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Showing Impact in the Visual Arts and Design Disciplines: A Study of Faculty Usage and Knowledge With an Academic Librarian Perspective

Christina M. Miskey & Richard Saladino

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RESEARCH ARTICLE

Showing Impact in the Visual Arts and Design Disciplines: A Study of Faculty Usage and Knowledge With an Academic Librarian Perspective

Christina M. Miskey

Research Impact Librarian, University of Nevada, Las Vegas

Richard Saladino

Art, Architecture, and Design Librarian, University of Nevada, Las Vegas

ABSTRACT

Introduction: Faculty in creative and design-related disciplines use many alternative methods to show the reach, importance, and overall impact of their scholarly and creative works. Academic librarians can offer support and services to help faculty determine the best methods, including providing education on alternative indicators to demonstrate the significance of their work.

Methods: This study analyzed the results from a 2021 survey administered to the Department of Art and the School of Architecture faculties of a public, doctorate-granting R1 institution.

Results: This study showed findings related to the faculty's use of tools such as bibliometrics, altmetrics, Open Researcher and Contributor ID (ORCID), social media, and academic networking platforms to share and demonstrate the impact of their scholarly and creative works. Findings also show faculty interest in learning more about tools they were previously unfamiliar with to increase their knowledge and ability to demonstrate the impact of their work, particularly during the annual review, promotion, and tenure processes.

Discussion: This study could serve as a model for other libraries intending to increase their services and support of faculty in visual arts and design-related disciplines, where previous research (mainly from the perspective of libraries and librarians) is limited.

Keywords: research impact, visual arts, scholarly communication, faculty

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IMPLICATIONS FOR PRACTICE

By understanding how and where fine arts faculty create, share, and measure scholarly and creative outputs, libraries can

1. Develop services and support for researchers in the visual arts and other creative disciplines,
2. Conduct effective outreach and education for researchers in these disciplines, and
3. Help to increase the visibility of the work of fine arts faculty.

INTRODUCTION

Academic libraries and librarians have been providing support services for research impact in increasing amounts since most forms of scholarly research and publication moved online in recent decades. In particular, subject liaison librarians and scholarly communication librarians have been more frequently tasked with providing these services across the disciplines. In addition, librarians in these positions often work with individual faculty members, colleges/schools, and university administrative units to help demonstrate the impact and visibility of faculty and graduate student scholarly outputs. This work is essential not only because it can help faculty achieve promotion and tenure status but also because it helps to raise the overall profile of universities and campus units.

In this article, the authors will share insights about a recent study conducted with faculty in the Department of Art (DoA) and the School of Architecture (SoA) within the College of Fine Art at a public doctorate-granting university in an urban setting during the fall of 2021. We will discuss the results of this survey, which helped to gauge the research impact support needs of faculty within these units and position it within the larger context of research impact services and academic libraries. We will also share our conclusions, which have enabled us to begin filling in the identified gaps and build relationships with the faculty, so they are more likely to seek library services in the future.

The university's strategic framework is centered around proven pedagogical approaches, pioneering research, and innovative community partnerships. The University Libraries support this framework by providing research services through the Research & Education and the Collection, Acquisitions, and Discovery divisions. In 2019, the Libraries developed a new strategic plan that aligned closely with the heavy research and diversity focus of the campus's Top Tier benchmark and planning framework. Themes and goals structure the Libraries' strategic plan—each pertaining to a division, department, or unit within the organizational

structure of the libraries ([University Libraries, 2019](#)). After completing the strategic plan, the first action was to audit and evaluate all academic faculty positions directly providing research support services to the university. As a result, the Scholarly Communication Initiatives unit and the Liaison Program Department underwent organizational changes to meet specific strategic goals. Because of this, the Libraries administration identified an 8-year gap in having a dedicated art, architecture & design librarian. This position serves as the Libraries' liaison to students, faculty, and staff in the university's College of Fine Arts, providing research assistance, instruction, and collection development services to meet their information needs. In addition, the scholarly communication librarian for research infrastructure position was created within the new Scholarly Communication and Data Services unit. This new position would focus on providing support, services, and expertise to university researchers as they develop, share, and demonstrate the impact of their work.

