

Facilitating successful cross-campus partnerships to further the university research enterprise

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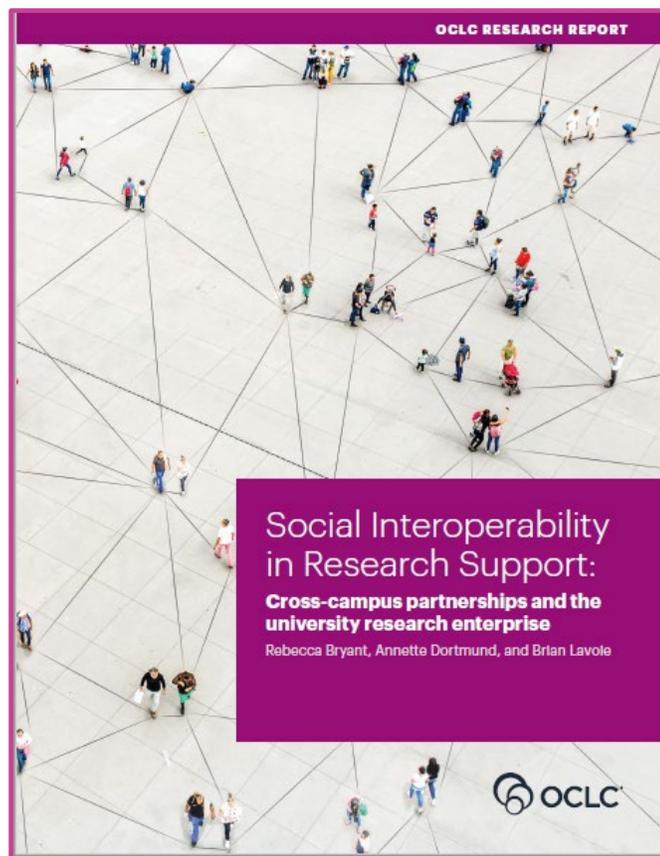


***We acknowledge and celebrate the
Indigenous people on whose
traditional land and airways we
meet, and pay our respect to the
elders past and present***

*If you are unsure whose land you are currently residing upon, we encourage
you to visit native-land.ca*

Today's presentation

- Why
- Who
- What
- How



Rebecca Bryant, PhD



Annette Dortmund, PhD



Brian Lavoie, PhD

[oc.lc/social-interoperability](https://oclc.org/social-interoperability)

Project overview and team



Scope

US research universities

Non-library stakeholders

Focusing on research support activities
(not T&L)

Administrative units, NOT researchers

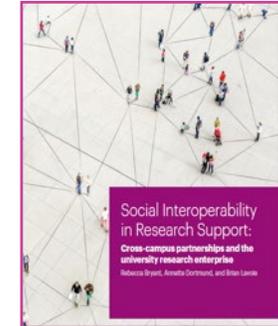


Methodology

22 semi-structured interviews

Convenience sample

Discussions with RLP partners



Outputs

OCLC Research report

RLP webinar series

Blogs & discussions



Rebecca
Bryant, PhD



Annette
Dortmund,
PhD



Brian Lavoie,
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Project goals

- Examine & document the perspectives of non-library campus stakeholders in research support
- Offer a framework for enriched understanding
- Document areas where cross-institutional collaboration is particularly rich
- Offer strategies and tactics for success

