

EVENTOS

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Super-convergence Case Study University of Cumbria, UK:
A multi-campus, distributed university



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Super-convergence Case Study

University of Cumbria, UK:

A multi-campus, distributed
university

Margaret Weaver
Head of Library and Student
Services





www.cumbria.ac.uk

University of
Cumbria 

Student Profile







Overview

- Aim/What we did/Our Super-Converged model
- Key Questions to consider
- Library and Student Services Teams
- Model across campuses – threshold standards
- Meet the team
- Identity and Culture
- Engagement
- Implementation
- Lessons learned
- Opportunities
- Conclusion

Aim of the super-converged service: Library and Student Services

To create an effectively combined service for a distributed university – integrated teams to meet:

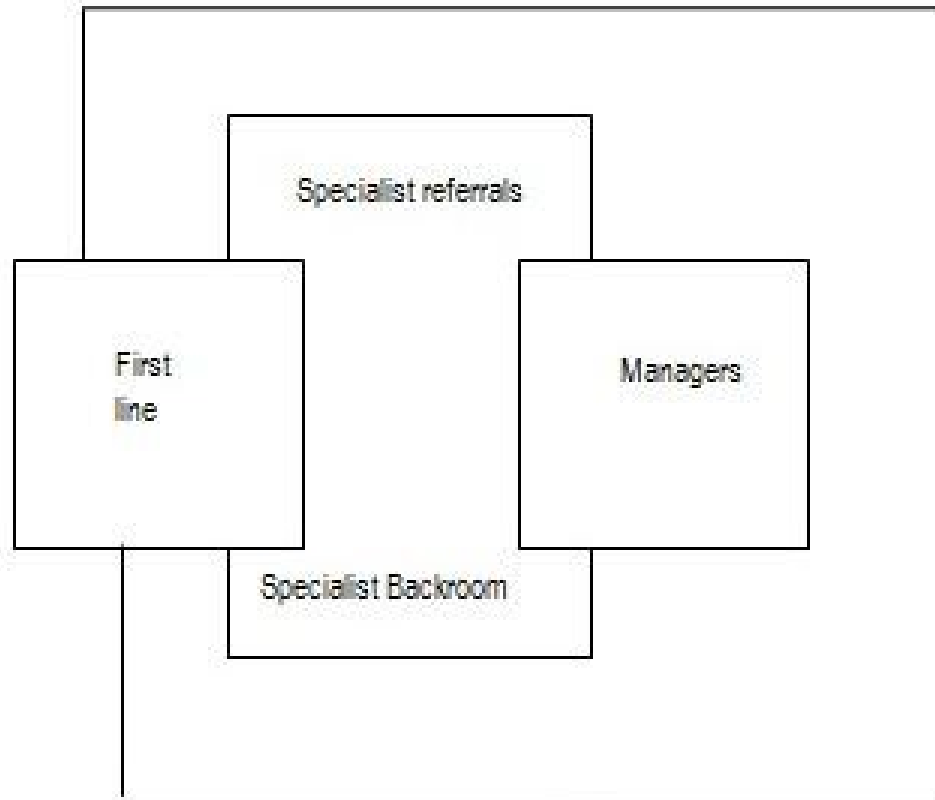
- Students: age, ability, location, aspiration
- Staff: interesting roles spanning the specialisms; increased flexibility
- Holistic and developmental
- Cost effective
- Future proof

What we did

- Drivers: Portfolio of several student facing areas, estates strategy, learning and teaching, market
- Created new IT services “one IT”
- Merged library and student services
- Created “blended” roles at new strategic Gateway campuses
- Reorganised administration
- Ongoing organisational development
- Holistic view of student journey: the model

Our super-converged base model

Learning Environment



Key Questions in design

- Can any posts be merged to save more and/or be more efficient?
- Can the work be distributed differently?
- Blended front line – what should it contain?
- Central or distributed?
- How will it work with other services?
- What is our impact on the student experience?
- How will we work differently?
- How can we build capacity across campuses?
- What are the enablers?

LISS Teams

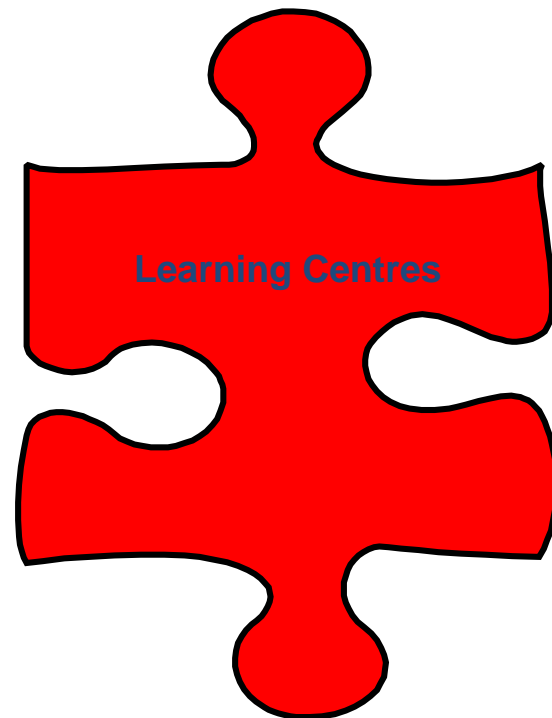
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LiSS Teams

