

Managing Research Information for Researchers and Universities

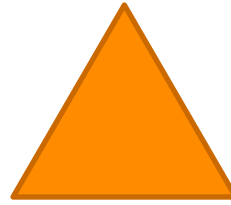
Jennifer Schaffner
Program Officer
OCLC Research

CNI Spring 2011
Membership Meeting
5 April 2011

Syllabus:

- Risks for research libraries
- Universities managing research information
- Researchers managing research information
- Libraries managing research information

researcher



discipline

university

institution / individual

administrative support / scholarly support

institution-centered / discipline-centered

centralized / decentralized universities

services used / services desired

scientific / professional personas

shared / bespoke / duplicative services

funding structures and sources

Risks

for Research Libraries

Value

“the value of any library is inextricably linked to the values of the university”



Risks to research libraries?

Research Libraries, Risk and Systemic Change

James Michalko
Constance Malpas
Arnold Arcolio

OCLC Research



A publication of OCLC Research



Our business is at risk

Value Proposition

... a reduced sense of library relevance from below, above, and within

Human Resources

... uncertainties about adequate preparation, adaptability, capacity for leadership in face of change

Durable Goods

... changing value of library collections and space; prices go up, value goes down – accounting doesn't acknowledge the change

Legacy Technology

... managing and maintaining legacy systems is a challenge; replacement parts are hard to find

Intellectual Property

... losing some traditional assets to commercial providers (e.g. Google Books) and failing to assume clear ownership stake in others (e.g. local scholarly outputs)

Universities

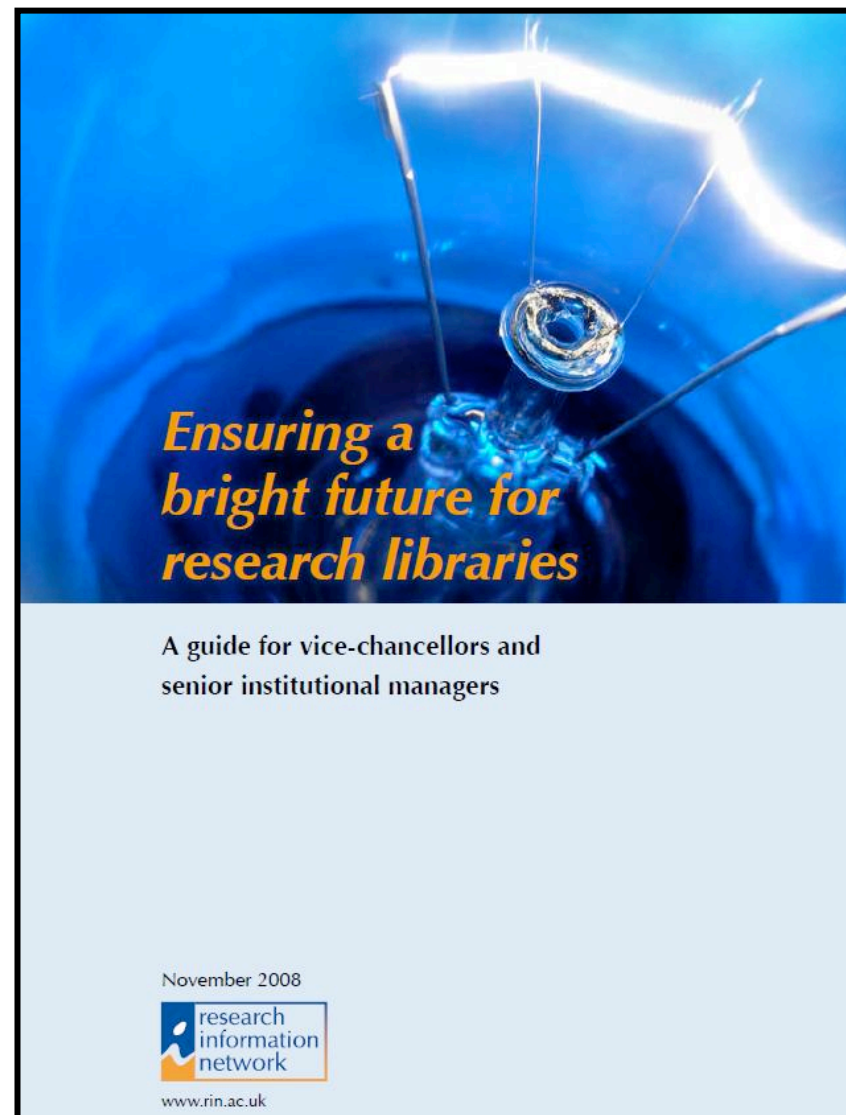
Managing Research Information

“Ensuring a bright future...”

for vice-chancellors and
senior institutional managers

“a guide to ensure their
library and information services
keep pace with
the evolving needs
of researchers”