acquaint academic
librarians with other
campus
stakeholders

acquaint other campus
stakeholders with the
library

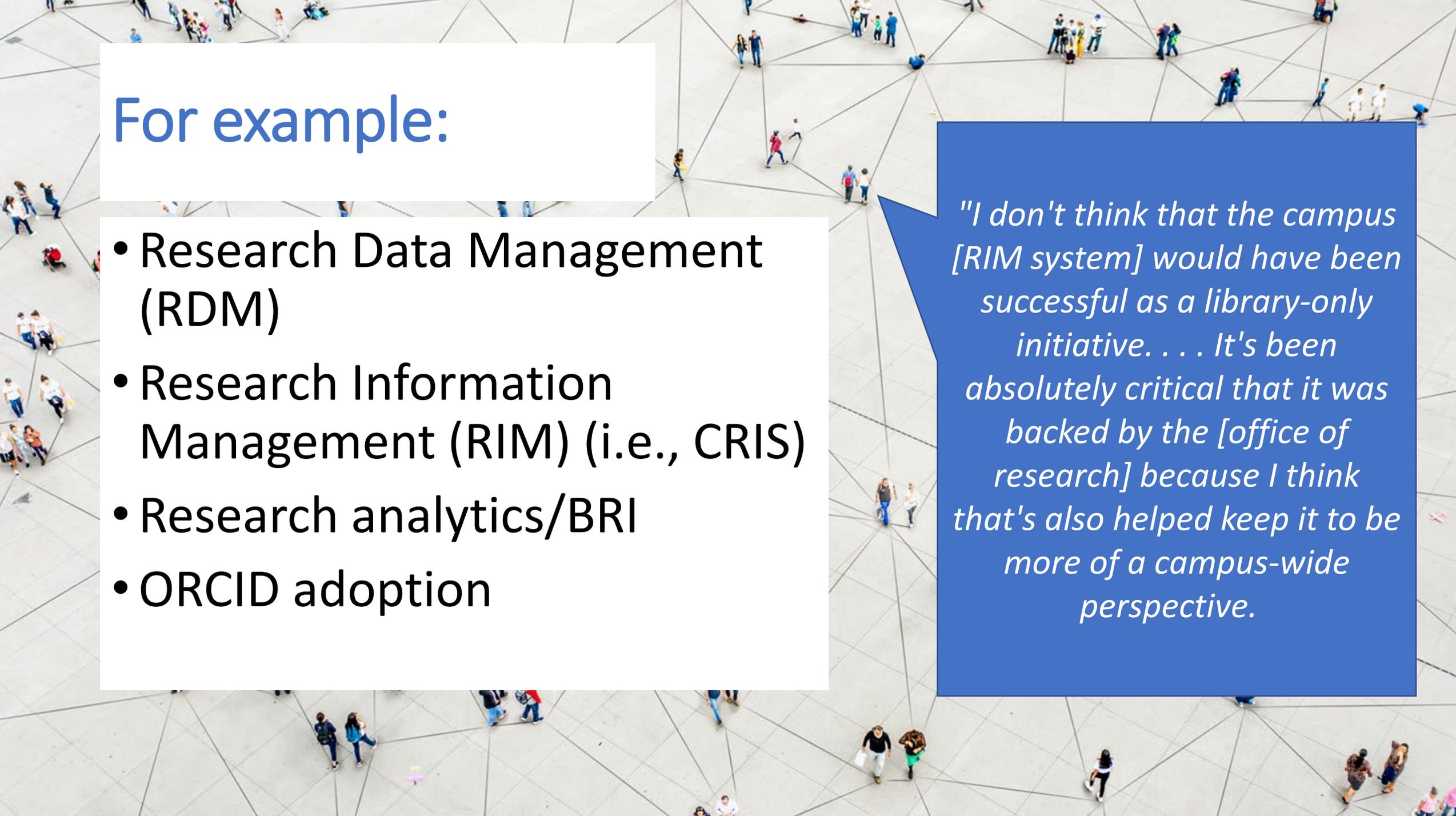
Research support

Services that enhance researcher productivity, facilitate analysis of research activity, and/or make research outputs visible and accessible across the scholarly community and beyond.



Photo by [Scott Trento](#) on [Unsplash](#)

Photo by [Michael Beach](#) on [Unsplash](#)



For example:

- Research Data Management (RDM)
- Research Information Management (RIM) (i.e., CRIS)
- Research analytics/BRI
- ORCID adoption

"I don't think that the campus [RIM system] would have been successful as a library-only initiative. . . . It's been absolutely critical that it was backed by the [office of research] because I think that's also helped keep it to be more of a campus-wide perspective."

