

Supporting students &
researchers: How the library is
using the IR to respond
to COVID-19

支援研究人員與學生：使用機構
典藏應對**COVID-19**疫情影響

Jean-Gabriel Bankier

Managing Director, Digital Commons, Elsevier



Institutional showcasing more early research: preprints

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Does COVID-19 Spread through Droplets Alone?

Thushara Galbadage, *Biola University*
Brent M. Peterson, *Biola University*
Richard S. Gunasekera, *Biola University*

School/Department
School of Science Technology and Health

Publication Date
3-15-2020

Abstract
The world has been in the midst of a swiftly unfolding public health crisis that

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THIS ARTICLE IS PART OF THE RESEARCH TOPIC
Coronavirus Disease (COVID-19): Pathophysiology, Epidemiology
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OPINION ARTICLE
Front. Public Health, 24 April 2020 | <https://doi.org/10.3389/fpubh.2020.00163>

Does COVID-19 Spread Through Droplets Alone?

Thushara Galbadage¹, **Brent M. Peterson**¹ and **Richard S. Gunasekera**^{2*}

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Introduction

The world is in the middle of a historic public health crisis. As of March 30, 2020, over a third of the population in the United States is under “stay at home” orders given by state governors to protect the vulnerable and the unexposed. Unprecedented steps have been taken by governments globally to contain the novel coronavirus disease 2019 (COVID-19), a rapidly spreading pandemic. This has resulted in more than 690,000 cases and over 33,000 deaths worldwide ([Supplementary Table 1](#)). The index case of the disease, caused by the Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) was identified more than 3 months ago. Since then, public health authorities worldwide have taken aggressive measures to blunt the exponential spread of this coronavirus. Furthermore, several nations, including

Institutional showcasing more early research: working papers



Wharton
UNIVERSITY of PENNSYLVANIA

**Pension Research
Council**

[How the Coronavirus Could Permanently Cut Near-Retirees' Social Security Benefits](#)

[Andrew G. Biggs](#)

Document Type

Working Paper

Date of this Version

4-3-2020

Abstract

As a group, retirees are more financially insulated from the economic effects of the COVID-19 pandemic than are most other demographic groups in the United States. Yet due to how the Social Security benefit formula interacts with the sharp economic downturn due to the Coronavirus, some groups of near-retirees are likely to suffer substantial permanent reductions to their Social Security retirement benefits. Assuming a 15 percent decline in the Social Security Administration's measure of economywide

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Uptick in non-COVID research showcasing as well



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RESEARCH COLLECTION LEE KONG CHIAN SCHOOL OF BUSINESS

What's on job seekers' social media sites? A content analysis and effects of structure on recruiter judgments and predictive validity

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Samantha L. JORDAN

Publication Type
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Using Data Analytics to Filter Insincere Posts from Online Social Networks. A case study: Quora Insincere Questions

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Mohammad A. Al-Ramahi, *Texas A&M University-San Antonio*
Izzat Alsmadi, *Texas A&M University-San Antonio*

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Document Type
Conference Proceeding

Publication Date
1-2020

Keywords
Data Analytics, Data Mining, Machine Learning for Social Media

Abstract
The internet in general and Online Social Networks (OSNs) in particular continue to play a significant role in our life where information is massively uploaded and exchanged. With such high importance and attention, abuses of such media of communication for different purposes are common. Driven by goals such as marketing and financial gains, some users use OSNs to post their misleading or insincere content. In this context, we utilized a real-world dataset posted by Quora in Kaggle.com to evaluate different mechanisms and algorithms to filter insincere and spam contents. We evaluated different preprocessing and analysis models. Moreover, we analyzed the cognitive efforts users made in writing their posts and whether that can improve the prediction accuracy. We reported the best models in terms of insincerity prediction accuracy.

