Building Strategic Relationships to Advance Open Scholarship at Your Institution

OCLC-LIBER Workshop Series on Social Interoperability

Workshop 1: Understanding social and structural norms that shape academic institutional collaboration

By Rebecca Bryant, Brian Lavoie, Annette Dortmund

Workshop series format

- May 4
  - Introduce the challenges and a framework for understanding stakeholders
- May 11
  - Learn tactics to support relationship building and examine examples of successful social interoperability
- May 18
  - Make your plan—who and how will you work toward your goals?

Resources & documentation

- Supporting handout
  - Reading assignments
  - Worksheet
- Documenting discussions in the OCLC Research blog, “Hanging Together” https://hangingtogether.org
- Pilot effort
  - You will be asked to complete a post-event evaluation
  - Interest in scaling to wider audiences if successful

About today

- Combination of presentation & interactive formats
- Device-free as much as possible
- Environment of sharing, listening, & trust
- Notetaking for synthesis/blogging only
- **The right people are here for the right conversations**

Icebreaker

Go to www.menti.com and use the code 8277 5865

- What is one word to describe how you feel right now?
- What's one word to describe how you feel about cross-campus collaborations at your institution?
  - Please also introduce yourself via chat

Project overview

Scope

US research universities

Non-library stakeholders

Focusing on research support activities (not T&L)

