

Northern Collaboration event – 13 September 2013, University of Huddersfield

From 'me' to 'we'

Margaret Weaver – keynote speaker

Margaret spoke about how all collaboration (be it consumption, learning, working, thinking or publishing) required the ability to share, share, share... and that the future would include more peer-to-peer services, more shared services and in our context more shared and free content. She thought that social media was making the difference to communities in how things were shared and communicated and gave the example of a jumble sale which previously might have attracted only local people and which social media and websites had opened up e.g. e-Bay shopping for second hand clothes.

- Collaborative learning: she spoke about collaboration which was popular with students and identified 'gameification' to make learning more interactive and fun. She also talked about students working collaboratively with library staff to develop new services e.g. marketing by looking at services through their eyes (which we've just done, of course, with Lisa).
- Collaborative working would include shared data, linked data, repositories – all to underpin collaborative research.
- Collaborative thinking recognised that no one person has all the ideas or answers and connection not protection was the ethos in which shared spaces for creativity and innovation could be developed.
- Collaborative publishing would involve publishers and libraries working more collaboratively and is a likely result of the changing face of publishing.

Margaret went on to describe the role of the library which would change from purchasing content to facilitating access to content and would require a shift to engagement including with publishers, the need for the student to be the customer and for enhanced tools to aid discovery in a digital environment. She said that "Google has made searching easy but discernment difficult" which I quite liked and that what was necessary now was for publishers to develop their role in delivering permanence for, accessibility to and quality of their open content.

Challenge, change & collaboration: the experience of setting up academic skills workshops at Teesside University

2010/11 – review of skills support in the university with an audit of who did what. The outcome was that skills development should be seen more positively rather than the remedial model that had currently existed and that all services could be involved together. Previously the librarian's role had been to be parachuted in to deal with Information Literacy (IL) and this had worked well. Teesside wanted to identify key skills for all graduates which enhanced the student experience and supported employability. Partnerships between Student Services, the Careers Service and the Library were good but the university now wanted to move to academic skills rather than traditional IL, as part of their Succeed@Tees portal and skills programme. The partnership needed to address retention and progression, especially between FE and HE (Teesside has a large number of FE partner colleges).

The Librarians would need to change what they delivered from generic skills to more specialised academic skills. They started small, focused on referencing and delivered 10 sessions in a week (2 per day over lunchtimes). These 10 sessions (in Feb 2011) attracted 142 students and a wider range of workshops was planned from Sept. Librarians were given the chance to join in or not and in the autumn they delivered 13 different workshops, each developed collaboratively by 2 people including the

content. From 59 workshops delivered in 2011/12 there were 344 attendees. A review followed which included those librarians who hadn't contributed and it was agreed that everyone would be involved in future.

Critical Thinking was the most popular session and of 31 different topics there were now 609 attendees over 90 sessions. It was decided that everything should be online through LibGuides and in 2012/13 the LibGuides page had c15,000 views. <http://tees.libguides.com/workshops>. Future plans are to move from workshops to webinars. Attendance numbers were used to decide which workshops were not worth repeating but where this happened all materials remained online.

The Librarians use the attendance data to report back to their Schools' L&T committees and wider marketing has been established through an A5 programme distributed to the university's retention team and to academic colleagues with the link embedded.

Flexible loans: working collaboratively to improve the student experience (University of York)

York is a converged Information Services dept comprising Library, IT & Archives with 236 staff. The background to the service development was customer dissatisfaction with the existing loan periods as they were complex, hard to understand and students felt they were paying lots of fines. A loans review was undertaken and the model of dynamic, variable loans at the University of Sheffield was considered (<https://www.sheffield.ac.uk/library/services/lending>), however it was decided that the review needed to focus in on what York needed not just pick something from elsewhere – they needed to deliver a simple and responsive service to users and needed to take users with them in deciding how any new loans policy would work.

Using the lean methodology they formed a group of 13 staff from across the service. The work comprised:

- An audit of current processes including metrics and student comments to identify blockages
- Developing a new model (through creative thinking) which was then tested across a number of stakeholder scenarios to identify the impact from the point of view of various customers
- Didn't involve students until a later stage when their input on a number of workable options was needed

The new model they arrived at comprises:

- All stock (other than SL) now has 4 week loan period for all users
- All years round arrangement with no separate arrangements for vacations
- No fines charged unless the material is requested – defined as 'high' demand = 1 request. When there are 3 requests this automatically triggers an additional copy to be bought
- Flexible loans dependent on circumstances of the users e.g F/T, P/T & the current demand for any item

See: <http://www.york.ac.uk/library/borrowing/>

An interesting point was that the efficiency of the shelving increased – they had previously had single return dates each term which meant huge peaks in reshelving at particular times of the year.

