Relationship Building and Advocacy Across the Campus

Julia Barrett
Research Services Manager
UCD James Joyce Library

An Leabharlann UCD
What can we offer?

• To build relationships we must have something to offer
  – Relevant services – what does the research community want? What are their daily frustrations and top concerns? How do we know?
  – Save researchers’ time e.g. integrate into workflows
  – More visibility and impact
  – Neutrality
  – Coordinating role – bringing together fragmented / scattered services
  – Collaborating role – expertise / resource sharing
Analysis of queries; articulate use cases

- Can you host my research centre’s website?
- I’m applying for an IRC grant and would like to include deposit to the Digital Library as a means of strengthening my application.
- I’ve been awarded a grant – can you help me with the metadata aspects of my project?
- Can you tell me what my H-Index is? I need it for a grant application.
- How can we in this School increase our research impact?
- Who are we collaborating with, internationally?
- I’m doing a PhD and creating a dataset – can you store that in the Library?
- Who else is using Drupal on campus?
- I’m confused about open access – is there a charge?
- Am I breaking copyright if I put my articles into the Repository?

We want to create a temporary online exhibition – can the Digital Library help?
**App. 3: Use Cases**
All collections need to be considered in the context of the criteria outlined in the collection development policy.

<table>
<thead>
<tr>
<th>USE CASES</th>
<th>LEVELS OF SUPPORT / SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERNAL</strong></td>
<td>Decide which we can support now and which we need to move towards, i.e. Core v. Developing</td>
</tr>
</tbody>
</table>
| Existing digital collection that could come into the Digital Library | Infrastructure  
Preservation  
Added functionality e.g. geospatial, linking to related collections  
Access / Showcase  
Advice / consultancy on metadata, workflows (if the collection is to be added to) |
| Website on platform such as Drupal | Advice / consultancy on metadata, copyright, etc.  
What we CANNOT do is host this website. However we CAN advise on who in UCD can provide storage (Research IT). And....if at a future time actual collections come (e.g. RTE recordings), then we can create a DL collection and they can use DL’s APIs to bring them into their Drupal site. |
| Individual academic’s physical/digital collection/s | Infrastructure  
Preservation  
Access |

May need to work with identified academics prior to deposit/retirement, to ensure the capture of as much detail as possible.
## Moving from collections to services and solutions

<table>
<thead>
<tr>
<th>Collection</th>
<th>Receipt of</th>
<th>Metadata &amp; documentation</th>
<th>Infrastructure</th>
<th>Services and Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repository</td>
<td>Copyright Name authorisation Repository Librarian</td>
<td>Dublin Core Repository Librarian</td>
<td>DSpace Eprints Programmer / Developer</td>
<td>Researcher/School/College - Funding application, visibility and impact, stats Researcher - Copyright, metadata, infrastructure, compliance Research - Access, infrastructure, preservation Funders - Compliance - Reporting back to funding agency, stats</td>
</tr>
<tr>
<td>Data Archive (e.g. social sciences)</td>
<td>Data quality, anonymisation, decryption Data analyst (e.g. CSTAR, postdoc from relevant discipline</td>
<td>DDI Codebooks Questionnaire Metadata Librarian</td>
<td>Nesstar, other infrastructure Programmer / Developer</td>
<td>Researcher/School/College - Funding application, visibility and impact, stats Researcher - Permissions, metadata, RDM, compliance, infrastructure, Research &amp; Teaching - re-use, secondary use, validation, reproducibility, access, infrastructure, preservation, quant. tools Data producers - Usage stats, visibility</td>
</tr>
<tr>
<td>Digital Library</td>
<td>Collection profiling Data modelling File processing Digital Library team</td>
<td>MODS EAD Dublin Core, etc. Metadata Librarian</td>
<td>Fedora Programmer / Developer IT Services</td>
<td>Researcher/School/College - Funding application, visibility and impact, stats Researcher - Metadata, infrastructure, workflows Research &amp; Teaching - New insights, APIs, data visualisation, etc.</td>
</tr>
</tbody>
</table>
Using Lifecycles: coordination of services and where we fit

- Help explain processes (graphically)
- Demonstrate connections and relationships between parts and the whole
- Provide a framework to develop services and support, in conjunction with others

[http://www.ncl.ac.uk/library/research-support/informed-researcher/]
**Discover**
Generate ideas, find literature, maps, data, websites, etc.
Keep current with research in your field
Collaborate and network with other experts
Find funding opportunities

