

Northern Collaboration Conference

Collaborating across physical, organisational and cultural boundaries.

Friday 6th September 2019, Canham Turner building, University of Hull

Programme

| Time/ (Room) | Session No. | Session |
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| 09:15 | | Registration - tea, coffee and biscuits |
| 9:55 Kingsley Suite | | <p>Welcome to Hull: Michelle Anderson, University Librarian</p> <p>Conference welcome: Alison Mackenzie, Edge Hill University</p> |
| 10:00 Kingsley Suite | | <p>Opening Keynote</p> <p>Professor Liz Barnes, Vice Chancellor, University of Staffordshire</p> |
| 10:45 | | Tea & Coffee |
| 11:00 | | Parallel sessions 1 - 4 |
| Byron | 1 | <p>Providing library support and teaching for online international students in the context of Internet control, censorship and surveillance</p> <p>Paul Catherall, University of Liverpool</p> <p><i>The contemporary role of citizenship is now integrated in an online, digital and interconnected context, reflecting personal online presence, interactions, and participation in communities for individuals as lifelong learners, across spheres of global information, democratic participation and for access to educational resources. However barriers persist for those engaging in the global, online environment; barriers include financial access to resources, barriers relating to equalities, gender or class and technical barriers - often political in context where access to the interconnected world can present significant challenges or detriment for equality of access, expression and participation. The presentation will explore the evidence for trends in Internet Control drawn from the literature (also drawing on experiences from professional practice).</i></p> <p><i>Practical workarounds for these challenges include use of privacy Web browsers, use of VPN and proxy applications, Web traffic compression and cloud-based interfaces to the Internet. Further options can include use of official/authorised computing facilities (such as Universities permitted unrestricted use of the Internet) or application procedures for use of proscribed technologies such as VPN. Collaboration for managing these issues is often required with online stakeholders, educators, committees/forums and support teams to ensure awareness of Internet Control and to ensure appropriate communications for impacted students.</i></p> |

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| Eliot | 2 | <p data-bbox="411 344 1560 412">Diversity is the one thing we all have in common - developing a library service for the International Study Centre.</p> <p data-bbox="679 427 1289 461">Katharine Davidson-Brown, Durham University</p> <p data-bbox="392 533 1565 645"><i>In 2018/19 Durham University vacated their Stockton-on-Tees Campus and dedicated it for use by the International Study Centre (ISC) to run pathway programmes preparing international students for an undergraduate or postgraduate degree at Durham University.</i></p> <p data-bbox="392 667 1513 734"><i>A satellite University run Library remained on campus, catering solely for international students and ISC staff.</i></p> <p data-bbox="392 757 1528 869"><i>This paper explores the development of a library service that would support a cohort of students with differing needs, wants and expectations to those of the wider university population.</i></p> <p data-bbox="392 891 1557 958"><i>It highlights the benefits and challenges of working across different campuses, with different organisations and across cultural boundaries, and what we learnt along the way.</i></p> |

Breaking team boundaries to improve student experience

Phoebe Harvey-Lee, University of Sunderland

I will be reflecting on my experience of supporting library stakeholders from the dual perspective of a Frontline Customer Service Assistant and Assistant Liaison Librarian. I will highlight the challenges and rewards of two distinct roles and how it contributes to a greater cohesion between teams.

Within our service both librarians and library assistant's roles have a very broad scope to encompass varied aspects of library support at differing levels. Being part of two teams broadens experience and informs interactions with colleagues and stakeholders.

Both roles have a vital part to play in how our stakeholders are supported and experience library services. This unique position helps to improve the two way flow of communication between teams leading to a greater understanding of one another's role and how they work together to continue to evaluate and develop our service in line with changing needs.

