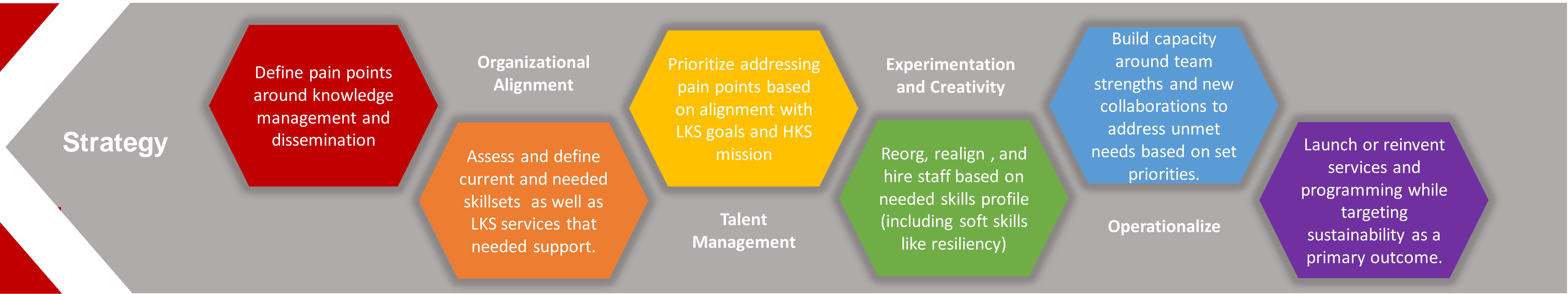


Building Knowledge Services

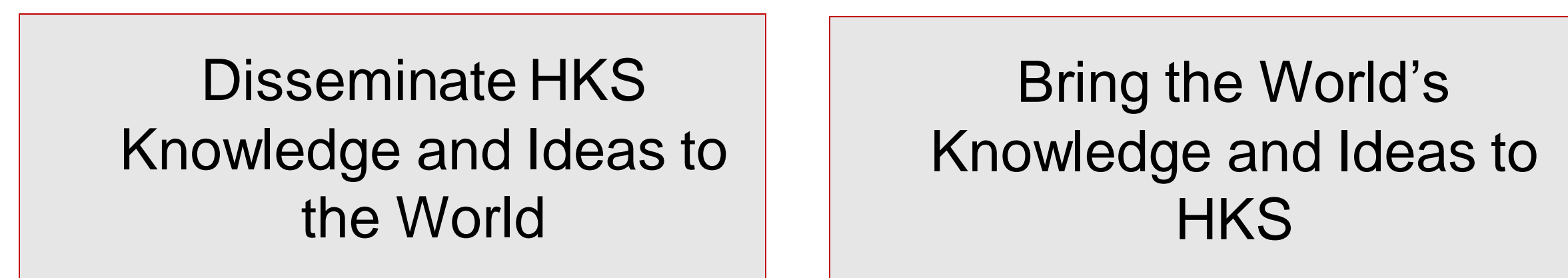
at Harvard Kennedy School

Supporting our knowledge culture with innovation in services, programming, and partnerships.



Our Vision and Focus

Increase Access to Knowledge and Ideas: A core measure of success for LKS will be to increase access to HKS created and to externally created knowledge and ideas. We accomplish that through two main activities:



HKS Knowledge Services Team



Acknowledgements and Thanks

Knowledge Services is a team within HKS Library & Knowledge Services department. Our Library has a small staff of 9 people directly reporting into the department as well as 2.5 Access Services staff reporting to Harvard Library. Nothing we do on our team is possible without the support and work of our colleagues in our department, especially our Director, Leslie Donnell, and Associate Dean & CIO, Don Oppenheimer.

The Knowledge Services team also works closely with partners at the Harvard Kennedy School and colleagues in Harvard Library. We would like to specifically thank our colleagues at HKS in the Office of Communications & Public Affairs (OCPA), the Research Administration Office (RAO), Information Technology, Degree Programs and Student Affairs (DPSA), and digital HKS. We would also like to thank our colleagues throughout Harvard and Harvard Library, especially the support from the Office of Scholarly Communication (OSC) and the Rita E. and Gustave M. Hauser Digital Teaching & Learning Studio.

Where are We Now?

Starting Points

- **Trying New Things:** Experimentation and testing can be fun if there is space to be playful and fail. Our team is focusing on nimbleness and openness while keeping our larger goals and strategies in mind. We throw something out there, see if it works, tweak, and evolve.
- **Managing Expectations:** There can be a tendency towards perfection in libraries and we are resisting that impulse to allow innovation on the team. This can create tension over wanting definition where we don't have any. We have found success in being transparent about where we are in the process and not overpromising.
- **Risk Taking:** Trying new things means building a tolerance for risk taking and failure on our team. A starting place was building out resiliency and psychological safety on our team (see bubble below for how we define this).
- **Letting Go:** Not everything is going to be a winner. We have spent a lot of time streamlining, rearranging, reorganizing, and stopping what is no longer relevant to our work. This can be a difficult exercise, but when paired with exciting new work that is strategically align with our school, it can be easier.
- **Openness to New Ideas:** Open space where the team talks through current work (leveraging a Trello board to manage projects) allows space for generating new ideas. New partnerships also invite fresh takes on current work.

Challenges & Opportunities



- **Defining Knowledge Services:** What services fit within this model in academia is not definitive and building a sense of definition has been key (we're still working through it!)
- **Budget:** Defining a budget to support new activities is critical to institutionalizing and operationalizing the work, but also a significant commitment to accomplish.
- **Relationship and Network Building:** With new services and partnerships, the team is committing a lot of energy to building new networks and relationships.
- **Time Management and Prioritization:** With many potential avenues, we are spending a lot of time creating priorities and managing the team's time to ensure we can deliver on our commitments.
- **Change Management:** Managing expectations for services we discontinued, or are changing significantly, and managing outreach for services we're starting up can be a challenge. Every change has been treated uniquely to appropriately address the potential issues or concerns.
- **Internal communication:** Finding ways to communicate new efforts within our team and department is a challenge, but also critical to overall success.
- **Building out functional assessment model:** Measuring success is difficult for services that have qualitative impacts, not just quantitative. Devoting time to establishing these is critical to evolving services to ensure that we continue to meet the needs of constituents as they change.

Current Foci in Services



Note: Most of our work is accomplished through critical partnerships. We are working cross functionally within our library, school, and across Harvard with too many partners to list, but it should be acknowledged that our team is not an island.

Next Steps...



- ☐ For services we are seeing measurable success in, institutionalizing and operationalizing the work through established budget allocation (if relevant), business process, communication workflows, and team time commitment.
 - Success areas: digital course materials management and delivery, political pins collection, rebranding and relaunch of the Virtual Book Tour, content segmentation/metadata/taxonomy, publications management for the school, rebuilding our website and social media presence.
- ☐ For services we are seeing probable success, but still vetting for best path forward, we are working through optimal implementation plans and still in the space of trying new things so we can remain nimble until we see a space for an optimal recommendation or service.
 - Services still being vetted with probably success pathways: service for students in the library to support data centric research and methodology related questions, digitization workflows and prioritization of content to be digitized, implementation of a RIS or digital repository, reinvention of business process and support for DASH at HKS.

Building Resiliency and Psychological Safety on Our Team

As we built our new team, we had to create working relationships that would create a framework that allowed for experimentation and [productive] failing ("failing forward"). A first step was making our team norms explicit and the second step was holding each other accountable to these norms.

