

# Is the doctor in?

## PhD to professional: complementary perspectives in research libraries

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## Introduction

- Evolving research environment
- Research libraries are changing to meet needs of researchers and institutional research strategies
- New skills needs for librarians
- Development in training for researchers
- Researchers possess transferable skills
- Researcher Development Framework could provide model for librarian training

- “until the late 20<sup>th</sup> and early 21<sup>st</sup> centuries the primary purpose of acquiring a doctorate in the UK was for entry to the academic profession, now this is just one of many options for doctoral graduates.” (QAA, 2015)



<b>Transferable skills identified by researchers working outside academia (Vitae, 2016)</b>	<b>Researcher Development Framework descriptors (Vitae, 2011)</b>
Communication	Communication methods/media
Critical thinking	Critical thinking
Problem solving	Problem solving
Teamwork and collaboration	Team working/collaboration
Independent working	Responsibility/preparation
Project management	Project planning and delivery
Adaptability	Responsiveness to change
Time management	Time management
Networking	Collegiality/networking

## What do researchers need from a research library?

- 2011 RIN/RLUK report: The value of libraries for research and researchers
- Library graduate skills: information-related activities

“libraries seem to have lost all their visibility. Lots of ECRs [early career researchers] have not gone to the library for years [...] Libraries appear to have little to offer to the big new wave of researchers, so down the line there have to be worries for their long term future as resources for postdocs.” (CIBER, 2016)







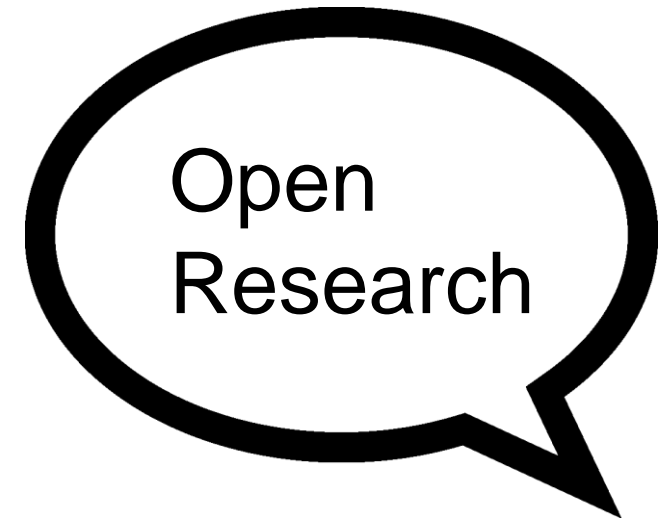
Be part of the research  
process

Boundaries are once again blurring between researchers and  
research support librarians

<b>Skills identified as needed for librarians</b>	<b>Researcher Development Framework descriptors (Vitae, 2011)</b>
Passion for research and scholarship	Enthusiasm/commitment to research
Project management	Project planning and delivery
Innovation	Innovation
Communication	Communication methods/media
Critical thinking	Critical thinking
Problem solving	Problem solving
Ability to work under pressure	Perseverance
Ease with the developing digital environment	Responsiveness to change/research methods
Creativity and ability to seek solutions	Inquiring mind/intellectual risk/innovation
Teaching	Teaching
Leadership	Influence and leadership