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| Hardy | 3 | <p style="text-align: center;">Collaboration - challenge, co-existence or connection? Lessons learned in a review of the provision of accessible formats</p> <p style="text-align: center;">Katherine Coussement, University of Huddersfield</p> <p><i>Collaborative working is often considered a “critical competence” for organisations, believed to lead to transformative, creative new ways of thinking, as well as opportunities for dialogue, reflection and breaking down “silos”.</i></p> <p><i>However it can be fraught with challenges, getting bogged down in inertia and revealing tensions between hierarchical organisation structures and the much more horizontal cross-boundary working which is involved.</i></p> <p><i>A recent review of the Computing & Library Service provision of accessible formats for print-impaired students at the University of Huddersfield led to some useful insights into how to manage successful collaboration between members of the Library’s Customer Service and Subject teams, IT staff, and the Disability Service. Each of these brought their varied experience and perspectives to the review - the result has been a clarified, formalised framework and an updated model for service delivery which we anticipate will significantly improve the student experience, increasing autonomy and independence. Along the way there were challenges, questions, confusion and simple difficulties in getting everyone into the same room together!</i></p> <p><i>From the potential pitfalls to the likely benefits, there are some crucial lessons to pass on about how to make collaborative working.....work.</i></p> |
| Blake | 4 | <p style="text-align: center;">Workshop: Digital wellbeing MOOC: interdisciplinary information literacy</p> <p style="text-align: center;">Alice Bennett & Siobhan Dunlop, University of York</p> <p><i>The Digital Wellbeing MOOC was a three-week online course exploring the concept of ‘digital wellbeing’. It encouraged participants to investigate technological impact on society and evaluate the effects of engaging with technology. The aim was to consider personal digital wellbeing and engage with current research on digital identity, information overload, and the data self.</i></p> <p><i>The course development was a collaboration across library and IT at the University of York and with colleagues in academic departments. Skills typically part of information literacy or digital skills frameworks were combined with research on algorithms, wellbeing apps, and digital identity. The collaboration between academic and professional services created an interdisciplinary approach which was brought to a wide audience through partnership with an external company (FutureLearn).</i></p> <p><i>This paper will show how working across traditional departmental lines can create an interdisciplinary approach with broad appeal and a focus on research-led teaching. We will explore the holistic approach of bringing together of areas of digital and information literacy with wellbeing and psychology into a single course and how the collaboration across the University facilitated this approach. Finally, we will look at using an open online course as a vehicle for collaboration and share some of our resources.</i></p> |
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| 11:45 Parallel sessions 5 - 8 | | |
| Byron | 5 | <p style="text-align: center;">Kirklees Cross Sector Collaboration Group: a Case Study</p> <p style="text-align: center;">Chris Beevers, University of Huddersfield & Julie Peel, Kirklees Libraries</p> <p><i>The group is distinct in that it crosses the HE, FE and Public sectors comprising staff from Computing and Library Services at the University of Huddersfield, the Examinations Customer Service and Senior Leadership Support team at Kirklees College and Kirklees Public Libraries. LIne break. Though from different backgrounds what all members of the group have in common is a strong commitment to providing excellent customer service. Founded in 2018, in the relatively short period of its existence the group’s achievements have been significant; two Learning Exchanges attended by ten staff from each partner, two rounds of reciprocal Mystery Shopping, and tours at each of the three sites including opportunities to share experience with opposite numbers.</i></p> <p><i>The group is a practical example of the “developing partnerships with institutions/organisations, e.g. public bodies”. It was one of four exemplars in ‘Independent Mind - Higher Education and Public Libraries: Partnerships Research’, a recent report from Arts Council England (Pekecar, K. 2018).</i></p> <p><i>Delegates will learn how, with relatively modest investment, local collaborations such as this can facilitate understanding and enable the sharing of best practice, realise valuable development opportunities particularly for front line staff, and harness an informed additional resource to critically evaluate services and contribute to their continuous improvement.</i></p> <p style="text-align: center;">Three’s a crowd? Not in our library. A tri-partnership model for NHS and HE library services</p> <p style="text-align: center;">Lorna Clarke, Edge Hill University & Beccy Roylance, University Hospital Aintree</p> <p><i>This session will give an insight into a unique library partnership at Aintree University Hospital, Liverpool. The library service is run and managed by Edge Hill University, supporting students and two NHS Trusts based on the same footprint. (Aintree and the Walton Centre). Library services are provided to three very different organisations: a teaching hospital specialising in trauma and urgent care, a specialist neurological hospital and university staff and students taught on site or on placement.</i></p> <p><i>Challenges include working across different organisational structures, computer networks, quality outcomes and requirements for each organisation. We also manage resources via different authentication systems and have joint purchasing for some key resources.</i></p> <p><i>Despite the challenges, the library has developed over the last 19 years to offer a cohesive service to support all users, developing engagement and projects including knowledge management activities such as research coffee mornings to bring staff from all three organisations together to share knowledge and expertise. We also offer training and development to all users, supporting clinicians to develop patient care, or students to develop health literacy skills, shaping our health and medical workforce of the future.</i></p> |