Libraries are increasingly working with other campus units

Job posting: Library Chief Data Strategist, University of Rhode Island, USA

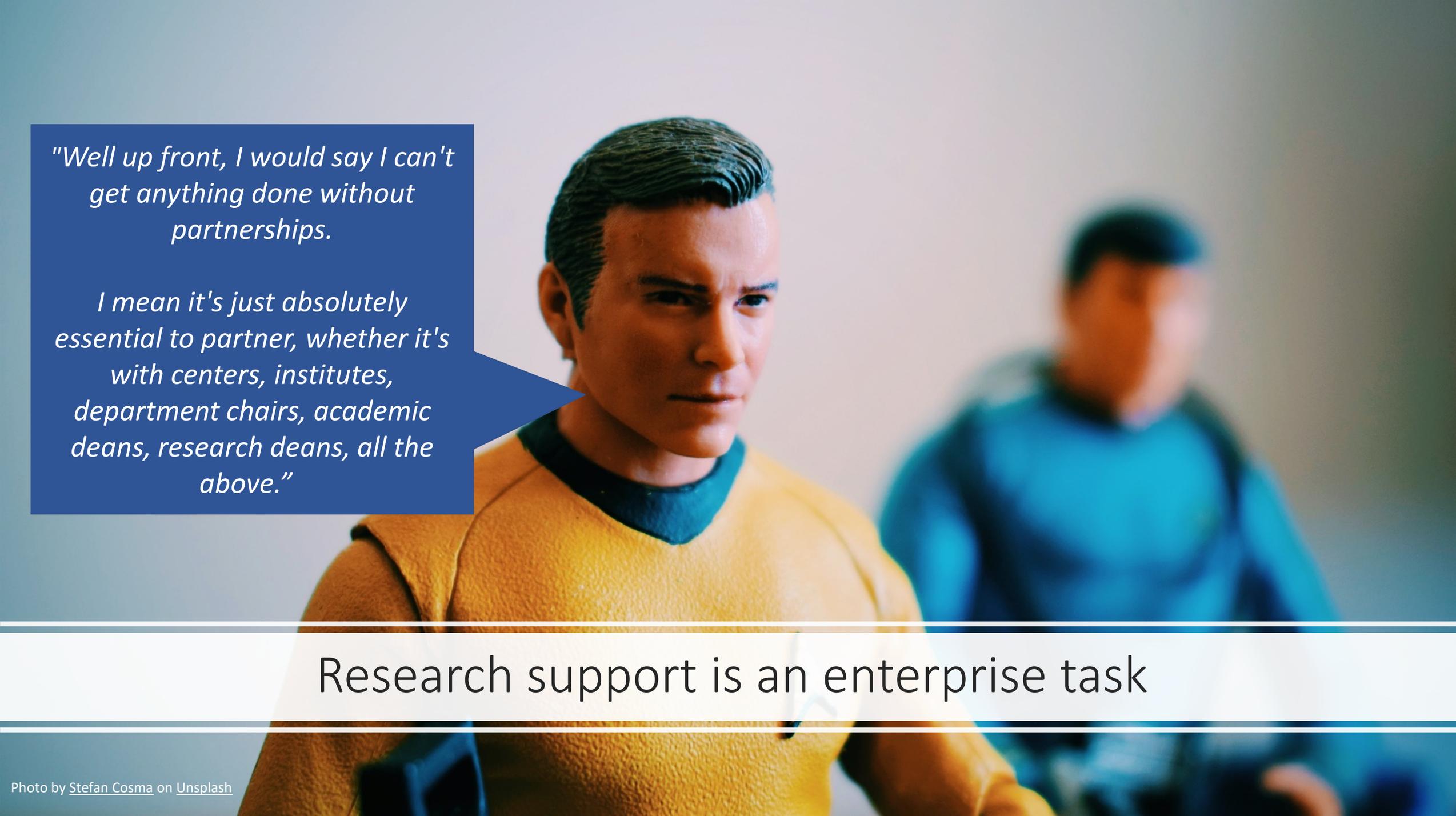
This position will work with the **Office of Institutional Research** and DataSpark (Library-based data analytics unit) to identify avenues to increase faculty and researcher success. Working with internal (e.g. MakerspaceURI, Launch Lab, Think Lab, and the AI Lab) and **external (e.g. the Office of Advancement of Teaching and Learning; the Office of Community, Equity and Diversity; Division of Research and Economic Development; and IT) partners**, the incumbent will plan and implement experimental and innovative activities to **cultivate and expand synergistic relationships.**

Several extra-library units named:

1. Office of Institutional Research
2. Office of Advancement of Teaching & Learning
3. Office of Community, Equity, & Diversity
4. Division of Research & Economic Development
5. Campus IT



