

# Library Research Support Strategy 2012-2015

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## Vision

That the Library enhances the research activities at Victoria by providing research, and researcher, support services that are clearly aligned with the University's strategic priorities, revised Research Strategy, and delivered in a cohesive, collaborative, client-centred way.

## Purpose

This strategy is intended to clearly articulate the Library's direction and priorities for supporting University research, the top strategic priority for Victoria. It also provides for discussion and consultation with the University research community on ways the Library supports research now and into the future. It is intended to be broad in scope, allowing for development of innovative and targeted services. It takes account of recent Library documents, as well as recently published research on approaches of libraries internationally, such as 'Re-skilling for Research' (Research Libraries UK, 2012).

The University's 2012 Investment Plan<sup>1</sup> states that "building academic staff capability and strengthening areas of research excellence are ongoing priorities"<sup>2</sup>, and Victoria will continue to concentrate on building current and future research capability. As noted in the Library's change outcome document, the University's strategies should be embedded in the operational plans of University areas, including the Library.<sup>3</sup>

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<sup>1</sup> <https://intranet.victoria.ac.nz/vcoffice/documentation/VUW%20Investment%20Plan%202012.pdf>

<sup>2</sup> Victoria University Investment plan 2012, p. 15

<sup>3</sup> Outcome Document for Library Services Change Proposal, p. 3

The Library's primary purpose is to support the learning, teaching, and research activities of the University. This strategy is a key step in ensuring that strong support for research is embedded in the work the Library service undertakes. Research and learning and teaching cannot be considered in isolation - they are integral to the success of each other; and this strategy should be considered in conjunction with the Library's Learning and Teaching Support Strategy.

## Background

"The research environment is changing, driven not least by the power of technology to transform the way they work. Libraries are largely in uncharted territory, and have the chance to draw a new map of support and services for researchers."<sup>4</sup>

During 2010-11 the Library undertook a wide ranging review of services. The review involved consulting widely with the University community, and identified trends in library services internationally.<sup>5</sup> The Services Review articulated that the Library needs to introduce "new, value-add, services to support research, learning and teaching and to develop the research and information skills of staff and students in a rapidly developing information environment".<sup>6</sup>

Following the review, in 2011 the Library initiated a change proposal. The outcome of this reconfirmed the commitment the Library has to supporting the research, and learning and teaching, activities of the University in that "the Library is a core academic resource, for academics in their teaching and research, and for students in their learning and research. It is also a resource for the whole University community and has a wider role to play in access to research materials for New Zealand and internationally."<sup>7</sup>

The outcome also resulted in the creation of two Academic Support Manager roles to provide for an "increase in focus and resources for targeted support for academics, postgraduates and specific groups"<sup>8</sup>, and to provide strategic support for both research, and learning and teaching.

The University's current strategic plan places continued emphasis on becoming a research-led institution, both in relation to research outputs and research-led teaching. Victoria's main challenge is to achieve "academic excellence in our disciplinary and interdisciplinary strengths, and improving academic performance in these areas within a constrained budgetary environment".<sup>9</sup> A research strategy was developed in 2007 to further articulate the University's strategy for improving research performance,<sup>10</sup> and ten interdisciplinary strengths were identified.

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<sup>4</sup> RLUK, 2012, Re-skilling for research, p. 78

<sup>5</sup> Library Services for the Future, 2011

<sup>6</sup> Library Services for the Future, 2011, p. 4

<sup>7</sup> Outcome Document for Library Services Change Proposal, p. 5

<sup>8</sup> Outcome Document for Library Services Change Proposal, 2011, p. 18

<sup>9</sup> Victoria University Strategic Plan 2009-2014

<sup>10</sup> <https://intranet.victoria.ac.nz/research-office/docs/research-strategy.pdf>

The Library's recent strategic plans<sup>11</sup> had broad thematic goals, including support for Research. Following the Library Services Review, the strategic goals have been re-defined to reflect updated principles guiding how the Library delivers services and support to the University community. The principles informed the formulation of the strategic goals for the Library for the period 2012-2015:

1. Client-centred service delivery
2. Promotion, marketing and communication
3. Tailored and focused services, spaces and resources
4. Developing Library staff
5. Quality and evaluation
6. Embracing of technology to deliver services, support and resources
7. Future focused and looking outwards.<sup>12</sup>

### **What are we currently doing?**

The Library already offers a wide range of services, support and resources to support research activities, including research consultancy, research skills development, digitisation and discovery services, collection development and management, document delivery services, and support for Performance Based Research Fund (PBRF) activities.