Learning Centres team –

Interface with students

- The i zone, a one stop shop for information, advice and guidance on:
money, library, basic IT, media, laptops, how do I...? Signposting, active referral
- Libraries, Gateways, Receptions
- Blended roles, Student Rovers
- Service Desk
- Distributed and scaled



LiSS Teams

Learning Core team –

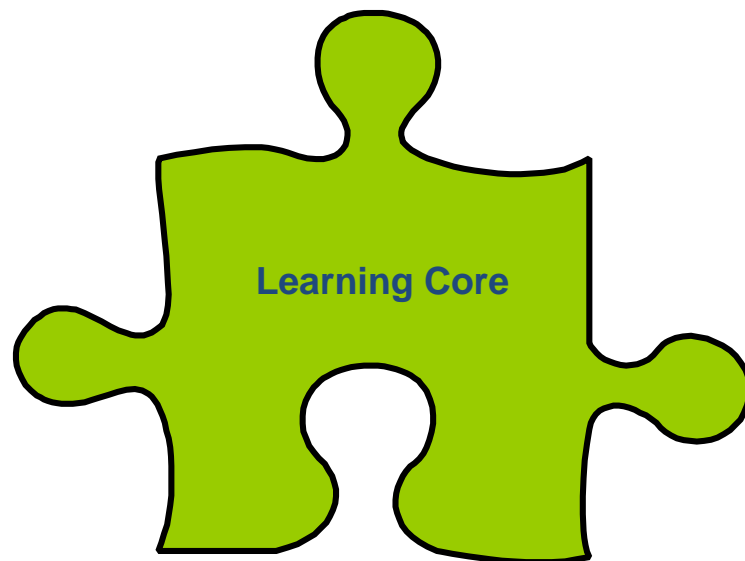
Interface with LiSS teams and strategy/policy

- Learning Resources acquisition and e-first
- Policy, Data, Administration
- Document Delivery and Digitization
- Destination of Leavers in Higher Education Survey
- Library Systems
- Web site, KPIs, Service Quality
- Institutional Repository
- Centralized to single site

LiSS Teams

Learning Strategy team –

Interface with Faculties and their students/staff



- Student Development & Wellbeing:
Mental health, counselling, disability, Specific learning difficulty services
- Academic Liaison, & Skills