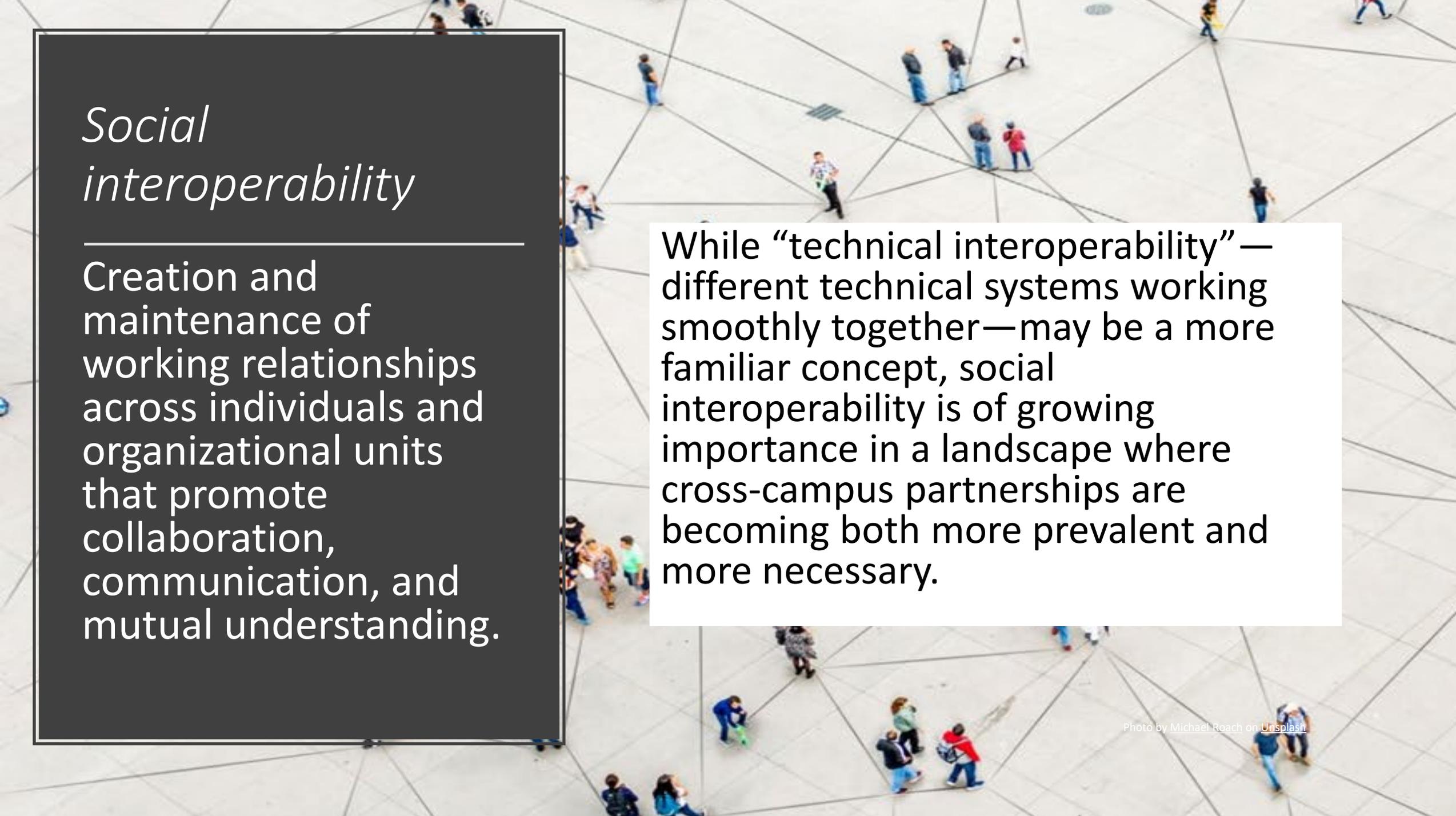
Research support is an enterprise task



"Well up front, I would say I can't get anything done without partnerships.

I mean it's just absolutely essential to partner, whether it's with centers, institutes, department chairs, academic deans, research deans, all the above."

Research support is an enterprise task



Social interoperability

Creation and maintenance of working relationships across individuals and organizational units that promote collaboration, communication, and mutual understanding.

While “technical interoperability” — different technical systems working smoothly together—may be a more familiar concept, social interoperability is of growing importance in a landscape where cross-campus partnerships are becoming both more prevalent and more necessary.



Working across campus can be HARD

*"It all takes longer and
has more
dependencies than
you think."*

Working across campus can be HARD

An aerial photograph of a busy city street with many cars and a bus. A large, semi-transparent white circle is overlaid on the left side of the image, containing text. An orange speech bubble is overlaid on the right side of the image, containing a quote.

Universities are
"complex adaptive
systems"

Term used by systems engineering & former
university leader William Rouse.

Rouse, William B. 2016. *Universities as Complex Enterprises: How
Academia Works, Why It Works These Ways, and Where the University
Enterprise Is Headed*. New York: Routledge.

"Implementing a campus
RIM (CRIS) system is like
"herding flaming cats."

6 characteristics of complex adaptive systems



1. Non-linear & dynamic

- People may respond in disproportionate ways
- System may appear random or chaotic
- Example:
 - Most of the time you have difficulty getting any attention, but then one day one person blows something all out of proportion.
 - Boom! Your director is unnecessarily involved.



2. Independent agents

- People have a lot of freedom to be self-directed: in research, activities, behaviors.
- No one *has* to work with you, especially if their goals don't obviously align with your interests.



3. Goals & behaviors differ or conflict

- Heterogeneous interests and goals
- Leads to internal conflicts & competition
- Example:
 - Unit won't share "their" data to support an institutional effort you are leading.



4. Intelligent & learning agents

- Individuals adapt in this environment, in order to achieve their personal goals
- In turn, they influence the system, creating instability
- People can end up working at odds with each other.



5. Self-organization

- A lot of independent self-organization, outside of existing hierarchies of faculties/colleges and departments
- This can lead to duplication of efforts and services
- Example:
 - Multiple units have developed their own own reporting systems



6. No single point of control

- Decentralized
- Units—and individuals—operate in a federated manner with a high degree of autonomy
- Mandates rarely work
- Example:
 - Backlash from faculty when they weren't "consulted" on an effort they see as heavy-handed.
 - Vote of no confidence



“Mandatory is your first and fastest way to fail. . . [because] you aren’t going to dictate anything to anybody.”

The result?

