



# **The library information needs of the Bournemouth University research community**

**A report for Academic Services, Bournemouth  
University**

**Author: Linda Constable, Consultant**

**Date: 14 December, 2007**

## Table of Contents

1. Background .....	1
2. Methodology.....	2
3. Results .....	2
4. Conclusions.....	6
5. Action Plan .....	8
APPENDIX 1 .....	9
Researchers' Use of Academic Libraries and their Services. ....	9
APPENDIX 2 .....	12
FOCUS GROUP - Research Supervisors.....	12
APPENDIX 3.....	17
FOCUS GROUP – Research Students.....	17
APPENDIX 4.....	21
FOCUS GROUP - School of Health and Social Care Research Community.....	21

# The library information needs of the Bournemouth University research community

## 1. Background

Bournemouth University Library commissioned a study to investigate the information needs of the Bournemouth University research community.

The study was informed by two key reports.

Firstly, the *Academic Services Strategic Vision 2007/8 – 2011/12*, 2007. The vision for Academic Services is to become a University Centre of Professional Excellence in support of Bournemouth University's learning and research environments by 2012. The four core elements of the vision are: leading students' academic skills development; supporting student- centre e-learning; providing library resources and information tools to support the education and research communities; developing academic staff in support of reaching potential.

Secondly, a national report, *Researchers' use of academic libraries and their services: a report commissioned by the Research Information Network and the Consortium of Research Libraries* (see Appendix 1).

There are six key points in this national research report:

- i. **Pressure points:** Researchers want more digital content; libraries have limited budgets to buy access to resources; libraries struggle to get top level support for budgets; researchers believe that libraries give higher priority to teaching and learning.
- ii. **A sense of place:** researchers choose to access information over networks, outside the physical library – with the exception of arts and humanities researchers who prefer more print; a third of arts and humanities researchers use other libraries, however this is less for other disciplines; more must be done to facilitate the use of other libraries
- iii. **Researcher behaviour:** researchers use digital metadata to locate resources; information sources not in electronic form tend to be ignored; researchers are not prepared to invest much time in obtaining print sources; use of Inter- Library Loans (ILLs) is declining as researchers bypass the library to obtain resources.
- iv. **New ways of working and providing:** librarians have a key role as custodians and managers of digital resources; librarians need to put effort into improving take up of help and advice from the research community; multi-institutional virtual learning environments will increase making new demand on Librarians, e.g. inter-institutional co-operation.
- v. **Visibility, sharing and openness:** many information resources remain underused; researchers' awareness of developments in new forms of scholarly communication is low.

- vi. **Library research community relations and the future promotion of library service:** remote access and researcher independence are problematic in liaising with the researcher community; libraries need to find ways to form stronger relationships with the research community; there is a risk of researchers using alternative routes e.g. social networking, by passing libraries.

## 2. Methodology

The aim of the study was to gain the views of the Bournemouth University research community and see if the responses are different from the responses in the *Researchers' use of academic libraries and their services*. The results and action plan will then identify the library service developments until 2012, in alignment with the *Academic Services Strategic Vision 2007/8 – 2011/12*.

The Library Group consisting of Jill Beard, Matt Holland and Jonathan Hutchins identified the requirement for three focus groups: research supervisors and post doctoral researchers; research students; School of Health and Social Care research community.

Three focus groups were held with 19 members of the research community attending. These were facilitated by either Professor John Fletcher or Linda Constable and with attendance by members of the Library Group.

The responses were summarised under the 6 key headings as given in *Researchers' use of academic libraries and their services*. The summary notes of each focus group were also emailed to further members of the research community who had expressed an interest but were unable to attend. Additional comments were received and noted from five research supervisors (see Appendix 2) and one research student (see Appendix 3).

## 3. Results

### 3.1 Pressure points

Rapid changes in resources available, for example new electronic databases and collections make it difficult for researchers to maintain a 'helicopter view' of resources available. There is a fear that there is even more available as 'you don't know what you don't know'. Researchers identified the need for an overview or 'virtual road map' to guide them through currently available resources. It was suggested that Web 2.0 technologies might help in current awareness, specifically blogs and wikis. The disaggregated nature of e-mail was highlighted as a disadvantage for keeping up to date.

Research supervisors, as well, as researchers, find that there is an information overload and need expert guidance and support with their research information needs, particularly anything that helps with productivity and quality. The speed within which the digital information searching training can be delivered is also critical to the efficient use of both the supervisor's and researcher's time. Subject Librarians are currently seen as providing a level of guidance and support to the research community.