**Create**
Learn how to use specialised software & tools to enhance and facilitate your research e.g. SPSS and Geospatial & Mapping tools / GIS
Understand what you can use within copyright and licencing restrictions

**Evaluate**
Evaluate the impact of research through citation analysis, altmetrics
Discuss research results via social media networks
Use the Quality Review framework for your School’s evaluation

**Manage**
Organise and manage the research data you generate
Organise and manage your references using bibliographic management tools
Cite the references you find

**Disseminate /Publish**
Showcase your research in the Research Repository, the Digital Library and via social media networks
Sign up for an ORCID ID

**Research Lifecycle**
Where and with whom do relationship building and advocacy activities take place?

- Within the Library
  - IT (development)
  - Specialist e.g. GIS, data, bibliometrician (development, service and advocacy)
    - Economies of scale in a small institution
  - Metadata (development, service)
  - Liaison Librarians (advocacy)
  - Outreach (promotion)
- Research office, research managers, data managers, IT services
- Academic unit, researchers
- Archives and repositories e.g. Special Collections, College Archives
- Committees e.g. Research Strategy Board, College Research Committees

How do we know?
Issues

- Credibility
  - How to establish / obtain expertise
  - How to keep expertise
- Lateral communication lines required
  - Multiplicity of units involved in the design and delivery of specialist services
  - Library structure?
- Rationalisation of possible multiple points of contact between Library and its users
  - What is the degree to which services are project-based or mainstreamed? Role clarity important
- In partnering with key non-library areas (e.g. Research office) there needs to be clarity around respective roles
  - optics
- In partnering with an academic unit / repository / archive there needs to be clarity in relation to respective responsibilities (MOU)
- How do we get our voice heard with VP for Research, on key University Research Committees?
Different models

- Employ specialists
  - Share across units?
  - Data Manager post across Conway Inst., Charles Inst. & Systems Biology Ireland
  - GIS Analyst across Library, ITS and Earth Institute

- Short-term contracts to get something up and running
  - Moving to a new environment
  - Investigate a new service e.g. establish the use of ISSDA datasets in a geospatial environment; train relevant staff, provide documentation etc.

- Contract out / service contract with specialist company
  - DSpace - @Mire

- Embed library staff in a research team

- Adhoc assistance with specialist queries
  - Quantitative data queries
  - CSTAR or post-doc model (retainer) – need role clarity
CSTAR template

- General observations
- Suitability for deposit to ISSDA (e.g. data quality, anonymisation, provision of contextual / descriptive information for users):
- Specific actions to address above two points (where necessary):
- Agreed turnaround time: 2 weeks
Examples of types of relationships: Collections

- Widen scope of School Collection Policies to include Digital / Data collections, Repository, etc.
- Helps to move such collections into the mainstream
  - School level
  - Library level
- Opportunity to highlight such collections
- Opportunity to discuss future collections / existing collections within School (e.g. datasets, unique print collections) – relevancy, visibility
Research impact and bibliometrics

• Assist a wide range of stakeholders (including authors, Schools, research institutes, research administration) to track research impact
  - Promotion
  - Quality reviews
  - Grants / funding applications

- Single cross-campus framework available at point of need, within workflow, and from a logical place
- Advise on appropriate indicators
- Advise on presentation of indicators (e.g. in a CV, in a report, data visualisation)
# Quality Review Framework

## Overall quality

### Yield
- **Summary of research inputs and outputs**

### Impact
- **The impact of the research outputs**

### Profile / Environment
- **The school / university environment supporting research activity**

## Impact - Framework of Research Information Available

<table>
<thead>
<tr>
<th>1. Quality of Publications (H-index, metrics and Impact factor)</th>
<th>Library Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click <a href="#">here</a> for information and <a href="#">here</a> for sample reports available from the Library.</td>
<td><a href="#">Click这里</a> for information and <a href="#">here</a> for sample reports available from the Library.</td>
</tr>
<tr>
<td>Contact info</td>
<td>Michael Laditch</td>
</tr>
<tr>
<td>Phone</td>
<td>+353 (0)1 716 7530</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:michael.laditch@ucd.ie">michael.laditch@ucd.ie</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Publication Downloads</th>
<th>Research Repository download metrics</th>
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<tr>
<td>Examples of School metrics</td>
<td>Research Repository download metrics</td>
</tr>
<tr>
<td>Contact info</td>
<td>Julia Barrett</td>
</tr>
<tr>
<td>Phone</td>
<td>+353 (0)1 716 7366</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:julia.barrett@ucd.ie">julia.barrett@ucd.ie</a></td>
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| 3. Public Engagement | Information which can be collated by the school. Some larger schools have used surveys to capture this type of information. |