The whole of the Library service has broad responsibilities in supporting research, and in particular the new Academic Support team is responsible for ensuring that tailored and targeted services are provided to specific groups, including academic staff for research and teaching, postgraduates in their research and learning, and all other members of the University community.<sup>13</sup> Maori staff and students are supported by Te Pouwhakaapa, and Pacifica staff and students by the Pacific Library Navigator. Subject Librarians are the first point of contact for researchers, and work closely with their assigned faculties, schools, research centres and individual researchers to enhance and support their activities and build relationships. Frontline Library staff provide support to academics and research students in the Library's physical space, and via quick reference services such as 'Ask A Librarian'.

The Library also works in partnership with other University services, such as Student Academic Services, supporting Student Learning Support Services (SLSS) postgraduate sessions, Postgraduate Student Association (PGSA) interactive sessions, Faculty of Graduate Research orientation sessions, and the Research Office and in PBRF research output verification and new researcher orientation sessions.

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<sup>11</sup> Library Strategic Plan 2007-2009; Library Strategic Plan 2010-2012

<sup>12</sup> Library Strategic Plan 2012-2015

<sup>13</sup> Outcome Document for Library Services Change Proposal, p.26

In 2008 the Library had a strategic group for research which focused on improving support and services to Postgraduate students. This group identified a number of actions that have subsequently been implemented, including a dedicated postgraduate fund for additions to the collection.

The Library has involvement in a number of academic committees focused on research, including the University Research Committee and the PBRF Advisory Group, and meets annually with Heads of Schools, Deans and Associate Deans, and other academic staff in a Library Academic Liaison role to provide an opportunity to discuss the individual needs of faculties, schools and programmes.

The full range of range of activities, both directly and indirectly support researchers and their activities, are outlined in Appendix One.

## **Principles**

This strategy is built upon principles that take account of the Library's strategic goals, the University's focus, and trends informing support for research across academic libraries internationally. This strategy will ensure:

- a) That priorities of this Library Research Support Strategy are aligned to the University strategies and plans, and reflects the principles of the Treaty of Waitangi.
- b) A client-centred approach underpins the services and resources offered.
- c) Services and support are sustainable, flexible, and evidence-based; and incorporate on-going evaluation.<sup>14</sup>
- d) The University research community is provided with resources and tools that enhance their work.
- e) That digital technologies are harnessed to add value to support for the research process.
- f) The Library provides a seamless interface between researchers and the information they need.
- g) The Library works in partnership with other University areas.
- h) That targeted promotion, ongoing proactive communication, and feedback channels are provided.

## **What's next? Our future goals**

As outlined, the Library already provides support and services to support research. In looking towards ways we can build on services already in place and develop new areas of support, the following goals have been developed to focus future efforts:

1. Provide tailored and focused research skills development

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<sup>14</sup> Reflecting an "emphasis on quality to drive continuous improvements within libraries and to measure the impact of their contribution to learning, teaching and research" Library change proposal, p. 3

2. Provide advice and assistance on scholarly communication issues, including e-publishing and enhancing discoverability of research outputs and primary sources
3. Support e-research initiatives and data repositories
4. Further promote existing services and actively engage with researchers by continuing to work in collaboration and partnership with others to embed and integrate the Library into the University research community
5. Continue to build and provide access to collections that support research

## 1. Provide tailored and focused **research skills development**

Providing opportunities for skills development is a key role for the Library, and also links to goal 4 of this strategy, 'working in collaboration and partnership with other areas of the University'. It also is a key goal that should be informed by the Library's Learning and Teaching Support strategy. We will achieve this goal by:

- a) Further developing the 'Enhancing your research through information management – SKITE'<sup>15</sup> program which provides a set of practical tools and knowledge to enhance researcher's profiles.
- b) Developing "cross-University generic research and information literacy skills and develop training materials".<sup>16</sup>
- c) Increasing our focus on new and emerging researchers, particularly in the first 1-2 years.
- d) Aiming to have one-on-one contact annually with every academic staff member and new PhD students, and provide relevant services based on identified needs.
- e) Continuing to provide tailored sessions for postgraduate students and academic staff.

## 2. Provide advice and assistance on scholarly communication issues, including **e-publishing and enhancing discoverability** of research outputs and primary sources

Scholarly communications and the world of publishing continues to undergo significant change and development. The Library has a role to play in promoting "sustainable models of scholarly communication, assist in the development and creation of tools and services to facilitate scholarly communication, and recruit content for the institutional repository."<sup>17</sup> We will achieve this goal by:

- a) Providing advice and support for open access publishing, including through the Open Journal System (OJS)

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<sup>15</sup> SKITE: Search; Keep up to date; Information management; Track citations; E-publishing.

<sup>16</sup> RLUK, 2012, Re-skilling for research, p. 57

<sup>17</sup> RLUK, 2012, Re-skilling for research, p. 27

- b) Prioritise enhancing the Institutional Repository (IR) as a facility to showcase the research outputs of the University, and support researchers to upload outputs to other subject specific repositories, e.g. SSRN, in a mutually beneficial way.
- c) Streamlining the process for deposit of research outputs into the IR.
- d) Continuing to resource digitisation initiatives, particularly primary source material that supports research projects.

