

Necessity is the mother of invention: organisational restructure creates new opportunities at Leeds Beckett University

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This session will cover:

- Organisational restructure 2016-17
- Previous liaison model
- School level priorities: KPIs and accountability
- Lessons learned 2016-17
- Progress so far in 2017-18
- Future plans

Organisational restructure 2016-17

- Previous four faculty structure dismantled, and thirteen Schools established as new academic structure;
- Roles of Faculty Dean and Associate Dean no longer existed;
- New roles appointed to during academic year 2016-17: Deans of School (August 16); Directors of Research (August 16); Heads of Subject (Autumn 16); Course Directors (late Spring).

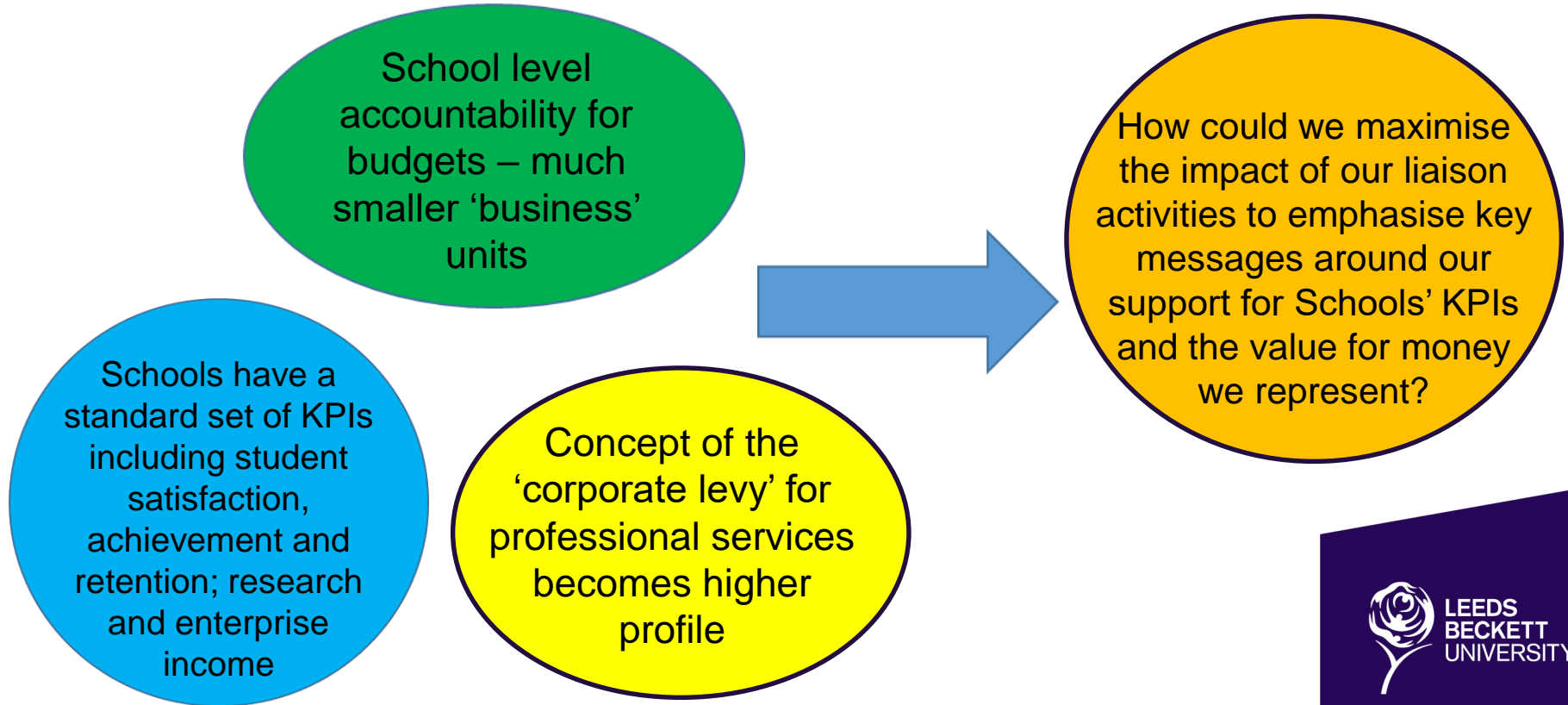
Organisational restructure

- A number of University and Faculty level meetings at which LLI had been represented discontinued from beginning of the academic year;
- Schools set up their committee / meeting structures from early in the academic year – no mandate for consistency across the 13 Schools;
- New types of meetings replace former formal committees, e.g. DEAP (Developing Excellence in Academic Practice) fora in place of Learning and Teaching Enhancement Committee.

Previous academic liaison model

- Had been in place for a long time, and had needed only slight tweaking to suit previous restructures;
- Senior Academic Librarians – liaised at Faculty level, attending Faculty level meetings, e.g. Faculty Board, Faculty Academic Quality and Standards Committee, Faculty Learning and Teaching Committee;
- Academic Librarians – liaised at subject level, attached to one or more Schools, attended all School and course level meetings;
- Regular papers / reports supplied to all of the above;
- Papers from meetings shared, and any feedback for LLI recorded in the 'Academic Feedback Spreadsheet', including recording of the resolution of any issues raised, i.e. a quality assurance mechanism.

New realities ...



Lessons learned 2016-17

- New structure would take time to bed in – we needed to take every opportunity to engage, develop new working partnerships, e.g. who were the key role holders in the new academic structures in terms of our liaison?
- Messages sent by LLI needed to be succinct, and focused on new Deans' / Schools' / Directors' of Research priorities;
- Our Academic Librarian /subject liaison model *would* still work, but we may no longer be automatically included when Schools established their new meeting structures;
- We needed to gather and share information amongst ourselves from meetings and other significant interactions with academic colleagues even more systematically.

Lessons learned 2016-17

The story so far:

- Review of our key communications, e.g. Academic Librarians' annual reports – complete redesign to focus on School KPIs, to highlight the use Schools already make of the breadth of LLI services, and to promote what else we can do for them – much more focused on data, and some commentary on impact;
- Academic Feedback Spreadsheet – needs to act both as a QA mechanism AND as a quasi Customer Relationship Management tool;
- Important to take every opportunity to promote our services, e.g. we attended and presented at the DEAP fora and June 17 DEAP Conference; we invited ourselves to the training of new Heads of Subject and Course Directors.

Progress so far 2017-18

- Professional Services met as an Academic Services Group with each School at start of academic year – provided excellent overview on individual School's priorities, and very positive feedback on our new format report;
- Small restructure within LLI: our Skills for Learning Team will become part of Library Academic Support, allowing for closer working between the teams, more joined up approach across 13 Schools;
- We can (finally!) extract course level data regarding usage of online resources, and are doing more work on learning analytics (VLE and associated technologies) – this will help us refine our interventions with Schools even further.

Future plans

- Focus on impact (in support of Schools' KPIs): which are the most meaningful metrics? How can we provide Schools with evidence of the impact of what we do on students' outcomes?
- How can we be even more joined up across LLI in terms of our interactions with Schools?

Questions?