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Exploring the information needs of veterinary science researchers

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University of Pretoria, South Africa

9 June 2015



Agenda



Introduction



Background



Study



Services



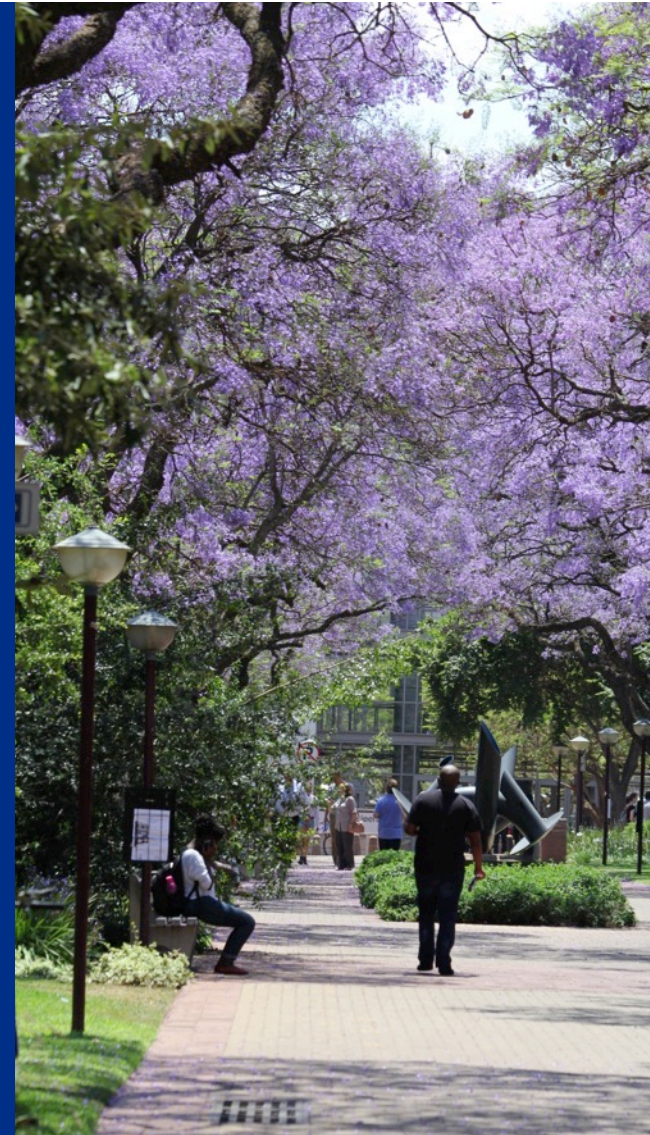
Conclusion





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Introduction



NYC/DC 15 Hours

South Africa



Oliver Robbing

UNESCO Richtersveld Cultural and Botanical Landscape

UNESCO Robben Island

Atlantic Ocean

Indian Ocean

South Africa

Zimbabwe

UNESCO Mapungube Cultural Landscape

Botswana

Namibia

Sun City

Polokwane

Kruger National Park

Mozambique

Limpopo

Rustenburg

Kgalagadi Transfrontier Park

UNESCO Cradle of Humankind

Pretoria

Nelspruit

Mpumalanga

North West

Johannesburg

Swaziland

Gauteng

Bloemfontein

Free State

UNESCO Greater St. Lucia Wetland Park

Durban



Augrabies Falls

UNESCO Vrededorst Dome



Kimberly Mine

Northern Cape



Cederberg Conservancy

Cape Town

UNESCO UKhahlamba Drakensberg Park

KwaZulu-Natal

Lesotho

Eastern Cape



Mandela's Birthplace

Western Cape

Valley of Desolation

Port Elizabeth

Addo Elephant Park

Cape Winelands

UNESCO Cape Floral Region

Sardine Run

University of Pretoria



- Leading research and teaching university
- Largest residential university in SA
 - 7 academic campuses
 - 9 faculties, and a business school
 - 1 213 study programmes
 - 63 000 students
 - 49 000 contact students



Faculty of Veterinary Science

- Onderstepoort - 20 km north west of the Hatfield main campus - 15 km north of the city centre of Pretoria
- Only veterinary faculty in SA
- One of 46 veterinary faculties in Africa
- Jotello F Soga Library



Jotello F Soga Library

- Delivers a customised service to clients of the Faculty of Veterinary Science
- Named after the first South African to qualify as a veterinary surgeon
- Committed to the overall vision and mission of the UP Library Services
- 7 staff members:
 - 5 information specialists
 - 2 information assistants



University of Pretoria Library Services



- 11 libraries
- 56 Information specialists
- Vision:
to be a research library that is internationally recognised for redefining academic librarianship
- “high-tech”, “high-touch”
client-driven focus
directed at achieving high impact





The existence of academic libraries is attributable to the value librarians are adding to teaching, learning and knowledge production and dissemination...
(Munde & Marks, 2009)





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What are the information needs of researchers at the Faculty of Veterinary Science, University of Pretoria, and how are these needs being met by the information support delivered by the Jotello F Soga Library?





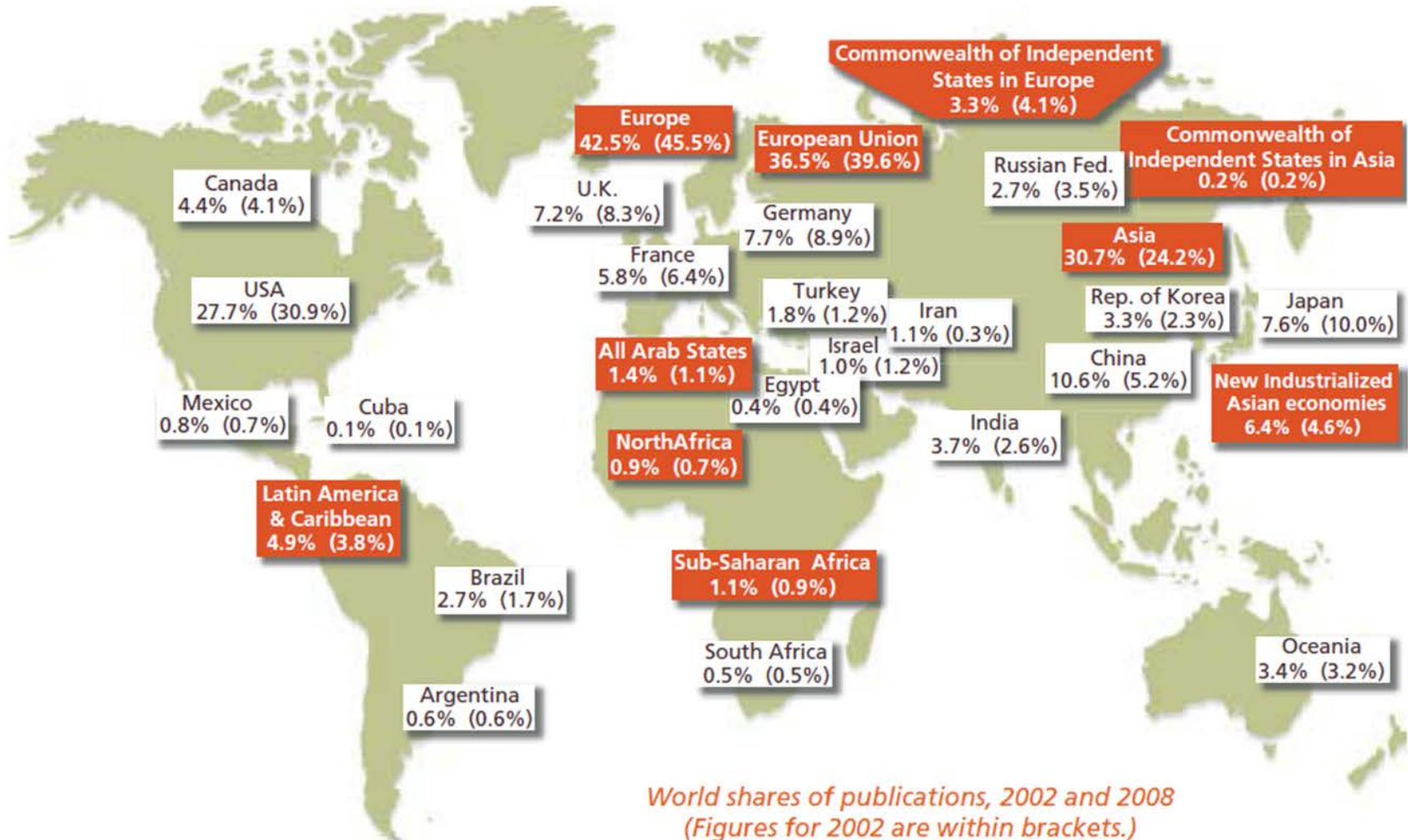
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Background

