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***SCONUL Focus* is the journal of SCONUL, the Society of College, National and University Libraries.**

SCONUL Focus aims to bring together articles, reports and news stories from practitioners in order to generate debate and promote good practice in the national libraries and the university and college sector. As well as the paper copy, the current issue of *SCONUL Focus* is also available electronically via the SCONUL website (http://www.sconul.ac.uk). Contributions are welcomed from colleagues in all fields and at all levels: we merely request that the items contributed are concise, informative, practical and (above all!) worth reading.

Opinions expressed in *SCONUL Focus* are those of the authors and do not necessarily represent the views of SCONUL.

Making plans for Nigel

An ex-colleague told me once how she had shared a train carriage with Alan Bennett. The great man –sitting in standard class– merely sat and listened to the conversations around him, presumably taking mental notes.

I thought of this story on a recent train journey to a snowy Liverpool. I was on my way to run a marketing workshop. In between thinking about what I should say about the 4Ps of the marketing mix and considering which elements of Brookes' latest campaigns desired most attention, I kept finding myself drawn to the conversation of two passengers who had joined at Wolverhampton. Both women had recently downsized their jobs, disgusted by the lack of support they received from their line managers. Their managers had been shocked by their decisions and only realised what assets they were once they had left. Unfortunately, though, things had gone from bad to worse …and my mind had certainly moved away from marketing:

"I get comments like 'You've not done this, you've not done that' and I'm like 'Nigel –don't go there'. I'll be leaving this one as well soon."

"Aye, then they'll see. They'll be in a right mess."

I hope I'm correct in believing that not many library managers are as bad as Nigel appeared to be (from this evidence at least). From my own experience in the workplace and from the view of the world I get via the articles submitted to this journal, ours is a profession with far more concern for its staff. Rare is the issue of *SCONUL Focus* that does not contain at least one piece on staff development.

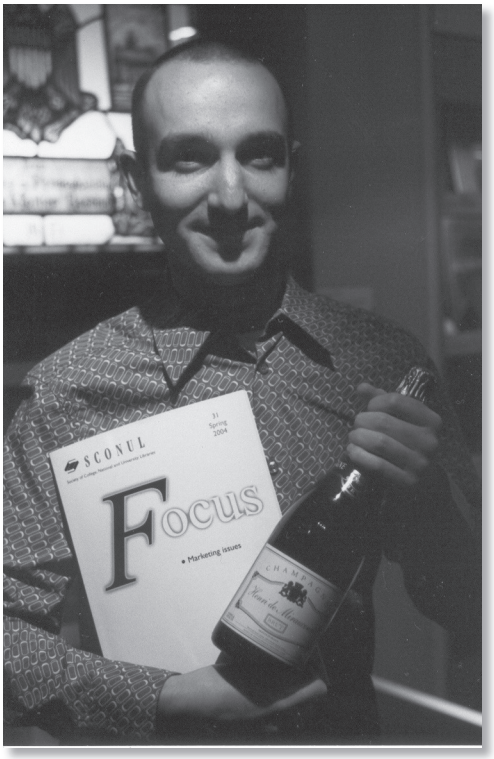
But one area where we may be a bit like Nigel is in succession planning. If we are to really 'future proof' the profession (to quote Judy Palmer in this issue) perhaps we need to start close to home and consider succession planning in our own institutions, and build up new leaders to stand on the shoulders of today's giants. Pat Noon kicks off this issue exploring that very theme. For those of you who attended the SCONUL 2004 Conference, this is an opportunity to relive Pat's live performance. For those who did not get to the Belfast Conference: read on. This might be your chance to avoid getting in a right mess in the future…

Antony Brewerton
SCONUL Focus Editorial Board

Champagne Christopher

Congratulations to Christopher Cipkin of Reading University Library who came up with "*SCONUL Focus*" to succeed *SCONUL Newsletter* as the name of SCONUL's journal. Christopher was awarded a bottle of champagne for his sparkling suggestion.

Cheers Chris!



Receiving the secret: do we care about succession planning in higher education libraries?

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Introduction

A recent article proposed that much of the explanation for the inexorable rise of Tesco to become the nation's favourite retail outlet –and the similar decline of Sainsbury and Marks and Spencer over a similar period– was their varied success in finding successors to previously highly effective chief executives. Given the disparity in these recent performances it is worth taking notice of the importance of succession planning for corporate success. Despite this, too few of us pay any attention at all to succession planning.

Perhaps part of the problem with succession planning is the company that it keeps. George W Bush succeeds his dad as commander in chief of the free world thanks to his brother whose own election as governor of Florida of course had nothing to do with his dad. Hilary Benn joins the cabinet but what if his dad had been a grocer or a doctor instead of one of the most recognisable and respected politicians of the 20th century? Do we buy Stella MacCartney clothes because she is a brilliant designer or because her dad wrote such ground breaking works as 'Mull of Kintyre' and 'The frog chorus'? And the world is amazed when –after an exhaustive international executive search strategy– BSkyB appoint James Murdoch as its next CEO, the son of the bloke who owns the company.

With role models such as these it is little wonder then that the HIMMS Report can conclude that –despite a recognition of its potential– there is

very little evidence of formal succession planning in higher education libraries or their institutions, and even some scepticism from senior managers and directors that succession planning is of its nature discriminatory. A current position statement on succession planning might look something like this:

1 Succession planning is critically important to the future strategic well being of organisations
2 Done properly succession planning can provide strategic advantage and competitive edge
3 Despite all of this nobody seems to give a toss about succession planning
4 And most of those who do it are completely useless at it any way

Why succession planning?

So why should we feel the need to contemplate succession planning for our libraries? Well, one reason could be that for all the reservations, concerns and downright opposition that it attracts, the HIMSS report still concluded that we should encourage the development of leadership and managerial skills and that we should '…look at developing a structured succession planning programme aimed at people early in their career who have the potential to become a senior manager.'

The other is perhaps to do with all the benefits that are claimed for it by its champions. In almost all the articles I have read about succession planning you find grand claims for the power of succession planning. Some of typical quotes include:

- 'Successful succession management can lower turnover rates, improve staff morale, and place the most qualified candidates in key positions'
- 'Identifying future talent will secure the business success of our organisations.'

As well as guaranteeing our organisation's fitness for the future, succession planning (we are told) will also ensure that –in a world where competition for top people is increasing– we can secure the best people with most potential. In the private sector, if we are to believe its champions, succession planning will enable companies to make significant improvements on their return on investment, can turnaround organisational performance, reduces the attrition of high flyers, and offers a more egalitarian approach to future planning than the wait-until-we-have-a-vacancy alternative which it is claimed weakens the commitment and deepens the dissatisfaction of expectant high fliers, encouraging them to 'jump ship' for better prospects. Indeed as it appears to have the combined efficacy of Viagra and HRT I am surprised we have not been receiving an avalanche of spam about it!

What is succession planning?

It appears that succession planning can mean several things in several different contexts. To help understand this I have done a bit of mapping of types of succession planning to develop a kind of taxonomy:

- Primogeniture - being born first….that's about it really: unless you want to refine that to male primogeniture which is more sophisticated and involves being born first and being a bloke
- The casting couch - Pia Zadora, Sarah Brightman, Celine Dion…need I go on?
- The boot room - Liverpool FC dominated English football by a succession of managers all of whom worked together on the coaching staff: unfortunately the pool is eventually exhausted and you appoint the final remaining candidate who turns out to be well meaning but completely incompetent and you finish half way down the table
- The Conservative Party - men in grey suits talk amongst themselves about candidates that are people like themselves nominated by people like themselves and you end up picking a succession of spectacularly incompetent blokes and one completely flaky woman
- The Labour Party - where we are unfailingly seduced by charismatic and passionate left wingers who when elected move to the right so fast it makes their ears pop
- The King Lear principle – where you base your succession on a curious combination of excessive vanity and transparently superficial sycophancy and everyone ends up dead
- And finally …the Dilbert Principle: Scott Adams found that at the top of the list of things that most annoyed staff about management was 'idiots promoted to management'. In the past this concept was known as the Peter Principle by which capable workers were promoted until they reached their level of incompetence. At least, suggests Adams, this principle generated managers who had once been good at something and held out the prospect for everyone to rise to a level of highly paid and comfortable incompetence. Now the Peter Principle has been replaced by the Dilbert Principle where 'the incompetent workers are promoted directly to

> management without ever passing through the temporary competence stage… the most ineffective workers are systematically moved to the place where they can least damage… management'.

More seriously, successful organisations –we are told– succeed because they have the right people in the right position at the right time. This statement, redolent of Ranganathan, is the basis of succession planning. It is not just about appointing new staff or replacing staff, it is also about keeping good staff and fulfilling potential, through effective timing of advancement and matching people to the organisation's needs at the right time. Above all, succession planning is a formal and structured process designed to ensure that we attract and retain the people and the skills that the organisation needs now and in the future to create a supply of current and future key job successors to optimise the organisations strategic needs and the aspirations of its individuals. The process includes the following elements:

- an organisation-wide expression of its purpose and vision
- identifying and analysing key positions and developing a clear idea of what are the managerial qualities that the organisation needs for the future in those positions
- creating a large enough pool of potential candidates for these senior roles -now, in 3-5 years, and in 5-10 years
- assessing potential candidates against possible job opportunities and their own personal aspirations and their ability to perform at the higher level
- some process for selecting people from this pool of potential candidates
- individual development plans for potential candidates.

Another way to look at succession planning is to see it as a three stage evolutionary process. The first stage is what one commentator calls 'the staffing approach' to filling vacancies. This is where we only respond to succession when we have an immediate crisis such as an impending resignation or retirement. It is a one-shot, high-pressure, high-risk process that offers no opportunity for organisational learning. More developed organisations have been able to adopt a future-looking focus, and have identified a set of options for replacing vacancies linked to the organisation's needs and including identifying suitable candidates before a crisis occurs. At the top of the food chain are those organisations who in addition of all the other factors in the replacement stage have added a clear recognition that they need to employ objective criteria in making appointments and have recognised that the successful candidate will themselves have development needs linked to their own and the organisation's future so a management development plan is added. This is real succession planning.

Why we have a problem now

Apart from the promptings of the HIMSS Report, there is a rather more pressing reason why we need to explore the potential for succession planning before it is too late.

Many of us old ones are part of the so-called 'baby boomer generation' or –as some call it– 'phenomenon'. The baby boomer was born between1946 and 1964 accounts for 25% of the population and a large percentage of us are approaching retirement all at the same time. This demographic peak was also apparently accompanied by a boom in libraries and therefore people going into libraries as a career. This was reinforced by the downturn in public sector fortunes under a succession of governments (but mainly Thatcher's) which led to those same people staying put as job opportunities declined with the contraction of the public sector. Thus they have become the dominant working age group staying often for 25-30 years in the profession and often in the same or similar post.

There hasn't really been any detailed analysis of this in our profession with which I can scare you but there was recently a very worrying article about the current plight of secondary education. The article went on to warn that 'schools face a demographic time bomb leaving them seriously short of head teachers in 10 years' time'. Councils are being urged to make the development of prospective leaders a priority to avoid a looming crisis.

It went on to record that more than half the teaching profession is over 45 years of age and less than 20% are under 30. And 45% of heads are over 50. Consultants warned that 'leaving leadership development to chance or individual whim in these circumstances is short-sighted' and continued:

> The public sector approach to leadership succession and development has been passive, simply letting candidates emerge, whereas in the private sector some organisations have

actively recruited and developed potential leaders.

I would be surprised if the library and information sector is a great deal different in structure than this but the situation is further compounded by the characteristics of the generation which will succeed us, the so called Generation X, who demonstrate quite different attitudes and expectations to work and to careers.

Generation X are sceptical, not as career orientated and not as focused about work as we old folk are. They are often viewed critically by baby boomers as they are independent, self-reliant and exhibit far less allegiance to an organisation, being loyal to themselves not to others or to organisations. Generation X has higher expectations of what it should receive from organisations especially more positive experiences from their employment and a greater commitment to their lifelong learning. Finally they have a better work/life balance, are more flexible and have no problem with either downshifting or staying put as necessity dictates.

The implication is that there is no longer a guaranteed supply of like-minded (lemming-minded?) careerists to replace us unless we do something to create an effective succession.

Finally, if we need any further encouragement to understand why succession planning is a problem now we can add to all this the perennial problems of our profession: increasing competition for scarce and more flexible skills; the declining intake into the profession including closing of LIS courses; the poor visibility of the profession as a career; and of course we don't pay enough!

Barriers and problems

Part of the problem with succession planning is that the alternative to ignoring it completely is to do it… but do it very badly. I have already mentioned one of the most obvious problems, which is leaving it too late to start planning for succession: waiting for a vacancy and then hoping that we can graft an effective succession planning process on to an urgent need to get someone in place. To do it properly succession planning takes a long time, and certainly more than you have if all you do is wait for a vacancy before starting planning a replacement.

The other side of this coin is that there are examples of where people have been appointed as the result of a planned process and this results in a significant cross over between an out- going manager and the successor. This is fine provided that someone had planned how that process would work. There is often a reluctance to cede responsibility or indeed to leave at all from the out-going manager, and this is compounded by an obvious impatience to get on with the future from the new incumbent. Who then makes the decisions, and what of they cannot agree?

One of the most important barriers to successful succession planning is linked to our desire to secure our legacy. It is what Rosbeth Moss Kanter refers to as the 'the heroic self concept of the departing leader'; the assumption that not only do we have a legacy to pass on to our fortunate successors but that the legacy is the outcome of some great historic mission that only we the great leader can fulfil. The hidden fear that plagues us all according to Kanter is that we and our work will all be forgotten as soon as we walk out of the door. So we build succession planning strategies around the need to secure our legacy completely ignorant of the fact that what worked well for us in the past is no guarantee of being what the organisations we have served so heroically will need in the future.

If few organisations are prepared to invest the time and effort in trying to define a clear vision for the future of their organisation, very few managers are comfortable with envisioning a future that does not include them and they have even greater difficulty understanding what else -apart from our own skills and experience- could possibly be needed to continue our work.

Another problem is that the normal subjective identification processes that we use for filling many vacancies is inadequate when we are talking about strategic leadership because it fails to generate a sufficiently large pool of candidates from which we can be sure we will get an effective appointment. Unless we enrich our search processes we keep seeing the same people for the same kinds of jobs and we just keep putting more square pegs into more round holes. It is what Kanter calls 'homosocial reproduction', the propensity for looking for the 'right kind of person', which tends more often than not to mean our desire to leave behind our fingerprint by appointing a successor in our own image. What better way to achieve a sense of immortality than to leave the organisation in the hands of a younger version of ourselves?

If we were charitable, we could understand the reluctance to risk radically changing the management model, especially if it has worked so well in the past. If we were not being charitable, we might be critical of this touching belief that the best will rise to the top automatically and are just hanging around waiting to be anointed, when in fact those who rise to the top are usually those who understand how to fit in most closely with the current leaders and are thus spotted or rewarded for fitting in rather than for actually being any good.

If the positive benefits of succession planning are that it helps motivate staff by identifying high flyers and giving then some sense of expectation and a route to the top, the down side –of course– is that if you are NOT amongst the chosen few you are going to feel significantly de-motivated. This can only be compounded if those same individuals who have received official blessing then lapse into a state of complacency thinking they have made it already or (even worse) that they cannot risk their anointed status and start playing it safe for fear of screwing up, abandoning the innovation that got them noticed in the first place and trading long-term projects and development for safe, short-term wins.

And perhaps the worst crime of all is what one commentator called the over stress on identification and under stress on development: the failure to recognise that identifying the candidates is only the beginning of the process, not the end. If candidates are to be ready to assume the senior positions that have been mapped out for them successfully they need to be developed to meet the needs of the future. This can be made significantly worse if the candidate themselves are not involved fully in this development process. If they think that succession planning is an entirely external process they are not going to take those risks, identify their own development needs or to recognise their own responsibilities to ensure that their selection eventually matures into succession.

Getting it right/ making it effective

So if we did want to use succession planning either in our own library or information services or across the sector what do we have to do to get it right? Again I have tried to identify a line of best fit across all of the material I have used to provide a good practice checklist. It includes:

- **Strategic vision for the organisation:** To be effective succession planning needs to fully integrated into the strategic planning of our organisation's future needs. 'It is about looking to the future not getting stuck with the pull of the demands of the present.' Above all, it must identify the leadership or other skills that you we will require to achieve the future to which your organisation aspires.
- **The right climate:** The climate has to be created from the top so it must include commitment from the most senior staff to plan the process, to buy into it, and to accept that it applies to a situation in which they may not be involved. This will include a clear indication of that support will be available to suitable candidates in order to enable them to succeed as well as candid and open channels of communication.
- **Some form of formal evaluation process** to create and monitor a pool of potential candidates. This must mean enabling us to get beyond the usual suspects to create a large pool of potential candidates not just the anointed ones.
- **Support from managers:** And of course support also includes ensuring that at each level the plan is being actively pursued and followed up and managers are held accountable for making sure that this happens. And inevitably this will have to include funding and support for external development, training and education as well as any internal support.
- **Succession planning and leadership development at all levels, not just the top:** This is apparently being done at the University of Melbourne in Australia. But when I read that this was referred to as 'leveraging the intellectual capital of their employees' I stopped reading in despair.
- **A formal development programme:** One commentator referred to this as creating a career road map or a strategy for individual career movement. This will include actively identifying new opportunities and rotating managers across different functions and even across different institutions.
- And finally the process requires **the active participation of the candidates**. Candidates have to have a clear picture of what is expected of them as part of this process and incentives and encouragement to see the process through to the end.

Conclusion

So that is a quick trip around succession planning and you may have noticed a certain ambivalence

about it in what I have had to say. This is probably because I am a bit ambivalent as indeed are some commentators. We seem to have a sort of Catch 22 situation. We need to be better at succession planning to identify and produce the future senior managers for our organisations, but if we adopt a succession planning model it is likely to be seen as discriminatory. It appears to be enormously important and enormously difficult in equal measure, there appear to be as many barriers to it as there are opportunities for it, and the demographic indicators suggest that we have real cause for concern.

But finally I have one ultimate concern about succession planning which is. 'Why should I care?' Isn't succession planning just another corporate (and in our case library) version of the nanny state, something along the lines of 'we can't trust the lazy buggers to look after themselves and to make themselves decent and skilful candidates so I suppose we shall to have to do it for them'? Why isn't it the responsibility of each aspiring individual? Ardent disciples of succession planning seem to neglect the fact that individuals are quite capable of identifying themselves for succession to senior roles and getting themselves suitably tooled up for the job. Why do I have to do it?

And of course we can't do it in isolation. Shouldn't it be the university who are concerned about succession planning after all the library serves their mission? Well it would be but sadly the HIMSS project showed that in most cases senior executives haven't the faintest idea what they want in or expect from their library/information directors.

But the main reason why I won't care is that when I leave and move into a new job I shall have my hands and indeed my mind full with concentrating on the new job where I have to build my reputation, win over the sceptical staff and the cynical customers and the demanding VC. Who takes over from me will be a matter of supreme indifference to me.

When I retire on the other hand I shall care even less. I shall be on the Algarve in my villa, with my new trophy wife and the proceeds of several years of illicit currency dealings (feel free to substitute your own fantasy here). I won't give a toss who is running the library I have left behind and won't have the faintest interest in whether they have the skills to do the job properly. All my energies will be invested in my suntan, my next round the world trip and my next pint in my local pub.

As I reach the end of my career what possible incentive can I have to invest time and effort in identifying some smart arse young know it all to pass on all the secrets of my success, to have them question the practices that have kept me going for years, and above all spotting that actually what I do is neither difficult nor clever and that I have been managing an elaborate charade for the past 20 years?

So there we have our options. We can either:

- Go on as if nothing is wrong, waiting for vacancies and hoping we can fill them.
- Embrace the benefits and confront the challenges of succession planning. We already have some building blocks for this. We have a SCONUL Vision, the HIMSS analysis of the skills we need, and the work that the SCONUL Advisory Committee on Staffing are doing to provide development programmes for the next in line.

Or

- We can adopt the cynical view that despite all the evidence frankly my dear we don't give a damn.

And if we do give a damn then the questions we need to start asking -now that we have sat up and took notice of the problem of the future generation of leaders of the profession- are all related to what are we going to do about it:

- How are we going to identify the next generation of leaders and thinkers?
- What are we going to do to/or with them when we do identify them?
- What happens if we can't find them?
- What do we do to maintain interest and motivation amongst all those who think they should be the next generation but aren't on the list?
- How do we identify what we want this new generation to do?
- How do we know what the future will hold for them?
- How do we develop them to meet that future?
- Do we do it on our own, with our institutions with our peers, or with other professions?

Its all very well having some old bloke like me coming along and pontificating about the problem but unless it leads to some form of action to agree first of all if it is a problem and then if so how we manage our way out of the problem then

no matter how interesting this might have been it will have been in vain.

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A three-month library staff development project at the University of Cambridge

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Library staff development in the University of Cambridge

For three months during the summer of 2004 I worked as the temporary library staff development adviser for the University of Cambridge. Up until this time there had never been anyone in post to specifically address the development needs of library staff in the university, who represent a significant section of the university's workforce. The university has a 'tripartite' library system: there is the huge Cambridge University Library (a legal deposit library) with its four 'dependent' libraries; the 35 departmental and faculty libraries; as well as the 29 college libraries and 22 affiliated libraries (1). Their staff play a central role in helping the university meet its aims of achieving excellence in teaching and research. My work culminated in a report to the university on the development needs of library staff, and a website to communicate information to all library staff. I have now returned to my usual post as librarian at the Department of Zoology. The whole project improved not only the development of library staff throughout the university, but also my own and that of the assistant librarian in the Department of Zoology.

The committees concerned with libraries in the university

I reported to an especially established sub-committee on library staff development of the General Board Committee on Libraries (GBCL). Its role is to advise the General Board of the university on library policy, and to consider and advise upon the coordination of library services and practices, including those of the University Library. It does not have a budget but does advise the General Board on expenditure on libraries in the university. It would take far too long here to explain the complex and rather ancient university structure and how the General Board fits in to this, but in case you're really interested, you can visit the university's website at http://www.cam.ac.uk/ and read about 'The University & its Departments' to see how the university works.

In recent years the GBCL has considered such matters as staff development, collection development policies and the funding of journals. Each year the GBCL visits faculty and department libraries prior to a scheduled full review, in order to ascertain any particular resource or organisational problems that might be addressed. A persistent comment has been a perceived need for more broadly based, library-oriented 'continuing professional development' and for more 'specific library training'.

An initial questionnaire and its results

In 2003 the GBCL issued a 'Development needs of library staff' questionnaire to all faculty and departmental library staff to determine for the first time exactly how far their needs were being met. The replies reflected how diverse and complex library operations throughout the university are, with a mixture of general and specialist posts, resulting in a wide variety of training needs. The replies also reflected recent improvements in the university's wider career development and training provision, but also wide disparities in how information about training opportunities is communicated, the subsequent feedback arrangements in place, and of support for attendance at courses already offered, particularly externally to the university.

No single body could appropriately be charged with taking remedial action on the results of the survey. The GBCL, with advice from the staff development office of the university, concluded that the appointment of a temporary 'library staff development adviser' could draw together various areas of expertise, and take some immediate practical steps to improve the profile and content of library career development and training. The adviser would also ensure that existing opportunities are exploited to the best advantage. The post was advertised via email to all library staff within the university.

Why I was interested in the post

I applied for the post because of my passion for my profession and because I was very keen to play a part in raising the morale and profile of library staff in the university. This was probably the first time that their specific development needs were seriously addressed; it was to be a high profile post and a challenging opportunity to make a real contribution to my profession, as well as to enhance my own career prospects in the longer term. I considered that I had the skills, knowledge, experience and attitudes that were specified as being essential to do the work:

- experience of working in an academic library, or the ability to demonstrate familiarity with libraries in an academic environment;
- awareness of the wider library/information science career structure and organisations;
- ability to work on own initiative, prioritise and meet deadlines;
- good communication skills.

I also met the desirable criterion of experience of web-site design.

The university's accelerated experience scheme (AES)

This scheme exists to promote career and work flexibility, by providing money to support secondments of academic-related and certain other staff between departments. Departments can apply to the scheme's steering group for support for a particular project. If the group approves it, the department advertises the temporary vacancy and interested individuals apply with the approval of their home departments. The successful applicant is seconded full- or part-time for up to three months. His/her home department receives a payment from the scheme that covers the full costs of employing a replacement member of staff for the time, but it may spend the money as it wants: either on a straight replacement, or perhaps on an extra payment to people who cover the work, or a temporary upgrading for several people.

I had to apply for the temporary post as I would any other post being advertised within the

university, and with the permission of my home department, which would of course have to cope without a librarian for three months! Having found out more about the scheme, I had to outline to my departmental administrator how I proposed my work should be covered and how the project would benefit the library and department. I proposed that my assistant librarian (having first gained her cooperation!) could be temporarily upgraded to cover some aspects of my post, and that a number of graduate students could be employed from within the department to cover aspects of her post. I preferred to work full-time on the project, to save time and avoid any confusion in the zoology library caused by me being physically there but not actually as the librarian!

The project gave the assistant librarian a unique opportunity to effectively run a library service, enhancing her professional development. My own professional development would be enhanced by developing my skills in project management, networking, communication, web design, management skills and so on. To gain such experience usually, we would have had to find another job; this way the department did not have to lose a member of staff. In addition to my enhanced skills, the department would benefit from the wider knowledge of the library system that I would gain, in particular, bringing new ideas back to the zoology library. The university as a whole would benefit from a more motivated and skilled library workforce.

My department approved my application for the secondment post. I was invited for interview and eventually offered the post. I started the project in mid-May 2004, the work therefore mostly taking place in the summer vacation, which is a quieter time in the zoology library in terms of the number of users in the library (although we use this time to catch up on projects and tasks that we don't have time for during term).

My role

I represented the development needs of library staff of all grades, not only in faculties and departments, but also in colleges. While investigating these needs, I observed how they were similar to those of the staff of the University Library and its dependent libraries.

The aims of the three-month project were to:

- devise and implement centralised points of reference for all grades and types of library staff
- identify any specialist courses that might usefully be added to the university's training programme
- determine any ongoing personnel and financial resources required.

Planning

I had to plan for my temporary absence from the zoology library. Secondees usually remain in their home departments for the duration of the projects, but this was not appropriate for me. In the event, the Faculty of Law kindly offered to host: of which more below.

At the zoology department, I had to recruit a handful of graduate students from within as invigilators, and decide upon appropriate rates of pay with the departmental administrator. I asked the assistant librarian (who has a City & Guilds qualification in library and information work) to train the invigilators, giving her the chance to learn and develop this as a new skill. She would also go on to supervise them and allocate them work on a day-to-day basis – another good experience. I also had to advertise the posts and recruit the staff. We both worked out a suitable rota for these temporary staff.

I had to decide which parts of my post needed to be done to keep the library running over the short-term and which could easily be delegated to the assistant librarian. The more long-term and more (dare I say it) 'professional' ones (e.g. policy making, project management, collection development) were to be left for me upon my return. I wanted to take the assistant librarian away for most of the routine work she would do and has been doing for some time, by delegating it to the temporary staff wherever possible.

I was still contactable when on secondment, but my assistant librarian was officially acting librarian until I returned. I had to make sure I finished all my current tasks and projects before I left. I asked other people to help the assistant librarian out with certain tasks during my absence. I ensured that the assistant librarian knew whom to consult about what: their contact details etc., and all the procedures and instructions were typed up by both of us and compiled as a staff manual. I advertised within the department the fact that I was going away on secondment and all the staffing information.

