# The role of the Library & Information Services department in supporting research at GIHE

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## Abstract/Summary

The Library & Information Services (LIS) department at the Glion Institute of Higher Education (GIHE) plays an important role in the production of scholarly research by actively participating and leading in various stages of the research process. This report explores the ways in which the LIS department supports research and scholarly communication by engaging with faculty, students, and the broader Glion community, providing access to information resources, and promoting open access to research outputs. The report also highlights the challenges and opportunities that the LIS department faces in its efforts to be an active participant and facilitator in the production of scholarly research.

# Contents

# Introduction

Research is a critical component of the mission of the Glion Institute of Higher Education. The LIS department plays an important role in supporting and facilitating research activities. This report details the ways in which LIS actively participates and support in the production of scholarly research by engaging with faculty, students, and the broader academic community by providing access to information resources and promoting open access to research outputs.

# Historical background

Before the digital age, academic libraries were physical spaces that housed collections of print and other media, where users could access information and resources, receive research assistance, and engage in scholarly activities such as reading, studying, and collaborating with others. Entering in the digital era in the mid-20th century, academic libraries were forced to review their roles and services to cope with the rapid changes in knowledge and information dissemination due to increased use of information technologies (Rice-Lively & Drew Racine, 1997).

The 2007 Association of College & Research Libraries (ACRL) report "Changing roles of academic and research libraries", explains that academic libraries have moved from being traditional libraries providing access to physical books and journals, to more digitally enabled academic libraries "providing pathways to high-quality information in a variety of media and information sources." (Association of College & Research Libraries (ACRL), 2007, p.3). Despite these changes, academic libraries had to remain indispensable to faculty and students. Consequently, their roles for serving their institutions evolved to providing increasingly more guidance to help users find and use the mass of information that was suddenly available in electronic format.

Librarians would be seen as "navigational guides, helping users make discerning choices among materials available in the public domain on the Internet, [or] as agent of accessibility and integration, linking users to a range of digital information available to a user community though licensing agreements or other means." (Association of College & Research Libraries (ACRL), 2007). This was the very start of information literacy – concept that was clearly defined only in 1974 by Paul G. Zurkowski in a report to the National Commission on Libraries and Information Science. He wrote the following:

"People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in moulding information solutions to their problems. The individuals in the remaining portion of the population, while literate- in the sense that they can read and write, do not have a measure for the value of information, do not have an ability to mould information to their needs, and realistically must be considered to be information illiterates." (Zurkowski, 1974).

# The Library at GIHE

The University of Sydney stated that "Librarian roles are constantly evolving as the client demands evolve, so we evaluate and create new services to better support these demands." (Auckland, 2012).

The transformation of the role and scope of library services within organizations lead to a detachment from being a traditional library. This is due to the rapidly evolving information needs and technological advancements. In response to this, libraries have expanded their offerings to provide comprehensive information services beyond traditional book collections. A study examined the transformation of library and information services delivery using innovation technologies. The authors start by highlighting that "there is a shift in focus of operation from library-centred to information-centred; from the library as an institution to the library as an information provider" (Eje & Dushu, 2018, p. 3). In 2021, the LIS has created its new website from scratch. Content includes access to resources, a Learning Support section filled with information on academic writing, assignment planning, search strategies, critical thinking, referencing skills, efficient learning, as well as a Health & Wellbeing section covering mental, social, and physical health issues students potentially face while studying in a foreign country.

New Information and Communication Technologies (ICT) are playing a crucial role in transforming and enhancing access to information, instruction, teaching, learning and research. They are rapidly evolving in the digital era which forces libraries and their staff to adapt and develop new skills (Eje & Dushu, 2018). At GIHE, the LIS department underwent a rapid change of identity 2020-23, moving from a traditional Library to a 99% online Library & Information Services department. The name change was necessary to reflect the new dimensions and range of services covered by the LIS services, learning and academic support services being now fully integrated in the LIS website and in the physical office space. Working collaboratively with the Learning Support department helps developing a coordinated approach to the delivery of support services. (Wilson, 2017). We have integrated and are developing a range of services such as research assistance, digital and information literacy training, information organization and management on SharePoint sites, scholarly publishing support, and collaborative partnerships with researchers and faculty.

