful proposal process.
   - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Director, Feldberg Library; Reference Librarian, Feldberg Library; Digital Scholarship Librarian.
   - **Publicity:** invited by professor

4. **January 25, 2016: Individual consultation with Prof. of English, Council on Libraries member**
   - **Location and setting:** faculty office.
   - **Participants:** one faculty.
   - **Description:** Librarians met with this faculty member to build awareness of ORCID and the Dartmouth Academic Commons interim deposit tool.
   - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian.
   - **Publicity:** invited visit.

5. **January 28, 2016: Meeting with the Council on the Libraries, a representative group of faculty who advise the Library**
   - **Location and setting:** Meeting over lunch
   - **Participants:** Faculty members of CoL; administrative members who are ex-officio
   - **Description:** To build awareness of ORCID and of the Dartmouth Academic Commons interim deposit tool.
   - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian; ITS
   - **Publicity:** invited to be on the agenda

6. **February 25, 2016: Meeting with the Council on the Libraries, a representative group of faculty who advise the Library**
   - **Location and setting:** Meeting over lunch
   - **Participants:** Faculty members of CoL; administrative members who are ex-officio
   - **Description:** PlumX dashboard and the need for faculty to have ORCIDs to quickly populate this metrics tool
   - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian; ITS
   - **Publicity:** invited to be on the agenda

7. **March 25, 2016: What would you say? ORCID and Public Access requirements from funding agencies**
   - **Location and setting:** Baker 102.
   - **Participants:** approximately fifteen, including Office of Sponsored Projects, Library and ITS staff.
   - **Description:** Presentation of ORCID and how to register, presentation of public access requirements for various federal funding agencies, time to create ORCID and ask questions.
   - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian; Physical Sciences Librarian; Project Planner, Institutional Repositories and Services.
   - **Publicity**: Library Teaching Group email list, LibCal registration.

8. **April 7, 2016: Thayer faculty meeting**
   - **Location and setting:** Thayer School of Engineering, Jackson conference room.
   - **Participants:** approximately twenty Thayer School of Engineering faculty members.

- **Description:** 15 minutes to present ORCID and the Dartmouth Academic Commons Interim Deposit. Print handouts about ORCID and the Interim Deposit were provided. Faculty wrote down questions/comments on provided notecards.
- **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian; Project Planner, Institutional Repositories and Services; Lead Programmer, ITS.
- **Publicity:** coordinated via email with the Thayer School of Engineering Administrative staff and Dean. Administrative staff sent multiple messages to Thayer faculty about the upcoming faculty meeting visit.

9. **May 11, 2016: Math faculty meeting**
   - **Location and setting:** Kemeny 004.
   - **Participants:** approximately twelve Math faculty members.
   - **Description:** 15 minutes to present ORCID and the Dartmouth Academic Commons Interim Deposit.
   - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian; Physical Sciences Librarian.
   - **Publicity:** coordination with Math Administrative staff via librarian liaison.

10. **July 19, 2016: ORCID 30-minute summer event**
   - **Location and setting:** Kresge Conference Room.
   - **Participants:** two faculty members.
   - **Description:** 14-minute presentation, 14-minutes to register for ORCID, 1 –minute to eat and ice cream sandwich.
   - **Staff involved:** Digital Scholarship Librarian; Physical Sciences Librarian.
   - **Publicity:** posters, librarian liaison email to faculty.

11. **August 2, 2016: ORCID 30-minute summer drop-in event**
   - **Location and setting:** MacLean Atrium, Thayer School of Engineering.
   - **Participants:** seven faculty/research drop-ins.
   - **Description:** Librarians set up a table in Maclean Atrium for 30 minutes, providing information about ORCID, assistance with registration, and ice cream.
   - Paper handouts containing information about ORCID were available.
   - **Staff involved:** Digital Scholarship Librarian; Reference Librarian, Feldberg Library.
   - **Publicity:** posters in Feldberg and librarian liaison email to faculty.

12. **August 8, 2016: ORCID 30-minute summer drop-in event for graduate students**
   - **Location and setting:** Kemeny Lounge.
   - **Participants:** two student drop-ins.
   - **Description:** Librarians visited the student lounge for 30 minutes, providing information about ORCID, assistance with registration, and ice cream.
   - **Staff involved:** Digital Scholarship Librarian; Physical Sciences Librarian.
   - **Publicity:** posters in Kresge and library liaison email with the Math Department.