It felt very strange leaving, even though I knew it was only temporarily, as I have been in post now for over four years and I was going to be working somewhere completely different.

The project begins

As for the project, I already had ideas for how to meet its aims, but I needed to plan my work by drawing up a project schedule to make sure I achieved these on time. I basically divided up the three months into weeks, and prioritised which tasks I would do when, allowing for contingencies, and did actually achieve everything on time.

The members of the newly established GBCL's standing sub-committee on staff development, which was to guide and supervise me for the duration of the project, did a sterling job arranging everything for when I started. They arranged the office space in the Faculty of Law, the loan of a PC with relevant software, and a printer, as well as much needed stationery – all without a budget, begged for and borrowed from different places. This was because I was in the unusual position of working outside my home department and this committee didn't happen to have its own budget.

My first day was much like any other in a new job: a tour of the building; being given access cards and keys; receiving emergency fire instructions; being told where the all the usual facilities were; meeting the other staff; and so on. I was made to feel really welcome and people gave so much of their time for free to this cuckoo that had suddenly appeared in their nest! Having come from a busy biological science library, in a department where there are labs and people rushing around in white coats, it was certainly different working in an office-based environment towards the end of the academic year, and being physically isolated in comparison whilst working on my project.

My approach to the project

I won't go into great detail about the actual work that I did, I will just try to describe how I approached it and what type of things I did to eventually meet the aims of the project.

Email discussion list

I immediately set up the ucam-lib-staffdev email discussion list to communicate with library staff throughout the university, and vice-versa. Library staff were encouraged to join the list and express their views on various aspects of their training and development needs, and how they could best be met. My post was quite a high profile one amongst library staff – they had high hopes for the improvement of library staff development in the university – and this list was important for facilitating my introduction to library staff and to update them on the progress of the project, as well as to ask for their help with some aspects of it. I am still the manager of this list.

Feedback mechanisms

Throughout the project, I reported every other week to the standing sub-committee on staff development, which was established especially for the project. The committee had representatives from departmental, faculty and college libraries, and a representative from the University Library's staff development steering group. This committee liaised with the staff development office of the university, which is responsible for the university's staff training programme. This structure strengthened coordination of staff development activities in the university.

Previous work

I re-read previous reports on staff development that had been written, to find any gaps that could be addressed. As a result, I sent two e-mail questionnaires to JISCMAIL's lis-link and lis-cilip-reg lists at http://www.jiscmail.ac.uk/ asking more questions about how library staff development is achieved in their institution, and how chartered membership of CILIP (the Chartered Institute for Information and Library Professionals) is supported. I received many helpful replies and consequently 'met' many people, who would e-mail me to say 'hey, you might be interested in this for your project…' This enabled me to find evidence of best practice for library staff in other higher education institutions. I also summarised my results for the lists, so everyone could benefit from my findings. I gathered together information on all aspects of library staff development work that had already been done within the university; many members of staff had already been active in certain areas on their own initiative and I didn't want to duplicate their work. I wanted to acknowledge and build upon their work in the following areas:

- Chartered membership of CILIP and an institutional training scheme for candidates
- job exchanges and work experience
- distance learning.

Getting out and about

I made many visits to libraries in the university. Apart from discussing staff development with library staff, it was useful to see how other libraries work from a professional point of view. Departmental, faculty and college libraries generally don't interact much as the colleges are in effect independent of the university. I made several contacts through this networking, I explained the project and gained interest in it from everyone, I answered their questions, and asked for their opinions. It was also a good social opportunity for chats over coffee and biscuits! Otherwise, most of my contact with library staff was made through telephone calls and e-mails. It was really good to meet with people as it focused me on what I was doing and motivated me to get things done since I was working on my own. I had to limit this, though, towards the end of the project as it was very time-consuming.

Best practice

I decided to consult the Oxford University Library Service (OULS) for evidence of best practice, since Oxford is very similar in structure to Cambridge, as reflected in both our library services. OULS has two full-time members of staff dedicated to library staff development and I wanted to see how that was organised. OULS was extremely helpful and it was very encouraging to see exactly how much it has achieved for its staff and how something similar could be achieved in Cambridge.

College librarians provided me with an invaluable report of the results of a recent college library staff survey they had recently carried out which covered staff development. This was incredibly useful and informative to see things from a college library point of view, and saved me a lot of time doing it myself.

Project aim: determine any ongoing personnel and financial resources required

All of the consultation with internal and external contacts as I have described above, and more, went a long way towards meeting this aim, in that I and many other library staff had ideas for how to fund and staff a library staff development programme. Library staff felt strongly that there should be at least one full-time, permanent library staff development adviser in post, so funding for this was required. Such an adviser would be able to establish and develop library staff training and events programmes, and manage a central budget for this. It was also felt that a consistent university-wide approach to funding library staff development would be more cost efficient and fair, as some institutions have more funds available than others to spend on staff training etc. A central fund was needed.

In the current financial climate of the university (i.e. being in debt) and in higher education in general, library staff have limited or non-existent training budgets. Some funding towards the cost of certain courses is available from a staff development budget for individuals, but this is limited.

Money for staff development comes from various sources, which can sometimes only be spent on certain staff groups (for example government money for teaching and research purposes can only be spent on the development needs of lecturers and researchers). Although library staff can attend generic training courses that the university offers, they need more specialist ones that are related to their profession that may not be relevant to any other staff group, e.g. cataloguing and classification.

Another aspect that library staff felt strongly about was the fact that many of them, especially those who run a smaller service (perhaps single-handedly), find it very difficult to get time away from their service to participate in development activities. They cannot afford extra staff to cover the service, even if they can afford to attend an activity in the first place. In the absence of any extra funding, it could only be recommended that staff take three days on top of their annual leave to continue their professional development, and to recommend ways in which posts could be covered for free, e.g. train some staff in similar libraries on a site to work in another library. I believe that it is important to communicate to library users, managers and administration staff that library staff are professionals with a need to continue to their development and that sometimes they will have to close the library to achieve this (at a mutually convenient time and with adequate notice, of course). At least this policy encourages and supports library staff in taking time away from their service.

This financial and personnel aspect of the project was the most difficult to address, both in terms of providing funding and cover in libraries for staff to participate in development activities, and the funding for the activities themselves. I recommended that the university created a permanent, full-time, library staff development adviser post and apparently it may just be possible in future. Until

this is done we cannot really move much further forward, but at least this project has shown that much can be achieved in the meantime, and for free.

Project aim: identify any specialist courses that might usefully be added to the university's training programme

Based upon responses to questionnaires from library staff, and as a result of further consultation with them, I recommended that courses in the following areas should be added to the staff development programme:

- customer relations
- marketing and / or promotion of services
- strategic planning
- team working.

Copyright was deemed to be a neglected area of library staff training. Although guidelines on copyright legislation were provided by the university copyright officer for everybody in the university, there was no training. Library staff are in the front line on this issue and the consequences for the university for any copyright infringements by anybody are obvious. Library staff had to attend externally run courses, which could be expensive, and don't actually relate to the university's own copyright licence. It has been recommended that the university copyright officer runs regular courses on copyright, initially for librarians.

Project aim: devise and implement centralised points of reference for all grades and types of library staff

As part of my work, I had to create a central means of communicating information on professional development and training to all grades and types of departmental and faculty staff, as well as to draw up a common mechanism for feedback on courses undertaken and of making evaluated information accessible throughout the university. I designed the library staff development website at http://www.lib.cam.ac.uk/GBCLStaffDev/index.htm, which would do this virtually, by being accessible to everyone and not requiring a physical space to be held in. This was essential as when I left the post there would be no one to immediately continue the work I had been doing.

My website was kindly hosted on the University Library's (UL) web server, on the understanding that its contents and management would be entirely independent of the UL. I am still the web master for the site. I grappled with the technical issues involved and achieved the design of the website with much help from UL staff.

Induction of new library staff in the university is performed differently in every library. I designed the induction page of the website to host an induction pack for library staff new to Cambridge or transferring inside the university. It was very challenging to attempt to describe the university libraries structure, but was a much needed resource. I adapted the university's standard induction checklist for new staff to suit libraries. I provided links to mentors and networking opportunities. This was a key part of the work done to achieve the particular aim above.

On the Networking page I prepared a list of qualified librarians willing to supervise candidates for chartered membership of CILIP and advise other staff intending to study for library and information qualifications. I also provided links to material to support these.
Other pages on the website include information on:

- accessibility
- advocacy
- careers and jobs
- conservation and preservation
- feedback
- funding
- legislation
- library staff development adviser
- news and events
- professional qualifications, training, and CPD
- training providers.

I had great fun taking pictures for the home page, asking fellow librarians to pose for me! I thought it important that actual people should be depicted on the page, rather than the usual pictures of pretty buildings, which is not what the project was about.

I promoted the website by email, on flyers to every library in the university, in meetings and at talks that I have given since finishing the project.

Phew...

I even managed to get away on a much-needed one-week holiday to the south of France! The project work was quite intense, juggling several balls at once, and with only library staff development on my mind!

The AES experience

Feedback has been given to Staff Development on the scheme from my home department's, zoology library's and the GBCL's points of view.

Working on my own for three months without the usual user interaction and trusting someone else with the running of my library service was a different and interesting experience. I had to switch off from my usual job mentally and let go. The assistant librarian apparently greatly enjoyed the experience of running a library temporarily (and was very good at it) but seemed to be glad I was back! I had been worried that people might not notice I'd gone but this didn't happen and I was welcomed back warmly. I did have to remember quite hard how to do some of the more routine things again, having been away for a quarter of the year. I appreciate my current role more now and have come back re-motivated, although I was sad to finish the project as it was exciting and important.

I just would have liked more time to do more work on the project: there is so much more to do. But hopefully the recommendations I made in my final report to the GBCL will be addressed in the near future. There were so many I don't think they knew where to start!

My final report

I presented my final report to the GBCL in October 2004. The main outcomes are that funding is currently being sought to fund a full time, permanent library staff development adviser and that copyright training courses for library staff are being prepared. There are many other smaller issues that the report covers, which all contribute to the improvement of library staff development in the university.

I am very proud of what I have achieved in the time available to me, and extremely proud that library staff have told me that they are pleased with it. I was excited and privileged to be able to address this particular issue for my fellow librarians. In the end, everything about my particular project came down to effective collaboration with library staff – I couldn't have done it without them.

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Staff development and continuing professional educational: policy and practice in academic libraries

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Introduction

This article provides an account of a survey of staff development and training in academic libraries within the M25[1] (CPD25[2]), NoWAL[3] and SALCTG[4] consortia and Oxford University. The survey aimed to provide an overview of the current state of staff development and to ascertain how it is managed. CPD25 had been in existence for just over two years and the survey was an attempt to ensure that it had accurate information about the context in which it was operating.

The questionnaire design was intended to mirror an earlier survey conducted by Ian Smith of La Trobe University, Melbourne, in *Australian academic and research libraries*[5]. It is intended to benchmark the Australian results with this survey. More detailed responses to the survey and the methodology used can be found in the report on the CPD25 web pages[6]

Survey participants

A total of 74 library and information services replied to the online survey giving a response rate of 77%. Services varied in size from under 20 FTE staff to over 200 FTE staff.

Organisation of staff development

The survey found that staff development and training is largely strategically managed within a supportive organisational framework and it is accorded a high priority in strategic plans.

More than half of all services had a formal written statement on staff development demonstrating an explicit commitment to continuing development. The majority of services had planned development programmes using appraisal and annual review processes to inform training plans. Around one third of services used an informal approach to development. However, very few services regarded staff development as primarily the responsibility of individual members of staff.

Comments illustrating approaches to planning included:

'We don't have a written programme but we do have agreed priorities and practices.'

'We have a career review system where staff development priorities are set.'

'The plan and actions arising from it are reviewed in the department's annual quality report.'

Coordination of staff development

In most cases staff development is coordinated by a designated member of staff or shared between local section heads and an overall designated member of staff. Around 15% of services assigned responsibility to a staff development committee. Staff development committees provide an ideal opportunity to engage a cross section of staff but surprisingly less than half of services surveyed had a dedicated staff development committee.

One service that did not have a staff development committee noted that:

'Staff development needs are identified by library managers and co-ordinated by senior staff meetings'.

Other approaches to staff development committees are exemplified by the following comments:

'The library Staff Development Committee has a major role to play in policy and planning.'

'There is an overall co-ordinator who is supported by a staff development advisory group.'

Characteristics of staff development programmes

Internal library trainers, external trainers and the institution's own staff development department were all used widely to deliver internal training programmes. A number of comments were made about strategies used to make time for internal training activities:

'Closed an hour every week in the summer vacation [and a] statement that each member of staff is entitled to a training hour every week for self training.'

'Staff development mornings three times a year for all staff provided by the library and other college staff.'

'Weekly training hour for all staff.'

'[The] university has two training days where we close for training.'

The standard range of development activities was undertaken. Less common activities included providing support for research projects and support for publication. Job exchanges within and between institutions were also relatively uncommon but comments suggested that this was an area of growth:

'We are about to begin staff exchanges with other libraries.'

'Exchange of experience seminars with staff in other libraries involved with similar roles.'

'We hope to look at exchanges with other organisations in the future.'

Levels of staff development activity

In around 75% of services the intensity of staff development activity had increased over the last five years. A range of factors were cited to account for this increase:

'We recently had a change of leadership which has strengthened the role of staff development.'

'It is one of the strands in the strategic plan.'

'The library became an Investor in People.'

'Staff development activity has become very focussed, therefore the amount may have increased but the diversity has decreased.'

Low staff turnover was suggested as a cause of static or decreased level of staff development activity. Major restructuring processes also diverted staff from development activities.

Influences on staff development programmes

Many services reported that IT had made an impact on the focus and content of staff training programmes:

'ECDL (European Computer Driving Licence) is increasingly used but not necessary for all staff. Increased need just to keep staff up to date with new developments, applications and resources.'

'E-resources and IT development will [be] a core part of our new training and development and programme. Blackboard is used and promoted within the department.'

Other influences on development programmes included change management, teaching and learning, and legal compliance. Change management in particular attracted a substantial number of comments reflecting current organisational volatility. Typical comments included:

Change management

'Convergence of the library and computing department into a single directorate.'

'Growing department has led to more team building activities.'

'Major staff restructuring.'

Teaching and learning

'Increasing involvement with delivery of academic programmes [and] professional staff need to acquire [accredited] teaching skills.'

'Greater emphasis on information skills training due to VLEs.'

Legal compliance

'Institutional priorities (e.g. distance delivery) and legal compliance, e.g., Special Educational Needs and Disability Act, have both generated additional training requirements.'

The achievement of external accreditation such as the Charter Mark and Investors in People (IiP) has also provided a driver for training programmes. Investors in People is of increasing importance in the drive to support staff and gain objective recognition. Around one third of services had already achieved IiP recognition, either as individual departments or through an institution-wide approach. A number of services were considering applying.

Funding and support

There was a consistent level of support in terms of finance and paid time off. Course fees for professional qualifications were often absorbed by the employer and managers were also flexible in allowing staff to move from full-time to part-time. Institutions were asked about the proportion of the staffing budget allocated to development. Many survey respondents did not reply to this question but of those who did the percentage of budget allocated lay between 0.2% to 2.0%. One can speculate that either the information was considered too sensitive to reveal or that the information was not readily available.

Recording development activity and accreditation

Formal accreditation of staff development activities was relatively uncommon although respondents from the NoWAL consortium referred to their accredited Certificate in Library & Information Practice programme.

Methods of recording and disseminating development activity included:

'An annual record of all attendance at staff training and development events

is posted on the Library's intranet –other than that we've not been good at formally recognising participation.'

'Staff often report back on training courses by means of lunchtime briefings or articles in the Library Bulletin.'

'Staff are expected to keep training files, in which they record their own staff development activities.'

A majority of services provided a Route 'A' Chartered Institute of Library and Informational Professionals (CIILIP) 'Chartership' programme. Institutions which did not have standard Route A training programmes offered individual programmes on an ad hoc basis:

'We do an individual Route A programme as and when needed. We do not always have staff in this position.

'We use individual CILIP training programmes as these are matched to the individual and are more flexible than the standard programme.'

Evaluation of training programmes and development activities

Assessing the impact of investment in training on individuals and on organisational goals is a complex and difficult process. Most services had some form of formal evaluation process in place. In general, assessment of training activity was by the completion of evaluation forms and a review of evaluation forms by the lead manager for staff development. The difficulty of obtaining systematic and reliable evaluation of development activity is highlighted by the following comment:

'Timing and type of evaluation varies – it's often hard to get meaningful feedback, but we try different ways.'

Much evaluation is fairly informal although sometimes it may involve written reports:

'Staff are asked to provide feedback informally. Also discussed at appraisal.'

'This is done in 1 to 1's throughout the year.'

'Informal feedback (email or verbal) requested on all outside activities.'

Two institutions referred to pre-event evaluation:

'We are about to introduce pre-event analysis of anticipated benefit for external events, both for participants and line managers.'

'A more formal and thorough pre-evaluation form is required for external courses where a cost is involved.'

One respondent mentioned formal links to library service objectives:

'I will contact a selection of staff who have undertaken staff development in order to evaluate how it has contributed to the Library's aims and individual's personal development.'

Conclusions

On a positive note, particularly in larger services, the survey found that staff development is:

- firmly located in a supportive organisational framework
- seen as a priority in strategic plans
- co-ordinated by a designated member of staff or committee
- supported by appraisals, portfolios and personal development plans
- underpinned by formal staff development policies.

Smaller services tended to use more informal approaches to staff development but they may wish to consider the applicability of some of the more formal structures indicated above as a means of demonstrating commitment and ensuring equity of access.

VLEs are being used to deliver staff training, although the full potential of this model has yet to be realised. The main influences on staff development programmes include:

- staff restructuring
- contributing to teaching and learning programmes
- legal compliance issues e.g. special educational needs, disability and freedom of information
- training consortia valued as being important source of cost effective training programmes.

Measuring performance:

- many services could not (or did not wish to) identify the proportion of the staffing budget

allocated to development although this is clearly an indicator of commitment
- there was a recognition that more objective and structured approaches were required to evaluate and measure the impact of staff development.

References

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Disability awareness training for libraries

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The Open Rose Group comprises library staff involved in supporting users with disabilities at eight Yorkshire Universities.

The group won the SCONUL Award for Staff Development in 2003 and has produced a film plus supporting materials for use in libraries to assist staff training on disability issues.

This film is arranged into four main sections, each dedicated to a specific disability and focussing on a particular theme.

The contents are as follows:
- Introduction by Patrick Stewart
- Dyslexia - using the library
- Hearing - communication
- Mobility - access
- Vision - assistive technology

The students participating in the film are volunteers from Open Rose Group member institutions who each have one or more of these disabilities. They volunteered to talk about their experiences of using their library in relation to their disability.

Each section has a supporting pack comprising four staff development activities which can be used by groups or individuals to raise awareness among staff.

DVD and VHS versions will be available with supporting materials on a CD. The cost of the product is £40 including VAT and p&p.

If you wish to buy this product, please contact: lts.office@leedsmet.ac.uk or visit http://www.lmu.ac.uk/lis/lss/ and click on 'Information for Disabled and Dyslexic users' to download an order form.

For non-order related enquiries please contact the Open Rose Group at openrose@email.com

Implementing the requirements of SENDA in Aston University Library & Information Services

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This article aims to share how the changes presented by SENDA legislation[1] were implemented at Aston University in the context of Library & Information Services. It is the intention to share experiences, both good and bad, for the benefit of colleagues currently undergoing the process. Aspects covered include the realisation of a need for change, and the subsequent processes of implementation. Methods employed to motivate library staff to buy into the changes are also explored. A description of some of the changes that have been accomplished is given, together with an indication of some of the projects that proved to be too costly, and the article finishes with the situation as it stands today.

Starting points

While the major impetus for change at Aston stemmed from the impending SENDA legislation[1], there was also a feeling that facilities and services needed to be improved even if the legislation had not been in existence. Although some limited improvements had been made (for instance an accessible toilet had been installed), the library at Aston University was nearly thirty years old and generally the building was not very user-friendly for the physically disabled. Also services had not yet been reviewed to take account of additional needs issues.

The disability adviser for the university took the initiative to make the initial contact with the director of library and information services, and he invited her to a meeting. This proved to be a good approach as it was much better than relying on just memos/email communication. The face-to-face contact gave the opportunity to discuss issues and raise concerns (such as lack of funding or what could be considered 'reasonable' adjustments). It also helped to establish a good working relationship with the advisor, and she made it clear that the library would be given active support. It was very reassuring to see that the adviser took a proactive but pragmatic approach.

First steps

There was already a culture in the library of process improvement via a number of groups. These had evolved out of the theory of 'quality circles'[2], prevalent in the 1990s[3]. This was a useful starting point for Aston but the same approach could work elsewhere by setting up a task force or working group.

The role of coordinating the implementation of SENDA was given to the existing group responsible for developing public services within the library. While the group approach can be slower, the benefit was being able to take a collective view, and to brainstorm. One or two people working together might have missed some key issues.

The task was split into the three areas that were thought most likely to affect students. The disability adviser had reported that dyslexia was the most common additional need at Aston. Out of a student population at Aston of around 6000, about 150 students would have the condition, although not all would have declared themselves as such. A sub-group was therefore set up to concentrate on services to students with dyslexia and other learning difficulties. The other two main areas that were looked at by sub-groups were visual impairment and mobility, and the deaf and hard of hearing.

Being library staff, it felt natural to start by finding background reading and information. Although there was quite a lot of information available, there were no guidelines as such for university libraries at that time, as these were still in the process of being developed. These would have been very useful to have had, and those that have subsequently been drawn up, have been used retrospectively as a checklist at Aston[4].

While there are a plethora of courses now on this subject, at the time there was not so much available. However some very useful courses were attended including one on dyslexia at Bristol University, which helped a lot with planning suitable provision. Contact was also made with Birmingham Public Library at Chamberlain Square, which had been involved in provision for several years. Library staff involved in the sub-groups visited the Central Library in Birmingham to assess the equipment that they had acquired and talk to their staff. Although their circumstances as a public library did not exactly match those of Aston as an academic library, their experience was still valuable, and the visit helped to maintain staff motivation.

Finding motivators

The two main ways used to motivate staff during this period of change were 'communication' and 'involvement'. A basic 'awareness and review of legislation' session was held for all staff just after the group started work. This was so everyone would have some awareness of what was happening, and what would be expected of the library in terms of the legislation. A second session was held a few months later where plans for implementation were outlined. This gave people the chance to comment on these plans, and suggest other ideas. A third session was held (repeated to take account of different shift patterns) just before the beginning of the autumn term when the first stage of improvements had been implemented. This enabled staff to be fully aware of the new services and to be ready to support the customers effectively.

A further factor that influenced motivation was that although there were only seven staff on the Process Improvement Group charged with taking this forward, they were broadly representative of all areas of the library service, and as they talked about their work with other staff in their areas, this allowed the plans to spread further and was a natural way of gaining support for the changes. It helped too that libraries by their very nature have strong cultures of customer service.

In trying to implement the necessary changes, it became important to understand that some solutions can present problems to those who have to implement them. For example it was suggested that students with additional needs be granted automatic extended loans. This was not an unreasonable proposal, though doing so involved much thought. It might have looked a simple request to an outsider, but it was not so in practice, requiring further integration of the university student records system with the library management system, and raising issues relating to ownership and access to information and issues of student confidentiality, etc. It is important to realise that when staff appear to be resistant, rather than being purely unwilling to change, it might be that they have genuine concerns about how to achieve a really effective solution.

Achievements

The library at Aston has actually done quite a lot of small improvements which incrementally have made a big difference to the library users that need them. Implications of the legislation and offering an inclusive service were considered for all areas of the service and compromise has been sought wherever cost or other obstacles have prevented reaching the optimum solution. Only some examples of the improvements have been included her[5]:

- *Access to the building itself*
  The building was unsuited to library users with various additional needs but an accessible toilet had been installed and the goods lift was being made available to those who needed it. Most of the access issues were covered by the estates audit and solutions were commissioned by them e.g. fitting audio and low level tactile buttons to the lift etc. However their plans did not include replacing the heavy glass entrance doors to the library. Although estates had not prioritised this, the library remained convinced that it was a problem, and so challenged this decision. Facing further resistance, rather than simply accepting this, an alternative low cost solution was identified. This was to install an intercom from outside the library entrance to enable library users to call for support from library staff. This approach provided us with a solution for the eighteen months or so until the doors could be automated.

- *Service points*
  All the service points have now been fitted with hearing loops. Library staff who work at any of these points are trained to be able to alert library users of any relevant services available to meet their additional needs. The service counter is at standing height and could not be easily adapted for the needs of wheel chair users. The solution here was to allow loans to be made at our general enquiries point, located at the end of our service counter, as staff could slip out from behind the desk more easily, in order to help the user.

- *Study arrangements*
  Three small lockable study carrels have been made available which can be booked in advance or on the day. A large study room has also been established, providing a height adjustable table, assistive software to help with dyslexia and visual impairment, a white board, a day light lamp and a CCTV magnifier. As some students prefer to use more mainstream facilities, a computer on a height adjustable desk has also been made available in one of the main computing labs in the library. A high level desk with a draughtsman chair has provided an alternative working space for students with back problems.

- *Extended loans*
  All students with declared additional needs of any kind automatically qualify for extended loans and postal loans, telephone and web renewals, etc. Library staff will also fetch materials from the shelves if the student is unable to do this unaided and does not have a support worker with them.

- *Photocopying*
  Library staff will assist with photocopying, if people with a disability have no support worker. Alternatively, they can make use of the serviced photocopying service at the same rate as self-service. Serviced copying is usually slightly dearer to allow for the additional administration costs. Students with dyslexia and/or visual impairment can also request coloured paper to use in the photocopiers if that assists their reading.

- *Computing*
  The library has made available two large 19" computer screens, wireless headphones, and scanners etc. in the large study room. Software such as TextHelp Read and Write (to help with dyslexia) and Dolphin Supernova (to support the partially sighted) are available on these computers and the Kurzweil 1000 software is due to be installed soon, following a successful bid to the university for funding.

- *Other equipment*
  The library has invested in a range of assistive equipment which can be used in the designated study room or borrowed for use in the library. This includes a CCTV Alladin magnifier, assorted hand-held magnifiers, audio cassette player, daylight and anglepoise lamp, closed caption decoder video player, and coloured overlays.

- *Documentation*
  Leaflets and other literature is routinely made available on the Web so that it can be accessed using a screen reader. The main leaflets are recorded on audiotape and are available to be borrowed. The rest of the leaflets can be made available in this format on request, but they can also be supplied as enlarged copies or on disc, etc. Currently, investigations are being made into costs of making British sign language video versions. The library house style for documentation and publicity is designed to be as accessible as possible and, for example, requires the use of non-serif fonts of a reasonable size, using left justification only, etc. The library web pages are awaiting a new university-wide content management system to make them more compliant.

- *Information skills training*
  The training suite in the library at Aston is entirely accessible for wheelchairs and has been equipped with hearing loops in each of the two teaching rooms, and an additional VDU is available for use with overhead projection. Teaching materials can be made available on coloured paper, in enlarged format, or on disk etc. as preferred by the individual. Library staff make a conscious effort to find out in advance if there are any students attending who have particular needs.