Additionally, the LIS has completely reviewed its vision, mission, and strategy to properly define and demonstrate these new roles and services. Indeed, the role of the LIS staff changed drastically, focusing even more on support services to demonstrate its alignment with industry expectations and best practices for Academic Libraries, such as:

## Research consultation and literature searching

LIS staff provide expert guidance on research strategies, help researchers identify appropriate resources and tools, and assist with literature searches. This includes but is not limited to:

- "Book a librarian" sessions: One-on-one consultations via Teams, or in-person visits.
- Training to access specialised databases and resources, including those that may not be freely available on the web through interlibrary loan services.
- Development of research guides and instructional materials to help researchers navigate complex research topics.

## Training and education for users

LIS staff offer training sessions and workshops to help faculty and students develop their digital and information literacy skills. This includes but is not limited to:

- Workshops and training sessions on digital and information literacy, as well as research skills.
- Creation of online tutorials and instructional videos to provide self-paced learning opportunities (e.g., the self-paced independent "Basic Information Literacy" course on Moodle).
- Integration of information literacy skills into the curriculum, including the development of assignments and assessments that require students to demonstrate their research skills.

## Faculty development

LIS staff partner with the Learning Support department and faculty on professional development opportunities to enhance their teaching and research. This includes but is not limited to:

- Workshops and training sessions on pedagogy, assessment, and other aspects of teaching and learning.
- Collaboration with faculty on the development of instructional materials, including syllabi, course packs, interactive reading lists, eTextbooks, and online modules.
- Facilitation of faculty learning communities or discussion groups around teaching and learning topics via dedicated Teams' Channels.
- Creation of the 'Faculty Library' on the LIS website to provide curated content on library resources, teaching support, research support, collection development for faculty, as well as a dedicated section to help them stay current.

## Curriculum design

LIS staff collaborate with faculty to integrate information and digital literacy skills into the curriculum and develop instructional materials. This includes but is not limited to:

- Collaboration with faculty in developing research assignments or projects that require the use of library resources and information literacy skills.
- Development of instructional materials and research guides tailored to specific courses or programs.
- Integration of library instruction into the course schedule, including the use of embedded librarians.
- *Constructive Alignment as a fundamental component of the GIHE Teaching and Learning strategy: LIS provides guidance and oversight to faculty and academic management to ensure constructive alignment of course learning outcomes, assessments, and learning resources.*

## Information and academic integrity policies development

LIS staff help develop institutional policies around academic integrity, plagiarism prevention, and data management. This includes but is not limited to:

- Collaboration with institutional leaders, the Learning Support, and the Academic department to develop policies and procedures around academic integrity, plagiarism prevention, and data management.
- Development of resources and training materials to help faculty and students understand and comply with institutional policies.
- Participation in institutional committees and task forces focused on academic integrity and research ethics.
- Participation in academic misconduct panels.

### Collection development

LIS staff work with faculty to ensure that the library's collections meet the research and teaching needs of the institution. This includes but is not limited to:

- Collaboration with faculty to assess the research and teaching needs of the institution and develop collection development plans that align with those needs.
- Acquisition and management of specialised resources on the specific topics taught at GIHE and in an appropriate format, in accordance with the types of course delivery: in-class or online.
- Promotion of the library's collections through outreach and engagement activities.

### Digital and Technology support

LIS staff provide support for a range of digital tools and technologies, including research management tools, data visualization software, and learning management systems. This includes but is not limited to:

- Provision of technical support and training for a range of digital tools and technologies specific to the LIS department, including reference management tools (e.g., Zotero), collaboration tools (e.g., Microsoft Teams), and learning management systems (e.g., Moodle).
- Participation in the development of online research management tools and resources to support collaboration and data sharing (e.g., the library website, the Student Portal).
- Collaboration with institutional leaders and IT departments to ensure that library technology infrastructure aligns with institutional priorities and standards.