The research community values the service that the library is currently providing but identified the need for a greater and ongoing awareness of the changing needs of

researchers. However, there is some recognition of a lack of funding for resources and a need for rigorous acquisition evaluation, including electronic resources, so that any resource spend is used to best effect.

The research students, in particular, were not aware of the financial arrangements for resource acquisition and indicated that some of their research areas were under-resourced. In some cases this included print, particularly key texts, as well as digital resources.

The new and developing Research Centres were also identified as providing a challenge for resource acquisition. There is a need to align and build research collections to support the focussed themes of these centres and to move away from the current School funding model which is based on the undergraduate teaching and learning community. The Research Centres are where the research activity will be focussed and where more support will be required.

### **3.2 A sense of place**

Researchers at Bournemouth University prefer to work in their own office space rather than the library, as this allows access to digital information from their personal desktop including email, library resources through myBU, Google, and personal datasets.

There was, however, a sense that the library would be used more by researchers if a specifically designed working environment were available for them. Comments were made at different points in the discussions about the need for innovative space to foster discussion and a sense of community amongst researchers. These spaces would benefit from interactive technologies, network connectivity as well as café style seating.

Researchers generally visit the library for printed resources or to contact library staff. This could be the extremely helpful staff on the desks or the expert Subject Librarian. Some researchers visit the library to access archive material e.g. Media School's Broadcasting History Archive. There was an expectation that the holdings of archive material or data sets should increase.

Some researchers would visit other libraries if that was the only way to access a resource, particularly a special collection or archive in their specific research area. However, there is a role for the Library in awareness raising and signposting to these specific collections, in addition to facilitating access. These reciprocal arrangements should also include access to digital resources both on-site and remotely, and subject support if required.

### **3.3 Researcher behaviour**

Bournemouth University's researchers prefer to use digital finding aids to locate both printed and digital resources. New researchers, in particular, expect rapid, relevant results and user friendly systems.

The need for more sophisticated search tools, relevant to researchers rather than undergraduates, that use natural language i.e. personal to the researcher. That can also clearly identify relevant resources and scan the less relevant for golden threads

or nuggets of information. The issue of relevance also raises the need for high-quality metadata.

The main digital finding aids are Google or Google Scholar with mySearch, which was introduced in September 2007 becoming more widely used. There were also some specific issues in accessing digital resources: a single logon rather than the multiple logons that are now required; category headings in mySearch do not allow cross-discipline searching. There was a suggestion for an 'Amazon' style search facility that relates to journal articles e.g. 'researchers who read this article also read these articles'.

There was also a requirement for clarity regarding the level of access i.e. the abstract or full-text, with a definite requirement for more full-text access for both journals and books. There was also an identified need to have access to the full text of material in journals, in addition to articles, e.g. Letters, Editorial and Comments, as researchers need to evaluate the current, innovative thinking represented by this material.

There is a distinct preference for digital resources as they are perceived to be more current. 'Utopia would be everything online on own desktop including Inter Library Loans.'

Inter-Library Loans (ILLs) are used by researchers to identify and evaluate key resources where there is no full-text digital access. There were some concerns about the speed of delivery and it was also noted that there were problems associated with the British Library Secure Electronic Delivery Service (SED). Frustration was articulated with the ongoing requirement to have a physical signature for ILLs and some expressed uncertainties about the secure electronic delivery options. The research students also raised the difficulty of obtaining a supervisor's signature.

The main concern is the need for information literacy skills training, primarily for new researchers as undergraduate-level information skills are inadequate for this level of research.

However, supervisors also recognised that they need to identify, locate and access resources for their research students with most identifying that they also needed additional support and awareness training. The Subject Librarian's expertise was also recognised as having a key role in this training.

### **3.4 New ways of working and providing**

Researchers have tended to work in isolation. Bournemouth University's research community is growing in size and characteristics, as well as becoming increasing inter-disciplinary. This may also be extended to greater external and international collaboration. There is a growing culture of openness and sharing amongst the Bournemouth University research community with new library services required to meet this need.

Researchers would like space designed specifically for their needs: a quiet and fully functional study/workspace; opportunities for collaboration and group discussion with their immediate colleagues and other academic schools and research centres. The use of new technologies is required for supporting this collaborative working which is likely to become increasingly global e.g. online conferencing and Skype.

Supervisors and research students are very positive regarding the work of the library, in particular, the Subject Librarian, and the range of databases, catalogues and resources that are available. However, there is still a high expectation that there are even more resources and services that will assist them with their research.

