Strategic Engagement: New Models of Relationship Management for Academic Librarians

Librarian as Communicator: case studies and international perspectives

Tony Simmonds, University of Nottingham
Neil Smyth, University of Lincoln

Maynooth University
Thursday 20 October 2016
The Faculty and School Engagement Team Journey

Jeanette Eldridge
Katie Fraser
Tony Simmonds
Neil Smyth
Russell Group Universities

Size of bubble = No. "engagement" roles

- green: engagement roles present
- blue: traditional roles, some engagement
- black: engagement not identified
- yellow: no data found

* https://www.nottingham.ac.uk/research/excellence/refresults/in-detail.aspx
LRLR
Bridging conversations, 10%

LRLR
Projects; Team Leaders, 30%

Faculty and School Bridging conversations (Key Stakeholders), 40%

Strategic Engagement (Faculty Boards; School Committees), 20%
• Positioning UoN “engagement” roles vs “liaison” roles elsewhere: some overlap, some distinguishing features

• Responsible for enabling dialogue and clear understanding of needs and expectations

• Accountable for relationship, **not** for delivery

• Build capacity in:
  – relationship management
  – demand management
Faculty & School Engagement

• Team of four individuals across five faculties

• No direct reportees; no budget ownership

• Not aligned to disciplines but some limited retention of disciplinary specialism (e.g. explicit “law librarian” role / medical – clinical support activities)

• Role description foregrounds:
  – Strategic engagement
  – Relationship management
  – Developing partnerships (beyond liaison)
  – Joint diagnosis of needs
  – Influencing
Contracting

Library

Faculty
Internal Relationship Management

- Engagement challenges also exist within our department!
- Need to gain traction with our new ways of working
- Evolving approach to joint diagnosis of needs
Strategic Engagement: New Models of Relationship Management for Academic Librarians

http://eprints.nottingham.ac.uk/35977/1/Eldridge%20Strategic%20Engagement%202002%29.pdf

Questions

Tony Simmonds, University of Nottingham
Neil Smyth, University of Lincoln