### Outreach and engagement

LIS staff engage with the campus community and beyond through a range of outreach activities, including events, exhibitions, and social media. This includes but is not limited to:

- Organization of events and exhibitions that highlight the library's collections and resources, including Thursdays in the Library workshops, or the latest acquisitions exhibitions.
- Participation in social media with the Library Instagram and the Library Blog or campus newsletters to engage with the campus community and beyond.
- Collaboration with departments to promote the library's resources and services.

Overall, the LIS department has an important role to play in supporting the teaching and research mission of GIHE, and its support services are crucial for the success of faculty, students, and researchers.

# Benefits of LIS department involvement in research

Among the GIHE community, the LIS department has an obvious role of supporting faculty and students by providing access to a wide range of academic resources in a variety of formats. What is not well-established yet, is the LIS department involvement in institutional research support.

University of Edinburgh stated that "the Library will become a clear and critical component of a central service that addresses all aspects of the research lifecycle."(Auckland, 2012). This is what the LIS department at GIHE aims for. Thus, the below defines and demonstrate the LIS' value and relevance as far as research support is concerned. LIS staff involvement in institutional research brings indeed several benefits to both the library and the entire institution. Some of the key benefits include:

## Improved understanding of user needs

LIS staff who are involved in institutional research gain a deeper understanding of the needs and priorities of students, faculty, and researchers. This is important as identifying potential gaps helps the LIS department to develop and prioritise new initiatives, resources and support services that better meet the needs of the community. (Wilson, 2017).

## Enhanced collaboration with the academic department

Increasingly, LIS staff are solicited by faculty to provide just-in-time sessions on different topics, such as teaching students the necessary skills to find, use, and evaluate academic resources for specific projects and assignments, giving a demo on the GIHE supported reference management tool Zotero, or presenting specific databases according to the course topic. The LIS department has created a full self-paced independent Moodle course on Information literacy skills to help students develop this important learning outcome. All these initiatives are key to contribute to the students' retention and academic success (Florida Library Association, 2015).

By participating in institutional research, LIS staff maintain close working relationships with the academic department, leading to increased collaboration on research projects, as well as joint initiatives to support student success and promote scholarly communication.

## More informed decision-making

Institutional research provides the LIS department with valuable data and insights that inform decision-making around resource allocation, service development, and strategic planning. By staying informed about institutional priorities and trends, the LIS department makes more informed decisions that benefit the entire institution and contributes to students' retention and academic success. To monitor and measure its impact, the LIS department has developed a series of Key Performance Indicators (KPI).

## Opportunities for professional development

Involvement in institutional research provides LIS staff with opportunities for professional development and growth such as gaining a deeper understanding of the needs and priorities of students, faculty, and researchers. By participating in research projects and collaborating with the academic department, LIS staff also develop new skills and gain experience in areas such as data analysis, project management, and scholarly communication.

## Increased visibility and recognition

Being involved in institutional research, the LIS department gains greater visibility and recognition within the institution. Increased collaboration with the Academic department in relation to institutional research helps the LIS department to become more visible and to build its credibility in this area. By demonstrating the LIS department's value as research partner and contributor, it can enhance their reputation and influence within and outside GIHE.

The LIS department plays a more active role in advancing the mission of the institution and supporting the success of its students, faculty, and researchers. Growing metrics such as KPIs relating to the impact of research outputs and comparisons to other institutions, also contributes to the school's reputation (Wilson, 2017).

# Supporting teaching and research activities at GIHE: Opportunities and challenges / Benefits for the researchers

LIS staff bring a diverse set of valuable skills and expertise to research projects. Among others, LIS staff supporting institutional research are expected to be experts in digital and information literacy, citation management, research data management, scholarly communications, and publishing, as well as outreach and collaboration to support research initiatives.