South African research environment



South African research environment



Source: UNESCO Science Report 2010



Reasons for the low scientific output in SA

- Lack of strong leadership and advocacy for science and research in government
- Inadequate research funding
- Excessive emphasis on applied research
- Lack of world-class researchers in South Africa

(Cherry 2010; Macgregor 2007)

Initiatives to increase research output

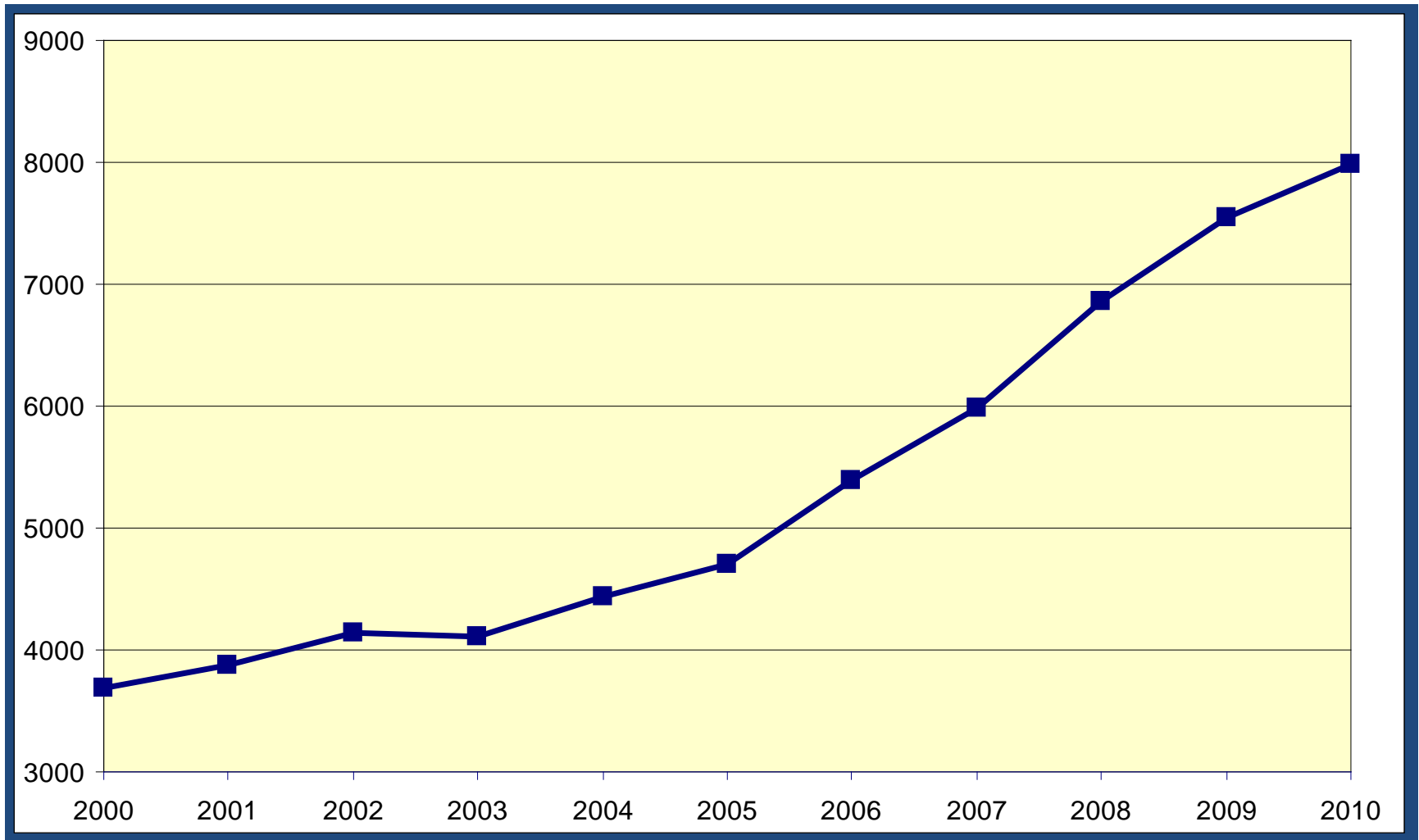
- Increase research funding
 - Introduction of the National Research and Development Strategy (2002)
 - Performance monitoring and compensation for research output by higher education institutions
 - Recruitment of more postgraduate students by funding postgraduate training and university researchers
 - Implementation of a research-chair scheme
 - Initiation of centres of research excellence, major equipment and active institutional research development offices and initiatives
- (Diab & Gevers 2009)



Researchers need to publish in:

- Accredited journals to qualify for subsidisation by the Department of Higher Education (DoHET)
 - Thomson Reuters (ISI) Web of Science indexed journals (high impact factor)
 - list of more than 250 local journals of the DoHET
 - BMC Open Access titles (ISI listed)

South African ISI publication output (2000 – 2010)