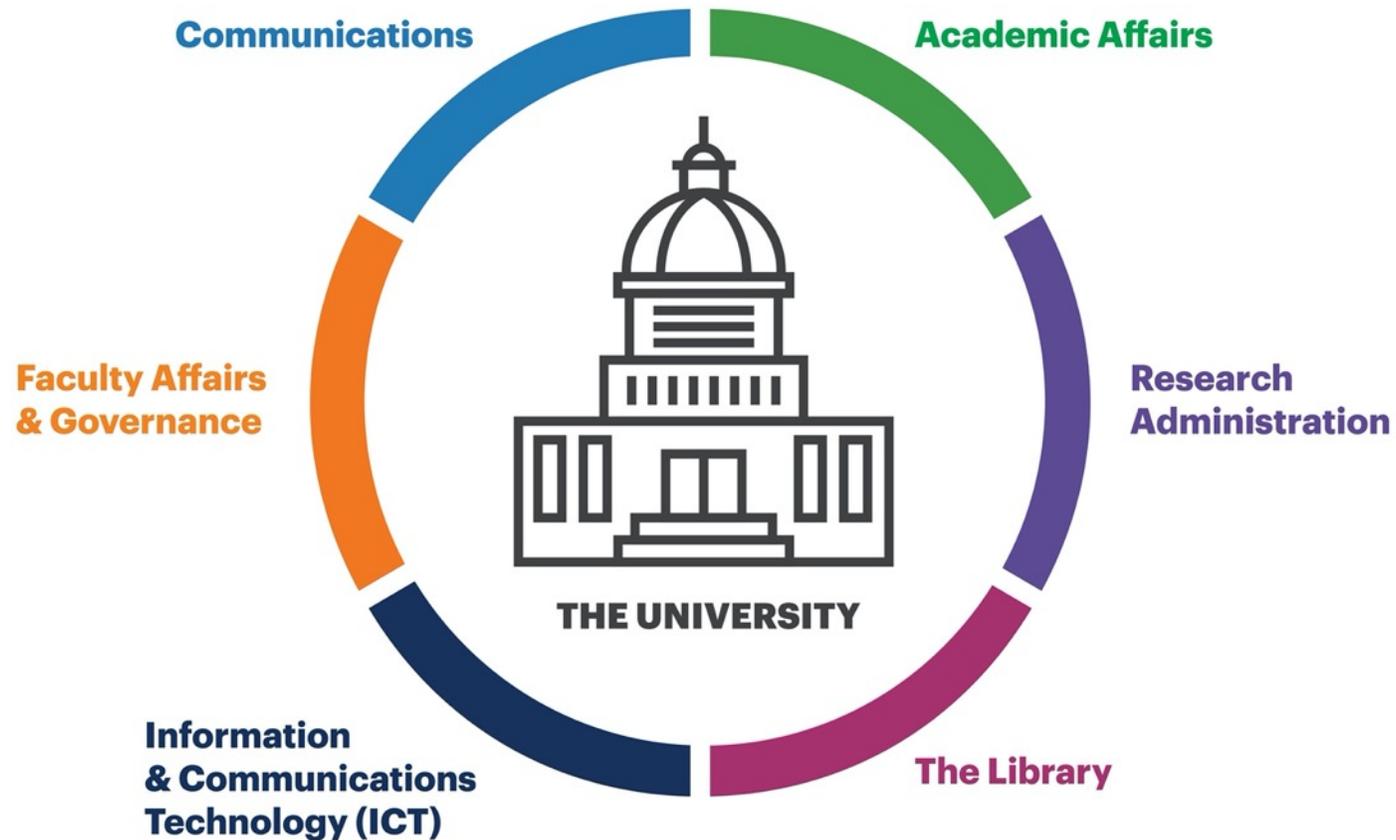
- Incentives > mandates
- Agility > efficiency
- **Self-organized heterarchical networks are the primary mechanism for getting work done**



An aerial photograph of a large, open public square or plaza. The ground is paved with light-colored tiles and features a prominent geometric pattern of dark lines forming a grid of triangles and polygons. Numerous people of various ages and ethnicities are scattered across the plaza, some walking, some standing in small groups, and some pushing strollers. The overall scene conveys a sense of a busy, public space. A white rectangular box with a blue border is superimposed over the upper portion of the image, containing the text 'The institutional stakeholders' in a bold, blue, sans-serif font.

The institutional stakeholders

A Conceptual Model of Campus Research Support Stakeholders





Academic Affairs

Individuals responsible for overseeing teaching, learning, and research activities at the university

Examples:

- Provost/deputy vice-chancellor (university's chief academic officer)
- Deans and directors
- Department/school heads
- Directors of graduate study
- Faculty and staff

“Nobody knows what the %#@# a provost does.”*
—Provost

Research Administration

Campus units that help advance the university's research activities, such as securing external funding, developing institutional strategy and policy, and providing oversight of issues having to do with responsible research conduct, ethics, and grant administration

Examples:

- Vice President of Research
- Office of Research
- Research Development Office

“... we do whatever we can to keep our researchers focused on doing their research so that they're not doing other things that they shouldn't have to do.”



The Library

Connect students and faculty with the information resources they need for education and research

Examples:

- Disciplinary liaisons
- Scholarly communication
- Digital humanities institute
- Publishing

“Because so often, librarians are forgotten. Our expertise is completely forgotten, and we’re the last people to be considered]. So faculty are shocked when they realize, “oh, you can help me with my data? Oh, you can help me think through this . . . publishing considerations, whatever it might be

Information & Communications Technology

Units responsible for supporting a wide array of technology needs on campus, research, learning, and more

“What we hope for is the things that make sense to be run from a central point kind gravitate and migrate toward the central unit.”

Examples:

- Storage, high-performance computing resources
- Digital collaboration tools, research software
- Email services, telecommunications, networking
- Learning management systems
- Technical consultation and support



Faculty Affairs & Governance

Supports faculty members in their careers and scholarly activities, as well as those related to faculty governance

Examples:

- Annual reviews, merit increases, promotion & tenure
- Contract renewals, sabbaticals
- Faculty searches, hiring, start-up funds
- Faculty senate/governance
- Local [AAUP] chapter, faculty union

“ . . . the human touch and coordination behind the scenes to make sure that all the units are working together in the way that they should, that all the efforts are strategically aligned.”