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| Eliot | 6 | <p data-bbox="517 271 1453 304" style="text-align: center;">Mission (im)possible: working collaboratively to improve induction</p> <p data-bbox="651 322 1318 356" style="text-align: center;">Anne Llewellyn & Lisa Eveson, Teesside University</p> <p data-bbox="394 421 1573 568"><i>This presentation covers innovative ways of online collaboration and communication to design and develop a distinct learning experience for students. By working across Schools and learning new ways of working in a newly merged department, we aim to offer ideas and experience for delegates.</i></p> <p data-bbox="394 591 1562 815"><i>There is a clear correlation that demonstrates library user activity affects degree classification. Students may underestimate how important the library will be to their future achievement at this early stage and traditional library induction programmes have not proved effective. This project – a collaboration between Student and Library Services and the School of Computing – set out to design an interactive user guide for students that incorporates augmented reality and gamification.</i></p> <p data-bbox="394 837 1578 1099"><i>Student focus groups were used at key intervention points to gain information about their expectations and test the ideas. Students have also been involved with the development, build and testing of the augmented reality assets which frame the project. The timing of the project from initiation to completion was over summer, meaning that new online collaborative tools were explored, fitting in with the University’s Future Facing Learning strategy for students. However, this did add levels of complexity to overcome and we will cover how we tackled this.</i></p> <hr/> <p data-bbox="584 1171 1385 1205" style="text-align: center;">‘Get Started’: Working together to welcome new students</p> <p data-bbox="596 1223 1372 1256" style="text-align: center;">Michelle Sharples & Lydia Onyett, University of Manchester</p> <p data-bbox="394 1321 1554 1545"><i>The University of Manchester Library collaborates across physical and organisational boundaries to deliver its annual Welcome campaign, ‘Get Started’. ‘Get Started’ supports new Manchester students’ academic success by shaping their first experiences of the Library and positioning it as friendly, accessible, innovative and knowledgeable. It also aligns with the University’s central ‘Welcome’ campaign, and more broadly supports its strategic goal to provide an outstanding learning and student experience.</i></p> <p data-bbox="394 1568 1565 1830"><i>The success of ‘Get Started’ is entirely dependent on effective collaboration across the Library and its organisational partners. The campaign is planned by a Library-wide project team with representation from six different departments, led by Marketing and Communications. ‘Get Started’ is then delivered by all 300+ Library staff for three weeks across 10 different site libraries. Student experience becomes the Library’s core priority during ‘Get Started’, and all staff work in partnership to deliver crucial introductory support to students regardless of individual job roles.</i></p> <p data-bbox="394 1852 1544 2000"><i>By working collaboratively with the University, the ‘Get Started’ project team ensures the Library is represented alongside other frontline student services at the start of the academic year, aligning each new student’s Library experience with the rest of their University life.</i></p> |