Administrative units, NOT researchers

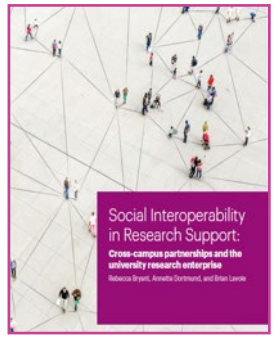
Methodology

22 semi-structured interviews

Convenience sample

Discussions with OCLC RLP partners

Outputs



OCLC Research report

RLP webinar series

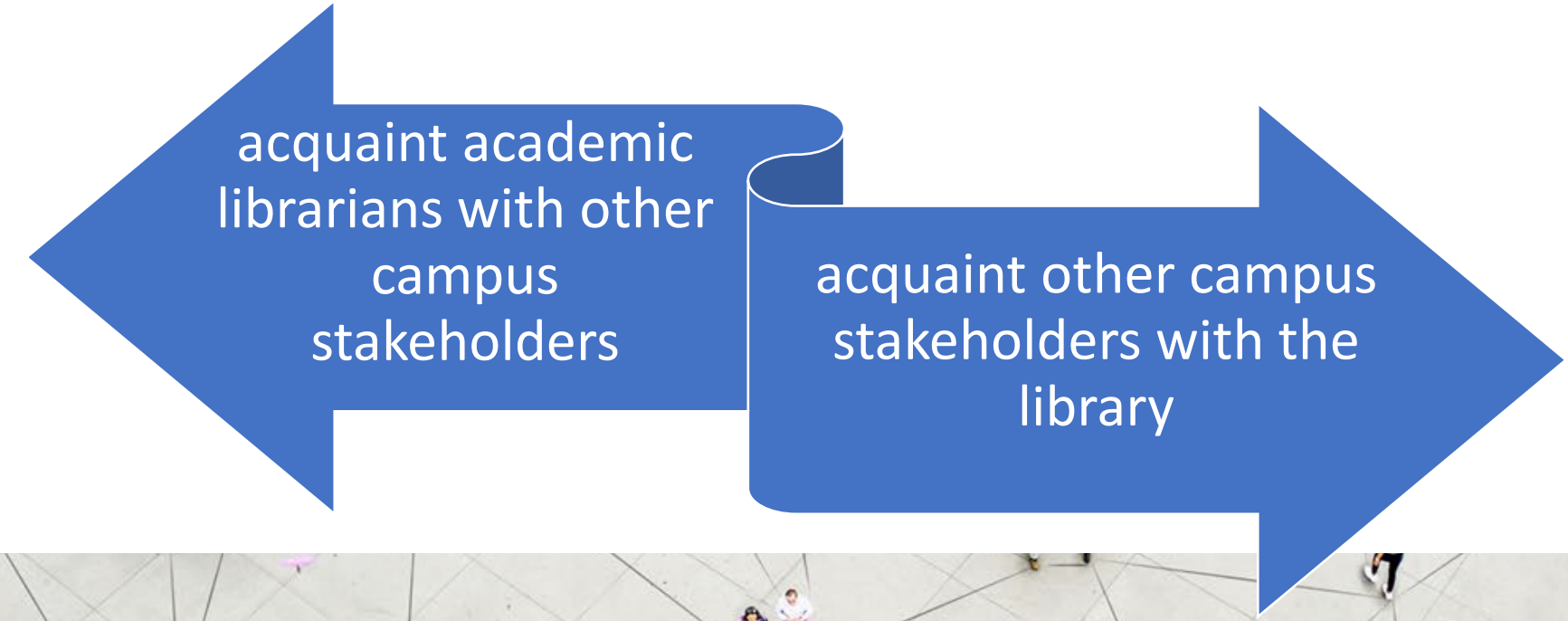
Blogs & discussions