The Libraries hired the art, architecture & design librarian in 2019 and the scholarly communication librarian for research infrastructure in 2020. Because they were both relatively new in their positions and attempting to fill in gaps of support for campus researchers, the librarians decided to meet and discuss ideas/actions for collaboration to help University Libraries fulfill its role as a critical partner in research and scholarly communication to the university. They took this opportunity to assess the Libraries' services to the visual art and design programs with the ultimate aim of developing new ways to support researchers as they demonstrate the impact of their work. Furthermore, the librarians had to start building trust and developing a rapport with faculty because there was a significant gap in services and focus (or was previously nonexistent).

LITERATURE REVIEW

Research measuring scholarly and creative outputs and their impact on the scholarly and public communities often focuses on the easily quantifiable STEM fields. Scholars in this area are often able to locate vast amounts of data to gauge how STEM research impacts a variety of stakeholders by using measurements such as citation counts and related bibliometrics (also referred to as metrics), such as the h-index or journal impact factor, at the author, article, and journal levels. Many institutions use these metrics to evaluate faculty research quality and to indicate whether researchers have reached measurable levels of prominence in their fields ([Thelwall & Delgado, 2015](#)). However, despite their widespread use, "citation-based metrics are not necessarily an adequate measure of the broader impact of research and have often been the source of controversy and debate that continues to this day ([Thelwall & Delgado, 2015](#); [Zhao & Minns, 2019](#)). Despite this, many colleges and universities prioritize demonstrating impact and visibility with bibliometric indicators ([Miles et al., 2018](#)).

Higher education institutions often require scholars to demonstrate the impact of their research, asking them to provide evidence of their research productivity to retain their positions (Zhao & Minns, 2019). Particularly for institutions that rely heavily on public funding, researchers must be able to demonstrate that their research has an impact, thus fulfilling the “social contract’ between the taxpayer, structured government financing, and the research community” (Hazelkorn, 2015, p. 26). This hyperfocus on easily quantifiable data to demonstrate the impact of scholarly outputs ultimately results in “a disciplinary hierarchy in which arts and humanities research[ers] struggle for recognition and appreciation, under pressure to demonstrate value and relevance” (Hazelkorn, 2015, p. 26). Gervits and Orcutt (2016) argue that most metrics do not fully measure the wide range of existing research activities and are too narrowly focused on “what is measurable at the expense of what is important” (p. 219).

Academics in the arts and other creative disciplines often produce scholarly and creative outputs that cannot be measured with more traditional citation-based metrics, primarily because works such as performances, installations, and exhibitions cannot be digitally tracked as straightforwardly as other forms of output (Lambaria, 2020). A more comprehensive range of audiences beyond other academics can generate a broader set of data that could be utilized to demonstrate the impact of a “project’s significance, originality, and rigor” (Thelwall & Delgado, 2015, p. 819). Within the past decade, the research support community has expanded and created more flexibility in what defines “research impact” in the arts and humanities. In 2014, the United Kingdom conducted a large-scale assessment of researchers using their Research Excellence Framework (referred to as REF 2014), in which institutions submitted case studies showing research impact and approaches to measuring impact across all disciplines, including art (Brook, 2018). This assessment and subsequent research resulted in significant progress in expanding the broad definition of “research impact” and how researchers in the arts and humanities are evaluated at their institutions (Thelwall & Delgado, 2015; Brook, 2018; Westerlund & Barrett, 2020).

Researchers in this area have argued that attempting to measure and evaluate, in particular, the creative outputs of art faculty by standards typically set in STEM fields ultimately does a disservice to those faculty and is rarely an accurate or complete measure (Belfiore & Bennett, 2010; Thelwall & Delgado, 2015; Westerlund & Barrett, 2020). Gervits and Orcutt (2016) point out that “methodologies used in science and technology can generate dysfunctions within art and design disciplines” and that evaluating scholarship in art and design-related disciplines is more complex and nuanced (p. 219). Lutz Bornmann, in his 2012 report “Measuring the Societal Impact of Research,” suggests that expanding impact measurement to include the societal impact of research is critical to attracting and obtaining public and supplemental funding, not just in the sciences but across disciplines. Thelwall and Delgado, in their 2015 article “Arts and Humanities Research Evaluation: No Metrics Please, Just Data,”

also argue strongly for institutions to use more flexibility when evaluating arts and humanities faculty and go beyond citation-based measurements to include a mixture of qualitative and quantitative data, such as audience sizes, focus groups, interviews, and questionnaires. They go on to state that it is also essential to distinguish between scholarly outcomes, wider outcomes (outside of scholarly communities), scholarly impact, and broader impact (outside of scholarly communities) (Thelwall & Delgado, 2015).