www.rin.ac.uk/ensuring-bright-future-libraries



Professional Research Management



University of
BRISTOL

Imperial College
London

HEFCE
HIGHER EDUCATION
FUNDING COUNCIL
FOR ENGLAND

MRC
Medical
Research
Council

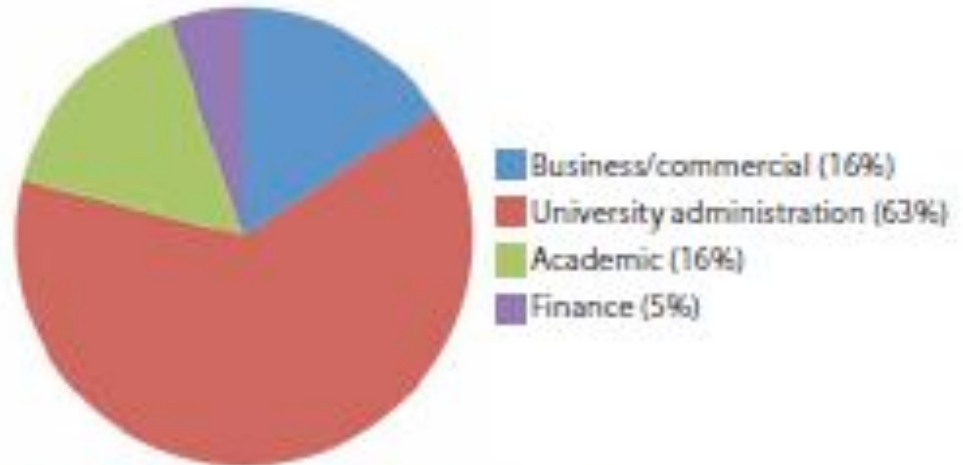


FIGURE 13: Preferred background of recruits

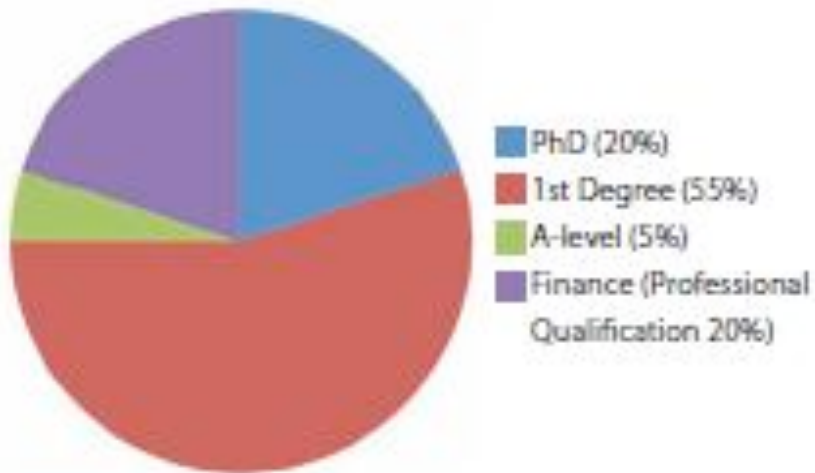


FIGURE 14: Preferred qualifications of recruits

Research Assessment Regimes

A Comparative Review of Research Assessment Regimes in Five Countries and the Role of Libraries in the Research Assessment Process

A Pilot Study Commissioned by OCLC Research

Prepared by Key Perspectives Ltd
Truro, UK



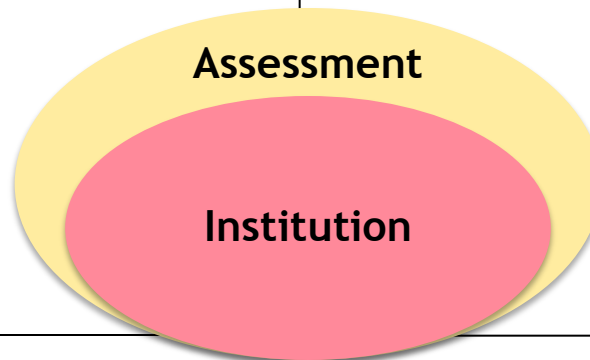
A publication of OCLC Research

Research Assessment and the Role of the Library

A companion report to A Comparative Review of Research Assessment Regimes in Five Countries and the Role of Libraries in the Research Assessment Process

John MacColl
RLG Partnership European Director
OCLC Research

- UK
- Netherlands
- Denmark
- Ireland
- Australia



oclc.org/research/publications/library/2010/2010-01.pdf

Commercial services

THOMSON REUTERS RESEARCH ANALYTICS

A Continuum of Products, Tools, and Services Supporting Strategic Research Decisions and the Evaluation and Management of Research

A SINGLE SOURCE FOR RESEARCH EVALUATION, MANAGEMENT, AND DECISION SUPPORT



THOMSON REUTERS RESEARCH ANALYTICS ENABLE YOU TO:

- Compare performance against other institutions using world and field benchmarks
- Pinpoint influential researchers and research trends
- Showcase strengths and identify potential areas for growth
- Set measurable goals; allocate funds accurately and intelligently
- Monitor collaboration activity and track new collaboration opportunities
- Support accreditation activity, funding proposals, legislative agendas, alumni appeals, and faculty and student recruitment
- Track progress to strategic goals with metrics that can be tracked over time and across departments
- Maintain Curriculum Vitae and produce

Thomson Reuters Research Analytics offers one-of-a-kind resources for institutions to manage research from strategic planning all the way through program evaluation. This continuum of products, tools, and services is fueled by content from *Web of Knowledge*SM — the most trusted scholarly content discovery tool, and *ScienceWire*[®] — a global platform for aggregating content and relating people, products, organizations, and outcomes. Our comprehensive collection of scientific and academic research content provides an excellent platform from which to launch all your research analysis activities.

With our Research Analytics solutions we can deliver:



Custom Research and Analysis

Every institution is different and therefore has unique analysis needs. We provide expert consultation to help you discover the solution that will best meet your research management challenges. From custom datasets to in-depth studies and reports, we can answer your institution's specific questions.



Web-Based Analytics and Benchmarking

Competition in the world of research is fierce, and our solutions allow you to take a closer look at what you are up against. From insights on the composition of other universities to evaluation tools that show how your institution compares to peers in areas such as funding, research impact, and overall productivity, we provide the information you need to effectively manage your research programs.



Enterprise Systems

With ever-increasing challenges such as competition for top talent, tighter financial accountability, higher demand for transparency, and increased requirements for objective metrics and reporting, we provide research managers and institution executives a resource to manage intellectual assets enterprise-wide.

RESEARCH ANALYTICS: ENTERPRISE SYSTEMS INTELLIGENT MANAGEMENT OF YOUR INTELLECTUAL ASSETS



Competition for funding dollars is fierce. And when you have to fight for every dollar to keep your research programs viable, it helps to know exactly where your strengths lie so you can effectively compete.

Thomson Reuters Enterprise Systems aggregate, standardize, and link data for every scholarly activity — institution wide. We provide a standard model and hosted database to support profiles, reports, and analysis of faculty service, teaching, and research expertise and accomplishments, making it easy for you to evaluate the strengths of your institution.

THE VALUE OF STANDARDIZING THE MANAGEMENT OF ACADEMIC INFORMATION

Streamline Regular Reporting Tasks

Whether you're submitting biosketch reports for grant applications, filing your annual report to the board, tackling the review process for faculty promotions and tenure, or proving there is no conflict of interest in your research efforts, Thomson Reuters is here to help. Our Enterprise Systems allow you to quickly pull together reports utilizing the data from across your program with a few simple clicks. Faculty and administration save valuable time and have confidence knowing the information is up-to-date and accurate.

Automate Data-Entry Processes to Ensure Accuracy and Save Faculty Time

Our Enterprise Systems pull faculty data from reliable resources and populate staff profiles, eliminating errors and the minimizing time associated with entering the data.

Evaluate the Strengths of Your Research Programs

Is funding concentrated in one area of expertise? Which programs are leaders? How do programs compare to each other or to peers? Enterprise Systems help you answer these questions and more.