(hangingtogether.org/)

oc.lc/social-interoperability

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



A challenging landscape

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

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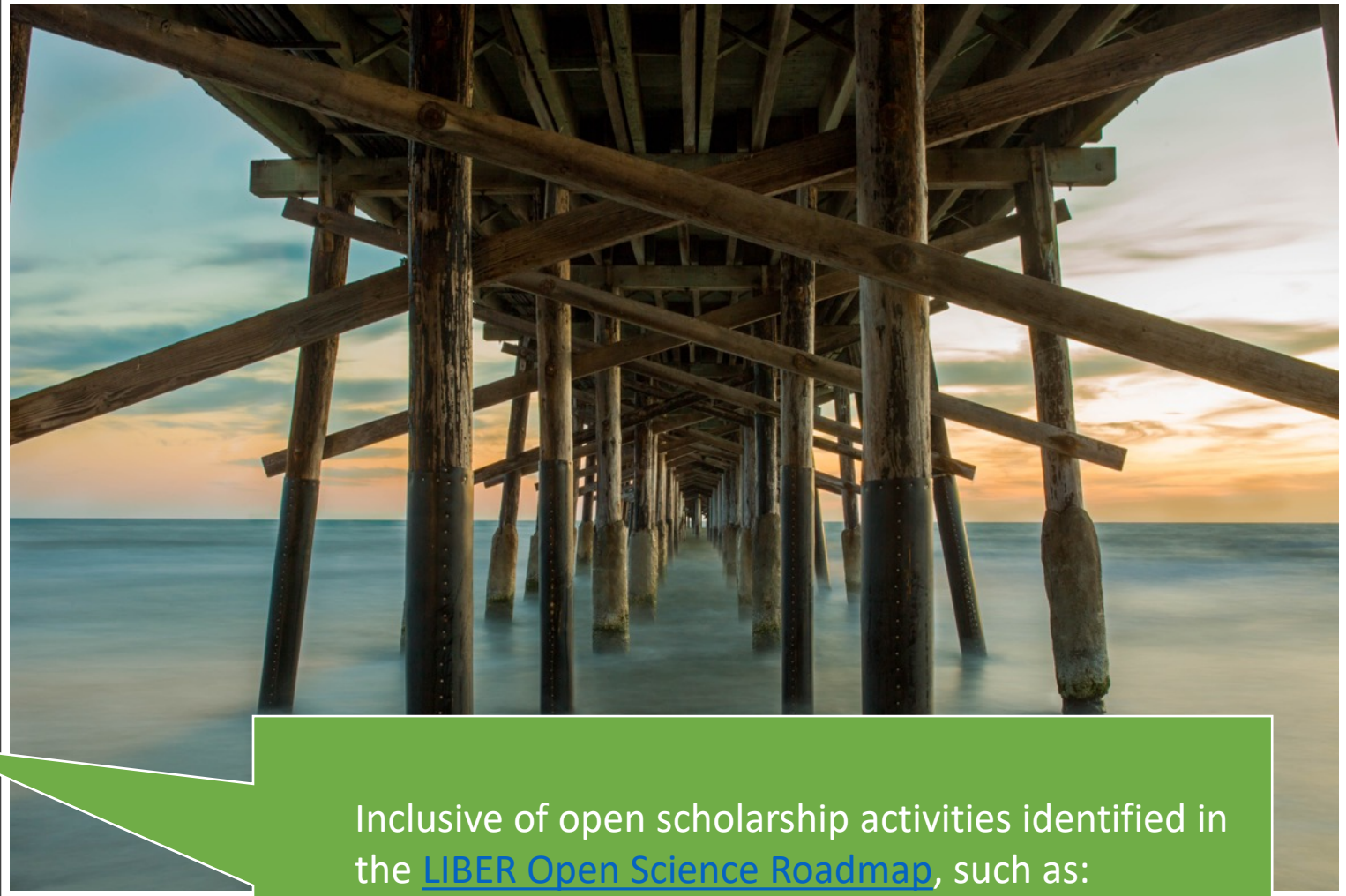