## **Library Research Support Staff**

University of Leeds: Library Research Support and Research Data teams



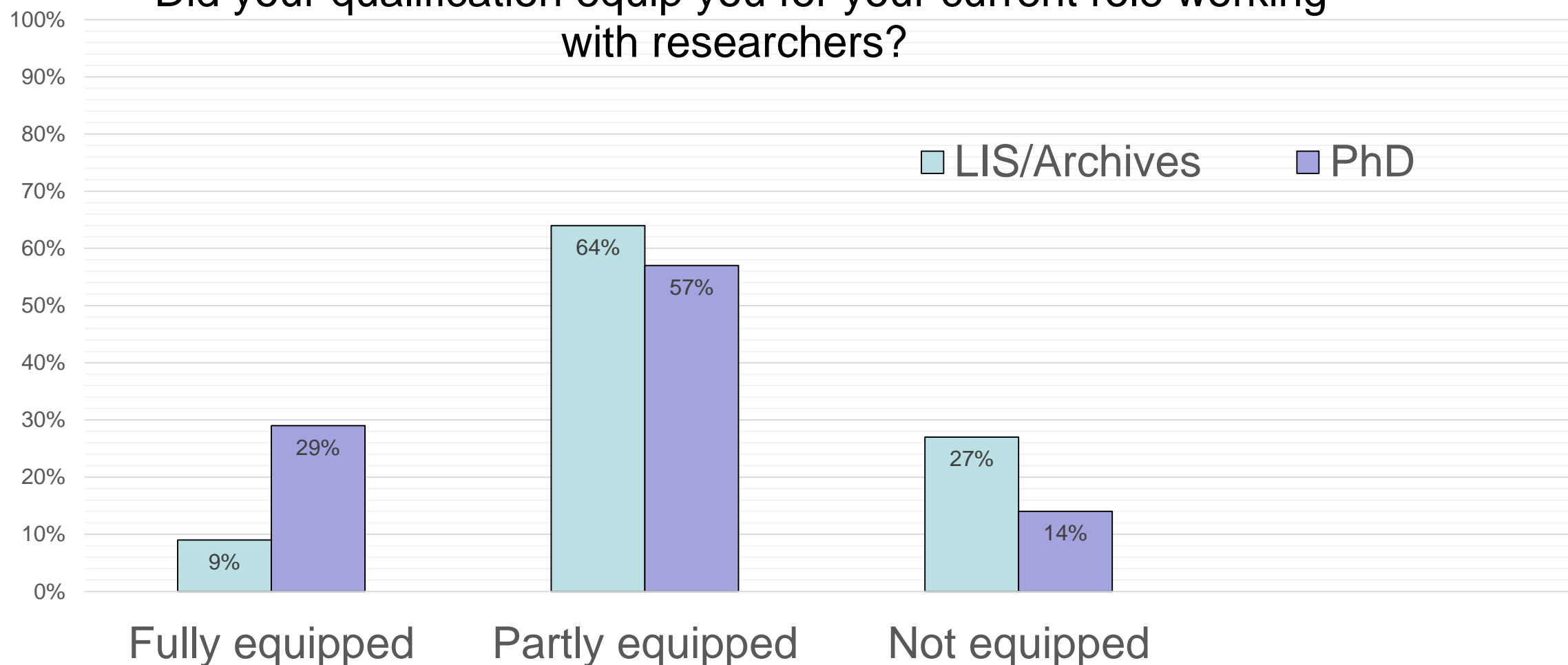


## Survey of staff: White Rose Libraries

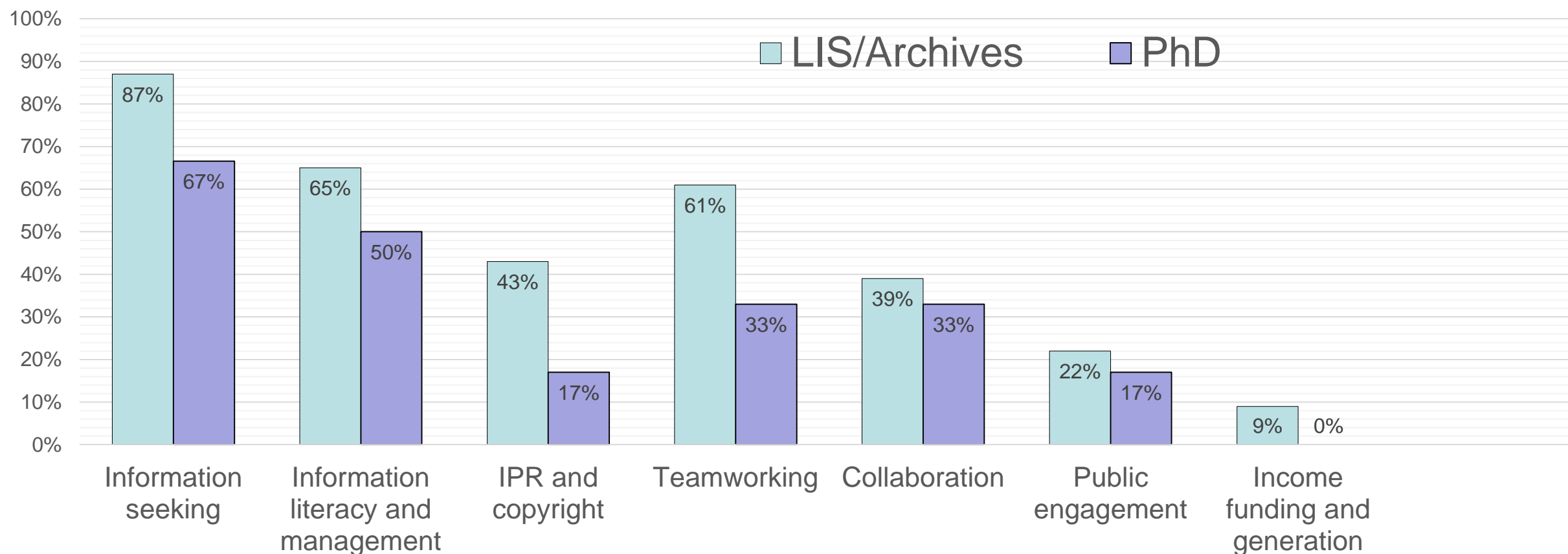


- Leeds, Sheffield, and York
- Research Support Services and Special Collections/Archives