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| Hardy | 7 | <p data-bbox="539 293 1433 327" style="text-align: center;">Building a library carpentry community for the North of England</p> <p data-bbox="683 342 1289 376" style="text-align: center;">Nilani Ganeshwaran, University of Manchester</p> <p data-bbox="395 443 730 477"><i>What is library carpentry?</i></p> <p data-bbox="395 495 1576 723"><i>Library carpentry is an introductory software skills training programme with a focus on the needs and requirements of library professionals which goes beyond familiar office suites to cover coding and data manipulation. Exercises and use cases for these lessons are drawn from library practice and use data familiar to librarians. As librarians play a crucial role in cultivating world class research across faculties and schools, adding these extra software skills to their armoury is an effective and important resource that benefits both library professionals and their colleagues and collaborators across higher education and beyond.</i></p> <p data-bbox="395 741 850 775"><i>What we are doing at Manchester?</i></p> <p data-bbox="395 792 1565 925"><i>Staff at The University of Manchester Library have delivered their first Library Carpentry workshop to librarians and colleagues at the University including participants from Manchester Metropolitan University. They would like to build upon this across the north of England.</i></p> <p data-bbox="395 943 1174 976"><i>Why we need a Library Carpentry community in our region?</i></p> <ul data-bbox="443 994 1528 1160" style="list-style-type: none"> ● <i>To run joint library carpentry workshops in Northern libraries</i> ● <i>To identify / target suitable librarians for the workshops</i> ● <i>To come up with ideas for more customised workshops</i> ● <i>To identify appropriate post workshop follow-ups to make sure librarians get the most out of carpentry workshop technologies</i> <hr/> <p data-bbox="679 1223 1294 1256" style="text-align: center;">Persuasion - the art of open access support</p> <p data-bbox="635 1272 1337 1305" style="text-align: center;">Piatta Hellevaara & Gemma Storr, University of Leeds</p> <p data-bbox="395 1379 1576 1794"><i>Open Access support at the University of Leeds has changed significantly in the sixteen years since White Rose Research Online, a shared repository for the universities of Leeds, Sheffield and York, was first set up. Initially, driven by the Library and Joint Information Systems Committee (JISC) funded projects, a tiny team of repository staff spread across the three universities contacted authors and cajoled them into depositing papers in the brave new world of Open Access. A handful of authors embraced the movement whilst many didn't respond to the requests to make their papers Open Access. In the early days there were advantages of a shared repository with joint technical support which is still the case and a repository manager whose time was split between sites. Issues such as advocacy and shared events with staff represented from all three universities was very beneficial.</i></p> <p data-bbox="395 1821 1565 2000"><i>Moving forward with the introduction of the University publications policies in 2013 and Open Access being included in the next Research Excellence Framework our interaction with authors has altered and increased our collaboration with other areas of the University including the Research & Innovation Team and the newly created roles of Open Access contacts.</i></p> |

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| Blake | 8 | <p>Workshop: Collaboration to the core: Business planning within an academic library</p> <p>Jill Eaves & Isabel Sebastian, University of Manchester</p> <p><i>How a Library Business planning team collaborates to manage strategic and operational priorities, map processes across physical, organisational and cultural boundaries, deliver large scale projects and provide specialist business skills.</i></p> <p><i>Introduction</i></p> <p><i>A central function that facilitates the effective and efficient operations of the University of Manchester Library by having a team with a specific skill set in areas that, in Libraries are traditionally added onto people's roles.</i></p> <p><i>Provides leadership to the Library through specialist skills in business analysis, data analysis, project management, process mapping, change management and operational planning.</i></p> <p><i>Having a centralised team has freed up resource in service areas so they can concentrate on their areas of expertise whilst we are able to ensure change is planned properly and delivered effectively.</i></p> <p><i>One of very few HE Libraries that currently has this function in the UK – not limited to IT projects, but also focussing on content and services for researchers and students, training etc.</i></p> <p><i>Behaviours that demonstrate the Library's five ways of working – open, supportive, inclusive, responsible and empowering.</i></p> <p><i>During the workshop, participants will explore the following topics in a group environment.</i></p> <ol style="list-style-type: none"> <i>1. Initiating collaboration across physical, organisational and cultural boundaries to manage strategic and operational priorities.</i> <i>2. Process mapping across physical, organisational and cultural boundaries.</i> <i>3. Delivery of a large cross-Library project in a collaborative way – The Find a Book Project.</i> <p><i>A combination of presentations, facilitated discussion, fun exercises and sharing of results will provide delegates with the following takeaways:</i></p> <ul style="list-style-type: none"> <i>● A demonstration of how a central function in a Library can connect areas of work, encourage collaboration within teams and between services across the Library and avoid duplication of effort.</i> <i>● How the tools, methodology and approaches we use can be utilised in Library operational processes</i> |
| <p>12:30 Lunch, Sponsors' session</p> | | |

