



The  
University  
Of  
Sheffield.

# Success through partnership: University collaboration in action

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# Structure of the presentation

- Background
- Service development
- Partnerships
- Skills
- Current actions
- Strategic issues

# Background: The University of Sheffield

- 24,000 students from 118 countries; 6,000 staff
- The University's vision is to be firmly positioned amongst the world's leading universities, recognised for the impact, excellence and distinctiveness of its graduates and research activities
- 41 Departments in 5 Faculties
  - Arts; Engineering; Medicine; Pure Sciences; Social Sciences (including Architectural Studies and Law)
- Administrative (Central) Services
  - incl. Information Services Division (Library, Corporate Information and Computing Services); Estates; Human Resources; Catering; etc.

# Background: The University of Sheffield Library

- 1.5million volumes; 9,000 e-journal subscriptions
- Approximately 170 staff
- 8 Library sites (5 in summer 2008)
- Academic Services Group
  - 7 Academic Liaison Librarians; 2 Assistant Liaison Librarians
  - Academic Services Development Team
  - Resources Team

# Background: drivers for change

- National Higher Education policies
- University finances subject to global impact
- The ‘strategic student’
- The student as customer
- Dissatisfaction with the Library

# Background: Library change

- Budgets static or reduced
- Student satisfaction surveys
- The size of modules: 300–450 students
- Are librarians necessary in an internet world?

# Background: timeline

- 2002: University Learning & Teaching Development Grant
  - A need to acknowledge the University's VLE (Virtual Learning Environment)
  - User needs survey: interviewing academic staff
- 2003: Second Learning & Teaching Development Grant on Information Skills
- 2003: Formation of the Library's new Academic Services Group



# Service development

- Reading/Resource lists
- E-offprints
- Coursepacks
- Information Skills Resource



# The reading list: what is it?

- A bibliography
- A few relevant books
- Books in the library
- Books in one's own collection
- Books recommended to students for purchase
- A list you were given when you were doing the course
- Guided items linked learning/knowledge development

# Content of an ideal reading list

- Books recommended for purchase
- Books in the library
- Journal papers in the library
- Web sites
  
- Images
- Video clips
- Audio
- *Any digital object*

# *A resource list*

- Links to bibliographic records of items (e.g. to Library OPAC to indicate number of copies and availability)
- Links to any digital object
  - Full text of journal papers
  - Chapters in e-books
  - Images
- Links to resources for guided exploration
  - Bibliographic databases
  - Journal content pages
- Annotated
- Organized to match module delivery
- NOT (just) a reading list!

# TalisList

- A resource manager
- Flexibility of presentation/delivery (not one size fits all!)
- Accessible from the Library's OPAC
- Or from anywhere
- Provides 24/7 access to e-resources
- Integrated list to *all* resources
- Links into the University's VLE
- Creators can be editors (in the future)

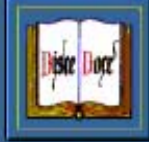


## Welcome to Star Reading Lists

Select a Department below or choose a search option above.

- ✓ -- Select Department --:
- Animal and Plant Sciences
- Applied Mathematics
- Archaeology and Prehistory
- Architecture
- Automatic Control and Systems Engineering
- Biblical Studies
- Biomedical Sciences
- Chemical and Process Engineering
- Chemistry
- Civil and Structural Engineering
- Collegiate Studies
- Computer Science
- Dentistry
- East Asian Studies
- Economics
- Education
- Electronic and Electrical Engineering
- Engineering Materials

[View Lists](#)



# Star - Reading Lists

**talis** List

[Help!](#)

Search

Module code



[Staff Login](#)

[Star](#)

[Contact the Library](#)

1 Module name for Margaret Freeman

[Voice and Voice Disorders \(HCS6280\)](#) (Academic Year 2003-04)

[Margaret Freeman](#)

For Fluency see [HCS441](#)

[Core Textbooks](#)

[Other Useful References](#)

[Topic One: Introduction to Voice and Voice Disorders](#)

[Topic Two: Classifications of Voice Disorders](#)

[Topic Three: Diagnostics](#)

[Topic Four: Recent Research into Aspects of Voice Disorder](#)

[Topic Five: Diagnostics and Assessment in SLT](#)

[Topic Six: Voice Use, Misuse and Vocal Hygiene: Diagnosis and Management](#)

[Topic Seven: Management and Therapy for Non-Organic Voice Disorders](#)