Source: Robert Tijssen (CWTS, Leiden University, Netherlands); CWTS WoS database

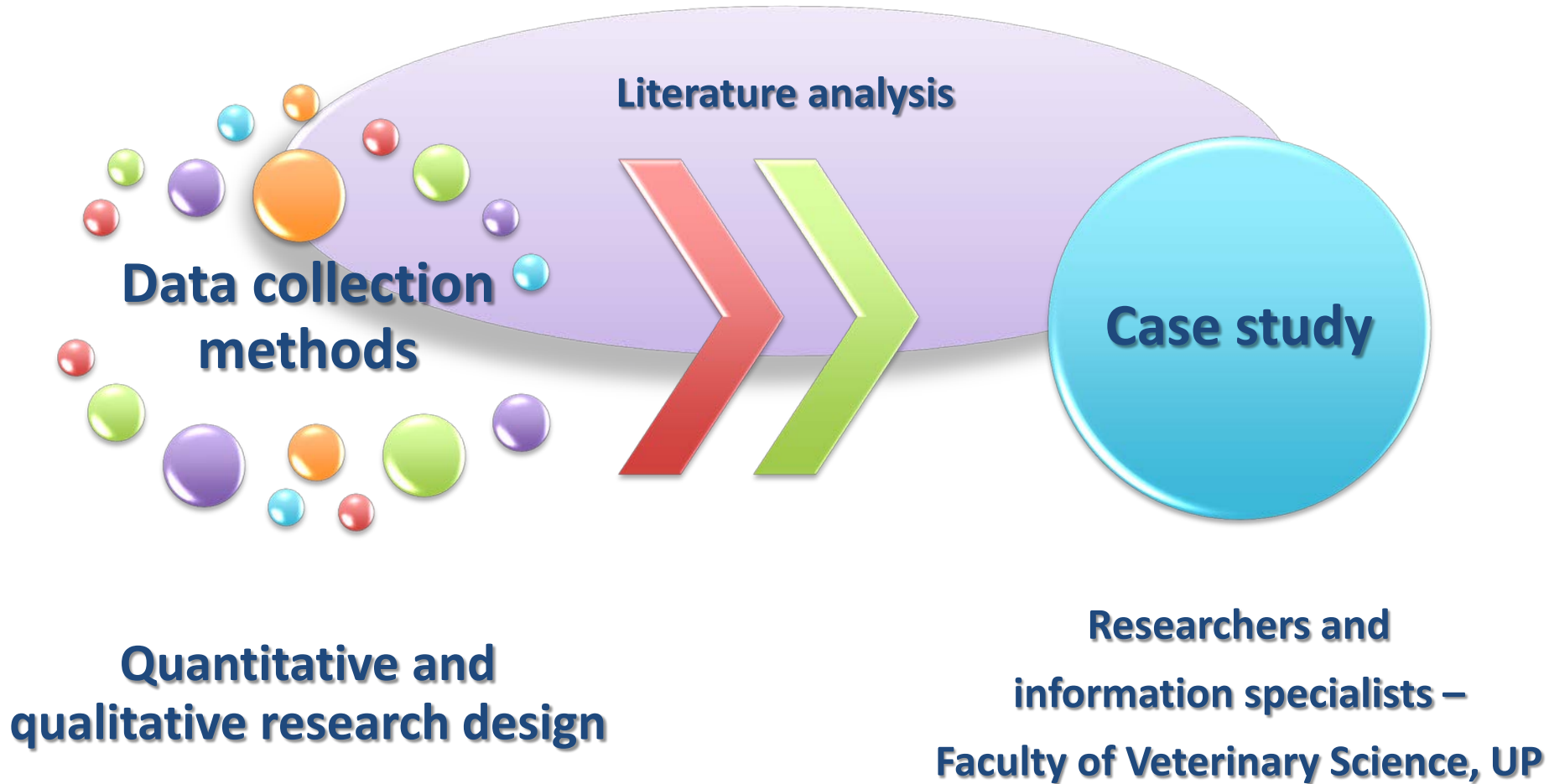


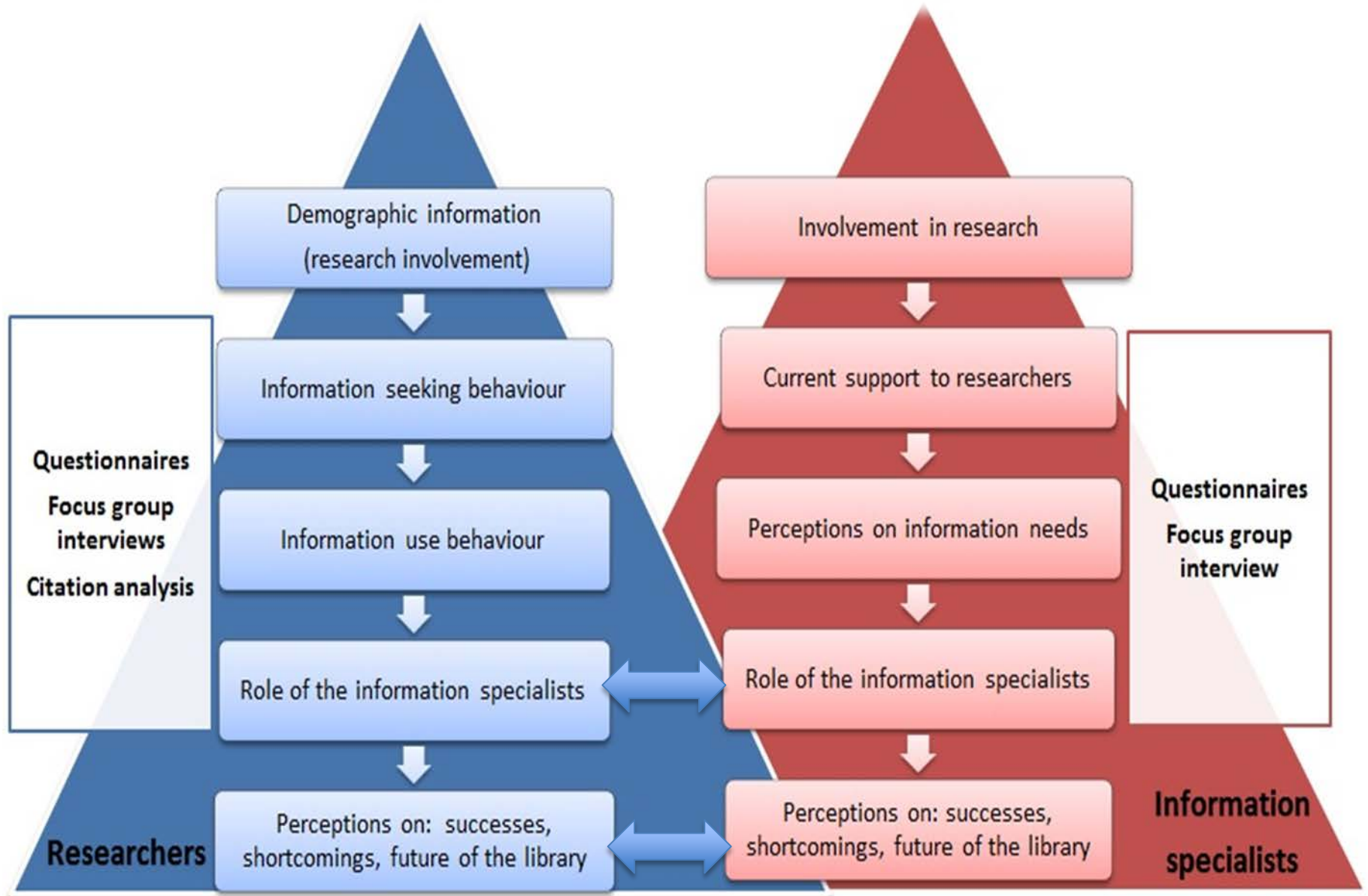
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Methodology





Response (researchers)

Questionnaire

- Online (GoogleDrive)
- 33% (119 respondents)

Focus group interviews

- 5
- 21 participants (total)