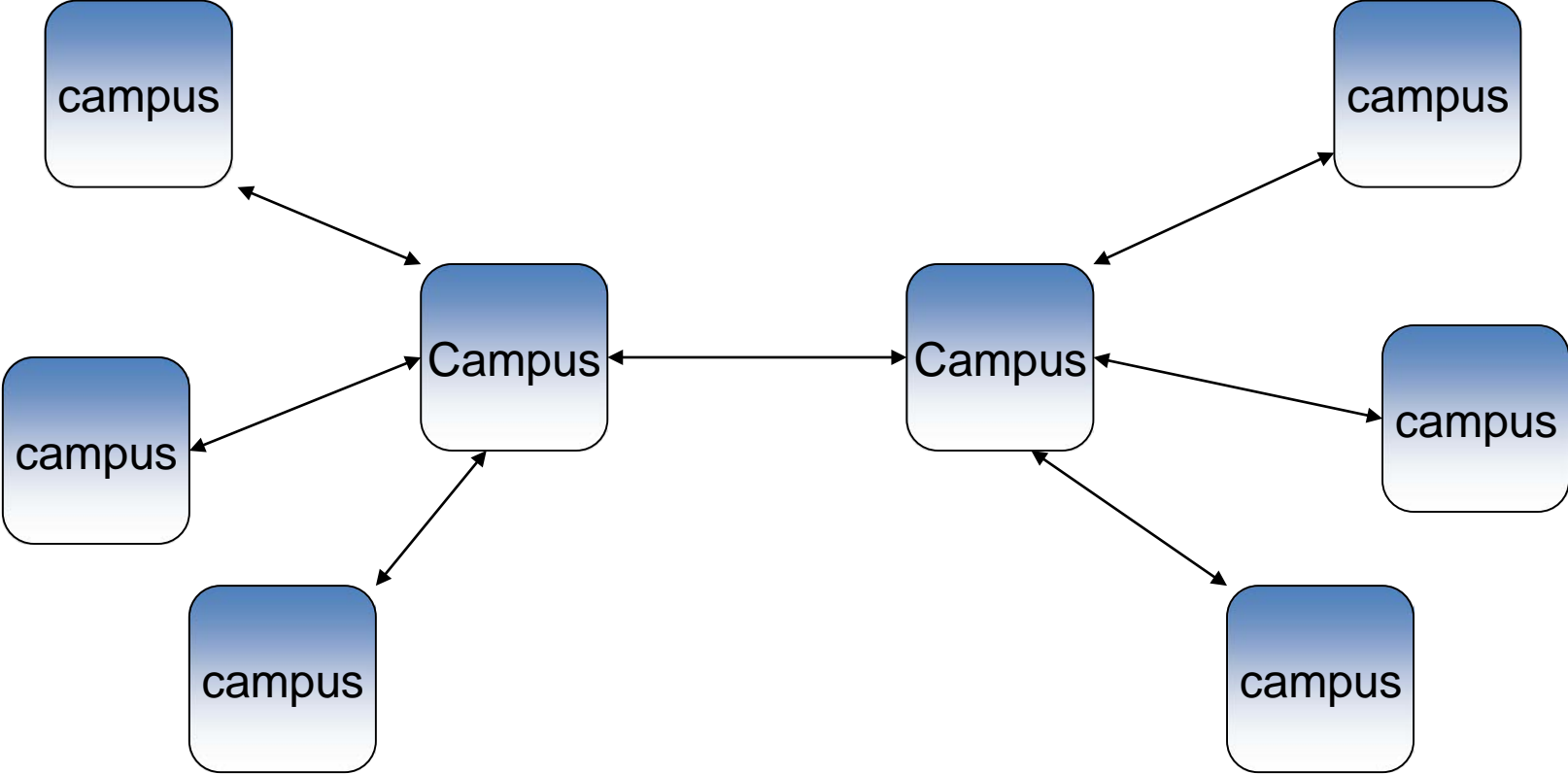
Academic Skills teaching, Learning Resources selection, Faculty business partnering, Employability

Careers, International integration and progression. University Employability Plan

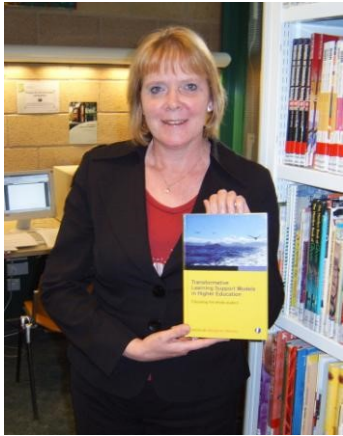
- Retention and widening participation work



Model Across campus(es)







Librarian



Mental
Student

Student

Librarian

Disability Professional

Adviser



Librarian

Librarian
Disability

Health Adviser
Adviser

Adviser



Mental Health
Professional



Identity and Culture

- Utilising skills and knowledge from “new” colleagues
- Ability to share resources/networks
- Services Discourse and Traditions
 - Language, Values, Ways of working
- Professionalism, commercialism
 - Ethics
- Partners’ perspectives
- Faculty perspectives

Engagement



Terminology

How traditional are students? Academics?

First year review critical

Pivotal role of the Student Union

Student Charter

Diverse student body and campus shape

Faculty and Professional Services alignment

Implementation



Do structures matter?

High levels of anxiety from staff can be reduced with pre-convergence training
Good communication about new roles with away days or detailed staff structure chart is required

Have an Implementation Plan agreed with staff

- Provide ongoing training and support
- Communicate the model across the institution
 - **Who do you think we are?**
- Make sure the Student Union understand
- Agree interfaces
- Plan space
- Align web presence



Lessons learned

Helping colleagues to acquire new skills to take away the 'fear' that they have to know everything all at once

Enabling staff to have confidence in the service they deliver

Reduce anxiety from frontline staff with pre-convergence training

Cultivating a team across traditional boundaries and disparate teams and multicampus

Staff development: adapting to new culture, location, environment, procedures

Focus groups: understanding of super convergence (pros and cons)

Roadshow: rationale, pros and cons, FAQs

Open 360 communication

Team Away Days: develop and embed the message

Demystifying disability: it's about attitudes not expertise

Supporting each other: staff groupings

The skill of listening to and communicating with students (intuition and learning) is key

Sense of humour is essential!!!

