Building Relationships with Hard-to-Reach Academics in a New Role

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Agenda

• Introductions
• University environment
• Why our roles exist
• Engagement
• Stakeholders
• Impact
• Senior Librarian (Faculties of Science & Engineering) at University of Nottingham since September 2014

• 2009, 2012-14 Subject Librarian at De Montfort University

• 2010-12 Information Librarian at University of Leicester

• 2003-2008 PhD student at University of Nottingham Learning Sciences Research Institute
• Senior Librarian (Faculty of Medicine & Health Sciences) at University of Nottingham since September 2014

• 1998-2014 – Information Analyst / Manager at AstraZeneca R&D Charnwood / Alderley Park

• 1988-1998 – Patent Information Officer / Information Scientist at Boots / Knoll

• Previous roles at Cambridge Crystallographic Data Centre, Elsevier Publishing, Royal Society of Chemistry
University Background

• Key milestones
  • 1970 – Medical School in Nottingham
  • 1999 – Jubilee Campus
  • 2003 – Derby Medical School campus
  • 2007 – School of Veterinary Medicine & Science
  • 2015 – New Engineering and Science Library

• A global university in the 21st century
  • 2000 – Malaysia Campus opens
  • 2006 – China Campus opens
The University of Nottingham – an inspiring place of learning & scholarship that transforms lives through:

• Offering an outstanding, broad-based, international education to talented students
• Developing skilled, reflective global citizens and leaders
• Undertaking fundamental and transformative discovery
• Being committed to excellence, enterprise and social responsibility
• Sustaining and improving places and communities
• Being engaged internationally
The vision is of a Library which:

- Puts students & academics at the heart of everything we do
- Works in partnership with Faculties and Schools

So that the Library:

- Reflects teaching and research priorities and academic workflows in services offered
- Delivers interactive, connected and innovative environments (physical and online) in support of teaching and learning and research
- Provides consistently excellent services aligned to University strategy
• New organisation from mid 2014
  • Customer Services
  • Learning Technology
  • Research & Learning Services
    • Engagement Team
    • Research Support
    • Teaching & Learning

• Collections Management
• Manuscripts & Special Collections
• Strategy & Planning
• Faculty & School Engagement Team

• Four individuals across five faculties

• “Bridge” between faculties & schools and LRLR

• Developing role in LRLR

• No direct reports

• No budget ownership
What do we mean by engagement?

- Building relationships, strategic, longer-term
- Partnership rather than service relationship
- Ideas rather than needs, continuing relationship
- Two-way: LRLR ↔ faculties
- Across faculties
• How is this playing out now?
  • Engagement in different parts/levels of LRLR
  • Focus of our roles
    • ‘Unencumbered’ by direct reports & budgets
    • Influence change in working practices
  • Coming in new
  • Capitalising on common ground with academics
  • Managing balance between seamless and invisible support and provision
• Risks and Opportunities
  • Delivery isn’t straightforward
  • Past experience of the “Library” impacts its perceived continuing value
  • Difficulty in measuring our contributions
  • Challenge of maintaining expertise

• Buy-in from both LRLR & Faculties
Stakeholders

- How are academics and others hard-to-reach?
  - Place and time
  - Buy-in and existing perceptions
  - Self-sufficiency
- How do we get invited?
• How do we work with the culture of the university?
  • Decentralised
  • Balancing different approaches with fairness
• Established contribution to teaching & learning
• Need to explore support for research, lots of complexity

• Different cultures in the disciplines we support
  • e.g. Medical roles as clinicians
  • e.g. Different ways of working in science and engineering
Information Skills in Engineering

- Existing patchy uptake of information skills in faculty
- New suite of sessions developed by Teaching and Learning team to launch 2015-16
- Presented by T&L team at central Teaching and Learning Board
- Opens doors with Associate Dean and Faculty Manager for Teaching and Learning in Engineering
- Engagement role allows neutral discussion
- Greater awareness of departmental offering; sense of partnership; increased profile for T&L team; potential for increased uptake of sessions and development over time
Systematic Reviews Support

- Discussions arranged with individual Division heads (research leaders) within School of Medicine
- Review of past support model and explore what is desired for the future
- Building awareness of planned development of teams and publication strategy
- Work with Research Support Team and MHS to define what is appropriate and achievable
- Short-term resourcing and skills development
- Long-term – formulate a delivery model which should also work for other Faculties with similar demands
- Aligned to School/Division publication strategy timelines
- Important to define measures for success and impact at the start
• Examples of Impact
  • Partnering in Schools
  • New ways of working have positive impact on perceptions and awareness of LRLR
  • Successful engagement with hard-to-reach stakeholders surfaces unmet needs
  • Already finding ourselves with opportunities for longer-term involvement in university, faculty and school aims
  • Roots for further growth, still work to be done
Any Questions?

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