Inclusive of open scholarship activities identified in the LIBER Open Science Roadmap, such as:

- FAIR data
- Metrics & rewards
- Scholarly publishing

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.**

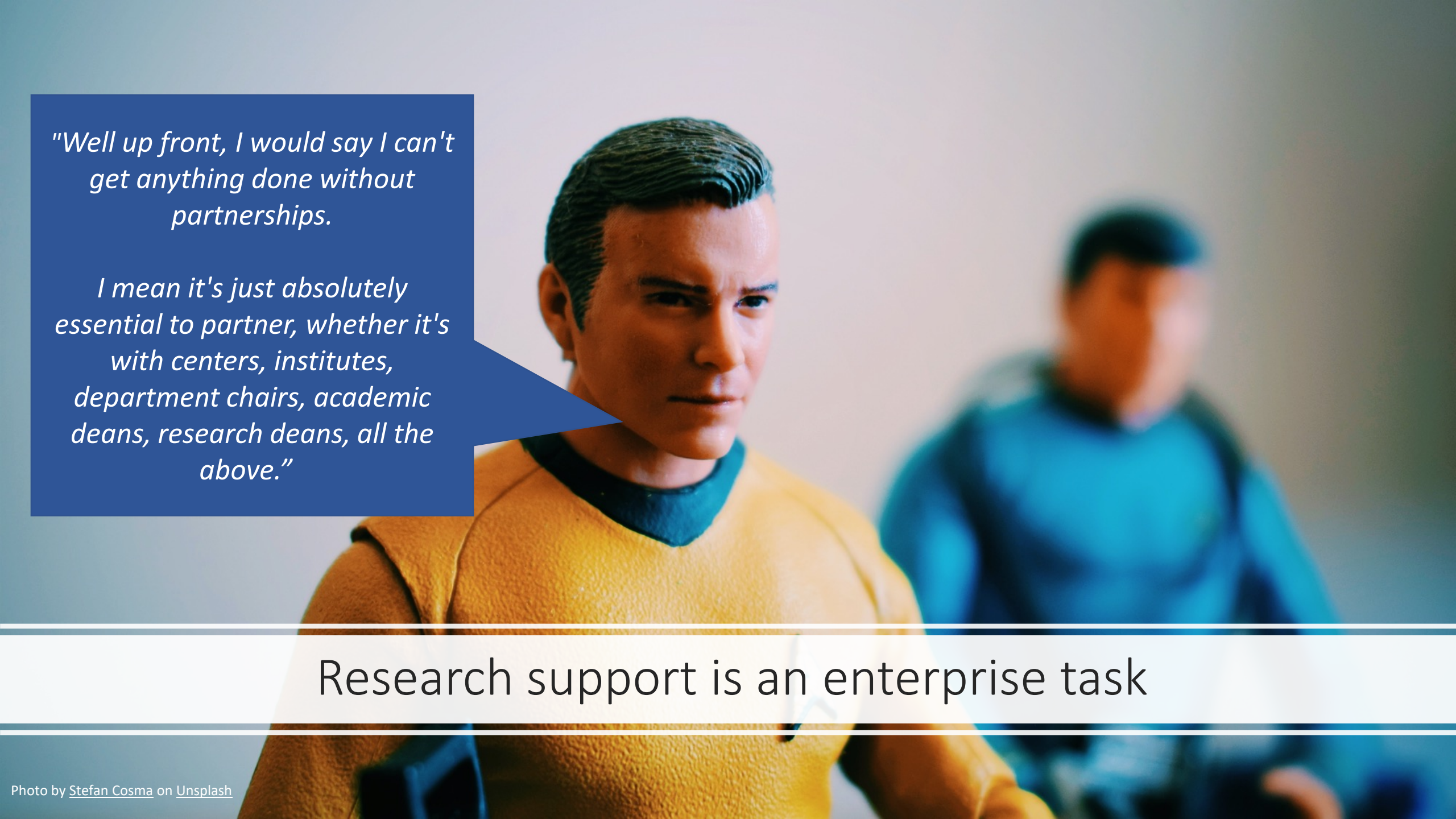
This position relates to Metrics & rewards category in the LIBER Open Science Roadmap