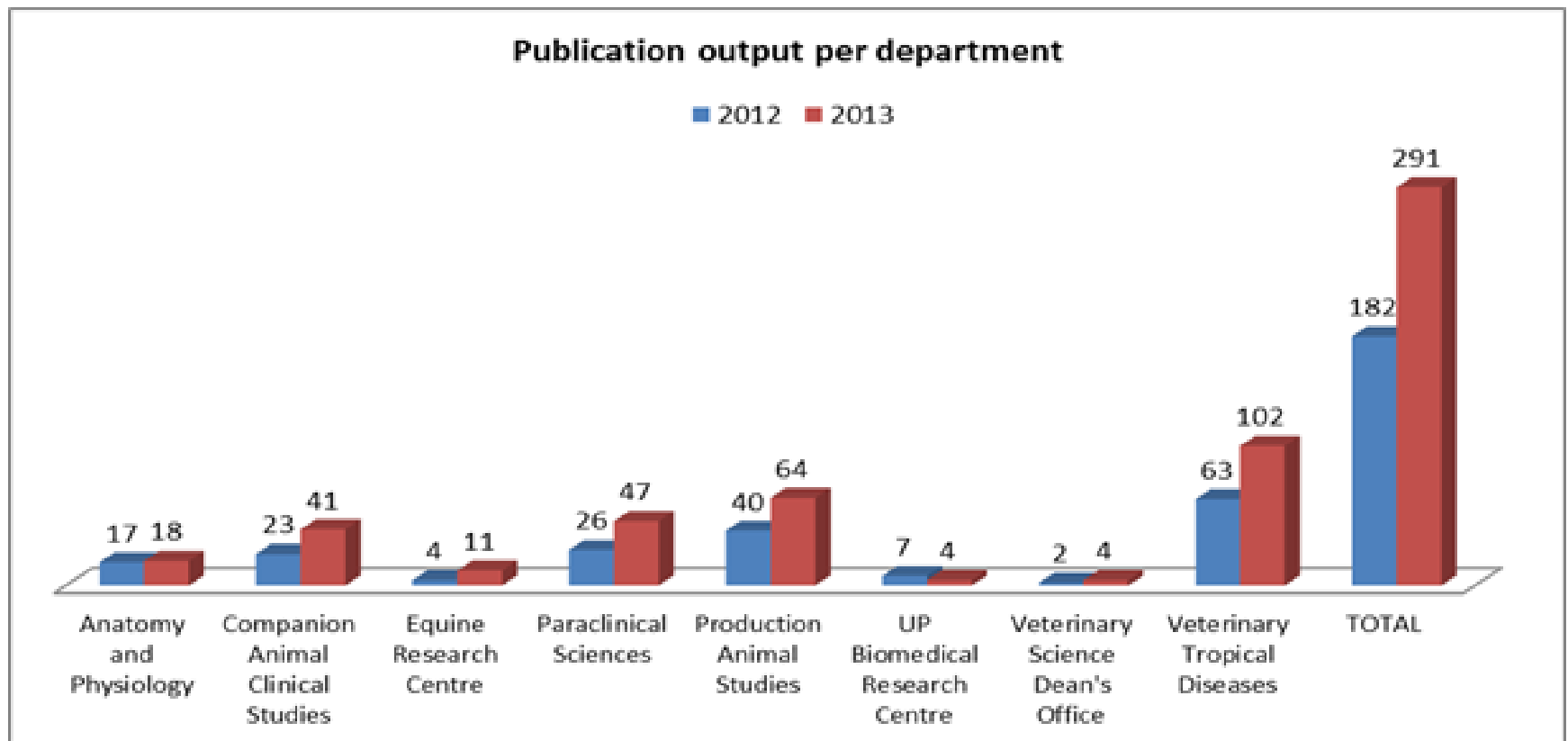
Citation analysis

- 2012 and 2013 research output

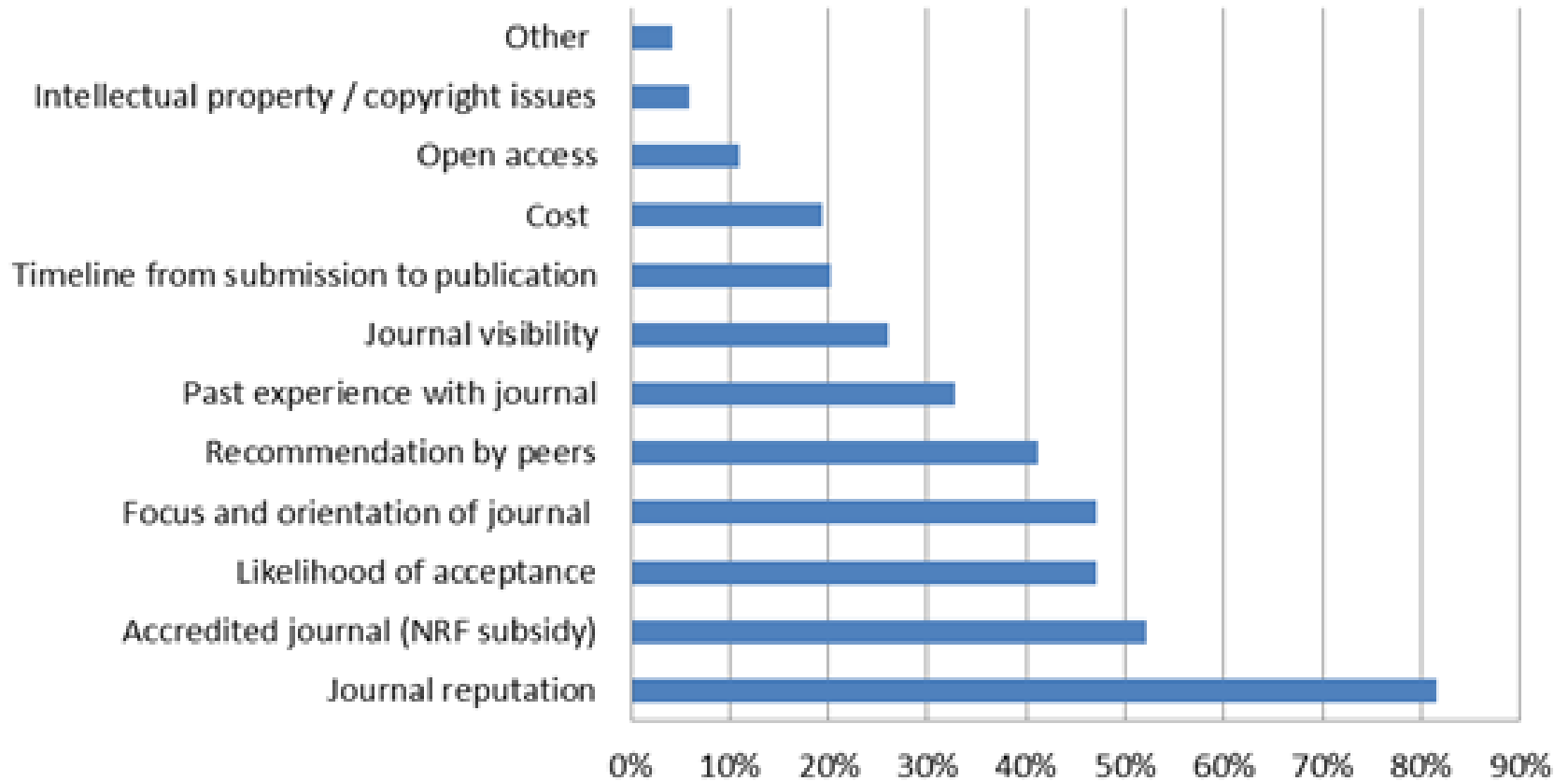


Findings on the information needs of researchers

1. Motivated by the research environment citation analysis:



Selection criteria for publication outlets for research (n=119)



Findings on the information needs of researchers

2. Need information resources and extensive and effortless access to all needed information (online)

Finding information	Access to information resources
“Help with article requests...”	“...help with database use, and providing online access to the multitude of journals we all need which is hugely appreciated!!”
“Finding articles, books, book chapters and so on when we did not have them. Being able to answer my questions and help resolve my problems with the methods of finding information...”	“We have access to most veterinary journals ...” “Excellent resources ...” “It is up to date with the current publications ...”
“If these journals are not available online, one can actually request the library to source it for them. “	“Provide in-office, and at-home access, to eJournals and other publications ...” “Providing access to most of the sources required to complete my research ... “ “Provide excellent sources of information ... and a good variety of books ...”

