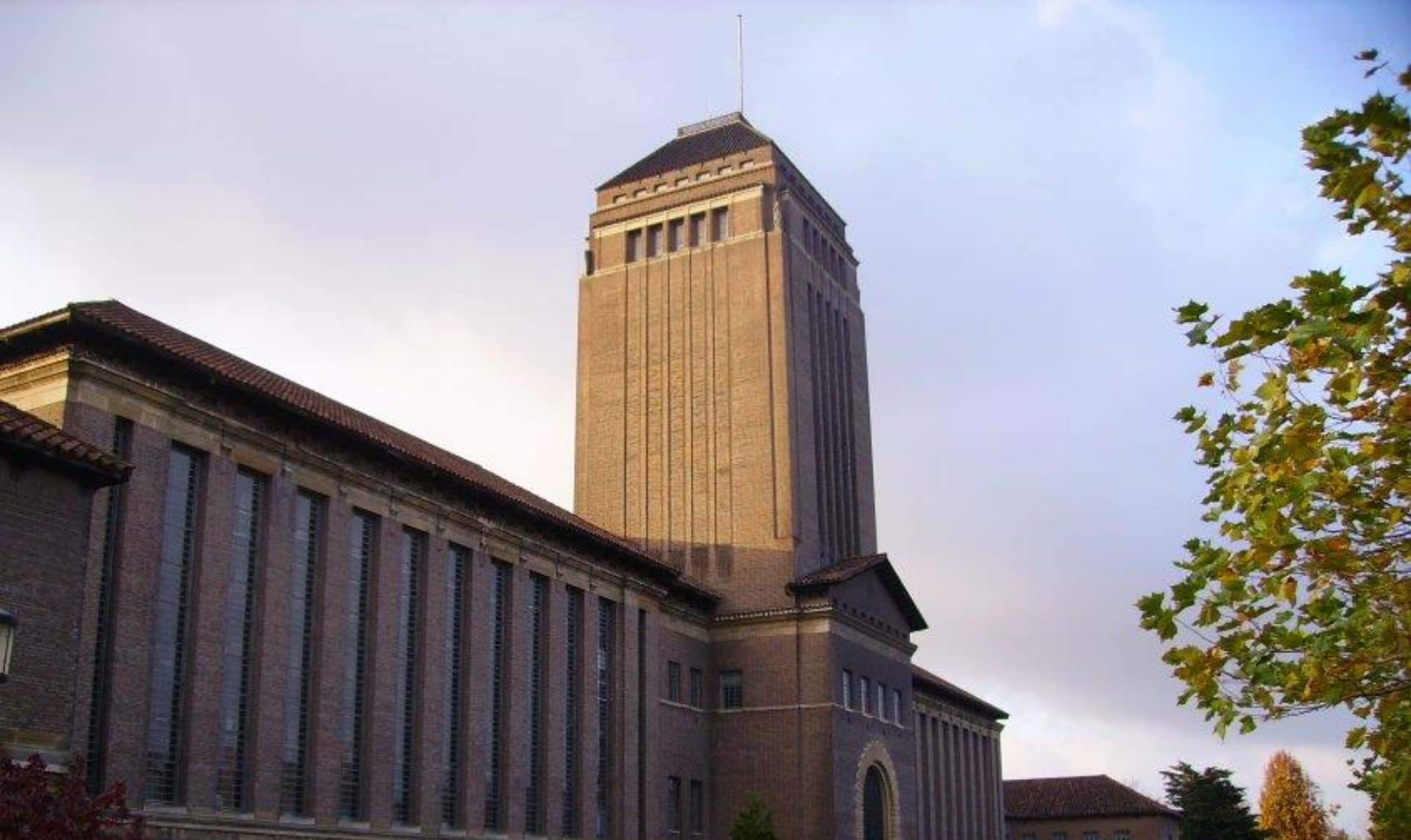


# **Making the modern academic librarian**



**Claire Sewell**  
Research Support Skills Coordinator  
Office of Scholarly Communication  
Cambridge University Library  
@ces43



# The OSC at Cambridge





The problem...



# Who is working in scholarly communication?



# Where are they coming from?



The image shows a blurred background of a library or bookstore. Tall bookshelves filled with books are visible, and a stack of books is in the foreground. The lighting is warm, and the overall scene is out of focus, emphasizing the text overlay.

**The future?**

# Challenges

Not always taught  
in 'library schools'

Fast moving area

Competition for  
training time

Lack of awareness  
of the need for  
these skills








# Training at Cambridge



A photograph of a person's hand typing on a white Apple keyboard. A white Apple mouse is visible in the upper right. The background is a light-colored desk surface.