Cost barriers

Inevitably there are some developments that exceeded the funds available. For example, the ideal would be to provide proper, readily accessible public lifts in the building but this has so far proved too expensive. Nevertheless, we are seek-

ing some sort of compromise, by seeking to make the existing lift which is just inside the staff area more directly accessible.

Initially (as mentioned earlier) the entrance doors were not scheduled by estates for replacement and the library could not afford to do this, but now the existing doors are in the process of being automated.

Ideally too, the assistive software, especially the TextHelp, would have been available on all the PCs but the licence costs were prohibitive. Also, some of the software options that were reviewed proved too expensive. Our rationale behind purchasing the software was to weigh up the relative merits of purchasing the software most commonly used by students against the licensing and purchase costs.

Another project that proved to be too expensive was to automatically have all leaflets available immediately in all formats (e.g. as audio, braille, BSL video etc.). Our compromise was to have the key ones ('Library factsheet' and 'Services to library users with additional needs') readily available, but reacting to requests for others. As these leaflets change at least once a year, the cost of producing all the leaflets would be ongoing and not a one-off cost.

It was identified quite early on that low level shelving would be the ideal, but this would have been very costly to implement across the board. The solution at the moment is that whenever shelving is replaced, low level shelving is being bought. However, this is more than simply a question of money. As part of our interim solution, it had been hoped to avoid using the top and bottom shelves of the existing taller shelving, but this created a problem of insufficient space.

Current position

A thorough review has recently been undertaken of all the original proposals and those which had arisen since. It appears that quite a lot has been achieved but more needs to be done. A few issues are outstanding from the original plans, especially where the work is dependent on the estates work plan etc., but a few had slipped through the net and other things have arisen since. The items identified by the progress review are now being worked on and they include: a review of the variety of seating required; work on web page compliance; making more links to web sites of relevance and addresses of bodies like RNIB, RNID, etc. available on our website; a review of our lift provision and access to our goods lift; and purchase of additional equipment like alternative mice, keyboard enhancers, etc.

Conclusions

Consultation with library users with different additional needs has been found to be invaluable. It is too easy to second guess what might be a suitable solution to ensuring access, only to find that this is far from the optimum one. And while some mistakes are easily resolved, others can prove very costly in terms of both outlay and staff time.

The other main thing that has been learnt by those implementing these changes at Aston is that this is not a task that can ever be truly finished. There is always more that can be done to improve library services and indeed this is the duty of the service provider under the SENDA legislation. The law itself requires constant improvement of services, as what might originally have been an unreasonable adjustment may later be quite feasible. Of course, the law is only one part of the equation: if the motivation is to offer an equality of service to all our library users, continuous improvement is essential anyway.

It is the experience of staff at Aston that it is often the case that to improve services for students with additional needs, services are improved for all. Changes need to be embedded in the mainstream practices of the library rather than be seen as an add-on to cater for specific groups.

However, from time to time there can be some conflicts of interest between serving one group of library users and another. In this type of scenario, there is a need to balance the requirements of the groups. It may be that this is an unreasonable adjustment and that majority needs may have to prevail. This can be the conflicting needs of groups of library users with different additional needs, just as much as between students with additional needs and the rest of the student population. The constraints of physical premises and the funding available also have to play a role in what can be deemed a reasonable adjustment at a particular moment in time. However, an alternative or compromise approach can often turn the situation into a win-win scenario.

References

1 Special Education Needs and Disability Act 2001. London: HMSO, 2001. Available at http://www.hmso.gov.uk/acts/acts2001/20010010.htm

2 'A Quality Circle is a small group of between three and twelve people who do the same or similar work, voluntarily meeting together regularly for about one hour per week in paid time, usually under the leadership of their own supervisor, and trained to identify analyse and solve some of the problems in their work, presenting solutions to management and, where possible, implementing solutions themselves.' [D.Hutchins, *Quality circles handbook*, London: Pitman, 1985]

3 G. Speakman, 'Why not consider quality circles?, *Library management*, 12 (3), 1991.

4 Disability Rights Commission, *Libraries and learning centres: good practice guide: The Disability Discrimination Act Part 4, EDU 14*, 2002. Available at http://www.drcgb.org/publicationsandreports/publicationdetails.asp?id=203&section=ed

5 For more details of services offered to students with additional needs by Aston University, please visit our web site at http://www.aston.ac.uk/lis/studentinfo/addneeds.jsp

6 Websites that proved useful:

Hearing Concern
Provides support for hard of hearing adults in the UK
http://www.hearingconcern.com/

Revealweb
A web based catalogue of available titles, in an accessible formats from a range of organisations, for visually impaired people and their intermediaries
http://www.revealweb.org.uk/

RNID for deaf and hard of hearing people
http://www.rnid.org.uk/

Skill: National Bureau for Students with Disabilities
http://www.skill.org.uk/

TechDis Service
A JISC-sponsored service which aims to improve services to disabled students and staff in further, higher and specialist education through technology
http://www.techdis.ac.uk/

Support for research: support for learning

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'How do our researchers obtain their research resources when we hardly ever see them in the library?'

This comment during a conversation between colleagues was to provide the trigger for a research project undertaken by librarians at Anglia Polytechnic University (APU) during 2004. APU library's strength lies in our role as a 'taught course' support collection. The library has never been funded to be a research collection, but there is cutting-edge research going on in the university and as librarians we were intrigued to know what sort of relationship those researchers (most of whom were also teachers) had with us and what part our resources played in their research and in their teaching. These questions were framed against a background of institutional re-structuring and a drive to focus more academic staff time on research activities.

In order to encourage learning and teaching research within the university, APU has been awarding fellowships to staff for a number of years. Our project entitled 'Support for research: support for learning' was successful in its bid for a fellowship grant and set out to discover how the library could be more effective in its support for research-led teaching. Subsidiary questions were to gauge the extent to which learning and teaching resources overlap with research resources, to find out whether researcher/teachers encourage their students to use the same resources they themselves use for their research, and to assess how the move to electronic resources has affected the relationship between learning and research materials.

Our research was set against the background of the ongoing discussion within higher education in

the UK on the relationship between research and teaching. Both the Roberts Review of the RAE[1] (issued for consultation May 2003) and the Government's 2003 White Paper '*The future of higher education*'[2] have suggested that research funding should be concentrated in institutions with established research credentials. Within the learning and teaching community internationally there has been great interest in the research/teaching nexus. Alan Jenkins at Oxford Brookes University[3] and Angela Brew at the University of Sydney[4] have been particularly prominent in this discussion.

We wanted to know where our own academics stood in this debate and how we in the library could best support them. Our research method used semi-structured interviews with a sample of researcher/teachers. The team of academic liaison librarians, who work with the academic Schools to provide library support, went out with an agreed set of questions and recorded interviews with 20 academics in a range of subject disciplines. All the respondents were involved in research and all were teaching at undergraduate and/or postgraduate level. Seven of the 20 were engaged in PhD or professional doctorate supervision. The interviews were then transcribed, producing a wealth of data for analysis.

Our first questions were about values and beliefs and were intended to form the backdrop for our research. Initial analysis has highlighted the following issues:

- 100% of our respondents agreed that research is an integral and essential element of higher education and the life of a university
- research is essential for the maintenance of top level scholarship
- research is essential for informing and invigorating teaching
- lecturers should be experts at the forefront of their field.

We then asked questions about how our respondents related their teaching to their research. Answers included the following:

- teaching provides a context for my research
- research keeps me up-to-date
- discussion with students can trigger new research ideas and identify theoretical problems
- research puts methodology into a material context instead of being an abstract thing.

Over all it appeared clear that our group of researcher/teachers were heavily in favour of research-led teaching. Interestingly, only 3 out of the 20 mentioned the idea of differing levels of research i.e. pure research and scholarly activity. For most of them research appears to be a seamless, all-levels activity.

So how did our academics encourage students to engage with research generally and in particular with their own research? This seems to happen in several ways. General methods include:

- through the design of assignments or whole modules
- through designated learning outcomes
- through the process of learning research methods and critical evaluation
- through the recommendation of resources (in particular good quality journals and online databases)
- through the recommendation of library specialists for assistance
- through intelligent use of the internet.

Academics encourage student engagement with their own research interests through the following:

- using their own projects as a live study
- in discussion with students encouraging them to participate in knowledge creation
- delegating parts of the research to students
- giving assignment or tutorial questions based on own published work
- encouraging dissertation students to read own published work
- taking ideas discussed in seminars further when writing up research
- using own research to illustrate methodology.

Having established some background information we moved on to specific enquiries about use of resources and membership of research communities. It was encouraging to find that most of our respondents were using the APU library website and were aware of key databases and online journals in their discipline areas. There was heavy use of the Cambridge University Library by our Cambridge-based researchers, and the British Library in London by our Chelmsford colleagues. Our inter-library loan service was also being well-used and was highly valued.

Many of our academics belong to professional bodies and research communities through which they access specialist material via websites and discussion lists. E-mail contacts with academics at other universities (both in the UK and abroad) are also important. As may be expected, researchers know about developments in their own fields and watch particular journals to keep up with new

knowledge. They know when to expect articles on relevant subjects and have their own systems set up to receive these in many cases. Library support is additional to their own working framework of awareness and retrieval.

Our analysis so far shows that 18 out of our 20 respondents are sometimes recommending the resources they use in their own research to their students. This answers one of our key concerns about the links between learning resources and research resources. Electronic resources do seem to have had an impact here. It is the databases and online journals that are being used by researchers and being recommended to students. Proof, if it were needed, that online resources have added depth and breadth to our library collections.

One of our questions concerned the effect of the e-world on research and libraries. Responses can be split into positives and negatives. First the positives:

- the internet has had a profound effect on research: a revolution
- the e-environment offers convenience: access where and when you want it, access to library catalogues, exploratory research can be done from your desk, it makes me more self-sufficient, life's much easier now
- research is much quicker, especially access to full-text journal articles
- Google is a useful starting point
- the APU website is a virtual portal giving access to distributed, reliable resources
- government information is easily available
- the electronic library is essential for part-time and distance students
- the Internet offers a huge variety of sources
- email contact with people in the field all over the world
- easy to keep up-to-date
- makes library use more efficient
- increasing opportunity to publish in online journals.

The negatives are as follows:

- time is very precious and you can waste time and lose focus
- students do not expect to spend time researching – they want everything immediately
- students have problems identifying reliable sources
- academics need to come in to the library less and less
- there is a loss of relationship with librarians
- researchers can become isolated
- amount of information available can be overwhelming
- referencing e-resources is difficult.

We asked about the future value of physical libraries. Answers were encouraging: researchers still believe the library as a place is important. The value seems to centre round having a quiet place in which to think. 'If I want to think differently, coming into the library makes me do that' said one respondent. 'My natural inclination is to go to a library … I still get a buzz from being in libraries' said another.

Our final questions were about how the library could better support student research skills and researchers' resource needs. Student induction and training, and raising awareness of available resources with academic staff, were seen as critical to research progress at all levels. Communication between the library and the university was seen as central to the successful use of resources. One respondent complained that librarians tend to speak in jargon. Another noted that the system of subject specialist librarians was not always helpful to researchers when their research crossed over subject boundaries. There was acknowledgement that financial constraints mean that specialised research materials are going to be limited but also that the library is doing a good job with what it has at the moment.

This article can only give a flavour of the data which we have collected. Our project has answered some questions and raised others. Feedback from our research will be added to the information from users which the library has gathered this year via a LibQual survey, focus groups and the university's student survey. It will particularly inform the library's e-resources strategy with its insights into the use of electronic databases and journals. There is plenty for us to follow up even though our analysis of the data is still at an early stage.

Research-led teaching is alive and well in our university and is a natural part of our sample of academics' practice. The library, and especially the electronic library, is providing these researchers with support both in their research work and in their teaching. Most of them are recommending the databases and journals that they use in their research on to their students. Our sample of respondents has found research practice deeply affected by the move to an internet dominated world. However, in spite of the vast array of alternative information sources available to them, they

still place high value on the role and place of the library. This typical response sums up their view:

> 'The library should not sit outside the academic community but should be central to it.'

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Research support at Liverpool John Moores University

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A new research support area was opened in October 2004 on the top floor of the Avril Robarts Learning Resource Centre. This building contains learning materials in science, engineering, maths, computing science, health and social sciences and is close to one of the large student halls of residence. The new area was created as the first stage in our plans to reconfigure the space in the three learning resource centres in response to changing student needs, including a move towards personalisation of service facilities to meet the needs of specific user groups.

Liverpool John Moores is known for its high quality teaching, particularly for courses that have a strong element of work-based learning.

The number of taught postgraduate students is increasing rapidly and many students are part-time. The university also has a vibrant and developing research culture and the highly rated centres in sports science, astrophysics, history, engineering and English language and literature attract both taught and research postgraduate students. In the LIBQUAL+ survey carried out in 2003, general satisfaction rates with Learning and Information Services were high but postgraduate students expressed lower satisfaction rates with the facilities at the learning resource centres and access to specialist subject help.

To respond to the survey findings we decided to create a dedicated research support area in a section of the learning resource centre containing the end of the alphabetical run of print journals. The top floor was already designated a quiet study area and had wireless network access, making it the most suitable for the kind of facility we envisaged. Eight bays of shelving had to be removed completely to create sufficient space. This was achieved by completely weeding out around 200 metres of print abstracts and journals now available electronically. Most of this stock was discarded, though some journal runs were relegated to remote store. The disposal was carried out in consultation with academic staff and the volumes were removed in closed skips for recycling.

While the stock moves were being planned, we discussed what we were trying to achieve with the creation of the new area, contacted several libraries where we knew there had been recent developments and surveyed the literature on academic library buildings. Our main objective was to create a quiet, comfortable study area with good IT facilities and easy access to subject help which looked different from the other areas of the learning resource centre and would appeal to postgraduate students. We decided to purchase larger desks then usual and group them in islands of three, separated by screens. Furniture with a light ash finish and blue accent colours was chosen to give a modern, open-plan office feel. Two local furniture supply companies were asked to draw up plans and provide costings. The successful design provided 21 large desks in seven groups. Twelve of the desks have networked PCs and 9 have power points for personal equipment. Desks can be used for ICT use or simply spreading out a large number of books and papers.

Wireless network access is available at all the study places as part of our general move to wireless provision in all the learning resource centres. The finished area is light and bright, looks more professional than academic and benefits from attractive views over the city centre.

Priority for the study places is given to postgraduate students and academic staff, who can book in advance for a two or four-hour slot up to a week in advance. Other students may use the un-booked spaces on the understanding that they must behave appropriately and give up the space if asked to do so by staff. The area is supported from a nearby advice point where users can ask for help and book an appointment with the appropriate subject information officer for more detailed advice. This desk stays open until 7pm Monday – Thursday to give part-time students more opportunity to speak to the subject staff. Statistics are taken four times a day to provide information on who is using the area, the number of bookings, and whether users prefer the spaces with PCs or wireless access.

When we publicised the new facility to staff and students there was a very positive response, particularly from the academic staff in the Research and Graduate School. Bookings are increasing as users become aware of the new facility and the evidence so far is that the main objectives have been achieved. The positioning, layout and furniture do seem to contribute to a quiet atmosphere and staff are near enough to be accessible without appearing to supervise. The cost of developing the area was relatively modest, most of which was spent on additional cabling and the new furniture. A similar facility is planned for the other city centre learning resource centre, Aldham Robarts, in 2005.

Communicating with students: how do you do yours?

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My experience of communicating en masse to further education students is a bit like being a herder of cats… seemingly impossible.

So not wanting to reinvent the wheel and wondering if I had missed out on the screamingly obvious, I asked my fellow lis-link colleagues for some suggestions/tips/good practice/solutions/ideas on effective ways of communicating with students as a whole. Current practice came in thick and fast as did the realisation that there appears to be no definitive 'cure all' answer. And with the exception of VLEs, we all tend to rely wholly on paper based notices, newsletters, posters and flyers with a sprinkling of:

- student radio station announcements
- using scrolling news screens
- VLE/Intranet student mailboxes
- mailing information
- leaving news messages on the front page of the OPAC
- email (see below)
- bribery - e.g. fill in survey and be entered into a £50 prize draw.

Depending on lecturers and tutors to pass on messages and information was pretty hit or miss: tutor has to remember and student has to turn up …not the most reliable combination. One college seemed to have cracked it with a college-wide daily newsletter that lecturers highlighted in tutorials with students.

I thought that a student college email address would be an, if not the, answer …but it seems that (firstly) students have to know they've got one and (secondly) they have to look at the contents.

Another (more worrying) aspect of college e-mail addresses for students is:

> 'The consequences of being able to send anything to anybody has potentially serious implications for companies and individuals. Such consequences include, legal liability for anything from breach of confidence (e.g. sending client lists to competitors), defamation (Norwich Union paid £450,000 in one instance), sexual, racial and other harassment (several cases have involved use of e-mail), as well as numerous potential offences ranging from breaches of the companies acts to hacking and breach of copyright.'
> http://www.weblaw.co.uk/art080998.php
> [8th November 2004]

So what does the future hold?

Eduserv Chest are investigating developing SMS text messaging software for colleges and universities (I like the idea of SMS text messaging, as SMS is the 'new black' of conversation, but as mobile phones are required to be switched off in our library, surely someone is bound to notice the hypocrisy of us communicating with students with the darned thing we ban in our spaces!)

So we're now reviewing our mobile phone policy – is it the actual phones and conversations that we object to or is it the irritating the noise of the darned ringtones?

Plans are in the pipeline for 'go get 'em' 'out and about' campaigns which combine a heady mix of stupidity (library staff have offered to get dressed up in fancy dress), paper (information giving postcards, bookmarks) and bribery (sweets). The desire to promote all the service to all the people at once has been jettisoned: we're going to do one bit of our service at a time. It all seems a bit more possible.

24 hour library opening at LSE

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LSE cannot claim to be at the forefront in offering 24 hour library opening; several universities have been doing it for some time, with Bath probably holding the record at eight years. Liz Lockey's article in the *SCONUL Newsletter* in spring 2003 gave an interesting account of a conference on the subject held at the University of Sunderland in November 2002. Conference speakers described 24 x 7 opening operating successfully at the University of Sunderland, Liverpool John Moores and Sheffield Hallam. But although LSE is rather late in the field, SCONUL colleagues may be interested in our experience of running a pilot service during the exam period this year. As an inner city, non-campus university, there are potential issues (or at least concerns) with regard to late night transport and security. Those who are not yet offering 24 hour opening, but are thinking of dipping a toe in the water, may be reassured by our findings that many of the concerns expressed before the pilot turned out to be unfounded.

At LSE, we had been discussing 24 hour opening for some years, linked with the major redevelopment of our building (which re-opened in April 2001). We had submitted funding bids for term-time 24 hour opening for three years running without success: it never reached the top of the funding committee's priorities. In our budget bid for 2004-05, we lowered our sights and proposed a pilot for just the eight weeks of the exam period, during May and June. Some academic colleagues were sceptical about the need for extended opening and its value relative to other services. Library staff argued that we would never know if there was real demand unless we tried a pilot. At the same time the Students' Union was conducting a vigorous campaign for 24 hour opening. Such is the power of the student customer that not only was funding allocated for the pilot, but it was agreed to run it in May-June 2004, rather than waiting for the next financial year. We quickly set up a working group to plan the extended opening; membership included representatives of the relevant services (Estates, IT, Security) and the general secretary of the Students' Union. Having a student representative proved very helpful, both to get a student viewpoint and to help with publicising the new service.

There was still a significant amount of scepticism amongst some academic colleagues, particularly those on funding committees. We were tasked with extensive monitoring of the pilot and initially asked to come up with a target usage figure which would determine the success or otherwise of the pilot. Not wanting to set an arbitrary figure, we consulted colleagues via the SCONUL list as to whether any of them had set usage targets in advance. As usual, colleagues responded very helpfully. The majority view was that it was quite evident when 24 hour opening was a success; target figures were not necessary. Several respondents also spoke of the immense student goodwill generated by the extended hours. So, armed with this evidence, we declined to set any target figure, but put in place a range of monitoring mechanisms. These included:

- hourly turnstile entry figures
- hourly headcounts carried out by security staff patrolling the building
- automatic logging of PC usage
- self-issue statistics
- special feedback forms only made available during the extended hours.

Normal term-time opening hours are to 11pm on weekdays and 9pm at weekends, with staffed services closing an hour before. We planned to close services as normal at 10pm and 8pm respectively, with security staff in place throughout the night. Library security is outsourced to a commercial firm, so it was a simple matter to book two overnight security guards. A third member of the LSE's security staff was transferred to the library from the existing 24 hour PC facility, which was closed for the duration of the pilot. A publicity campaign was organised and 24 hour opening began as scheduled on 3 May.

It soon became evident that we had a major success on our hands. LSE has around 7500 students and the library has c.1600 study spaces. On the first night of 24 hour opening (a Bank Holiday) there were over 500 students in the library at midnight, with 200 in at 4am. Usage built up to a peak in mid-May, with the highest number of students recorded being 984 at 11pm on 14 May. Students continued to vote with their feet and usage

remained high, only tailing off in the last week of the eight week pilot, when some students had finished their exams. When the Librarian reported the first week's usage statistics to the LSE's senior management team, it was to the accompaniment of jaws dropping around the table. Everyone, including possibly the Students' Union, was surprised at the number of students using the library overnight.

A number of concerns had been expressed prior to the pilot. These included: security and safety of students; availability of transport; pressure on students to work excessively hard. In the event, security staff did a good job, carrying out hourly patrols and dealing with the occasional minor incident sensibly. There had been much discussion about potential transport problems in planning the pilot and a phone line to a taxi service was provided. However, for the 225 students filling in feedback forms, it appeared transport was no problem. Their main modes of transport were:

- Night bus (40%)
- Walking (35%)
- Bicycle (6%)
- Tube (4%)

Only 2% used taxis and one student apparently skated! LSE does have a number of halls of residence within half an hour's walk, and perhaps Ken Livingstone's additional London night buses were a factor. The rather paternalistic view that opening the library overnight would put more pressure on students was contradicted by student feedback. Several students commented that the extended hours relieved pressure on them, e.g.:

'I'm not under pressure to come in early and leave by 11pm, I can relax more and adapt my programme of study to suit my life'

'I work better at night, it provides a quiet place, relieves stress if you forget something in the daytime'

Problems encountered were the usual ones: eating and drinking, with consequent litter; noise, with mobile phones and groups of students working or chatting. The unexpectedly high levels of usage and the litter problems put severe pressure on cleaning staff. Anticipated security problems did not materialise; the worst that happened was an impromptu game of football outside the building one night. A member of library staff came in at midnight one evening and stayed for a few hours, talking to students, who were extremely appreciative of the new service. She reported that security staff were doing a good job, but noted the scale of the eating and drinking going on and the poor state of cleanliness. Some additional cleaning staff were allocated during the course of the pilot, but this had not been budgeted for by our estates division, so only limited resources were available.

A problem we had not anticipated was the widespread reservation of study places by students leaving belongings on them (the towels on sunbeds syndrome). This is always an issue at busy times, but items are normally removed at closing time. With the library open 24 hours, some of these belongings became permanent fixtures, leading to strong complaints from other students. Library staff considered the problem and, perhaps influenced by Euro 2004 football, came up with a yellow and red card system. Security staff patrolling the building would leave a yellow card on the desk, giving students an hour's grace. If the unaccompanied belongings remained in place at the next hourly patrol, the yellow card would be replaced by a red one, authorising other students to move the belongings to one side and use the study place. The scheme was advertised widely to students and within a very short time peer pressure began to operate and the problem was resolved.

The evident popularity of 24 hour opening with students meant that there was widespread acceptance that it should continue. Even the most confirmed sceptics accepted that this was a service students clearly wanted. Not only that, it was agreed to extend the period from eight to eleven weeks, starting three weeks before exams. Funds for additional cleaning staff have been allocated and the café outside the library is to open for longer hours, in response to student demand.

So, what are the lessons we have learned from the experience?

- A pilot is a very good way to test whether apparent student demand for a service is real or not (we probably knew that already)
- Solutions can almost always be found to operational barriers to new services if the will to find them is there (we probably knew that too).
- Working together with the Students' Union towards a common goal gives real benefits in terms of student goodwill and publicity to the student body (we had not fully appreciated that).
- When planning services we should try to find out more about how students actually

do their studying, rather than just make assumptions (we probably had not quite thought of it that way.)

It makes sense to maximise usage of expensive facilities if the customer demand is there. In the exam and pre-exam period our study spaces are 97-99% occupied at peak times of day. By extending our weekly opening hours from 97 to 168 during this period, we increased the available study space hours by 58%, for a marginal additional cost of under £3,000 per week. This relieved pressure on daytime study spaces and earned a massive amount of goodwill and appreciation from the student body. One student commented: 'This is the best improvement to student life.'

Perspectives on the information literate university

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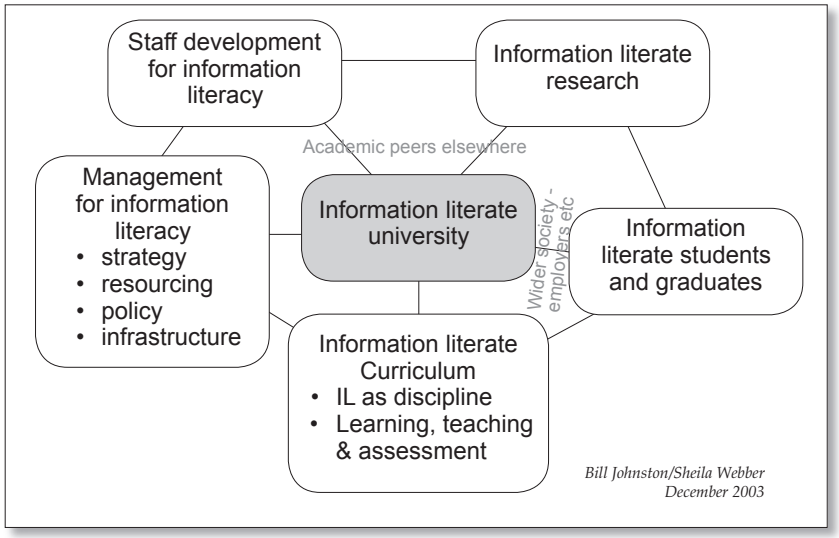
Why stop at information literate students and academics? Why not transform the whole university? In this article we will explain our concept of an Information Literate University (ILU), and then go on to talk about how others have reacted to it. We started developing our idea of the ILU several years ago. We had been using our diagram of the 'information literate person in the changing world', signifying factors in the internal and external world that may require a person to develop his/her information literacy through the course of his/her life. Examples of these factors are: changing personal goals and priorities; the changing legal and ethical framework; and the information culture of the organisation that person works in.

A large proportion of the UK population now pass through university, and large numbers of people work for and with universities. Although people still talk about the 'real world' as though universities are not part of it, university students' attitudes are changing. For them, university is part of a real world in which they juggle a part time job, money worries, a social life, studies, a family… As employees, we also feel that our work is part of reality (sometimes grim reality). This all led us to think what we would like from an ILU, that would support us and our students' learning.

Our vision of the ILU requires everyone in the university become information literate, whether administrators, students, researchers, librarians or academics. Management for information literacy implies rethinking internal communication and structures. It could also mean greater ability to

function as a knowledge-creating organisation and more a creative response to an increasingly complex external environment. An ILU seems a sensible response to a fast changing Information Society.