Compare Your Program to Your Peers

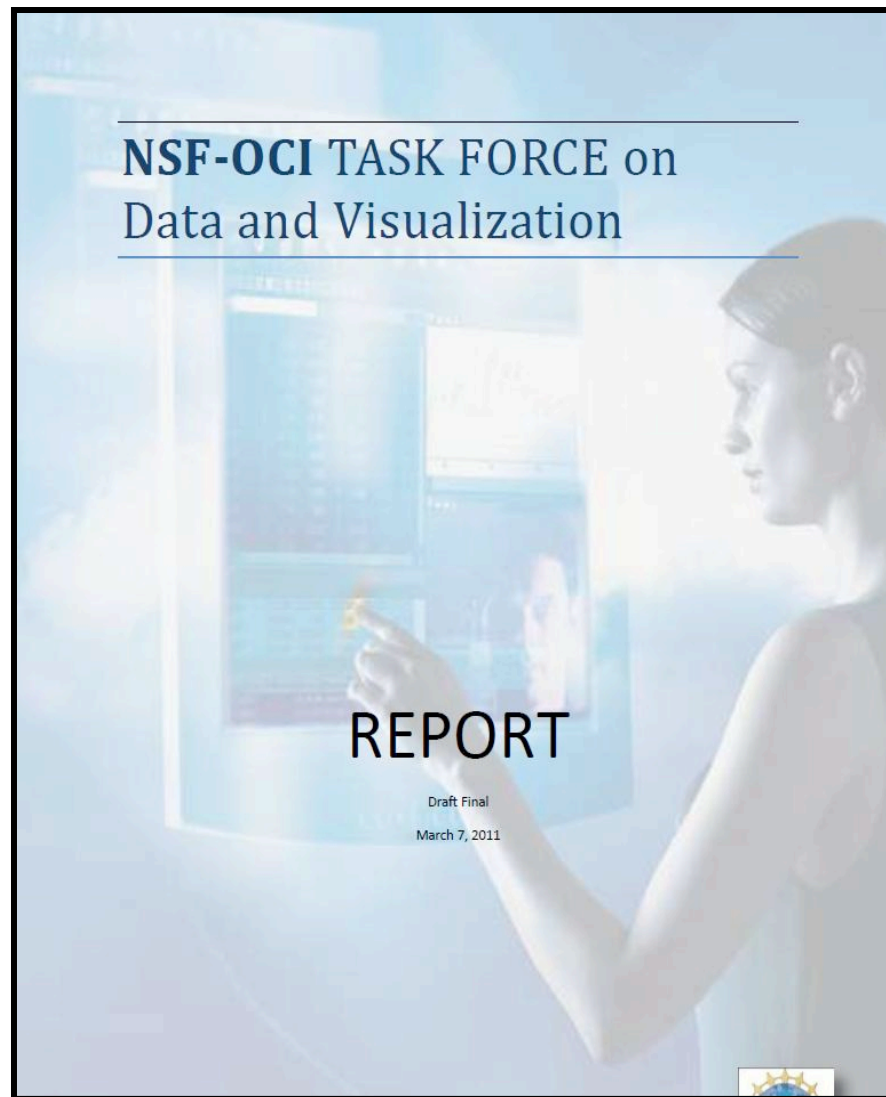
Thomson Reuters offers a customized, citation-based research evaluation tool for academic and government administrators to conduct analyses on productivity and benchmark output against peers

<http://researchanalytics.thomsonreuters.com/>

“...I’m interested in development of the ability to map dollar expenditures with publication by project and researcher to see who’s most productive.”

- IT Director

National support for infrastructure



http://research.microsoft.com/en-us/um/redmond/about/collaboration/Data_Task_Force_Draft_Final.pdf

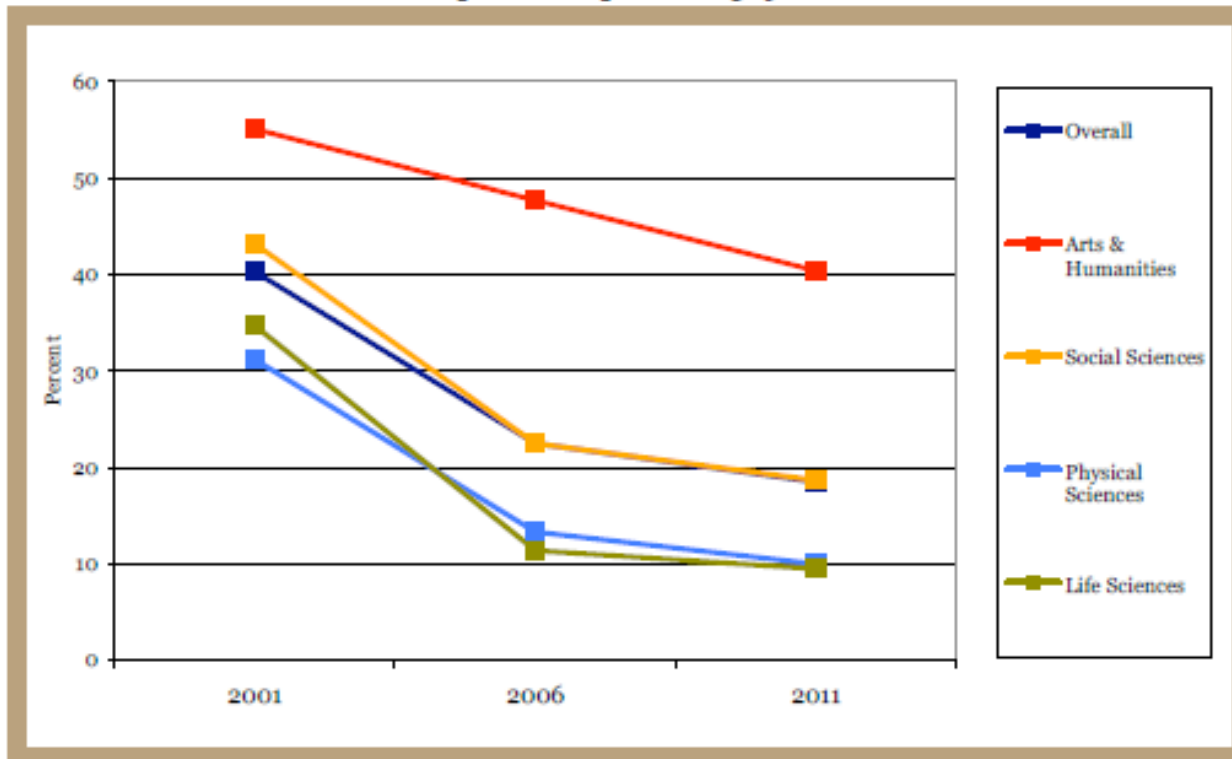
Researchers

Managing Research Information

Researchers' Use of Academic Libraries and their Services

A report commissioned by the Research Information Network and the Consortium of Research Libraries

