Targeting the librarian’s role in research services

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Supporting faculty in their pursuit of funded research

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Why research support?

Universities often have three pillars: teaching, research, and service. Faculty are evaluated on teaching, research, and service. That is how they think about and organize their work lives.

So if you work with faculty, addressing research is a great relationship builder.

- Provides more routes to engage with faculty and keep the conversation going
  - Research is an alternate way to reach faculty who don’t use library instructional services
- Great for liaisons, scholarly communications librarians… and anyone interested in building relationships and creating a broader view of libraries!
Just a few ways to start

There are many types of assistance that librarians can offer:

- Grant database search skills training
- Researcher profiles
- Dissemination support
- Data management planning
- Citation management training and consultation
- The Track Record - metrics for publishing trajectory
Grant search database training

Search tools for finding funding opportunities are an easy and common way to start! Often both the grants office and the library teach these skills.

Grant databases work the same way as article databases. Often the grant databases are older-style interfaces without discovery, automatic stemming, or strong keyword indexing. So bringing your “old school search” skills can help.

Faculty approach: “Have you been able to find funding opportunities that match your research well? Maybe I can help you with your searching?”
Researcher profiles

Many funding agencies have an online CV system (the CCV, the Biosketch, etc.)

- Uses standard field structures. Easy for us!
  
   » Not always so easy for faculty that don't work with bibliographic fields

- In the U.S. it is integrated with Pubmed and other NLM tools

Faculty can build a set of citations (their own and others) to draw from. Then they must select the ones that are relevant to the grant they are applying for.

Faculty approach “Have you set up your online CV/Biosketch? Anything I can do to help you with setting it up or updating it?”
Dissemination support

Dissemination includes publishing and presenting. But it can also include sharing OERs, reports, and other results of funded research.

- Open access is a valuable strategy for wider dissemination
- Metrics can be used to prove the quality of dissemination venues
- Assistance with disciplinary and funder repositories
  - Open access registration and repositing
  - Locating, selecting, and repositing in “trusted repositories”

Faculty approach: “Do you have a findings dissemination strategy beyond conference presentations? I can help you with broader dissemination.”
Data management training

This is one of the more common ways to support faculty, but still important. Not everyone knows even DMPtool.org, much less how to use appropriate metadata structures!

- New U.S. regulations since the start of the year extended public access of data to (almost) all funded agencies
  - A lot of other changes happened, so people may not know!
  - New for a lot of faculty that weren’t affected by DMPs before

Faculty approach: “Do you know whether this year’s new open access data requirements affect you? I can help with your DMP.”
Citation management support and training

As Amanda will explain, citation management helps faculty with publishing. It’s also valuable for grants and building an overall strategy around research.

- Mendeley, Endnote, Zotero, etc. support most funders’ styles
- The funding agencies care about “the picky details” more than publishers
- Faculty should build a collection of literature, to save effort on future projects
- Many citation tools can be used to improve planning, multi-investigator coordination, team-based knowledge management, etc.

Faculty approach: “Are you using tools to organize your references? Have you tried the sharing features with your lab or co-PIs?”
The track record

There’s a back-and-forth between research funding and publishing. Researchers’ track record should show higher-value publications as they pursue bigger grants.

Mark will talk about the big picture of faculty impact-building, and you can offer help with metrics for faculty to track milestones and demonstrate impact.

- Use impact measures to help (especially new) faculty
  - Scopus, JCR, and various altmetrics tools
  - Consider http://scimagojr.com if you don’t have other metrics services
  - Google Scholar, Mendeley, Research Gate, and other free tools

Faculty approach: “Have you established a track record to support your proposals? If not, can I help you plan how to start with mid-level but reputable journals that are less competition to publish in, then move up?”
Many other possibilities

I’ve offered many services beyond these ideas! You can help with:

- Alerting services (article and grant alerts);
- Partnerships with ethics teams (IRB, IACUC, RCR, and more)
- Data visualization for better communication in grants;
- Literature reviews for out-of-discipline topics;
- Gap analyses in the literature;

…and probably tons of things I’ve never thought of!