## Key characteristics and behaviours of libraries and their benefits for institutional research

In his article, Michael Jubb (2011, p. 42) discusses the roles that libraries perform for researchers in a rapidly changing digital world and the value that researchers and their universities should attach to libraries and their services. The findings he describes are based on the study commissioned by the Research Information Network (RIN) and Research Libraries UK (RLUK) in 2010 to examine the contributions libraries make to research and investigate the relationships between library characteristics and behaviours and the research performance of institutions. Below is the map summarizing these findings:

*Figure 1. Key characteristics and behaviours of libraries and their benefits for institutional research*

Jubb highlights several characteristics and behaviours of successful and high-quality libraries that will benefit research and contribute to increase the institution's reputation:
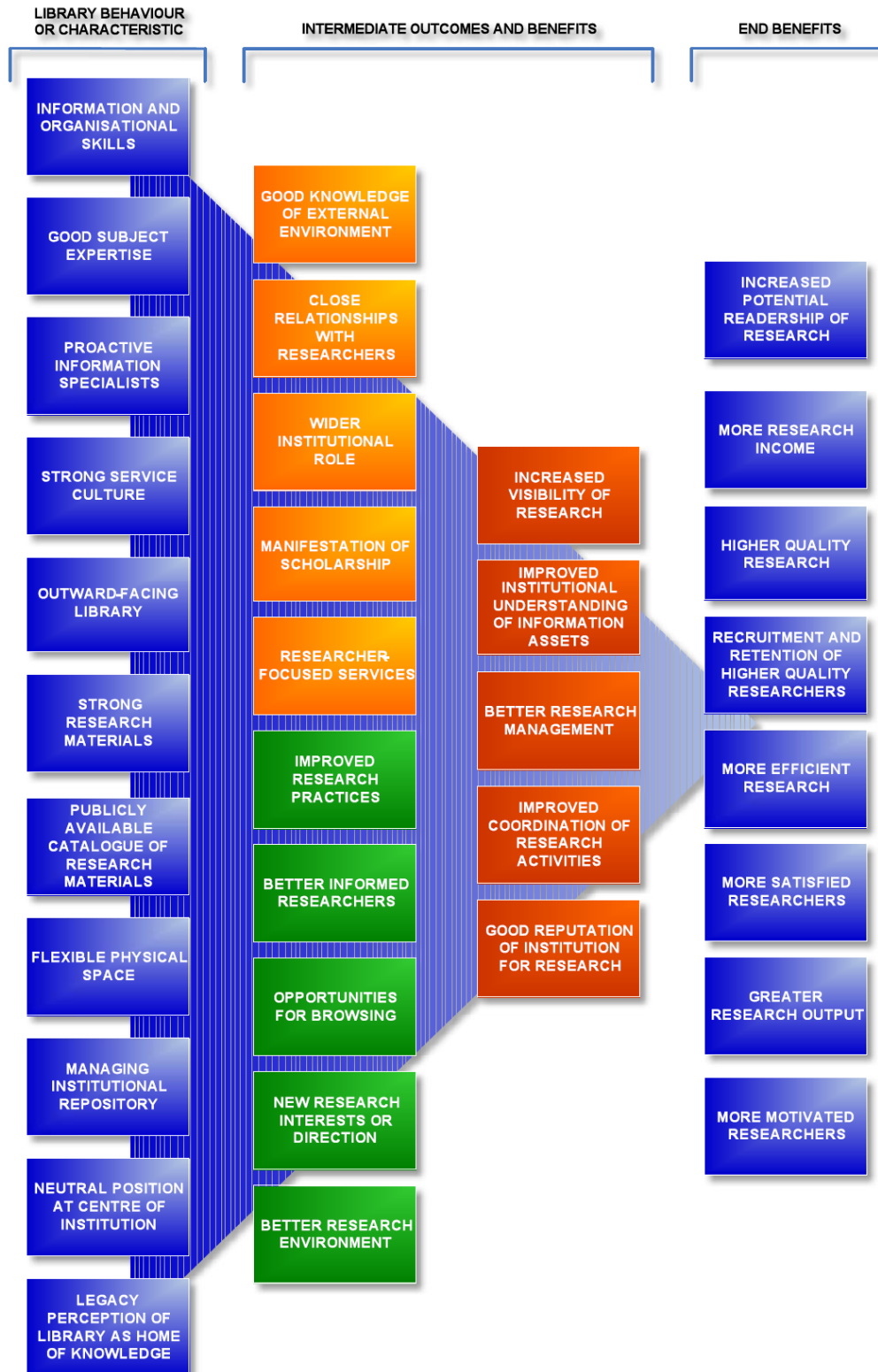
- High-quality libraries contribute to an institution's reputation through factors like the quality of the collection, staff expertise, and services offered, which plays a crucial role in attracting and retaining researchers.
- Libraries in universities with a strong focus on research can assist researchers in winning research grants by providing support and expertise in funding applications.
- They also promote new technologies and models of scholarly communication, helping researchers take advantage of the benefits of the digital age, despite potential resistance to change.
- Institutional repositories managed by libraries increase the visibility of research outputs, which enhances the institution's research profile.
- Libraries, with their central position, expertise, and impartiality, have proven their ability to adapt and support institutions in responding to changes in the research landscape, playing a crucial role in enhancing research management and institutional profiles, although they may face challenges in overcoming traditional perceptions of their role.
- Library staff are experts in their domain, and by working in partnership with academic departments, they provide valuable support and consultation to researchers.
- Some libraries provide dedicated spaces for optimal research environments.
- A crucial role of libraries is to ensure researchers have easy access to high-quality sources of information, despite potential challenges due to budget constraints.
- Libraries embody the values of academia and scholarship, representing knowledge, learning, research, and intellectual inquiry. Nevertheless, their value may be underappreciated in an increasingly digital world and libraries face ongoing challenges in justifying their activities and developing new services – thus the need for libraries to gather evidence of their impact and communicate their changing roles to researchers and top managers.