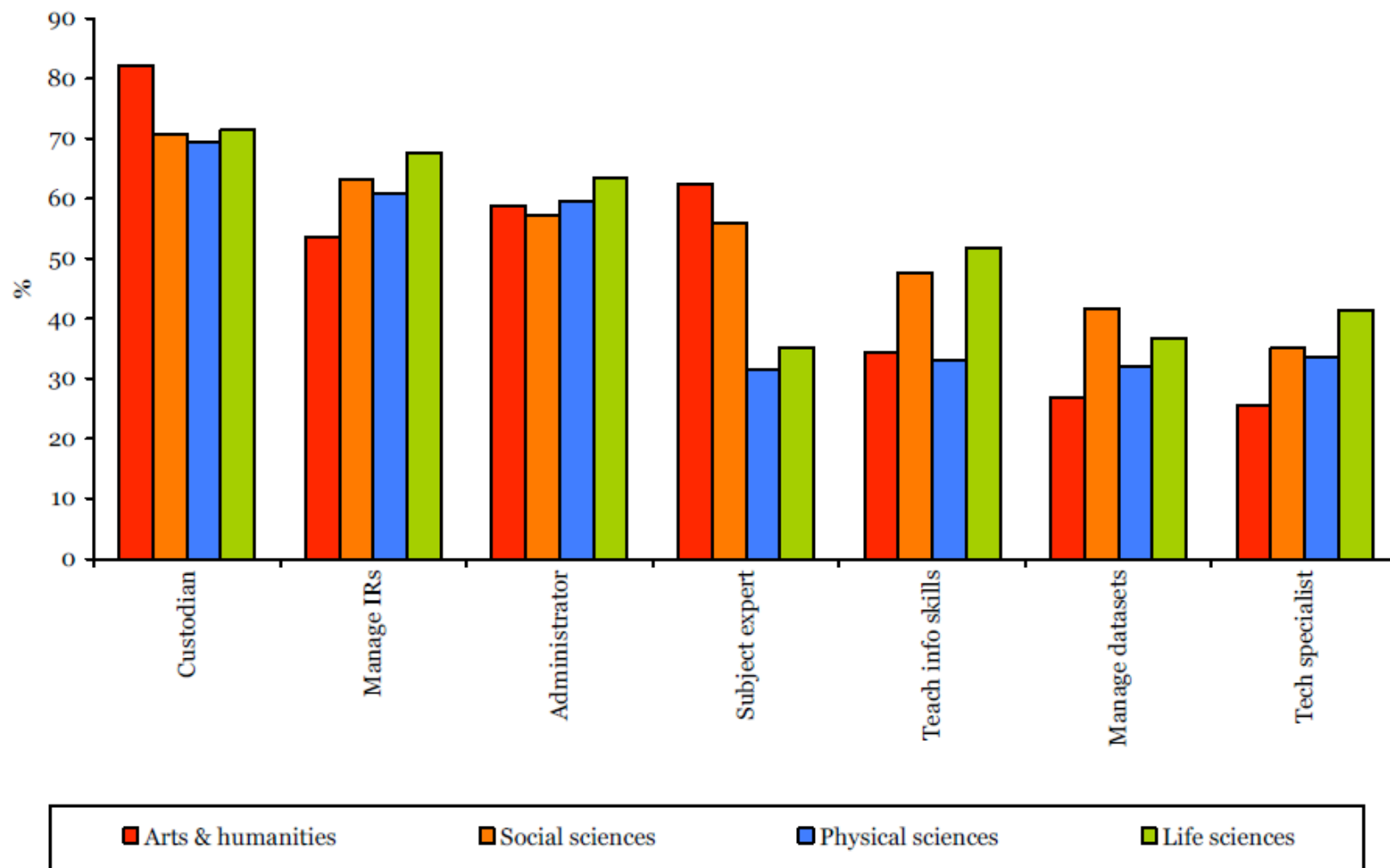
Figure 8: The percentage of researchers who visit their library at least once per week and predicted percentage for 2011



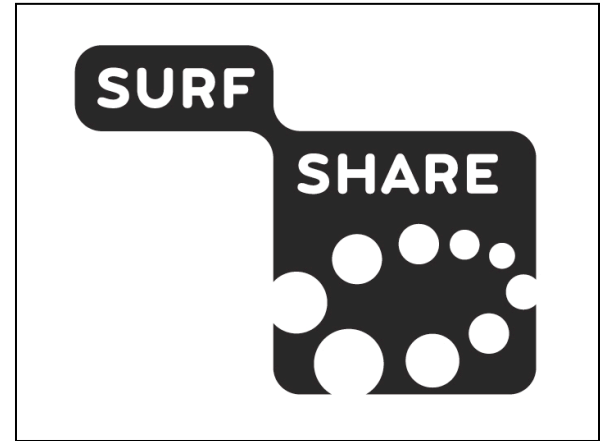
www.curl.ac.uk

<http://www.rin.ac.uk/our-work/using-and-accessing-information-resources/researchers-use-academic-libraries-and-their-serv>

Figure 22: Researchers' identification of core roles for librarians in 5 years' time



What Researchers Want (2011)



(a literature study of researchers' requirements for storage and access to research data)

“...The key requirement from most researchers' perspectives is for services which are there when they need them, but do not interfere with the creative work at the heart of the research process.” (Henty, 2008)

http://www.surffoundation.nl/nl/publicaties/Documents/What_researchers_want.pdf

A Slice of Research Life: Information Support for Research in the United States



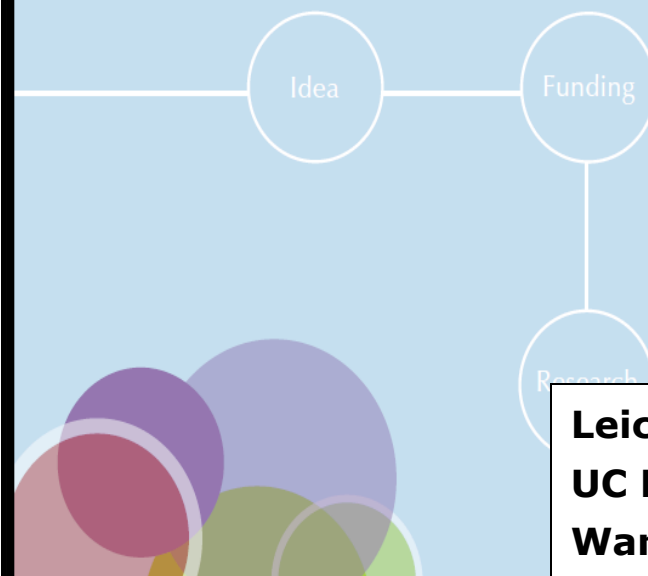
**Cornell
Ohio State
U Washington
Vanderbilt**



Research Support Services in UK Universities

A Research Information Network report

October 2010



**Leicester
UC London
Warwick
York**

Marginal?