Communications

Responsible for promoting, marketing, or otherwise raising awareness about university programs, accomplishments, initiatives, and other activities

Examples:

- University communications or public affairs office
- Corporate relations, alumni relations
- Communications officers in academic units, research office, and more

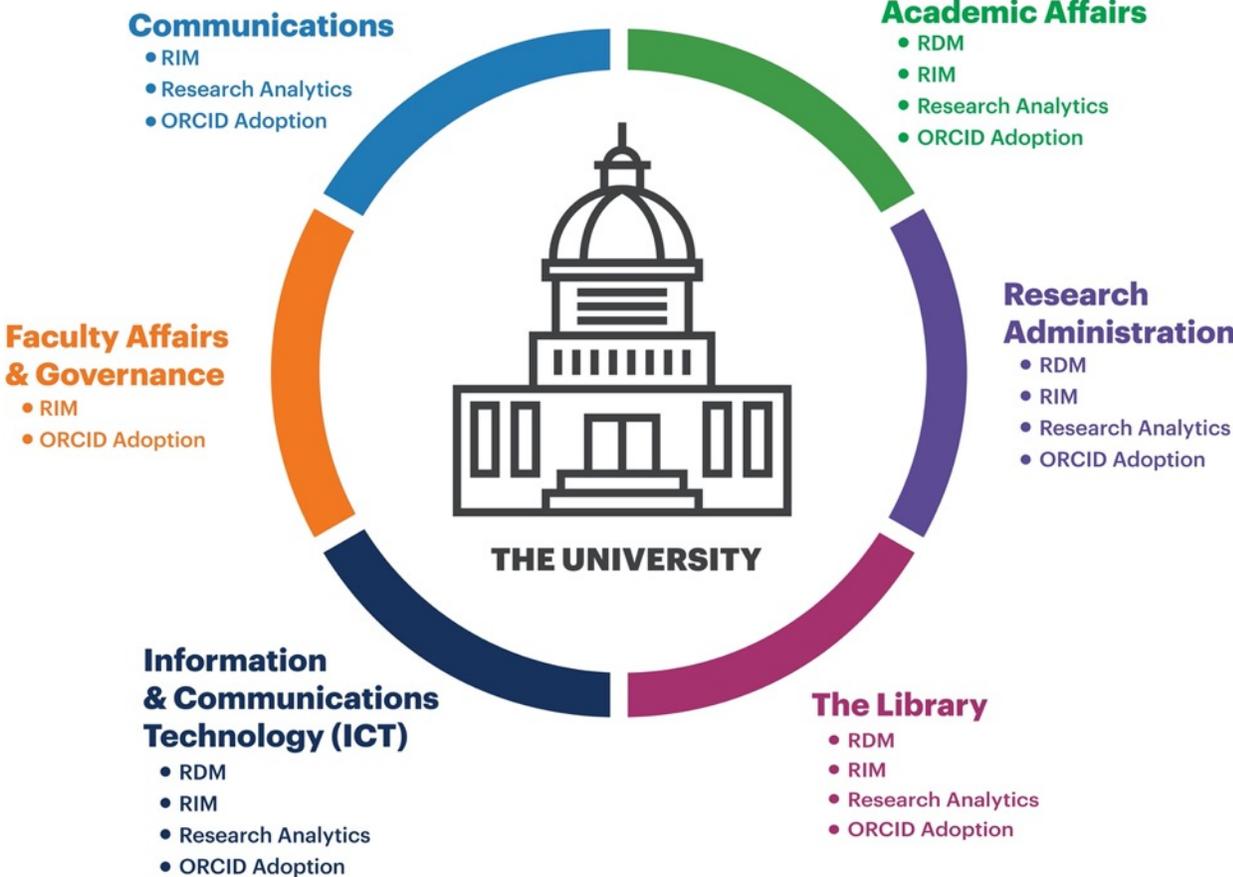
“that kind of connecting, communicating, developing of networks . . . is probably the most vital thing that I do.”

Examples of cross-institutional collaboration in research support

- Research Data Management (RDM)
- Research Information Management (RIM, CRIS)
- Research analytics
- ORCID adoption

“Research development has worked hand in glove with the library on the public profiles on our campus.”

Stakeholder Interest in Research Support Areas





Comments on the Library as a Partner

- Central campus unit and **trusted, “agnostic” partner** for **sustainable** projects
- **Recognized expertise** in
 - metadata
 - licensing
 - vendor support/negotiations
 - research impact/bibliometrics
- **But ...**
 - Services/**value proposition can be diluted** by desire to “be everything for everyone”
 - **Overemphasis on values**, to the neglect of others’ needs and interests
 - **Slow-moving**, less urgency than other parts of campus. Need to move at same pace as researchers
 - **Lack of confidence** among librarians can hinder effectiveness. Need to see themselves as equal partners
 - Discomfort with finances; “unrealistic” desire for everything to be “free”

An aerial photograph of a large, open public square or plaza. The ground is paved with light-colored tiles and features a prominent geometric pattern of dark lines forming a network of triangles and polygons. Numerous people of various ages and ethnicities are scattered across the plaza, some walking, some standing in small groups, and some pushing strollers. The overall scene conveys a sense of a busy, interconnected public space.

