

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

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- 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





- **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



- 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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