## Continuous educational programme

Aim = provide a high standard of researcher support through librarian education

**Supporting Researchers in the 21<sup>st</sup> Century**

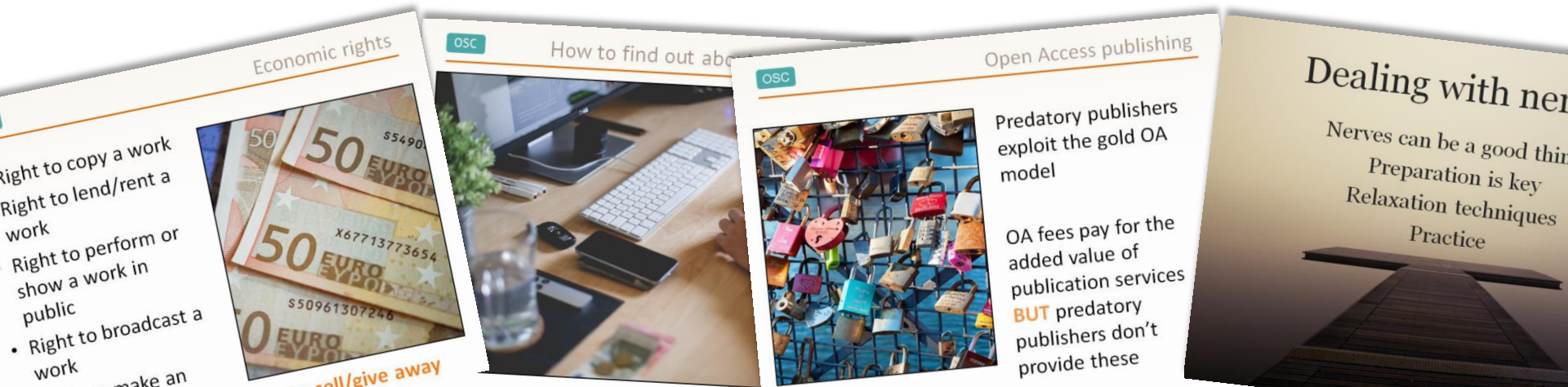


# Supporting Researchers in the 21<sup>st</sup> Century

Covers a wide range of scholarly communication topics

Open to all library staff

Independent sessions & short series







Runs once a year

Aim = offer  
research support in  
every Cambridge  
library

# Research Support Ambassadors

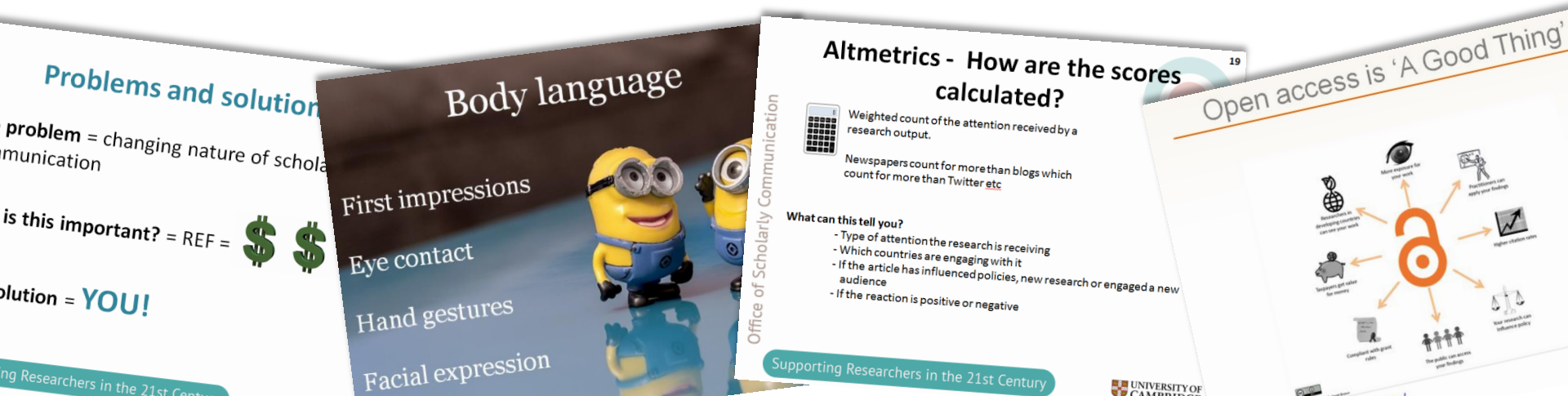


# Research Support Ambassadors


Covers the basics of scholarly communication

Open to a small group each year

Scholarly communication in context, transferrable skills, group project work







**Face to face  
lecture/seminar  
sessions**

**Town hall  
discussions**

**Online training**

**Mentoring  
support**

**Communities of  
practice**

**Getting involved  
in research**

**Interactive  
workshops**

**Approaches to training**



A blurred background image of a desk. On the left, a small potted plant with green, feathery leaves sits in a dark, textured jar. Above it, a modern desk lamp with a white, cone-shaped shade is lit, casting a warm glow. In the center, a laptop is open, its screen reflecting light. The background is a plain, light-colored wall.