Digital Object Identifier (DOI)

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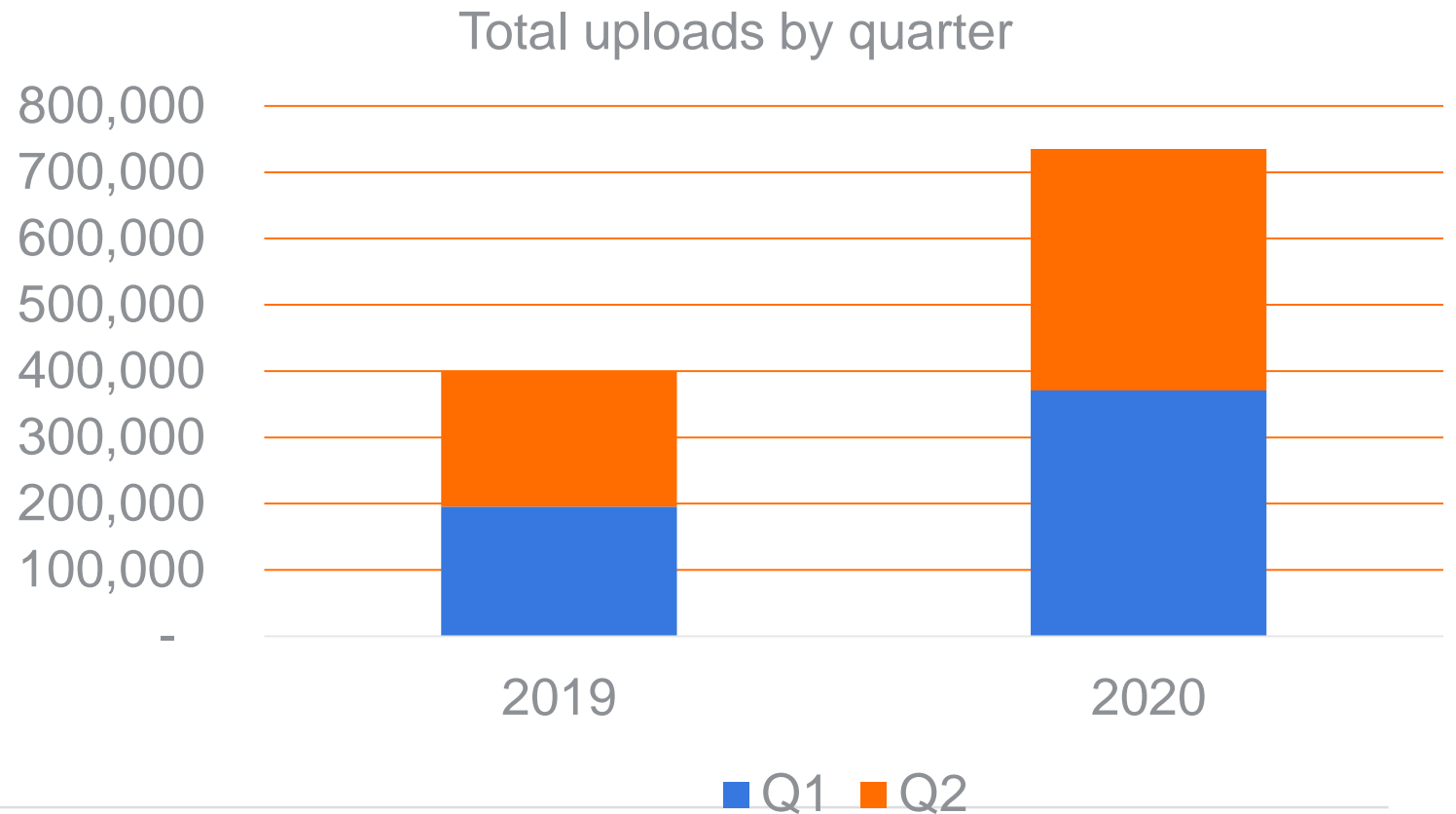
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More research **showcasing** alone doesn't explain the jump in uploads. What else is going on?