Findings on the information needs of researchers

2. Need information resources and extensive and effortless access to all needed information (online)

Access to information resources

“The university is not always subscribed to the journal that I’m looking for. “

“Some journals we do not have electronic access to.”

“At times only abstracts are available on particular articles we need.”

“Possibly direct access to more e-journals?”

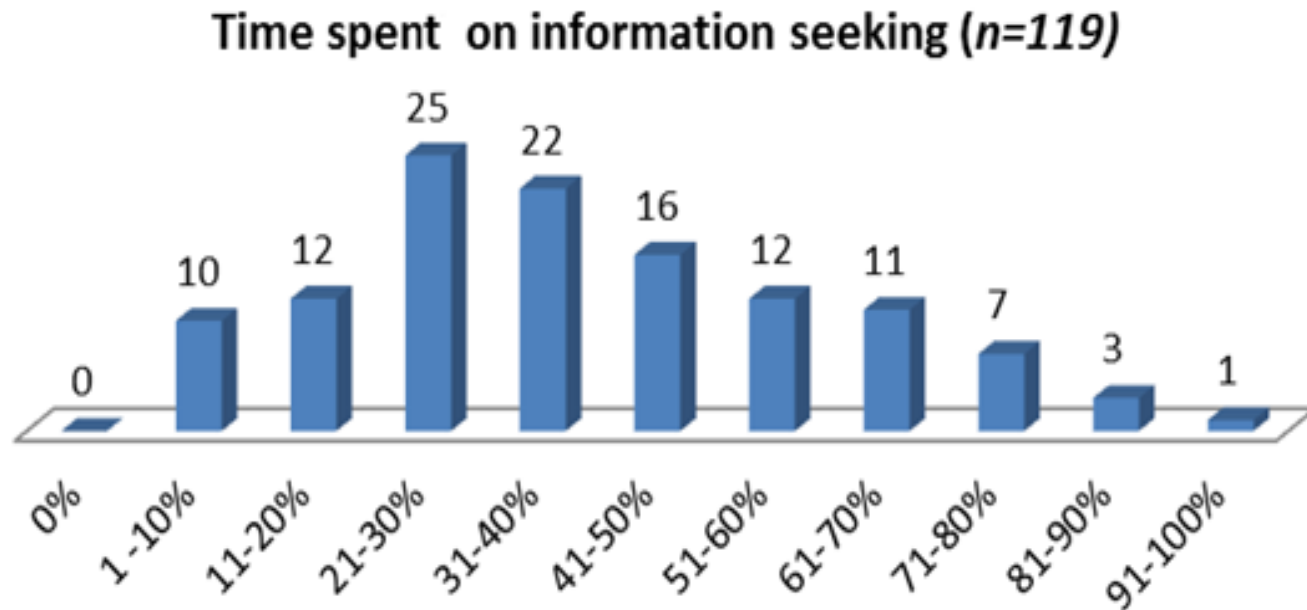
“Technical difficulties sometimes experienced in accessing electronic databases.”

“Electronic access to articles is not always working.”

(Focus group interviews and open ended questions)

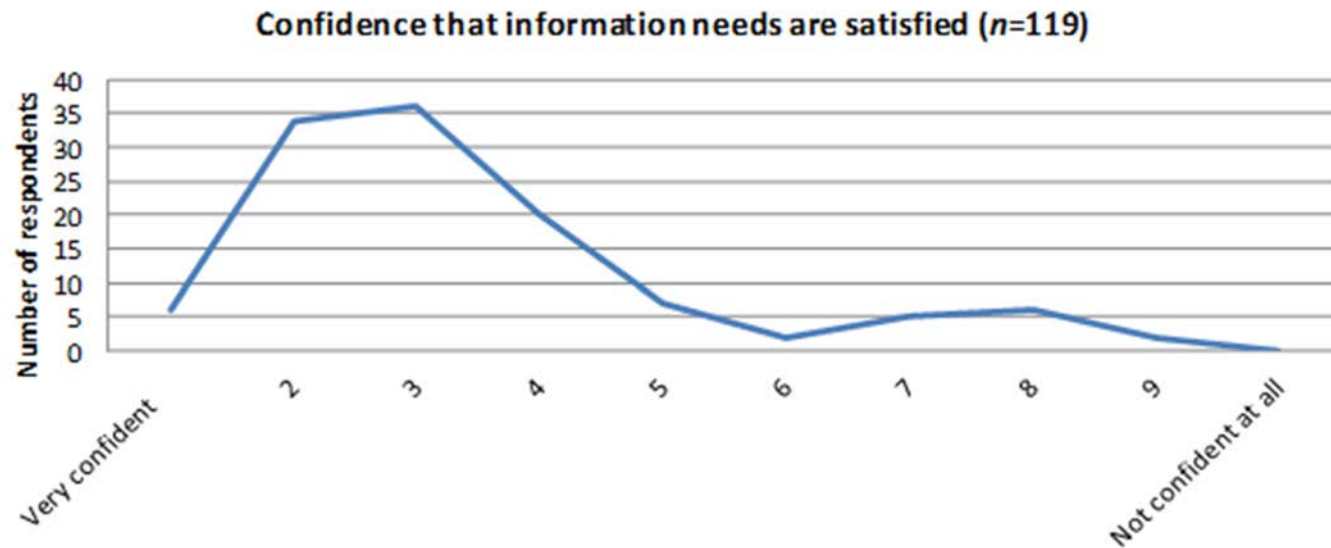
Findings on the information needs of researchers