Sharing expertise and knowledge

Opportunities of Super Convergence (new ways of thinking and working)

The chance to acquire new skills through coaching and mentoring

The use of networking from preconvergence contacts

New, improved environment / location

Making use of best practice (operating procedures, guidelines, policy)

Develop and share resources

Promotion of service values and aims
Cascading staff training via techniques of coaching and mentoring : a multi-dimensional process

Confidence and self esteem (feel the fear & do it anyway)

Addressing staff concerns: reading
between the lines to influence and
manage change (what & how & me)

Managing changing cultural values:
achieving emotional IQ

Promotion of service values and aims

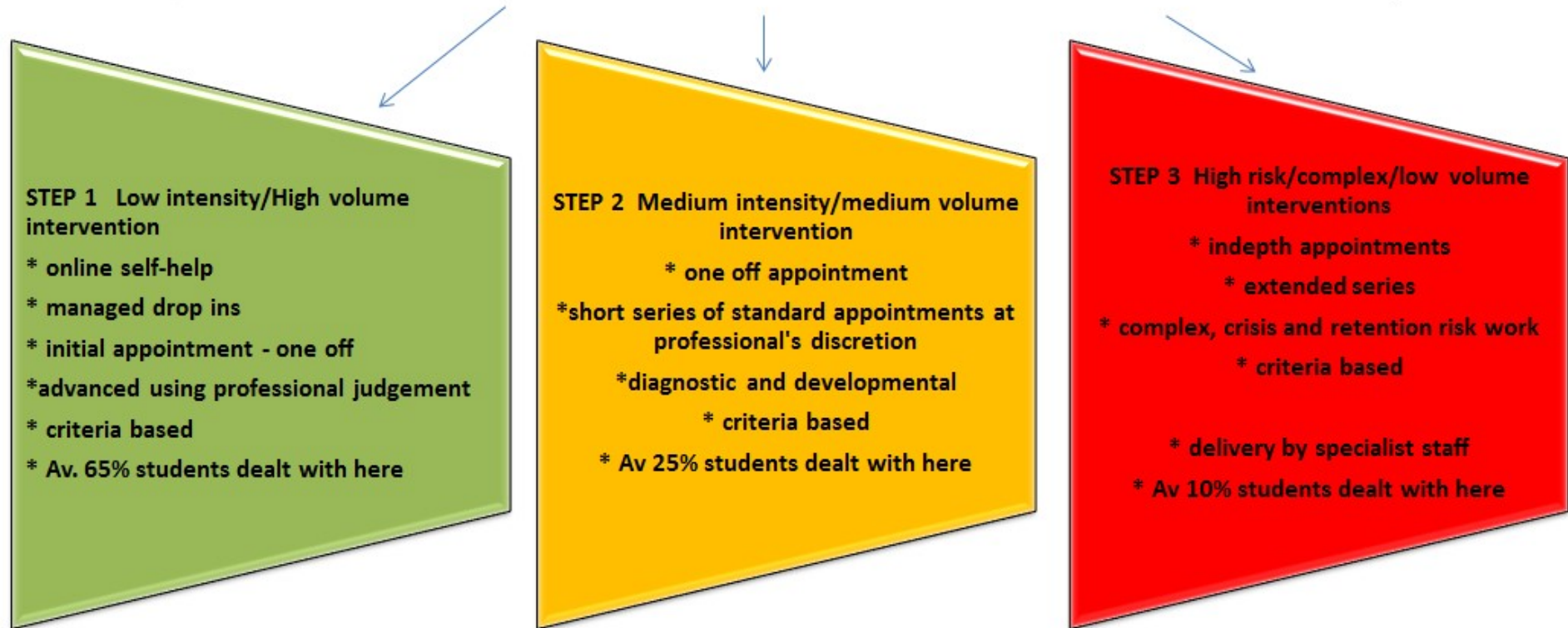
Efficient signposting and referral

Library and Student Services: Proposal for introduction of Stepped Model for Individual Student Support August 2012

(Please note this captures our student facing work only and does not include our liaison and management and strategic work or support we provide to academic staff)

TRIAGE DIRECTS TO RELEVANT STEP

Online and in person via self-diagnostic or diagnostic tool /Self-referral via automatically triggered notification to student from SITS/
Faculty/professional services/external referrals



Students moved up and down steps or jumped to higher stages

Conclusions

- Issues of **identity and culture**, what is a University?
- Implications of super convergence on **partnerships** with other nonconverged organisations eg is it understood?
- **Engaging Students and faculty** in the model and listening to the student voice
- Skills and expertise, **staff training and expectation** – shared tools providing novel insights
- New kinds of **professional roles** and possibly therefore qualifications
- The importance of space and being able to express the convergence in both **physical and virtual terms**, so it is understandable to stakeholders, students and staff using the service



- Organisational development in a climate of turbulence: **sustainable models**
- Implications for **leadership**
- Collecting the evidence of **value and impact**

Hence our super-convergence journey continues:

- Structures are unfinished, in transition and emergent
- We need a pedagogical framework within which to describe the value of superconvergence We need new ways to demonstrate business value of a super-converged support service



Thank you for listening