[Topic Eight: Childhood and Age-related Voice Disorders](#)

[Topic Nine: Psychological and Psychosocial Issues in Voice Disorder](#)

[Topic Ten: Neurogenic Voice Disorders](#)

[Topic Eleven: Miscellaneous](#)

Key reading (2)

Supplementary reading (9)

(a) Vocal use and vocal tract activity (9)

**Electronic resource**

**E-offprint**

Mann, E.A.; McClean, M.D.; Gurevich-Uvena J. et al., The effects of excessive vocalization on acoustic and videostroboscopic measures of vocal fold condition

From: Journal of voice 13 (2), pp.294-302 (June 1999)

This is a digital version of copyright material made with permission from the rightsowner.

**Electronic resource**

**E-offprint**

Morrison, M., Pattern Recognition in Muscle Misuse Voice Disorders: How I Do It

From: Journal of Voice, 11 (1), 108-114 (1997)

This is a digital version of copyright material made with permission from the rightsowner.

**Alternative source:**

Journal of voice. - Mosby Inc. - 0892-1997

**Electronic resource**

Stager SV, Bielamowicz SA, Regnell JR, Gupta A, Barkmeier JM (2000) Supraglottic activity: Evidence of vocal hyperfunction or laryngeal articulation?

Journal of speech, language, and hearing research. 43 (1): 229-238 Feb (via ProQuest)

**Alternative source:**

Journal of speech, language, and hearing research. - American Speech Language Hearing Association. - 1092-4388

**Electronic resource**

**E-offprint**

Vintturi, J., et al., Objective Analysis of Vocal Warm-Up with Special Reference to Ergonomic Factors

From: Journal of voice. 15 (1): 36-53 (2001)

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**Alternative source:**

Journal of voice. - Mosby Inc. - 0892-1997

**Electronic resource**

**E-offprint**

Reprinted from: *The Journal of Voice*, 13 (2), Mann, Eric A.; McClean, Michael D.; Gurevich-Uvena, Joyce; Barkmeier, Julie; McKenzie-Garner, Pearline; Paffrath, Jeffrey, and Patow, Carl, The Effects of Excessive Vocalization on Acoustic and Videostroboscopic Measures of Vocal Fold Condition, 294-302, Copyright (1999) with permission from The Voice Foundation.

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**Elsevier Ref: TParkerUniversityOfSheffieldRS10-03**



# e-offprints

- To support L&T when specific item is not in stock: previously large paper collection
- BUT: need to do this to increase availability of e-material
- Traditional drawbacks to going electronic: cost and copyright
- Copyright Licensing Authority (CLA) <[www.cla.co.uk](http://www.cla.co.uk)> ‘Digitisation Licence’: pilot of 3 years for UK publishers in operation
- Once digital, can link via TalisList Resource Lists
- Still need for active dialogue with academics

# Coursepacks

- Library Coursepack service where electronic access is too expensive (or preference of department)
- Must operate in terms of CLA agreement for print materials (5%/one chapter of a book; 1 article of a journal)
- Advantages to students
  - Modest cost for all key readings
  - Bound so these readings in one place
  - No waiting to locate and photocopy individual items in library
  - Can mark and annotate
- Questions for academics
  - What size should coursepack be?
  - What are students willing to pay for coursepack?
  - How do contents relate to wider resource list provision/student & staff expectations?
- Need for active dialogue between department and Library

# Information Skills module

- Funding from Learning and Teaching Development Grant (as a result of original project)
- Includes generic and subject-based skills
- VLE- and learning object-based to encourage embedding into departmental modules
- Very successful uptake and encouraged Information Literacy implementation



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Sheffield's Key to Information Literacy and Library Services

This resource aims to help you gain the information skills you need to complete your course successfully. It can be used in different ways depending on your needs.

If you:

- want to improve your Information Skills, click on the icon below and work through the appropriate tutorials.
- require a Quick Start to your subject, then click on the icon below, and select your Department.
- want to check what you already know and what you need to learn, then take the Quizzes.
- need assistance and want to contact a Librarian then use Help.



[Information Skills Tutorials](#)



[Quick Start](#)



[Test your knowledge by taking a Quiz!](#)



[Library help](#)



[Tell us what you think!](#)

Please contact [lib-information@sheffield.ac.uk](mailto:lib-information@sheffield.ac.uk) if you have any problems, or would like to request information contained in this WebCT resource in a different format for accessibility.