Facilitating Social Interoperability

Key Takeaways about Successful Intra-campus Social Interoperability

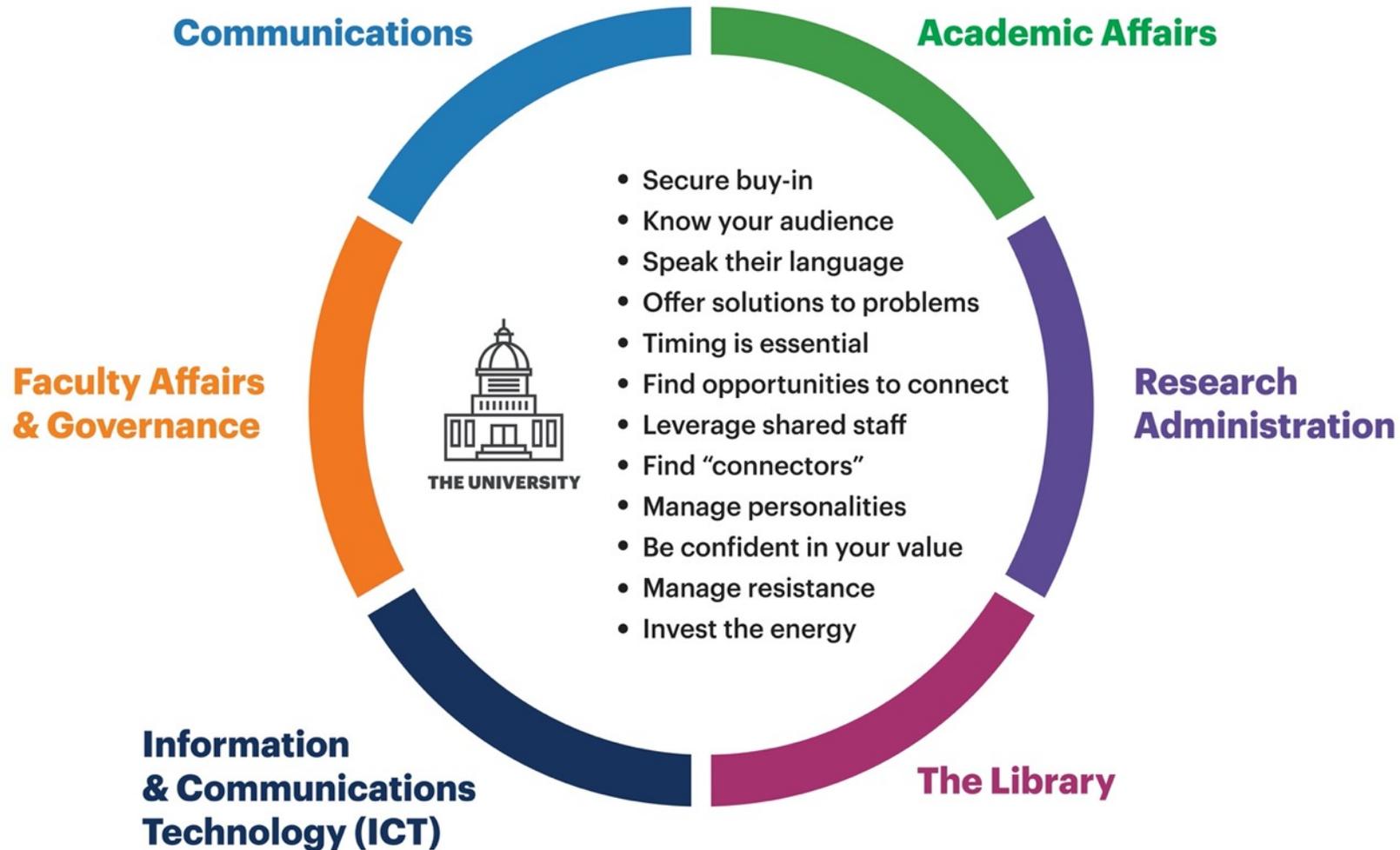




Photo by [capnsnap](#) on [Unsplash](#)

Strategies

- Know your audience
- Speak their language
- Offer concrete solutions
- Secure buy-in
- Timing is essential

Leverage staff connections like shared or embedded staff

Relationship building

Find opportunities to connect:

- Formal & informal
- Committee work
- Faculty governance
- Standing meetings
- Create communities
- Hallway conversations



Photo courtesy of Merrilee Proffitt

Troubleshooting

- **Find “connectors”**
 - Hubs that cut across networks
 - Executive support
- **Know your value**
 - Stay focused
 - Say “no”
- **Manage personalities**
 - Work with who you can
 - Don’t burn bridges