Data from across a community of nearly 600 institutions using Digital Commons as their IR platform shows an **84% increase in uploads.**



An uptick in the archiving use-case for the IR as well; with a focus on capturing COVID's historical impact



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Houston Cole Library
700 Pelham Road North
Jacksonville, AL 36265

Home > Archival Collections @ Houston Cole Library > COVID-19 Archive > COVID-19 Faculty Reflections

COVID-19 FACULTY REFLECTIONS

As part of its documentation for Spring 2020 Faculty Development Workshops, Faculty Commons requested that attendees share their reflections on the workshop content. Faculty were also asked to document the impact that COVID-19 and the unexpected switch to entirely online instruction has had on their teaching and professional duties during the Spring 2020 semester. This collection represents faculty thought on how the pandemic has affected teaching at JSU and the experience of the students enrolled in these online courses.

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Submissions from 2020

- [PDF Faculty COVID-19 Reflection 1](#), Joseph Akpan
- [PDF Faculty COVID-19 Reflection 2](#), Abigail Brock
- [PDF Faculty COVID-19 Reflection 3](#), Christy Burns
- [PDF Faculty COVID-19 Reflection 4](#), Christopher Douglas
- [PDF Faculty COVID-19 Reflection 5](#), Arup Kumar Ghosh
- [PDF Faculty COVID-19 Reflection 6](#), Larry Gray
- [PDF Faculty COVID-19 Reflection 7](#), Miriam Hill
- [PDF Faculty COVID-19 Reflection 8](#), Jianping Huang

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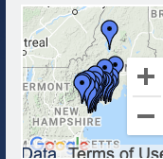
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Links

USM Libraries

Digital Commons in Maine



Home > College of Arts, Humanities and Social Sciences > History Department > SIGNS OF THE TIMES



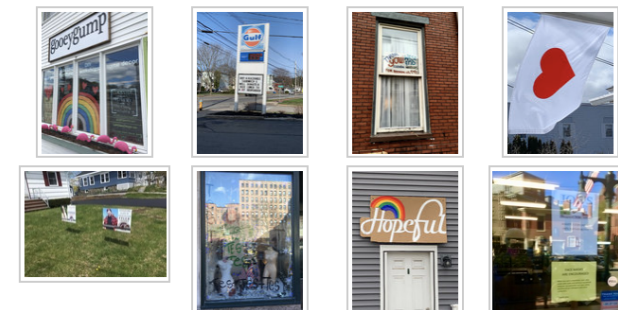
Signs of the Times: Documenting Covid-19 Signs in Southern Maine is a crowd-sourced digital archive begun in April of 2020 by Libby Bischof, Professor of History and Executive Director of the Osher Map Library at the University of Southern Maine. As a visual historian, Bischof recognizes the fleeting and ephemeral nature of signs and messages created to respond to a particular event. The goal of this born digital archive is to document (via photograph) signs created in response to the Covid-19 pandemic in Southern Maine, and digitally preserve a particular moment in the region's history. For the purposes of this project, "Southern Maine" is denoted as south of Bangor.

We welcome your submissions to the archive. Please email Libby Bischof at: elizabeth.bischof@maine.edu if you have a digital image of a sign in Southern Maine you would like to contribute to the project. We are looking for a variety of sign images related to Covid-19: on windows, on lawns, on roads and highways, posted on office buildings, schools, stores, parks, churches and places of worship, etc. All submissions will be credited to the individual who submits the image, as well as the photographer. When submitting, please include the date and location when the sign was photographed, and send the highest resolution available.

Please Note: We are not encouraging people to alter their daily routines to collect photographs of signs. Please be safe, observe social distancing, wear face coverings, and respect private property. We do not publish or geo-reference individual street addresses for signs located at private residences. We simply list the street, e.g. Portland: State Street Neighborhood.

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Uptick in publishing primary datasets for peer researchers as well; facilitating researcher collaboration

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RECONSTRUCTIONS

Reconstructions from the PAAB 2004 graficos image database website. A document is available for help navigating the [PAAB 2004 graficos reconstructions](#) as originally displayed on the website.