- “There was a real sense that the formal research support services currently offered were - by and large - somewhat marginal to real demand...”
- “...the perceived insularity of...silo structures and mentalities...”
- “...the feeling that their universities created an overwhelming number of information portals...”



“...the academic library
is increasingly being
disintermediated from
the discovery process...”

Faculty Survey 2009:
Key Strategic Insights for
Libraries, Publishers, and Societies

April 7, 2010

Authors:

Roger C. Schonfeld (Manager of Research) & Ross Housewright (Analyst)

<http://www.ithaka.org/ithaka-s-r/research/faculty-surveys-2000-2009/Faculty%20Study%202009.pdf>

Figure 24: Percent of faculty indicating that they “have deposited materials” or “have not deposited materials but are likely to do so” in an institutional, discipline-specific, or multi-disciplinary repository

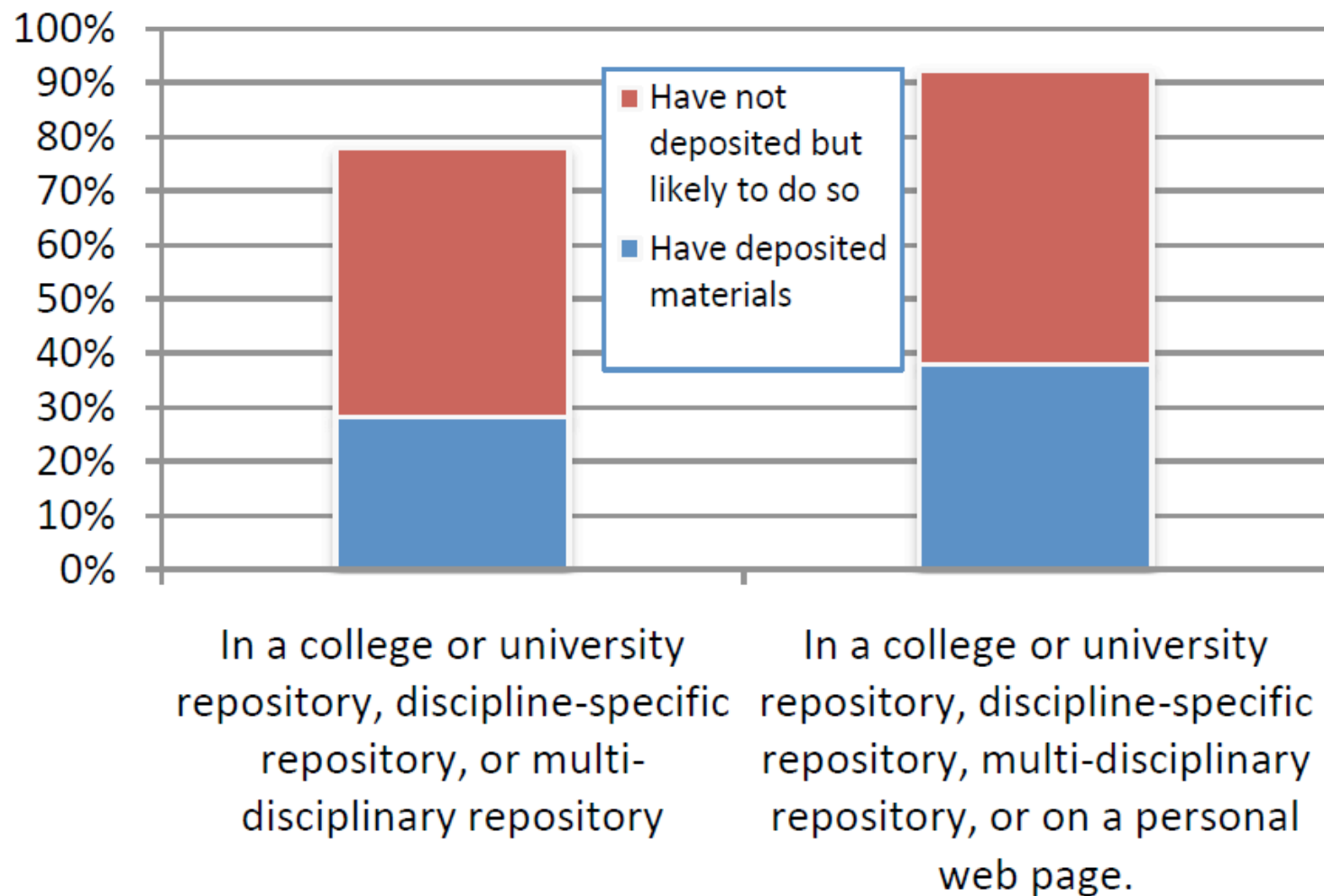
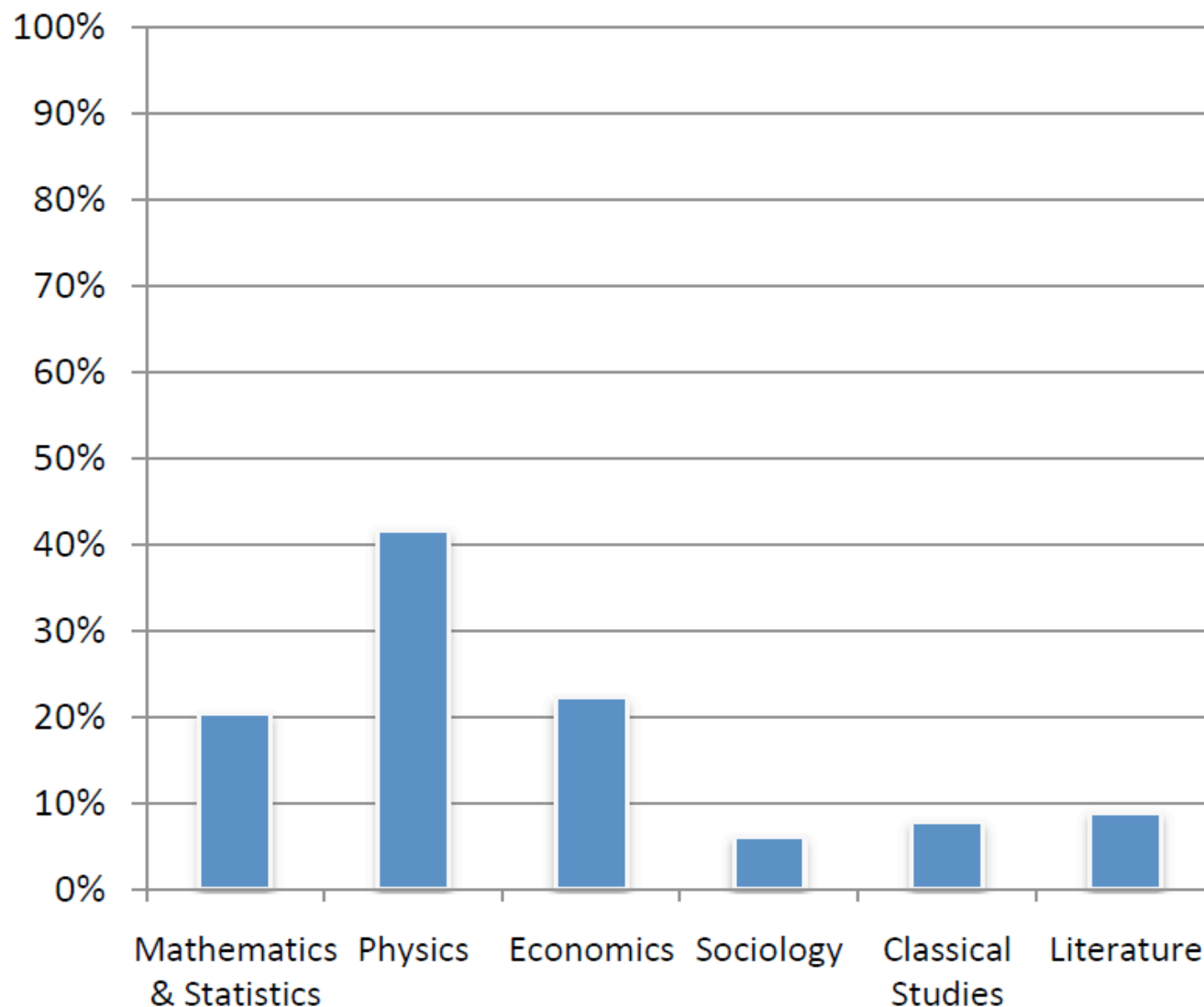