# Information Skills content

- Explanation and use of ‘standard’ information resources:
  - General and subject-specific bibliographic databases (abstracts/indexes)
  - Range of information resources e.g. government publications; statistics
  - Choice of search terms; combination of terms
- Use of internet
  - Including quality-controlled resources and how to use Google
- Finding information in the University Library
  - STAR (the Library OPAC)
  - Journals (paper and electronic)
- Finding information further afield
  - COPAC
- Identification and preparation of citations
- Comparing and evaluating information

# Partnerships i: Academic departments

- ‘The New Partnership’
  - Emphasis on dialogue; re-engaging with departments
  - The Library learning & teaching toolkit
    - Resource lists
    - E-offprints
    - Coursepacks
    - Information Skills Module

# Progressing the New Partnership

- Targeted six book-based departments
  - Chosen for strategic reasons: where there was identified dissatisfaction with Library services
- Worked with Heads of Department, Directors of Teaching, module convenors...
- Considered information availability expectations of students and academic staff
- Customised and embedded Information Skills Module

# New Partnership findings

- Represented cultural change (e-delivery, discussion with Library, etc.)
- Significant workload for academics in different timeframe
- Responses mixed – enthusiasm; resistance; apathy – and not always uniform across department



# Partnerships ii: Academic excellence

- CILASS: Centre for Inquiry-based Learning in the Arts and Social Sciences <<http://www.shef.ac.uk/cilass/>>
  - Funded for 5 years by Higher Education Funding Council for England
  - The Library was an integral member of the original team
  - Library has received project funding for progressing New Partnership and related activities with CILASS depts
  - Library and Department of Information Studies have created the ‘Information Literacy Network’
  - Based in the new Information Commons

# Pedagogical developments

- Expert knowledge vs. practitioner knowledge
- Changes in teaching methods: need for a reflective practicum
- Students as contributors to the learning process
- Changes in institutional structures
  - e.g. Learning and Teaching Development Group
  - Faculty ‘Directors of Learning and Teaching’
  - Departmental ‘Learning and Teaching Advocates’
  - Centres of Excellence in Teaching and Learning

# Partnerships iii: Academic policies

- The University's Learning, Teaching and Assessment Strategy. Library as stakeholder in the following objectives:
  - 1: processes of knowledge creation [Library/CILASS]
  - 4: work collaboratively [CILASS]
  - 5: high-quality learning and information resources [Library/CILASS]
  - 6: inquiry-based learning [CILASS]
  - 8: ICT [Library/CILASS]
  - 9: applying research methodologies and techniques [Library/CILASS]
  - 18: further independent responsibility for learning (PGR students)



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# Partnerships iv: Information Commons





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Opened April 2007



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# The Information Commons

- undergraduate library
- IT centre
- **integrated learning environment**
- 7 floors
- 1,300 study places
- 100,000 books
- budget €35m