ESSENTIAL: Ask in the terms that faculty or the grants office normally use. And avoid vague “Can I help?” questions.
Thanks for listening!

I’m always happy to answer questions or visit U.S. libraries for professional development.

Nina Exner, ninae@ncat.edu
Supporting the Research Process

AMANDA HORSMAN
My situation

Academic Medical Librarian
Small Francophone University in Atlantic Canada
A satellite medical program (parent site in another province)
Clientele

Employees
Researchers
Students
Professors
Basic services

One-on-one training

Regular consultations

Reference/Library guides available
Marketing

In-Person
Posters
E-mails
Level of Involvement

Part of the team or expert consultant
- You can become tied to the project
- If librarian is highly involved, talk about co-authorship
Types of projects

Literature Review
- General overview of articles available on a particular subject

Scoping Review
- Detailed, rigorous overview of (scientific) articles available on a particular subject

Systematic Reviews
- Detailed, rigorous search of ALL (scientific) articles available on a particular subject
- Performed in teams
Building the Foundation

Search Strategy
◦ Boolean operators and other useful tags
◦ Building the keyword list
◦ Playing with the protocol

Database orientation
◦ Teach the ins and outs of specific databases as needed
Protocol Development

A search protocol is integral to a successful review

It is the exact search strategy employed

Just developing the protocol can take on average 3 to 6 months

Take the time to do this! (It can save a lot of headache later)
Data and Citation Management

Excel
- Tracking sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Database</th>
<th>Search Strategy</th>
<th># Results</th>
<th># Kept</th>
</tr>
</thead>
</table>

Mendeley
- Import articles and citations
- Manage and organize articles and citations
- In-text citations and bibliography
- Creating groups
Signs of success

Return clients

Busy

New clients via referral
Fast Track Impact
Training by researchers for researchers
5 ways to fast track your research impact
How do you make an impact?
How do you make an impact?

The missing link: people need to learn about your findings

Public Stakeholder Engagement
To have an impact, you need to be great at knowledge exchange
Empathy
5 Principles
1 Design

*Know the impacts you want to achieve and design impact into research from the start*
1 Design

- Set impact and knowledge exchange goals from the outset
- Make a detailed impact plan
- Build in flexibility to your plans so they can respond to changing user needs and priorities
- Find skilled people (and where possible financial resources) to support your impact
Systematically represent the needs and priorities of those who will use your research
2 Represent

- Systematically identify those likely to be interested in, use or benefit from your research
- Identify other stakeholders who could help or block you, or who might be disadvantaged by your work
- Revisit who you’re working with as your context and stakeholder needs change
- Embed key stakeholders in your research
- Consider ethical implications of engaging at different stages of the research cycle
3 Engage

Build long-term, two-way, trusting relationships with those who will use your research and co-generate new knowledge together
3 Engage

- Have two-way dialogue as equals with likely users of your research
- Build long-term relationships with the users of your research
- Work with knowledge brokers and professional facilitators
- Understand what will motivate research users to get involved
- Work with stakeholders to interpret findings and co-design communication products
4 Early impact

Deliver tangible results as soon as possible to keep people engaged with your work
4 Early impact

- Identify quick wins where tangible impacts can be delivered as early as possible in the research process, to reward and keep likely users of research engaged with the research process
  - Regular stakeholder briefings/updates
  - Early publication of literature reviews
  - Co-ordinate milestone timings with policy teams & stakeholders to match decision-maker needs
5 Reflect & Sustain

Keep track of what works, so you can improve your knowledge exchange, and continue nurturing relationships and generating impacts in the long-term.
5 Reflect & Sustain

- Track your impacts
- Regularly reflect on your knowledge exchange with research team & stakeholders
- Learn from peers and share good practice
- Identify what knowledge exchange needs to continue after projects end and consider how to generate long-term impacts
1 Design
2 Represent
3 Engage
4 Early impact
5 Reflect & sustain
Conclusion
Fast Track Impact
Training by researchers for researchers

www.fasttrackimpact.com

@fasttrackimpact
Questions & Thank You!

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