3. Information seeking: time consuming, search their own information (97%) ...



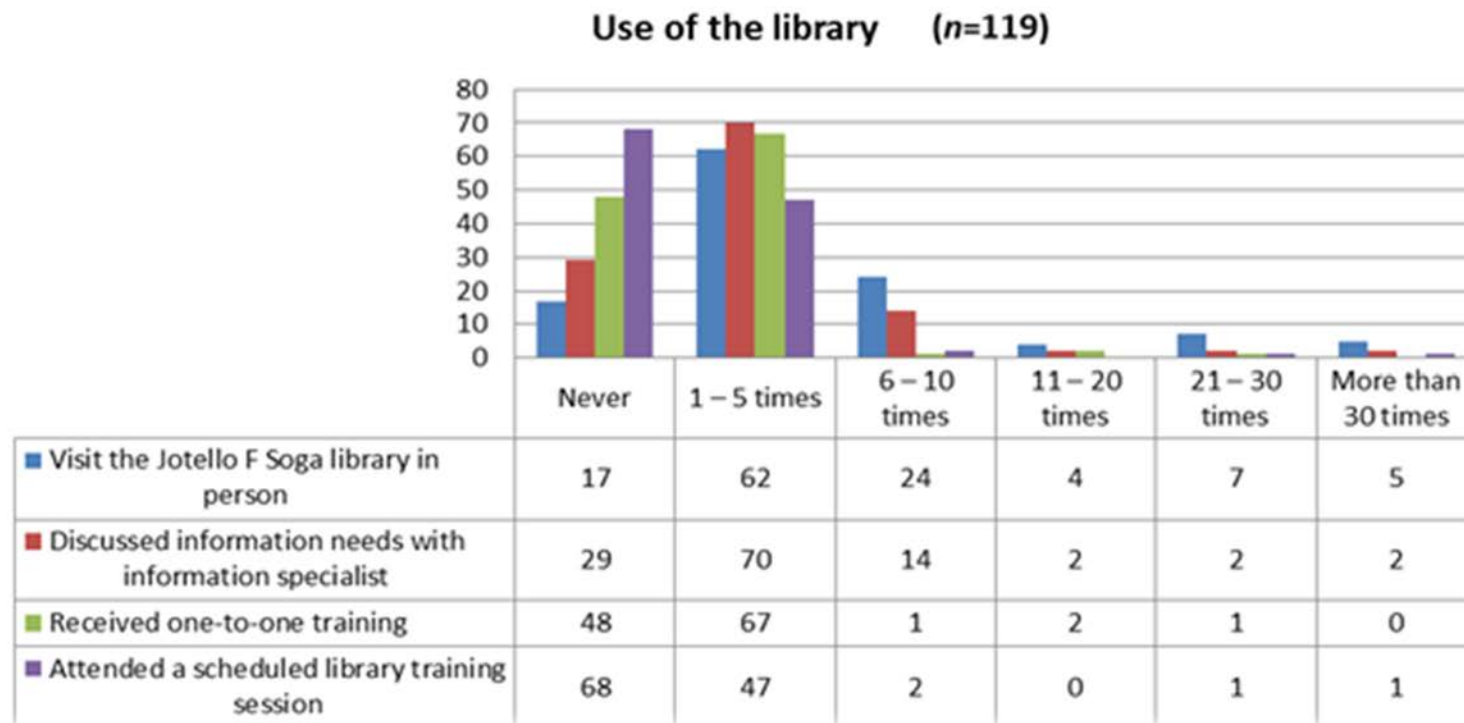
Findings on the information needs of researchers

3. Information seeking: ... feel confident that they found what they needed



Findings on the information needs of researchers

4. Do not often use the physical library for information ...



Findings on the information needs of researchers

4. ...need space to study and work

Remarks from the focus group interviews:

“A nice, large, quiet study area would be nice, although I realise space is limited...”

“More space to study – which is only focused on postgraduate students...”

“A postgraduate study area - like what is seen in the research commons room at Hatfield campus...”

“Research commons at main campus is a great idea - sometimes I need place to work on research - where I cannot be disturbed and the librarian is nearby. “



Findings on the information needs of researchers

5. Personalised service

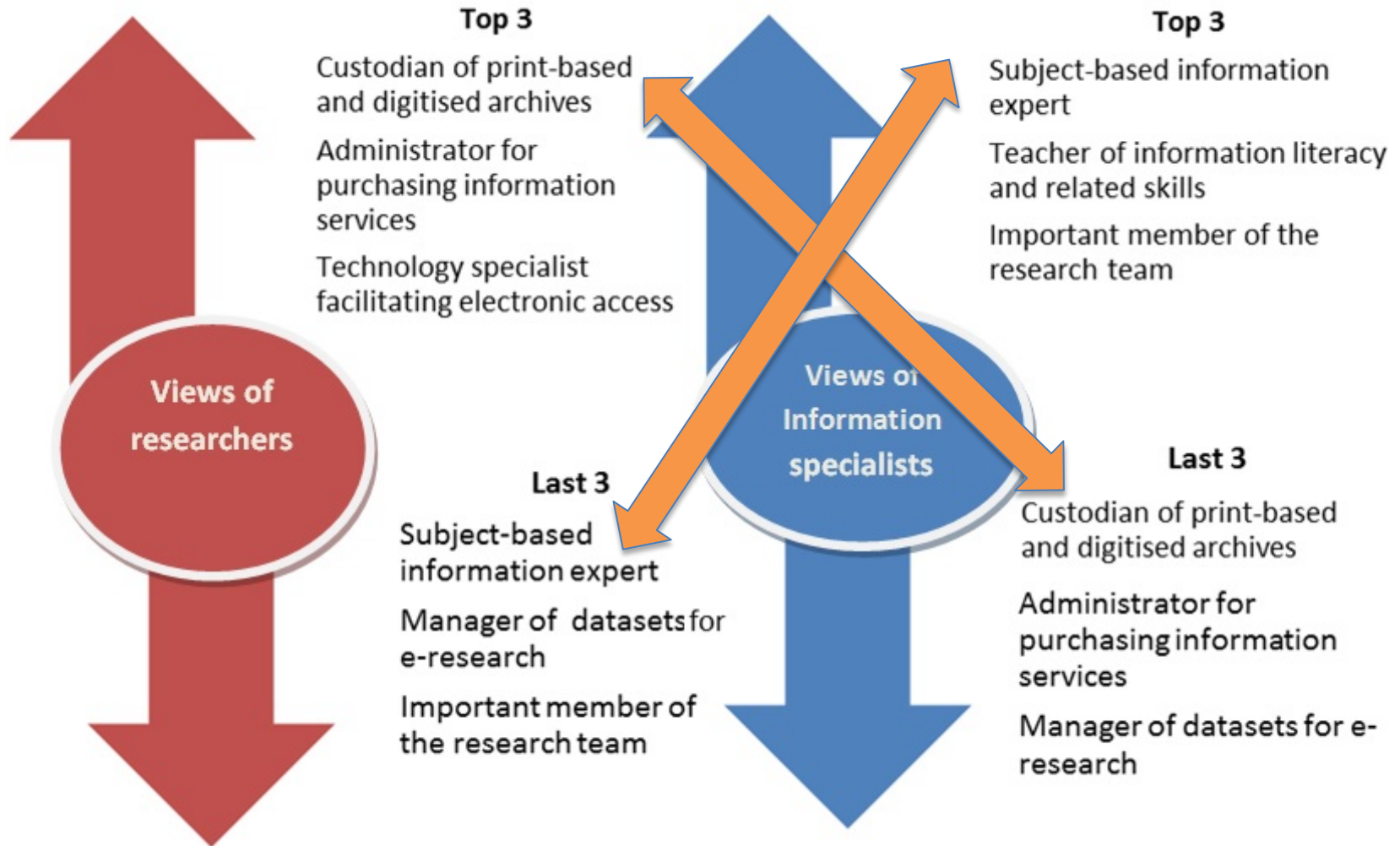
Remarks from the focus group interviews:

“The university's primary vision is to become a research-intensive university. Lecturers' work load has increased, thus they will need more help to enable them to do more research – and the librarian will be useful in assisting them ...”

