Episode 130: Stefanie Buck

# KL: Katie Linder

# SB: Stefanie Buck

# KL: You’re listening to “Research in Action”: episode one hundred and thirty.

# [intro music]

# Segment 1:

# KL: Welcome to “Research in Action,” a weekly podcast about topics and issues related to research in higher education featuring experts across a range of disciplines. I’m your host, Dr. Katie Linder, research director at Oregon State University Ecampus, a national leader in online education. Along with every episode, we post show notes with links to resources mentioned in the episode, a full transcript, and an instructor guide for incorporating the episode into your courses. Visit our website at ecampus.oregonstate.edu/podcast to find all of these resources.

On today’s episode, I am joined by I’m joined by Stefanie Buck, the Ecampus, Instructional Design and OER Librarian at Oregon State University. Her main job is to help students who are at a distance successfully navigate the library and use the resources to their fullest. Prior to coming to OSU, she was the Distance Education Librarian at Western Washington University.

Thanks so much for joining me in the studio today, Stefanie.

**SB:** Thank you for having me.

**KL:** So I am so fascinated with your role here with OSU library, because I met you here because we both kind of work in the Ecampus realm, and you particularly support our distance students. Can we start just by sharing a little bit about your role here with OSU’s library, because I know you do a few different things?

**SB:** Sure. My title is the Ecampus Instructional Design and Open Educational Resources Library, and so those are kind of three things – I think still m main focus is on Ecampus, and my job there is to help the students and faculty who are at a distance, who do not come to campus, use all of the resources that we have, make them aware of them, help them find things, answer questions just like they would if they were coming into the library and needing help with a research question or a problem.

**KL:** So I**’**m thinking for people who never even thought this was a thing, like maybe they just weren’t aware that we’re working with distance students in this way, what does that look like? Are we still like mailing stuff to students? Are we – like what are some of the day to day things that you’re doing to help students have the resources they need?

**SB:** So - the Association of College and Research Libraries has a section called the Distance learning Section, and they produced a set of guidelines now, standards, back in the 70’s – was the first time (Really?). Yeah, because it was so difficult for students who were doing ( ) correspondence courses to get materials. But the main point of the standards is as a university library, we have an obligation to help our distance students, and give them the same or some kind of equitable access to the services that the students have on campus. So in my role that would mean that students can contact me via email, via chat, via phone, whatever (Via all the things), all the things. If they need questions they can contact our information desk if they need help. Sometimes I work with students who haven’t been in an online environment before and are not sure how to navigate that, which is – it is complicated. Um the library is a complicated being, so it’s understandable when people first come to our website they’re like, “I don’t know where to start.” So I do that, I do webinars, I do – go to classes sometimes up to Wilsonville to talk to the counseling students and the adult higher-ed students to help them understand everything that’s available to them. We – generally our journals are all online now, and we have over 80,00 online journals that students have access to, um we have over 400,000 EBooks online, and over 60,000 streaming videos. So all of that is available to anyone whether they’re on campus or not. We do mail things. We will mail books to students, and thanks to Ecampus’ generous support, they no longer have to have to pay for mailing them back. We send a little FedEx label with it, so that they can send it back to us. Because again, we want to make it as equitable as possible.

**KL:** Okay so, I can imagine that there have been so many shifts in libraries, especially as online has become more of a thing, and we have had Ecampus for around 20 years, but it’s looked very different over that time? What are the shifts that you’re seeing in libraries as they’re trying to provide this equitable access? I mean, I would imagine that websites are becoming increasingly important, but there may be other things too, like you talked about webinars and other kinds of technologies that you’re using. Can you point us to like, what are some of the main changes you’ve seen overtime?