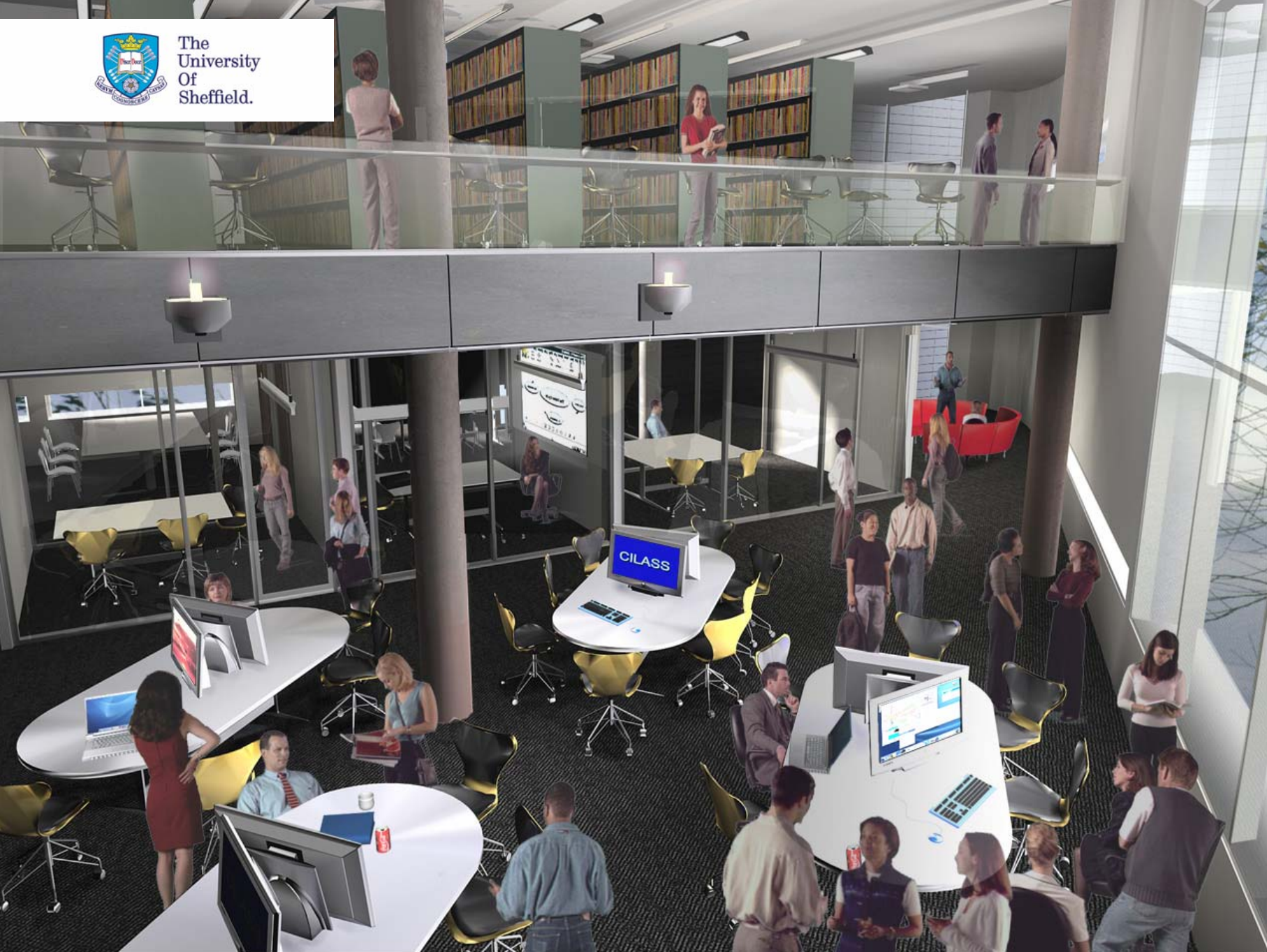
# The Information Commons

- open 24/7
- 500 PCs
- wireless networking
- 70-seat café
- group study areas
- comfy sofas
- individual study desks
- IT classrooms
- silent-study area
- Partnership between Library,  
Computing Services and Catering





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# The Information Commons

...the name.

- New name expressing old concept of community
- Since middle ages “commons” has meant a shared resource; **Information Commons** means a shared information resource for our academic community
- Some leading universities worldwide are developing Information Commons; ours is UK’s first.

# Partnerships v: Central Services

- VLE Project Group
- Generic Skills Group
- Plagiarism Group
- Close working with and knowledge of other Central Services (who have adopted the word ‘partnership’ themselves)



# Partnerships vi: Research

- New scholarship communication models
  - Open Archiving (White Rose Research Online <http://eprints.whiterose.ac.uk/>)
  - Open Archiving Policy

The University's Research Committee has fully endorsed the principle of OA & recommends that all research-active staff deposit their peer-reviewed papers in the WRRO repository

- Copyright related to research publication
- E-theses

# Skills for partnerships

- Professional skills for Net Gens
- Pedagogy: learning and teaching mechanisms
- Assessment criteria and mechanisms
- Negotiating, communication, marketing, persuasion
- IT
- New developments: social software, learning technologies
- Team working while making most of the individual approach
- Adaptable, versatile

# Current actions

- Rolling out the New Partnership across the University
  - how, with limited resources?
- Orientation/induction project
  - extension of pro-active services with further partnerships
- Student focus
  - surgeries; links with Students' Union; focused publicity
- Changing role of the Academic Liaison Librarian
  - Team structure to ensure consistency of approach

# Embedding in the University

- New Partnership & Information Literacy have been specifically identified as two key themes in Library's latest Strategic Plan
- Accepted as way forward by University's Senior Management Group at Library's Strategic Planning Review
- Presentation to Senior Management Group/Heads of Department Meeting



# The Library is not...

- *a support service*
- *an island*
- *trying to take over the University, or the world*