For Context…

- Former polytechnic – now modern, campus-based university with **20k** students

- The Charles Seale Hayne Library has around **54** FTE staff

- Open **24/7, 365** days of the year

- 3 teams in Library and Digital Support:
  - **Customer Experience**
  - **Content & Collections**
  - **Academic Engagement**

- Postgraduate swipe-access study room

- No dedicated Researcher space

- Facilities aimed mainly towards Undergraduate

Who are our researchers?

- Our researchers are also our academic staff

- Many of our staff in these dual roles are also in the REF

- Grant holders- UKRI/EU/Wellcome etc.

- Most staff are on mixed contracts, roughly 3:1 AEF3:AEF2

Academic Engagement Team

- Liaison
- Relationship building
- Teaching/Learning & Research Support:
  - Collection management
  - Information Literacy
  - LibGuides
  - eTextbooks
  - Reading list software
  - Referencing
  - Research….

- Single point of contact for all library matters for our staff and students

Academic Engagement Team

Structure

- 11 Information Specialists allocated Schools
  - Includes the AE Manager
  - Includes 4 Senior Information Specialists with two additional roles:
    - Faculty coordination
    - A strategic area e.g. Research, Partnerships
- Other Information Specialists given an area to develop knowledge: e.g. Research, Endnote, Copyright, Inclusion etc…

Research Support

- All Information Specialist roles now include Research support
- Kate and Kim: strategic/functional leads on Research Support; liaise with R&I; also have additional to day-to-day Information Specialist duties
- Content team manage Repository/CRIS/APCs

We go to where they are

- Staff/Student Liaison and Programme Committee Meetings
- School or Institute Away Days
- Research Committee Meetings
- Research Group Meetings
- REF Meetings
- Drop in Surgeries (Business, Arts, Health Professions, Psychology)
- PGR Committee Meetings

Greenhousing

"…young ideas need time to grow and take root before you can judge their true worth" (Kingdon, 2002)

Fostering ownership:
Building confidence, not 'priming'

E.g. Research Support Greenhousing:
What could a Responsible Metrics policy look like for Plymouth?
Start drafting it and think about an implementation plan.

Benefits:
Recorded different disciplinary perspectives on responsible metrics
Grew ownership of the concept within our team

Kingdon, D. (2002) *Sticky Wisdom: How to start a creative revolution at work.* Oxford: Capstone

Training

- Weekly training bright and early on Wednesday morning

- 1 hour on a subject- e.g.:
Information literacy, Content, Research Support, Copyright…

- Developing practical skills and delivering the detail

- Competencies checklist identified areas to focus on in training

Why we like this approach

- Information Specialists gradually **develop their knowledge** in Research Support

- **Single point of contact** for our academic staff and reflects their dual roles of teaching/research

- Builds upon **trust between staff and library**

- Makes use of Information Specialists' **disciplinary knowledge**