Overall, the below figure emphasizes the multifaceted contributions of libraries to research institutions and the importance of adapting to changing needs and technologies.

**LIBRARY BEHAVIOUR OR CHARACTERISTIC**

**INTERMEDIATE OUTCOMES AND BENEFITS**

**END BENEFITS**

INFORMATION AND ORGANISATIONAL SKILLS

GOOD SUBJECT EXPERTISE

PROACTIVE INFORMATION SPECIALISTS

STRONG SERVICE CULTURE

OUTWARD-FACING LIBRARY

STRONG RESEARCH MATERIALS

PUBLICLY AVAILABLE CATALOGUE OF RESEARCH MATERIALS

FLEXIBLE PHYSICAL SPACE

MANAGING INSTITUTIONAL REPOSITORY

NEUTRAL POSITION AT CENTRE OF INSTITUTION

LEGACY PERCEPTION OF LIBRARY AS HOME OF KNOWLEDGE

GOOD KNOWLEDGE OF EXTERNAL ENVIRONMENT

CLOSE RELATIONSHIPS WITH RESEARCHERS

WIDER INSTITUTIONAL ROLE

MANIFESTATION OF SCHOLARSHIP

RESEARCHER-FOCUSED SERVICES

IMPROVED RESEARCH PRACTICES

BETTER INFORMED RESEARCHERS

OPPORTUNITIES FOR BROWSING

NEW RESEARCH INTERESTS OR DIRECTION

BETTER RESEARCH ENVIRONMENT

INCREASED VISIBILITY OF RESEARCH

IMPROVED INSTITUTIONAL UNDERSTANDING OF INFORMATION ASSETS

BETTER RESEARCH MANAGEMENT

IMPROVED COORDINATION OF RESEARCH ACTIVITIES

GOOD REPUTATION OF INSTITUTION FOR RESEARCH

INCREASED POTENTIAL READERSHIP OF RESEARCH

MORE RESEARCH INCOME

HIGHER QUALITY RESEARCH

RECRUITMENT AND RETENTION OF HIGHER QUALITY RESEARCHERS

MORE EFFICIENT RESEARCH

MORE SATISFIED RESEARCHERS

GREATER RESEARCH OUTPUT

MORE MOTIVATED RESEARCHERS

From "The value of libraries for research: Some themes", by M. Jubb, 2011, SCONUL Focus, 52, p. 42 (https://www.sconul.ac.uk/sites/default/files/documents/14_2.pdf)

The below shows the competencies the GIHE LIS team have, or are currently developing:

## Digital and Information literacy

LIS staff are experts in finding, evaluating, and using information effectively and ethically in a digital environment. They can help researchers to develop these skills and apply them to their research projects, as well as help them identify the most relevant and reliable sources of information for their projects.