Information is not quite as restricted to elite cliques as it used to be in universities, but when more and more information is piled onto a (not always well organised) web site, then it is still as easy to feel out of touch with what is going on. In an ILU, staff are aware of the importance of information management, both at a personal and an organisational level. Information is handled ethically and with cultural sensitivity. Entering into the differing worlds of the various groups within the ILU, 'information' is not just defined as formally published material. It obviously includes internally generated records, but also information gained through a wide variety of channels, including other people. In an ILU, different groups would take the trouble to understand and value different perspectives on information literacy, appropriate to different roles and priorities. It does not mean that everyone becomes a librarian.

Having talked a lot about this idea between ourselves, we started to bounce the idea off other people. We have put forward the idea of the ILU at two Society for Research in Higher Education conferences, first via a poster and then via a presentation which drew on the research mentioned below. The idea definitely captured some people's imaginations, including some senior managers. In this article, though, we will concentrate on academics' views and give a flavour of some Australian views at the end.

Academics and the Information Literate University

The main way in which we have been collecting other academics' views about the ILU is through our project on UK academics' conceptions of information literacy (see http://dis.shef.ac.uk/literacy/project/). The last question which Stuart Boon, our research associate, asked in the interviews was 'What is your conception of the Information Literate University?'. Of the 80 academics he interviewed (in marketing, English, civil engineering and chemistry) only a couple blanked on the question. It gave the interviewees the opportunity to think beyond their current constraints, to sketch out a utopia (or occasionally, a dystopia) and think about what was needed to achieve change ('a bomb' was what one academic thought it would take).

Some thought it essential: 'It would be unacceptable not to be a university that is information literate'. A variety of possible goals for the ILU emerged, for example, focusing on students: 'Just more learning. It's as simple as better, fuller, student learning experience that goes beyond the confines of the classroom and the university, and you know, better research, more informed research.' This could extend beyond the university 'to teach students better: to give them, not just more information, but more skills and more confidence they can go out and they can have a good life with.'

For others, increased access and increased skill were prime goals: 'the aim would be to make available every bit of information that is possible to have accessible'; 'to be able to use information more efficiently and accurately, of course'. To achieve this version of the ILU you need 'big enough computer labs', 'access to a lot of quality databases' and 'the best software packages.' Some people saw their current resources as inadequate, and lack of money as a barrier. However, for others change in attitude or skill level was key to achieving an ILU: 'I think all the technological side is there. The challenge would be changing the way that academics provide teaching or learning provision, or whatever you want to call it.'

Not all academics were focused on networks and traditional information. For some, the goal would be communication rather than access: 'an university that is highly information literate would provide access to information and advice to a much larger constituency than just students… one that enables those kinds of enriching process of

where people interact in many, many unplanned and unlooked-for ways…'. This communication does not just rely on a good technological infrastructure: 'you need buildings and communication methods that break down barriers and help people to bump into one another so that ideas flow.'

Some of the visions that we found most exciting talked about development and creativity:
'I don't know that I would be doing anything differently…, it would just be that I would have so much more freedom to interact and engage with others.'

It was particularly because of these kinds of response that we added in the links to the outside world which are in the ILU diagram above. An ILU might have a more meaningful and creative relationship with the information society around it – including the local society:
'I might be expecting to work, well, be more involved in the local community, being more obviously tied to a city and a place, and, know more about what is going on, a more holistic view of the university's place, and what's happening across the university. I might be able to deploy all the resources of the library rather than just the ones I have encountered so far, and I would be able to do that in a way that is both meaningful to me, to my students, and also to those from outside who might be peers.'

We see special roles in the ILU for library and information academics, namely:

- visionaries
- strategists
- change agents
- consultants
- collaborators
- leaders of research into information literacy
- innovators in IL teaching and learning initiatives
- role models
- implementers of IL curricula[1]

Of course, these are also possible roles for librarians; or, even better, librarians in collaboration with library and information academics! At the conference where we first presented these roles there was a mixed reaction – some seeing this as expressing an opportunity (e.g. some lecturers from central and eastern Europe, who have been rethinking their curricula radically), others being more 'Yes, but' (subtext perhaps: we've got to concentrate on writing papers, etc., to get promoted – well, that's the way of the world at present).

Librarians and the Information Literate University

In summer 2004 we ran a workshop in Yeppoon, Australia at the International Lifelong Learning conference at which we presented our ideas about the ILU to about twenty Australian librarians, and they worked on different aspects of the idea in groups. There is an account of the session, and some (rather bad!) photos of the posters they produced on our weblog at http://ciquest.shef.ac.uk/infolit/archives/000351.html (this page also has a link to our powerpoint). They did some interesting work on key stakeholder groups in the ILU: academic-related staff, academic staff, senior officers and students. As an example, the academic staff (as stakeholders in the ILU) poster reads:

- '*Outward looking*: breaking down disciplinary boundaries; share knowledge and expertise more widely; work with community
- '*Innovation: cutting edge* practice in teaching & learning and in research; constant renewal and review of trends and issues; risk taking
- '*Communication*: collaboration, strengthened relationships; teamwork; work practice could be more open
- '*Learning*: student-centred
- '*Wisdom*: evidence-based practice; reflective practice; teachers would model learning
- '*Barriers* [to all the above] fear; time; reward/tenure structure; big picture e.g. government's perceptions of a university's role.'

The future?

Do you find this vision – or one of these visions - of an ILU attractive? Do you think that you are already in an ILU? We don't think there are many (any?) around at the moment… We would be interested to hear others' thoughts on whether a university can really be information literate, what the goals for such a university might be, and how we could achieve them.

Notes

1. B. Johnston and S. Webber. 'The role of LIS faculty in the information literate university: taking over the academy?' *New library world*, 105 (1/2), 2004, pp12-20.

Got the GIST?

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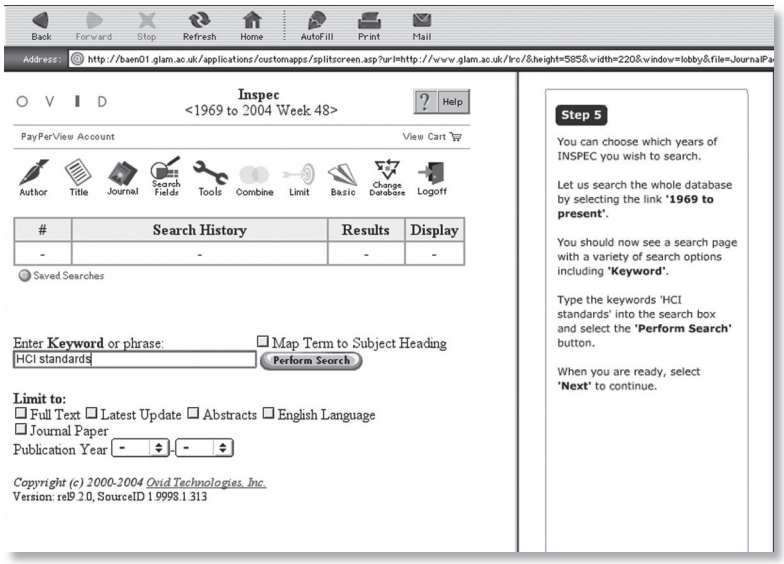
We all live in an information society; the business world expects our graduates to be information literate, our students have at their disposal more information than ever before. So how are we helping them to navigate the paths to knowledge, to locate the best and to filter out the rest? With GIST – Glamorgan Information Skills Training.
The aim of the project was to develop online training materials embedded into the curriculum instructing students about basic information skills.

As busy librarians we were struggling to reach a growing and diverse student body and wanted to update our face-to-face information skills workshops with a blast of new technology, bringing in new thinking on information literacy.



Methodology

Following a literature review, one account in particular was identified as being similar to that envisaged for GIST. A subsequent visit to Claire Abson[1] at Sheffield Hallam, who was part of their 'Infoquest' project, proved very informative. The 'Big Blue' project literature review and update 2002[2] –regarding information literacy theory and practice– also informed the project about the development of information skills learning and teaching. Attendance at a number of external events provided current awareness of ongoing projects and developments in the field.

The literature on information literacy argues quite strongly that information skills are best delivered within a subject-based context. The idea was therefore to provide a set of information skills materials embedded into one first year module in the school of computing. The module 'Introduction to multimedia and the web' was identified after discussions with the head of school as containing suitable learning outcomes for the purposes of the project.

The project began in March 2003 with scoping the extent of the work to be carried out with the module leader and the e-learning services team[3]. The use of Blackboard as a support mechanism was already well-established in the school of computing, so it would be a familiar environment to the students. Also it had been observed that as the students in this discipline seemed to prefer using a computer to reading a book, online materials were considered better suited to their learning styles.

An on-line interface had been developed in-house to support the university's European funded e-learning project 'Enterprise College Wales'. The same interface was adopted for GIST. This offered the advantage of not having to develop a look and style from scratch and meant that the information skills materials would be more easily integrated into future online modules. The Blackboard computing module therefore provided a link to the GIST materials which utilised the in-house interface.

Developing a pedagogy

A pedagogical approach was devised; this included wanting the materials to be:

- Suitable for first year computing undergraduates, that is, introducing basic library/information skills for novices. Always try to

bear in mind the needs of a first year student completing one of their first coursework reports.

- Encouraging (rather than confusing) – by encouraging the use of high quality information sources and instructing using jargon-free terminology.

- Integrated into a first year BSc Computing module on Blackboard, appearing seamless with the other module content.

- An interactive guide, so that students could follow basic instructions and then have the opportunity to practice each skill. The interactivity would come mostly from searching the 'live' environment using a split screen rather than using expensive and unnecessary multimedia gimmicks that might not be suitable for use with assistive technology.

- Linked to the students' coursework assessment and with agreement from the academic, it was decided that students would complete four tasks as 'evidence' of their engagement with the materials with a possible 10% of the total coursework marks available.

Planning and writing

Some initial ideas and learning objectives were drafted in conjunction with the module leader. Five topics were identified each with their own learning objectives:

- Information searching (identifying appropriate information sources)
- Searching the web (comparing a Google search and a search using EEVL)
- Searching for textbooks (using the library catalogue)
- Searching for journal articles (using a database such as INSPEC)
- Referencing resources (compiling references using Harvard).

Discussions then began with the instructional designer who helped organise and adapt the materials for the online environment, ensuring that the learning objectives were achievable. Together with the instructional designer, ideas for suitable multimedia development were identified and commissioned, tasks were devised which formed part of the assessment portfolio and the long, iterative process of drafting and re-drafting the content began.

Piloting

The materials were piloted with the module leader and members of LRC staff. A more suitable pilot group of computing students would have been identified but these were not available at the time of development. Comments were taken on board and changes made where practical.

Both editors from the e-learning services team worked on the materials, ensuring the house style was maintained.

Delivery

The academic introduced the materials at the relevant time (mid-autumn term 2003), in a tutorial slot with librarian support available to help students work through the first section in the class. The students completed the four tasks as part of their coursework which was marked in April 2004 by the module leader.

Results

Evaluation involved a pre- and post-course questionnaire and an analysis of the report element of the student's coursework including the four tasks which formed part of the GIST materials. The pre-course questionnaire asked the students to assess their skills in searching for information. Problems inherent with this approach were that the students tended to overestimate their ability particularly with regard to web searching. In contrast, they were uncertain about searching the journal databases. Most students answered positively about their skills relating to referencing. Anecdotal evidence and the subsequent analysis revealed referencing to be a weak skill.

The post-course questionnaire used the same questions as the pre-course questionnaire with additional questions for comments. In most cases students rated an improvement in their skills and some evidence was found to support this in the coursework. Positive comments included:

- good information on referencing
- links to other sites with similar information
- help with finding journal databases
- easy to use
- easy navigation
- structured well
- quality information
- interactive features.

Critical comments included:

- referencing information could be easier to find
- boring
- the location of the link should be on front Blackboard page.

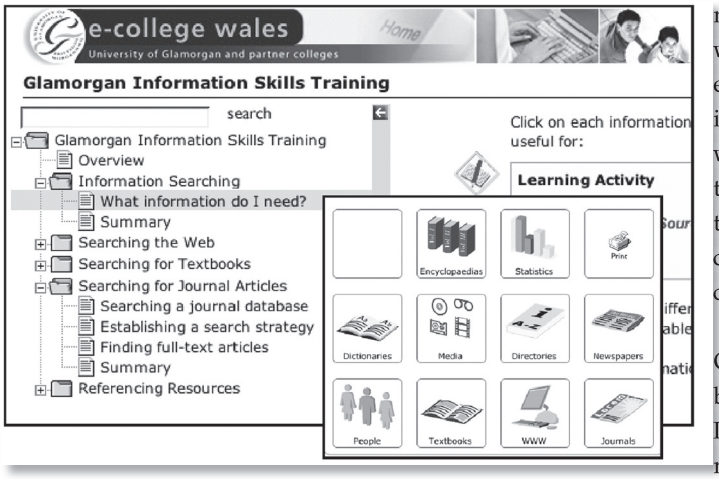
The report element of the student's coursework amounted to 30% of the total marks for the coursework. 10% of this was allocated to the completion of the four tasks within the GIST materials, together with evidence of relevant research and referencing.

The better and middle ranking courseworks included:

- evidence that the tasks had been completed well
- some good quality books, journal articles and websites had been found
- resources found had been evaluated
- resources were relevant to the coursework
- good bibliographies in the best reports but the information was not always referenced in the body of the text.

The poorer courseworks:

- did not include a bibliography even though students had found quality resources as part of the tasks
- used others work but did not reference it
- used very few journal articles.



The future

The materials will be improved by implementing minor alterations following feedback. The section on searching databases for journal articles was less successful than the other sections so will be revisited. Although students found the referencing section useful and clear there was little evidence to suggest the material had been applied successfully. More work needs to be done to help students make the link between finding resources and referencing and acknowledging that they have used the resources.

Formative assessment could be built in to provide feedback to the students as they complete various activities. This could include the development of some online quizzes. The librarian could also provide online help and support through email and/or discussion fora.

The materials have the potential to be repurposed in a variety of ways, including being:

- integrated into a subject specific course or module
- provided as a general resource to help students acquire information searching skills
- developed for postgraduate students.

They have already been adapted for use in other subjects (for example in business and care sciences) providing information searching skills support for distance learners. Adapting the materials for different subjects has proved less time-consuming than the initial development and, providing access to the technical expertise can be retained, scaling the project should be feasible.

Conclusion

The GIST materials are now available for students to use twenty four hours, seven days a week, both on and off campus, at whatever time of day or night is most convenient. It means that we as librarians are using our time more efficiently and can reach more students in a consistent manner, particularly those who are at a distance or are studying part time. The materials are also flexible, in that they can stand alone or they can be customised and integrated into a specific course or module.

On reflection there have been multiple benefits of working on the GIST project. In terms of personal professional development we have had the opportunity to put together an internal bid document, to work collaboratively in a multidisciplinary team developing e-learning materials and we have gained skills in basic project management. In terms of the library service, the project has highlighted the information skills agenda within the university which is now seen as a key skill alongside numeracy and

IT skills. On a wider scale, there is in development within the university a set of online materials to support key skills which includes information searching and referencing. The project has also established the role of the library in helping students avoid plagiarism by publicising the fact that we can help them locate and reference high quality information. Invitations to become increasingly involved in departmental and university learning and teaching committees will enable us to further promote our role in the future of supporting students to locate the best and filter the rest.

Notes

1 K. Moore & C. Abson, 'Really useful or virtually useless?' *Update*, 1 (8), 2002, pp 34-36.
2 The Big Blue project: http://www.library.mmu.ac.uk/bigblue/
3 e-learning services team forms part of the Information Systems and E-Learning Services Department within the university and comprises instructional designers, multimedia developers, systems developers and editors.

Are you talking to me?

Why we should all be concerned about ensuring continued access to the scholarly and cultural record in digital form

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Digital preservation tends to be categorised as something for specialists to concern themselves with, and almost certainly technical specialists at that. It is not generally regarded as something that most people need to consider. We've all grown up with the traditional library model, in which roles and responsibilities can be neatly segmented. Authors write articles and books, which publishers publish, libraries buy and then (in some cases) also preserve them. Indeed, the preservation part might not occur until many years after purchase, if at all. It may be possible, through doing no more than storing them in stable conditions, for printed material to be accessible for as long as it needs to be, without any further intervention. This is sometimes characterised as 'benign neglect'.

This couldn't be further from the digital library, in which boundaries blur, and there is the potential to be creator, publisher, and/or preserver. There are technical, legal, and organisational reasons for this paradigm shift. The speed at which changes in technology occur means that we have all had to face dealing with technological obsolescence. For example the floppy disks on which I had stored back-up copies of key documents, is of little use with my new laptop, which has no floppy disk drive. There is a short window of opportunity during changes in technology, in which it is possible to move things across to a new technological environment. However, because of the short time frame in which this occurs, it is much more effectively organised by the creator of the digital data, rather than leaving it until it's time to send it on to an archive. It may be too late for them to

cost-effectively provide access to material stored on obsolete technology.

There may also be legal reasons which impede the right of an archive to undertake preservation work. Because preservation inevitably requires active intervention from a relatively early stage in the lifecycle, those who might wish to preserve the resource for the future don't necessarily have the right to make those changes, or indeed to capture it in the first place, if it is web-based content.

This in turn leads on to the organisational issues, in which the relative ease with which anyone can create digital content means that most us are both authors and publishers, in a sense. The huge volume of material being produced in digital form, combined with the diversity of creators and also the wide range of purposes for which the content is being created, makes it even more challenging to neatly segment roles and responsibilities. These issues, combined with the short timeframe during which action must be taken to manage digital materials, suggest a much more distributed system of preservation responsibilities than is the case with traditional preservation. Factors such as file formats and standards can have a major impact on digital preservation but may well be outside the control of the archive. Furthermore, crucial contextual and technical information, which can assist with authenticity as well as determining appropriate technical strategies, may become lost in the mists of time as projects come to a close and staff move on.

The huge range of types of digital material includes records created through the day-to-day business of an organisation or acquired by them (for example emails, websites, databases, audio files, e-prints, e-journals, and other 'born digital' materials), as well as materials which are made digital through the process of digitisation. They may have been created to meet legal or business requirements, as primary or secondary research, as part of a project or as part of an ongoing strategy to digitise analogue collections. However they were created and for whatever purpose, all are increasing in volume and the only common factor that links them is that they are all vulnerable to loss unless they are properly managed.

The challenges of digital preservation have been widely articulated and discussed in the literature. A key message that perhaps receives less attention is that these challenges need not, indeed must not, be regarded as insurmountable, if the future of our increasingly digital culture, knowledge base, and economy is not to be placed at risk. Ignoring the problem will inevitably lead to its becoming increasingly intractable, so it is crucial that more organisations make a start, however modest, in managing their own digital materials. Digital preservation has tended to be regarded as the province of a relatively small number of specialists, with a heavy emphasis on technical strategies, some of which are enormously complex. However, much can be achieved in successfully managing institutional digital resources, by nothing more complex than institutional will and commitment, combined with a good dollop of common sense.

There is also significant support for UK higher education and further education institutions in managing their digital resources provided by JISC, most recently in their JISC 4/04 Call for supporting institutional digital preservation and asset management. A key feature of this call was the objective of helping to embed digital preservation more firmly within institutional strategies. As the 4/04 Circular said:

> Much of the institutional knowledge base and intellectual assets are now in digital form. There is however a growing realisation that this investment is threatened as the enduring accessibility of the digital resources into the future is far from assured[1].

The call was aimed primarily at asset types which have already been addressed in previous JISC studies, such as e-journals, web resources, e-prints, e-learning objects and materials, and scientific data. Nine institutions, working on a total of eleven projects, were successful in this call for proposals, and between them will receive a total of £1M over a two year period. The Digital Preservation Coalition was directly involved in two successful bids, including one to develop an intensive training programme. This latest call continues a strong commitment from JISC, through its *Continuing access and digital preservation strategy*[2]in encouraging and facilitating collaboration and partnerships which will result in more widespread good practice in managing digital assets. Collaboration has also been a hallmark of the Digital Preservation Coalition, which was formed in 2001 with nine members, and has now grown to a membership of twenty eight, representing a wide range of interests and perspectives but sharing a common belief in the crucial importance of securing the preservation of digital resources in the UK and working with others internationally to secure our global digital memory and knowledge base. It does this through a programme of initiatives and

activities aimed at rapidly increasing consciousness of what digital preservation is, and how it impacts on a whole range of other activities, and by providing a focal point for dissemination of information, guidance and support. It holds regular forums on topical themes and a recent forum, held in collaboration with the British Library and CURL[3], focused on institutional repositories, and the importance of ensuring their contents are managed for the long-term benefit of scholarly research and communication. It also commissions technology watch reports[4] on key areas of interest and the first two of these are available from the DPC website, An introduction to OAIS, aims to provide a comprehensible explanation of this important standard. Institutional repositories was also a theme for the second technology watch report. As their uptake and development increases, so does the need to support that development with information and guidance on how to manage them.

Last but not least, the recently launched Digital Curation Centre[5] funded jointly by two DPC members, JISC and the e-Science Core Programme, will provide a range of services to support current digital curation/preservation programmes, whose experience will in turn feed into a vigorous research programme which will yield longer-term benefits. During the launch of the DCC, Peter Burnhill invited us all to respond to the challenge 'we must all be digital curators now'. Are you talking to me?!

1 Supporting Digital Preservation and Asset Management in Institutions. http://www.jisc.ac.uk/index.cfm?name=programme_404

2 A Continuing Access and Digital Preservation Strategy for the Joint Information Systems Committee (JISC) 2002-2005. http://www.jisc.ac.uk/index.cfm?name=pres_continuing

3 Digital Preservation in Institutional Repositories; report on the BL/CURL/DPC Forum held on 19th October 2004. http://www.dpconline.org/graphics/events/041019forum.html

4 DPC Reports are available from http://www.dpconline.org/graphics/reports/

5 For more information on the work of the DCC, see their website at http://www.dcc.ac.uk

RFID technology – the way forward at Leeds University Library

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Background

Since September 2001 Leeds University Library has been extending the opening hours in its three Leeds Campus libraries, which are now all open until midnight during term-time. Self-service check-in and check-out was already available at two of the three campus libraries and was extended to the third so that customers could borrow books when only security staff worked in library buildings, between 21.00 hours and midnight. However during this period customers were unable to access the existing counter collection, a closed access area for high demand, short loan items. The introduction of an open access self-service area, with a rapid through put of materials was required.

In September 2003, Leeds University Library opened its new open access high demand collection (HDC). Throughout the preceding summer the collection, consisting of more than 7000 books, over 8000 articles and nearly 3000 videos, CDs and DVDs was tagged with 3M RFID tags and Tattle-Tape™ security strips. All the photocopied articles were rebound inside plastic covers with

a card backing, so that RFID tags could be placed inside them and tattle-tape security strips inserted. These had not been necessary when all items were issued from behind the counter.

The 3M™ Digital Identification system (DID) was installed. This is a digital workstation with multiple functionality. It loads data from the library circulation system onto the RFID tags for identification purposes. It also allows very rapid check-in and check-out of RFID tagged items. Several books can be checked in simultaneously, as unlike barcodes, the RFID tags can be read from any position on the workstation. 3M tattle-tape security strips are re-sensitised at the same time.

Two 3M self-check units (with video check-in capability) were also installed in the high demand area. These are used for check-out during staffed hours and for self-check-in and check-out when the library is staffed only by security staff. The purpose built area is protected by 3M exit gates and turnstile access.

The development of the new collection provided the library with the opportunity to reconsider loan periods for items in the collection. Hitherto all print items, whether books or photocopied articles, were issued for four hours or overnight. All audio-visual items were issued as one-day loans, without consideration of the demand for them. A new three-day loan period for many of the books and CDs was introduced. Less popular audio-visual material was moved to open access with standard loan items. For the first time multiple copies of books in high demand were made available in the collection. The provision of three-day and four hour loan copies of one title had not been possible when every item had to be found and issued by staff behind the library counter.

After one year of operation we can say that the new High Demand Collection has been a great success. Library customers can browse the shelves, check out items on the two self-service units or photocopy items within the HDC area. During staffed hours items are returned via a staffed counter where they are checked in on the DID workstation. This can check in three items simultaneously, by reading the tags and resensitising the tattle tape at the same time. During unstaffed hours, items are returned through a book return slot in the outer wall of the collection area and checked in rapidly the following morning.

Customers have found the system quick and easy to use, queues at self-check units are never long, and staff enjoy using the DID workstation, which uses simple touch screen technology.

Use of the collection has increased dramatically. Counter Collection issues in session 2002/3 were 105,500. In session 2003/4, 125,250 High Demand Collection items were issued. But many more were read or photocopied within the High Demand Collection and returned to the shelves without being checked out. The inclusion of multiple copies of core text books has increased the number of annual additions to the book stock from a pretty stable 1470 per annum in 2002/3, to 4262 in session 2003/4, while the number of additions of photocopied articles has remained constant.

Contrary to expectation, making the collection open access has not resulted in a high loss rate. Many customers photocopy the items they need inside the High Demand Collection. Staff also feared that the collection would become untidy, with many items misplaced by students. This has not occurred. A member of staff is present in the collection most of the day, returning items quickly to the shelves. To aid shelving the spine colour of the photocopied articles is changed every 100 items so an item's approximate location can be clearly identified.

Testing the 3M Digital Library Assistant

The main driver for the use of RFID technology was to provide a quick and efficient service to customers in the High Demand Collection. However Leeds University Library had always been aware of the potential for using this technology for collection management. RFID tags, as well as providing security and rapid check-in and check-out, can be used with 3M's Digital Library Assistant (DLA) for stock control purposes.

In spring 2004, 3M agreed to let Leeds University Library staff test the use of their latest prototype Digital Library Assistant in the High Demand Collection to assess its usefulness with books, photocopied articles and a range of audio-visual materials.

The Digital Library Assistant is a handheld device onto which files carrying a range of data identifiable through the RFID tags can be loaded from the library circulation system. e.g. the shelf order of any collection, missing items lists, items on hold. Staff scan the shelves with the DLA which should be able to identify any items which are not in sequence by an indication of an error on the

DLA screen. Staff then investigate the source of the error.

Methodology

Two types of test were carried out:

Book stock

Shelf order data was loaded into the DLA from the library circulation system. Staff were trained in pairs to use the DLA to scan the shelves. It took approximately thirty minutes to train each pair and observe them to check that they were using the DLA correctly. Each shelf had to be scanned at least twice in order to ensure all items were scanned by the DLA. The following errors could be identified: wrong spine labels, incorrect data on the RFID tags, wrong class mark in the library circulation system, items that were not in the file downloaded to the DLA (usually very recent accessions), as well as mis-shelved items.

Non-book items

The second was to test the ability of the DLA to scan a range of non-book items. The DLA was already well tried and tested on books where the tags are placed sufficiently far apart to ensure that signals from each can easily be detected by the DLA. 3M did not guarantee that the DLA would work accurately with very thin items, as the RFID tags inside them are so close together that the DLA cannot identify each individually. However, in anticipation of using a DLA for stock control purposes library staff had placed tags on thin items at different heights along the spines during the summer tagging project, in the hope that the DLA would be able to distinguish between them. The types of non-book items were:

- **Photocopied articles** are shelved as A4 pamphlets, bound with a plastic front cover and card backing. The RFID tag is placed close to the spine inside the back cover. The tags are placed at a range of heights in order to avoid tags being next to each other on adjacent items.
- **CDs** are shelved in thin cases on narrow shelves. The RFID tag is stuck to the outside back of the case.
- **DVDs and videos** are shelved in the boxes in which they are bought, so that they are comparable in size to books. The RFID tags on these items are usually placed inside the box behind the video or DVD. Some boxes contain two video cassettes, each with a tag. These are the only cases where the video rather than the box is tagged.