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<tbody>
<tr>
<td>Reports on Boards and Committees, membership are available from RMS Profiles.</td>
<td>Awards, Boards and Committees</td>
</tr>
<tr>
<td>Contact info</td>
<td>Liam Cleere</td>
</tr>
<tr>
<td>Phone</td>
<td>+353 (0)1 716 4058</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:liam.cleere@ucd.ie">liam.cleere@ucd.ie</a></td>
</tr>
<tr>
<td>Stories on major awards, prizes etc. can be found on the UCD Research website</td>
<td>Awards, Boards and Committees</td>
</tr>
</tbody>
</table>
Similar approach for funding support service

Horizon 2020
Research and Innovation Actions
UCD Help Pack

One mention of the Library:
“In addition to laboratory equipment, you should also detail the IT Resources and Library resources and collections that are available”.

Not mentioned under:
• Impact
• Dissemination
• Data management plan
• Communication activities
Etc.

Library mentioned only in relation to the Institutional Repository
Need better integration into workflows, at point of information need (e.g. application, award granted, at end of project)
Need to consider all information channels e.g. website, documentation, information sessions
Institutional Repositories

- Mainstreaming of repository advocacy to frontline library staff
  - Knowledge and confidence
- Researchers
  - How easy is the system?
  - How do we educate around tricky areas like copyright
  - Why would I use it when I have all my publications on ResearchGate?
- Research Centres / Institutes
  - Different type of relationship....research administrators
  - May have interoperability solutions (e.g. Insight)
  - Bulk upload options
- Partnering with Research Office to provide seamless integration from author profiles to Repository
  - How seamless is it really?
  - Mismatch between fields
  - How is assistance provided? At point of need? (e.g. how do I get a new journal added?); clear who to go to for what? What is the service orientation?
Mechanisms

• Liaison Librarians
  – Discuss upcoming sessions
  – Invite feedback – helps to inform and feeds into new approaches, FAQs
  – Regular meetings to update, share and discuss tricky areas – build knowledge and confidence

• Researchers
  – Videos, visual examples (e.g. correct / incorrect versions), FAQs, benefits, wow factors (statistics), compliance
  – Understand things from the researcher’s perspective (e.g. why do they use ResearchGate)
  – Help them save time and increase visibility
  – Tell them what is/isn’t possible and alternatives
  – One Helpline?

• Research Office
  – Regular, scheduled meetings with Research Office
  – Position yourself; be proactive in your approaches; be prepared to negotiate
Data Services

- RDM: Coordinating role – bringing together scattered services
  - IT Services
  - Research Ethics
  - Corporate and Legal
  - Research Office
  - IP

- GIS: Collaborating role – sharing of expertise and resources to provide more streamlined & coordinated services
  - Earth Institute / IT Services and Library – GIS cross-campus service
  - Activity and expertise exists in pockets; fragmented across the campus
## Define what is possible: Research Data Service, Storage Tiers (QUB)

<table>
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<tr>
<th>Need</th>
<th>Solution</th>
</tr>
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</table>
| “Currently working on local workstation. Local workstation out of disk space. Need to move or “park” data to clear space”. | **Tier 1 – Short term storage**  
0.5 PB  
Share project/folder between users.  
No versioning |
| “Just published my research. No requirement to make externally visible”. | **Tier 2 – Published data**  
0.5 PB  
Protection against user modify and delete  
Split between internal-only access and external access  
Metadata capture  
Access via PURE  
DOI generated |
| “Just published my research. Funder requirement to make externally visible.” |                                                                 |
| “Finished with my data but want to keep it, may need it in the future”. | **Tier 3 – Cold storage archive**  
1 PB  
Protection against user modify and delete  
Metadata capture  
Quotas enabled  
Access via portal  
Data will migrate to offsite tape backup in time |

Categorisation of need – helps to define parameters of service  
Move to provision of defined services by ITS  
Need to collaborate with other units e.g. Library (Metadata, DOIs, Repository)
Provide guidance – help explain difficult areas
Channels of help

• Q. I’m having problems trying to understand this dataset – can you advise?

• A. Please check the following:
  - Codebook, data dictionary, survey
  - Any other documentation provided by ISSDA
  - Project’s own website
  - Your MA / PhD supervisor
  - Consider whether data may be missing due to anonymisation
  - Consider whether data may be missing because you are looking for a derived variable

• If you are still having problems please contact ISSDA at issda@ucd.ie – we will pass your specific query on to the original research team for you.
Define what is not possible: Vector data

MAPPING THAT UCD LIBRARY CANNOT SUPPLY

OSi is no longer in a position to fulfill requests made by UCD for 1:1000, 1:2500 or 1:5000 vector data.

