Better Together
Technical Services & Public Services

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“There are no problems we cannot solve together, and very few that we can solve by ourselves.”

Lyndon B. Johnson
Communication vs Collaboration

• Communicate
  • To convey knowledge or information about; make known

• Collaborate
  • To work jointly with others or together especially in an intellectual endeavor

Merriam-Webster [https://www.merriam-webster.com/]
Public Services & Technical Services Collaboration: Not the Norm?

• Part of the same team: helping patrons
• Good at communication
• We collaborate when needed
  • Catalog issues (public display; subject headings; public notes, etc.)
• Mostly do our work without crossing the border

• Complex projects and work that’s not routine
  • Beneficial for librarians with different backgrounds, experiences and skillsets to come together
How We Started Collaborating

• YOUR HEALTH Radio [https://yourhealthradio.org/](https://yourhealthradio.org/)
  • Radio talk show on patient health produced by UNC Family Medicine
  • Wanted space online to post radio show recordings and information
  • Barbara Renner (PS) initiated project/partnership with radio show and HSL – started in 2009
    • Created blog/website with WordPress
    • Library director suggested Barbara talk with Lee
    • Leads and manages project
  • Lee Richardson (TS) provided input in how to index and organize the blog
    • Provides links to more information and indexes content weekly
Complex Library Guide

• Creating guides (LibGuides) somewhat routine
• Large, complex guide may benefit from additional perspectives
Research Guide

• Barbara Renner (PS) asked to create research guide for librarians (internal use)

• Guide for librarians to learn more about and be more comfortable with:
  • Research in general
  • Resources and research environment on campus (UNC large research intensive institution)
  • Research language and terminology
  • Granting agencies in the health sciences

• MASSIVE GUIDE!
  • How information is organized, navigation features, tab & box titles all more critical
  • Barbara Renner asked for help with this part
Research Guide: Librarian Roles

• Barbara Renner (PS)
  • Identified areas of research particularly complex and confusing
  • Identified commonly used language for research in general and on campus
  • Investigated research activities, offices and resources on campus
  • Identified major granting agencies in the health sciences

• For all resources
  • Annotated when needed
  • Highlighted important aspects of websites
Research Guide: Librarian Roles

• Lee Richardson (TS)
  • Thought about how people will use
    • Organization of content
    • Titles for boxes and tabs
    • Table of contents and index
      • Table of contents – YES
      • Index – NO Too time consuming to maintain
    • Need to search in one LibGuide
      • Google custom search
Progression of a Research Scientist

- NIH Research Training and Career Development
  - K23: Career Development Research Training, Investigators, Other Training (e.g., other training, postdoctoral fellowships)
  - K08: Clinical Research Training, Investigators, Other Training (e.g., other training, postdoctoral fellowships)
  - T32: Institutional Training Programs, Investigators, Other Training (e.g., other training, postdoctoral fellowships)

- NIH can help you become a research scientist (e.g., training grants, postdoctoral fellowships)

- Quick start: information from NIH/Academic magazine; ref to the academic career level; ref to the scientific community

- NIH: Division of Research Training (DRT)

- NIH Clinical Career Development (CCD)

- NIH Early Stage Investigator (ESI): A new investigator within 10 years of completing a research degree or research residency is considered an ESI. When a traditional (T32) NIH research grant application from an ESI is reviewed and considered for funding, the application career stage is considered: investigator can request an extension for the ESI period, ESI status is only considered on NIH applications.

Guide for Grants & Contracts

Description of the NIH Guide for Grants and Contracts

What is an FOA, RC, RFA, RFP, NOT? (see detailed info at link above, brief info below). What do the numbers and abbreviations stand for?

- FOA: Funding Opportunity Announcement
  - A policy that outlines the criteria and requirements for the award of a grant or cooperative agreement, usually as a result of a competition for funds. Funding opportunity announcements may be known as program announcements, requests for applications, notices of funding opportunities, or other names.
  - AFOA: Notice of Funding Opportunity

- RFA: Program Announcement
  - Identifies areas of increased priority or emphasis on particular funding mechanisms for a specific area of science
  - Types:
    - RFA: A notice to solicit research, training, and other research opportunities as described in the announcement
    - RFAs: Lists specific research activities as described in the announcement
  - RFA: Request for Application
    - Identifies a narrowly defined area for which one or more NIH institutes have one or more grants for the purpose of funding.

- RFP: Request for Program Proposals
  - Solicits proposals for a program that meets certain criteria, as specified by the sponsor.
  - NOT: Notice
    - Announces policy changes and, changes to RFA or RFP announcements, RFPs and other general information.

What do the numbers and abbreviations stand for?

- RA Numbering: RA-00 indicates an RFA issued in 2000 or for funding in 2000 (e.g., with an associated award number (WA).
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- Notice Numbering: Notice-01-00-00 indicates a notice issued by the Office of the Director (OD) in Fiscal Year 2001 (e.g., with an associated award number (WA).