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| Byron | 9 | <p data-bbox="400 315 1570 383">Collaborating with services outside the library: Enhancing experience and building on expertise</p> <p data-bbox="635 398 1335 432">Sally Dalton & Kirsten Thompson, University of Leeds</p> <p data-bbox="392 504 1570 804"><i>The University of Leeds' Library Research Support Service supports researchers in a number of different areas including open access, raising research visibility and research data management. The wide ranging nature of these topics has resulted in the development of new partnerships with teams outside of the Library. The new partnerships have allowed the Library Research Support Team to draw upon expertise from outside of the Library, exposed us to new ways of thinking and allowed us to build on our own knowledge and skills. Plus, it's great to get out and collaborate with people who don't work in a Library environment!</i></p> <p data-bbox="392 882 1581 1182"><i>This short paper will showcase one particular area of collaboration with the University's Organisational Development and Professional Learning (OD&PL) Team. We drew upon the social media expertise within OD&PL and combined it with our own expertise on Altmetrics to offer a number of workshops to help researchers increase online engagement with their research. Developing this cross team collaboration with OD&PL has allowed us to combine and build upon our specialist knowledge to offer an enhanced experience for researchers, increased the cross pollination of ideas and improved communication across services.</i></p> <hr/> <p data-bbox="411 1252 1560 1285">Supporting researchers in HE - champions and collaborators with a common goal</p> <p data-bbox="699 1301 1275 1335">Catherine Parker, University of Huddersfield</p> <p data-bbox="392 1350 1570 1552"><i>Last autumn I posted requests on two mailing lists (United Kingdom Council of Research Repositories, UKCORR and Association of Research Managers and Administrators, ARMA) asking who was responsible for research support administration, compliancy checking and open access queries in general. At University of Huddersfield, this support is split between the Library and Research & Enterprise and I was curious to find out how others supported these areas.</i></p> <p data-bbox="392 1570 1549 1671"><i>Academics have little time to wonder which department should pay for their article processing charge (APC) or where and how they need to be storing their data as long as someone can guide them with their queries at their point of need.</i></p> <p data-bbox="392 1688 1565 1821"><i>One of the things that struck me most was that collaboration and communication between all stakeholders is vital, and in the majority of cases very good. We need to share our expertise and champion our strengths to our researchers because the ultimate goal is to support them, however we can, in the constantly shifting research landscape.</i></p> <p data-bbox="392 1839 919 1872"><i>More details and results of survey here:</i></p> <p data-bbox="392 1890 1578 1955"><i>https://www.infotoday.eu/Articles/Editorial/Featured-Articles/Supporting-researchers-in-HE-champions-and-collaborators-with-a-common-goal-129561.aspx</i></p> |

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| Eliot | 10 | <p data-bbox="655 293 1318 327" style="text-align: center;">Colliding cultures and curriculum development</p> <p data-bbox="683 342 1291 376" style="text-align: center;">Christine Stevenson, University of Sunderland</p> <p data-bbox="392 443 1578 555"><i>In 2017/18 The University of Sunderland developed a new 4 Year degree which comprised an Integrated Foundation Year, (IFY), followed by a three year BA/BSc degree programme.</i></p> <p data-bbox="392 629 1560 779"><i>As an institution proud of its work in widening participation and opportunity, we were keen to offer the IFY as an alternative route to Higher Education. The programme targeted prospective students who had just missed out on gaining the right grades for their chosen degree, or were returning to education and wished to explore a new subject.</i></p> <p data-bbox="392 853 1565 927"><i>Our Library and Study Skills and Careers and Employability services were co-opted to the IFY development team, working with academic staff from all University Faculties.</i></p> <p data-bbox="392 1001 1573 1227"><i>The programme commenced with a 40 credit module, 'Succeeding at University and Beyond', and ran alongside one of six subject pathways, leading on to a choice of 40 differing BA/BSc Honours programmes in years two, three and four. This keystone module would enable students to practice reflective learning and would focus on developing key HE skills of critical thinking, reading and writing, and digital and information literacy,</i></p> <p data-bbox="392 1301 1565 1375"><i>This presentation will share the challenges and opportunities this experience presented to our Library and Study Skills service.</i></p> <hr/> <p data-bbox="651 1442 1318 1476" style="text-align: center;">So, what do you want to be when you grow up?</p> <p data-bbox="691 1491 1278 1525" style="text-align: center;">Samantha Heeson, Leeds Beckett University</p> <p data-bbox="392 1541 1565 1653"><i>We have probably all been asked that question as a child. Spoiler alert – librarian was not an option that ever popped into my mind. But here I am now, thriving as an information professional.</i></p> <p data-bbox="392 1675 1565 1787"><i>This talk will be a personal reflection of my winding journey to data librarianship via a non-traditional route including teaching, IT project management, student centred change management, strategic planning, student systems and student data.</i></p> <p data-bbox="392 1809 1573 1921"><i>It will highlight the diversity of knowledge, skills, experiences and contacts picked up along the way and provide first-hand insight of how other university departments work, what they need from their stakeholders, and what libraries can do for themselves.</i></p> <p data-bbox="392 1944 1525 2085"><i>It will share tips on how professional services can work together more effectively, efficiently and happily and what they can learn from each other in order to successfully enhance their provision. All of which has been essential to getting me where I am now and to successfully fulfilling the role of Electronic and Data Services Librarian.</i></p> |