To truly understand the impact of research on the arts and creative works, a wider variety of approaches should be utilized to obtain a fuller picture of the impact, including social, cultural, and environmental (Westerlund & Barrett, 2020). Faculty in the arts can use narrative to provide context and support for the importance and impact of their scholarly and creative works. Westerlund and Barrett (2020) describe this approach as a “story to be told” and emphasize using qualitative information in addition to any quantitative methods used. They also point out that the “arts and humanities constitute a set of disciplines that have separately and together told and critiqued the stories ... of human culture ... [and] these skills have positioned arts and humanities researchers uniquely to engage with impact narratives” (Westerlund & Barrett, 2020, p. 4). Narratives could also help to demonstrate the quality or significance of the research or output rather than just simply the impact (Brook, 2018). Thelwall and Delgado (2015) also point out the importance of providing the context for any data presented to properly show the impact, significance, and even the overall “transformation within the audience” when interacting with visual and performing arts.

Academic libraries and librarians have been taking an increasingly important role in working with campus offices, such as Faculty Affairs and the Office of Research, to support university researchers in demonstrating the impact of their scholarly and creative work. More and more academic libraries are creating programs and services in this emerging field, sometimes creating specific positions dedicated to supporting campus researchers and subject librarians. Scholarly communication librarians, in particular, are often tasked with helping faculty navigate research impact indicators such as metrics, citations, and altmetrics (Miles et al., 2018). In contrast, others have encouraged subject specialist librarians to develop the skills necessary to provide expanded support and services.

Overall, librarian support for faculty undergoing evaluation varies significantly by institution and subject area (Gervits & Orcutt, 2016). Librarians specializing in research impact have often focused most of their time on assisting researchers in the STEM fields, as a review of the literature currently reflects. However, some have expanded their services to include arts and humanities faculty. One such example is Deakin University in Australia, where librarians on their Research Services Team created a program to help researchers in creative disciplines with impact and metrics (Zhao & Minns, 2019). The program consists of workshops

designed to “meet the unique needs of academics in the creative disciplines, including the visual arts, performing arts, creative writing, design, media, and journalism” (Zhao & Minns, 2019, p. 290). Gervits and Orcutt (2016) argue that librarians have a critical role to play in supporting faculty undergoing evaluation, such as by compiling valuable tools and information about metrics, providing consultation and workshops to educate and inform, and encouraging faculty to manage a record of their own scholarly work by using a variety of tools, such as the Open Researcher and Contributor ID (ORCID). Beyond this, scholarly communication units can also provide needed support to faculty. For example, Lambaria (2020) argues that institutional repositories can play an essential role in promoting the online presence of fine arts faculty, increasing institutional and college visibility and prestige, and highlighting and showcasing scholarly and creative works that are often not documented as part of the intellectual output of a university. Regardless of a librarian’s role within an academic institution, a common theme throughout much of the literature is the need for continued building of knowledge for librarians and library staff (Gervits & Orcutt, 2016; Miles et al., 2018) and continued outreach, education, engagement, and relationship building with colleges and other campus stakeholders (Zhao & Minns, 2019; Lambaria, 2020).

METHODS

Purpose and population

The purpose of the survey was to determine the needs of the university’s DoA and SoA academic faculty regarding research impact and how the University Libraries can develop more materials and services in this area to support these faculty. For this survey, the DoA and SoA were selected for two reasons: these posed the most related to visual arts and design within the art, architecture & design librarian’s designated subject areas as a liaison. The programs identified were architecture, art history, graphic design and media, painting, drawing and printmaking, photography, and sculptural practices. The survey was sent to all types of academic faculty, including part-time, adjunct, teaching, research, and temporary. Because the research involved human subjects, the study proposal, projected participants, and survey questions (see Appendices A and B) were submitted to the university’s Social/Behavioral Institutional Review Board (IRB) for review. Both authors completed the Collaborative Institutional Training Initiative (CITI) program and were listed as co-principal investigators in the study. After review, the IRB designated our study as Exempt in June 2021 and approved us to move forward with the project.