Researchers at Bournemouth University want digital access to journals and monographs relevant to their research area, including theses. The research community is growing and the number of Research Centres is expanding. There is an increase in inter-disciplinary research and funding is needed to resource this new way of working as the current resource allocation models are largely based on the Academic Schools' teaching and learning support.

The growth in digital research outputs requires creative and innovative thinking by the library and the research community e.g. Virtual Research Environment. The Subject Librarians are identified as the experts in information management and there are opportunities for partnership projects to explore innovative technical solutions that will raise individual productivity.

There is evidence of individual collection building with researchers building their own personal electronic library which they are also keen to share with other researchers. Researchers may also bypass the library and use other contacts, such as publishers to access new material.

The role of the Subject Librarian in the research process at Bournemouth University is seen as one of an expert, particularly in finding information, signposting new resources and horizon scanning.

There is a need for a range of formal and informal information skills training and awareness raising e.g. Summer schools, one-to-one sessions with Subject Librarians. Researchers need to understand the importance and relevance of acquiring these skills.

There is also a need to identify new networks for working with the research community, in the same way that the School/course meetings are attended by Subject Librarians for supporting the undergraduate community.

The provision of innovative digital help facilities including the use of telephone, email, online realtime chat and co-browsing that is accessed via the personal desktop will support research activity.

New and emerging social networking technologies, such as Web 2.0 and Web 3.0 and beyond, will shape the service for researchers. The solution will be a personalised service developed in partnership with the research community with a range of options including services such as RSS feeds and a regular personalised alert service.

### **3.5 Visibility, sharing and openness**

The researchers had low levels of awareness of new services and there was an expressed desire to be better informed. For example, the Bournemouth University institutional repository was viewed as a positive development, particularly for researchers who had previously used this service. Bournemouth University Research Online (BURO) will increase access to research outputs and support new research.

There was also recognition that there was a lack of awareness of all the physical resources that were available from the two libraries (Bournemouth House and The Sir Michael Cobham Library) particularly if a researcher is based at one campus and tends to mainly use that campus' library. This can also be extended to awareness of special collections and archives in other libraries. Again, this reflects the sentiments in the comment 'you don't know what you don't know'.

### **3.6 Library research community relations and the future promotion of library service**

There was a general response that the library is still needed, if it is relevant to people's needs and provides a cost-effective solution.

Librarians or information/knowledge management experts are seen as having a core role in supporting the research community. This is based on their knowledge/information management expertise and this role is currently performed by the Subject Librarians. This wider role will also include database management, however, librarians need to be fully integrated and play a full part in supporting the research community of the future.

There was an identified need for a flexible, fluid space for meeting, thinking and learning: a quiet work space with access to the researchers' personal desktop and office services; a collaborative community space for inter-disciplinary discussion using innovative technical solutions e.g. an electronic cave.

There was also recognition that books are not likely to disappear in the next 10 years with the library continuing to provide access to the printed collections, including archives, and developing innovative, cost-effective solutions. There was also much debate and discussion about the 'library' as a virtual space with the range of digital services that have been identified and discussed in this study.

Bournemouth University's researchers require improved communication channels with a more pro-active and personal service that is specific to an individual researcher's needs. The library currently has a Library Blog on myBU, which could be used for updating the research community. Most researchers were unaware of the blog and thought that it should be more visible on the library website. Social networking tools e.g. wikis, would facilitate sharing amongst the community with the need for evaluating new technologies to provide innovative services and solutions.

## **4. Conclusions**

Bournemouth University's research community is rapidly growing in size. The new inter-disciplinary Research Centres are changing how resources and groups are organised. The library has begun to develop its services for the research community and this study has provided an opportunity to consider which new services this community needs.

This study has shown that Bournemouth University's research community is broadly in agreement with the national research in *Researcher's use of academic libraries and their services*.

There is a preference for digital media using desktop access and the need for innovative and cost-effective solutions, including rich online discovery tools and use of social technologies. Full access to all resources both locally and in other institutions requires high quality metadata which will deliver the relevance that researchers need in their information searching.

The role of librarians is seen primarily as an information and knowledge manager providing database management, information literacy skills training and signposting new resources. The current Subject Librarian function is seen as increasing in importance as the research community grows.

Regarding a physical facility, there needs to be a flexible space for locating collections and meeting the needs of the research community for collaborative and reflective working.