The shelves holding these items were scanned by the DLA in order to ascertain how accurately it could identify them. The intention was not to look for processing or shelving errors.

Time frame

The study was carried out between 24 March and 30 May 2004. This period covered busy pre-vacation times, quieter vacation period and exam times to provide a range of usage conditions. Staff scanned books in the HDC when they could be spared from other duties throughout this period.

Results - books

As staff became accustomed to using the equipment it took approximately five minutes to scan a shelf of books, i.e. 1 metre, or approx 30 volumes. During the test period 2557 books were scanned in the HDC. The DLA picked up 92 errors of different types identified in table 1.

Table 1: Shelving and processing errors in book stock

Type of error	No	% total errors detected
Wrongly labelled	10	10.8%
Wrong class mark on OPAC	3	3.3%
Tag data incorrect	15	16.3%
Not in DLA file	16	17.4%
Subtotal	**44**	**47.8%**
Books mis-shelved	48	52.2%
Total errors	**92**	**100%**

The DLA was very helpful in identifying errors that would not be spotted by shelving staff. i.e. the first three in the above table. It has provided useful data for processing staff, who now know that there were only 44 errors out of 2557 books scanned, i.e. an error rate of just 1.72%. However staff felt that they could have identified the mis-shelved items more quickly by eye than using the DLA.

Results - non book items

Each shelf was scanned twice, some three times. Table 2 shows the percentage success rate that the DLA attained when scanning shelves for various type of non-book item.

Table 2: Percentage success rate in identifying non-book items

Item type	No. of items on shelf	No. items DLA found on shelf	% found by DLA
Articles shelf 1 (1st run)	194	178	92%
Articles (2nd run same shelf)	194	183	94%
Videos & DVDs shelf 1 (1st run)	38	18	47%
Videos & DVDs (2nd run same shelf)	38	35	92%
Videos & DVDs shelf 2 (1st run)	30	26	87%
Videos & DVDs (2nd run same shelf)	30	30	100%
CDs shelf 1 (1st run)	38	30	79%
CDs (2nd run same shelf)	38	30	79%
CDs shelf 2 (1st run)	63	30	48%
CDs (2nd run same shelf)	63	53	84%
CDs (3rd run same shelf)	63	55	87%

Photocopied articles

Contrary to expectation the DLA picked up signals of over 90% of the bound photocopies correctly. A considerably higher level of accuracy than expected. However this level of accuracy is not sufficient for identifying mis-shelving or other errors. Evidently, although staggered, the tags were too close together for the DLA to distinguish all of them clearly.

CDs

The percentage accuracy for these items was lower than for the bound photocopies. The cases are very small, so the range of possible locations for RFID tags is reduced. As with the photocopied articles the tags were too close together to give clear signals. In addition the shelves on which the CDs are placed are very narrow, so the DLA received signals from CD RFID tags on shelves above and below the one being scanned.

DVDs and videos

The DLA was not 100% successful at identifying all items in the sequences. The DLA could identify each video if it was individually boxed, but could only distinguish between pairs of videos (each separately tagged) if the video cassettes were arranged in the box so that tags were as far apart as possible. It is unreasonable to expect staff intervention to rearrange video cassettes so that the DLA would detect them.

Design and ease of use of the DLA

Shelving staff feedback

Staff found the DLA quite light and easy to use. Once the appropriate file is loaded operation is not complicated. However it has to be carried slowly along the shelves to detect all items. Two staff members shared the scanning, taking it in turns to carry the DLA and check the errored items.

It took about five minutes to scan a one-metre shelf with only two or three errors. The greater the number of errors registered the longer scanning takes, as each errored item must be removed from the shelf.

Books have to be neatly arranged on the shelves, to ensure that the DLA will pick up signals from the RFID tags. Some of this tidying time could be used to detect mis-shelved items, but not the processing and cataloguing errors.

Some staff felt that they could shelf tidy more quickly by eye than by using the DLA.

Using the DLA is very staff intensive. However staff did enjoy using the DLA and appreciated its ability as a collection management tool.

It certainly raised the profile of shelf tidying and checking with customers.

Technical issues

The DLA is compatible with a range of library circulation systems. However transferring data from the library's III circulation system to the flashcard in the DLA was complex and required library systems team assistance at the outset. Once it is programmed staff find it easy to operate.

Conclusions

The use of RFID technology in the new High Demand Collection has been a great success. The system is quick and easy to use. Issue and return turn round times have increased, reducing queues at the check out units and allowing staff to replace returned items onto the shelves very rapidly. Allowing students to access the High Demand Collection has certainly increased usage and not compromised security or tidiness.

The use of RFID tags has provided the potential for using the Digital Library Assistant for collection management, but unfortunately this has limited potential at present owing to the small proportion of books in the collection. Our tests show that the great benefit of the DLA is in detecting errors in processing and cataloguing that cannot be detected by shelving staff. It would certainly be very helpful in locating missing books if the appropriate data is loaded on to it.

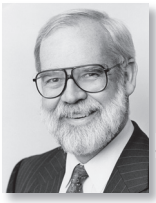
Although not intended for use with small non-book items, we found that the DLA was much more successful at distinguishing between A4 size pamphlets than originally expected and, with careful placing of tags, could be used for stock control of these items. Multimedia stock is clearly more difficult to manage using the DLA. CD jewel cases are just too thin and narrow for the DLA to distinguish between them. The only suitable alternative at present would be to place these items in book size boxes.

The future

In an ideal world the library would like to extend RFID technology to all one week loan books which represent 35% of the Library's circulation, if funds allowed. The DLA would be an invaluable tool for collection management

Libraries would welcome technological developments that would lead to the DLA identifying RFID tag data on slim and small items, many of which are high circulation and high loss items. There is undoubtedly a demand for a tagging and security system which would enable efficient collection management of multi-media items. The development of the Digital Library Assistant could provide this technology.

Docusend – the experiment and the experience



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A long time ago we had the Distributed National Electronic Resource (DNER) and in 1999, under that umbrella, JISC issued the JISC 5/99 Call. One of the proposals to receive funding through that call was Docusend: the one-stop, integrated, document delivery broker service. Docusend ran from April 2001 until October 2004 and this is its story.

Docusend sought to bring together a wide variety of document delivery services into an integrated 'one stop shop', transparent to the user. In doing so, it would initially build on the work of Lamda, originally an e-Lib project but a full cost-recovery service from 1998. It was then planned to build a network of other suppliers – higher education libraries, special libraries, commercial suppliers and then JISC portals.

But the document delivery world went through a time of quite radical change while the project was being conducted and this in turn affected the project and its outcomes. For example, when Docusend was conceived the British Library's well established document supply service was beginning to experience a decline in traffic. This was later well documented in the 2004 Auditor-General's Report 'The British Library', which referred to a drop in demand from the UK higher education sector of one third over the last five years. Over the period of the Docusend Project, the BL service has been revolutionised by the introduction of their Secure Electronic Delivery (SED) service, made possible by a very large investment in capital and major changes in workflow.

On a broader perspective, the whole concept of the journal, comprising of a number of articles,

was being called into question by the emergence of the concept of single article supply, the development of the e-print movement and the growth in what might generically be called open access. Access to articles was being greatly enhanced by open linking software such as MetaLib and SFX. The number of open access journals was growing steadily and initiatives such as SPARC were acting as a catalyst for change.

Docusend started strongly, working in partnership with the Lamda libraries and purchasing and installing Fretwell-Downing's VDX system - FDI having been selected by the project team at the time of the bid as being the only viable provider of the integrated inter-library loan software required. However, there were some delays in training and when the original project manager left after eighteen months to take up another post it was six months before a suitable replacement could be recruited.

To cope with this gap and the complexities that were emerging, the project management sought and received permission from JISC to extend the term of the project by six months and to reprofile the project to deliver a proof of concept rather than a fully operational service. Another key factor taken into account at this time was the lack of progress in the take-up by library management system vendors of the ISO/ILL standard, which made it problematic for requests to be routed into Docusend, as well as the emerging difficulties in securing the involvement of commercial content providers.

Unforeseen human elements entered the equation too. A key item in the Docusend system was a load balancing rota of supply libraries, to spread the request load among them. While this was fine in theory, it turned out that many document delivery operatives did not like and did not want the rota. The reason they gave was that they liked to choose where a particular request was sent, because they wanted it to go to a library which might have strengths in that subject area or be known to be a good performer in handling requests. They were reluctant to run the risk of it going to a poor performer. The document delivery world is a tightly knit one, where many of the key people know each other and often special working relationships have been built up between libraries over the years.

Over the last eighteen months the project team worked hard to deliver this new commitment to demonstrating proof of concept, with some success. It did so by extending the range of libraries beyond Lamda to the libraries of the British Medical Association and the Royal Society of Chemistry, although strenuous efforts to recruit a commercial publisher ultimately failed. One key element, to demonstrate end-user requesting, was particularly successful, where the combination of the FDI's VDX software and Zportal open linking product worked very efficiently.

Although the proof of concept for a Docusend type service was demonstrated successfully, there would still be significant barriers to the establishment of a fully operational service. A Docusend style service would require the purchase of a VDX licence either by individual participating libraries or by a central agency on behalf of the whole sector. The necessary hardware and software would also need to be purchased and customised, a training programme in its use developed and implemented and staff hired and accommodated. It is by no means clear which source could provide such funds.

Docusend might be seen as perhaps the right project at the wrong time. Certainly the document delivery environment has changed since the project started and it will continue to change radically. The main contender in the field, the British Library, has lifted its game significantly and, it is understood, has further innovations planned. If nothing else Docusend has demonstrated how difficult it is to develop a new service almost from scratch. For readers wishing to read the full history, the Docusend Final Report is at http://www.docusend.ac.uk

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The British Library: providing service beyond the reading rooms. Report by the Comptroller and Auditor General. HC 879 Session 2003-2004: July 2004.

Peter Brophy (2003) 'Single article supply. A report to the Joint Information Systems Committee'. January 2003.

Directory of Open Access Journals

http://www.doaj.org

JISC Common Information Environment:
http://www.jisc.ac.uk/index.cfm?name=wg_cie_home

Open Archives
http://www.openarchives.org

SHERPA

http://www.sherpa.ac.uk/

SPARC
http://www.arl.org/sparc/

Looking forward to the past: re-focusing on the history of medicine at Cardiff University

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> *'…combining the best of traditional libraries with increasing support for the use of electronic resources and discovery tools—not least in those areas of special collections and archives where Cardiff and Wales have particular claims to pre-eminence.'*
> (Cardiff University, Information Services-Interim Strategy 2004-2009)

The background

The merger of the activities of the University of Wales College of Medicine (UWCM) with those of Cardiff University on 1 August 2004 created the largest higher education institution in Wales and offers improved access to library and archive resources in the field of the history of medicine. Developing the primary archival resources within the library services of the new university is seen as an area in which the university can excel and achieve international recognition.

UWCM (now Wales College of Medicine, Biology and Life and Health Sciences at Cardiff University) resources relating to the history of medicine include the College's institutional archives chronicling the development of teaching and research in the field since 1931, the archives of Archie Cochrane and David Bainton, and the historical book collection consisting of over 2000 volumes. Cardiff University has an extensive special collection and archival resource including Welsh manuscripts and the Salisbury collection, which includes several early medical works, its own institutional archives and the library's academic archives containing a number of medical related sources.

Within the former UWCM the decision was taken to concentrate on the acquiring and promoting of historical material in subjects and specialties reflecting areas of particular significance in Cardiff and Wales. Two identified areas are the history of genetics in medicine and the history of evaluative approaches to health care.

History of genetics in medicine

An initiative is under way to develop a Genetics in Medicine Historical Library consisting of an extensive collection of key books in the evolution of this relatively recently established medical discipline. The initiative is led by Sir Peter Harper, emeritus professor of medical genetics and Professor David Cooper, professor of human molecular genetics, Wales College of Medicine, Biology, Life and Health Sciences of Cardiff University, with assistance from staff of the library's history of medicine support unit.

CHEHC

Led by the new University Library Service (ULS), a Centre for the History of Evaluation in Health Care (CHEHC) is being developed. The intention is to acquire and make accessible the world's principal collection of primary resources for scholars, researchers and others interested in the history of the evaluative approach to health care, one of the most influential international developments in this field in the last 60 years.

Capital funding from HEFCW has been secured to convert existing offices at the Heath Park campus into accommodation suitable to house the CHEHC. An archives and special collections centre, it will be equipped with state of the art archival storage, preservation and study facilities. In addition it will enable small group teaching. The conversion will be completed in 2005.

Why Cardiff?

It is particularly fitting that Cardiff should seek recognition for developing world class scholarly resources for the history of the evaluative approaches to health care. Archie Cochrane, a seminal influence in the evolution of evaluation in health care, had connections with the city going back to 1948 with his appointment to the Medical Research Council Unit at Llandough, and later as professor of tuberculosis and chest diseases at the then Welsh National School of Medicine in

1960. It was Iain Chalmers who developed Archie Cochrane's ideas while a MRC Research Fellow at Cardiff in the 1970s, and with others went on to establish the Cochrane Collaboration in 1993.

What's happened so far?

The Cochrane Archive

The Cochrane Archive is housed currently in the university's Archie Cochrane Library at Llandough Hospital. The photographs, personal items and professional papers provide a rich resource for research on Archie Cochrane's life and career. The archive catalogue contains over 180 entries and has evolved from files originally deposited at the Pneumoconiosis and Epidemiology Research Units in Cardiff.

Launched in December 2002, the Archie Cochrane website marks the new university's public commitment to developing a centre for the study of the history of evaluation in health care. The website is becoming more widely known and is generating an increasing number of requests and enquiries. Based on the print archive, it includes a summary of the archive catalogue and hyperlinks to the full catalogue listing, photographs, professional papers and personal memorabilia, a list of his publications, pages devoted to his POW experiences and to his pioneering population studies in the Rhondda valleys, studies which helped to establish epidemiology as a quantitative science. View the website at http://www.cardiff.ac.uk/schoolsanddivisions/divisions/insrv/libraryservices/ research/cochrane/index.html

The David Bainton archive

In 2003, the professional papers of the late Dr David Bainton (1941-2002), senior lecturer at the Centre for Applied Public Health Medicine, UWCM, were acquired. The papers have been listed and when fully catalogued, together with associated material, will be launched as a website.

Sir Austin Bradford Hill (1897—1991)

Through the generosity of Professor Tony Johnson of Cambridge University, the CHEHC has acquired a rich archive of papers and audiotapes relating to the work of this distinguished medical statistician and epidemiologist. Plans are in hand to make this material more widely known.

Other collections

Preliminary negotiations are proceeding with a view to securing other important collections of archival material in the field including:

- the papers of Sir Iain Chalmers
- the archives of the Cochrane Collaboration
- further material relating to the life and work of Archie Cochrane
- the professional papers of Professor Peter Elwood, a former colleague of Archie Cochrane, who succeeded him as Director of the MRC Epidemiology Research Unit.

Other relevant organisations and key individuals have already been identified, and will be invited to contribute to the creation of a unique concentration of archival material related to the history of evaluation in health care.

The future

Developing CHEHC and other primary archival resources is seen as a key initiative by the new university, and as an area of expertise in which the new university can excel and become a world leader.

The founding of the CHEHC marks one of the first multidisciplinary research centres within the new university. Developing the paper archives and ensuring their presence on the web confirms the commitment of the new university to facilitating remote access to its resources by scholars and students. Cardiff University's experience in digitising scholarly resources will also contribute to CHEHC.

Hitherto, Cardiff's key role in the origin and history of evaluation in health care has not been promoted nationally or internationally. The late 1990s saw the beginnings of a committed effort to rectify this and to celebrate the links between Cochrane, evaluation in health care and Cardiff. CHEHC's mission is to build on this initiative and to create the first centre in the world with a specific focus on the history of evaluation in health care.

Support for CHEHC

CHEHC is an exciting initiative, enthusiastically supported by Professor Stephen Tomlinson, Deputy Vice-Chancellor of the merged Cardiff University and Provost of the Wales College of Medicine, Biology, Life and Health Sciences. Professor Jonathan Osmond, Head of Cardiff University School of History and Archaeology is a keen supporter of the proposed Centre. Collaboration between the former UWCM and Cardiff is expressed in the membership of the Archives and Museums Steering Group and in the wider all Wales History of Medicine Forum, further strengthened by the merger.

A relevant associated development has been the appointment of a Wellcome Lecturer in the His-

tory of Medicine at Cardiff University. The continuing support, advice and assistance of Sir Iain Chalmers, and of colleagues in the UK Cochrane Centre and the international Cochrane Collaboration is gratefully acknowledged.

If you have any material you may wish to donate to the CHEHC, to the Cochrane Archive or to the Cardiff University institutional archive, please contact us at the address given below.

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The Working Class Movement Library

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The Working Class Movement Library is a national collection of the history of labour movement in Britain, founded in the mid-1950s by Ruth and Edmund Frow, whose personal and political partnership lasted for over 40 years and led to the creation of this unique and wonderful archive.

How the library began

Eddie Frow was born in Lincolnshire in 1906, the son of tenant farmer. After leaving school he became a toolmaker in the engineering industry. In 1924 he joined the Communist Party of Great Britain and in subsequent years lost many jobs because of his political and trade union activity. During the Depression he was active in the unemployed workers, movement in Salford and served four months in Strangeways prison after being badly beaten up by police after leading a march to Salford Town Hall in October 1931, an event that Walter Greenwood included in his novel *Love on the dole* and which also featured in the film (somewhat differently from the reality) He found work again on his release, became a leading member of the engineering union and was eventually elected as the full-time Secretary for the Manchester District, a position he held for just under ten years, retiring in 1971.

Ruth Frow was born in 1922 and served in the RAF during the war, going into teaching afterwards. She joined the Communist Party of Great Britain in 1945 whilst canvassing amongst Kent miners during the general election. In the 1950s and 1960s she was active in the peace movement as well as the National Union of Teachers. Ruth finished her teaching career in 1980 as deputy head of a large comprehensive school in Manchester.

Ruth and Eddie first met at a Communist Party school in 1953 and soon merged their lives - and their respective book collections. They began collecting material on the history of the trade union, radical and labour movement, travelling the country in their holidays in a 1937 Morris van and later a caravan, which on each trip they filled with books and pamphlets barely leaving room for themselves to get in.

The result of these journeys was that their house in Old Trafford became a treasure trove, with bookshelves in every room as well as banners, emblems, prints and much else all meticulously catalogued by Ruth and Eddie, although they could often locate a volume without bothering to look it up, so well acquainted were they. They also began writing books, pamphlets, and articles and were in great demand as lecturers, as well as being active in the Society for the Study of Labour History. News of their library spread and many researchers made their way to Old Trafford, their studies fuelled by regular cups of coffee and Ruth's home-made buns.

The library moves to Salford

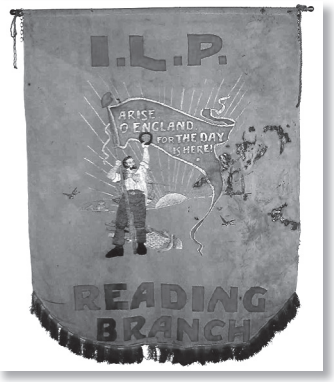
By 1987 the house was full to overflowing. Fortunately at this point Salford City Council offered to provide a new home for the library, together with full-time library staff, and later that year the entire collection moved to Jubilee House (a former nurses home opened in 1901) which is situated on the Crescent opposite Salford University. In the seventeen years since the collection has continued to grow and rarely a week goes by without some new material being donated. Often a donor will arrive unannounced with a bag full of wonderful archive material that may have been in a family for several generations. The ceramics trade union CATU has recently agreed to house some of its important archive at the library.

Eddie died in May 1997, just short of his 91st birthday, and he is still much loved and greatly missed. His obituary appeared in the *Morning Star*, *The Guardian*, *The Times*, *The Independent* and even (this would have amused him) the *Daily Telegraph*.

The collection

The library collection begins in the 1790s, a fascinating period when, in the wake of the American and French revolutions, ideas of democracy and liberty reverberated across Europe. The library has a whole room devoted to Tom Paine, whose book *The rights of man* is one of the founding documents of the British radical tradition.

The rest of the collection covers the two hundred years since and includes collections on trade unions, chartism, the suffrage movement of the early 1900s and the 'second wave' of feminism in the 1970s, socialist organisations of every hue, the co-operative movement, Ireland and the Irish in Britain, anti-fascism, peace movements (such as the No Conscription Fellowship and CND) as well international issues (such as the Spanish civil war and Vietnam war).



As well as tens of thousands of books and pamphlets – some of them unique to the library –the collection also includes banners, posters, pottery, leaflets, newspapers, journals, prints, photographs, videos, LPs and CDs, furniture, union emblems and many other items which document and illuminate the story of the struggle of working people over many decades for social, economic and political justice.

Whilst there are other labour movement historical collections in Britain, the library is unique both for the broad range of the collection and the scarce nature of some of the holdings, some of which cannot even be found in the British Library. The library is particularly strong in ephemeral

material, such as tens of thousands of radical pamphlets from the 1790s onwards. Jonathan Miller was filmed in the library for instance for his recent BBC 4 series *A brief history of disbelief*, examining rare secularist pamphlets by Thomas Paine, Richard Carlile, George Jacob Holyoake and Charles Bradlaugh.

Friends, volunteers and trustees

The library has an expanding friends organisation comprising individuals and trade unions who give financial help to support the library's activities. We have been very fortunate in attracting a growing band of volunteers who give up some of their own time to carry out work in the library. There are many tasks still to be done in the collection, which far exceed the time available to the two full-time members of staff. The volunteers are carrying out vital work sorting, listing and cataloguing items and writing material for the website (www.wcml.org.uk), which is a key source of reference information on the collection and includes an online book catalogue.

The library has been a trust since the early 1970s. The trustees comprise both academics and those from a trade union or educational background. The management committee meets regularly to plan and implement the strategic development of the library as a resource. We have started producing a quarterly newsletter *Shelf Life*, which is sent to friends and others, and secured funding to produce a CD-ROM aimed at schools entitled *Children of the industrial revolution* (a free copy was sent to every school in Salford). We also hold regular events such a drama production by Mikron Theatre on the history of Clarion Cycling Club and Open Days for the public.

The library welcomes visitors and researchers. Please phone first to book an appointment as staff time is limited. We also welcome donations of printed material and archive collections.

With a little HELP from my friends: developments in Welsh academic library collaboration

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Background

Although Wales is a small country in which transport and communication are not always straightforward, a strong tradition of collaborative activity and mutual support in the management and provision of higher education library and information services has been built up over the last decade. This has been due in part to the fact that most institutions are constituent parts of the federal University of Wales, but the main driver for collaboration in recent years has come from the Wales Higher Education Libraries Forum (WHELF). This group consists of the Librarian of the National Library of Wales and the directors and heads of library and information services of all higher education institutions in Wales. These colleagues have worked closely together to exchange ideas, share expertise and develop collaborative activities. Successes over recent years have included pioneering access schemes (WALIA for researchers and CROESO for students), successful project bids (RSLP and others) and a very active staff development and training group (WHISD).

In 2002, WHELF felt the time was right for a major initiative to build on its already impressive

record of achievement, by adopting a much more active strategic leadership role within the sector. The launch of a new strategy for higher education by the Welsh Assembly Government[1] in March 2002, with its strong emphasis on re-configuration and collaboration, followed in April 2002 by a consultation paper on the creation of a new policy division to foster collaboration between all libraries, archives and museums in Wales (which eventually led to the creation of CyMAL[2] in April 2004), provided the initial impetus for WHELF's new approach. A successful funding bid was made to the Higher Education Funding Council for Wales (HEFCW) for the HELP (Higher Education Libraries in Partnership) project, and work began in February 2003.

A project steering group made up of WHELF representatives from the University of Wales Aberystwyth (acting as lead role), the University of Glamorgan, the University of Wales Swansea and the University of Wales Institute Cardiff was set up.

The twelve-month project had a number of distinct phases, each of which led to a practical outcome, whilst at the same time informing the subsequent phases of the project and contributing to its final outcome:

- collaboration review
- e-learning feasibility study
- journals case study
- blueprint and action plan.

Collaboration review

WHELF produced a summary document in 2002 which outlined a long list of recent cooperative arrangements and initiatives between the thirteen higher education libraries and the National Library within Wales. The HELP project's collaboration review gathered evidence of the strong history of valuable cooperation between libraries in Wales, not only in the higher education sector but also within and between other library sectors. The value of identifying current and recent cooperative activity to inform progress in this area was highlighted in a national study undertaken on behalf of the British Library in 2002[3]. The resulting report, which mapped major cooperative activity in the UK, was used to develop and structure the resulting Co-operation and Partnership Programme at the British Library. With a similar aim, the HELP project's collaboration review aimed to provide a comprehensive and detailed picture of existing and potential collaborative activity within all Welsh library and information services sectors to determine and structure the project's final action plan. Through focus group meetings with representatives from each WHELF institution and with key staff from other library sectors within Wales, the review provided a comprehensive picture of what is of relevance and value in terms of increased collaborative and cooperative activity in Wales between libraries.

The review identified 18 activities in which successful cooperative action was taking place or in which there was perceived potential for collaborative activity. Reciprocal access / borrowing schemes and resource discovery are two significant areas of growing cooperation between Welsh libraries. These comprise informal arrangements which have worked well for a long time, other newer and more formal regional library sector partnerships such as those in North West Wales (Linc-y-Gogledd) and Swansea Bay (ATLIS), as well as Wales-wide services such as CROESO (reciprocal access for students throughout Wales to any higher education library) and WALIA (reciprocal access and borrowing scheme for academic staff and research postgraduates throughout Wales). Other areas of potential value for increased cooperation identified by library staff through the review include collaborative purchasing, shared storage, staff development and information skills. While Wales is its prime focus, the review was informed by developments in collaborative activity in the UK and internationally. Key to developing and supporting an effective collaborative strategy in Wales will be the ability to learn from successful case studies elsewhere, for example, resource discovery in Scotland[4], collaborative purchasing and electronic content licensing in the United States[5] and the large shared store of research and archive material in Australia[6] The collaboration review document will be maintained and updated on the WHELF website (http://whelf.ac.uk) as a tool to support and promote collaborative activity throughout Wales' library and information sectors.

E-learning feasibility study

The collaboration review highlighted the fact that library and information services are at the forefront of initiatives to develop the e-learning agenda in higher education and that potentially all institutions have to confront very similar challenges. The aim of the HELP e-learning feasibility study was to investigate the extent to which a collaborative approach could be effective in meeting the different institutional requirements and the information needs of staff and students in different institutions. The study involved two

institutions, University of Glamorgan and University of Wales Institute Cardiff, and focused on the development and evaluation of a shared subject portal to digital resources in the area of environmental sciences. The project team concluded that although local factors did play a significant part in determining the approach to e-learning, there was significant common ground to justify a collaborative approach with clear benefits for users arising from integrated access to a much broader range of digital resources.

The study recommended that WHELF should consider a collaborative approach to a number of areas of activity in support of e-learning including the joint procurement of digital resources, the preparation of value added support material and the development of an all-Wales approach to e-prints, digitisation and rights clearance. The study also concluded that there should be further work on the shared subject portal approach, particularly in academic areas where collaboration was being encouraged or required by the Funding Council.