### 3. Support **e-research initiatives** and **data repositories**

“eResearch encompasses all of the research computing that supports a research community.”<sup>18</sup> E-research and data management is an emerging area that libraries are supporting, particularly in helping “researchers understand and begin to address data and information description, management and curation issues at an early stage in their research to ensure maximum efficiency and effectiveness.”<sup>19</sup> We will achieve this goal by:

- a) Developing capacity to store, manage and preserve locally created research data, and “enable the re-use of the same data for different purposes”<sup>20 21 22</sup>
- b) Developing the capability and understanding of researchers on e-research possibilities and support their activities.
- c) Contributing to the NZ e-research symposium and Victoria’s e-research forum/workshops
- d) Providing advice and expertise on information policy issues and preservation strategies.<sup>23</sup>
- e) “support[ing] the formation and operation of effective digitally-supported research communities”<sup>24</sup>

### 4. Further **promote** existing services and **actively engage** with researchers by continuing to work in **collaboration and partnership** with others to **embed and integrate the Library** into the University research community

A recent study has indicated that researchers now use libraries less as a first point of contact, “bypassing the library as a source of support and services.”<sup>25</sup> Feedback from consultation held in 2010 to inform the Library Services Review also indicated that much of the University community do not

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<sup>18</sup> <http://www.eresearch.org.nz/>

<sup>19</sup> RLUK, 2012, Re-skilling for research, p. 32

<sup>20</sup> Bradbury, K. and Weightman, A. (2010). Research support at Cardiff University Library. *SCONUL Focus 50*, pp. 65-70. P. 68

<sup>21</sup> RLUK, 2012, Re-skilling for research, p. 53

<sup>22</sup> RLUK, 2012, Re-skilling for research, p. 55

<sup>23</sup> <http://www.ala.org/acrl/issues/value/changingroles>

<sup>24</sup> RLUK, 2012, Re-skilling for research, p. 5

<sup>25</sup> RLUK, 2012, Re-skilling for research, p. 77

know what is already available to them. There is more that can be done to ensure a coordinated and consistent approach to research support, to avoid duplication of resources and efforts and achieve more direct involvement in and with the research community. We will achieve this goal by:

- a) Improving web-based services to deliver tools and resources at a level that meets researcher needs
- b) Developing a comprehensive understanding of the research being undertaken in the University to provide timely, targeted information and support to individuals, by building strong and productive relationships with “researchers to discuss their activities, assess needs, identify strategic opportunities to act on, and help describe and propose solutions to a problem.”<sup>26</sup>
- c) Identifying further opportunities to work alongside researchers in their research projects “acting increasingly as proactive research partners in addition to [our] traditional role as service providers”.<sup>27</sup>
- d) Marketing research support and services to ensure “researchers understand and acknowledge what the library is bringing to their working lives, and most particularly to their desktops”<sup>28</sup>; using existing University channels of communication to promote and increase knowledge of the services provided to researchers, and seeking feedback on new services that would enhance their work.
- e) Promoting and highlighting the JC Beaglehole Room as the Library’s core research collection.
- f) Building stronger ties with Research Institutes and Centres and the Postgraduate Students Association to identify their needs and areas for collaboration.
- g) Continuing to support PBRF activities, including verification, and seek ways to add additional value.
- h) Supporting research funding bids, identifying ways the Library can contribute.
- i) Working closely with supervisors of research students.
- j) Working with the School of Information Management to develop closer collaboration and joint research opportunities, due to the unique role this school has in educating librarians and archivists of the future;
- k) Engaging with the Development Office in supporting Alumni in their life-long learning and personal research.

## 5. Continue to build and provide access to **collections** that support research

Library collections have long been recognised as an essential requirement for research. Significant investment has gone into the Library’s collections in the last 5 years, particularly digital collections,

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<sup>26</sup> RLUK, 2012, Re-skilling for research, p. 49

<sup>27</sup> RLUK, 2012, Re-skilling for research, p. 49

<sup>28</sup> RLUK, 2012, Re-skilling for research, p.51

to ensure they are at a research intensive level. “Digital collections and digital scholarship are now mainstream library activities, core to research and teaching.”<sup>29</sup> The Library will continue to invest in research-focused collections, providing access as well as tools that enhance discoverability. The Library also “has a wider role to play in access to research materials for New Zealand and internationally”.<sup>30</sup> We will achieve this goal by:

- a) Actively considering Library implications for new and emerging areas of research
- b) Analysing collection content to ensure it is fit for research purpose, and demonstrate how collections provide a return on investment.
- c) Providing access to collections, both our own and external (including CONZUL store), that support research, and identify areas that require further focussed development; engaging with external clients who collaborate in University research, where this enhances the strategic priorities and plans of the University, e.g. Te Papa Tongarewa.
- d) Enhancing discovery of resources and collections through tailored web portals for advanced researchers, and considering how to better enhance catalogue records of physical resources.
- e) Prioritising the acquisition of unique and special collections and resources, including collections to be housed in the JC Beaglehole Room, by, for example, using Residuals and Trust funds
- f) Pilot and evaluate using approval/purchase plans and/or patron driven acquisitions, linked to research areas.
- g) Collaborating with ITS and specific schools to put in place the infrastructure and workflow needed to deliver access to purchases data sets, see also Goal 3.