Grant Programs

NIH Research Project Grant Program (R01)

- The Research Project Grant (R01) is the original and traditionally largest grant mechanism used by NIH. The R01 provides support for health-related research and development based on the mission of the NIH. R01s can be investigator initiated or can be solicited as a Request for Applications. They may be submitted at any time and are reviewed by an NIH study section and/or peer review panel.
  - The Research Project Grant (R01) is a grant on an investigator-initiated basis, supported by a scientific and technical plan developed by the investigator. The R01 grant is limited to research and development that supports the investigator’s specific interest and priority areas, based on the mission of the NIH.
  - The R01 is one of the key indicators of research productivity and excellence for academic and research institutions.
  - The R01 is a key component of the research career and is essential for obtaining and maintaining a successful research career at the National Institutes of Health and the National Cancer Institute.
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Additional Resources:

- Additional NIH Office of the Director Offices that provide R01 funding.
T & P = Research Training and Partnerships

- Examples
  - X awards (institutional research training awards)
  - X awards (individual Institutional National Research Service Award)
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Other Training-Related Programs:

- Example
  - X awards (individual Institutional National Research Service Award)

X = Research Career Development Awards
P = Program Project/Center Grants

More Links and Helpful Terms

Institutional vs. Experiential Research: Experiential Research is research supported by NH through a grant, contract, or cooperative agreement. Experiential Funds are used to support research and organizations outside the NIH.

What is a “study section”? A study section (or related or standing study section) is a standing scientific review group (SRG) made up of external scientific experts recruited by Scientific Review Officers to provide the final level of NIH grant application reviews for scientific and technical merit. The review groups operate under the guidance of the integrated Review Group/Center Review group, established in the NIH Office. They meet at least once a year, and each study section has members who serve for 4-6 years. They will also engage senior members for less than 4 years. The term “study section” is sometimes used to refer to an individual or standing scientific review group, such as a one-time or recurring peer review group.

- see also: CSR or Center for Scientific Review
- The portal for NIH grant applications and their initial review for scientific merit: CSR organizes the peer review groups that evaluate the majority of these applications. Their mission is to ensure that NIH grant applicants receive fair, independent, expert, and timely reviews—free from inappropriate influences—that NIH can fund the most promising projects.
- Application Resources
  - Includes links such as Peer Review Resources, Jumpstart Your Research Career, Tips for Applicants, and “Successfully Navigating NIH Peer Review and Granting ROCs: Grant
  - FAQ for Applicants
  - NIH Peer Review Glossary of Terms and Acronyms

What is scoring of grant proposals? What are the percentages?

- Preliminary scores: before the review meeting, reviewers assign to each application a preliminary score, which indicates the overall impact score on the individual applications. Preliminary impact scores are not a numerical average of the individual reviewer scores but rather reflect the reviewer’s overall assessment of the potential impact that the project is likely to have on the field. The average of the preliminary impact scores provided by the reviewers in an application will be used to determine which applications will be discussed at the review meeting and in which order. Final impact scores are determined at the review meeting.

- Percentage: For unfunded RO1s (research project grant applications) reviewed by the NIH Center for Scientific Review, NIH converts the overall impact score into a percentile. This is done to normalize the scoring by CSR/NIH study sections. The percentile is a ranking that allows the relative position of each application’s overall impact score in the study section, usually, on the last three meetings. Percentiles range from 1 to 99 in whole numbers. One-percentile bands of NIH applications receive percentile scores.
  - Very low: The percentile loss the percentage of the applications that receive a score equal to or better than that percentile.
  - Understanding Percentiles of Scoring Grant Applications

NIH RePORTER and NIH Data Book

NIH RePORTER

Contains information on ongoing research projects and events.
Difficult Search

• Public Services librarians working with team of researchers dispersed around the country on scoping review – a type of systematic review
• Researchers described what they wanted but didn’t have example articles
• Topic was very broad and problematic because terms changed over time and not all concepts are well indexed
• Librarians hit a wall; only found content that seemed to be somewhat related – nothing on target
Teamwork

- Barbara Renner (PS) asked Lee Richardson (TS) for input
  - Lee’s Role
    - Reviewed Medical Subject Headings (MeSH) for new ideas
    - Reviewed Library of Congress Subject Headings (LCSH) for new terms and concepts not included in MeSH
    - Searched PsychInfo and Google Scholar for new ideas
  - Didn’t find anything very helpful
  - Confirmed library team using good search strategies
  - Ultimately, team is using additional tools and machine learning
Allied Health Sciences (AHS) Student Research Posters

- Barbara Renner (PS) approached by AHS faculty to collect and display student research posters
  - Division of Speech and Hearing Sciences
  - Division of Occupational Science and Occupational Therapy
- Displayed posters on WordPress exhibit blogs
  - Institutional repository not ready for this content at first
Depositing Student Posters: Librarian Roles

• Barbara Renner (PS)
  • Primary contact with faculty and programs
  • Worked with faculty to create workflow for obtaining content and permissions to deposit

• Lee Richardson (TS)
  • Primary contact with institutional repository (IR) librarians
  • Applied metadata and deposited posters in IR
  • Posted content and updated exhibit blogs
More Deposits in Institutional Repository

• Deposit more student research posters
  • Neurodiagnostics and Sleep Science Program
  • Physician Assistant Studies Program
    • Deposited Capstone papers
• May deposit faculty scholarship for Allied Health Sciences
Conclusion

• Building a relationship over time and projects
  • Recognize we each bring difference experiences, perspectives and strengths to work
  • Learn more about each others’ areas of expertise and interest. This increases our comfort in referring others to each other.
  • Increases our knowledge of the vast range of projects going on across the library

• Lack of a strong, consistent history of collaboration between the two departments

• Collaborations initiated by Barbara Renner (PS)

• Not all projects need input from different departments but some can really benefit

• Collaboration, bringing different points of view and strengths, can aid in creative and innovative solutions
Finally

• Library leadership should be alert to when to suggest collaborations
• Libraries have changed over time and continue changing
  • Easy for library staff to not know the nature of the work in other departments
• Libraries are exploring new services and work is more collaborative