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| Hardy | 11 | <p data-bbox="539 232 1433 266" style="text-align: center;">LibInspo: collaboration and innovation at the University of York</p> <p data-bbox="724 282 1246 315" style="text-align: center;">Ben Catt & Jess Bull, University of York</p> <p data-bbox="392 389 1560 537"><i>This presentation will outline the success of LibInspo, a student innovation competition at the University of York. Students were invited to submit ideas to improve customer experience at the Library and Archives and a prize of £1,000 was presented to the winner at a final judging event held in February 2019.</i></p> <p data-bbox="392 613 1565 799"><i>We will describe how the competition provided opportunities to engage directly with students in service development and to work collaboratively in a multi professional project group, exploring cultural differences between teams in order to achieve a shared goal. We will also show how the group developed new skills alongside partnerships across organisational boundaries and with other institutions.</i></p> <p data-bbox="392 878 1560 1025"><i>There was an overwhelming response of almost 100 ideas from students at all levels and across a range of departments. The submissions and feedback we received provided key insights into how students experience the Library and Archives whilst also exposing existing areas of service which they were perhaps not aware of.</i></p> <p data-bbox="392 1104 1544 1211"><i>The winning idea (an app to help students find study spaces) is now in development and we are planning to run the competition again next year. We hope this presentation will inspire others to organise similar competitions at their institutions.</i></p> |
| | | <p data-bbox="408 1417 1560 1451" style="text-align: center;">Credit where it's due: collaborative referencing support at Leeds Trinity University</p> <p data-bbox="580 1467 1385 1500" style="text-align: center;">Sarah Munks and Meaghan Banham, Leeds Trinity University</p> <p data-bbox="392 1568 1573 1753"><i>Here at Leeds Trinity University, the Learning Hub and Library Services are two separate teams with distinct roles in supporting students to develop their academic skills. Increasing demand for training on plagiarism avoidance and referencing techniques presented an opportunity for Student Achievement Advisors and Liaison Librarians working in each team to collaborate on the design and delivery of a series of workshops.</i></p> <p data-bbox="392 1832 1477 1939"><i>Outcomes include a reduction in student anxiety with regards to referencing and plagiarism avoidance and greater awareness of, and engagement with, the support provided by the two teams.</i></p> |

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| Blake | 12 | <p style="text-align: center;">Workshop: Bridging the gap between theory and practice</p> <p style="text-align: center;">Stephen Pinfield, University of Sheffield & Ruth Jenkins, Manchester Metropolitan University</p> <p><i>The workshop will discuss the relationship between theory and practice, and begin to identify ways in which the theory/practice gap can be bridged. The saying goes, “there is nothing so practical as a good theory”; but is that true?</i></p> <p><i>The event will address a number of questions, including:</i></p> <ul style="list-style-type: none"> ● <i>What is the use of theory and how can it be better used to inform practice?</i> ● <i>Can researchers and practitioners working on library and information issues collaborate more closely in designing and conducting research, and then interpreting its significance for practice?</i> ● <i>What should be the relationship between theory and practice in LIS teaching and learning?</i> ● <i>How might LIS schools better serve the needs of employers in developing graduates able to make a significant contribution in the contemporary information profession?</i> <p><i>This session will build on the work of the OA in Theory and Practice (OA TAP) project carried out by Sheffield and City LIS schools, investigating the theory/practice relationship in the area of open access. The workshop will draw out the project’s wider implications for the library and information field as a whole. Some of the theories investigated by the project, such as innovation diffusion theory and technology acceptance theories have much wider significance in the library profession, and the way in which they can inform action will be discussed. Delegates will be encouraged to reflect on their own practice and professional development, as well as considering how theory and practice can interact in a wide range of professional contexts.</i></p> |
| <p>14:15 Parallel sessions 13-16</p> | | |