- 87% have been in current role less than 5 years
- 46% current role is first job in sector
- 59% have Library and Information Science (LIS) or Archive qualifications
- 41% do not have LIS or Archive qualifications

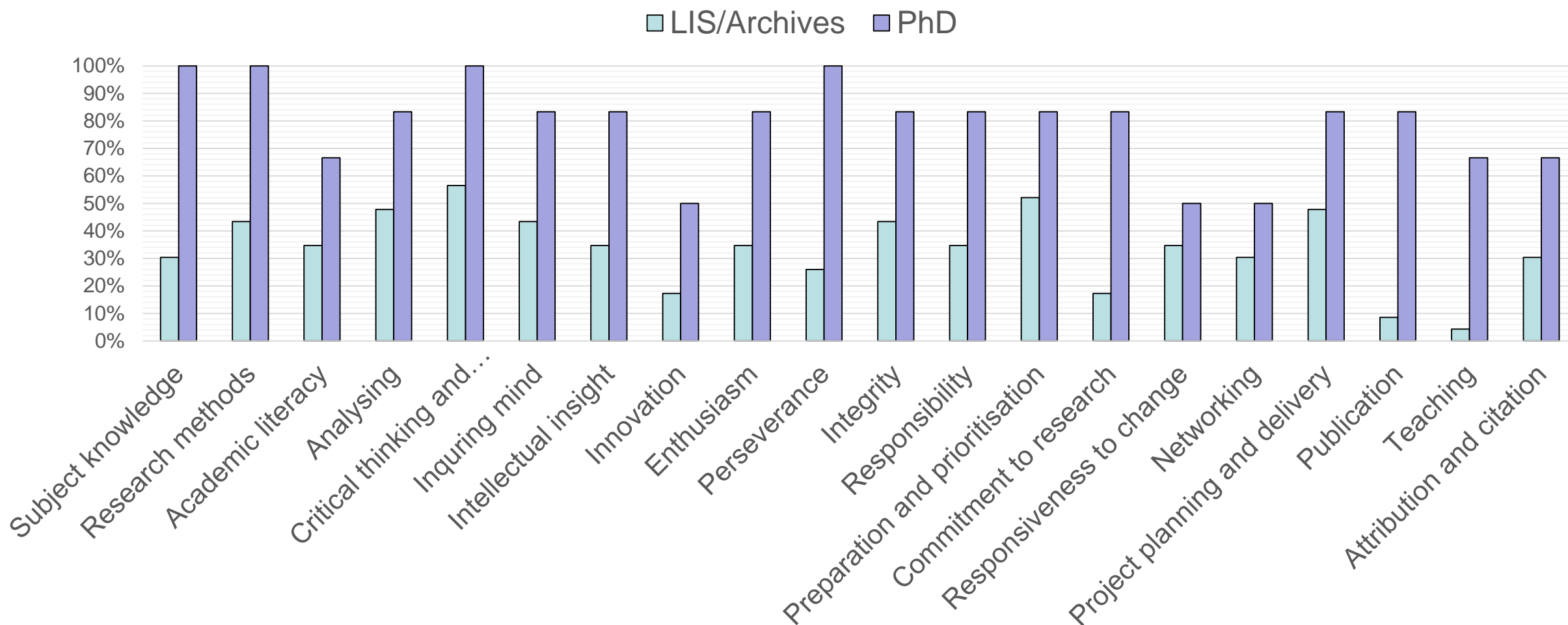
Did your qualification equip you for your current role working with researchers?