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Universities are publishing researcher works when their conference cancels; **researcher collaboration**

“It’s no secret that COVID-19 has affected nearly every aspect of our daily life. Don’t let your hard work get left behind. If you were scheduled to present at a conference that has been canceled follow these steps to ensure your work is properly cited and shared.”
Office of Academic Affairs, University of Nebraska Medical Center

3 STEPS

TO CITE AND SHARE YOUR WORK

Following a canceled conference, take these 3 steps to make sure your work is properly cited and shared.

1
Submit Your Work
Disseminate your peer-reviewed, accepted abstract and related information, including your completed poster/presentation, to the UNMC Digital Commons at:
digitalcommons.unmc.edu



3
Provide the Proof
Include your conference acceptance email/letter in the scholarship section of your promotion portfolio.

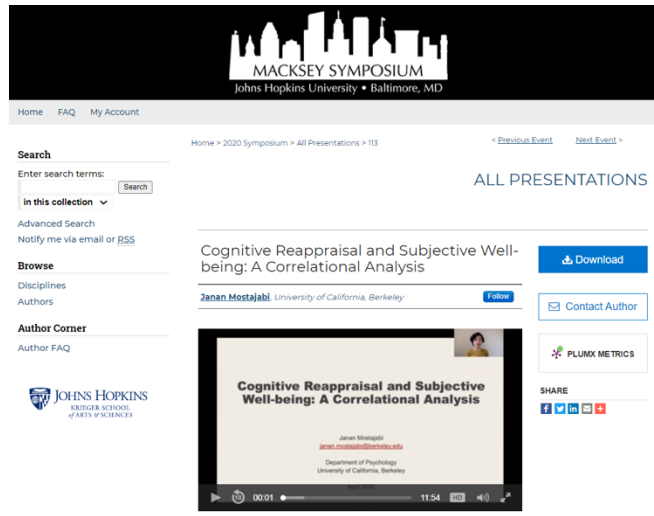
2
Update Your CV
List the citation on your CV as you normally would for something that was accepted, and add the link to where your scholarly work has been disseminated (i.e. Digital Commons).
More information:
apastyle.apa.org/blog/canceled-conferences

Universities are throwing a life-line to conferences by publishing their proceedings; **researcher collaboration**



John Hopkins University's JHU Macksey Symposium

- In-person conference canceled due to COVID
- 400-500 attendees from around the world had been expected
- Authors needed support for a variety of formats, including: posters, multi-page PDFs, video files, sound files, PowerPoint presentations.