**SB:** The fact that we can move so many of our resources into online environments, is a huge plus for distance learners. I mean, it’s just – if you think about the days before the internet, and these were all correspondence courses, everything was being mailed back and forth, you know, this is just a completely different world for online learners than it was, you know, 20 or 30 years ago even. When I went to the University of Hawaii, which was a pioneer in having television distance learning classes, because that’s the only library school in the Pacific or in that region. So we had students in Guam and they were seeing the need to do that, and try out the technology which ( ), to make sure that these students got what they needed, and got the resources they needed, and got the help that they needed. So in the online world, I think what’s changing there, I would say – the colleague that I have who are in the distance learning section, the ACRL distance learning section, most of them are distance-ed or online librarians. So the fact that people need access to materials, I think we’ve got that fairly well covered. We can do that. Now it’s the to use it well and how to find it. And even just raising awareness of the fact that we have a library that you can use if you’re not here on campus, for some people that is a revelation. And so making people aware of that, and making sure that they know that they have help, and that they can work with us, and that we’re here to answer their questions, that can be a little bit challenging sometimes with the distance population.

**KL:** So I would imagine too, even among faculty researchers, we have some people who have grown up in an entirely different library system than their predecessors in terms of just the range of generations we have in the faculty. What do faculty and researchers need to know about the library now in terms of what’s available to them? What are the different kinds of – maybe things they just haven’t considered, you know, if they – and I don’t even mean to think of it as a general shift? I think that libraries – I’m a huge library fan I should just say. I use them for everything, but I don’t think everyone knows the range of possibilities. So given that our audience is kind of research focused, what are the kinds of things you think that they need to know in terms of what’s available to them?

**SB:** Well there’s a lot of places now – a lot of university libraries that are starting to pick up other activities like data management, um and that’s extremely important for researchers, and we can help with that – we have a data management specialist. I think a lot of times in faculty who may have come from a different institution, are not aware of the fact that or just – they’re aware, but don’t necessarily think about the fact that we might not have the same resources as their previous institution, just because we can’t afford to subscribe to anything. So what can we do to help them? They need to explore a little bit and find out what we have. They should probably contact their subject librarian, we have librarians who liaise with the colleges, because we can help you with designing a course, designing library instruction, we have guides that we can create to help guide your students to the best resources. So there’s a lot of things that we can do for the teaching faculty. And for the research faculty, we have access to data sets ICPSR, uh we have a government document librarian who knows how to use the census data. There’s a lot of things that we can help them with. So I think the most important thing is, if you say a new faculty member, a new researcher at an institution is, go to the library and just make an appointment with the librarian and say, “What you got?” and find out! That’s why we’re here, and we like that.

**KL:** I love that tip of just setting up an appointment. And this is actually something I‘ve done with several of our librarians, and we’ve had several of our librarians on the show, so we will link to those in the show notes about data management, about things like citation management. And I’ve made these one on one appointments and have found them to be super helpful. I’m wondering if you have other tips for researchers about how to use their academic libraries more efficiently – like are there little things that people can do? And I think setting up that appointment is a good one um to kind of get themselves both familiar with what’s going on in these libraries, but also just too kind of find their way around more easily, save themselves some time.

**SB:** Um I think for researchers one of the important things is to understand that we don’t have everything, but we can get it for you. So setting up your interlibrary loan account, finding out how all of that works is going to be really important for a researcher because we will get materials for them from another library for free. The big worry that we always have is that researchers will go to google scholar, and then they’ll pay for an article that we already have in the collection. So have some – doing some exploration with “here with my favorite journals, you know, are these available at the library and in what format, can be very, very helpful. Um I think too that researchers – could use this as a space. We have space for them where they might need to get away from everything, and that sometimes is very important especially with graduate students who are TAs that might be sharing a number of offices, or a number of them sharing one office. So we can offer those kinds of things, and we’re open to suggestions too, you know, we like to hear what we can do to make things better for our researchers.

**KL:** Mhm. Well and I’ve found too that - I mean, the library website is such a huge resource that, you know, if you can’t for whatever reason come into the physical environment, you can find so much on the website. I mean, it’s just growing and growing.

**SB:** Yes, and that’s a good thing and a bad thing. So that’s again why we have librarians who are focused on specific disciplines so that we can help the faculty and the researchers who are in those areas use the resources that we have more effectively.