User engagement and feedback included exit surveys, online feedback, drop-in sessions, especially for complainants, targeted liaison with student reps, consultation with library staff. They also looked at reservation data about the number of holds placed, and the amount of early returns triggered by

holds/recalls. Throughout the feedback process it was important to remain positive and pro-active to get as many views as possible. The benefits of the new service are that it is personalised, simple, clear and consistent with an exceptions policy agreed and published. The staff use guidelines for waivers including a 'get out of jail free' card for 1st offenders. This helps both staff and students. The new service includes:

- £2 per day fine for non-returned requested items
- Decrease in loan period for high demand items (i.e. anything with a reservation on it) at issue (4 weeks reduced to 2 days)
- Need to identify eligibility for part-times to include placement students
- Reintroduction of courtesy notices (underdues)
- Includes all av media
- Looked at free postal returns for requested items but didn't find a way of implementing this without huge cost

60% less fines income and in 4 months waived £2800 (which didn't account for the decrease). Loans didn't significantly increase so no credence to the expectation that everyone would borrow a lot more material for longer. Loans allowances are 20 for undergrads and 50 for p/grads & staff.

York found it really important to use the request system for students to get hold of the stock they want otherwise it won't come back – average of 152 requests per day. With the £2 fine c80% come back on time and the remainder are usually just a day late. When there is an overdue payable they put a block on all new borrowing but still allow the customer to renew what they have out.

Very popular with students and NSS scores have increased.... Not necessarily cause and effect!

Roving Librarians (University of Huddersfield)

<http://eprints.hud.ac.uk/17180/>

This is an outreach activity therefore they don't rove in the library but elsewhere on campus, in Schools etc. The purpose is to meet students who don't use the library where they are so a lot of it is about being in the right place at the right time and the opportunity to pick up and resolve a number of enquiries – which are counted as part of their enquiry service metrics. They feel it is a better use of staff time moving from 1:1 appointments (lasting up to an hour) to a 1:many model.

Huddersfield's Library Impact Data project has established a link between the use of e-resources and degree classification (physical visits to the library are about the same across all classifications) therefore the librarian's team felt it was critical to ensure those students not visiting the library still understood the importance of its resources and services. They started roving in the Students' Union café in 2011 with laptops but they weren't very mobile and there was not a lot of take-up. One of the Faculty Librarians was successful in getting funding for a number of iPads/tablets and the time to play with them to see how they might incorporate them to make the roving service more effective. It was important to get lots of apps to be able to show students e.g. Science Direct, Elsevier.

Publicity was by emails to students/staff, FaceBook & Twitter, posters and plasma screens with the message 'Roving Librarians – bringing information skills to you' and they tried various new locations including IT labs, corridors where there was a lot of traffic, cafes. They liaised with academic staff about

how often and what times they should rove and this ranged from 2-3 times per week to 2-3 times per term/year. They used freebies as an enticement (pens/leaflets/sweets – many from publishers who were mailed to ask for contributions and sent loads of stuff).

For some librarians this new service was quite daunting so they moved to roving in pairs and did some bespoke training (<http://www.jigsawatwork.com/>) to increase confidence and raise awareness of how personality types of the librarians and the students affect the conversation and interaction. When it was quiet they used the time to drop-in and see academics in their offices. Once they had spoken with students they did a quick 3-question feedback asking:

- How often do you visit the library?
- Do you use Summon/e-resources?
- Are you more likely to use e-resources after talking to a roving librarian?

The team is currently reflecting, reviewing and developing the service and has been fortunate in being able to take advantage of a university project of student consultants engaged in learning enhancement activities, one of whom has roved with them. This was an Engineering student who hadn't previously used the library much before the project but had just been to an Information Literacy session and 'seen the light' so was very enthusiastic. He did the review and evaluation and made the following observations:

- Clearly making the library more accessible to students
- Librarians are enthusiastic and knowledgeable
- Freebies help to start the conversation
- Could be a little more 'ruthless' and engage people more when they come over to see what the freebies are

Next steps are:

- to try open day locations
- possibly rove in the library – there's an atrium entrance which might work well.
- there's going to be a new student hub building which might work well
- consider making use of database reps & account managers who are more than willing to help get best use out of their products
- developing a more generic brand with key messages e.g. 'We like a challenge, ask us anything' and 'we can show you how to access information you won't find on Google'
- want to involve students more as this lends an element of peer support