Confusion about  
terminology

Lack of understanding  
about the role of the  
librarian

Not part of my job  
description!

**Scholarly Communication challenges**

# General training challenges

Organisational culture

Management response

Other training offerings

Lack of time

Resistance to change

Lack of budget





# What about the money?

Look at the existing expertise in your institution

Don't underestimate the power of small bribes

Remember that training doesn't have to be formal

If all else fails – do it yourself!

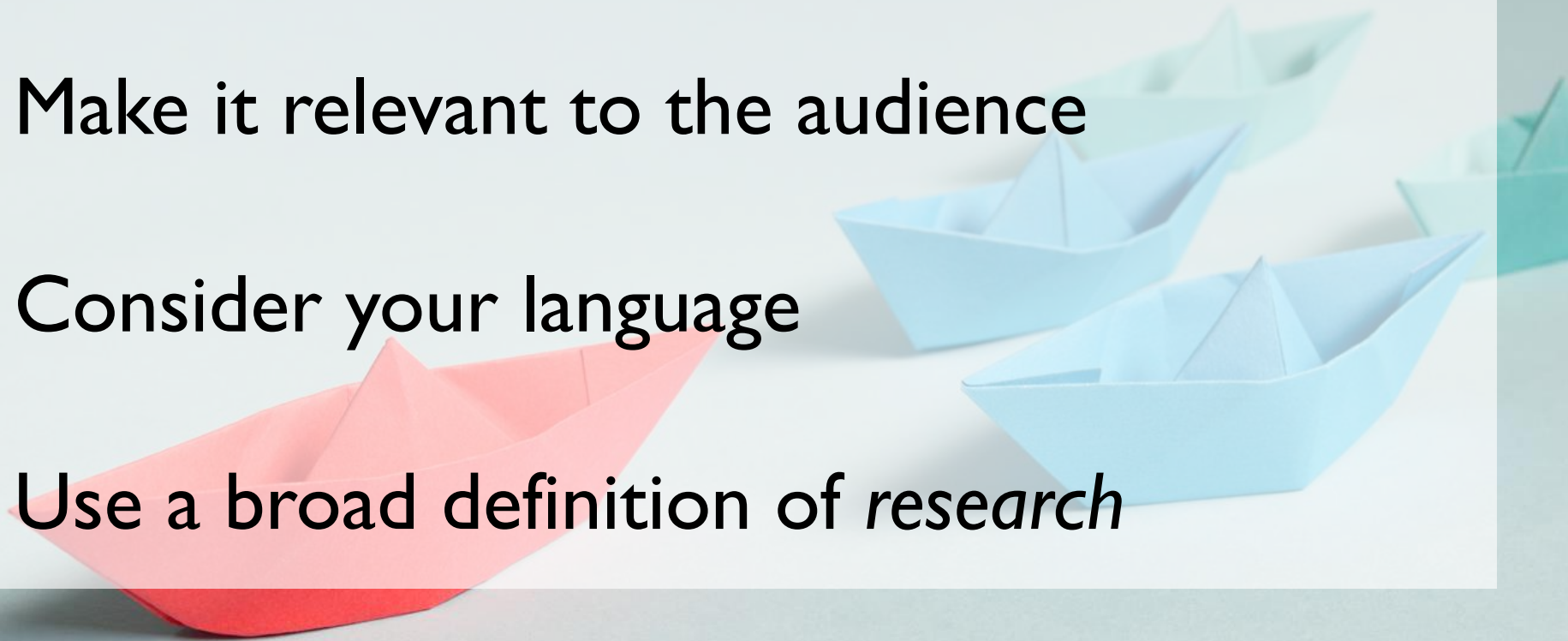
Define scholarly communication in **your** context

Make it relevant to the audience

Consider your language

Use a broad definition of *research*

**Strategies for success**





Run practical sessions

Make it a fun experience

Use a variety of training methods

Develop networks and use them

Be honest about things that don't work

**Strategies for success**

# What next?







**Questions?**

# Summary

Training doesn't have to be formal to be successful

Make the most of the people in your network

Be open and honest, especially about things that don't work







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