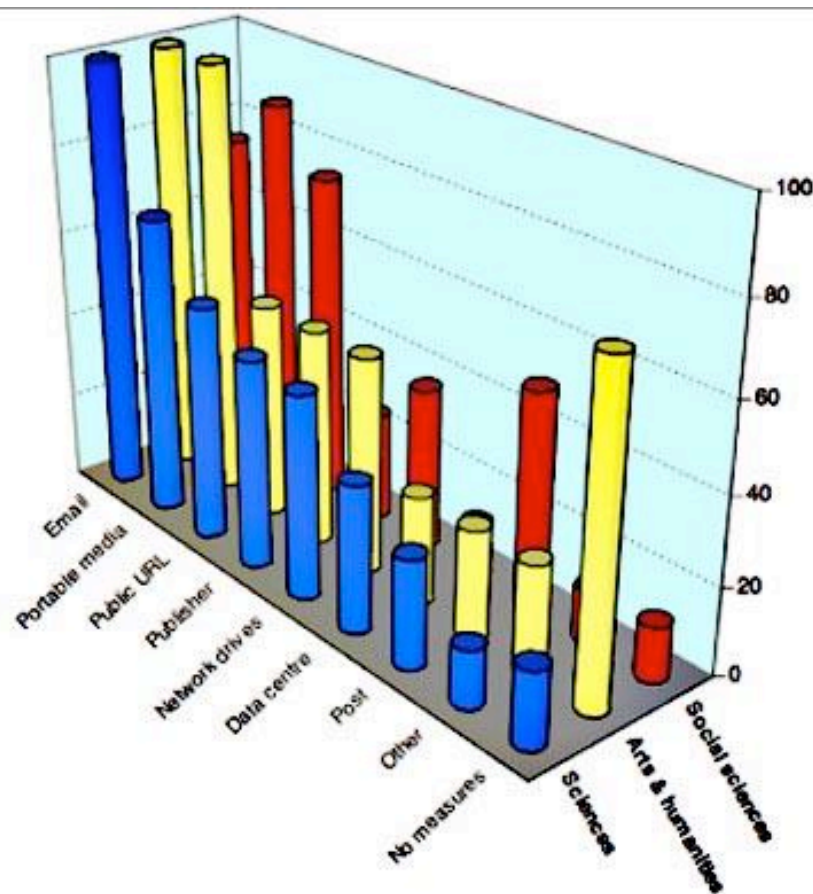
Figure 25: Percent of faculty indicating that they have deposited materials in a repository specific to their discipline, in selected disciplines



Research Data Preservation and Access: The Views of Researchers

Neil Beagrie, Robert Beagrie and Ian Rowlands

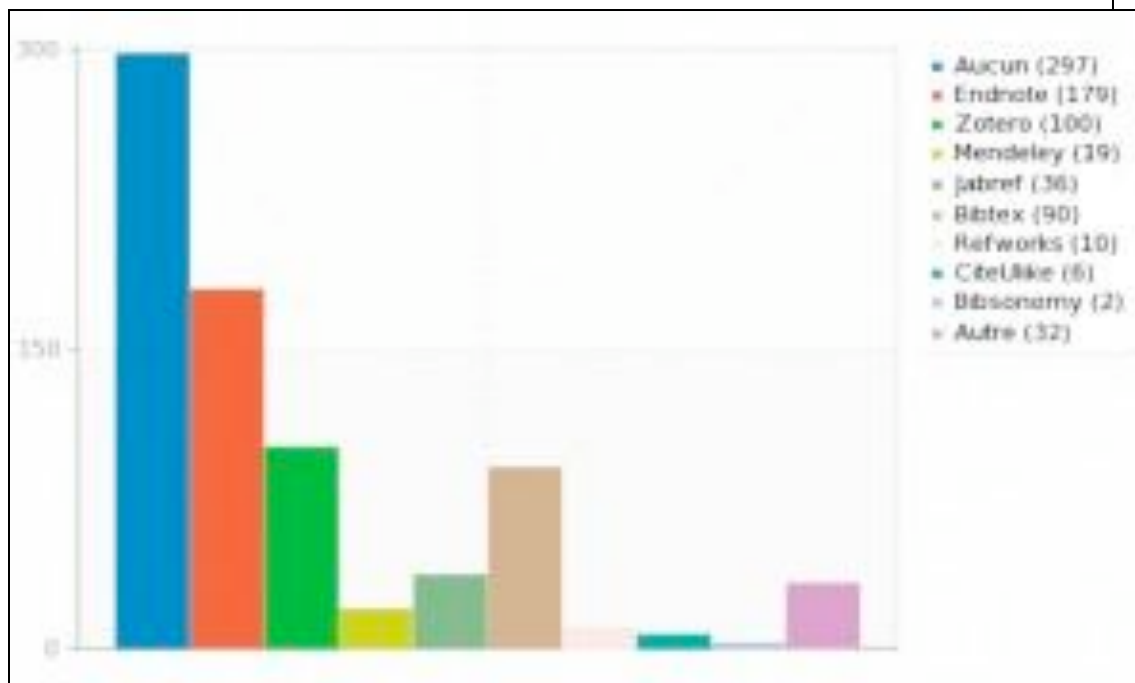
2009



How is research data shared? (Q19)