The main area which has not been evidenced in this research is the differences between the sciences and humanities although there was a slight preference for access to archive collections with the Media School as compared with the School of Design, Computing and Engineering. The Subject Librarians are in a position to explore this further within their own research communities.

Consideration needs to be given to what impact Bournemouth University's new inter-disciplinary Research Centres will have on resource allocation models. The Library will need to clarify how resources might be made available and identify how best to support inter-disciplinary research.

An area that was not explored in the report was the different needs and roles of research supervisors and research students. Both groups require formal training and support in using online discovery tools with the research students needing more formal and systematic training and support. The relationship between the Supervisors and the Librarians is more facilitative and individual, with both learning from the other. The supervisors are also in a position to identify and support new funding models and gain high-level support for the library.

A very positive outcome from this study has been the partnership opportunities for the Library to work with the university's research community to develop and shape new services using emerging technologies that will meet the needs of this growing community.

## 5. Action Plan (agreed by Library Executive)

Key Area	Actions	Academic Year
1. Communication		
	1.1 Develop a communications plan to support research students, researchers and research supervisors. The plan will encompass a wide range of channels including Web 2.0 and face to face	2007/08
	1.2. Establish a regular forum for an exchange of ideas between the research community and the Library	2007/08
	1.3 Identify library representatives / champions from the research community	Ongoing
2. Information Literacy		
	2.1. Review current practice in the support of researchers, research students and supervisors	2007/08
	2.2. Develop and implement information literacy programmes available to research students, researchers and research supervisors. Programmes to include, diagnostic tests, and a blended delivery strategy including myBU and face to face	2008/09
3. Support Structure		
	3.1 Review current practice in library staff deployment in support for research.	2007/08
	3.2 Explore specific issues raised by across School, inter-disciplinary research	Ongoing
	3.3. Review and develop tailored services for researchers, research students and supervisors	Ongoing
4. Resources		
	4.1. Include the resource needs of the research community in the <i>Library Collection and Access Development Plan 2007-2012</i>	2007/08
	4.2. Review resource funding and support for Research Centres	Ongoing
	4.3. Broker access to resources and subject specific support in other university libraries	Ongoing
	4.4. Develop the space available for research archives	2009/10
	4.5. Review technical and legal implications of researchers sharing personal libraries and data to enable collaboration with colleagues	2008/09
	4.6. Investigate e-theses	2007/08
5. Immediate actions		
	5.1. Ensure issues raised in the Focus Groups of an immediate and operational nature are addressed in a timely fashion	2007/08
	5.2. Take account of researchers' needs when planning new library space in Summer 2008	2007/08
	5.3. Review logon procedures and work towards a single logon	Ongoing
	5.4. Develop mySearch to encompass researchers' information needs	2007/08
	5.5. Develop library staff training and awareness programme to increase understanding of research and research activity	2007/08
	5.6. Promote BU repository to research community	2007/08

## **APPENDIX 1**

### **Researchers' Use of Academic Libraries and their Services.**

Summary of report from the Research Information Network [RIN]

**Researchers' Use of Academic Libraries and their Services. Summary of report from the Research Information Network [RIN]**

RIN Key points	RIN Report Summary	Comments from BU Library
Pressure points	<p><b>Researchers</b> want more digital content.</p> <p><b>Libraries</b> have limited budgets to buy access to resources.</p> <p><b>Libraries</b> struggle to get top level support for budgets.</p> <p><b>Researchers</b> believe that libraries give higher priority to teaching and learning.</p>	<p><b>The Library</b> spends currently c60% percentage on digital resources.</p> <p><b>School budgets</b> are at capacity, some central funding is available to augment research capability.</p> <p><b>We acknowledge</b> that we have focused on supporting T&amp;L.</p>
A sense of place	<p><b>Researchers</b> choose to access information over networks, outside the physical library – with the exception of arts and humanities Researchers who prefer more print.</p> <p><b>A third</b> of Arts and Humanities Researchers use other libraries. This is less for other disciplines.</p> <p><b>More</b> must be done to facilitate the use of other libraries.</p>	<p><b>BU user surveys</b> confirm that most access of digital resources is from outside the Library.</p> <p><b>The inter-disciplinary</b> nature of BU's teaching and research activity does not enable easy disciplinary comparisons.</p> <p><b>BU engages</b> with <i>current</i> nationally agreed arrangements to use other libraries.</p>
Researcher behaviour	<p><b>Researchers</b> use digital metadata to locate resources. Information sources not in electronic form tend to be ignored.</p> <p><b>Researchers</b> are not prepared to invest much time in obtaining print sources.</p> <p><b>Use of ILL</b> is declining as researchers bypass the library to obtain resources.</p>	<p><b>Use of ILL</b> at BU has declined but we assumed this was in part linked to researcher access to the e journal and book services we provide.</p>
New ways of working	<p><b>Librarians</b> have a key role as custodians and managers of digital resources.</p> <p><b>Librarians</b> need to put effort into improving take up of help and advice from the research community.</p> <p><b>Multi-institutional</b> virtual learning environments will increase making new demand on Librarians, e.g. inter institutional co-operation.</p>	<p><b>We embrace</b> the ideas of new ways of working. As we have no heritage of systems directed at supporting research we have an open mind on how to precede.</p> <p><b>What</b> means of communication are our researchers already using?</p>
Visibility, sharing,	<p><b>Many</b> information resources remain underused.</p>	<p><b>The Library</b> is committed to finding new ways to</p>