Survey distribution and design

The survey was distributed by each unit’s administrative assistant to the identified academic faculty via email (see Appendix C), which comprised 78 full-time, part-time, temporary, and

adjunct faculty in both the DoA and the SoA. Four weeks were allotted for participants to respond, and scheduled reminders were sent two weeks and one week from the survey deadline. Before distribution, the authors, along with the University Libraries assessment team, performed multiple rounds of testing to ensure that the survey was accessible on both desktop and mobile devices and that the data obtained through responses would garner the information needed as part of their goals for the study.

The survey had 18 questions and was built using the Qualtrics survey software, for which the university has a license. The questions were a mixture of multiple-choice, fill-in, and open-ended responses (see Appendices A and B). All participant responses were anonymous. However, the last question of the survey asked participants to enter their email addresses if they wished to be contacted by a librarian for a follow-up consultation. Any consultations were not included as part of the study, and data regarding the faculty who entered their email addresses are not associated with the survey response data. After the survey deadline, the survey was closed, and respondents could not change their responses. Incomplete responses were not included as part of the final survey data.

RESULTS

Demographics

The survey received 17 responses out of a total of 78 faculty that it was sent to within the DoA and SoA combined. Slightly different surveys were sent via email to each group of faculty, with question response options tailored to fit their unique disciplines (see Appendix B). The questions themselves were the same in both versions of the survey. Response rates in the DoA were higher overall, with 12 of 62 faculty responding (see subsection below for SoA data). Of those who started the survey (17), three did not complete the survey, and one person elected not to participate. Figure 1 shows the various faculty member types that responded to the survey, with combined participants from the SoA and DoA, where $n = 13$.

Scholarly and impact engagement

The survey mainly focused on the types of scholarly and creative works the faculty complete and how they show their work's impact as part of the annual review, promotion, and tenure processes. The DoA faculty responses indicated that most respondents (8 of 10) are not required to complete scholarly research as part of their positions. Of those who are, they demonstrate the impact of their work through a variety of alternative methods, including “review[s] written about the exhibition, attendance/viewership numbers” and a “tally of references, citations, review articles, peer review comments, mentions, etc.” Respondents indicated that a majority

What type of faculty are you?

n = 13

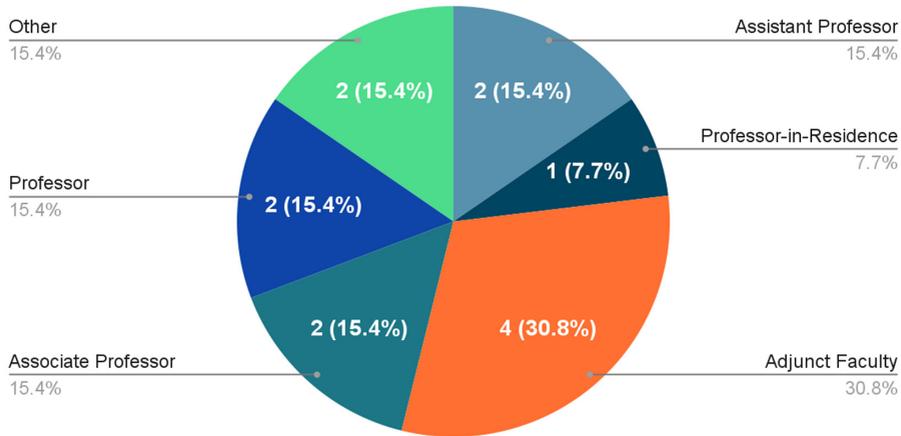


Figure 1. Faculty participation, by type, from the Department of Art and the School of Architecture.

of their scholarship consists of Exhibitions (group, solo, or another type), followed by Conference presentations or proceedings, and then Art critique/exhibition catalogs and book/book chapters (see Figure 2, where n = 10). Only 20% of participants indicated using some metric to demonstrate their work’s impact. When asked to select which metrics they use, participants marked “Other” and wrote in “exhibition quantity,” “quality of the venue,” and “Academia.edu citations.” No participants indicated using citation-based metrics, such as H-Index, journal impact factor, and others. However, 90% of participants indicated that they are interested in learning more about how they can use citation-based and other types of metrics to discuss their scholarly work. Their preferred format for learning new techniques and resources is reflected in Figure 3, where n = 10.