**KL:** Right. And not get lost in them.

**SB:** Which is easy to do.

**KL:** Right, right. Well this is a really nice segue into our next segment, we’re going to talk a little bit more about challenges in academic libraries, but first we’re going to take a brief break. Back in a moment.

Research made actionable, that’s our mission. Ground breaking research that benefits the field of higher education, that’s our passion. And through honoring our mission and following our passion, we’re eager to offer the field of higher education our new edited collection, High Impact Practices in Online Education: Research and Best Practices. This edited collection offers the first comprehensive guide on how high impact practices are being implemented in online environments, and how they can be adjusted to meet the needs of online learners. Learn more about this groundbreaking work, and purchase your copy today at ecampus.oregonstate.edu/hip.

# Segment 2:

**KL:** Stefanie, I’d love to talk with you a little bit more about some of the challenges in online libraries. I know that budgets are being cut at different institutions, and I think these are challenges that many institutions face, not just here at Oregon State. But what are some of the challenges you see, maybe even as just things like technology is increasing and budgets are shrinking. What are some of those challenges?

**SB:** Well funding is always a problem, and will continue to be a problem. One of the big things that I’m not sure all of our faculty and researchers are aware of is the way that libraries acquire journals – the online journals that we make available to them. Usually those are done through a vendor and usually we have to buy packages. And that makes it very tricky for us, because we don’t have the choice to say we don’t want this journal or we don’t want that journal. The other thing that happens with that is that the journals prices go up every year more than our budget goes up every year, so we almost are always in a situation where we might have to cancel something. And we don’t like to cancel packages, we would rather cancel a subscription that we see isn’t being used much. Um but sometimes the way that it works just makes it impossible for us to do that, and there’s really nothing worse than talking to a researcher who says, “I really need X, Y, Z data base” and saying, “Sorry. Don’t have the money!” but that is the reality of today’s academic libraries. The other thing I think that researchers should investigate is the open access, and those researchers that have not delved into open access or are worried about open access, I think take another look. There’s a lot of good material out there, and we in the library support that in our institutional repository. So if a researcher publishes a journal article and has kept their copy right, they can publish it in our institutional repository and make that information available anywhere. It’s a tricky thing, because faculty are often told they have to publish in certain journals in order to get tenure, um and that journal may not be one that is very open. So it’s very much a shifting landscape in the publishing world, but it’s very difficult one for us because we essentially end up buying back the research that was done here at OSU, which doesn’t make a lot of whole lot of sense. So that’s something else I guess for the first segment I should have said – researchers should investigate copyright issues, and what that mean when they publish their stuff. And many libraries now have scholarly communication librarians who are well versed in that field and can make recommendations or suggestions about how we can hold on to that research a little bit more closely and not just turn everything over to the journals.

**KL:** Right, and we can negotiate contracts for that. So we do have a previous episode that I will link to in the show notes for anyone who is interested. Um and I think you’ve made such a good point about just the publishing landscape that is shifting when these journals are bundled. It- I mean, I would imagine that you have to take really – you have to make really tough judgement calls about what to keep, what to not keep. How often is that shifting? I mean, are these decisions being made annually? You know, like every couple of years? When is that review happening?

**SB:** It’s uh generally it’s annually, because we get an annual budget and we never know what that’s going to be. Our university librarian has been fabulous about getting us a little extra money here and there so that we can continue to support the subscriptions and data bases that our researchers want. That’s not always a given, so from year to year we may not know exactly what’s happening. That also depends on what journal inflation has been that year. If it’s more than normal, which I believe is seven percent or something like that, um again, we may not have the money to cover that. So it is an annual process – yeah, and it’s a frustrating one. These are the things that we don’t like to do is the ( ) cut or - we don’t – yeah. It’s horrible (Right, right). No librarian likes to do that.

**KL:** Well and I would – I think one of the things that like we hear a lot – people talking about is this idea of turning the library into a purely digital space. Like, in the future we may have libraries that don’t have books, you know, that we’re all just carrying around our Kindles, and downloading what we need, and of course that breaks my heart a little bit because I love libraries and I love being around books. But I’m wondering if you could talk a little bit about, like I know our library has changed its physical space over time to include different elements like writing support for our undergraduates, and different collaborative spaces, and things like that. Can you talk a little bit about that? Like how have you seen the library physical space change over time in response to some of this?

