Summary of the Community of Practice group discussions

CRIG Seminar - December 2, 2016

Principles

Our communities of practice should be driven by the needs and interest of community members. Discussion topics need to be agreed upon by the group to deliver maximum benefit. Below are some suggested topics that the group might wish to start with, but the group is welcome to choose another topic if desired!

Potential Discussion Topics

- How did the speaker topics delivered this morning resonate with your discipline?
- 23 Research Data Things: Who did it? What was the most useful aspect of the program for your library? What new services or programs are you looking at now? What ongoing training / projects are you looking at to build data skills?
- Considering the identified need for innovative employees how can we be more creative in our practice? What skills are needed to capitalise on a collaboration or co-creation process between academic and library staff?
- How is your institution responding to the development of delivering engaging student experiences in online delivery of courses? How is your library responding?
- At your institution what are the Barriers and enablers to getting Digital/Information Literacy content embedded into course content
- At your institution is information literacy/Digital Literacy seen as a bolt on? Or how deeply is it integrated into courses/units?
- Are you interested in benchmarking your learning and teaching initiatives
- Topics for seminars in 2017 – What topics would help you to develop competencies in your practice?

Group	Discussion Topic	Key Points / Reflections	Outcomes / Actions
Research group	Research data management - services & tools	All libraries grappling with RDM support role for liaison librarians Varying approaches across the universities Some have teams of RDM experts ANDS' 23 RD Things - appreciated. Most libraries had some level of engagement. Has led to a rise in confidence for most. Useful for upskilling quickly. Individuals plan to revisit. La Trobe has new RDM team. La Trobe RDM policy and procedures have recently been developed. DMP tool being developed (RedBox?) Monash has a RDM team of 3. Incorporating the data life-cycle into services ACU developing DMPs UniMelb has been developing STEM and HASS-focussed sessions for HDRs with cross-discipline teams of liaison librarians, Data Curator and an academic. HASS session had breakout/discussion sessions - 35 HDRs turned up!	More time needed for this session and perhaps consider just one key conversation starter. **Recommended:** Research Support Community Day 2017 at UNSW on Monday 13 Feb 2017 - (day before ALIA ONLINE) **Email lists to subscribe to:** RESEARCH-DATAMAN@JISCMAIL.AC.UK (JISC)http://www.jiscmail.ac.uk/mailinglists/a-z/d.html Research-librarians (Australian) <research-librarians@googlegroups.com>

Group	Discussion Topic	Key Points / Reflections	Outcomes / Actions
L&T group 1	1. Value of CoP? Exchange of ideas especially for people new to role. 2. Reflection on Brad Aisbett key note- value of relationship building (Lib in Res). More time could be invested in partnerships in future and with other divisions. Examples are a joint newsletter and shared 'pop ups' at events and in faculties or a shared DL identity module with academic skills units and careers. 3. La Trobe University spoke about their annotated bibliography game and other elearning activities available at lib.latrobe.edu.au/elearning/	1. More time needed for this session and perhaps consider just one key conversation starter. Should we mix tables where groups are mainly from one institution? One L & T table was mainly La Trobe and the other was from RMIT. Valuable to continue as has potential.	-
Group	Discussion Topic	Key Points / Reflections	Outcomes / Actions
L&T group 2	Brad was very engaging, we're meeting the right notes, and it was affirming. Nice to know that	-	-

we're doing the right thing and that we are valued.

How do you pick the important points to cover in a short period of time?

How do we make sure the people we're presenting to think is the most important thing.

How do we separate ourselves from our content. Cutting the fluff.

Some people are embedding 10% assessment tasks in VU

RMIT have created an inhouse hub for sharing learning objects, as have VU.

Group	Discussion Topic	Key Points / Reflections	Outcomes / Actions
Architecture, Engineering and Science group	**RMIT Eng.** 500+ HDR Learning Advisors are employed by Studying and Learning (which is going to join the library… they will report to the new director) Dedicated times for drop in session either individual or group around specific resources Requests for help with NVIVO and LaTex are directed to people in the schools who are generous with their time. It would be better for these things to be more structured		

	- Has a desk located with the foyer of the school for 3 hours every Wednesday and Bundoora every Monday. Makes a habit of going to the tea room to greet people - Researcher profile checklist- ran sessions for this for an hour session. - The research office would have done this but they haven't so the library is moving into this space- - Academics have to put their records into their publications systems (Research Master). We have to chase the full text - especially hard to chase down the preprint. **UoM Science & Eng**. Research – Science Based in Creswick 650 RHD students for Faculty of Science at UoM. 2 liaison staff (1.7FTE) Working with Research Office Labour intensives working with generating reports and educating people about H indexs Consultation requests are becoming about how to use data - Engineering has mandate the use of ORCIDS and Scopus but hasn't done much to enforce this - Sessions about ORCID and elements and there are some gaps in the knowledge. Scopus and web of Science don't automatically update. The system promised so much and delivers things in an interesting manner. A lot of the academics have		

never seen their profile in elements.
-

Swinburne   2 liaison eng/science/and computer science   400 HDR with the aim of doubling it. Academic and writing skills people are now having sessions in the library
-   Library teaches endnote but not NVIVO
-   Training is at the discretion of the faculty librarians
-   Have an online form for research needs
-   Discussion on referrals from online forms
-   -ORCIDS has been mandated and the Research Office is working on this
-   - we put all of our publications into our repository