What types of scholarship do you engage in?

n = 10

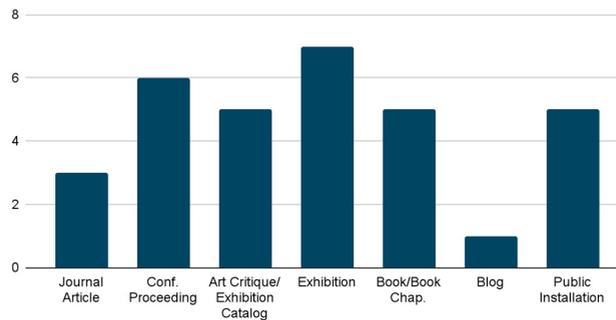


Figure 2. Department of Art faculty, types of scholarly engagement.

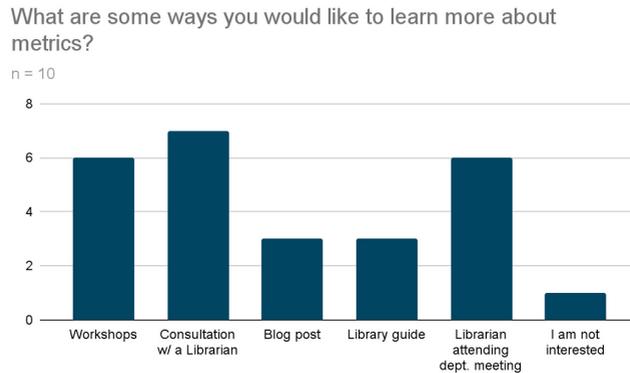


Figure 3. Department of Art faculty preferences for learning more about metrics and impact.

All of the DoA participants indicated that they use at least one social networking platform, either social media (Instagram, LinkedIn, etc.) or an academic networking platform (Academia.edu, ResearchGate, etc.), with 38.89% marking Instagram as their primary platform. Additionally, 80% of participants noted that they would like to learn more about using academic and social networking platforms to demonstrate the impact of their scholarly and creative works. Finally, the faculty indicated how they preferred to learn about new topics: “A consultation with a librarian,” “Library guide,” and “Librarian attending a department meeting” were tied for preferred method of learning (22.73%); workshops were the next most indicated method (18.18%).

Faculty were also asked about their knowledge and usage of author identifiers, specifically ORCID. Before beginning the survey, 100% of respondents had not heard of or used ORCID. Despite this, 70% indicated that they would like to learn more about the uses and benefits of ORCID via a workshop, library guide, or a librarian attending a department meeting.

School of Architecture

The SoA faculty had a low participation rate (of five total responses, only three completed the survey). Their responses indicated that their primary forms of scholarship are journal articles, conference presentations, and monographs/book chapters. None of the respondents marked that they currently use metrics to track their scholarship’s impact, including any type of alt-metrics. However, two out of three participants said they would like to learn more about using metrics to help demonstrate their scholarship’s impact. Overall, the responses of the faculty who completed the survey aligned similarly to the DoA faculty; respondents would prefer to learn more about metrics and ORCID using library guides and workshops, for example.

A stark difference is that the SoA faculty participants do not use social media or academic networking platforms and are not interested in learning how to use these platforms to expand the reach of and demonstrate the impact of their scholarly work.

DISCUSSION

Library support for visual arts and design researchers

This study shows that faculty in the visual arts and design-related disciplines (such as those in the DoA and the SoA) are interested in receiving support outside their colleges or schools. Libraries already creating services around topics such as bibliometrics, altmetrics, and impact should attempt to reach out to faculty in these and similar disciplines. Librarians with expertise and knowledge in these areas may prove to be a valuable resource to faculty at institutions that are undergoing a tenure and promotion process. They can also help guide graduate students or postdoctoral scholars searching for post-graduation employment and other scholars who may need additional guidance and support to learn how to navigate and narrate the importance of their scholarly and creative works within the context of academic institutions.

