'TELLING STORIES THAT STICK'
Transferable techniques for capturing, articulating and using your value and impact evidence

UHMLG London November 2018
Kay Grieves, Service Engagement and Impact Manager
University of Sunderland Library Services
OVERVIEW

- Sunderland Value and Impact Model – why?
- Example of Journal Campaign 2015-2018
- Further conversations
- Practical techniques to take away
UNIVERSITY OF SUnderLAND

NE coast of England (London & Hong Kong)
Post ‘92 University
Approx. 19,000 students (7000 off-campus)
Widening participation
Two Sunderland campus libraries
NEW FOCUS ON MEDICAL SCIENCES

- Medicine MBChB
  - first intake Sept. 2019
- Pharmacy
- School of Nursing
- Paramedic Practice
- Biomedical Science

Jeremy Hunt, Health and Social Care Secretary, said:
“Setting up five new medical schools is part of the biggest ever expansion of our medical and nursing workforce...
These schools are being set up in parts of the country where it can be hard to recruit and attract new doctors – but will benefit doctors everywhere as we start to eliminate the rota gaps that add so much pressure to their work.”
OUR VALUE AND IMPACT MODEL

A transferable and agile model which drives our entire service. It enables us to understand, plan and articulate our contribution to the strategic priorities of the University. This clear articulating and evidencing of our contribution and value then enables us to inspire further engagement; to support advocacy and evidence our impact with our stakeholders.
STRATEGIC MARKETING

“To be able to advocate clearly and with strength you need to have the solid foundation of detailed understanding of your service... Marketing is not just about raising awareness of the service you provide. It includes understanding your stakeholders and user community, building ongoing relationships with them, identifying how your service benefits them, what improvements it can make to their situation.”

(CILIP Impact Toolkit, 2016)
Community engagement is a two way process, involves communities in making decisions that can have positive impacts on their lives and allows them to take part in shaping service delivery. Placing great emphasis on building relationships so that people remained engaged on an ongoing basis.”
ACTION PLANNING FOR RELATIONSHIP MANAGEMENT & THOUGHT LEADERSHIP

“They (liaison librarians) offer campus more than that support; they are partners and leaders, helping faculty and students to navigate a rapidly changing landscape.”

JAGUSZEWSKI AND WILLIAMS, 2013, P.16
“The question confronting library leaders now is how they can increase the value of the library and more strategically articulate it in terms of the new agenda around learning outcomes”
“to embrace the human objectives like success, happiness, productivity, progress, relationships, experiences and impact. How can we help users attain their goals, achieve wellbeing, realise benefits, move forward, make personal connections, participate fully and have significant effect on their worlds through us?”

Neal, 2011, p. 427

Humanizing Our Service Culture and Perception of Performance
Opportunity for conversation
Embedding in curriculum / relevance to Assessment Criteria
Consistency of approach - all Library teams
Social media – content creation
Co-creation (TEF Gold)
Gaming
Relationship management
Partnerships / flipped classrooms
A STRATEGIC APPROACH TO CAPTURING QUALITATIVE IMPACT EVIDENCE

“Encourage students to reflect upon how they are learning, or to initiate a conversation... Instead of using a system to assess students’ performance or ability.”

SHACKLOCK, 2016, P. 5
FACILITATED CONVERSATION

ARTICULATE & CONTEXTUALISE expected outcomes

ENGAGE involve and reflect

HARVEST & ARTICULATE ROUNDED NARRATIVE insight and actual outcomes
IDENTIFY PRIORITIES
from the Library Strategic Service Plan

- Journal engagement / value for money
- Embedding Study Skills Model
- Nurturing new relationship with academic staff (Relationship Management)
CAMPAIGN APPROACH
JOURNALS

- Improved use of remaining collection
- Value for money
- Understanding experience and needs
- Academic engagement
FACILITATED CONVERSATION

ARTICULATE & CONTEXTUALISE
expected outcomes

ENGAGE
involve and reflect

HARVEST & ARTICULATE
rounded narrative
insight and actual outcomes
ARTICULATE & CONTEXTUALISE

- video shown to large cohorts
- library promotion / campus ‘roadshows’
- social-media campaign
- assignment drop-ins
- contextualized by linking to University Assessment Criteria
- all library teams: ownership
The University Assessment Criteria states
“A mixed-method approach where both quantitative and qualitative approaches are taken, enables the service to understand what the user actually does and the context for these actions and the experience that those interactions provide. The coalescence of data is incredibly powerful.”