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| Byron | 13 | <p data-bbox="432 237 1533 338">The LibApps UK collaboration: how we successfully created a UK User Group, bringing together Academic Libraries and Springshare to develop LibApps, enhancing Library Services</p> <p data-bbox="416 353 1554 421">Katie McInerney, Newcastle University, Alison Morton, University of Sheffield & Mattias Nordling, Springshare</p> <p data-bbox="392 439 1565 584"><i>When developing virtual enquiry services, the benefit of collaboration and learning from other institutions can be demonstrated by the successful relationship built up between Newcastle University and The University of Sheffield Libraries in their implementation and development of the LibAnswers platform.</i></p> <p data-bbox="392 607 1565 909"><i>This presentation will illustrate how our experiences of working together over a number of years lead to the idea of creating a UK LibApps network. Our vision was to create a collaborative group where academic libraries could share their experiences of using LibApps within their institutions, offering support and inspiration to each other. The User Group has had two successful workshops to date and created an online forum to discuss best practice and developmental ideas. The forum is hosted by Springshare who actively collaborate with the UK Group, forging a strong working relationship, resulting in enhancements to their product suite.</i></p> <p data-bbox="392 931 1533 1043"><i>Springshare have recently expanded to have a European presence and their representative, Mattias Nordling, will join us via a live video link from Finland during our presentation, to expand on Springshare's viewpoint on this exciting new collaboration.</i></p> <p data-bbox="512 1111 1458 1144">The Library working in partnership across professional boundaries</p> <p data-bbox="735 1160 1235 1193">Scott Taylor, University of Manchester</p> <p data-bbox="392 1261 1565 1485"><i>As suppliers of key research support services within a broader University context, it's a necessary part of the modern academic librarian's role to work collaboratively with key Professional Services and academic stakeholders in the delivery of transactional services. This presentation will describe how the University of Manchester Library works in an increasingly collaborative way with external departments and services in support of the University's REF preparation and submission.</i></p> <p data-bbox="392 1507 1565 1653"><i>It will provide an overview of the services that the Library provide including management of the University's compliance with REF Open Access requirements, provision of bibliometric data to support identification of outputs and enhancement of impact case studies; and supporting text and data around Open Research for environment statements.</i></p> <p data-bbox="392 1675 1565 1821"><i>All of these activities are only possible due to the collaborative partnerships that have been significantly accelerated by funder's Open Access policies; widespread adoption of Current Research Information Systems (CRIS); and a more general shift towards increased collaboration between University functions.</i></p> <p data-bbox="392 1843 1554 1955"><i>The presentation will reflect upon the unique positioning of the Library at the interface between researchers and Professional Services colleagues, and ask questions about the challenges and opportunities that this presents.</i></p> |
| Time/ (Room) | Session No. | Session |