**SB:** Yeah you’ve pointed out some of the main things that we have. One of the main things is the idea of the library as space. That the space is not just a place to hold the books, but as a place for people to collaborate, and communicate, and learn from each other is very important, and we are always the number one place to study on campus because we provide those spaces. So we have the learning commons downstairs with the whiteboards, and the chairs, and the seating, we have small study spaces. Um we have brought in the writing centers, and now we have the undergrad research and writing studio, because all of those things are integrated – research and writing, and we want to make it available to the students in kind of a one stop shop. Not quite, but that’s kind of our hope – is that they can come here and see the writing and the research process are very closely related. Um we are always a little bit low in our seat count in terms of there are guidelines from the – I believe it’s the ARL who says you should have so many seats if you have so many students, and we’re always running out of space. So that’s a little bit of a challenge too, but what we try to do is make our space as user friendly as possible and try to accommodate the different learning communities that are in a university setting – so from group to me, “I want to be on the sixth floor and I don’t want to hear anything.” Um all of that is part of the library, and part of us being a place.

**KL:** Mhm. So as we record this, there was actually a piece that just came out in Forbes on how Amazon should take over public libraries and save tax dollars. I don’t know if you happened to see this, Stefanie.

**SB:** I have not (Okay, well). Sounds fun.

**KL:** What’s interesting about it was there was a huge response on social media and elsewhere from librarians of course, but also from academics and others saying, “This is a huge problem.” And Forbes actually retracted the piece and said, “This was kind of uninformed, we’re taking it back.” Um and it was great to see kind of the swelling of response from people who just love their libraries, and in this case it was public libraries. But I’m wondering if you can talk about how researchers and academics can help academic libraries with these particular challenges, especially around things like budget, and the bundling issue, and making choices about what the subscriptions are. How would you like to see researchers and academics become more engaged in those conversations?

**SB:** Um yeah. It is very important for us to get their feedback in these situations. So for example, if we do end up having to do a serials cut, which again we don’t like to do, we generally create lists, send them to the departments, ask for their feedback, but we don’t always get a lot of feedback. So when they get something like that, look at it! Because we don’t buy this stuff for us, we buy it for them. And so if we are in that situation, we want their input because we want to make this as useful as possible, but we understand that, you know, we may not be able to keep everything. So I think that’s one thing, is to watch out for those kinds of things from your college librarian. When those kinds of questions come up, be involved in that, because you make the decisions or you give us the information helps us make informed decisions about what to keep and what not to keep. We have a library advisory council, and it would be great if we had people serving on that. I mean, we do have people, but more people serving on that. That may not necessarily tie in with the budget so much, but again knowing what you need is very important to us, and that library advisory council does that. They meet with the university librarian and discuss larger issues. Um let’s see – I think for – researchers can also help us by making us part of their grant plan. So for example, a lot of people will write a grant and they’ll get funding, but they don’t write in that they need XYZ data base, or they need XYZ dataset, or whatever, and we manage those things and we can help them manage those things if you include us in your budget. But a lot of times what happens is they write a grant, and they get the money, and then they say, “Yep. Now I need x.” and it’s like, “Well. Yeah we don’t have it,” We work really hard to try to get what they need, but if we’re part of that process early on, I think that will make life easier for everyone.

**KL:** Mhm. I mean it sounds like a lot of ways, libraries and academic libraries can be kind of caught between a rock and a hard place. Like, you’re trying to kind of serve everyone, but because of limited resources you may not be able to, and you have to make some kind of tough decisions.

**SB:** Yes. I think that every library is in that situation.

**KL:** so I’m curious Stefanie, where do you see the library going in the future? You know, because you’re so engaged with Ecampus – our technology side of things, the OER movement that we have here. What are some things that you see coming around the corner for the library?