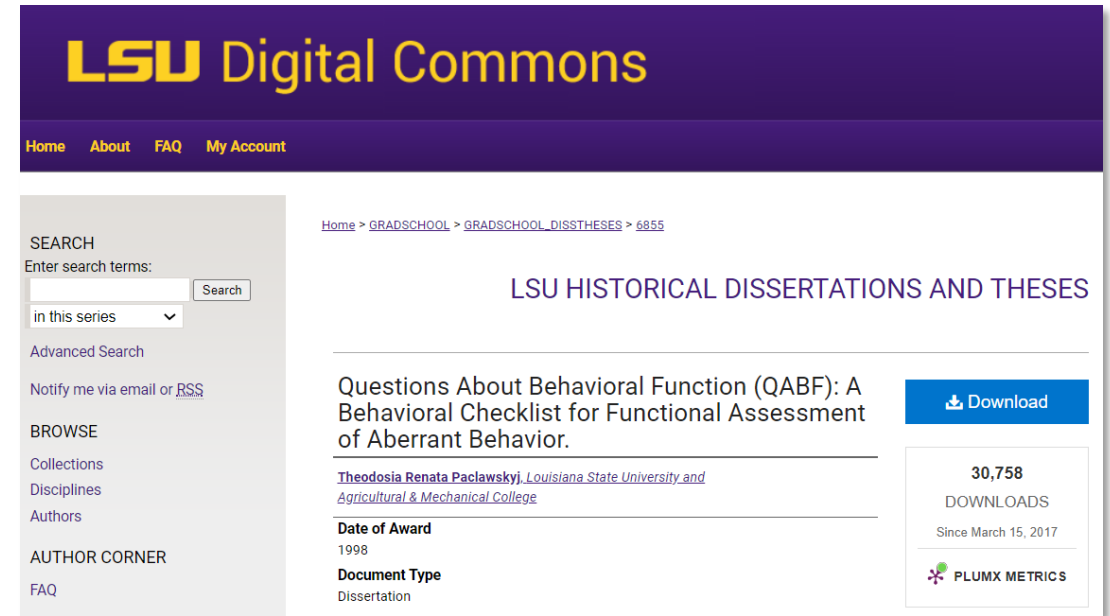


More students submitting their final work for review and publication; **teaching and learning**



The screenshot shows the Bowdoin Digital Commons website. The header includes the Bowdoin logo and 'Digital Commons'. Navigation tabs for 'Home', 'About', and 'Help' are visible. A search bar is present with a 'Search' button and a dropdown for 'In this series'. Below the search bar, there are links for 'Advanced Search' and 'Notify me via email or RSS'. A 'FEATURED IN UNDERGRADUATE RESEARCH COMMONS' badge is displayed. Under 'Related Links', there are links to 'Bowdoin College Website', 'Bowdoin College Library', and 'Archives Image Gallery'. The main content area shows a breadcrumb trail: 'Home > Students > Honors Projects > 141'. The title of the project is 'Traders and Troublemakers: Sovereignty in Southern Morocco at the End of the 19th Century' by Joseph Campbell Hillcary, Bowdoin College. A 'Follow' button is next to the author's name. Below the title, the 'Year of Graduation' is listed as 2020 and the 'Level of Access' is 'Open Access Thesis'.

Undergraduate Work: Due to COVID-19, Bowdoin College needed to quickly change its workflow for student honors projects. Deposit, review, and acceptance are (and will remain) entirely online within Digital Commons.



The screenshot shows the LSU Digital Commons website. The header features the 'LSU Digital Commons' logo and navigation links for 'Home', 'About', 'FAQ', and 'My Account'. A search bar is located on the left with a 'Search' button and a dropdown for 'in this series'. Below the search bar, there are links for 'Advanced Search' and 'Notify me via email or RSS'. The 'BROWSE' section includes links for 'Collections', 'Disciplines', and 'Authors'. The 'AUTHOR CORNER' section includes a link for 'FAQ'. The main content area shows a breadcrumb trail: 'Home > GRADSCHOOL > GRADSCHOOL DISSERTSES > 6855'. The title of the dissertation is 'LSU HISTORICAL DISSERTATIONS AND THESES: Questions About Behavioral Function (QABF): A Behavioral Checklist for Functional Assessment of Aberrant Behavior.' by Theodosia Renata Paclawskyj, Louisiana State University and Agricultural & Mechanical College. A 'Download' button is next to the title. Below the title, the 'Date of Award' is listed as 1998 and the 'Document Type' is 'Dissertation'. A 'PLUMX METRICS' badge shows '30,758 DOWNLOADS' since March 15, 2017.

Graduate Theses and Dissertations: Louisiana State University is allowing graduates to complete their degrees remotely by submitting their final projects online through Digital Commons

Instructional materials are being more widely shared in support of **teaching and learning**

The screenshot shows the CSL Scholar website for Concordia Seminary. The header includes the seminary's logo and the text "CSLScholar SCHOLARLY RESOURCES FROM CONCORDIA SEMINARY". A navigation bar contains links for Home, About, FAQ, and My Account. The main content area is titled "ONLINE ECLASS TUTORIALS" and features a "Browse" sidebar with categories like Collections, Disciplines, and Authors. A search bar is present, and the main area lists "Browse the Online eClass Tutorials Collections:" with links to Adobe Connect Instructor and Student Tutorials, and Blackboard Instructor and Student Tutorials. The footer includes contact information for Concordia Seminary and a Digital Commons logo.