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

Photo by Stefan Cosma on Unsplash



"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

Photo by Stefan Cosma on Unsplash

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.

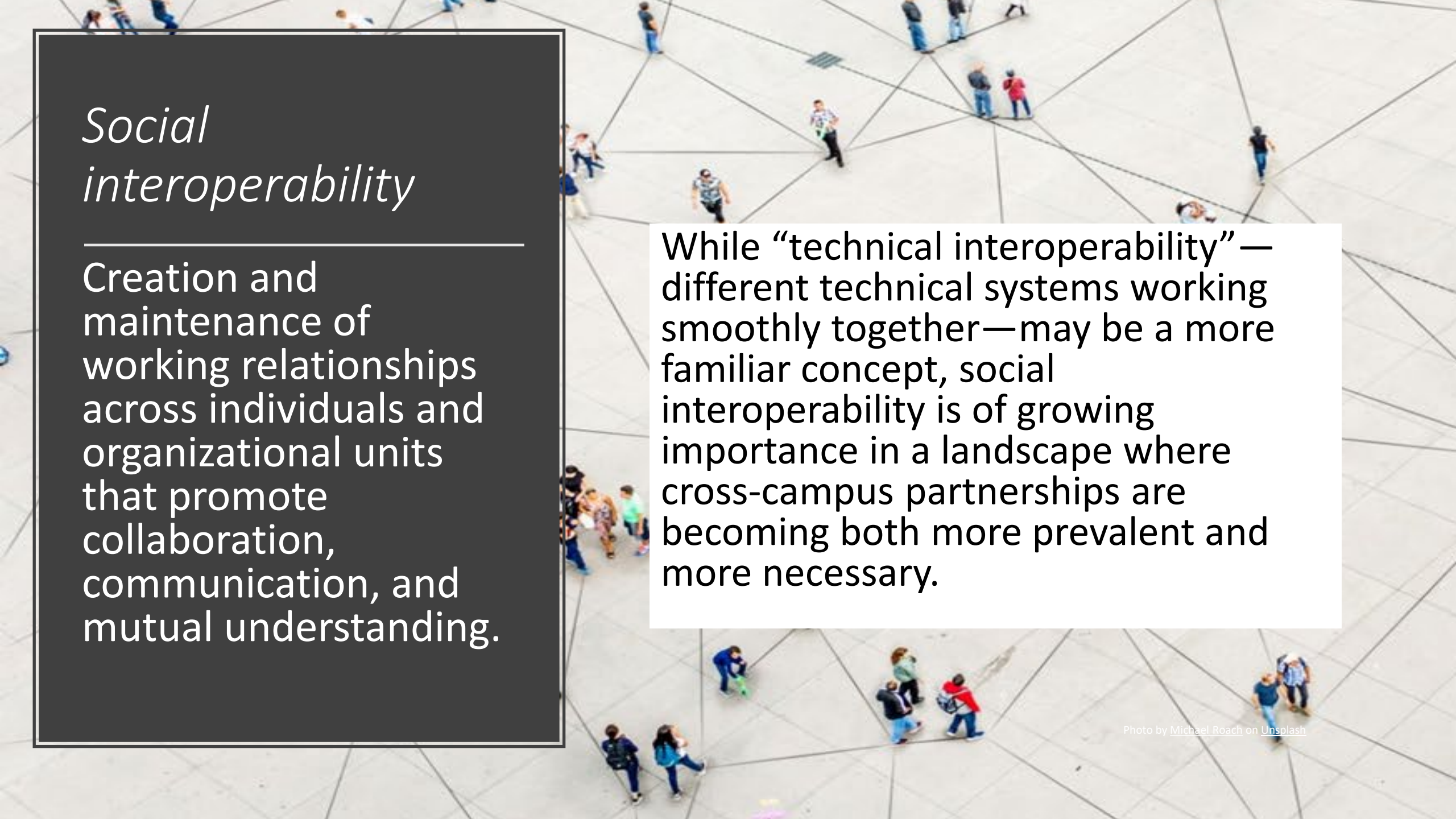
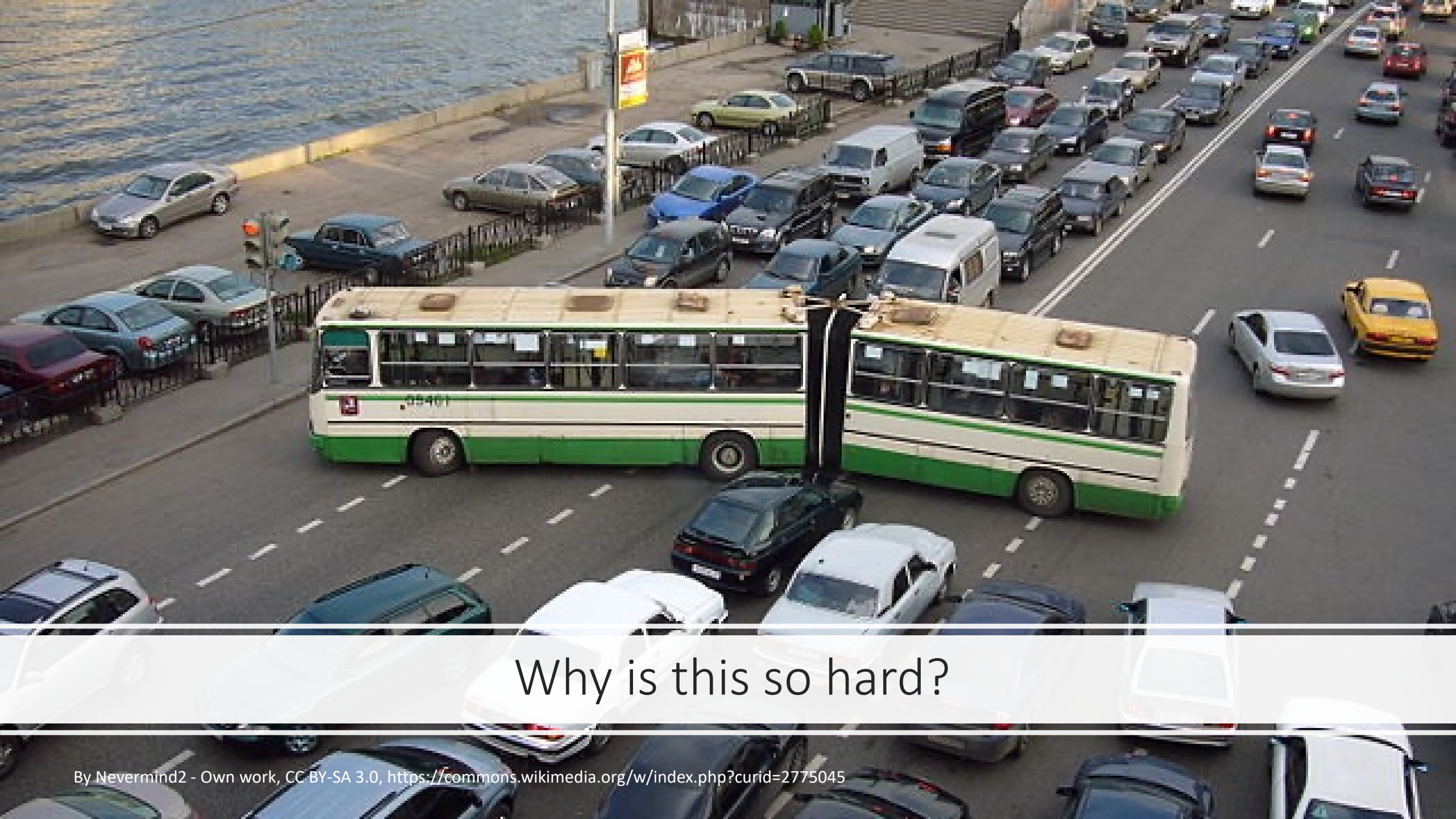
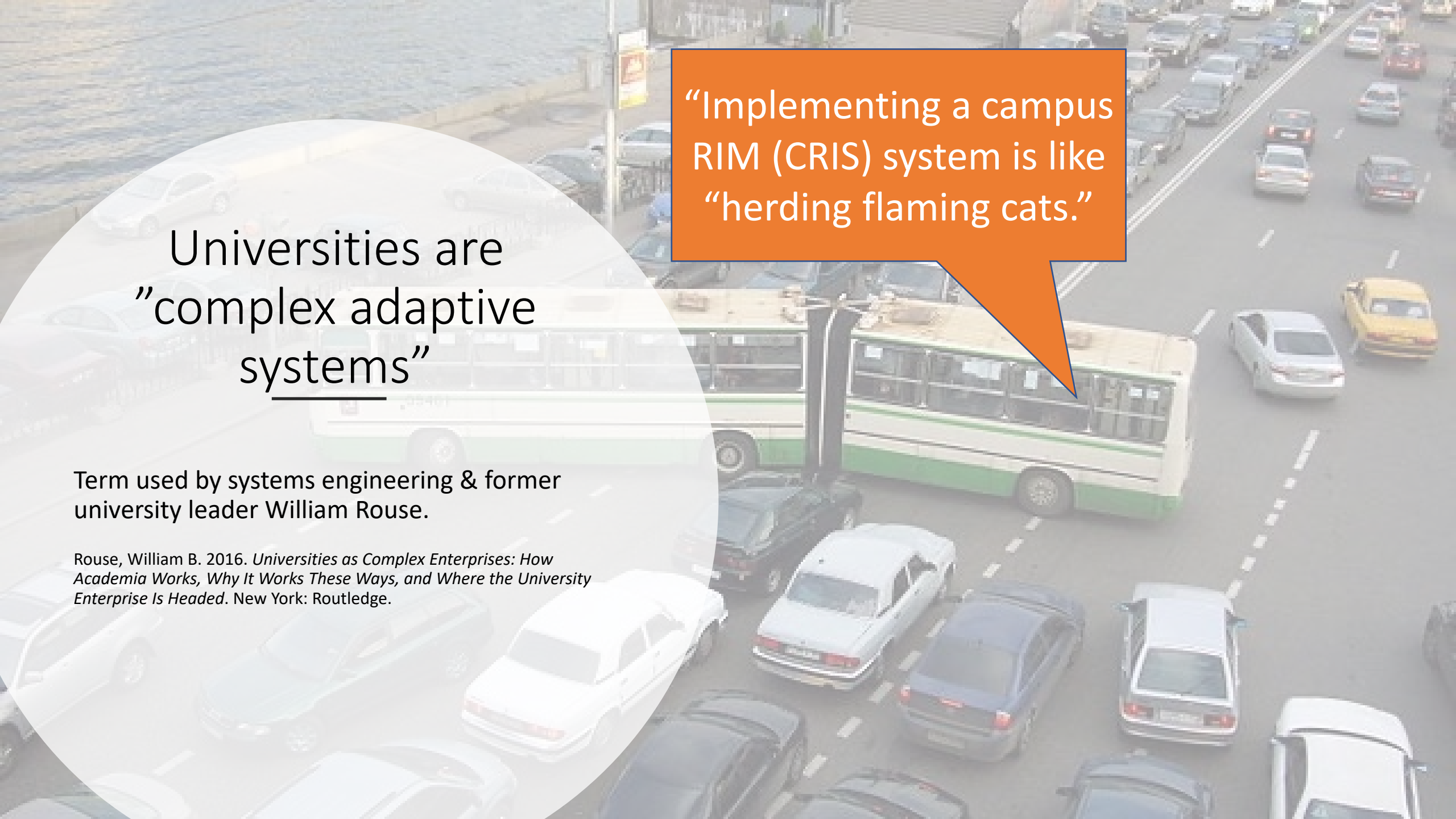