Data can be purchased directly from the OSi. Information about purchasing mapping at the academic discount rate is available here:


A sample of the discounted pricing is included in this application form

Digital Collections: Collaborating role

http://iberian.ucd.ie/

Iberian Books

The Iberian Book Project
Iberian Books (IB) is an ongoing research project based at the Centre for the History of the Media at University College Dublin. It is funded through a generous grant from the Andrew W. Mellon Foundation under their Scholarly Communications and Information Technology Scheme. The objective of IB is to produce a foundational listing of all books published in Spain, Portugal and the New World or printed elsewhere in Spanish or Portuguese during the Golden Age, 1472-1700.

News and Events
Iberian Books Project confirms two new appointments (August 2014)
The Project are delighted to announce the addition of two new appointments to the team: Dr Alejandra Ulla Lorenzo and Dr Alba de la Cruz.

Read more »
Place / time visualisation
Can you do this for our research project?
What to consider in advance of a digital project proposal

• What do you want to digitise?
  – Number of items; range of physical dimensions; formats...

• What do you want to do with these items?
  – Page through a volume like a book; search for text; view like an online exhibit; add to existing digital collection...

• What value does the collection offer to the Library?
  – Collection development policy

• What is the condition of the originals?

• What metadata do you have?

• What are the rights / permissions of the items?

• What funding options are available to help support any aspect of the project?
  – E.g. digitisation; image processing; annual server costs...

• What other support is available?
  – Staffing, equipment

http://www.lib.umich.edu/digital-library-production-service-dlps/starting-digitization-project
Other Partners

• The library as curator of institutional identity: possible partners are Archives, Office of the President, Buildings, Communications/PR
  – Uses Library’s neutral, central position to coordinate with several units on Campus to bring together relevant material.
  – Assists in building relationships with powerful non-academic units – political dimension
  – Helps to demonstrate Library expertise in creating both accessible and curated digital collections.

• Partner with internal Repositories
  – Archives, Special Collections
  – Unique historical collections
  – Link to anniversaries for maximum impact
Building trust and credibility

- Systems and procedures
  - Initial contact – collection profile document: initial description
  - Temporary custody form
  - Memorandum of understanding – establishes the relationship and clarifies respective roles
  - Deposit procedures; templates

- Expertise
  - Getting collections into a Digital Library
  - Helping users with the creation process

- Equipment

- Build relationship by giving back e.g. digital copy of collection, statistics on usage

Service dimension
  - Dealing with queries
Bringing it all together in a suitable place

At the University of Virginia Library Scholars’ Lab, advanced students and researchers across the disciplines partner on digital projects and benefit from expert consultation and teaching. Our highly-trained faculty and staff focus on the digital humanities, geospatial information, and scholarly making and building at the intersection of the digital and physical worlds.

The Emory Center for Digital Scholarship (ECDS) in the Robert W. Woodruff Library provides consultation and support for digital teaching, research, preservation, publishing, and exhibiting.
Spaces

• Moving from collections to services
  – Digital / GIS labs, workstations

• Development
  – Library staff: brainstorming / innovation
Advocacy

• Overall coordination important
  – Liaison Librarians
  – Referral to specialists
  – Coordinated approach in relation to different specialists

• Tailored approaches important
  – Appreciate disciplinary differences
  – Be explicit and sympathetic about caveats (e.g. bibliometrics in humanities)
  – Different types of support are needed

• Integrate services into researchers’ workflows
Advocacy

• Consider a multiplicity of channels
  – Workshops and checklist follow-ups
  – Online tutorials
  – Embed into Graduate and PhD programmes
  – Work with supervisors and PIs
  – Proactive approaches at key moments in a research project e.g. grant award

• Get the message out to where the researchers are
  – Research Centre’s own website
  – Centre’s information session
  – Centre’s newsletter
  – Centre’s social media channels
  – Etc.
Overall

- Better alignment with overall College research strategies; own research strategies
- Be clear about our positive role in terms of coordination, collaboration and partnering – networking and offering specialist services which in some instances build on traditional library services (e.g. cataloguing)
- CONUL role in supporting collaborative approaches e.g. MyRI, LibGuides (CONUL LibGuides?)
- Infrastructure is key – shared approach?
- Understand the needs of researchers – national survey?

Proactive, opportunistic and strategic approach but must manage expectations – start small / pilot