openness	<b>Researchers'</b> awareness of developments in new forms of scholarly communication is low.	support researchers, increasing awareness of new information resources and tools to locate and exploit them.
Library-research community relations and the future promotion of library services	<b>Remote</b> access and researcher independence are problematic in liaising with the researcher community. <b>Libraries need</b> to find ways to form stronger relationships with the research community. <b>There is a risk</b> of researchers using alternative routes e.g. social networking, by passing libraries.	<b>The Library</b> is committed to finding better ways to support research and form stronger links with the research community.

Research Information Network, 2007. *Researchers Use of Academic Libraries and their services: a report commissioned by the Research Information Network and the Consortium of Research Libraries*. London: RIN/CURL. Available from: <http://www.rin.ac.uk> [Accessed: 20 September 2007 by Matt Holland, Subject Librarian, Academic Services].

## **APPENDIX 2**

### **FOCUS GROUP - Research Supervisors**

## **Notes from Focus Group Research Supervisors 21 November, Graduate School, Talbot Campus**

***"What do libraries need to do now and in the next 10 years to meet your needs as a researcher?"***

**Present: 7 Researchers involved in supervision**

**3 from School of Design, Engineering and Computing      1 from Graduate School  
3 from Media School**

Jill Beard, Academic Services, Deputy University Librarian  
Matt Holland, Subject Librarian, Media School

Linda Constable, Facilitator

### **1. What are the pressure points in your use of our library services regarding your research information needs?**

- Too much information and the landscape keeps changing – very complex.
- Supervisors unable to keep up with what is available from the library.
- Students do not know what is available as they report that unable to find the required information on their own and need directing to Subject Librarian.
- Clarity when accessing through the Federated Search Engine regarding what specific information resource is available e.g. abstract or full text.
- Multiple logons.

### **2. Can we ask that you share your views on the potential and importance for our service continuing to develop its virtual service?**

- New technology important element and need to be creative in our/Library thinking about use of space and technology.
- Use of social networking/technology tools e.g. wikis for sharing amongst research community.
- Library Blogs.

### **3. Keeping in mind developments in networked access to information what aspects of your behaviour as researchers will change in the future?**

- Research students tend to ignore printed resources.
- Less physical visits to the library for information as most resources are available on the desktop.
- Researchers build own personal electronic library on the desktop and want to share this with the rest of the research community.
- Library space will have a different use as more electronic resources and less printed. Researchers will need a space for communication and discussion incorporating group areas and quiet areas and library could offer this space. This will also promote cross-School research and inter-disciplinary discussion.
- Collaborative community space with large screens e.g. Electronic cave.

### **4. How might Librarians develop their support for your work?**

- Expert/ Subject Librarian to assist locating resources.
- Guides e.g. assistance with relating different forms of publications and information resources.

- Research Skills sessions for Supervisors and Research students.

**5. How do you go about finding new information? What might help your quest?**

- Google is an important tool and can be used for identifying communities of people using articles/authors as the starting point.
- Contact publishers for new material.
- Library Blog for updating research community.
- 'Amazon' style bibliopedia e.g. journal articles - if this article is relevant then this one might also be relevant.
- E-journals – need more than just the articles – access to complete journal i.e. letters and news.
- Assistance with access to key texts.
- Review ILL service.