**SB:** Well I think coming around the corner for the library will be continued work in assessing the user experience both of the physical space, as well as the online space so to speak – how do we make that better, how do we make it more user friendly, usability testing and usability studies, looking at other spaces that people are asking us for like a graduate student space or those kinds of things. So I think space will continue to be a big thing. Um – tweaking and updating our website, and making it more user friendly, I mean, that’ a living document, right? It has to be updated. Um I think the other thing that’s coming around the corner is that we’re changing up what librarians do, so we have new positions coming in – or not new. They’re repurposed position like metadata librarian, a data management librarian, a scholarly communications librarian. Those are things that 20 years ago you would not have seen in an academic library. It’s like, “We don’t deal with that” and now we do, and that’s good. It makes us more relevant to everyone when we can offer these kinds of services and we being on neutral ground so to speak – we serve everyone. We serve everyone from Ed Ray to an incoming freshman on their first day. Everyone is welcome in the library. So I think that will be - will continue to be an issue. The privacy issue also comes up very frequently. We try not to keep data on our users, particularly on what books you’ve checked out, those kinds of things, and you might know that the FBI doesn’t always like that, and we’ve had librarians subpoenaed and have gone to jail, because they wouldn’t release that information. On the other hand, we need to collect data to show our value, so where’s the happy middle ground where we’re respecting people’s privacy, but giving us enough data to say, “the library really does add value to the university” because I think that’s the thing that all academic libraries struggle with is, “Yes we take up a lot of money, but we’re giving you a lot of value for your money, but how do we measure that?” You know the error of assessment. It’s hard sometimes to measure that, so that’s something that we’re struggling with and trying to figure out how we might respond to that in a way that is both respectful, but also gives us good data.

**KL:** Mhm. I think that tension is fascinating. We’re going to take another brief break. When we come back, we’ll hear a little bit more from Stefanie about supporting online students. Back in a moment.

# Segment 3:

**KL:** So Stefanie, I want to thank you again for being a part of this edited collection on high impact practices in online education. One of the unique things about our librarians here at Oregon State is that you are tenure track, so I can rope you into all kinds of publishing antics, and you were totally on board for that, so I appreciate it. As we talked about a little bit in segment one, a large part of your role here is supporting online students, and you ended up contributing a chapter talking about how librarians can support high impact practices in the online classroom. Can you tell us a little bit more about that?

**SB:** Sure. I think one of the things that when you look at the high impact practices and the description of what that means, they are very focused on campus students. You know, learning spaces and those kinds of things that may make it feel like you can’t do this in the online world, and I have to disagree with that, I think you can do all of these things in the online world. It’s not easy, it has to be done in a different way. But what we want to do is make sure the students have those same kinds of experiences of being in a group, or doing a Capstone, or reading the same book, or any of those kinds of things, because those are important for high impact practices. So I think in library land, we all agree amongst ourselves that knowing how to use the library is a high impact practice. It’s a little harder for us to make that argument, because again, we don’t have a lot of data based argument. Um but there’s no question, and there’s not enough research articles that students who use a library successfully and are part of that, they use high impact practices, do better in success and retention. So yeah I think it’s important to use high impact practices, and maybe what we need to do is think more about how we translate those high impact practices into the online world in a way that is sustainable, because it is challenging to do that. I hired an Ecampus student this year to help me out with some projects. It’s not quite an internship, but I think I’m the first person to do that. Because what she’s doing – she’s looking up some things online, and making some spreadsheets, and stuff like that for me. Why not? You know? So it’s – and that gives her work experience, it gives her experience of what it’s like to telecommute, all of those kinds of things. So I think those are some high impact practices we can think about that sound very simple, but haven’t really been done a lot – I think that’s really important.

**KL:** Well I think you raise this interesting question, which you we also talk about a little bit in the book, um I think in the conclusion of the book, is we have these high impact practices for kind of more traditional students and they are research based, like we know that these are high impact because of the research that has been done. And there’s still actually quite a bit of research that we still need to do online, like we don’t necessarily know that these – what are um – that these high impact practices have the same effect in the online environment that they do traditionally. But the other thing that we don’t necessarily know, and I think you’ve raised this, is are there other high impact practices that exist online that maybe we haven’t thought about necessarily for face to face? Like are the modalities so different that they actually have different high impact practices? And I think you’re raising kind of an interesting question about how do we look for that? How do we look at these online spaces and see what are the things that are making the difference for student retention, graduation, success in different modalities?