Photo by Michael Roach on Unsplash



Why is this so hard?

Working across campus can be HARD



Universities are ”complex adaptive systems”

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

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.

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

The result?

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

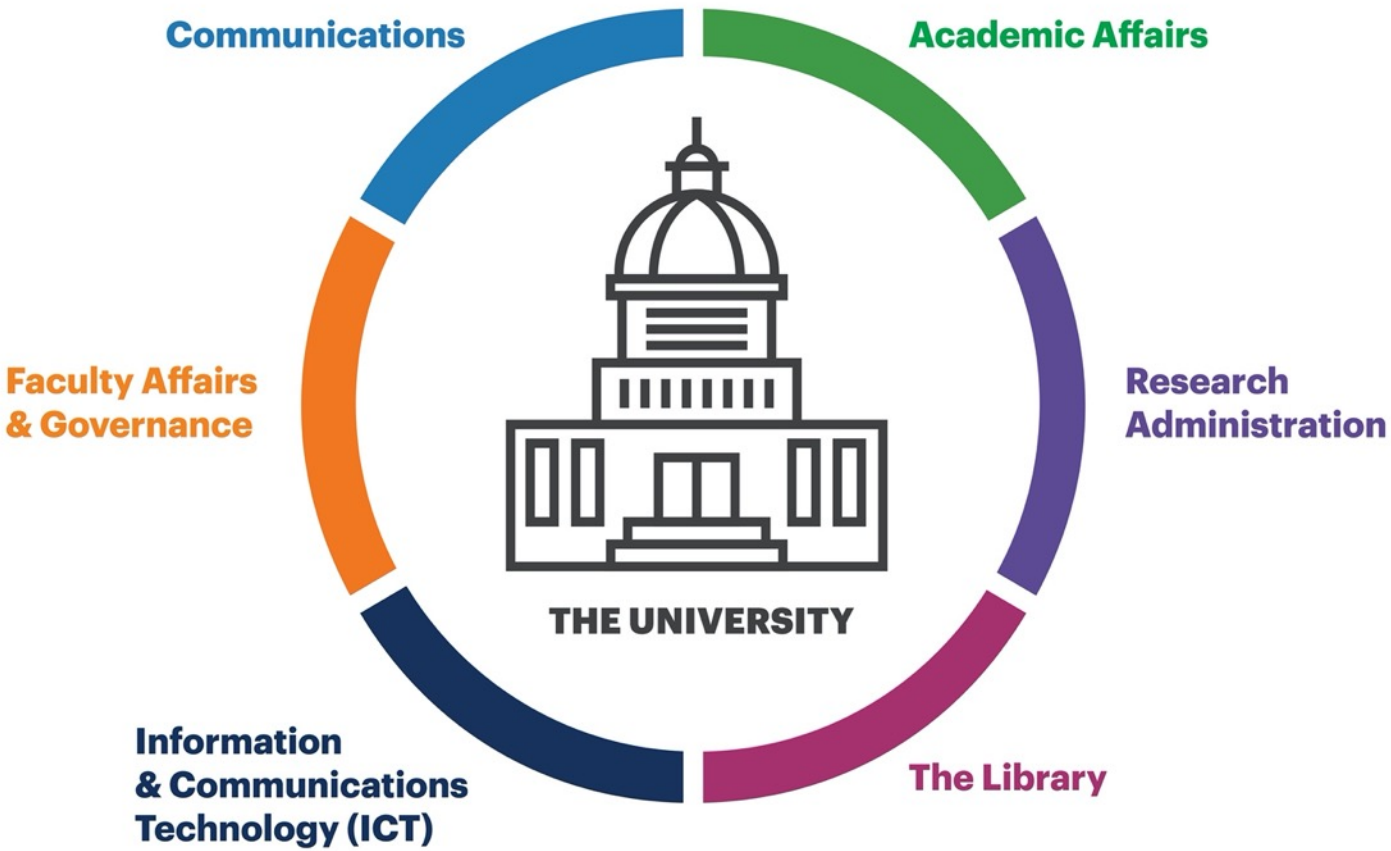
Small group discussion #1: Universities are “complex, adaptive systems”

1. Quickly introduce yourself to others in your group
2. **Does Rouse’s description resonate with you, based upon your own local experiences?**
3. This model is based upon US higher education. What is the different/same for you?
4. Can you share an experience with the group that exemplifies one or more of the six elements of the complex adaptive system?
5. **How do you think that this type of environment impedes program development? Open science?**

Reconvene

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 (university's chief academic officer)
- Deans and directors
- Department heads
- Directors of graduate study

"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

Examples:

- Vice President of Research
- Office of Research
- Research Managers & Administrators (RMAs)
- 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."