Source: UKRDS survey 2008

43% of respondents reported not using any software to manage references:



Enquête sur les Pratiques Informationnelles des Chercheurs : Quelques Résultats

4 mars 2011

Le 6 octobre dernier nous vous sollicitons pour participer à une Enquête sur les Pratiques Informationnelles (EPI) des chercheurs lancée par l'Urfist de Nice avec la collaboration du laboratoire I3M. Le questionnaire en ligne a recueilli 681 réponses complètes et 325 incomplètes au 7 janvier 2011. Nous avons choisi d'interroger les chercheurs aussi bien sur leurs pratiques « professionnelles » que sur leurs pratiques informationnelles privées, « culturelles », ce qui rend le questionnaire relativement long (56 questions et une vingtaine de minutes pour répondre) et dans ces conditions, le nombre de retours nous apparaît plutôt comme un succès (le questionnaire [reste accessible ici](#)). Les résultats les plus intéressants devraient apparaître après les croisements de données qui sont en cours mais d'ores et déjà les résultats bruts proposent des constatations intéressantes sur les usages:

- **Importance massive de la documentation numérique:** moins de 20% des répondants consultent plus de documentation papier que de documentation numérique et près de 40% estiment à plus de 75% la proportion des documents numériques consultés. Pour près de 78% d'entre eux l'usage professionnel d'Internet dépasse les 2 heures par jour.
- **Faible utilisation des « murs » des bibliothèques :** 66% des répondants ne se rendent jamais ou se rendent rarement en bibliothèque universitaire pour leurs recherches.
- **Les bibliothèques** sont d'abord appréhendées plutôt selon leur fonction traditionnelle de réservoirs d'information que comme service et lieu de médiation. C'est vrai aussi des **bibliothèques numériques**, assez largement utilisées (49%) auxquelles on demande massivement (72%) du contenu en masse plutôt que de la sélection (23%).
- **Très faible utilisation des outils numériques spécifiques,** en particulier les outils de mémorisation en ligne (moins de 5%), les fils de syndication (moins de 17%), les réseaux sociaux spécialisés...
- **Utilisation massive des outils Internet « grand public »:** Google (95%), Wikipédia (70%, dont 47% dans un cadre académique) voire Facebook (34%). Une mention spéciale pour Google Scholar utilisé par 45% des répondants.

Ce qui semble apparaître ainsi c'est la coexistence entre un impact important du numérique et un certain conservatisme des pratiques et des conceptions. Les croisements avec les données d'âges (40 ans d'âge moyen) et de disciplines

Assessing the Future

LANDSCAPE

of Scholarly Communication

An Exploration of Faculty Values and Needs in Seven Disciplines

CHAPTER 1: OVERVIEW, FINDINGS, AND CONCLUSIONS

<http://escholarship.org/uc/item/0kr8s78v>

Diane Harley, Sophia Krzys Acord, Sarah Earl-Novell,
Christopher C. Smith, and Robert C. O'Neil

"... our findings suggest that enthusiasm for the development and adoption of technology should not be conflated with the hard reality of tenure and promotion requirements ...

“Experiments in new genres of scholarship and dissemination are occurring in every field, but they are taking place within the context of relatively conservative value and reward systems that have the practice of peer review at their core.”

Future Landscape?

An Exploration of Faculty Values and Needs in Seven Disciplines

- Tradition
 - “...newer scholars adopt the behaviors, norms, and recommendations of their mentors in order to advance their careers.”
- Need support for...
 - Heterogeneous, dynamic data
 - Volume of data
 - New kinds of research methods and results
- Central or local research support...?
 - Not fragmented, bureaucratic or grandiose
 - Not one-size-fits-all

UK case studies - what motivates researchers?



 **D|C|C** because good research needs good data



Data Dimensions: Disciplinary Differences in Research Data Sharing, Reuse and Long term Viability

A comparative review based on sixteen case studies

Key Perspectives Ltd

With a foreword and recommendations by Chris Rusbridge and Liz Lyon

Insight into digital preservation of research output in Europe



<http://www.dcc.ac.uk/sites/default/files/documents/publications/SCARP-Synthesis.pdf>

http://www.parse-insight.eu/downloads/PARSE-Insight_D3-6_InsightReport.pdf

Insight Report

Patterns of information use and exchange: case studies of researchers in the life sciences

A report by the Research Information Network and the British Library

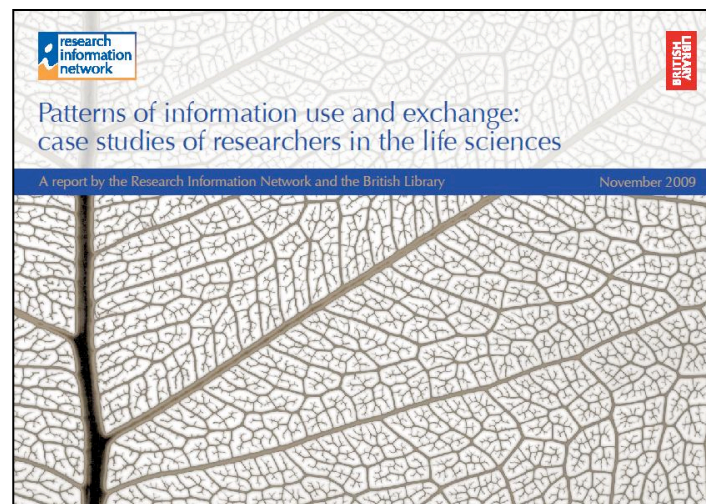
November 2009

“There is a significant gap between how researchers behave and the policies and strategies of funders and service providers.”

<http://www.rin.ac.uk/>

“...researchers use a limited range of services, and resort to informal advice from colleagues, rather than institutional service teams...”