The screenshot shows the NJIT Digital Commons website. The header features the NJIT logo and the text "Digital Commons @ New Jersey Institute of Technology". A navigation bar includes Home, About, FAQ, and My Account. The main content area is titled "CHEMISTRY AND ENVIRONMENTAL SCIENCE SYLLABI" and displays a specific syllabus entry for "CHEM 661-101: Instrumentation Analysis Lab" by Chaudhery Hussain. The entry includes a "Download" button, a "SHARE" section with social media icons, and a list of metadata: Instructor (Hussain), Document Type (Syllabus), Course Semester (Fall 2020), Department (Chemistry and Environmental Science), Course Number (CHEM 661), and Course Section (101). A search bar and a "Browse" sidebar are also visible.

OER's are hot and making the IR a very essential service platform; **teaching and learning**

The screenshot shows the Digital Commons @ East Tennessee State University website. The header includes the university logo and navigation links like 'Home', 'About', 'FAQ', and 'My Account'. The main content area features a search bar, a 'Browse' section with links to 'Collections', 'Disciplines', and 'Authors', and an 'Author Corner' section. The featured OER is 'Art Appreciation Open Educational Resource' by Marie Porterfield Barry, East Tennessee State University. It includes a thumbnail image of a building, a 'Download Full Text' button, and a 'Link to Full Text' button. The description states: 'The Art Appreciation course explores the world's visual arts, focusing on the development of visual awareness, assessment, and appreciation by examining a variety of styles from various periods and cultures while emphasizing the development of a common visual language. The materials are meant to foster a broader understanding of the role of visual art in human culture and experience from the prehistoric through the contemporary.' It also mentions that this is an Open Educational Resource (OER) designed to replace a traditional textbook and is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike license.

The screenshot shows the Berklee REMIX Research Media and Information Exchange website. The header includes the Berklee logo and navigation links like 'Home', 'About', 'FAQ', and 'My'. The main content area features a search bar, a 'Browse' section with links to 'Collections', 'Disciplines', and 'Authors', and a 'Search' section. The featured page is 'ABLE (ARTS BETTER THE LIVES OF EVERYONE) ARTS RESOURCE CENTER'. It includes a 'Managing Director, Berklee Institute for Arts Education and Special Needs: Rhoda Bernard' and a description: 'The ABLE Arts Resource Center is a comprehensive clearinghouse of resources for artists, arts educators, musicians, music educators, teaching artists, community arts organizations, scholars, undergraduate and graduate students, and others who work in the field of arts education and special needs. This project is co-sponsored by the Berklee Institute for Arts Education and Special Needs and United Sound.' It also lists the primary aims of the center: 'To assist artists, arts educators, and teaching artists by providing a searchable portal for arts education resources;', 'To assemble a comprehensive library and network of arts education resources for individuals with special needs that is regularly updated with the most current materials;', and 'To identify areas where additional resources and materials are needed;'. The page also includes a 'Berklee Institute for Arts Education and Special Needs' link and an 'ABLE FAQ' link.

More general administrative communications

NJIT Digital Commons @ New Jersey Institute of Technology

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Home > OIE > PLANNING > PRP

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- Collections
- Disciplines
- Authors

Author Corner

Author FAQ

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- Van Houten Library
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PANDEMIC RECOVERY PLAN

The COVID-19 pandemic has disrupted daily life and introduced uncertainty about the future. The Pandemic Recovery Plan (PRP) provides a framework through which NJIT can fulfill our mission in education, research, economic development, and engagement while ensuring the safety and well-being of our campus community.

The Pandemic Recovery Plan focuses on the delivery of the academic curriculum. Supplemental plans are being submitted by individual departments across the university. Academic program and services plans are available to the public. Because administrative office plans often contain employee names and contact information, these plans are accessible only to those with an NJIT university email.

For questions or comments, please contact Perry Deess (deess@njit.edu).