Researchers can collaborate with the LIS team to develop effective search strategies and search filters to ensure that they retrieve the most relevant and useful information for their project.

The LIS team can also provide training and guidance on best practices for managing and organizing research data using digital tools and resources in a way that maximizes their research efficiency and productivity.

Additionally, LIS staff provide invaluable guidance to researchers on the ethical use of information, promoting responsible practices such as proper citation, avoiding plagiarism, and respecting intellectual property rights.

## Collection-based skills and knowledge

The LIS team may also introduce researchers to databases, online journals, and other source types specific to their field of study, enabling researchers to access and use a wide range of scholarly resources effectively.

Indeed, LIS staff have developed an accurate and deep knowledge of the collection of resources available to researchers at GIHE. They actively curate and maintain these resources, ensuring their availability and organizing them in a user-friendly manner.

LIS staff are well-aware of the search filters specific to each database, which can save researchers significant time and effort in locating the necessary resources.

Researchers can as well collaborate with the LIS staff to develop a literature review strategy or to get guidance on how to critically evaluate the sources found to ensure they are using high-quality information.

## Research data management (RDM)

"Academic libraries play implicit roles in research through librarians' involvement in the provision of access to data; advocacy and support; and managing data collections. These three roles form the nucleus of librarians' roles in RDM." (Boateng & Owusu-Ansah, 2019, p. 128).

Several studies show that RDM is an emerging service that has been pushed at academic libraries for some time now. According to a study conducted by the Cornell University Library, only a limited number of academic libraries in the United States are actively engaged in the curation of data (Boateng & Owusu-Ansah, 2019).

Back in 2012, the director of UKOLN and associate director of the UK Digital Curation Centre Liz Lyon (2012, pp. 129–130) identified 10 new data science services that helped us identify areas for improving or developing the LIS staff skills to be able to properly offer this service for researchers at GIHE:

1. RDM requirements: assessing data needs,
2. RDM planning: strategic data management,
3. RDM informatics: data-driven insights,
4. RDM citation: proper data attribution,
5. RDM training: data literacy education,
6. RDM licensing: data usage permissions,
7. RDM appraisal: evaluating data quality,
8. RDM storage: secure data repositories,
9. RDM access: facilitating data retrieval,
10. RDM impact: measuring data influence.

The LIS staff used the How-to Guides provided by the Digital Curation Centre (DCC) to acquire knowledge about this topic. It also was necessary to identify and familiarize with the different tools the DCC refer to in order to create content on the LIS website and to feel more confident in supporting researchers at GIHE.

Zhou (2018, p. 11) states that "in order to truly participate in the research data management work and realize the important transformation from document service to knowledge service, academic libraries must pay attention to and strengthen the construction of librarians' research-oriented data management service capabilities."

Currently at GIHE, the LIS team is composed of 2 trained librarians, but without specific skills or experience related to research data management. Our aim is that the LIS team would be able to assist researchers in developing a data management plan (DMP) and ensuring that the data is well-managed and preserved (i.e., identify the types of data they will collect, how it will be stored and shared, and how it will be preserved over the long-term).

Researchers would also need to be able to obtain guidance on how to document data effectively, including data organization, file naming conventions, and metadata creation, as well as on the selection of appropriate data repositories for their data and how to share their data effectively and ethically.

## Citation management

Citation management involves the organization, storage, and formatting of references and citations used in research projects. LIS staff can assist faculty members in selecting and using a citation management tool effectively. At GIHE, the Citation Management Software that is supported by the IT department is Zotero. The LIS staff has familiarized themselves with this tool in order to provide faculty members with support on how to import and organize references, generate citations and bibliographies, and collaborate with others.

LIS staff also offer guidance on the APA citation style, ensuring that faculty members adhere to specific formatting guidelines. In October 2022, a new Executive Masters in Luxury Brand Management and Guest Experience has been launched. The role of the library extended to supporting visiting lecturers in finding relevant sources or budgeting for their recommended readings. The LIS team has also created all the APA references for those and updated the course page on the school LMS – Moodle. This exercise has greatly contributed to the development of the LIS team's citation skills.

