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 …

School level accountability for budgets – much smaller ‘business’ units

How could we maximise the impact of our liaison activities to emphasise key messages around our support for Schools’ KPIs and the value for money we represent?

Schools have a standard set of KPIs including student satisfaction, achievement and retention; research and enterprise income

Concept of the ‘corporate levy’ for professional services becomes higher profile
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?