**SB:** Yes, and I think there is some research out there in the distance education librarian land that shows that students who use the library from a distance, and are engaged, or take the classes, or call their librarian do better. You know? They just do. It’s a little trickier obviously with distance ed students, because there isn’t that physical togetherness, but I do think we should take more of a look at that, especially because our Ecampus cite is growing, and we’ll have more classes. One of the things that I’m concerned about, I mean I’m not worried but it’s a good problem to have is sustainability. How do I become a part of all – what is it 800 classes that we have online? And how can we support that in a way that is sustainable, but provides the students with those high impact practices that are helpful. But I think that any faculty member, that maybe has an undergraduate researcher worker with them, or is supporting students who are writing a capstone or something like that, should bring their librarian in and just say, how can we make this better or what skills do the students need in order to use the library more effectively?

**KL:** Mhm. And one of the things I think you’ve pointed to is the highly collaborative nature of online courses. In terms of just what is going on within the course between students, but also with what it takes to get the course created. Here at Ecampus we do involve our instructional designers, our multi-media team, folks like you who work with our instructors to kind of make those experiences good ones for our students, and I wonder too if sometimes having all of those different angles of looking at a course and kind of thinking about all the different possibilities of how a student can be successful, is part of what creates high impact for students. Is that you’re really trying to design – that design element seems to be something that is really important.

**SB:** Well I would agree with that. The design element is very important. You can’t take a face to face class and upload your power point slides and call it a course. For anyone who’s done it, we all know it’s more work in some ways than the face to face class, because you’re always engaged with the students, and they want you 24/7, and there’s just a lot going on. But I think too that course design, if you’re thinking about course design, is not different in the online world than it is in the face to face world. A well designed course is a well-designed course. I think we need to stop making these separations between face to face, and hybrid, and online courses. A good course is a good course. **(30:17)**

# Show notes with links to resources mentioned in the episode, a full transcript, and an instructor guide for incorporating the episode into your courses, can be found at the show’s website at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast).

# There are several ways to connect with the “Research in Action” podcast. Visit the website to post a comment about a specific episode, suggest a future guest, or ask a question that could be featured in a future episode. Email us at riapodcast@oregonstate.edu. You can also offer feedback about “Research in Action,” episodes or share research-related resources, by contacting the Research in Action podcast via Twitter @RIA\_podcast. Finally, you can call the Research in Action voicemail line at 541-737-1111 to ask a question or leave a comment. If you listen to the podcast via iTunes, please consider leaving us a review.

# The “Research in Action” podcast is a resource funded by Oregon State University Ecampus, ranked one of the nation’s best providers of online education with more than fifty degree programs and over one thousand classes online. Learn more about Ecampus by visiting ecampus.oregonstate.edu. This podcast is produced by the phenomenal Ecampus Multimedia team.

# “Research in Action” transcripts are sometimes created on a rush deadline and accuracy may vary. Please be aware that the authoritative record of the “Research in Action” podcast is the audio.

# Bonus Clip:

# HIP Bonus Clip #4:

**KL:** In this fourth bonus clip of our back-to-school miniseries, I chat with my co-editor, Chrysanthemum Mattison Hayes, about our plans for promoting the book. You can learn more about our book, *High-Impact Practices in Online Education*, at ecampus.oregonstate.edu/HIP

So, Mum, I don’t know if it was surprising to you that when we actually turned the book in, our work was not done [laughs] because now we have to actually promote it and tell people about it. And obviously these bonus clips are one meta-way in which we’re doing that a little bit and sharing about it through this miniseries on “Research in Action.” But I would love to hear, just from your perspective, what background or experience do you have in any kind of promotion? Because I think this is an area where academics don’t really know where to draw from when they have to deal with promotion and marketing, so what’s your background?