“Provide me with lists of the journals in which UP staff publish; their research topic and with current impact factors; e-mail notification of new publications (including contents of journals) in my study field to me “



Findings on the role of the information specialist



Findings on the role of the information specialist



Researchers are unaware of the the skills and expertise of the information specialists and ways in which they can support researchers (with research) and the institutional goals for research



Recommendations

- Need to address the expressed needs of users and explore trends in the global research library environment
- Focus collection development practices on needs of researchers
 - Easy accessible and usable electronic resources
 - Collaboration and partnerships
 - Benchmarking
- Professional and skills development of information specialists needs to be focused on needs of researchers and institutional research goals
- Information specialists need to make researchers aware of their skills and expertise by engaging directly in institutional research activities



Recommendations regarding awareness of services, skills and expertise

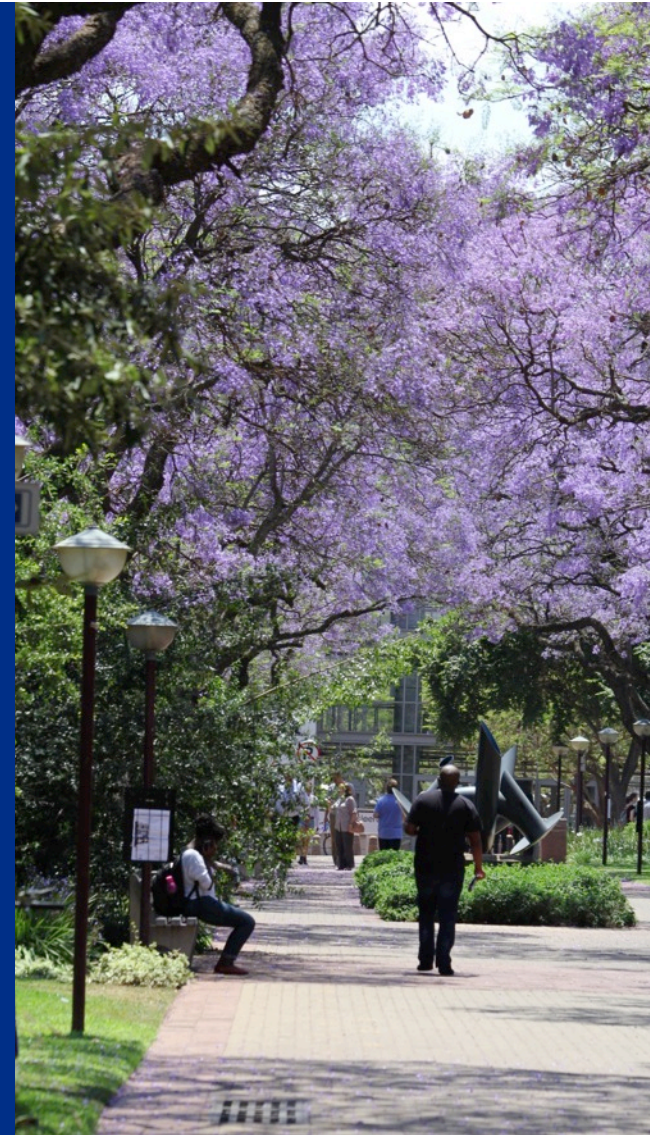
- Not only marketing of products / training, but also:
 - Expertise in information seeking (e.g. systematic reviews)
 - Expertise in information organising (e.g. research data management)
 - Skills to enable access (and preserve) information (e.g. non-print materials, grey literature, special collections, archives)





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Services to researchers



Access to information

- Collection building
- Collaboration and partnerships to locate information
- Collection development - more about access than actual ownership



Support with research and research methodology

- Research guide (LibGuide)
- Information sources on methodology
- Reference management tools (RefWorks; Endnote)
- Training program for postgraduate students

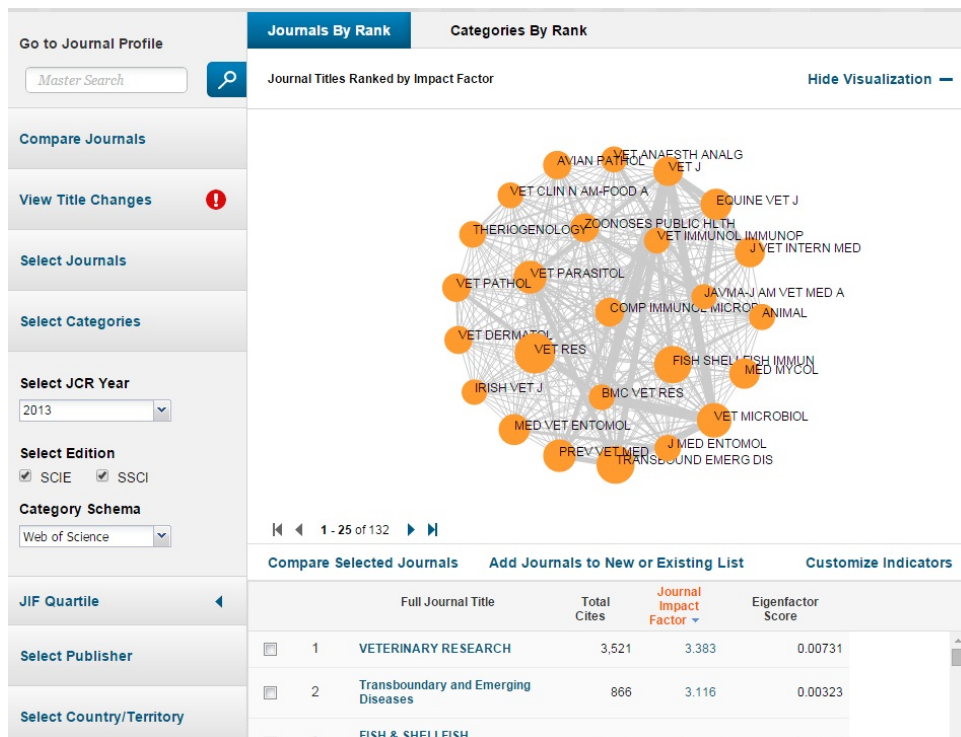
– Example:

Training program for Post Graduate students at the University of Pretoria 2015

Post Graduate Hub
Library Services
Student support

Date	Topic	Notes	Venue	Time	RSVP
04 - 05 May	MS Advanced Editing course	Targeting Masters and PhD students in the process of writing their theses or dissertations Margaux Mouton & Elize Nagel	Merensky Library Training room 1	08h00 – 13h00	RSVP to margaux.mouton@up.ac.za
04 May	EndNote	Bettie de Kock	Merensky Library Training room 1	14:00 – 16:00	No RSVP needed
05 May	Anti-Plagiarism	Bettie de Kock	Merensky Library, Training room 1	11h30-12h20	No RSVP needed
07 May	Anti-Plagiarism	Bettie de Kock	Merensky Library, Training room 1	12h30 – 13h20	No RSVP needed
08 May	Managing the student-supervisor relationship: roles and responsibilities	The memorandum of understanding, managing, timelines, feedback, conflict Prof B Slippers	Graduate Centre L1-72	14h30	RSVP to drispg@up.ac.za
11 May	Life skills workshop	Targeting Masters and PhD students Madeleine Nolte How to become the best YOU you can be and reach your full potential. A practical workshop	Auditorium	8:30-12:30	RSVP to margaux.mouton@up.ac.za
11 May	RefWorks	Bettie de Kock	Merensky Library Training room 2	14:00 – 16:00	No RSVP needed
12 May	Anti-Plagiarism	Bettie de Kock	Merensky Library, Training room 1	11h30-12h20	No RSVP needed
14 May	Anti-Plagiarism	Bettie de Kock	Merensky Library, Training room 1	12h30 – 13h20	No RSVP needed
15 May	Opportunities post PhD	Targeting final year PhD students-postdoctoral funding, internal and external opportunities, considerations when choosing a postdoctoral research advisor/mentor Prof S Burton	Graduate Centre L1-72	14h30	RSVP to drispg@up.ac.za