## **How we will enable this strategy**

“Communicating with researchers and with senior managers and groups within the university is key to ensuring that library services remain relevant to the research process and that this value is recognised.”<sup>31</sup> Key delivery actions linked to each specific goal, are identified above. In addition, several action points extend beyond a single focused goal. These include:

- a) Establishing Library groups, as necessary, to deliver on the goals and actions of this strategy.
- b) Develop greater understandings of the needs of academic staff and their areas of research, as particularly as it changes and develops.

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<sup>29</sup> Outcome Document for Library Services Change Proposal, p. 2

<sup>30</sup> Outcome Document for Library Services Change Proposal, p. 5

<sup>31</sup> Bradbury, K. and Weightman, A. (2010). Research support at Cardiff University Library. *SCONUL Focus 50*, pp. 65-70.

- c) Identifying knowledge and skills gaps of Library staff, and developing a training/education programme for Subject Librarians to increase understanding and knowledge of the research process and the needs of researchers.
- d) Free up library staff to provide research support by increasing self service options.
- e) Harness opportunities to support learning and teaching activities, recognising that support for research activities flows into support for research-led teaching.
- f) Implement the Library's Communication and Publicity framework in terms of support for research.
- g) Embedding ongoing evaluation of research services and support in line with the Library's Quality and Planning framework once established, ensuring feedback from staff surveys informs this.
- h) Ensuring that Library implication statements and programme review reports incorporate the goals of this strategy and reflect its direction.
- i) Ensuring this strategy is considered in the development of Library team plans, and Performance, Development and Career process (PDCP) documents.
- j) Reviewing this strategy on an annual basis, and once the revised University Research Strategy has been approved, to ensure it continues to align with the strategies and priorities of the University and the Library.

If you have any questions or feedback relating to this strategy please contact:

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## Appendix One: What are we currently doing? Detail of activities

Activity	Description	Related Goals
Research consultations	An extended discussion with a Subject Librarian about information research strategies and library resources to support specific research needs.	All goals
Instruction sessions on specific topics	Instruction and ongoing support for information and reference management software	Goal 1
Research orientations	Orientation research support sessions for new academic staff and PhD students	Goal 1
Collection development	Add resources to the collection that support research, in alignment with Subject Level Collection Statements (which provide more detailed analysis and direction at a school, subject or programme level). SLCSs are reviewed annually, in consultation with academic staff, to ensure collection priorities and levels continue to be aligned with the research and teaching activities of those areas	Goal 5
PBRF verification	Verification of research outputs to ensure accurate information is provided to the TEC for consideration of evidence portfolios	Goal 4
Online learning objects	Online support for self-help on a range of topics, at point of need. Some are generic; others specifically targeted (eg. on impact factors and citation tracking)	Goal 1 & 4
Reference services	One-off assistance on library related queries via a range of physical and virtual avenues such as instant messaging, physical service points, email.	All goals
Tailored sessions for specific groups	SLSS Postgraduate Sessions, e.g. advanced database searches; PGSA Interactive Sessions; Research Office new researcher orientation; Faculty of Graduate Research new supervisors orientation	Goal 1
Subject-specific support and outreach	<p>Subject Librarians operate on a portfolio basis, working with a targeted group of clients (mostly but not exclusively school / faculty based) and provide subject specialist advice and support. Subject Librarians act as a first point of contact for academic staff and postgraduate students in their associated subject portfolio. A significant part of this role is developing and delivering research skills development programmes and resources.</p> <p>Another key role of the subject librarians is on-going development of the library collections to ensure they align and support the university's learning, teaching and research endeavours and to promote and enable their effective use.</p> <p>This role is integral in the Library's contribution to research, and learning and teaching.</p>	All goals
Inter-library loan and Document Delivery services	Access to resources outside of the Library's current collections, and delivery of chapters/articles from the Library's collection via Desktop delivery	Goal 5
Institutional Repository	Hold University research outputs, including theses, working papers, and research papers (as appropriate to copyright). Connects to the Kiwi Research Information Service and Google search engines, to enhance discoverability	Goal 2 & 3
JC Beaglehole Room and Special Collections	Provides preservation and access to primary research sources, with oversight of special collections across the Library services	Goal 5