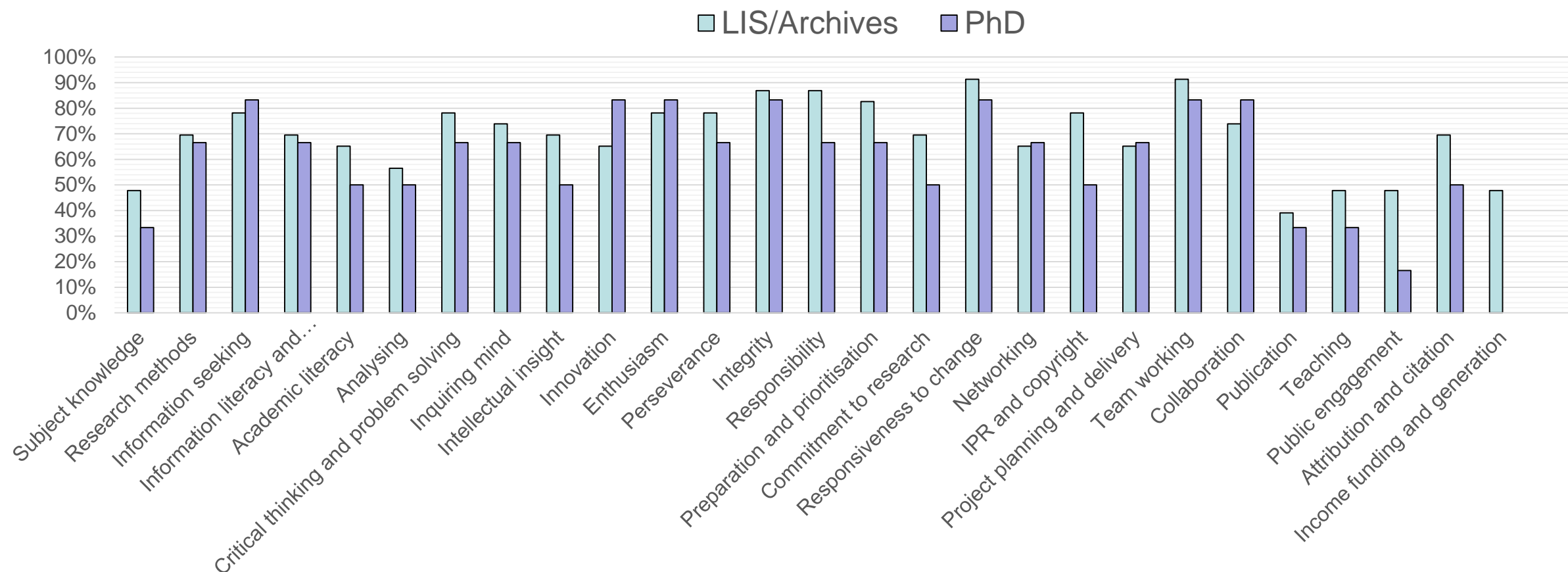
Were these skills/competencies part of your qualification training?



## Were these skills/competencies part of your qualification training?



## Are these skills/competencies relevant to your current role?



Thank you.

I welcome questions, comments  
and discussion.

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