Librarian’s skills for eResearch support: joint project at TUM and CPUT

Dr Caroline Leiss
Janine Lockhart

IATUL 2015 - Hannover, Germany
Introduction and background

- Academic libraries are planning or supporting eResearch and RDM
- Based on IT infrastructure and advisory services
- New roles for library staff: RDM and eResearch support skills
Integrated communication- and service-infrastructure for libraries
TUM eRIC Workshop
24.-25. June 2013
36 participants from TUM institutions, faculties and chairs

CPUT eRIC Workshop
24.-25. March 2014
35 participants from CPUT institutions, faculties and chairs
Processes for implementation followed at both libraries

Research life cycle

- Conception
- Proposal
- Research
- Analysis
- RDM

Which support services are needed?

Which support services are already covered?

Which support services need to be developed?

Skills for research support

- Academic identity management
- Academic writing
- .....
Processes for implementation followed at both libraries

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Which support services need to be developed?

Skills for research support
Academic identity management
Academic writing
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Internal training programme
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<thead>
<tr>
<th>Research Life Cycle</th>
<th>Situation at CPUT</th>
<th>Situation at TUM</th>
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<tbody>
<tr>
<td><strong>Generic Skills</strong></td>
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<tr>
<td><strong>Academic Identity</strong></td>
<td>Workshops offered by librarians, expertise and consultation available. Further training is needed.</td>
<td>Part of library course on visibility and impact of research; expertise available, further training needed</td>
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<tr>
<td><strong>Management</strong></td>
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<td><strong>ORCID, Researcher-ID, Google Scholar Account, Scopus Author management, etc.</strong></td>
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<tr>
<td><strong>Scientific Writing</strong></td>
<td>Various courses, workshops and seminars available for this within the university. These are mostly offered by other departments within the university, for example the universities Research and Teaching &amp; Learning departments. Also shared courses between different universities in the region.</td>
<td>Number of courses available for this within the university, offered by other department (for example Graduate Schools). Partly covered by joint workshops of University Library and ombudsperson for research integrity at TUM, and in courses at library, workshops will be extended; expertise available, but further internal training needed</td>
</tr>
<tr>
<td><strong>Communication / Collaboration</strong></td>
<td>Limited uptake at this point, tools and expertise available.</td>
<td>Web-conferencing tool used for information literacy webinars and online-events; expertise available</td>
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<td><strong>Video-, tele- and web-conferencing technologies (instant messaging, wikis, blogs, social bookmarking)</strong></td>
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<td><strong>Academic Networking</strong></td>
<td>Included in some research support workshops offered by librarians to researchers, but further internal training needed</td>
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<tr>
<td><strong>Legal Issues</strong></td>
<td>Limited services, further internal training needed. Shared with other specialized units in the university.</td>
<td>Partly covered by courses at University Library; workshops will be extended; further internal training needed</td>
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<tr>
<td><strong>Author's agreement, citations and plagiarism, data management issues, etc.</strong></td>
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Research life cycle

Concept
Proposal
Publication
Analysis
Research

Which support services are needed?
Which support services are already covered?
Which support services need to be developed?

Skills for research support
- Academic identity management
- Academic writing
- .....
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<th>Technische Universität München</th>
<th>University library</th>
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<tbody>
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<td>13 faculties with 37,000 students and 10,000 staff members</td>
<td>9 branch libraries at four campuses</td>
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<tr>
<td></td>
<td>105 FTE staff (approx. 117 people)</td>
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<td></td>
<td>20 FTE student workers (about 90 people)</td>
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### Processes for implementation:

**Case at TUM**

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<th>E-research support services</th>
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<tr>
<td><strong>Digital infrastructure for data handling and storage</strong></td>
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<tr>
<td>mediaTUM: Document and publication server for primary data and multimedia</td>
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Processes for implementation: Case at TUM

Staff planning
- Which services will be offered
- Who will be involved
- Communication infrastructure

Networking activities within university
- Share knowledge with other units involved
- Organize mutual visits and enhance complementarity

Training programme
- Internal trainings: ca. one training per month
- On site, online, blended; internal and external trainers
- External trainings for individual staff members

Implementing research support services
- Develop and promote new services
- Share and evaluate experiences
Processes for implementation:
Case at CPUT

Faculties: 6
- Applied Sciences
- Business and Management Sciences
- Education
- Engineering
- Health & Wellness Sciences
- Informatics and Design

Campuses: 11

Physical Libraries: 11
Permanent Library staff: 101
Student enrolments: 33 000

Images: CPUT
Processes for implementation: 
Case at CPUT

**Annual training plans**
- Performance Management Contract’s
- Skills audits
- Trends – scanning the environment

**CPUT policies**
- RDM
- Open Access
- Approved 2014

**Pilot project (RDM)**
- 2014 onwards

**NRF statement – public funded research**
- From 1 March 2015
- Institutional repository (max embargo 12 months)
- Data submission to OA repository

**Internal training programme**
- Implementation of RDM training plan during 2015
- Blended learning (face-to-face, online, flipped classroom)
- Internal/external trainers, other university departments
### Processes for implementation:
**Case at CPUT**

#### Internal eResearch/RDM training programme implementation during 2015

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<tr>
<td>• Attending workshop/webinars offered by professional bodies nationally and internationally</td>
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<td>• Librarian day – RDM introduction workshop</td>
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<th>CPUT RDM &amp; OA policies</th>
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<tr>
<td>• <strong>Part 1 – 2:</strong> Webinar, flipped classroom, 1 hour each (awareness, interpretation, principles, roles &amp; responsibilities)</td>
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<tr>
<td>• <strong>Part 3:</strong> Classroom, one day (Identify RDM library services, develop process/workflow)</td>
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<th>Data Management Plan</th>
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<td>• <strong>Part 1:</strong> Webinar, flipped classroom, 1 hour (Introduction to DMP, within context of research life cycle)</td>
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<tr>
<td>• <strong>Part 2:</strong> Classroom, one day (Identify DMP service elements, design CPUT DMP template, develop process/workflow, case study)</td>
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<th>Mendeley certification</th>
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<tr>
<td>• Classroom and online</td>
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<tr>
<td>• Register for Mendeley online course</td>
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Conclusion

Scanning literature

Challenge = opportunity

Don't re-invent the wheel

Implement - in line and time with university processes

Collaboration = great benefits

Change management
Contact information

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South Africa
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Thank you!

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