Journals case study

Many libraries are concerned about maintaining subscriptions to increasingly costly periodicals. Within Welsh higher education libraries in 2001-02, average expenditure on journal subscriptions comprised 19% of their total library budgets and 47% of their information budgets. Furthermore, the expenditure on journal subscriptions by these same libraries has increased by an average of 40% over the last 6 years compared with a 16% average increase on their total library expenditure. The situation does not appear to be improving. The recent publication on serials prices by Swets shows an increase of 8.85% in serials prices in the UK in 2004 from 2003[7] To be able to continue to support the demand for journals from researchers and other users, Welsh higher education libraries need to find additional means of maintaining access to this essential and costly resource.

The journals case study examined the degree to which academic and National Library journal holdings can be better integrated and exploited to not only provide researchers with better access to research resources but also enable libraries to make more cost-effective use of scarce financial resources. Through the compilation of print and electronic journal titles and holdings from each Welsh higher education library and from the National Library of Wales, the study assessed the degree of overlap and duplication that currently exists. Collecting and comparing associated data, including journal subscriptions expenditure, storage requirements and acquisitions, the study explored possible initiatives to enhance access to those journals available in Wales, through shared access, as well as collaborative acquisition and retention strategies. The main recommendations identified in the study's report include a collaborative approach to shared storage of low-use research material, consortial purchase of e-journal bundles and more effective resource discovery for journal holdings throughout Wales. In the future, there is little doubt that greater collaboration will be needed to support provision of periodicals, both print and electronic, in academic libraries.

Blueprint and action plan

Following work on the collaboration review, e-learning feasibility study and journals case study, the final stage of the HELP project was to define a strategy and action plan for strengthening resource sharing between WHELF member libraries, the implementation of which would launch WHELF into a new phase of collaborative activity within the higher education library sector and with institutions and libraries in other sectors in Wales and elsewhere.

The draft plan WHELF has developed consists of a series of seven strategic objectives around which many of the collaborative activities identified during the different phases of the project could be grouped: i.e. maximising library collections; improving resource discovery; widening access to collections; connecting with the National Library; creating a virtual academic library; promoting the e-learning agenda; delivering a more efficient service.

In order to be able to deliver this ambitious agenda, there are a number of organisational issues (e.g. organisational structure, funding and working methods) that WHELF will need to address, and effective relationships will need to be forged with all relevant stakeholders: heads of higher education institutions; CyMAL; HEFCW; policy makers from other sectors.

The HELP project has produced a much clearer vision of the potential benefits that can be gained by developing academic library collaboration in Wales. Much has been achieved in terms of improving services and taking advantage of economies of scale, and the opportunity is there to achieve a lot more!

The full reports of all elements of the HELP project are available at: http://whelf.ac.uk/initiatives.htm

1 *Reaching higher: higher education and the learning country: a strategy for the higher education sector in Wales*. Welsh Assembly Government, 2002

2 *CyMAL: Museums, Archives and Libraries Wales: initial prospectus*. Welsh Assembly Government, 2004

3 *Mutual benefit: a map of the co-operative landscape*. A study undertaken for the British Library Co-operation and Partnership Programme by Education for Change Ltd and Acumen, July 2000 available from http://www.bl.uk/about/cooperation/pdf/report04.pdf (accessed 21 May 2003)

4 http://scurl.ac.uk

5 http://www.ohiolink.edu/

6 http://www.caval.edu.au/pst/index.html

7 Swets Information Services, 'Serial price increases 2004', *Library and information update*, 3(9), 2004, pp 42-43

USTLG - University Science and Technology Librarians Group

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The University Science and Technology Librarians Group is an informal group which meets two or three times a year to discuss topics of interest to members. We use the lis-scitech http://www.jiscmail.ac.uk/lists/lis-scitech.html discussion list to foster contact and we welcome everyone who works in engineering, science or technology in a university, college or research council library in the UK. Perhaps you have been lurking on lis-scitech for years! If so, then you are very welcome to come to a meeting. The meetings are a useful way to keep in touch and to get to know colleagues from other libraries in an informal setting. We try to meet in different locations around the country so that as many people as possible have the opportunity to come.

The group has no budget, so we usually ask for volunteers from within the group to lead discussion on topics. This means that the themes of the meetings are very relevant to current practice; members might report on a specific project with which they have been involved or suggest that we discuss a topic which is concerning them at the time.

We have a web site, maintained by Katy Sidwell of Leeds University, http://www.leeds.ac.uk/library/ustlg/ on which you can find details of all our past meetings, including presentations and meeting reports. Recent themes have included 'Access to e-resources', 'Information literacy', 'Scholarly communication', 'Science and society' and 'e-books'

EEVL, the Engineering Hub of the RDN, hosts a directory of members of USTLG at http://www.eevl.ac.uk/ustlg/ . If you would like to be added to the directory, just send an e-mail to Linda Kerr (L.Kerr@hw.ac.uk).

Meetings are organised and chaired by Moira Bent (Moira.Bent@ncl.ac.uk) of Newcastle University, Bill Downey (downey@kingston.ac.uk) of Kingston University and Linda Davies (DaviesL10@Cardiff.ac.uk) of Cardiff University. We would love to hear from anyone who would like to join the group, come to a meeting, volunteer to speak or suggest a theme or get involved in hosting or organising a meeting.

Our next meeting will be in March or April 2005, probably at Cranfield University and will be advertised on lis-scitech in the usual way. We look forward to meeting you there!

Future proofing the profession

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'We have to embrace the opportunity of the new landscape – not reconstitute the old landscape in a new space.' (OCLC,2004)

Background

The healthcare sector is one of the most challenging and adventurous sectors in which to work. By establishing an Executive Advisory Group (EAG) for health early in 2003, CILIP recognised that health stands alongside the knowledge economy, regionalism and devolution, social inclusion and a national information plan as a key policy area. The Core EAG Group consulted widely within, and without, the health sector and presented its report to the Executive Board in September 2004. The terms of reference were: To identify and explore the key agenda and challenges that LIS faces within healthcare; to consider the relevance of the developments within LIS healthcare to the LIS profession more generally; and to advise CILIP on its role and activities within the healthcare sector

The key premises

Two premises underpinned the work. The first premise gives the title of the final report – future proofing the profession. The second is that health can be seen as a paradigm for the profession as a whole.

Future proofing

Like the Future of the professions Working Group (Gold, 2001), whose report informed much of our thinking, we believe that the most successful professional associations are those that are constantly alive to the shifting parameters and paradigms within their working environment and able to respond –and even anticipate– trends and developments. The future of librarians and libraries is an old debate. It seems that we know what needs to be done but never do it in time (Fourie, 2004). Thus, horizon (environment) scanning –or 'future proofing'– is key to survival.

Health as an exemplar

Our second premise is that health is an exemplar for the profession as a whole. We recognise that the issues being faced by LIS specialists in each sub-domain are remarkably similar, nonetheless healthcare is an especially important sector because of the range of issues faced and the pace of change.

In the NHS, over the past twenty years, a succession of new policies, accompanied by multiple re-organisations, have been introduced with the intention of aligning services to the social, technical, environmental and political context within which individuals and communities have to make their health care choices. At the same time, the rapid explosion of new health care technologies, the adoption of evidence-based approaches to healthcare, the growth of the internet, and advances in the biomedical sciences have also contributed to the need to reconsider the fundamental structures and policies within the health care system.

The information user –whether clinician, health professional or patient– is accustomed to 'self-service, satisfaction and seamlessness' (OCLC, 2004). Government policies recognise that patients, the public and carers have a right to influence and control the services that are delivered to them. Consequently 'the expert patient' now represents one of the greatest forces for change.

Following devolution, the differences among the home nations are becoming more evident. However, whilst in policy terms the frameworks are different, the substance is similar and we believe that the work of the EAG is equally applicable to all parts of the UK.

Librarians in the healthcare sector

It is a truism to say that change brings opportunities. No equivalent assertion promises that opportunities will be grasped in equal measure by all those affected. Thus in health –as in many other sectors– new organisational structures have both generated opportunities as well as prompting protectionism and resistance.

Emerging roles and skills

As elsewhere, librarians in medical school and hospital libraries have required the traditional skills of collection management, circulation and inter-lending services, cataloguing, reference services, alerting services and user support in information literacy. Their role has developed in terms of the management and development of a physical resource. Now collections are both physical and virtual and users have access to unquantifiable resources globally. This has led to a need for reassessment of traditional skills within the new environments. Inevitably the question arises as to how we can define ourselves with such ubiquitous access to knowledge and information and how we are to know what are the distinctive and unique range of skills that characterise our profession.

Roles and opportunities for librarians

Our investigations have shown that information professionals have found opportunities to:

- work cross-sectorally across health, social care and education
- work in multidisciplinary teams
- use traditional skills in new ways
- contribute to the development of evidence-based health care and services
- play a role in the development and cascading of critical appraisal skills in the workplace
- train and educate users in information skills
- promote the importance of information quality in clinical governance and risk management
- support rapid decision-making by making better quality information available
- work with a range of information providers (for example publishers and public health information analysts) in developing new services.

These opportunities have translated into a variety of jobs and roles described by those we consulted. These include:

outreach librarians	clinical librarians
knowledge managers	primary care knowledge managers
clinical governance facilitators	R&D facilitators
information analysts	lecturers and trainers
electronic resource managers	webmasters
health informaticians	

The types of roles now available to librarians, set out in the box, are not peculiar to the UK or the NHS and are similar to those described by many other authors. Many of these jobs involve moving out of the library and working in partnership with other professions. 'Content is no longer king – context is.' (OCLC, 2004)

Emerging trends

Teaching

We found that of all activities teaching was regarded as the most expanded activity and one that had changed the most. Linked to the

education of users is the need to keep abreast of –and respond to changes in– educational practice. Thus in health there has been a trend towards problem-based learning and this has required librarians to acquaint themselves with the basics of educational theory and to learn new ways of imparting knowledge and information.

Search skills

Searching strategies and retrieval techniques have become especially important in evidence-based health care in order to mine the literature effectively. These searching skills have had to be refined and improved. The experience of US librarians (McKibbon & Bayley 2004) in this respect suggest that there may also be growing pressures for health librarians to be more familiar with, or educated in, science or health-related disciplines.

Outreach

Another trend is how roles outside the library have increased. Many of those we consulted spoke of outreach work with primary care, with communities, with patients and of working with other professionals in multidisciplinary and cross-sectoral teams. The emergence of new technologies and better electronic resources have enabled the expansion and development of this way of working (Brown 2004) as in the example of the clinical librarian role which began in the 1970s.

A move from the library into the workplace and beyond requires a wider range of skills. These include financial, leadership, influencing, entrepreneurial, project management, negotiating, facilitating, as well as audit and research skills. To succeed as a team member, and to gain the respect of other professionals, librarians must have a skill set that is valued not only by colleagues but is also seen to be valued by themselves.

Knowledge management

A further trend focuses around an increased understanding of the need to manage knowledge (explicit and tacit) rather than information (documents and data), which has provided opportunities at local and national levels. Librarians are mapping the flow of knowledge and learning in organisations, they are considering the role of knowledge and information in risk management and clinical governance and are actively engaged in setting the quality agenda to ensure that the best evidence is retrieved by the best means possible.

ICT

Finally, dominating all changes has been the revolution imposed by advances in information technology and the growth of the internet. Changes in technology which have affected the delivery of information create new roles for librarians. In the NHS, the National Electronic Library for Health and the Specialist Libraries, NHS Direct Online and other NHS national and local digital services have both impacted on library provision, and also provided opportunities for the involvement of skilled librarians in designing and delivering new services. These include roles in developing and implementing content management systems, using professional skills in metadata creation, creating more effective and efficient search functionality, syndication services and open archives initiatives.

The role of CILIP

We found evidence that many librarians are still ill-prepared or reluctant to take on new roles. Even where opportunities were obvious, librarians often shied away from taking on high profile or risky roles in favour of remaining in more traditional and predictable environments. It is important that more members of the profession are confident enough to work entrepreneurially at the boundaries between organisations and between professional groups and to be more active participants in non-library environments. As one contributor to our discussions said – 'we want librarians to be based in organisations but not blinkered by them.'

Definitions of the profession seem inadequate and the boundaries of our professional activity have become increasingly blurred. Even within CILIP there is a lack of clarity between the roles and responsibilities of the parent body and special interest groups such as the Health Libraries Group (HLG).

If the profession is to be 'future-proofed', who is to do this and where do the responsibilities lie? Whilst the role of corporate CILIP is important in the growth and change of our profession, so too is the need for all members of the Institute to acknowledge their individual responsibility to develop themselves as practitioners and to work to strengthen the profession and its association.

All those we consulted believed that there are many challenges that CILIP will have to meet if we are to ensure the successful survival of the profession. Currently corporate CILIP is perceived

to lack clarity of purpose, to be ineffective, to represent public libraries primarily, to offer few incentives to potential members or benefits to existing members. In the course of our work we identified a number of key areas in which CILIP must demonstrate its effectiveness and relevance to library and information specialists working in healthcare and beyond:

Education, CPD and Accreditation
If information professionals are to continue to practice, and indeed to expand their roles, do they have the necessary skills, competencies, aptitudes and attitudes? New ways of working and new roles require a reinforcement and expansion of traditional skills and the development of new skills. How this new learning is acquired impinges upon the work of the schools of library and information studies and on the role of corporate CILIP in CPD.

Core to our response to change in the profession is our strategy for education.
Corporate CILIP should consider whether greater emphasis should be given to CPD in health information and other specialist sectors, and how, in health, LIS staff might be trained alongside other health professions through student placements, sabbaticals or clinical or management attachments. Fundamentally the question is how best to develop generalists into specialists.

The idea that CILIP should refocus its interest in education away from first qualification to continuing professional development was seen as core role for a professional association in the twenty-first century. Again and again the individuals we consulted questioned whether membership of CILIP was regarded by others as a kitemark. Most believed that it wasn't and felt that as long as we cannot demonstrate the value of membership –or fellowship– to the outside world, so would the attraction of membership decrease.

In CILIP, the framework of qualifications steering group has undertaken a review of the skills and competencies needed by staff working in library and information services in the twenty-first century. The new Framework of Qualifications that it is developing must not only be compatible with the various structures being developed within the healthcare sector and the NHS in particular, but must also be seen to add value to those processes.

Research
If the profession is to become evidence-based then research skills must become a major element in CPD. We heard many examples of how librarians are taking on research roles alongside other healthcare professionals and also within the profession itself. The move to evidence-based practice has stimulated librarians both in the United Kingdom and abroad to examine the evidence base of our own professional practice. (Booth & Brice, 2004). 'The concept of professionalism requires that a practitioner remains in constant contact with the knowledge base that determines the content, nature and impact of their day to day activities.' (Booth & Brice, 2004, p.3).

Promotion and membership
Promoting the Institute to potential and existing members must be a core activity for CILIP. For existing members it was suggested that managed mentoring schemes would be attractive as would the opportunity to benefit from a package of career support structures: for example, career counselling from professionals at least once in their careers. There has been little overt recognition of the high proportion of women in membership and in the profession and how membership benefits might be better tailored to their needs (for example return to work packages of training combined with mentoring).

Leadership and advocacy
Leadership is a common issue across all LIS sectors and was regarded by those we consulted as a priority. Many of the people we spoke to thought that CILIP should be making an investment to prepare and support emerging leaders in the profession, such as the leadership program run by the National Library of Medicine in Association with the Association of Academic Health Sciences Libraries which prepares emerging leaders for director positions in academic health centre libraries (http://www.arl.org/olms/fellows/).

Leadership is also important in the context of the profession. The position of CILIP in the national consciousness must be promoted more aggressively and with greater clarity. Few at the workshop thought that CILIP made enough impact on the health library community and –more specifically– on the health sector in general, or the NHS in particular. There is a need for CILIP, the BL and MLA to be clear about which body leads on which issues.

The health libraries group – CILIP in healthcare?

We are pleased that CILIP is undergoing a process of fundamental review. We believe that the way forward involves a radical reassessment of the role of specialist Groups within CILIP. For health it is important that the relationship and roles of the Health Libraries Group (HLG) and corporate CILIP be clarified and that together they should act as an advocate to government, thus linking health LIS into the wider political agenda.

We recognise that within central offices in Ridgmount Street and the other national offices of CILIP, there are not sufficient resources to work effectively at policy formulation and implementation across all LIS sectors. It is therefore important that specialist groups are resourced and empowered to do this work on behalf of CILIP. Changes in attitude will be required of all parties. Only in this way do we believe that CILIP will attain the policy and advocacy presence it requires to be fully effective in the healthcare sector (and indeed other LIS sectors).

Addressing the skills agenda in healthcare and beyond

While we (the HEAG) have been looking at the health sector as an exemplar for the profession, other groups have also been examining the profession and professional qualifications. We took note of The Wider Information and Library Issues Project (WILIP) and the work of the Skills for Health, the sector skills council for the NHS, which has recently issued a set of national occupational standards covering informatics staff. The Skills for Health competencies draw heavily on the isNTO (Information Services National Training Organisation) library and information competencies, with additional units drawn up and agreed with active participation of NHS librarians UK-wide.

In the higher education library sector there has been concern that new skills and competencies are required in 'this complex world of blurred boundaries, partnership provision and constant change'. The Hybrid Information Management Skills for Senior Staff Project (HIMSS), funded by HEFCE, has studied the factors that affect the current and future supply of heads of information services.

Summary and conclusions

Our work and reading has identified quite clearly how the information landscape in health has changed over the past twenty years. Increasingly librarians are moving out of the library and into the workplace where they are working with other professions and other organisations in roles that bear little resemblance to the traditional hospital librarian of twenty years ago. These new opportunities require new skills and new attitudes which must be grafted onto the traditional skills we have acquired in information management and retrieval.

We have to recognise that for all users –whether academic, clinical, practitioner or patient– libraries are now a small part in the spectrum of sources used when information gathering. We can no longer insist that users tailor their information seeking behaviour to the highly structured systems that characterise libraries. We must instead recognise the influence of the chaotic web on the way in which information is presented and retrieved, and modify the way we design and deliver all aspects of library and information provision.

To support the new information professional, CILIP must also change its traditional way of working and must consider different ways to influence and promote the profession to employers and the public, and to educate and support Institute members through career trajectories that are radically different to those of the past. New alliances and strategic partnerships will be necessary if the broadening base of the profession is recognised. On the one hand we must ensure that the knowledge base of existing members is continually updated and on the other we must attract to membership new and differently trained individuals. Above all, we believe that CILIP must engage with the MLA and the BL in a regular process of environmental scanning.

The survival of the information profession –and of CILIP as a professional body– will be mirrored and enacted out at an individual level by thousands of information professionals, each seeking to identify their role and make their mark. The success of these individuals will, of course, reflect back into CILIP and the profession itself and will be an indication of how successful CILIP has been in optimising the position of the profession.

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Note:
The full report and recommendations can be found at
http://www.cilip.org.uk/aboutcilip/howcilipworks/structure/committees/executive/heagfinalreport.htm

New constitution for Architecture Librarians' Group

ARCLIB annual conference, Chester 14-16 July 2004
Retaining walls? – Contemporary challenges for architecture and construction librarians

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The Architecture Librarians' Group (ARCLIB) held its annual conference at Chester College in July. It was attended by some thirty librarians from the UK and the Republic of Ireland. Speakers included Peter Brophy of CERLIM, Kaye Bagshaw from Leeds Metropolitan University, Kjersti Lie from the Norwegian University of Science and Technology and Valerie Stevenson of Liverpool John Moores University. During the conference delegates visited St Deiniol's Residential Library in Hawarden and the village of Port Sunlight. ARCLIB was formed in 1988 by a small group of librarians working in university schools of architecture in order to share good practice. The group was formally constituted in November 1990 and the constitution agreed by a general meeting of members in April 1991.

The objectives of ARCLIB are:

- to provide a forum for the exchange of experience, the development of ideas and the dissemination of information pertinent to the practice of librarianship within schools of architecture
- to act as a pressure group with respect to information providers within the commercial, professional and educational communities
- to promote an awareness of libraries as information sources within architectural education and training
- to support the activities of, and cooperate with, organisations wherever situated, having similar objectives.

When ARCLIB was founded it was seen as primarily a forum for librarians working in university schools of architecture but over the years architecture librarians, like others, have taken on responsibility for many different areas of work and schools of architecture have expanded their courses. It seemed appropriate that at this year's conference with its theme of looking beyond the walls we should vote to amend the constitution to encourage librarians working in related fields to join ARCLIB as full members. The amendment, which was to extend membership to 'individuals working in library and information services which provide support to courses in architecture, planning or the built environment', was unanimously approved by members at the annual general meeting.

ARCLIB welcomes new members and details can be found at http://www.arclib.org.uk
Next year's conference will be an international one to be held in Dublin from 13 to 15 July. ARCLIB has strong links with architecture librarians in Italy, Norway and the Netherlands and hopes to build on and extend those links over the coming years.

In memoriam

This note pays tribute to two distinguished Librarians who, in different ways, played a major part in SCONUL during their professional lives, and it is fitting that they should be linked in this tribute, having died within weeks of each other late last year.

Ogilvie MacKenna

Robert Ogilvie MacKenna (University Librarian at Glasgow University 1951-1978), who died in December 2004, was a graduate of the University. He graduated in classics, though in a typically self-deprecating way, said that the reason he got a First was that the weather was too bad to play cricket and the only alternative was revision. His cultured and wide knowledge of literature and music remained with him to the end. He won several caps for Scotland at cricket and retained a keen interest in sport and the University's athletic union throughout his life. Following naval service during the war, he returned to Glasgow in 1951, after spells at Leeds and as Librarian of King's College, Newcastle.

His achievements at Glasgow were threefold. He was one of the first librarians in the university sector to develop a coherent policy of reader service and to adopt the concept of user-focused libraries. In the new library this manifested itself in a system of subject divisions, bringing books, readers and staff together in what were essentially subject libraries within a centralised library. Although much modified now in detailed practice, the 'MacKenna ethos' is still talked of with approbation. The new library itself, built as a high-rise building on a constricted site, was a key achievement, in planning since 1953 and opening in 1968. Though never fully completed to his original plan, it still remains an effective and functional library, and also architecturally striking without challenging the original Gilbert Scott buildings of the University on the Glasgow skyline. In a clear demonstration of his views on user service, every member of staff moved to a new job when they came to the new library, creating a new and improved service at a stroke. His third achievement was the nurturing of staff in a variety of ways. He was an early adopter of the concept of trainees, and Glasgow was always a popular destination because of the quality of training pro-

vided. More publicly, a strikingly large number of his staff went on to become university librarians throughout the UK and beyond. Amongst present SCONUL representatives, Margaret Coutts at Leeds, Robert Butler at Essex and the present author follow in a distinguished line which included Ian Mowat (Edinburgh), Jimmy Thompson (Birmingham), John Simpson (OU), Peter Hoare (Nottingham), Elizabeth Rodger (Sussex), Maurice Line (BL) and Fred Ratcliffe (Cambridge). All those who worked with him remember him with great affection.

Ogilvie MacKenna also has a place in SCONUL history. While at Newcastle, then in a chronological sense the junior of the two divisions of the University of Durham, and aged only 38, he was one of a small group of librarians which discussed the setting up of SCONUL in 1950, and signed the invitation sent to all university, national and some other libraries to its inaugural meeting. At that meeting, incidentally, the membership successfully insisted that the subscription should be raised from the ten shillings and sixpence proposed to one guinea! He applied the same 'change management' principles to SCONUL as he had shown at Glasgow when he became chairman in 1967, initiating a thorough review of its future development, designed to improve its ability to act as the authoritative voice of research libraries in the UK, and emphasising the importance of the national libraries to the overall research library environment. It was he, too, who initiated a survey of periodical price rises and the reporting of the results to the then Committee of Vice-Chancellors and Principals, pioneering the work which led to the library data now published in the HEPPI database and the tradition of engagement with national higher education bodies. His contribution at national level was as important as that at Glasgow.

Michael Smethurst

One obvious omission from the list of staff above was the name of Michael Smethurst, Librarian at Aberdeen University from 1972 to 1986 and at the British Library from 1986 to 1996, and who was also Deputy Librarian at Glasgow from 1999 to 2002, who died in October 2004.

Mike's career was an unusual one in that he started as a teacher, coming into librarianship as tutor-librarian at Bede College in Durham, and moving to Newcastle when that university was 'the' place for library automation. Later, he would talk with affection of nights spent in the computing laboratory working with data on tapes which could only be processed out of normal hours. It was a substantial move from the small Institute of Education at Newcastle to the library at Glasgow, but one which he accomplished smoothly. He complemented MacKenna perfectly, sharing his focus on service to users, while bringing a practical knowledge of new developments to the library's thinking. The two understood each other particularly well and remained great friends thereafter. His ability to get things done was a characteristic of his time there, and was to be demonstrated in both his following posts.

His influence at Aberdeen was dramatic. The library in 1972 operated on very traditional lines, and he changed the character of the service completely. He created a new reader services division and gradually built up a team of subject librarians, establishing strong links with academic departments and developing new user-focused services. His knowledge of the possibilities of IT in library work led to the introduction of automation both to circulation and to the production of an automated catalogue in a phenomenally short time. Behind all this was a constant interest in ways in which the services could be improved and the efficiency of library operations increased. He was full of ideas: the trick was to identify those which were really brilliant. Tradition did not set the agenda, and ideas could be tossed around in an open and objective way. Working with him was challenging, but fun. As with MacKenna, he was responsible for a new library, made in this case more difficult by the fact that it had to take the form of a major extension to a building which though relatively modern, was designed in a relatively inflexible manner. Despite these, the resulting library became an effective service to its users.

At Aberdeen, his political skills had been fully demonstrated in his relations with university senior management and his ability to work committees, tempered in sometimes difficult situations. These were to serve him well in the final stages of his career at the British Library, where he held a succession of senior posts, finally retiring in 1996. Here he had to cope with the very different ethos of the civil service world, both in terms of staff and operational changes and in the most difficult period of the development of planning for, and the construction of, the new building at St Pancras. The nature of this project, with arms-length management of construction by the Property Services Agency, made his task

an extremely difficult one. He exercised his roles as a key bridge between the library and the other agencies involved, and between management and staff at a time of considerable financial stringency, with considerable skill and tenacity. The fact that the British Library building is regarded so highly now by its users is to a large extent due to the manner in which Mike Smethurst handled this critical stage in its development, while maintaining and developing services.

Given his experience, it was hardly surprising that Mike Smethurst rose within SCONUL to become its chairman in 1984. What was unusual was that he returned in 1989 for a year to fill a gap, indicating the esteem in which he was held by his colleagues. His strength in committee work was matched by his collaborative mentality, and he was a strong proponent of partnership working between university and national libraries, and this was a theme of his time as chairman of the organisation. This was extended to the international arena, and led to strong engagement with the Research Libraries Group, on whose Board he sat, and the Consortium of European Research Libraries. After retirement, he continued to contribute, most notably as chairman of the expert panel advising the Heritage Lottery Fund on library, museum and archive matters.

On a personal level, a man of great kindness, Mike was also a highly cultured individual. He was a skilled painter, whose Christmas cards were always welcomed by friends, and was heavily involved in the arts in Aberdeen during his time there, with a strong interest in music as well as literature, his original discipline. He is missed by friends and remembered by colleagues for his substantial contribution to the development of libraries, both nationally and beyond, in the last decades of the twentieth century.