13. **August 10, 2016: NISO webinar: How Librarians Use, Implement, and can support Research identifiers**
    - **Location and setting:** Baker 152.
    - **Participants:** five librarians and library staff.
    - **Description:** Barbara registered for and facilitated presentation of the webinar.
    - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program.
    - **Publicity:** Library Teaching Group email list.

14. **August 11, 2016: ORCID 30-minute summer drop-in event**
    - **Location and setting:** Life Sciences Center Lobby, second floor.
    - **Participants:** one graduate student.
    - **Description:** Librarians set up a table for 30 minutes, providing information about ORCID, assistance with registration, and ice cream.
    - **Staff involved:** Digital Scholarship Librarian; Biomed Research and Education Librarian; Katie Harding, Physical Sciences Librarian.
    - **Publicity:** posters in the Life Sciences Center and library liaison email with Life Sciences faculty list.

15. **August 16, 2016: ORCID 30-minute summer drop-in event**
    - **Location and setting:** Kemeny, 3rd floor lounge.
    - **Participants:** one faculty; one student.
    - **Description:** Librarians visited the lounge for 30 minutes, providing information about ORCID, assistance with registration, and ice cream.
    - **Staff involved:** Digital Scholarship Librarian; Physical Sciences Librarian.
    - **Publicity:** posters in Kresge and library liaison email with the Math Department.

16. **September 9, 2016: Individual consultation with Engineering Professor**
    - **Location and setting:** Thayer School of Engineering--faculty office and then moved to a conference room with projection.
    - **Participants:** two faculty (another faculty member joined us as we were walking from the office to the conference room).
    - **Description:** Librarians met with this faculty member to build understanding, and awareness, as well as help the faculty member create and ORCID.
    - **Staff involved:** Digital Scholarship Librarian; Reference Librarian, Feldberg Library.
    - **Publicity:** invited visit. Faculty member could not attend the drop-in session and requested one-on-one time.

17. **October 11, 2016: ORCID Fall signup/drop-in event**
    - **Location and setting:** DHMC main cafeteria.
    - **Participants:** 19 DHMC affiliates.
    - **Description:** Librarians visited the cafeteria for 90 minutes, providing information about ORCID, assistance with registration, and lime juice.
    - **Staff involved:** Digital Scholarship Librarian; Biomed Head of Education, Research, and Clinical Services; Biomed Research and Education Librarians;

- **Publicity:** posters in Dana and Matthews-Fuller, library liaison email with the Geisel School, email to Library Group and Library Teaching Group listservs, two VOX announcements.

18. **October 28, 2016: Scholarly Identity Workshop, Open Access Week**
    - **Location and setting:** Baker 102, DCAL.
    - **Participants:** five Dartmouth faculty or staff.
    - **Description:** Librarians gave a 40-minute presentation about copyright, resources to help understand publisher restrictions, and tools to manage one's scholarly identity including ORCID, Google Profiles, Researchgate, and Academia.edu. 20 minutes for discussion and time to create and ORCID. Lunch was provided by DCAL.
    - **Staff involved:** Digital Scholarship Librarian; Physical Sciences Librarian.
    - **Publicity:** Open Access week posters, three VOX announcements.

19. **October 24-28, 2016: Open Access and ORCID information tables on display during OA week**
    - **Location and setting:** Berry Main, Fairchild Tower, Jones Media Center, MacLean Atrium, Life Sciences Center.
    - **Participants:** 20-30 drop-ins over a 2-hour period per table, per day.
    - **Description:** Librarians shared resources about open access and encouraged students, faculty, and staff to register for ORCID.
    - **Staff involved:** Digital Scholarship Librarian; Librarian for Romance Languages & Latin American Studies; Data Visualization Librarian; Physical Sciences Librarians; Reference Librarians, Feldberg Library; Reference Bibliographer; Biomed Research and Education Librarian.
    - **Publicity:** OA Week posters, VOX announcements, Library Teaching Group email list.