| Eliot | 14 | <p style="text-align: center;">Innovating through collaboration: Manchester Digital Collections Ian Gifford and John Hodgson, University of Manchester</p> <p><i>Manchester Digital Collections is a collaborative project run by the University of Manchester led by Dr Guyda Armstrong, Faculty Lead for Digital Humanities, with support from Cambridge University's Digital Library Team and including colleagues from the University of Manchester Library, John Rylands Research Institute, IT services and leading academics from the School of Arts, Languages and Cultures. The project is being run as part of the University's Research Lifecycle Programme a five year programme of strategic investments in areas such as e-Research infrastructure, Research Data Lifecycle and Support Systems and Processes.</i></p> <p><i>The project is developing a new application, based upon Cambridge University Digital Library's Image Viewer https://cudl.lib.cam.ac.uk/, with a number of significant enhancements resulting from a collaboration between Cambridge and Manchester, that will allow UoM staff and academics to curate digital editions of important items from the University's digital collections and publish them with contextualising information to maximise the availability and impact of our research.</i></p> <p><i>This presentation will describe the collaborative approach taken to the development of the application and the challenges this has led to, topics covered will include metadata creation and management, systems design and build, researcher requirements etc. and will include a demonstration of the viewer.</i></p> |
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| | | <p style="text-align: center;">Keeping us all on track: working collaboratively to support the student journey Helen Loughran, Leeds Beckett University</p> <p><i>Libraries and Learning Innovation at Leeds Beckett University has for a number of years led a small cross-university team, including Student Services and the Students' Union, collaborating on a programme of student support during exams, highlighted as part of the University's wider "Be in the Know" promotions.</i></p> <p><i>This collaboration enables students to benefit from coordinated and complimentary activities, including "stress less" events, along with a number of quick wins to improve their experience. For 2019 this work was extended into a "Keep on Track" campaign running beyond January exams into the start of Semester Two, ensuring students are aware of the range of support available to them at key times in their student journeys.</i></p> |
| Time/ (Room) | Session No. | Session |
| Hardy | 15 | Workshop: Twenty heads are better than one: solving problems collaboratively |

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| | | <p style="text-align: center;">through knowledge cafés</p> <p style="text-align: center;">Rachel Kirkwood & Yvette Jeal, University of Manchester</p> <p><i>An organisation's staff is its biggest and most important resource. How do we harness an organisation's knowledge to make sure we are:</i></p> <ul style="list-style-type: none"> - <i>Solving the right problems</i> - <i>Understanding complex questions that matter to our customers</i> - <i>Encouraging creativity and participation, buy-in and success?</i> <p><i>We decided on Knowledge Cafés as an opportunity to address these and to cut across a long-established hierarchical culture in the University of Manchester Library. Knowledge Cafés are in themselves fundamentally collaborative, and we used our first café to explore the very topic of collaboration as a way of working.</i></p> <p><i>How KCs work:</i></p> <p><i>KCs offer a very different way to increase individual and institutional learning on a particular topic, plus there is social learning, improved staff wellbeing (sharing ideas), and staff take their learning back to the workplace. A diverse group of people from across the organisation comes together for an informal, lightly-structured talking shop. After a short presentation a big, open question is asked to get the conversation started. It's a great way to solve problems or gain valuable insight at the start of a project.</i></p> <p><i>We'll share our experiences with you, and invite you to learn actively through a mini-knowledge café right here, right now!</i></p> |
| Blake | 16 | <p style="text-align: center;">Workshop: Cross service process mapping and building trust</p> <p style="text-align: center;">Jenny Foster, Edge Hill University</p> <p><i>This workshop will focus on the process mapping done before and after the creation of the Catalyst Helpdesk at Edge Hill University. This desk provides front line support for more than a dozen service areas. The process mapping was a key component when finding common ground and establishing capacity and scope during development.</i></p> <p><i>The session will show how the process mapping was used to build relationships across the services that would co-locate in the new building, establishing mutual understanding for the development of services and use of spaces going forward. It will explain how Edge Hill used the process mapping to develop training needs and system processes while also empowering staff to respond to individual needs when presented with challenges at the desk.</i></p> <p><i>Finally we will explore how the work was revisited in conjunction with qualitative and quantitative data to support business cases for change and investment throughout the first year of occupation with Catalyst.</i></p> |
| Time/ (Room) | Session No. | Session |
| 15:00 Tea & Coffee | | |

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| 15:20 Kingsley Suite | | <p style="text-align: center;">Closing Keynote</p> <p style="text-align: center;">Rosie Jones Teesside University</p> |
| 15:55- 16:00 Kingsley Suite | | <p style="text-align: center;">Closing comments</p> <p style="text-align: center;">Alison Mackenzie & Michelle Anderson Northern Collaboration Steering Group</p> |