[redacted] Information & Communications Technology

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

Examples:

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

"what we hope for is the things that make sense to be run from a central point kind of gravitate and migrate towards the central unit."

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."

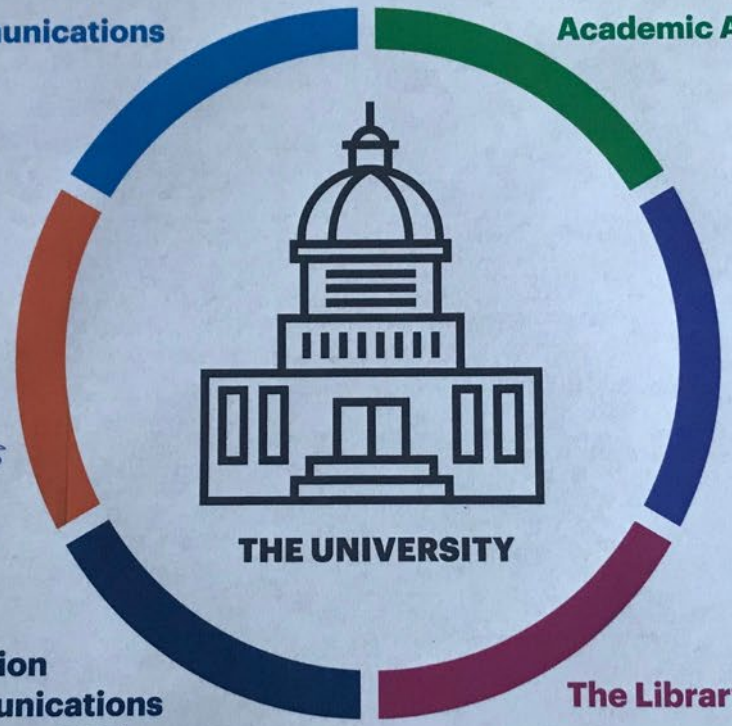
Poll #1: which units have you (as the library) partnered with?

Photo by Charles Deluvio on Unsplash

Poll #2: what units would you like to partner more with?

Photo by matthew-t-rader-zq4unzoy5aq-unsplash on Unsplash

A Conceptual Model of Campus Research Support Stakeholders



Communications

♡ Graduate College - Charlie
♡ Research Office - Marty

Academic Affairs

♡ Graduate College
- Alexi
- Melissa

Faculty Affairs & Governance

? V Provost - Faculty Affairs
? Faculty Senate?

Research Administration

♡ Council of Research Deans
~ Research Development
? Sponsored Programs
? Tech ~~Transfer~~

Information & Communications Technology (ICT)

♡ Division of Management Information - Andi
? ICT? - Tracy has good rel'ns there
? Campus EDW?

The Library

Small group discussion #2: Stakeholders

1. Share with others in the group about which stakeholders you are working with.
2. Who would you like to work with but haven't been able to build relationships with?
3. **Do you think any stakeholders are missing?** Be sure to include them in your mapping.
4. Appoint a group member to share out on behalf of your group

Continue completing Worksheet #1 for our next meeting

Homework

1. Complete Worksheet #1, your own mapping of institutional stakeholders
2. Print out Handout 2 (coming in email soon)
3. Reading
   - *Social Interoperability in Research Support*, pages 16-35
   - Case studies from different national environments:
     - "The Big Ask": Securing Recurring Campus Funding for a Research Data Service at the University of Illinois
     - Emerging Roles for Libraries in Bibliometric and Research Impact Analysis: Lessons Learned from the University of Waterloo
     - Zeeland, Hilde Van, and Jacquelijn Ringersma. 2017. "The Development of a Research Data Policy at Wageningen University & Research: Best Practices as a Framework." LIBER Quarterly 27 (1): 153–70. https://doi.org/10.18352/lq.10215.