**CMH:** Promotion and marketing… so, I had one internship as an undergrad as a marketing intern for a private recycling company.

**KL:** Okay.

**CMH:** So, I’ve made flyers [laughs].

**KL:** Very transferable [laughs].

**CMH:** Very transferable skills. I have made flyers and postcards and pretty general marketing materials.

**KL:** So, like, design elements?

**CMH:** Design elements. I’ve done InDesign work. I’ve created maybe more summaries and more outreach work, so trying to get people to be inovolved in things. But in terms of promoting something that is a product or a completed something, that’s very new to me—I don’t have a lot of experience in that. So the work I’m in now is more aligned with communications and communication to the campus community about the work that we’re doing with data and analytics, and also education and pieces like that. But in terms of promoting products or things that have been created, I don’t have a lot of experience with that. And, so, early on when you’re saying, “And we’ll promote the book!” I was like, “Don’t know what that means…”

**KL:** [laughs]

**CMH:** And I got an invitation last week from Ali

**KL:** Yeah, our marketing…

**CMH:** From Ali that said, “So this is the time that I think would work best for us to shoot the video promotion.” I was like, “Accept?” [laughs] I don’t know that that means, but you and I need to coordinate outfits, that what I was told.

**KL:** Right. That’ll be a thing.

**CMH:** So yeah, unfamiliar is my status.

**KL:** Yeah, and well this is one of those areas where I feel like—after my second book came out, this was a book on blended course design that came out in 2016—I did kind of a deeper dive into book promotion because I felt like, and academic publishing in particular, you can’t really depend on the publisher to do too much for you. They just have too many other things in their catalogue. And it’s not, it just doesn’t work that way, and so I really wanted to think about, how can I make a book that I’ve spent so much time and energy on, like how can I make it a success? And I kind of get it into people hands that need it. And so I tried all kinds of things. I did a virtual book tour and I experimented a lot with social media, and did some speaking on different campuses about the book, and tried to bring a lot of that experience to our plans for book promotion with *High-Impact Practices in Online Education*, and one of the things that Ali and I talked about—and Ali has also come on the show to talk a little bit about research dissemination, so we can link to her episode in the show notes. But she’s the project manager here with our marketing team and so Ali and I started to meet to say, “What do we want to do with this,” you know, “what are our goals with this book?” And the book is really representing, in many ways, the larger brand of Ecampus because it’s been an Ecampus project and so what does that mean? And what do we want to do? And so we came up with a few ideas: this miniseries for the podcast was one of them. But, yeah, it does include video, so there will be some little social videos going out with Mum and I, and probably a video trailer, also on the book website—which, by the time you’re listening to us, will probably be up, so we can link to it in the show notes if you want to see Mum and I with our HIP video debut.

**CMH:** It’s exciting. It’s really intimidating to be honest. I think, in academia, all of my work belongs to the university, so it terms of self-promotion, it’s never been a thing that I’ve given much thought to, this is a good field for people that don’t necessarily like being in that spotlight. And yet, for me, what sort of motivates and really makes it okay is I’m really dedicated and really proud of this work and I want this work to get into the hands of people that really find it valuable and I also see it as working on behalf of the authors that have put so much into their chapter, and this to me is part of the role as editor and being champion for the work and champion for the book, and making sure that it doesn’t live and die with the time that they spent creating the chapter and responding to all our edits, and doing that. So, it elevates it.

**KL:** Right, I actually think that, the idea that it’s really not about you at all as an editor. I mean that is super helpful, like it’s about the institution, it’s about the contributors, it’s about the broader ideas in the book that we’re trying to communicate. And, really, I mean this is a book that’s the first of its kind in talking about high-impact practices in this online environment. So it’s, to me, incredibly important to put that conversation out there and to have a foundation for people to continue having a conversation. I think this is an entry point. It’s definitely not the comprehensive overview, the only thing you’ll ever need. It’s more like we’re trying to launch a conversation about what this means in online education. And, because of that, that makes it feel less scary to me to promote it and, yes, we’re going to be in this video, but we’re in a lot of other ways, we’re not really kind of front and center with the promotion of the book. I mean, it’s really pushing out the contributors and trying to bring to light a lot of the really practical things that people can really take away from this book and its usefulness in the field of online education. So, I mean I think that, I have not had to engage in videos ever in my life really until I came to Ecampus and started to do some more promotional work and, but it’s kind of where the world is going, I mean especially in terms of social media.