## Scholarly communication and publishing

Currently the LIS team lacks knowledge about publishing practices, including Open Access, and tools such as Scopus that can extend the reach and impact of research. Librarians in New Zealand state that "responsibilities have evolved to encompass information and advice about publishing and copyright, author and publication metrics and attention, RDM planning, and author profiles and identifiers" (2018, p. 5). The authors highlight the importance of starting off by training and developing the library staff's knowledge and experience. At GIHE, the LIS staff is presently developing the necessary skills and expertise through personal interest-driven and ad hoc methods.

Through the development of a copyright law for educational purposes policy a few years ago, the LIS team has gained knowledge on basic ethical principles. The team now needs to acquire new knowledge on intellectual property and ethical considerations linked to publishing, including Open Access.

To do so, the LIS team will read through the valuable information created by the Library Publishing Coalition (LPC), among others, the ethical framework for library publishing covering publishing practices, accessibility, diversity, equity, and inclusion, privacy and analytics, and academic and intellectual freedom (Library Publishing Coalition Ethical Framework Task Force, 2018). The LPC also developed a guide with "professional development information and resources for librarians engaged in library publishing" (Library Publishing Coalition Professional Development Committee, 2023). They also refer to online courses and webinars that can help the LIS team improve their skills and knowledge on that topic.

Our aim is for the LIS staff to feel confident in providing support and guidance to faculty members throughout the scholarly publishing process. We want to be able to support faculty members understanding the publishing landscape, including different publication models, copyright policies, and author rights. Library staff can assist faculty members in identifying reputable journals and publishers for their research, evaluating their impact and reach. They can also offer guidance on manuscript preparation, including formatting, citing sources, and meeting journal guidelines.

## Outreach and collaboration

Mid-2022 marked a shift for the LIS department as we decided to put our efforts in changing the mindset of staff and students about the library and its traditional services not only being a room full of dusty books and shy librarians, but rather a constantly evolving space with (almost) unlimited access to high quality sources, and new information services.

LIS staff actively engaged in outreach efforts and fostered collaborations with faculty members to support teaching and research initiatives. They proactively seemed opportunities to connect with faculty members through attending faculty meetings, participating in research committees, and organizing workshops or seminars on research-related topics. LIS staff aimed to collaborate with faculty members on interdisciplinary research projects by serving as information specialists, providing expertise in information organization, literature searching, data management, and scholarly communication. By building strong relationships with faculty members, library staff can better understand their research needs and provide tailored support and resources.

The LIS team also initiated and participated in additional outreach activities for the student body such as workshops, and in-class presentations to raise awareness about library resources, services, and research support. These sessions were either linked to a research subject or to a specific assignment and the LIS team aimed to help them identify and retrieve relevant and reliable sources from the different databases available to them. These are still greatly valued by faculty and the number of sessions has increased during the first 2023 semester.

## Text-generating AI

As text-generating AI tools such as ChatGPT, Perplexity, or GrammarlyGO becomes a rising hot topic in higher education due to the risks and challenges it raises in the matter of academic integrity, the LIS team started to monitor best practices in other institutions. We also tested and used the tools to gain a deeper understanding and knowledge of them. To create awareness on this sensitive topic, we started to post curated lists of resources on a dedicated Teams' Channel addressed to all faculty as well as emails to all students. Thus, the LIS department has become a knowledgeable resource for students and faculty seeking to understand and navigate the complex landscape of generative-text AI. Indeed, we are now able to offer guidance on evaluating the credibility and reliability of AI-generated text. As an example, we help faculty distinguish between human-generated and AI-generated text when they have doubts on specific submitted assessments.

By staying abreast of developments in this technology, the LIS team will play an increasingly crucial role in equipping the Glion community with the necessary knowledge and critical thinking skills to engage with and leverage these tools effectively and responsibly. The LIS team believe that developing these new skills is beneficial for our students on multiple aspects. Indeed, once on the job, students will potentially be using these tools. City University of London wrote that "learning to use AI, understanding its strengths and weaknesses, may also become a useful employability skill" (2023, para. 2). Thus, developing employability skills related to generative-text AI, such as information literacy, critical thinking, and ethical decision-making is of high value in today's workforce. To achieve this, we aim to improve the Glion community's general knowledge about generating-text AI tools and start to collaborate with faculty to integrate discussions on this topic into the curriculum.