Reader from: Ramsey, New Jersey, United States Of America

Pandemic Recovery Plan
Office of the Provost

University of Northern Iowa **UNI ScholarWorks**

Home About FAQ My Account

Home > UNI Response to COVID-19

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Browse

- Collections
- Disciplines
- Authors
- Profiles

Author Corner

Author FAQ

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Links

- UNI Info on COVID-19 Site
- Research and Sponsored Programs
- Rod Library
- Digital Collections
- University Archives

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IOWA RESEARCH COMMONS

RODLIBRARY
University of Northern Iowa

UNI ScholarWorks
ISSN 2578-3637

UNI RESPONSE TO COVID-19

Reader from: Shenzhen, Guangdong, China

Students: **UNI Forward Together Updates**
University of Northern Iowa

Recent Downloads
3 of 59 in the past week

69	556	556
Total Papers	Total Downloads	Downloads in the past year

This collection is an archive of university communications to the UNI community regarding COVID-19.

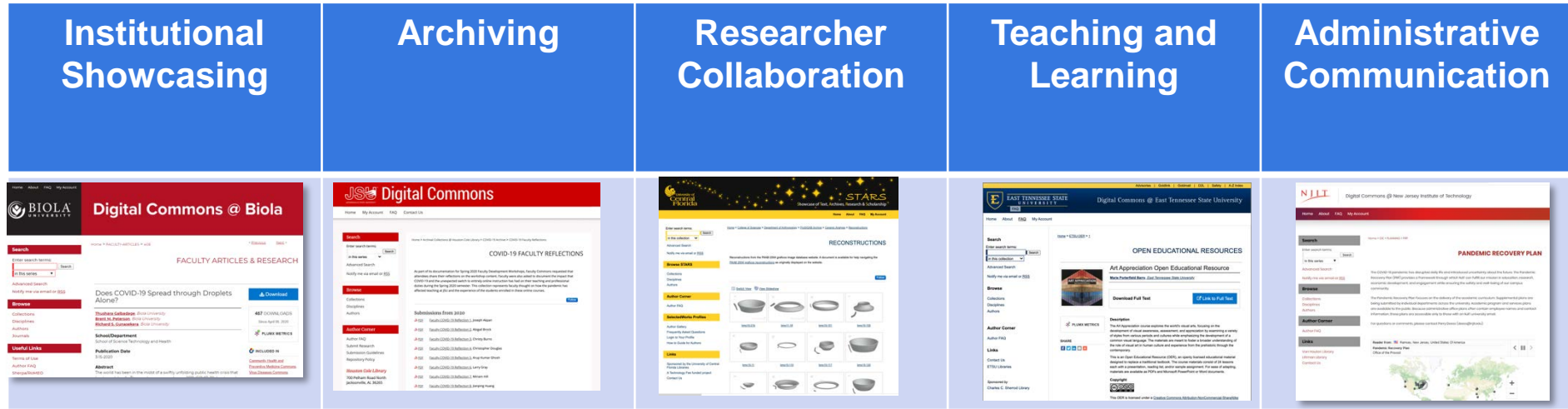
To go to the current UNI "Information on Coronavirus Disease 2019 (COVID-19)" website, [click here](#).

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Submissions from 2020

- [PDF](#) [Face Masks](#), 8-14-2020
- [PDF](#) [Scholarship and Research Update](#), University of Northern Iowa, 8-12-2020
- [PDF](#) [Facilities Update](#), University of Northern Iowa, 8-10-2020
- [File](#) [UNI's Plans for a Safe Return to Campus](#), University of Northern Iowa, 8-4-2020
- [PDF](#) [Fall classrooms](#), University of Northern Iowa, 7-30-2020

Let's review the types of materials that are being added to IRs in growing numbers since COVID