**CMH:** Well, and I think the planning and the—there’s planning and organization that it takes to put this book from an idea into print. I think it also takes time and revisions and iterative process to develop a strategy around promotion, and I think they’re complementary processes, and that’s something I really hadn’t considered more. But now that we’re in this and doing it I’m like, “well of course it’s important that we communicate the value of this book and explain a bit more about what went into it.” That’s really valuable information in anybody’s going to pick it up and choose to read it.

**KL:** Right. I mean if you were to think about it like a ratio, I think a lot of people mistakenly think like you write the book and then you’re done. I think that the book writing and the production part, whether it’s a solo authored book or an edited collection, it’s maybe like 70% of the process. And then there’s a whole other 30%, which is the dissemination plan. And we did get into this in Ali’s episode, which again, we’ll link to in the show notes because you have to start thinking about dissemination from the beginning. And we’ve been thinking a lot about, for example Ali and I have been talking about when are we actually going to have copies of the book in our hands because we want to do some promotional photography, and so we’ve really had to think strategically about when can we launch the website, when can we launch the social campaign, because we really can’t do it before, during the preorder period, because we don’t have copies of the book. And so there’s these different kind of domino effects, like when do you have certain things? And the video at least—the short version of the video we’re creating—we can do without a copy of the book in our hands.

8:20 So, there’s different things we’re kind of trying to strategize with in terms of timeline. As we record this we’re in mid-June, the book is launching end of July, early August, so it is available now as you’re hearing this. But we’re doing this recording in kind of prep a couple months in advance because we’re kind of trying to get ahead of it a little bit. And yeah, it does take time, thought and strategy, and I feel like I’m learning a ton.

So, Mum, I’m curious if there’s anything you’re really looking forward to now that the book is out.

**CMH:** Related to?

**KL:** Anything, like being able to hold it in your hand.

**CMH:** Oh gosh, yes! That’s I mean, it’s beautiful. I was really excited with the proofs that we got and I think we ended up with the version and the look that I was really excited about. And so, yes, I am really looking forward to holding it in my hands, to be able to flip through it. We’ve said this a bunch on these mini episodes, but I think that we’re both really proud of it.

**KL:** Yeah.

**CMH:** And reading it, sort of that last line item, just copy edits at the very end, I got a little emotional. I was like, “This is an awesome book. Look at all of these wonderful chapters, important message, and all of this great knowledge that’s going to be shared with the world that hasn’t been shared before.” And so it kind of took it up to that level, and so I’m very excited to hold it and be able to share it with people. Actually, the topics and the chapters thematically have come up in topics of conversations and I’m like, “I will have a book for you!” [*laughs*] Or like, “I’m sure I can’t send you a chapter now because I’m sure that violates some sort of contract, but it’s coming! And I will send you a link so that you can it.”

So I’m excited to be able to not just talk about it, but truly share it.

**KL:** Me too. Well, thank you Mum, for coming along this journey with me. It has been such a pleasure and a privilege to work with you. And I want to thank also our listeners for checking in with all of these bonus clips. Of course we’re going to link to the book in the show notes if you want to take a look at it. And we’re just excited to release it to the world.

Thanks so much for listening to this bonus clip series. If you didn’t get a chance to listen to the first three, please feel free to go ahead and go back—we’ll make sure those are linked in the show notes as well. Thanks so much for listening.

You’ve just heard a bonus clip for our back-to-school miniseries where I chat with my coeditor, Chrysanthemum Mattison Hayes, about our experience working on *High-Impact Practices in Online Education.* Don’t forget that you can learn more about our book at oregonstate.edu/HIP