**6. How can the library best communicate with you and how can we support your research activities? Do you still need libraries?**

- Definitely still need libraries – general agreement – recognise expert information management skills – analogy of being your own dentist.
- Annual Focus Group (suggest February) to meet and discuss with research community (Students and Supervisors).
- Systematic research training for students and supervisors.
- Use existing networks for communicating with research community.
- Research students and subject librarians/experts holding regular meetings.
- Still a requirement for some printed resources which would be located in the Library especially for Special/Archive Collections.
- Funding and budgets were also discussed with suggestion of identifying sources of funding for developing joint projects between Academic Services and the research community to develop new ways of working and accessing information particularly using new technology.

**Additional comments**

The Focus Group notes were circulated to additional members of the academic community with responses received from:  
3 professors and two post doctoral researchers.

Many of the comments concurred with the Focus Group, with the additional comments given below

**1. What are the pressure points in your use of our library services regarding your research information needs?**

- Prefer to use digital resources that can find and interrogate remotely – increases productivity and quality, also probably more current than printed.
- 3 pressure points in gathering information: what can access via BU including full text or abstract; ability to use resources competently; availability of remote access and need for passwords.
- As supervisor like to be able to direct researcher to physical resources in library until trained in use of digital resources – speed that research students can be trained in the use of digital resources as the quicker this happens the quicker their work progresses and the less time that supervisor has to explain what and where they look for information.

- The status quo is not acceptable: which is a value judgement about what is important in terms of the University meeting its objectives.

**2. Can we ask that you share your views on the potential and importance for our service continuing to develop its virtual service?**

- Vital for the 'research community' that Bournemouth University develops its 'virtual' research resource service for both productivity and quality reasons.

**3. Keeping in mind developments in networked access to information what aspects of your behaviour as researchers will change in the future?**

- Increased international collaboration on research projects with use of other means of communication e.g. blogs, on-line conferencing through Skype for example.
- Developing access to virtual resources will mean less need for Inter Library Loans – and may also mean less use of the library building.
- Library could provide a forum for discussion.
- Use of other libraries especially humanities, possibly more active in directing research students who want to see archived papers journals etc to e.g. Southampton University library.

**4. How might Librarians develop their support for your work?**

- Librarians offer information skills sessions/workshops and guidance notes for supervisors and researchers with objective to raise individual productivity.
- The library, as a resource of people educated in knowledge management and needs to make that, the dissemination of their knowledge and skills attractive and for the researcher to understand that he/she can spare the time to up skill.
- Organisation need to consider how to make it a learning organisation in terms of attitudes by focussing on productivity and quality and how we can continually improve our performance in these terms.
- Idea of librarians as 'custodians of digital resources' - sends out all the wrong messages. Much better for librarians to be seen as playing an active and positive part in our ability to conduct research.

**5. How do you go about finding new information? What might help your quest?**

- Library to focus on productivity and quality so that supervisors/researchers can do more work quickly and conveniently.
- Library blog – must be have sufficient time/resources devoted to it to be worthwhile.
- Any support that can improve the knowledge of, and use of, digital resources in effective and efficient ways can only be helpful. No one knows everything so all can learn. Just a matter of how to get them to want to do it – librarians, researchers, research students.

**6. How can the library best communicate with you and how can we support your research activities? Do you still need libraries?**

- As a researcher (member of staff) tend to be less focussed on the library as a physical place/space and more towards the people working within in it.
- The research community needs knowledge management experts who can guide and perhaps assist in doing research efficiently (productivity) and effectively (quality).

- Possibly something more akin to the current RREP format of action sets/mentoring with those activities focussing on, and the participants becoming champions within the Schools and the library, of our understanding and application of knowledge management in research.
- Focus not just on the mechanics of knowledge management but also on the underlying issues and debates.
- 'Library-Research Community Relations': libraries and librarians need to look to business process re-engineering and re-intermediation with librarians (not libraries per se) playing a fuller part, and perhaps a different part, in the research community based on them being knowledge management experts, rather than as custodians of digital resources, and opening up areas of debate.
- Encourage students and researchers/lecturers to use small rooms in the library to discuss research articles and work collaboratively. It is hard to find teaching rooms at the time of day you need for this type of activity and it would be good if the library could be thought of as a learning space and used to support face-to-face evaluation of research information - too often research is very solitary.
- Increasing need at BU to align and build research resources with focused themes of the research centres. This is where the researchers need support for writing and where the PhD research activity will be focussed.