20. **Nov 16, 2016: Spanish and Portuguese faculty meeting**
    - **Location and setting:** Dartmouth Hall.
    - **Participants:** eight faculty members.
    - **Description:** 15 minutes to present ORCID and answer questions about registration.
    - **Staff involved:** Digital Scholarship Librarian.
    - **Publicity:** invited visit.

21. **November 16th, 2016: Meeting with the Council on the Libraries, a representative group of faculty who advise the Library**
    - **Location and setting:** Meeting over lunch
    - **Participants:** CoL faculty representative
    - **Description:** To build awareness of ORCID and scholarly identity
    - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian; ITS
    - **Publicity:** invited to be on the agenda

22. **November 18, 2016: Gear Up for Research**
    - **Location and setting:** DHMC, Auditoriums A-D
    - **Participants:** 30-40 drop-ins.
    - **Description:** Librarians set up a scholarly communication program table. Half provided information about publishing and the other half provided information about ORCID.
    - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian.
    - **Publicity:** Biomed Research and Education Librarian, handled publicity in the form of emails, VOX announcements, newsletters, etc.

23. **December 6 and 7, 2016: Thayer Winterim Course, Your Research Identity**
    - **Location and setting:** Cummings Hall, Thayer School of Engineering.
    - **Participants:** twelve grad students, fellows, and PhD candidates.
    - **Description:** A two-day interactive course where students learned about the options for making or modifying your public researcher profile. Tools such as ORCID, ResearchGate, Academia.edu, Google, RefWorks, Web of Science, SherpaRoMEO, Facebook, and Twitter were presented and recommendations were made regarding how to use these tools to develop one's researcher identity online.
    - **Staff involved:** Program Director, Scholarly Communication Copyright and Publishing Program; Digital Scholarship Librarian; Director, Feldberg Library; Reference Librarians, Feldberg Library.
    - **Publicity:** posters created by the Thayer School of Engineering were displayed in most major campus buildings; Thayer Administrative staff emailed Thayer students, faculty, and staff**.**

24. **February 14, 2017: ORCID Winter signup,**
    - **Location and setting:** 30 minutes, Leslie Center for the Humanities,
    - **Participants:** Five faculty and staff participants.
    - **Description:** Librarians visited the lounge for 30 minutes, providing information about ORCID, assistance with registration, and Valentine cookies and chocolate.
    - **Staff involved:** Digital Scholarship Librarian; Reference Librarian, Feldberg Library.
    - **Publicity:** Posters displayed throughout Haldeman; Leslie Center Administrative staff emailed faculty through the Leslie listserv.

25. **February 17, 2017: Research Impact: Enhance the Visibility and Impact of Your Work**
    - **Location and setting:** Fahey First Floor Commons @ 12 noon
    - **Participants:** 12 participants, graduate students
    - **Description:** As part of the GRAD "Becoming Faculty" workshop series, this session addressed how graduate students and post-doctoral fellows can maximize their research impact as new faculty.   The session covered how students can establish and monitor their scholarly presence, how to utilize strategies for optimizing dissemination and discoverability, and how to track the impact of their work. ORCID was specifically addressed to establish a scholarly presence and to minimize author disambiguation issues.

- **Staff involved:** Physical Sciences Librarian, and Biomedical Research and Education Librarian.

26. **March 14 and 15, 2017: Managing your professional identity**
    - **Location and setting:** Carson 61.
    - **Participants:** twenty-six faculty and researchers (registration still open).
    - **Description:** A two-day interactive session (1.5 hours each day) where participants will learn about the options for making or modifying their public professional profile. Tools such as ORCID, ResearchGate, Academia.edu, Google, RefWorks, PubMed, Facebook, and Twitter will be presented along with recommendations regarding how to use these tools to develop one's professional identity online.
    - **Staff involved:** Open Dartmouth Working Group members: Digital Scholarship Librarian, Program Director, Scholarly Communication Copyright and Publishing Program; Physical Sciences Librarian; Biomed Head of Education, Research, and Clinical Services; Librarian for Romance Languages & Latin American Studies; Reference Librarians, Feldberg Library.
    - **Publicity:** Library Teaching Group listserv, LibCal. Intended to do a VOX announcement, but registration was nearly full two days after opening it.