Limitations

Response rates from the DoA and the SoA were lower than anticipated—particularly the minimal number of responses from the SoA faculty. Despite this small pool, we can draw some important conclusions that will help improve services at our institution and potentially outline future research in this area. One major conclusion that we can come to is that faculty are interested in learning more about new ways to demonstrate the impact of their scholarly and creative work and that the library can help to provide support in that area. The research found on this topic supports this (see Literature Review). The study likely would have benefited from a more robust survey and additional, more in-depth attempts to encourage faculty from both units to respond to the survey. Information about library support of scholars in the creative and design disciplines is limited, however, so examples from other institutions were not readily available.

Newly developed support and services

Based on the survey results, we determined that we would begin scaffolding services to support faculty researchers in demonstrating the impact of their scholarly and creative works. We re-focused a library guide previously dedicated solely to humanities research impact to get this process started (Miskey, 2022). The original guide consisted of a series of links to various resources, many of which were out of date. The new guide is focused on providing more

up-to-date tools, tips, and resources for those in the arts, design-related, and humanities disciplines. Utilizing examples from other entities, such as the National Endowment for the Arts and Deakin University's "Research Metrics Toolkit," the guide was changed to focus on different aspects of research impact. One page of the guide focuses on locating citations and metrics for more traditional types of scholarship (e.g., monographs) in the arts and humanities, whereas another focuses on locating measurements of impact for creative disciplines and uses many of the suggestions from the literature review (e.g., audience attendance, social media analytics, etc.). A section of the guide is also dedicated to creating impact narratives, which are vital for both STEM and non-STEM disciplines alike. Finally, the guide also now includes pages dedicated to national and international rankings and an extensive list of additional resources that provide supplemental information to the tools in the guide and critically examine many of the traditional measurements of impact (e.g., bibliometrics and ranking systems). This guide has been released to university researchers as of this writing.

In addition, the scholarly communication librarian for research infrastructure has incorporated information about research impact in the visual arts, performing arts, design, and humanities into their general workshops that target graduate student researchers. Specific examples of this include adding information to a workshop on citations, metrics, and altmetrics about locating citations for books and book chapters, as well as more critical context about citation-based metrics, their overall utility, and other ways of demonstrating impact (such as through the non-quantifiable measures discussed earlier in this article). This approach has been successful, with students from music, architecture, and other creative disciplines attending and participating in these workshops. The authors also expect to develop more subject-specific workshops targeting early-career faculty researchers that would cover other topics relevant to researchers in the visual arts and design disciplines. One example of a workshop currently in development is focused on using non-traditional methods of showing impact, such as audience feedback, to write an impact narrative.

To further supplement the workshops and libguide development, the authors plan to create more consistent and targeted outreach to researchers (faculty and graduate/professional students) within the DoA and the SoA. To do this, we plan to share updated resources (such as the arts and humanities library guide mentioned earlier) with faculty members and invite them to participate in future workshops with valuable and relevant content for their work. The art, architecture, and design librarian has also requested to attend semi-annual faculty meetings and give presentations about support services offered in the University Libraries. Additionally, there is an annual research impact challenge event in the fall, which now incorporates a wider variety of approaches to demonstrating impact. For example, the 2022 event featured a challenge for participants to create impact narratives and a panel of faculty from several disciplines who discussed the wide variety of ways they show impact in their areas of expertise. We will

also offer to attend future department meetings and/or hold open office hours and other opportunities for faculty and graduate/professional students to ask questions.

Suggestions for further research

Future research is certainly needed in this niche area of the intersection between the visual arts and design-related disciplines and the impact of scholarly and creative works. [White and Hede's 2008](#) article "Using Narrative Inquiry to Explore the Impact of Art on Individuals" posits that further research into the non-economic impact of the arts (e.g., societal impact and impact on participants viewing performances or art pieces) is needed. Since their article was written, some additional research has been done to look into broader methods for indicating the impact of the arts ([Belfiore & Bennett, 2010](#); [Gervits & Orcutt, 2016](#)). However, we believe that more exploration into specific tenure and promotion requirements for faculty in creative and design disciplines is needed. There is also a need for current practitioners to share experiences and further research on how libraries and librarians can support faculty in these areas, thus continuing the work by [Miles et al. \(2018\)](#), [Zhao & Minns \(2019\)](#), and others. Sharing this research can help to develop a set of resources for librarians looking to build and grow services and support for scholars at their institutions.