Tom Graham

News from SCONUL

(culled from SCONUL's recent e-bulletins of news)

Joint response by CURL and SCONUL to the House of Commons Science and Technology Committee report on scientific publications

Following their joint submission of evidence to the Committee, CURL and SCONUL made a joint response to the report of the Science and Technology Committee on scientific publications. The response (page 45 of the Committee's report at http://www.sconul.ac.uk/news/scitechfinal/HC%201200%20Responses%20to%20SP%20crc%20final.pdf) welcome the recommendations of the Committee, which encourage wider dissemination of the results of scientific research. The joint response was prepared by the new group on scholarly communications serving both CURL and SCONUL which held its first meeting on 30 September 2004. Its members are Stephen Pinfield (Chair) (Nottingham), Paul Ayris (UCL), Tom Graham (Newcastle), Elizabeth Heaps (York), Tony Kidd (Glasgow), Di Martin (Hertfordshire), Paul Sheehan (Dublin City), Hazel Woodward (Cranfield) + Fred Friend (JISC) and David Prosser (SPARC Europe), both coopted. Secretary: Toby Bainton pending the appointment of the new CURL Executive Secretary.

RAE: another report from the House of Commons Science and Technology Committee

The tireless Science and Technology Committee published on 23 September their report on the Research Assessment Exercise http://www.publications.parliament.uk/pa/cm200304/cmselect/cmsctech/586/586.pdf
SCONUL librarians will be glad to see the Committee's insistence that the title of the journal in which a publication appears should not, in itself, be regarded as a surrogate measure of the quality of the research. (Recommendation 7, p.42: 'It is not acceptable for peer review panels to rely on the place of publication as a guarantee of quality. We recommend that HEFCE instruct panels to desist from this practice for RAE 2008 and ensure that panels are sufficiently large and well staffed to make informed judgements about the quality of

the submissions.' Paragraph 42 of the main report expands this point.

e-theses down under

The Australian Digital Theses Program (http://adt.caul.edu.au) is to be upgraded and expanded to form an online directory of all research theses and dissertations. A press release from our sister organisation in Australia is at http://www.caul.edu.au/

SCONUL: new health libraries group

The scholarly communications committee is not the only one to have undergone changes over the summer. SCONUL's former Advisory Committee on Health Services has been stood down, with thanks for all its work at a critical interface. It has been replaced by a smaller group with the intention of engaging the National Health Service at a strategic level: no easy task. The members of the new group are Judith Palmer (Chair) (Oxford), Sheila Cannell (Edinburgh), Margaret Haines (King's College London), Kath O'Donovan (Sheffield), Christine Stockton (Chester), together with Chris Bailey (Glasgow, SCONUL Chair's nominee).

Teaching and learning issues for libraries and information services

Coordination on the teaching and learning front is provided by reciprocal representation between the relevant committees of SCONUL and UCISA (Universities and Colleges Information Systems Association). Further cooperation takes place with the Association for Learning Technology. In October a 'coordination summit meeting' took place between officers of all three bodies to assess the best ways of working together to support our members.

Freedom of Information Act guidance from JISC

The JISC Legal Information Service and Dundas & Wilson have produced some guidance documents which, though aimed principally at Scottish further and higher education institutions, will have wider interest in the UK:

Freedom of Information and Intellectual Property Rights
http://www.jisclegal.ac.uk/publications/foidundaswilsonipr.htm

Freedom of Information and the Public Interest Test
http://www.jisclegal.ac.uk/publications/foidundaswilsonpublicint.htm

Freedom of Information and Contracts/Procurement
http://www.jisclegal.ac.uk/publications/foidundaswilsoncontracts.htm

Specialist corner: the Linnaeus Link Project

This international project aims for an online union catalogue of material relating to the eighteenth-century Swedish scientist Carl Linnaeus and his students. Information is at www.nhm.ac.uk/library/linn

SCONUL staff: new accessions

Carme Abelló started work in the SCONUL office on 6 September and will be with us while SitMui Ng is on maternity leave. SitMui's new son Tyler was born on 7 September. All three mentioned here are doing well!

The SCONUL Vision

A SCONUL team has developed a vision for the future of our member libraries. This process has been followed before, and previous predictions have proved remarkably accurate. The latest Vision looks forward to 2010 and can be found at http://www.sconul.ac.uk/pubs_stats/pubs/vision%202010

SCONUL Advice note: JISC Plagiarism Detection Service

This month our Advisory Committee on Access to Information Systems and Services has issued an advice note about the Plagiarism Detection Service.
See http://www.sconul.ac.uk/activities/info_systems/papersAdvice%20Note%20on%20the%20JISC%20Plagiarism%20Detection%20Service.doc

Journal prices: LISU study

The Times higher education supplement for 15 October carried on p2 a piece on journal price increases, based on a LISU publication commissioned by Oxford University Press, 'Scholarly journal prices: selected trends and comparisons', which can be found at http://www.lboro.ac.uk/departments/ls/lisu/pages/publications/oup.html
It makes for interesting reading.

SCONUL signs Geneva Declaration

SCONUL has signed the Geneva Declaration, which is aimed at the World Intellectual Property Organisation. This powerful UN body drafts all the international copyright conventions, and in the past has been much concerned with increased protection of copyright. The new Declaration urges WIPO to take more account of users of copyright material and to attend to the needs of information-poor countries. The text of the Declaration is at http://www.cptech.org/ip/wipo/genevadeclaration.html

INSPIRE: new partnerships manager

Sally Curry has been appointed the new national partnerships manager for the INSPIRE project. She will be coordinating between regional access schemes, working towards a UK-wide offering for non-traditional library users, helping them to make use of the most appropriate library collections. Sally started work on 1 December and is based at the Robinson Library University of Newcastle-upon-Tyne. Sally is an employee of SCONUL in a post funded from several sources. Jon Purcell of the University of Newcastle has been appointed to the INSPIRE steering group.

Frye Leadership Program

For the third year running, SCONUL and our sibling organisation UCISA have each been invited by Educause to nominate a candidate for the Frye Leadership Program. To quote the Frye Institute's briefing. 'This program is designed for those in higher education who aspire to more significant leadership roles, including disciplinary faculty, librarians, information technology professionals, and administrators... Individuals who possess strong leadership ability and a profound interest in contributing to higher education at its top administrative levels are sought for this selective program. See also www.fryeinstitute.org. For information about Educause see www.educause.net.' After a brief selection process, SCONUL's Executive Board has nominated Richard Wake, Deputy Librarian at Southampton University Library, for a place on the Program. If successful in the competition for places judged by the Frye Institute itself, Richard will benefit from a grant from JISC to enable him to attend the Program taking place at Emory University, Georgia, in 2005. In 2004 Maggie Fieldhouse, Deputy Librarian at the University of Sussex Library, successfully followed the course.

UCISA has chosen Andrew Gregg, Assistant Director (Corporate Information and Infrastructure Services), University of Ulster, as its nominee this year.

British Library regional programmes

Regional and Library Programmes at the British Library, under new strategic arrangements, have moved away from project-based funding to a managed and targeted programme in support of the Library's chosen markets. As a result the Concord (library and cooperation) website was closed on 19 October and related material can now be found at http://www.bl.uk/about/cooperation.html

New for records management

JISC Infonet has launched an 'applied infoKit' developed by Cimtech at the University of Hertfordshire. It is designed as a best-practice guide for institutions considering an Electronic Documents and Records Management project. The aim is to provide records managers and other information professionals with a 'one-stop shop' for impartial and practical advice, free from vendor bias and specific to further and higher education. An online version is at http://www.jiscinfonet.ac.uk/InfoKits/edrm

Widening participation and fair access: research

HEFCE has just published its revised research strategy for widening participation and fair access. It naturally includes a concise summary of the issues faced by higher education generally in that area. The document is at http://www.hefce.ac.uk/pubs/hefce/2004/04_34/

New SCONUL publication

Published in November: *Learning outcomes and information literacy*, a study of connections between information literacy and institutional learning and teaching strategies. A work to support practitioners, it supports SCONUL's aim of sharing good practice, and consists largely of case studies in six UK universities. This 70-page printed publication was designed and commissioned by SCONUL's Advisory Committee on Information Literacy and supported and produced by the Higher Education Academy. Free copies are being posted to SCONUL members.

Brussels report

The European Commission's insatiable interest in publishing and related matters is about to focus on the 'public domain'. As usual it's difficult to foretell what the agenda might be but this is a field where SCONUL will be expressing its views as soon as consultations begin. Meanwhile, not to be outdone by the UK's House of Commons, the Commission has set up an investigation into the scientific publications market in Europe, to be carried out in two universities and to report next year. We have been feeding evidence to the investigators. The proposed 'tidying up' of copyright legislation seems to be on hold until the Commission sorts itself out following the recent political changes. For that exercise SCONUL, and our usual allies, have stressed the inconsistencies between the copyright and database directives.

New accession to SCONUL archives

Warwick Price, recently retired from heading the library at the Dublin Institute of Technology, has kindly presented SCONUL with two bound volumes of the early records of one of our predecessor societies, COPOL (the Council of Polytechnic Librarians), spanning the years 1969 to 1987, and beginning with the minutes of the founding meeting at Sheffield Polytechnic almost exactly 36 years ago.

CURL/SCONUL digest of scholarly communication news

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This is taken from the CURL/SCONUL Digest of Scholarly Communication News of December 2004. This online newsletter (supplied to SCONUL representatives in member libraries) is a service provided by the CURL/SCONUL Group on Scholarly Communication for internal distribution to staff of library and information services in SCONUL institutions.

The Group also encourages the use of the 'Digest' to inform academic staff within universities in the UK and Republic of Ireland of developments in scholarly publishing.

1 Responses to UK parliamentary inquiry

Six documents in response to the Report on Scientific Publications (HC 399) were published as HC 1200, together with comments by the Science and Technology Committee on the responses received. Ian Gibson MP spoke at the SCONUL Conference on the day of publication and expressed the Committee's disappointment with the negative tone of the Government Response, which incorporated some positive points from JISC but was largely dismissive of open access journals and promised no practical support for repository development. The input from the Department of Trade and Industry (DTI) into the Government Response sounded like an echo of the views of the major publishers. However, the hope is that the developments recommended in the Science and Technology Committee Report will continue. JISC is maintaining its support for both repository development (through a new Repositories Programme) and for open access journals (good quality bids have been received for the second

round of funding for publishers moving to open access.) Research Councils UK is continuing to develop its new publications policy, apparently with support from Lord Sainsbury. And repository development continues within many universities. In his address to SCONUL Ian Gibson MP spoke of the important role the library community has in supporting change in scholarly communication, and there will be an opportunity to lobby MPs once the date of the parliamentary debate on scientific publications is announced. The CURL/SCONUL Scholarly Communication Group will be producing a lobbying document for use with local MPs. Meanwhile the DTI, perhaps now concerned about its image, has set up a group to look at relationships with librarians and publishers.

2 JISC/SURF collaboration

JISC and SURF have worked together in the past, but the partnership has moved to a new stage of collaboration with the announcement of a new agreement between the two organisations. The agreement builds on a series of joint activities over the last two years, such as the development of UKLight, now linked with NetherLight (currently contributing to the creation of an international experimental testbed for optical networking), the formation of the Zwolle Group (leading on issues of international copyright and intellectual property rights), and collaborative work between CETIS in the UK and SURF SiX (the expert group that improves knowledge and use of learning technology specifications within the Dutch higher education sector). The agreement will have immediate impact in the following key areas: sharing of information to contribute to the strategic development of both organisations; a commitment to knowledge networks and the further development of joint innovation programmes.

3 Scottish declaration on open access

An influential gathering of university principals and other senior university staff, representatives from Universities Scotland, the Scottish Higher Education Funding Council (SHEFC), other research funders, and the Scottish Executive met in Edinburgh on 11 October to launch the Scottish Declaration on Open Access (http://scurl.ac.uk/WG/SSISWGOA/declaration.htm), drawn up by SCURL (Scottish Confederation of University and Research Libraries), the National Library of Scotland, the Scottish Library and Information Council, and the Centre for Digital Library Research. Since that date, almost all universities in Scotland have signed the Declaration, which commits them to set up institutional (or joint) repositories, to 'encourage, and where practical, mandate' researchers to deposit their work in the repositories, and to review their intellectual property policies. The Declaration encourages funders to mandate self-archiving, following in the footsteps of the Report on Scientific Publications, and also to make provision for publication fees where this leads to open access. SHEFC is reviewing its policies in this area and may also sign the Declaration shortly. Moves are afoot to ensure that all Scottish universities have access to a repository (a number are in operation already), and to press forward with the culture change in favour of open access, which is now high on the agenda for senior management in many Scottish universities.

(Frederick Friend thanks Tony Kidd for supplying the text of this item.)

4 Italian universities sign Berlin declaration

At a meeting in Messina on 4 November the Rectors or Rectors' representatives from 31 Italian universities and a leading research agency signed the Berlin Declaration in support of open access. Credit for this commitment goes to the Italian library community, who have talked on a one-to-one basis with senior people in their local academic communities. The Italian decision also owes a lot to the UK Parliamentary Report and the work of JISC, developments which have helped senior figures in Italy to see the political importance of open access and its feasibility. Some Italian universities already have repositories up and running and more will follow as a result of this public commitment. They also wish to work with Italian publishers on the development of business models which suit the local environment. The Italians deliberately chose to use the Berlin Declaration as a vehicle for their support of open access as they wish to link their developments with those in other European countries. Web-site : http://www.aepic.it/conf/ .

5 Surf also signs Berlin declaration

On 1 December SURF also signed the Berlin Declaration, signalling its intention to support and promote open access. According to Prof. Dr. Wim Liebrand, the SURF Director, 'Information arising from publicly financed research is a public resource that should be available to everyone'. SURF began its support for open access in 2003 with the DARE Programme, an initiative to set up repositories in Dutch universities. SURF has also

worked closely with publishers, for example in promoting scholarship-friendly copyright developments through the Zwolle Group.

6 Improved access to journals through Irish libraries

The Conference of the Heads of Irish Universities (CHIU) Librarians' Group has announced the completion of the first phase of the Irish Research Electronic Library (IReL) Initiative. Under this national initiative, jointly funded by Science Foundation Ireland (SFI) and the Higher Education Authority (HEA), researchers in Irish universities will have access to the contents of a wide range of electronic journals via their library web sites. The scheme, negotiated by the CHIU Librarians Group, provides the contents of electronic journals in the fields of biotechnology and information and communications technology, which form the focus of research by the teams of SFI Investigators in the country.

The first phase of the scheme provides access to the electronic content of eleven major publishers of science periodicals and approximately fifty other individual e-journals, involving a total of 2,000 individual titles. The selection of these journal titles follows a polling exercise to identify the journals 'most wanted' by the SFI research community. The second phase of the project is now under way and this will deliver the contents of an additional 850 titles to further support higher education research activities across the country. Journals such as *Nature, Science, Scientific American*, in addition to publisher packages from the Institute of Physics, Blackwell, Springer, the Institute of Scientific Information and the Institute of Electrical and Electronics Engineers titles, to mention a few, will be made available electronically over the next number of months. The two funding authorities are committed to providing €4.5m annually to 2008 in support of the project. Under the partnership between the SFI and HEA, existing subscriptions are maintained by individual libraries while new subscriptions are provided from the earmarked resources for those not already subscribing.

7 US congress re-affirms support for NIH proposal

The US Congress has again affirmed its support for the National Institutes of Health to enhance public access to NIH-funded research information. This support was expressed via comment in the Conference Report accompanying the FY 2005 Consolidated Appropriations Act, legislation that includes nine appropriations bills. The conference report language restates the NIH proposed policy of making research articles based on NIH funding available to the public free of charge. These articles would be publicly available via in PubMed Central within six months after publication in a peer-reviewed journal. The language also requests that NIH provide an annual cost accounting for implementing this policy as well as work with publishers of scientific journals to maintain the 'integrity of the peer review system.' The Appropriations Bill now goes to the President to sign.

8 Google Scholar

Google has unveiled a search engine called 'Google Scholar' that focuses on academic materials. The new search engine limits its results to 'scholarly literature such as peer-reviewed papers, theses, books, preprints, abstracts, and technical reports,' according to a company statement. Google officials say they have the cooperation of a broad range of academic publishers and other content suppliers, including OCLC's WorldCat and some US universities (probably offering repository content). Google Scholar searches the full text of most of the documents it indexes, but in some cases the results point to articles or texts that can be seen only for a fee or with a subscription. In most such cases, users can see a free abstract of the article to decide whether they want to buy it. Perhaps the greatest value of Google Scholar, however, may prove to be in enabling efficient searches of open access content. Google staff are being coy about how they determine exactly what material counts as scholarly, or how Google Scholar decides which results are more relevant than others. Unlike most scholarly databases, Google Scholar does not allow users to customize searches or limit the kinds of results they receive. Some features for narrowing searches will be added in the future. It is likely that Google has introduced the new services to maintain its lead in the competitive search-engine business.

9 Thomson scientific consider new repository citation service

Thomson Scientific is investigating the possibility of establishing a new citation service for content in institutional repositories. If developed the new service would be in the same format as Web of Science, providing links and citation data at article level for open access content. The aim is to provide an index to high-quality content whether subscription-based or open access. Thomson Sci-

entific see this new development being of value to repository managers in providing another reason why authors should deposit content in repositories, awareness of citations being so important to authors. Discussions are taking place with repository managers about how the new service might be set up with their collaboration.

10 Stanford encyclopaedia of philosophy

For some time discussions have been underway to create a new business model for the Stanford Encyclopaedia of Philosophy and enable its publication to continue as a free and open resource. The new business model is a partnership open access model, whereby institutions world-wide where the Encyclopaedia is used for teaching and research collaborate to provide endowment funding. ICOLC and SPARC have led the way in enabling this new business model to get off the ground and recently the first seven consortia and institutions in four countries announced their support. JISC is currently establishing the value of the Encyclopaedia to the UK academic community. The Encylopaedia's editor, Ed Zalta, believes that the publication is of value beyond the philosophy community and his view appears to be borne out by the use data from the Stanford server (not the Leeds mirror server) he has made available at http://leibniz.stanford.edu/cgi-bin/library/usage.cgi .

House of Commons Science and Technology Committee Tenth Report of Session 2003-04, *Scientific publications: free for all?* (HC399-1)

A response from CURL and SCONUL

The joint CURL/SCONUL position

1 This response to the Select Committee report on scientific publications (*Scientific publications: free for all?* HC399-1) is issued jointly by the Consortium of University Research Libraries (CURL) and the Society of College, National and University Libraries (SCONUL).

2 CURL and SCONUL welcome the publication of *Scientific publications: free for all?* and strongly support the general thrust of the report's recommendations. We believe the recommendations have the potential to make a significant contribution to the development of the UK Knowledge Economy by improving research communication, enhancing knowledge transfer and increasing public access to scientific information. We look forward to a positive response from Government, and a speedy implementation of the recommendations by all relevant bodies. The Joint CURL/SCONUL Scholarly Communications Group and member institutions of CURL and SCONUL are keen to work with Government and other key stakeholders over the coming months to implement the report's recommendations.

3 We have summarised our comments below under a number of key headings. We have concentrated on the recommendations which we believe are most likely to lead to major improvements in the impact and effective dissemination of scientific research results.

Access to information

4 We believe that publicly-funded research should be publicly available. We see our role within our organisations, nationally and internationally, as encouraging and facilitating the widest possible access to relevant information for research, learning and teaching in UK universities and elsewhere. We therefore support general recommendations in the report that relate to the aim of making scientific information more easily accessible (for example 2, 7, 8, 10, 11). We also endorse the view that this is an international concern, noting that the Committee's report has generated great interest worldwide, and that there is an opportunity, if recommendations are implemented quickly, for the UK to exercise a leadership role, and at the same time increase the impact of UK research (3, 53).

The scientific journals market

5 We share the Committee's unease at the current workings of the journals market, and support recommendations on profit margins (17, 26), bundling of subscriptions (20-22), and transparency of costs (27-28). In particular, we support the recommendation (33) that the Office of Fair Trading conduct a biennial review of the state of this idiosyncratic market, with special reference to the impact of mergers and acquisitions, and of bundling deals. We agree that it may be necessary to look again at the available methodologies and statistics for measuring trends in journal prices (16). We are keen to work with the OFT and other stakeholders on this issue.

Institutional repositories

6 Self-archiving in institutional, or subject, repositories is one important route towards opening up access to the UK research output (42-58). Recommendation 44 (making the deposit of articles resulting from Government-funded research mandatory) is particularly important and welcome. We believe this recommendation would cost very little to implement and it would transform the availability of scientific literature in the UK. Universities and research institutions would quickly see the benefits, and the minority of publishers that do not permit this at present would find it prudent to change their policy, given the international spread of similar arrangements (for example, current discussions involving the National Institutes for Health in the USA).

7 We welcome the recommendations relating to institutional repository initiatives such as SHERPA. In particular, we welcome the recognition of the requirement for further funding (43, 55) and the need for co-ordination and standardisation (56). The exact form to be taken by a repository co-ordinating body will require detailed discussion among relevant stakeholders (including JISC and the Research Libraries Network). We believe that the expanded digital repositories programme being sponsored by JISC in the coming months could provide a basis for such co-ordination. Many CURL and SCONUL member institutions have already set up institutional repositories or are committed to doing so, and would welcome further co-ordinated initiatives of this sort to help ensure that local developments move forward in line with a coherent national strategy.

Intellectual property rights (including copyright)

8 Universities are taking a greater interest in the broad question of intellectual property rights (including copyright), and we welcome the Committee's contribution to this issue (49-51). Restrictions on copyright should not be allowed to inhibit researchers from self-archiving their research papers and other research output. Exclusive rights do not need to be transferred to publishers in order for them to publish a paper. We support the recommendation (50) that Government funders should mandate their funded researchers to retain copyright (or, we suggest, should at least not allow them to transfer exclusive rights to publishers). Some publishers already do not require exclusive rights to be transferred to them and operate like this without any practical problems. We therefore recommend that Government should implement such a policy without delay.

Open-access journals

9 Another additional and important route towards increased availability of research output lies in open-access journals funded by publication charges. We recognise that these cannot be promoted in the same way as institutional repositories. It is not feasible or sensible for funders to require researchers to publish only in open-access journals. There would need to be a massive rise in the number of open-access journals before such a move could be envisaged. Nevertheless, we believe that the development of open-access

publishing should be encouraged. We, like the Committee, support initiatives from organisations such as JISC to pump-prime open-access journals (70) whilst recognising that this must be a transitional stage. We welcome recommendation 64 in particular, encouraging the Research Councils and other research sponsors to set up funds that can be drawn on for publication charges. As publishers change their business models, such charges should come to be seen as a normal part of the costs of carrying out and disseminating research. In this context, we support the commissioning of independent research on publication costs (60). We also support the Committee's view that peer-review is an essential feature of scientific publishing and should not be compromised as business models change (66).

Learned societies

10 We recognise the importance of the role played by learned societies within the scholarly communication process, and understand that some societies have concerns relating to open-access publishing (69). Others are already pushing forward in this direction and should be encouraged to share good practice. We would welcome continuing open dialogue with society publishers, as well as increased resources from JISC to enable transition funding, as mentioned in the previous paragraph. We also recommend that a study be undertaken to map and evaluate the options for learned societies in an open-access publishing environment.

'Free rider' issue

11 CURL and SCONUL note the 'free rider' issue (68) and suggest that a study be undertaken to ascertain the significance of commercial and industrial subscriptions to the turnover of commercial publishers. CURL and SCONUL also note that the DTI has established an Academic Publications Forum in the wake of the publication of the report and suggest that this new body could be tasked with undertaking this activity. The results of the work should then be fed into the ongoing debate about the viability of open-access publishing models.

VAT

12 We welcome the Committee's recognition of the anomaly resulting from differential VAT rates (30-31). We strongly support the exemption of educational institutions, including their libraries, from liability to VAT on digital publications (31). Like the Committee, we see no obstacle in principle – nor indeed in law – to applying the zero rate in the UK to digital publications, since the VAT Act refers in Group 3 to 'newspapers, journals and periodicals' without reference to their format. We agree that a change in the way VAT is applied is an urgent need, and we favour exemption for educational institutions as the solution most likely to be quickly implemented.

Library budgets

13 We welcome the recommendation that the Funding Councils commission a study on library funding (35), and establish a code of good practice (36). However, we would observe that although budget increases are important, and indeed necessary in order to provide the level of information service required within our universities, we do not believe that the level of library budgets is the root cause of the present scientific publications crisis. US university libraries, for example, are on average very much better funded than their UK equivalents, but still strongly advocate the implementation of major changes in scientific publishing. Addressing the issue of inadequate library budgets should not be seen as an alternative to addressing the fundamental structural problems in scientific publishing dealt with in this report.

British Library (and other legal deposit libraries)

14 We strongly endorse the report's recognition of the importance of the role of the British Library, and of the other legal deposit libraries, relating to document delivery (5), repository provision (46), and particularly digital preservation (76-81).

Research Libraries Network

15 We look forward to the launch of the Research Libraries Network as a stimulus towards increasing co-ordination and provision in the area of scholarly communication and publishing.

Research Assessment Exercise

16 The report's final recommendation relates to the RAE (should be 83, but omitted from the list of recommendations). We share the Committee's view that it would be very helpful for the Funding Councils to remind panels that it is the quality of the individual article that is important in assessment, not the impact

factor of the journal where it is published. Even more importantly, documentation and publicity should make this clear at the 'research grass-roots' level, as the perception is widespread that the journal's impact factor is what counts in determining RAE outcomes, even when panels may in fact be correctly carrying out current RAE policy.

Conclusion

17 CURL and SCONUL welcome the publication of the Science and Technology Committee report and are keen to work with Government and other stakeholders to implement the report's recommendations. We look forward to building on work already carried out by CURL, SCONUL, and their member institutions (as well as other agencies) in order to enhance this important component of the developing UK Information Society.

Appendix

CURL, Consortium of University Research Libraries

Established in 1983 to bring together the larger research-based university libraries in the United Kingdom and Ireland, CURL has grown from a fairly informal grouping of seven university libraries into a strong, nationally and internationally recognised partnership of 25 major research libraries participating as full members, including 22 major university libraries and the UK's three national libraries. CURL's mission is to increase the ability of research libraries to share resources for the benefit of the local, national and international research community. More information is available at www.curl.ac.uk.

SCONUL, Society of College, National and University Libraries

SCONUL, founded in 1950, is an association representing the heads of library and information services in all universities, and most colleges of higher education, in the UK, together with the directors of national libraries. (SCONUL also represents their counterparts in Ireland, and its membership includes the CURL libraries). By sharing good practice, and facilitating collaborative schemes for the benefit of library users, SCONUL (www.sconul.ac.uk) promotes excellence in its constituent library services.

House of Commons Science and Technology Committee, Tenth Report of Session 2003-04, *Scientific Publications: free for all?* HC399-1 – http://www.publications.parliament.uk/pa/cm/cmsctech.htm

SCONUL Autumn Conference 2004

Making the most of it: library finances in a changing environment

Monday 8 November 2004. British Library

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Library finance, often the lack thereof and the means to make a little go a long way were the underlying themes of the 2004 SCONUL Autumn Conference. The conference organisers, with admirable perspicacity, arranged for Dr Ian Gibson, MP, Chairman of the House of Commons Science and Technology Committee to be a keynote speaker on the very day that the S&T Committee asked the Government to 'reconsider its position' on scientific publications after it released an obstructive Response to the much waited Committee Report published in July 2004. In a combative performance, Dr Gibson offered a wide ranging critique of the Government's response, correcting many of the 'official' objections to the report's recommendations and indicating that the battle was far from over to change government perspectives on VAT on e-journals, open access, institutional repositories and the current economic basis of journal publishing.