SHOWERS, 2015, P.XXXVI
ONLINE SURVEY

- timing
- large cohorts of ‘trapped’ students across all faculties
- campus events/campus roving
- collated by our central data people

Books are more up-to-date than journals and...
ACADEMIC FOCUS GROUPS

- principle lecturer for Teaching and Learning in each Faculty
- research lead from each Faculty
- semi-structured questions
QUALITATIVE
- benefits and impact
- search experience and challenges
- student experience of academic staff engagement with teaching, learning and assessment

QUANTITATIVE
- journal usage
- reading list data
- study skills data
“Data-visualization is the graphical display of abstract information for two purposes: sense making… and communication. Important stories live in our data and data visualization is a powerful means to discover and understand these stories and then to present them to others.”
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<th>Customer Engagement</th>
<th>QUANTITATIVE TOTALS</th>
<th>175</th>
<th>323</th>
<th>39</th>
<th>132</th>
<th>265</th>
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<td>Arts &amp; Creative Industries</td>
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<td>Business Law &amp; Tourism</td>
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<td>12</td>
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<td>0</td>
<td>6</td>
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(total number of comments by individual)
2017/18 STUDENT RESULTS & HEADLINE FINDINGS

950 respondents identified by course code & level

Using journals = better grades?
39% no / don’t know

Does assignment feedback refer to journals?
52% no / don’t know

Aware Google Scholar can link to Sunderland subscriptions?
65% not aware

Know that library buys journals?
33% no / don’t know

What would help engage more with journals?
50% of reasons relate to skills gap

Did you know you can link Google Scholar to Sunderland library search?
- yes
- no
- don’t know

Do you think journals help you get higher grades?
- yes
- no
- don’t know

What would help you use journals more?
- student skills gap
- uni buy more
- improve search
- other
Introduction
This report seeks to share recent findings of how our students are engaging with journals and their perception and experience of using them.

Headline conclusions are shared in this infographic. For detailed Programme level evidence please see the accompanying spreadsheets.

WHAT WE ASKED JOURNALS OR BOOKS?
Which of these offer the most current theory and practice in your subject area?

JOURNALS
60%

63
Prefer to use other discovery tool

If you have questions or feedback on the journal collection, contact your Subject Librarian:

Computer Science 53%

575 comments

Other themes that emerged were:

- OTHER 9%
- OTHER 6%
- OTHER 3%

The top 3 emerging themes

GENERAL JOURNAL TIPS
CHALLENGES
Use student discovery tool, lack of journal understanding, difficulties with search process, journal resistance

POSITIVE
Comments describing overall experience of using journals

It is largely unsurprising that most comments fall into a 'general journal tips' theme as this reflects the...

WHAT DOES APPEAR OF INTEREST THOUGH, IS THAT 'CHALLENGES' ARE THE SECOND LARGEST THEME TO EMERGE.

Further analysis of the 132 'challenges' comments results in these further findings (shown as number of people commenting):

Alternative Discovery Tools

63
Prefers to use other discovery tool

31
Lacks understanding of journal process

20
Resists journal use
- Evidence of lack of engagement and better understanding of why
- Evidence of impact of positive engagement
- All the time building and nurturing trusted relationships and partnerships

DEEPER UNDERSTANDING SUPPORTED BY EVIDENCE ADVOCACY, PLANNING AND RESOURCE
#ReadHigher

**USING GOOGLE SCHOLAR?**

If you link Google Scholar to University of Sunderland, you'll easily find articles we've bought for you #ReadHigher
MIS-INFORMATION CAN BE EVIDENCED
“Always get told out of date and not to use”

BUT EVIDENCE ALSO SHOWS POSITIVE IMPACT
“Amazing support! Exceeded my expectations and is one of the best things the uni has to offer”
RESULTS OF ACADEMIC STAFF FOCUS GROUPS

- Not specifically journals but engagement with reading
- Read Higher Campaign – Welcome and throughout year
- Reading list engagement
- Embedding reading in the curriculum
- Curating collection
- Flipped classroom
- Co-creation and co-delivery
#ReadHigher

HIGHER LEVEL READING IS AT THE HEART OF H.E. LEARNING
### In an average week what do you normally read? (Choose as many options as you like)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Social Media</td>
<td>85% (239)</td>
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<tr>
<td>Fiction books (novels)</td>
<td>42% (118)</td>
<td></td>
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<tr>
<td>Magazines</td>
<td>11% (32)</td>
<td></td>
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<tr>
<td>Non-Fiction books (text books)</td>
<td>28% (78)</td>
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<tr>
<td>Magazines</td>
<td>36% (100)</td>
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<tr>
<td>Websites</td>
<td>74% (208)</td>
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<tr>
<td>Graphic novels</td>
<td>18% (50)</td>
<td></td>
</tr>
<tr>
<td>Professional work-related</td>
<td>12% (33)</td>
<td></td>
</tr>
</tbody>
</table>

*Step into your university library and learn to read like a university student.*

#ReadHigher

*Win prizes when you ask library staff to help you find your reading lists! You could win an iPad!*
ACTION PLANNING FOR RELATIONSHIP MANAGEMENT AND THOUGHT LEADERSHIP

- Articulation of library role in reading
- Relationship management with faculties
- Study Skills Model
- Social Skills delivery
MORE ACCESSIBLE AND TAILORED IMPACT EVIDENCE

“Complex story-telling calls for every more creative approaches to data-visualization that allows viewers to discover patterns that might otherwise be hard to uncover.”

JISC, 2014
CONCLUSION

“A new narrative for communicating our role and unique contribution to the University’s agenda.”

JANTTI, 2014, P. 3
FURTHER CONVERSATIONS

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References