CONCLUSION

Faculty, researchers, designers, and artists in the creative and design-related disciplines are interested in obtaining support from areas beyond their colleges and individual units. Faculty in these disciplines do not generally produce what is typically considered "scholarship" in other subjects (e.g., journal articles, conference proceedings, etc.) and often create outputs that are difficult to measure by the more traditional and widely used academic methods. Practitioners in these fields have investigated what methods could be used to help demonstrate the academic, social, and other non-economic forms of impact that the work of scholars in the visual arts and design-related fields create. Their work has shown the many methods faculty in academic institutions can use to show the reach and importance of their creative work.

As we further explore the metrics useful for the visual arts and similar fields, we must be mindful of keeping an open communication channel for the faculty to express their needs. One method is creating and sending out a survey to assess their needs, but many other ways are available. Examples include attending department meetings, arranging small-group and one-on-one sessions with faculty, sharing librarian contact information and library resources, and asking for feedback/input. Libraries and librarians providing services for research impact, metrics, altmetrics, and related topics should not neglect this demographic when creating resources, sharing them, and offering educational opportunities to their campus communities.

Librarians with experience and expertise working with faculty to demonstrate the broader impacts of their scholarly and creative works could provide valuable support to faculty in the arts, architecture, and related subjects. Libraries and librarians can help guide disciplinary faculty who go through tenure and promotion processes in which their work is evaluated by other faculty who may not be familiar with non-traditional impact indicators, apply for grants to fund various projects, and work with administrative units that may not fully grasp the value of their contribution to the profile of an academic institution.

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APPENDIX A

Department of Art Survey

1. Are you required to do scholarly research? Yes or No
 - a. How do you show that the scholarly research that you have done has an impact on the field or university?
2. What types of scholarships do you engage in? Select all that apply.
 - a. Journal Article
 - b. Conference presentation or proceeding (white paper)
 - c. Art critique/exhibition catalog scholarship
 - d. Exhibition (group, solo, or other type)
 - e. Book/Book chapter
 - f. Blog
 - g. Public installation or other type
 - h. Other (please specify)
3. Do you use metrics to evaluate the impact of your scholarship? Yes or No
 - a. What types of metrics do you use? Select all that apply.
 - i. Journal Impact Factor
 - ii. Eignfactor Index
 - iii. SCImago Journal Index
 - iv. H-Index
 - v. Altmetrics (such as Altmetrics.com or PlumX)
 - vi. Citation counts
 - vii. Other (please specify)
4. Are you interested in learning more about metrics to help demonstrate the impact of your work? Yes or No
 - a. What are some ways you would like to learn more about metrics? Select all that apply.
 - i. Workshops
 - ii. Consultation with a librarian
 - iii. Blog post
 - iv. Library guide

- v. Librarian attending a department meeting
 - vi. Other (please specify)
5. Do you use any type of social media or academic profiling system? Yes or No
- a. What types of social media or academic profile systems do you use? Select all that apply.
 - i. Google Scholar
 - ii. Academia.edu
 - iii. ResearchGate
 - iv. Twitter
 - v. Instagram
 - vi. LinkedIn
 - vii. Other (please specify)
6. Are you interested in learning more about social media or academic profiling systems to help increase the impact of your work? Yes or No
- a. What are some ways you would like to learn more about social media or academic profiling systems? Select all that apply.
 - i. Workshops
 - ii. Consultation with a librarian
 - iii. Blog post
 - iv. Library guide
 - v. Librarian attending a department meeting
 - vi. Other (please specify)
7. Before starting this survey, did you know what ORCID (Open Research and Contributor ID) was? Yes or No
8. Do you use ORCID? Yes or No
- a. How do you use ORCID? Select all that apply.
 - i. I only use it when publishers or other groups require it
 - ii. As a CV to keep track of my scholarship
 - iii. To distinguish my name from other researchers
 - iv. Other (please specify)

9. Are you interested in learning more about ORCID and how it can help your work?
Yes or No
- a. What are some ways you would like to learn more about ORCID? Select all that apply.
 - i. Workshops
 - ii. Consultation with a librarian
 - iii. Blog Post
 - iv. Library guide
 - v. Librarian attending a department meeting
 - vi. Other (please specify)
10. What type of faculty member are you?
- a. Assistant professor
 - b. Associate professor
 - c. Professor
 - d. Professor-in-residence
 - e. Adjunct faculty
 - f. Other (please specify)
11. Do you want a librarian to follow up with a consultation? If so, please enter your email address.