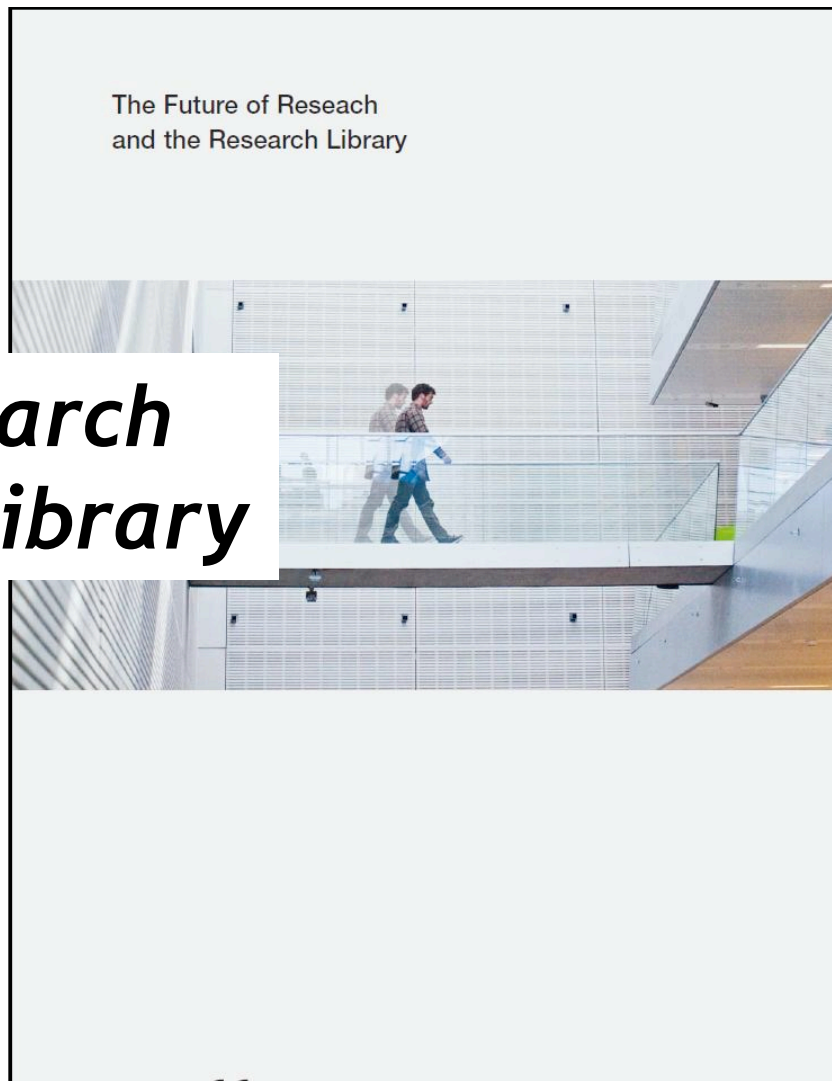
Williams and Pryor, RIN/BL 2009



Libraries

Managing Research Information

Denmark's Electronic Research Library (DEFF):



The Future of Research And the Research Library

http://www.bibliotekogmedier.dk/fileadmin/publikationer/rapporter_oevrige/deff/the_future_research/index.htm

manifesto

When we shift our attention
from “save libraries”
to “save scholarship,”
the imperative changes
from “preserve the current
institutions”
to “do whatever works.”

Support for the Research Process An Academic Library Manifesto

Chris Bourg
Stanford University

Ross Coleman
University of Sydney

Ricky Erway
OCLC Research

With input from the RLG Partnership Research Information Management Roadmap Working Group¹

When we shift our attention from “save ~~newspapers~~ libraries” to “save ~~society~~ scholarship”, the imperative changes from “preserve the current institutions” to “do whatever works.” —Adapted from Clay Shirky²

NOTA BENE: This document does not encompass all the traditional roles of academic libraries (e.g., selection, cataloging, circulation, course support, etc.), but focuses on roles the academic library could assume in order to better support the research process.

Scholarly communication and practice have undergone radical transformations in recent years. Developments such as cloud computing, open access publishing and online social networking are affecting research practices. Researchers are asking a wider range of questions, using diverse data and methods, producing new forms of scholarly output, and engaging in innovative new forms of research and publication.

The enticing opportunities in digital research and scholarship are coupled with new challenges for the research community. Researchers are drowning in a deluge of raw data and published information and face a bewildering array of options for disseminating and sharing their work. The choices these researchers make have implications on intellectual ownership, potential audience, ways of measuring impact, potential re-use, and long-term preservation.

As budgets across higher education are shrinking, some in the academy are questioning the continued value of large academic libraries. At the same time, many academic libraries are providing vital and innovative services and resources in support of emerging forms of research, publishing, and information management. While some would argue that academic libraries are playing an increasingly important role in scholarly research, others fear that they are on the brink of extinction and must change radically to survive. It's time to rise above the debate, and take a fresh look at the role of academic libraries in supporting research.

Call to Action

In order to continue to play a central role in support of scholarly research and publishing, academic libraries must:

1. Commit to continual study of the ever-changing work patterns and needs of researchers; with particular attention to disciplinary and generational differences in adoption of new modes of research and publication.
2. Design flexible new services around those parts of the research process that cause researchers the most frustration and difficulty.
3. Embed library content, services, and staff within researchers' regular workflows; integrating with services others provide (whether on campus, at other universities, or by commercial entities) where such integration serves the needs of the researcher.

www.oclc.org/research/publications/library/2009/2009-07.pdf
Chris Bourg, et al., for OCLC Research

November 2009
Page 1

Pondering...

Managing Research Information

Gaps?

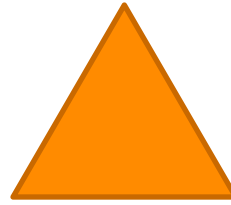
Infrastructure?

- Discipline-specific support, when desired?
- Discipline-specific repository provision, where needed?
- Name-disambiguation?
- Registries and terminologies?
- Metadata guardian/broker?

Tools and services?

- Pandora for articles?
- Scanning and OCR for lab notebooks?
- Data guru?
- Updating web pages...(blah)?
- Institute or cafeteria of research support services?

researcher



discipline

university

institution / individual

administrative support / scholarly support

institution-centered / discipline-centered

centralized / decentralized universities

services used / services desired

scientific / professional personas

shared / bespoke / duplicative services

funding structures and sources

Jennifer_Schaffner@oclc.org

**Thanks to John MacColl, Ricky Erway, Susan Kroll
Rick Forsman, Ian Rowlands, Michael Jubb, Jim
Michalko, Constance Malpas and my colleagues
in OCLC Research.**

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<http://conservancy.umn.edu/bitstream/99734/3/DiscoverabilityPhase2ReportFull.pdf>
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<http://www.rin.ac.uk/our-work/using-and-accessing-informationresources/patterns-information-use-and-exchange-case-studies>