## **APPENDIX 3**

### **FOCUS GROUP – Research Students**

**Notes from Focus Group – PhD Research Students, 28 November,  
Bournemouth House**

***"What do libraries need to do now and in the next 10 years to meet your needs as a researcher?"***

**Present:**

Professor John Fletcher, Graduate School – Facilitator  
Marian Matthews, Graduate School  
Jill Beard, Academic Services, Deputy University Librarian

**9 PhD Students**

3 Business School  
3 Services Management  
1 Media School  
2 Health and Social Care

**1. What are the pressure points in your use of our library services regarding your research information needs?**

- Too much information therefore need for expert help, which is available from Subject Librarians, and also complements the excellent session in the Graduate School.
- Ensure that all research students are aware of how useful it is to meet with their Subject Librarian especially for 1:1 session for in-depth and specific help for their research subject.
- Using mySearch – specifically searching across databases (using the Federated Search Tools).
- The library as a working environment – too noisy and unable to concentrate – some preference to using own office which may cause difficulties with using some resources if only available in the Library or Department.
- Access to full text of key journals specific to individual researcher as sometimes only able to access abstract.
- Access to key texts – full-text not just abstract - specific to individual researcher – sometimes difficult to evaluate usefulness on the basis of the abstract.
- Access to printed resources in specialist subject area – requirement to view printed archive material (some).
- Preference for online access at office desktop where possible (some).
- Full access to archive material.
- Inter Library Loans (ILLs) – process
  - Requirement for supervisor's signature
  - Speed of delivery – different levels of satisfaction across the group
  - Difficulty with using the British Library Electronic access service – specific unresolved issue relating to access
- Resources available in two Libraries – Talbot Campus and Bournemouth Campus.
- Photocopying – need staff card for free photocopying in Library.
- Use of microfiche at Bournemouth House Library – inconvenient and frustrating - adjustable chair required.
- Self service machines are at times frozen especially at night time when one wants to take a book out.

## **2. Can we ask that you share your views on the potential and importance for our service continuing to develop its virtual service?**

- Research repositories – develop and promote availability.
- Ensure that resources complement not duplicate as there is some acknowledgement of budget constraints.
- Theses available electronically (national JISC project is addressing the copyright issue).
- More sophisticated search tools so that can both clearly identify relevant resources and scan seemingly less relevant resources in case miss anything.
- Searching using more natural language/researcher's search terms.
- More user friendly systems.

## **3. Keeping in mind developments in networked access to information what aspects of your behaviour as researchers will change in the future?**

- More creative thinking to ensure that systems can deliver user requirement.
- Timeliness – continue to raise expectations for more immediate access to relevant, full-text resources.
- Expect systems to deal with problems of relevance and filtering.
- Tools designed for researchers rather than the undergraduate community e.g. myBU – more cross-discipline search tools.

## **4. How might Librarians develop their support for your work?**

- All present recognised the value of Subject Librarians.
- More demonstration and promotion of available information resources and search tools in a fast changing environment.
- Use of School group sessions with Subject Librarian e.g. Summer School, as this will facilitate sharing and discussion amongst research students.
- More use of 1:1 sessions between Subject Librarian and researcher.
- More promotion of resources available in other universities that researchers can access especially if a subject area with limited or no coverage in Bournemouth University.
- Subject Librarian to work more closely with supervisors to meet PhD information needs.
- Clarify some of the decision making processes so clear if main contact in that circumstance would be supervisor or subject e.g. purchasing key texts.
- Increase use of Webinar to disseminate information (after the first session).

### **5a. How do you go about finding new information?**

- Use a range of resources and search tools e.g. myBU and Google Scholar.
- Very difficult to find what is there and if available in the format, timescale and location that appropriate to the individual.

### **5b. What might help your quest?**

- Alert services – monthly alert for specific research subject area that defined with Subject Librarian.
- More help from Subject Librarian – acknowledged as the expert.
- Regular Library Newsletter.
- Library Blog to be more prominent e.g. available from the Home page.

## **6a. How can the library best communicate with you and how can we support your research activities?**

- Communicate using email as printed letters may go astray.
- Personal communication through 1:1 meetings
- Alert services – monthly alert for specific research subject area that defined with Subject Librarian and for ILLs.
- Additional computer(s) in the special collection room could enhance typing work while searching for information there.

**6b. Do you still need libraries?**

- Quiet areas for researchers
- Libraries still needed if remain relevant to people's needs, possibly as social learning spaces, meeting, quiet areas, archives for materials in innovative cost-effective ways. Main danger for researchers is isolation.
- Library still needed as all the resources we require for the research we undertake.
- Future – research will be done at desks rather than libraries with Library role being that of database manager.

