

# Rebecca Welzenbach (Becky) | Research Impact Librarian



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I empower scholars to create the conditions under which they can establish:

- a strong public identity,
- a coherent account of their contributions to the scholarly enterprise,
- and a persuasive body of evidence for the impact of their work within the academy,
- ...and for the public.

**The shorter version: I help scholars present themselves and their work to the world.**

Along with other librarians and informationists from across the U-M Library, I coordinate the library's role in research impact initiatives on campus.

# Agenda for the day

## Hour 1: How to document impact

- Discussion of tools and resources (~20 minutes)
- Work/planning time (20-30 minutes)
- Report back (5-10 minutes)
- Break (~10 minutes)

## Hour 2: Why are we doing this?

- Examples of guidelines for reporting/evaluation (~20 minutes)
- Work/planning time (~20 minutes)
- Report back (5-10 minutes)
- Wrap up (5 minutes)

# Tools for gathering data as evidence toward impact

- Measuring engagement on the web
  - [Google Analytics](#) (caveat: tracking code needs to be embedded on the site and your Google account will need to be granted access to the analytics.)
  - Wordpress stats (esp. If using [LSA IT supported website](#))
  - YouTube analytics (YouTube Studio/Analytics)
  - Other social media analytics
- In-person/on-paper evidence
  - Sign-in sheets -- count participants; assess attendance against pre-registration
  - Feedback cards/suggestion cards
  - Other?
- Online feedback
  - [Google Forms](#)
  - [Qualtrics](#)

# Tools for gathering data as evidence toward impact

Your ideas, experiences, tips, suggestions, warnings, questions, etc.....

- Have you used any of these tools? If so what was your experience like?
- Do you have concerns about adding one or more of these tools to your publicly engaged humanities projects?
- What other tools have you used?
- Other reactions?

# Library Expert: Assessment Specialist Craig Smith



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**Office:** 818 North Hatcher

**Google Talk:** craigsm@umich.edu

I received a doctorate in Human Development and Psychology from the Harvard Graduate School of Education in 2009. I then did a hybrid teaching/research postdoc in the Harvard Psychology Department, and a research-focused postdoc in the U-M Department of Psychology. After that, I conducted institutional research as a senior member of the research and evaluation team at the U-M ADVANCE Program. I started my work as the Assessment Specialist in the U-M Library in the spring of 2018.

My role in the library involves coordinating the use of strategic assessment and research in the University Library. My own large projects are creating and maintaining the Library assessment strategy, conducting cyclical surveys to understand the U-M community's library-related needs and experiences, and measuring Library employees' experiences of their workplace. I also actively collaborate with individuals and teams in the Library on their project and assessment planning. I offer a wide range of assistance in these consultations and collaborations, such as guidance on study design, survey creation, qualitative data collection, mixed-methods approaches, and work with data. One of the roles I play is establishing and facilitating -- via the library assessment strategy -- a set of best practices in the Library system for starting new assessment projects, collecting/analyzing data, working with research participants, managing data, and reporting findings. Please don't hesitate to reach out if I can be of service.

## Tools for visualizing/expressing data

- Some visualizations built into Qualtrics
- Some visualizations built into Google Forms
- Tableau ([available via MiWorkspace--need to check whether licensed for your unit](#))
- [Google Data Studio](#) (integrates with Google Analytics, YouTube Analytics, Google Sheets)

# Tools for visualizing/expressing data

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# Library Expert: Visualization Librarian Justin Joque



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As a *Visualization Librarian*, I primarily assist users in finding, manipulating, analyzing and visualizing diverse types of data. I provide consultations on data visualization and other data related issues. I also teach workshops on visualization techniques, literacy and tools. I am the author of [\*Deconstruction Machines: Writing in the Age of Cyberwar\*](#) (University of Minnesota Press, 2018).

I received my undergraduate degree from the University of Michigan in History. I completed my Master's of Science of Information at the University of Michigan - School of Information with a focus on Information Analysis and Retrieval and my PhD in Communications at the European Graduate School.

# Tools for publishing/disseminating information

- [Deep Blue documents / Deep Blue data](#)
- [Humanities Commons + CORE Repository](#)
- [LSA Faculty sites](#)
- [Google Sites](#)
- [Domain of one's Own / Reclaim Hosting](#)
- [GitHub pages \(tutorial by U-M librarian Jon McGlone\)](#)

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# Library Expert(s): ScholarSpace



206 Hatcher Graduate Library

(734) 647-7406 (p)

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[Maps, Directions & Accessibility](#)

ScholarSpace is a community-driven learning space built to support initiatives that bridge disciplines, build networks, and discover new contexts for scholarship. To meet these goals, ScholarSpace is designed to enable creation, collaboration, and consultation, flexibly supporting independent use, group use, and course-integrated use, with a focus on information design, digital scholarship, and digital pedagogy.

ScholarSpace offers [consultation services](#), [workshops](#), and [course-integrated instruction](#) to help faculty, students, and staff develop digital literacy and design skills. Student and staff consultants partner with scholars across disciplines to explore the application of technologies to their learning and research. The space is designed to support multiple simultaneous uses of collaboration space and technology. Independent use of the technology and space is encouraged.

## Work time/Reflection/Brainstorming/Break/Reading (~20 minutes)

Suggested readings to get you thinking:

- [“Rather than narrow our definition of impact, we should use metrics to explore richness and diversity of outcomes.”](#)
- [“Attention is not Impact” and other challenges for Altmetrics](#)
- [“Altmetrics for the humanities: Comparing Goodreads reader ratings with citations to history books”](#)

# Why are we doing this?

Who wants to know?

- Funders
- Those charged with evaluating your work (T&P, dissertation committee?)
- Who else?

What do they want to know? Go straight to the source....

- [Humanities Collaboratory Project Grants](#)
- [Rackham Public Scholarship Grants letter of intent guidelines](#)
- [National Endowment for the Humanities performance reporting requirements](#)
- [Andrew W. Mellon grant reporting guidelines](#)
- [Rackham Graduate School Dissertation Evaluation Guidelines](#)

# Matching your data to the audience

- *Who is evaluating you?*
- What *types of work* are valued? (i.e., what do they want you to do?)
- What *outputs* are appropriate evidence of success in accomplishing this type of work? (i.e., can you show that you did this work?)
- What are the *criteria* by which these outputs are evaluated? (i.e., how will they decide whether your work was good?)
- What *measures or indicators* are appropriate to demonstrate how well the outputs meet or exceed the criteria? (i.e., can you show that you did this work at or above the level expected?)

# Work time/Reflection/Brainstorming/Break/Reading (~20 minutes)

## Make a Plan: What do you need?

Examples:

- Create a survey
- Registration form
- Feedback form
- Contact email/phone number
- Sign-in sheets
- Plan to circle back after the activity
- Progress/growth over time?

Suggested readings to get you thinking:

- [Tenure, Promotion and the Publicly Engaged Academic Historian](#) (2017)
- [Professionally Related Public Service as Applied Scholarship: Guidelines for the Evaluation of Planning Faculty](#). (1998)

# Wrap up

Thoughts? Questions? What's next?

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