Research output and visibility



- Bibliometric information
- Accredited journals
- Journal impact factor
- Research repository
- Open Access publishing
- Researcher ID, ORCID ID, Scopus ID
- Linkage with social media (UPSpace – UP relations)

Embedded librarianship

- Faculty
 - (research committee, Faculty day)
- Departments
 - (personalised / pro-active services)
- Postgraduate curriculum (VRM)
- Undergraduate curriculum

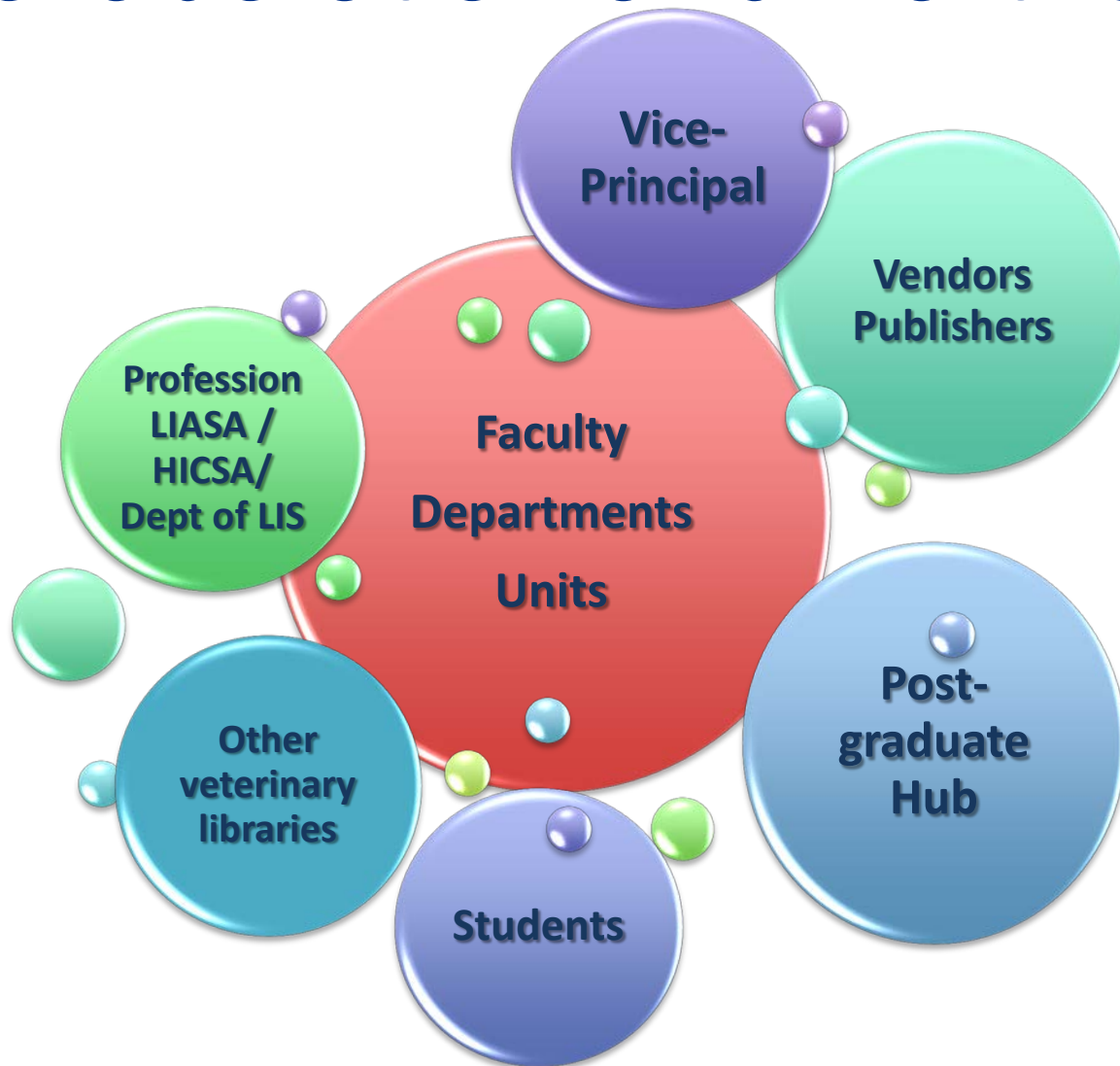


Library space for research

- Designed to incorporate diversity of needs
- New development in process



Collaboration and Partnerships



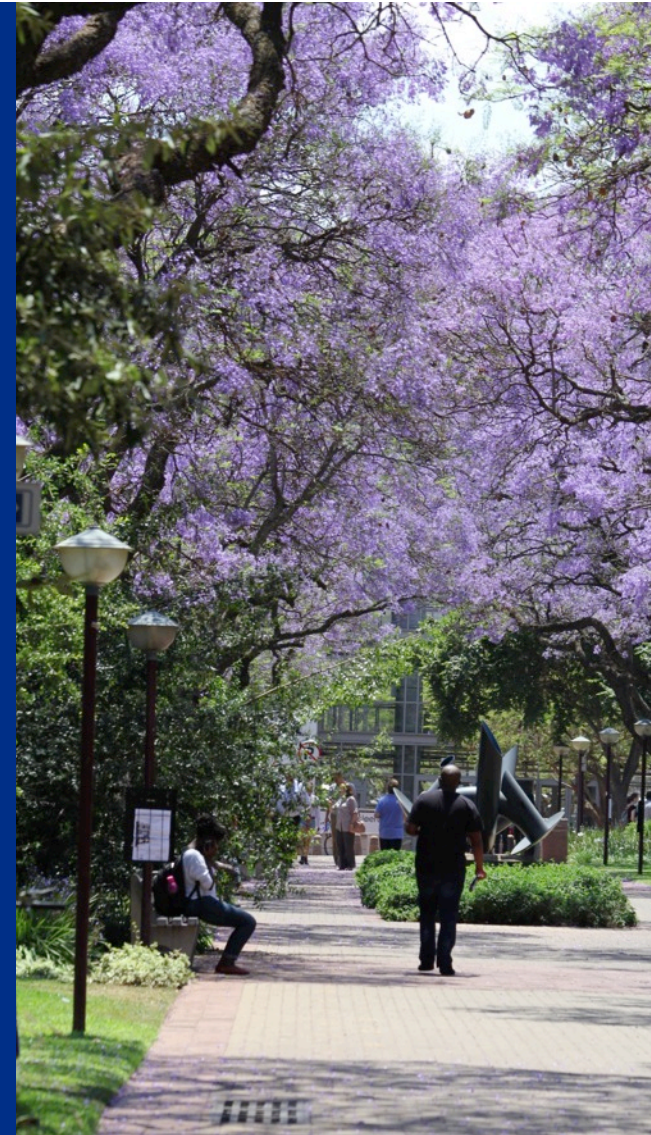
Conclusion





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Thank you



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