UoM   Architecture   130 HDR
25 % increase in researchers

Vic Uni   Eng and Science
Data librarians will be highly sort after for their skills
Research Ambassador training (master or RHD students) paid students a bit like Res Baz
The library is involved with this- the research librarian employs them
-   Jenny Cameron works at VU, we advertise session and offer them once a month . students will come from different areas. Suitable for post grad students.
-   - VU elements which talks to Scopus and Web of

Group	Discussion Topic	Key Points / Reflections	Outcomes / Actions
	Science. The researchers create the profile and it links to the Scopus and Web of Science.		
Humanities, Arts & Social Sciences group	1. Academic voice	1. Valuable to hear an academic voice - good opportunity to ask about research topics and introduce L&T questions and support in same conversation - why separate contributions from library when you are speaking to one of your clients?	
	2. Measuring impact in HASS and creative arts	2. Difficulties in measuring Impact (journal citations) and academic profile In creative arts - many academics still have difficulty in relating to their outputs as 'research' or 'data' Blogging and Podcasts have high impact in HASS for internal institutional grants Altmetric explorer tool - not much joy	
	3. Library Embedded in Schools and faculties	3. Weekly outposts in Faculty - promoted by HOS	
	4. Predatory publishing	4. PhDs under pressure to publish (>3 publications by end of candidature) Librarians to reinforce predatory publishing content in OA sessions with researchers	

Summary of CoP discussions. CRIG Seminar 2 December 2016.

	5. Research	5. Introduce research support through avenues of immediate value to academic i.e. promotions, discoverability of research/publications, getting the grants	
Group	**Discussion Topic**	**Key Points / Reflections**	**Outcomes / Actions**
Business / Law group 1	1. Embedded Librarians	1.Embedded Librarians: Law have lunchtime classes in the faculty- extra skill building. Research station- for academics. Pop up Library@VU out in the College at 2 Business campuses, because we are not on the desk any more At desk have Law Librarians, on call LibGuides are a support for Libchat, which staff do while rostered on desk. RMIT have a 24 hour online assistance- have to login Are we sharing any data about chat? Librarians are approaching the Embedded librarian in different ways, in the online environment and the physical space.	
	2. Systematic Reviews	2. Systematic reviews, not common in the area of Business and Law. Perhaps for Health Economics. Different approaches to it. Different methodologies. Some academics do not understand systematic reviews and are looking at librarians for guidance.	
	3. Being Creative	3. Being creative - keep in tune with what's going on in the academic world; being agile (we didn't	

Group	Discussion Topic	Key Points / Reflections	Outcomes / Actions
		have much time to discuss…)	
Group	**Discussion Topic**	**Key Points / Reflections**	**Outcomes / Actions**
Business / Law group 2 (emphasis on Law)	1. Today's presentations. 2. EndNote discussion. 3. ANDS 23 things.	1. Great ideas which can be built into presentations for HDR students. Good to hear perspective from an academic. Librarian in residence is similar to pop up library services which VU offers. 2. EndNote discussion. Installing local AGLC styles. Only recommend to HDR students. Some UG students use RefWorks at VU. Zotero has an AGLC style and is used at Melb Uni 3. ANDS 23 things. Some aspects undertaken. Utilisation of Lynda.	
Group	**Discussion Topic**	**Key Points / Reflections**	**Outcomes / Actions**
Education	How is your institution responding to the development of delivering engaging student experiences in online delivery of courses? How is your library responding?	H5P - used by VU lectures, hot spots. Sits within LMS. Using for reference interview training. Used at Monash & Deakin - like it because you don't have to be an expert. ACU - leap into learning - compulsory - need to complete certificate. Module 3 - question wording" Course on how to structure your question.	

Summary of CoP discussions. CRIG Seminar 2 December 2016.

Group	Discussion Topic	Key Points / Reflections	Outcomes / Actions
		Uni Melb School of Education- Part of studies - sequence program, quizzes & workshops at the beginning, capstone research question - embedded and compulsory.	
Medicine & Health		Melbourne moving away from providing one-on-one troubleshooting EndNote support.

Challenges dealing with distributed cohorts – off-campus.
Monash – network of hospital libraries… refers both ways. Committee with hospital librarians.
ACU – biggest challenge is connecting with students and researchers who are in hospitals or research institutes. Importance of faculty meetings – gathering intelligence.
 Joint events between Deakin and Barwon Health (including libraries). Importance of making connects on many levels. Difficulties associated with fractional appointments of clinicians and researchers – affiliates etc – challenges of collection development.

Partnering with researchers – authorship. Different institutional perspectives on the level of partnership. Melbourne and Monash reported co-authorship opportunities. Resourcing is a key issue preventing librarians taking on a more active role in research teams. | |

Summary of CoP discussions. CRIG Seminar 2 December 2016.