Working papers
Pre-prints
Post prints
Diamond OA
journals

COVID-related
historical
collections

Conferences
and primary
research
materials

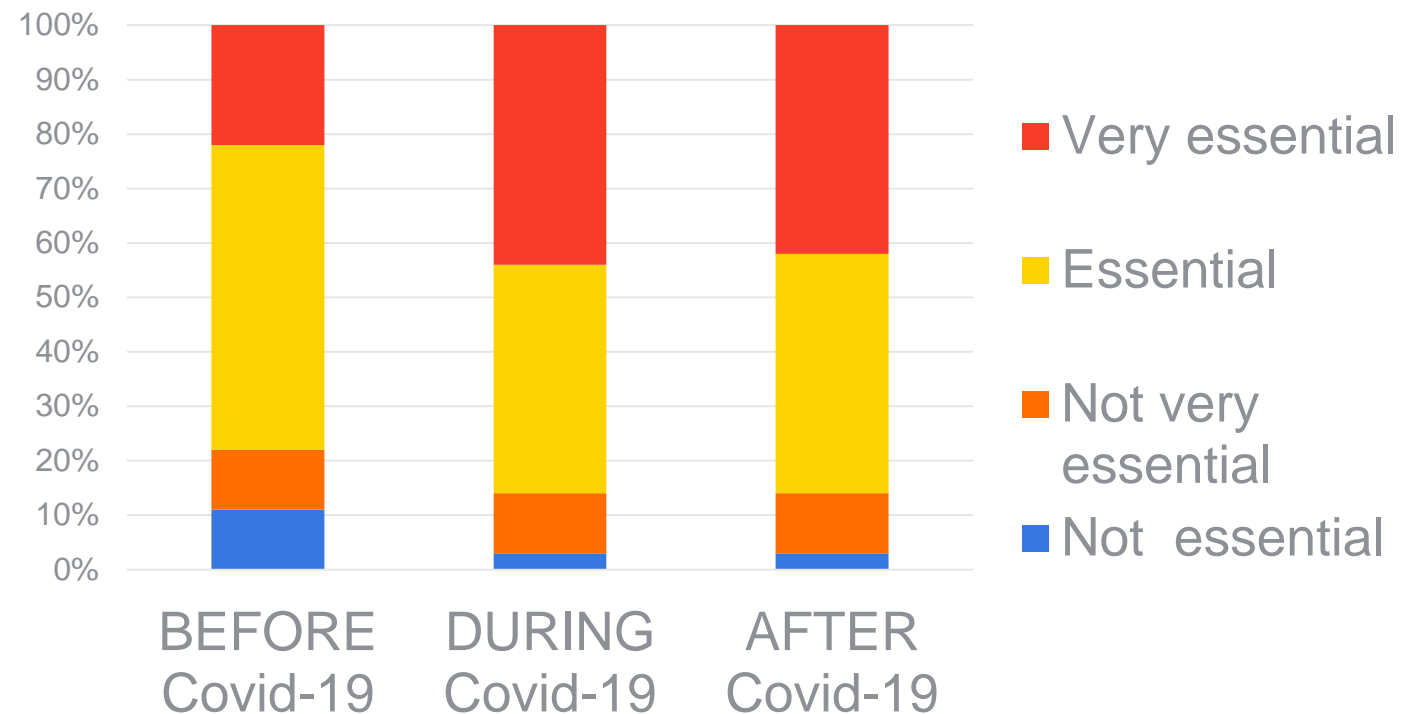
Research
management,
Tutorials,
Syllabi, Open
textbooks, and
Open lessons.

Communications
around the
operations of the
institution

The IR has risen to become a very essential service for many

Preliminary findings from research survey of more than 100 library leaders, library staff and other outside of the library dependent upon the IR.

What impact, if any, has COVID-19 had on the role of your Institutional Repository?



The IR supports more core use cases; use cases related to the day to day running of a university

	Institutional Showcasing	Archiving	Researcher Collaboration	Teaching and Learning	Administrative Communication
Pre COVID	***	**	*	*	
During COVID	***	***	**	***	**
After COVID	***	**	**	***	*

If your IR has become more essential, can you describe what has changed?

"A new era of digital education is "generated" and all distance and digital contents/materials are became as part of everyday work for all institutions."

Library leader from Cyprus



"The IR was used as a research platform when the University closed during the Covid 19 recess and introduced E-learning to all University students."
Staff librarian from Zimbabwe

Thank you

jgbankier@bepress.com