APPENDIX B
School of Architecture Survey

12. Are you required to do scholarly research? Yes or No
- a. How do you show that the scholarly research that you have done has an impact on the field or university?
13. What types of scholarships do you engage in? Select all that apply.
- a. Journal Article
 - b. Conference presentation or proceeding (white paper)
 - c. Report or Policy document
 - d. Book/Book chapter
 - e. Blog

- f. Other (please specify)
14. Do you use metrics to evaluate the impact of your scholarship? Yes or No
- a. What types of metrics do you use? Select all that apply.
 - i. Journal Impact Factor
 - ii. Eignfactor Index
 - iii. SCImago Journal Index
 - iv. H-Index
 - v. Altmetrics (such as Altmetrics.com or PlumX)
 - vi. Citation counts
 - vii. Other (please specify)
15. Are you interested in learning more about metrics to help demonstrate the impact of your work? Yes or No
- a. What are some ways you would like to learn more about metrics? Select all that apply.
 - i. Workshops
 - ii. Consultation with a librarian
 - iii. Blog post
 - iv. Library guide
 - v. Librarian attending a department meeting
 - vi. Other (please specify)
16. Do you use any type of social media or academic profiling system? Yes or No
- a. What types of social media or academic profile systems do you use? Select all that apply.
 - i. Google Scholar
 - ii. Academia.edu
 - iii. ResearchGate
 - iv. Twitter
 - v. Instagram
 - vi. LinkedIn
 - vii. Other (please specify)

17. Are you interested in learning more about social media or academic profiling systems to help increase the impact of your work? Yes or No
 - a. What are some ways you would like to learn more about social media or academic profiling systems? Select all that apply.
 - i. Workshops
 - ii. Consultation with a librarian
 - iii. Blog post
 - iv. Library guide
 - v. Librarian attending a department meeting
 - vi. Other (please specify)
18. Before starting this survey, did you know what ORCID (Open Research and Contributor ID) was? Yes or No
19. Do you use ORCID? Yes or No
 - a. How do you use ORCID? Select all that apply.
 - i. I only use it when publishers or other groups require it
 - ii. As a CV to keep track of my scholarship
 - iii. To distinguish my name from other researchers
 - iv. Other (please specify)
20. Are you interested in learning more about ORCID and how it can help your work? Yes or No
 - a. What are some ways you would like to learn more about ORCID? Select all that apply.
 - i. Workshops
 - ii. Consultation with a librarian
 - iii. Blog Post
 - iv. Library guide
 - v. Librarian attending a department meeting
 - vi. Other (please specify)
21. What type of faculty member are you?
 - a. Assistant professor
 - b. Associate professor

- c. Professor
- d. Professor-in-residence
- e. Adjunct faculty
- f. Other (please specify)

Do you want a librarian to follow up with a consultation? If so, please enter your email address.

APPENDIX C

Email

Greetings, [institution name] Department of Art Faculty!

[University] Libraries is conducting research to determine the needs of the Department of Art research faculty in regards to research impact, and how the University Libraries can develop more materials and services in this area to support these faculty. You are being asked to participate in this survey because the Department of Art has identified you as a current member of the faculty.

If you volunteer to participate in this survey, you will be asked to complete an 18-question survey divided into five sections that contain mainly multiple-choice with some free answer questions.

This study only contains minimal risks. We collect no personally identifiable data unless you choose to enter your email address, and only anonymized, aggregated data will be shared. This survey will take 8-10 minutes of your time. You will not be compensated for participating.

For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, you may contact the principal investigator(s) Christina Miskey at [christina.miskey@\[institution\].edu](mailto:christina.miskey@[institution].edu) and (702) 895-2102 or Richard Saladino at [richard.saladino@\[institution\].edu](mailto:richard.saladino@[institution].edu) and (702) 895-2148; in addition to, the [institution] Office of Research Integrity – Human Subjects at 702-895-2794, toll-free at 888-581-2794, or via email at [IRB@\[institution\].edu](mailto:IRB@[institution].edu).

Thank you,

University Libraries