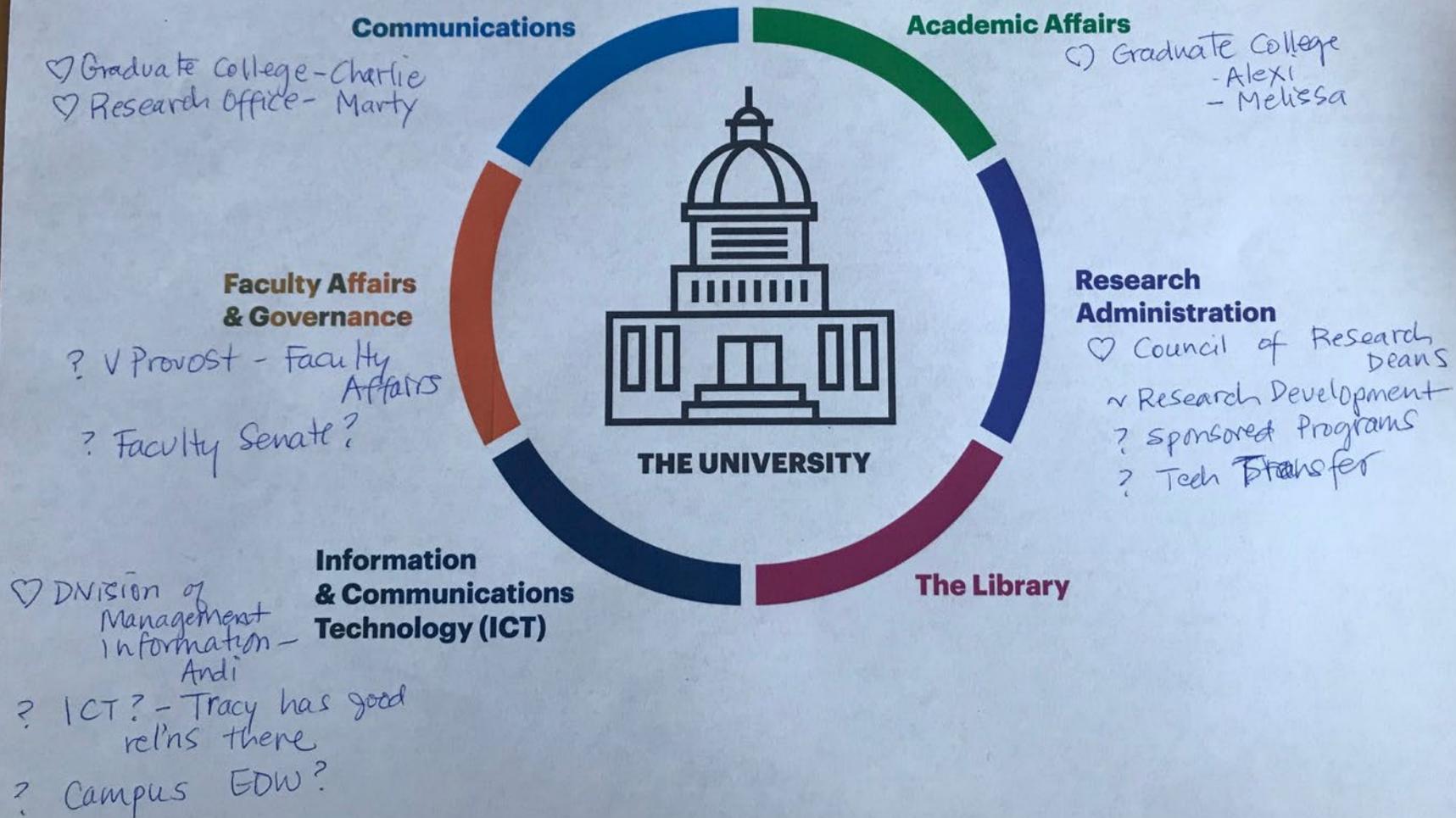
Challenges

- **Investing energy**
 - Relationship-building takes time & effort
 - Ongoing as partners change
 - Collaboration & speed often trade-offs
- **Managing resistance**
 - Consult early & often
 - Be sensitive to partners' autonomy & competing interests
- **Emerging roles in research support**
 - Roles can be ill-defined & over-burdened
 - Isolation

An aerial photograph of a large, open public square or plaza. The ground is paved with light-colored tiles and features a prominent geometric pattern of dark lines forming a grid of triangles and polygons. Numerous people of various ages and ethnicities are scattered across the plaza, walking in different directions. Some are in small groups, while others are alone. The overall scene depicts a busy, public space. A white rectangular box with a blue border is overlaid on the upper left portion of the image, containing the text "Use it".

Use it

A Conceptual Model of Campus Research Support Stakeholders



Stakeholder Strategy Matrix

Stakeholder _____

Responsibilities	Goals
Individuals & relationships	Strategies & tactics

Script for learning about other stakeholders

A script for learning about other units used at Rutgers University-New Brunswick⁴³

1. In what major ways do you see the University's work and focus changing during the next 2-3 years?
2. How are these changes affecting the work and focus of your school/department/program (unit)?
3. What are your unit's goals for the next 2-3 years?
4. What about your responsibilities within the unit? What are your top



Thank you!

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