**Additional comments**

The Focus Group notes were circulated to 1, PhD researcher, Conservation Sciences who concurred with the Focus Group notes (see above).

## **APPENDIX 4**

### **FOCUS GROUP - School of Health and Social Care Research Community**

## **Focus Group – School of Health and Social Care, 29 November, Royal London House**

### ***What do libraries need to do now and in the next 10 years to meet your needs as a researcher?***

#### **Present**

2 HSC researchers with a third presenting comments by e-mail

Jill Beard, Academic Services, Deputy University Librarian  
Jonathan Hutchins, HSC Subject Librarian

Linda Constable, Facilitator

#### **Questions**

##### **1. What are the pressure points in your use of our library services regarding your research information needs?**

- Information Literacy skills – search and evaluation – finding relevance in the ever-increasing volume of information
- New Research students' IT skills – literature searching - these may be underdeveloped
- Expectation of rapid results – research students may not appreciate the time that is required as a researcher to research the information
- Don't know what you don't know
- Maximising the Subject Librarian's expertise
- Funding resources (journals/books – printed and electronic) for new research areas and Centres
- Logistics of access to resources at library at Talbot Campus if based at Bournemouth campus (whilst recognising this may be needed)
- Capacity and development of information resources – collection building

##### **2. Can we ask that you share your views on the potential and importance for our service continuing to develop its virtual service?**

- Recognise value of mySearch tool – continue to develop systems with observation that oversimplifying searching is not necessarily developing effective searching skills. Students need support in developing a knowledge and skills set that will support their lifelong information needs.
- Utopia would be everything online on own desktop including ILLs
- Hard copy only justifiable if electronic not available
- Electronic help facility using telephone, email, SMS messaging, online realtime chat, and co-working or co-browsing – different forms of communication depending on the level of complexity and will still need face-to-face contact for complex help needs.
- Need virtual road maps
- Need to develop new ways of working

##### **3. Keeping in mind developments in networked access to information, what aspects of your behaviour as researchers already has or will change?**

- Culture of openness and sharing
- Culture of expectation – that supervisors know what information is available and how to find it
- Increasing intra-School and cross-disciplinary research

- Concept of research community – researchers often work in isolation but need to collaborate and discuss
- Research community is growing in terms of characteristics and size/numbers
- More Research Centres with requirement for Subject Librarian support – and more inter-School Research Centres
- Less hard copy more electronic

#### **4. How might Librarians develop their support for your work?**

- Identify a Subject Librarian for each Research Centre/research area
- At university level review financial model to address emerging agenda i.e. cross School working and research rather than undergraduate model.
- Challenge of establishing resources and building stock for the new and cross-discipline Research Centres e.g. Health and Social Care Centres subject areas including chronic illness, skin care, psychology and public health
- Ensure all new academic staff have initial and follow-on sessions with Library staff to clearly identify the support and role of the Library in developing and supporting new Research Centres with an identified Forum for addressing potentially unresolved matters
- Informal drop-in sessions for researchers – but at a clearly identified time and place
- Need more sessions and make new researchers aware of all services
- Go beyond 1:1 sessions – systematic Information Skills training for researchers
- More proactive
- Recognise support required for both supervisors and PhD students – some overlap but also differences
- Recognise needs of individuals – different learning styles i.e. learning by doing
- Signpost special collections at other universities
- Recognise that 2 way learning process – partnership between Subject Librarian and Researcher/Supervisor

#### **5. How do you go about finding new information? What might help your quest?**

- Use searching tools e.g. Google Scholar
- Serendipity – happen across a resource e.g. Bournemouth University Repository
- From colleagues and through previous posts at other universities
- Develop systems for signposting/alerting key developments e.g. Repositories

#### **6a. How can the library best communicate with you and how can we support your research activities?**

- Message of the week from Subject Librarian/Library – Did you know? Have you tried?
- Online support – develop FAQ model and other services
- Library Blog
- RSS Feed
- Horizon Scanning – what might help

#### **6b. Do you still need libraries?**

- Need people more than ever - Continue to need the subject knowledge and expertise of current Subject Librarians, especially valuable is knowledge of new information sources and this becomes even more essential with the growth in information

- Need a flexible, fluid space for meeting, thinking and learning that facilitates cross-disciplinary research activity with 'Library' possibly becoming more of a concept than a physical reality.
- Need a place for books as not likely to disappear within 10 years – but 'Library' is much more than a collection of hard copy resources.
- Access to own desktop and work areas in all 'Library' spaces
- Develop outreach/proactive service model