By integrating activities which include digital and information literacy as learning outcomes into the curriculum, students will acquire these essential skills and enhance their academic and professional success. Engaging in discussions with students regarding these technologies enables schools to highlight the importance of upholding academic integrity and raise awareness about the potential repercussions of using text-generating AI tools not only during their studies, but also in their future professional endeavours (Ajevski et al., 2023).

In a very recent article published on June 5, 2023, Thomas Lancaster from the Department of Computing at the Imperial College London identified 7 areas for exploration: Policy development, Student training, Staff training, Discipline specific interventions, Assessment design, Detection, A student partnership approach (Lancaster, 2023). At GIHE, the Academic department has already decided that use of AI-generated text in assessment would be considered a breach of the Academic Misconduct policy (exact name to be confirmed) and would be reported to the Academic Misconduct Panel. The LIS team is also training themselves to support faculty in tweaking their assessments to limit the use of generative AI. We initiate discussions with students during in-class workshops or when they pass by our offices to understand their use of generative AI tools. Linked to this, we are planning to do more research on the use of text-generating AI tools among students at GIHE. The information we will gather will help us better understand the impact of these tools on student learning and writing practices.

## Academic Integrity

In 2022, the LIS department launched a project to reinforce the culture of academic integrity at GIHE. We have conducted an audit based on a rubric provided by the International Centre of Academic Integrity (ICAI) to identify areas for improvement. Several initiatives will be developed to educate students and raise awareness about academic integrity, including proper citation practices, avoiding plagiarism, and understanding ethical research conduct. Fair use of generating-text AI tools will now need to be included in the "package"…

GIHE takes academic integrity very seriously and this project aims to increase awareness and guidance to the Glion community "to make ethical decisions and demonstrate ethical behaviour" (Keohane, 2022, p. 2). As a key resource hub, the LIS provides access to a wide range of scholarly contents, including books, eBooks, journals, databases which are essential to conducting thorough and reliable research.

The LIS team collaborates with faculty members to educate students and raise awareness about academic integrity, including proper APA citation practices, avoiding plagiarism, and understanding ethical research conduct. At the start of each semester, the LIS team delivers in-class induction sessions addressing this topic. Additionally, we guide students and researchers in locating relevant and reliable sources of information through workshops, training sessions or in-person consultations. On faculty request, the LIS team also delivers personalized in hand and right on time in-class sessions to reinforce the students' knowledge and skills based on a specific subject introduced by the lecturer. We noticed an increase of the demands for these types of sessions in 2023, both on the Swiss and the London campuses.

With the rapidly evolving AI tools, developing our students' digital and information literacy skills has become crucial. The LIS team is now closely monitoring these AI tools, testing them to feel more confident in supporting faculty and students, as well as the academic department in the decision-making.

## Conclusion

In conclusion, the Library & Information Services (LIS) department holds a crucial position in supporting scholarly research and advancing scholarly communication within GIHE. By actively engaging with faculty, students, and the broader Glion community, the LIS department contributes significantly to the various stages of the research process. This report has highlighted the ways in which the LIS department contributes to research, including providing access to information resources, offering guidance on scholarly communication, and fostering collaboration with researchers – be it faculty members or students.

However, this report also acknowledges the challenges faced by the LIS department in fulfilling its role as an active participant and leader in scholarly research. These challenges encompass resource constraints, lack of knowledge, rapidly evolving technological landscapes, and the need to continuously adapt to changing scholarly communication practices. Despite these challenges, the LIS team have demonstrated a great capacity and capability of adapting and self-training to successfully achieve our goals and overcome the challenges we encountered. This report highlights these numerous achievements, as well as opportunities for the LIS team to excel, collaborate, and contribute to the production of high-quality scholarly research. By embracing these opportunities and through ongoing collaboration, adaptability, and an unbiased commitment to supporting the Glion community, the LIS department can continue to the advancement of knowledge and foster an environment conducive to research excellence.

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