Dr Gibson was particularly scathing about the attitude of the Department of Trade and Industry, which he felt was unbalanced and unhelpful. He believed their input to be a poor example of evidence-based decision-making and he disapproved strongly of what he saw as attempts by the Government to dilute the input from the Joint

Information Systems Committee (JISC) which was supportive of the Committee's recommendations.

A way forward?

Dr Gibson was adamant that the Science and Technology Committee would continue the battle. In particular he foresaw the following developments:

- The Wellcome Trust's 'funderpays' model would be a major influence on other major research funders
- UK/US collaboration especially with the extension of BioMed Central to Europe
- An impending European Commission enquiry into scientific publications in which the UK should both lead and have a major input
- Further S & T Committee action and deeper collaboration with JISC
- Further develop and promote the success of institutional repositories to rebut unfounded criticism.

Dr Gibson's session concluded with a lively question and answer session in which he challenged librarians to provoke wider discussion about scientific publishing, disseminate information to MPs, widen the debate within universities and challenge the status quo.

After Dr Gibson's brainstorming performance, the second speaker, Sir Ron Cook, Chair of JISC, had the difficult task of responding to his previous comments, identifying areas where JISC and the Science and Technology Committee agree, supporting the need for JISC to interact closely with the S & T Committee and to reinforce the JISC's contribution to interoperability, security, discoverability and accessibility

In a wide ranging and informative overview of actual and proposed JISC activities, Sir Ron began with the Follett Report's vision of the 'library of the future' and indicated that via metadata services, middleware accessibility protocols, portal developments, digital curation and open archives initiatives, JISC had made the Follett 'future' happen in reality and via present and planned activities aimed to provide world class leadership and innovation in the use of ICT in further and higher education and research. As part of JISC 'future proofing' SCONUL were invited (or challenged) to devise an annual list of priorities for JISC

The third of the morning's sessions speakers was Caroline Pung, head of strategy and planning at the British Library. She gave a fascinating although sometimes technical account of how the BL set out to measure the economic impact of the institution. The answer (after a lot of economics!) is that for every £1 of public funding received by the BL, some £4.40 is generated for the British economy via a multiplier effect. Caroline's presentation served to remind the audience that impact factors do have an economic resonance, that the 'value' of a library isn't merely the service it provides but also its existence, the added institutional value and the potential of such impact studies as the BL's as a contribution to evidence based policy.

An admirably short but stimulating business meeting chaired by Suzanne Enright concluded the morning session.

In the afternoon sessions, chaired by John Hall, the focus shifted from strategic issues to an emphasis on the practical aspects of finance. Steve Egan, HEFCE's director of finance, opened with a high level introduction of HEFCE's current five year plan, which has strategic aims with underlying themes:

Strategic aims
- o Widening participation
- o Excellence in learning and teaching
- o Enhancing excellence in research
- o Enhancing the contribution of higher education to economy and society

Themes
- o Building on institution strengths
- o Developing leadership, governance and management
- o Excellence in delivery: organisational development within higher education

He then outlined the various funding streams available to support the strategy, including SRIF (the Science Research and Investment Fund); Centres for Excellence in Teaching (CETL); the Science and Innovation Framework and the Third Stream. Uncertainty in funding surrounds how much growth their will be in student numbers, and what type of students we will be teaching once tuition fees are introduced. On the demand side, it

was difficult to predict the numbers of part-time vs. full-time, undergraduate to postgraduate ratio, breakdown by social group, or what the effect of bursaries will be on student decision-making to attend university and in which mode. On the supply side, universities were now waking up to the need to position their brand in the student market, to look at differential costs (particularly in regard to salary costs), and to use bursaries to gain competitive edge. Universities also have to look wider than the UK competition to ensure that globally they can compete in the overseas student market; and they have to pay attention to European initiatives on credit accumulation and transfer and to the proposal for a European Research Council.

The last three sessions were all presentations by practitioners. Rebecca Williams, director of development at Kings College London, gave a fascinating insight into the £44M KCL capital campaign, which included fundraising for the purchase and refurbishment of the former Public Record Office in Chancery Lane for a new university library. Overall the cost was £35M, funded with £10M from KCL, £5M from HEFCE and £10M from the sale of other sites and reclaimed VAT, and with the remainder from fundraising. The new site offered several naming opportunities, and crucial to the process was the recruitment of a Library Appeal Board chaired by Tim Waterstone. The board had ten members including media and city people and a lawyer, and they were tasked with finding and introducing prospects. The main aim was major donors, but alumni were also contacted for smaller gifts, and the vice-chancellor directed all untied legacies received during the campaign to the library fundraising.

In all £8.6M was raised against an initial target of £7M. Fifty percent of the monies were from alumni, with other gifts alumni-led. Eighty percent of income was from new donors, including one new foundation. The giving profile will be of interest to others engaged in this process:

>£1M – 3 >£500k – 2 >£100k – 4
>£30k – 5 >£10k – 3 <£10k – 42

Sheila Cannell, director of library services at Edinburgh University, followed with a study of the developing cross-sectoral library partnership in Scotland. This began in 1998 with the joint procurement of a new library management system with the National Library of Scotland. When Endeavor was chosen by both institutions, Edinburgh UL and NLS decided to embark on a partnership to run it jointly. This phase lasted from 1999 to 2002, when other Scottish libraries started to ask to join. Now there are six members, and the consortium is moving on to form Consortium Plus 2004 , which will widen the scope of the co-operative to look first at purchasing some Digital Object Management software, and then at image management, and possibly a supra-institutional repository.

Practically, the consortium consists of one full time member of staff and a contract for facilities management with Edinburgh University Computing Services. The full time staff member is vital to ensure that the different needs of consortium members are fully considered. The members have widely differing cultures, mission and strategies Even differing term dates and loan period regimes can lead to problems unless recognised early and thought through. Overall though, there are both financial and non-financial benefits to the project, and Sheila remains a strong advocate for this approach to service delivery.

The final session – on VAT – might have promised to send people scurrying off for trains or falling asleep, had it not been delivered by Pat Noon, Librarian of Coventry University. Officially called 'Library companies and VAT', Pat subtitled it as 'Just be Grateful I don't Take it All'. The plot was based on building a new library, and forming a library company to run it. The major activity of universities is education, which is exempt from VAT. This reduces the amount of VAT that can be reclaimed from HM Customs & Excise . However, even allowing for the fact that books and periodicals are zero-rated, if you can supply library services independently from education, then you can reclaim the VAT on the building. Is it worth it? – well Coventry reclaimed £1.8M. The downside is that the company must remain in existence for ten years - and the library has to maintain two sets of accounts, business plans and annual reports, and three budget monitoring frameworks. It also, as Pat put it, is a drama with a cast of thousands, including legal and tax advisers. Is it still worth it? – well you decide.

Visit to the John and Aileen O'Reilly Library, Dublin City University, and the Ussher Library, Trinity College Dublin, 10-11 June 2004

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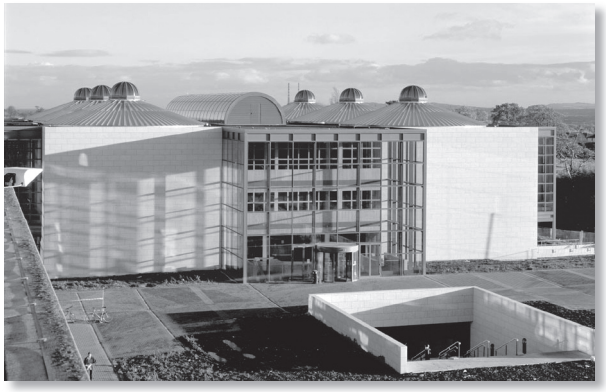
This article first appeared in 'Focus 32' and is re-published with accompanying photographs.

This was SCONUL's first 'buildings visit' to Ireland. We joined a party of 30 or so, from as far afield as Edinburgh and Essex, who were attracted by the idea of contrasting venues in Dublin: a day in the suburbs at a new university, followed by a half-day in the city centre on a historic site. The weather played a supporting role in this contrast, offering us clear blue vistas one day, and intermittent downpours the next.

On the edge of Dublin City University campus, the John and Aileen O'Reilly Library makes an impressive landmark, with its eye-catching domes sparkling in the sunshine. This € 22M building, which opened in September 2000, won a SCONUL Library Design Award in 2002. It is a beacon of learning and research activity at night as well, shining over the wider community, and aptly symbolising the regeneration of the area. The library is named after the parents of the major benefactor, Sir Anthony O'Reilly, a former chairman of H J Heinz Company, who was brought up in the neighbourhood.



The beautiful interior space (10,700 m²) certainly lives up to the exterior promise. A large and airy entrance leads to an elegant central atrium (a cafeteria and lavatories are kept entirely separate). Under the imposing staircase is a Zen garden, adding to the prevailing air of studious calm. True, the library was unusually empty due to the time of year, and the Zen sands sometimes need re-raking when students relieve their tensions by re-patterning them ! Everywhere the building materials (granite, stainless steel and glass) produce a calm and bright atmosphere, conducive to study, and an accessible, inviting and flexible space.

The building is three times the size of the previous facility, offering 1200 user spaces, and over 300 desktop PCs. The feeling of light and space everywhere was emphasised by the subtle colours – blue chairs, dark grey carpet, light wood, white walls – and all looking as if it had only just opened, reflecting the obvious pride and ownership of DCU staff and students in their library. There also appeared to be a well-controlled environment – only later did we learn that the exter-

nal environment sometimes baffles the building management system in the basement – opening upstairs windows, contrarily, in gales and rain…

There was a large assistive technology room, and drinking water fountains throughout. On the other hand, wheelchair users might have found the heavy doors difficult. We were interested to learn that students were allowed to read text messages on their mobile phones, but that any other use was an offence, with ultimate fines donated to a charity chosen by the Students' Union.

At present there is enough space available to reserve areas for specific types of user. These are designated postgraduate and research 'Commons'. The former provides protected space away from other students; the latter (perhaps not yet taken up with much enthusiasm) has computers, printers, and comfortable seats, to provide a social space conducive to interdisciplinary discovery (or gossip). There is also an 'Information Commons' with 100 PCs, and a training suite with 30 PCs, which can only be booked for use by library staff.

North American design inspiration led to the creation of seventeen collaborative study rooms, all named after benefactors. These have been very popular with students, (although they are apparently not soundproof). Another American idea is the 'mentoring suite', a room where students can assist their peers in the learning process.

Paul Sheehan, the director of library services, spoke about the local and Irish contexts, and the benefits of 'Atlantic philanthropy'. DCU's mission was to aim for social inclusion, and to contribute to multinational economic development, with information seen as the infrastructure to research.

Paul McDermott, chief executive, DCU Educational Trust, spoke inspiringly of the role of the fund-raising team, which is never off-duty. He gave as an example of the chance encounter on an aeroplane which ultimately led to the building of the O'Reilly Library. He recommended taking every opportunity to engage potential benefactors. If you first of all ask for advice, money may follow. It was also important to involve donors in the process all the way, including after the building has been put into service.

A different perspective was given by the operations manager of Invent, Ron Immink. He is an enthusiast for promoting the role of the knowledge-based economy via DCU's enterprise incubation unit. In his view, information is the key to entrepreneurship, and the business community an important part of DCU's agenda.

A cross campus stroll, past some less distinguished buildings, led us to a superb lunch in the 1838 Club, where even the bottled water bears the DCU logo. There can be a tendency to feel soporific after lunch, but the day was carefully planned to keep us upbeat with the original vision from Dr Alan MacDougall, the former Librarian, responsible for commissioning the project, and from David Cahill, representing the architects Scott Tallon Walker.

Miriam Corcoran, sub-librarian, planning & administration services, spoke on the users' experience, standing in for the Student Union President. The students made intensive use of the building, and took obvious pride in it. In a recent survey, 93% rated the library as excellent or very good. Nevertheless they, and the library staff, did have some concerns over issues such as maintenance, access, helpdesk staffing, appropriate numbers of PCs, and noise.

The day ended with an early conference dinner 'on commons' at Trinity College. The warm fire in the reception hall was all the more welcome because many of us had been drenched in an unexpected downpour. The meal was brought to a sudden end by an impressive Latin grace and a request from the catering staff to make way for a much more important group of diners.

We reassembled the next morning, in a basement training suite, in a more traditional environment, to hear how Trinity College Dublin had solved their need to expand existing library space on a historic and constrained site. The James Ussher Library, which opened in April 2003, is named in recognition of one of the College's founding fathers who collected the core of the Old Library in the seventeenth century.

The € 23M euro building was part-funded by the Irish Programme for Research in Third Level Institutions, to provide a single complex with the existing Berkeley and Lecky libraries, and to complement the Old Library. With acquisitions of over 100,000 items a year, the Ussher Library was to combine the roles of national legal deposit library and busy undergraduate teaching library, with a sophisticated brief to rationalise and improve accommodation for users, conservation and storage.

The Librarian, Robin Adams, welcomed us with an introduction, followed by a tour. Our first impressions were that the building was rather gloomy in parts, with too much heavy concrete, and dark ribbed rubber. An interesting "orientation space", linking old and new buildings, was not being used to best advantage. A few pillar-mounted OPACs faced an abandoned enquiry desk in a space now apparently used mainly for returned books and trolleys.

However, the reading rooms were very impressive, with open vistas across the campus. High quality architect-designed desks and low lighting levels provide a learned atmosphere, which does encourage 'absolute quiet'. The staff report that the building does support contemplative solitude (a hard-won campaign had successfully kept down noise, mobile phone use, even numbers of drinking water bottles) – but they have also recognised their lack of group study space. All 750 individual study spaces are equipped with network connections, but there had been a budget shortfall in PC provision.

The 8-storey glass atrium was a striking feature, which might cause anxiety for anyone prone to vertigo. It successfully divides book and reader accommodation, provides some natural light in all areas, even the basement, and is designed to act as a chimney in case of fire. Fresh air is provided through vents, and hot air filters out through the top of the atrium. Mesh windows can be opened but only to an extent which does not compromise the security of the bookstock.

The tour included a visit to the Glucksman conservation department, underlying again the particular role of TCD, as a provider of diverse research information to visiting scholars, with a national responsibility in manuscript as well as book collections.

Ruth O'Herlihy, of McCullough Mulvin Architects, spoke of the challenge of designing a building which would relate to the campus and to the city streetscape. The basic idea was to link three blocks, making them totally accessible, and with nothing over-elaborate in the design, just timeless, pure lines.

Trevor Peare, library project officer and Keeper - readers' services, spoke about one year's practical experience. He believed separating books and readers had been a success, with finishes and environments adapted to each. American examples had shown that you cannot have both total flexibility and a good environment. There had been no easy answer to integrating staff and reader areas: staff were either too accessible, or had to be protected in a gold fish bowl. There had been other issues, such as the sheer size and distances to cover for users and shelvers. The budget for signage had run out. However, a recent LIBQUAL survey reported concerns about overcrowding, heating and noise in other parts of the library, but users had nothing but praise for the Ussher Library.

In both libraries, the importance of early visits to the best buildings in USA and Europe was stressed as the key to the preparation of vision and brief. Local success was heavily dependent upon suitable space being available, a corporate vision, generous funding, and a team effort from top down in the institution, with the full involvement of all library staff.

Both DCU and TCD shared the ideas of high quality design, a peaceful study environment, an inspiring atrium, attractive vistas, and an aim for the 'wow' factor – or as they say in Dublin 'the bejaysus factor' !

The visits were extremely worthwhile and enjoyable – for the exchange of ideas, a chance to see best practice, and to meet colleagues. Many thanks to all those who contributed, not least to Philippa Dyson, support manager, learning resources, University of Lincoln, who co-ordinated the event.

'The Gatherings':

report from the SCONUL Advisory Committee on Staffing (ACoS) on the deputies/second-tier managers networking groups

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Over twelve years ago the first of the 'deputies' groups was formed. At first its members were exclusively from the pre-1992 universities and then some members joined from the post-1992 universities. The group meets once a year and is known to its members as 'The Gathering'. This was chosen because it needs to be referred to as something and it is not a conference but rather a networking event for staff in similar posts. Much folklore grew up about this group. It was said to be exclusive, mysterious and a clique which was not hospitable to new members! At the same time, there was much talk of what an effective opportunity it was for those involved – so why couldn't everybody go along?

During the last year the 'Gathering' has been 'cloned', with a little help from the Advisory Committee on Staffing, so there are now three such groups involving staff from 68 institutions including pre-1992 and post-1992 universities and colleges. Participants were recruited through the usual SCONUL e-mail messages.

So let me try to dispel some of the folklore and tell you a little more about these groups. Each group is made up of staff who are deputies or, since the title is not used in all institutions, members of the senior management team in their libraries. They are in posts in the second tier below the head of service. Groups meet once a year – this year in June, September and November respectively. Meetings are from Friday night to Sunday lunch-time and are held in different parts of the country. Group members organise the venue and the programme which is entirely self-generated with one exception. If a member of a group has recently been promoted to a head of service post, they are often invited back to the next meeting to talk about the 'view from the top' as opposed to the view from the deputy's position.

The aim of the groups is to provide a network of peers forming a confidential forum in which to brainstorm and or discuss ideas, developments and problems and to share good practice. Sessions at the meetings consist of one person presenting an issue or a development for discussion – perhaps 10 minutes only of input in a one hour slot. The rest of the time is spent on group discussion. These are emphatically not conferences in the normal sense of the word. There is plenty of time for informal discussion as well and the value of the meetings grows as members come to know each other well. Each group has a closed e-mail group which can be used to continue mutual discussion and support during the time between meetings.

No group has more than 25 people in it. The place in a group belongs to the individual and not to the institution and so the same person attends the same group each year thus building up trust with other members. If someone leaves their place is automatically offered to their successor. If that person does not want the place, then it is allocated to the next person on the overall waiting list which is maintained for the Advisory Committee on Staffing by Margaret Oldroyd, De Montfort University.

Please contact Margaret at meo@dmu.ac.uk if you would like to be added to that list.

Focusing on our members' needs:

a *SCONUL Focus* article on SCONUL's Focus Groups

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Pursuing its remit to improve communication within the SCONUL community, the Advisory Committee on Communications and Marketing (ACoCaM) organised six focus groups of SCONUL members in the summer of 2004 to discuss their perceptions of SCONUL and how they would like to see SCONUL activity develop.

Briefing the consultants

The consultancy ORC International was commissioned to facilitate the groups, report findings and formulate recommendations. Specifically, ORC International was briefed to consult with stakeholders to obtain their views of SCONUL, the work that it does on their behalf, communication within the organisation, and the direction that it is taking. It was asked to assess stakeholders' understanding of SCONUL, identify areas of strength and weakness and make recommendations on how SCONUL could better serve its members.

Organising the groups

ACoCaM members Katherine Everest, Jane Harrington and Carole Munro volunteered to organise the groups. They agreed with the SCONUL Secretary and the consultants the topics to be covered in the group discussions; arranged venues; and invited 10-15 people to take part in each group. Sessions were held at Leeds Metropolitan University, Edinburgh University and Westminster University. To obtain a cross-section of views from staff at various levels, participants in the six groups were as follows:

Edinburgh: front line staff; heads of service and deputies
Leeds: front line staff; middle professionals
London: heads of service and deputies; middle professionals.

The discussions were moderated by Helen Reeves or Gavin Ellison, Senior Research Executive and Research Manager at ORC International. Participants were asked about their understanding and view of various aspects of SCONUL's work, including statistics collection, cooperative schemes, lobbying, good practice, training and development, advisory groups and events, the SCONUL website and newsletter and e-mail communication with members.

Feedback from the groups' organisers was that most of the heads of service invited to participate were enthusiastic about attending, and seemed to find the required time more easily than middle professionals or front line staff - the organisers drew no conclusions from this! Everyone enjoyed the professional facilitation, and people were probably more comfortable expressing their honest opinions to someone with a neutral view of SCONUL. The organisers also much appreciated the involvement of ORC International, which meant that after making the arrangements they could leave the moderation, analysis and reporting of the discussions to others.

Reporting the outcomes

The consultants' report, delivered in August 2004, is on the SCONUL website[1] Commending the Report to the Executive Board, ACoCaM noted that the findings endorsed those of the 2002 membership survey[2] A key comment was that although SCONUL was thought to do a lot of good work, it did not do enough to get its achievements recognised, with poor visibility and some lack of transparency accounting for a less than ideal level of awareness. There was general agreement that SCONUL should concentrate on its unique 'offering': its capacity to represent academic and national libraries in the UK.

Other points were that reconciling the twin aims of achieving greater participation in SCONUL activity by offering conference attendance and other opportunities to staff other than heads of service, while continuing to engage heads of service, was a continuing challenge. Some focus group participants wanted to see SCONUL integrating the various access schemes - or in some other

way lessening the administrative burden of their implementation.

Using the outcomes

At its October meeting the Executive Board accepted the report's recommendations, and the actions proposed by ACoCaM[3]. Much of the substance of the recommendations was already embedded in the planning of ACoCaM, the Executive Board or the Secretariat, but the emphasis given in the report is useful in helping those concerned to assess priorities. The Advisory Committee and Executive Board are very grateful to those who participated in and organised the focus groups, and look forward to their outcomes continuing to influence the development of SCONUL activity in ways closer to members' needs.

1 *Report of findings: Qualitative Sessions for SCONUL, August 2004* http://www.sconul.ac.uk/activities/comms/reports

2 Comments to the Executive Board on the findings and recommendations emerging from the six focus groups of SCONUL members, summer 2004 http://www.sconul.ac.uk/activities/comms/reports

3 see 2. above

SCONUL Research Extra: a new age of enlightenment?

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It is a painful fact known to all chief librarians, that the purchasing power of the library budget can never fully meet research demand. Academic institutions benefit from successful research, but have to balance the requirements of different departments, and within those, of teaching and research. Subject librarians do their best in support of their academic departments, as anyone who has ever attended a meeting to carve up a library budget will testify. Once the budgets are fixed, however, the academic support teams have to work within them, trying to balance the needs of individuals within their departments and inevitably leaving researchers with frustrating gaps in accessing required resources.

A key part of an academic support librarian's role has, for many years, been one of managing expectations. Stereotypical researchers live in their own world, following lines of reasoning and enquiry with very little interest in the funding implications of their needs. In the real world, however, most are sufficiently pragmatic as to acknowledge that their library cannot fund every book or journal in which they have a passing interest, but it has always been more difficult to explain why they could not simply go to another library to access the resource. The ability to access library holdings information electronically has obviously increased this demand. Researchers can now easily locate required publications for themselves and not unreasonably expect to access them just as easily. Librarians don't like to give

bad news and academics are not famous for their stoical attitudes to denial of access to 'publicly funded resources'. This resulting discontent could be quite stressful for frontline staff and potentially damaging to important working relationships.

That however was the bad old days. We now live in a world of enlightened self-interest where members of an extended academic community share their resources and trust each other to play according to the rules. We would like to acknowledge that there has been a shift in culture and this is reflected in a more relaxed approach to access agreements. This shift began with a series of regional access agreements to allow reference only access to visiting researchers and has progressed to a point where SCONUL Research Extra can offer researchers a completely new level of service, that of borrowing privileges at any participating library, thus providing access to the printed resources of a wide range of higher education institutions in Wales, Scotland, Northern Ireland, the English regions and the Republic of Ireland.

SCONUL Research Extra has quickly become an established service, with 96.3% of SCONUL members (i.e. 156 out of a possible 162 eligible institutions) currently participating in the scheme. Membership of the scheme has grown in two ways since the beginning of the year. Four previously unconvinced SCONUL members have joined up (Bath, Cumbria College, Rose Bruford College and UHI Millennium Institute) and SCONUL has acquired two additional members: Dartington College of Art and Norwich School of Art and Design, both of which have joined the scheme.

Librarians from all sections of the community were initially concerned about the increased workload and the possible unequal flow of demand between institutions. SCONUL was also keen to monitor the impact of its access scheme and so requested that all members should provide detailed information on the numbers of external users registered, as well as the loans and renewals generated under the scheme. The first set of statistics, covering a seven month period between June and December 2003, suggested that librarians and researchers had reacted positively to the scheme. These figures can be found in detail at http://www.sconul.ac.uk/use_lib/srx/SRX_statistics.html
The second set covered another seven month period, January to July 2004 both in order to give some level of comparability between the two sets of statistics and to pave the way for an annual survey covering the academic year from August to July.

As project officers we were keen to encourage a high level of participation in this second statistics gathering exercise to see whether the early enthusiasm had been sustained. An amazing 146 of SCONUL Research Extra members submitted their data and we are grateful for the additional 'encouragement' provided by friends and colleagues within the regional consortia. Only 31 of these returns reported no activity and, as a further 16 institutions were unable for technical reasons to report loans data, the loans figures are slightly undercounted.

The results of the surveys show that:

- The first seven months of the scheme saw a total of 5901 users registered under SCONUL Research Extra
- During this period (June – December 2003) a total of 37,328 loans / renewals were recorded
- By July 2004 a total of 8622 academics and research students had registered; a growth rate of just over 46% on the previous period
- 6241 of total users originated from within the local academic consortium of the returning institution
- 3975 of the total users were staff and 4647 were research students
- Between January and July 2004 there was a total of 55,219 loans / renewals; an increase of 48% on the first seven months.
- 36,340 of these loans / renewals were made to users from within the local academic consortia of the returning institution
- 27,135 of these loans were made to staff and 28,084 to research students.
- The total number of loans / renewals during the first fourteen months of the scheme stands at 92,547

Quantitative data is useful but informal feedback shows the real impact on individual researchers and library staff. Library staff at Teesside commented that they 'found the scheme relatively easy to administer and have found the documentation to be comprehensive and easy to follow'. This statement seems to sum up the view of many frontline staff, who now seem comfortable with the scheme.

We are naturally pleased that librarians seem at home with the scheme but what of the academic users? Bad news tends to travel fast: so can its absence be interpreted as success? The representa-

tive from the University of Bath hit on a common theme when she commented that the researchers using the scheme were probably happy as 'we find that we get feedback quite quickly if they are dissatisfied'. Gratifyingly, some people have made a point of praising the service and contacts around the country have used words such as 'complimentary' and 'enthusiastic' to describe their staff's and PhD students' attitudes to the scheme. A researcher in Warwick commented to a member of staff that 'the simplicity of the procedure is what makes it so attractive' and that, we think, is the crux of it. SCONUL Research Extra works because it is simple, inclusive and gives free rein to academic researchers to access a wealth of printed resources. Perhaps not academic utopia but a significant step in the right direction.

News from member libraries

University of Birmingham

New look Main Library reception area
The Main Library reception area has undergone a refurbishment over the summer and now boasts an impressive modern entrance. As one of Information Services flagship buildings, the refurbishment has been designed to be sympathetic to the 1950's architecture, whilst providing a welcoming entrance.

The new design allows for a functional reception space, with a new specially designed reception and information desk. This will be the first point of contact for all visitors to the building, welcoming visitors to the library and providing answers to enquiries about library facilities and services. To finish off the new look, lights have been installed and walls painted to provide a brighter feel to the reception area.

The refurbishment is part of recent changes within Library Services, where the physical environment compliments these changes enabling the service to respond to users in both a productive and functional way.

On the move
The summer saw one of our libraries, the language and media resource centre (LMRC) which was located on the Edgbaston campus, close.

Over the summer, staff having been working hard to re-locate the material. Foreign language material is now located in the European Research Centre (ERC) and English videos and DVDs are now in the Main Library. New video and DVD playback facilities have been installed in the Main Library which provides a complete service to students.

Two new digital language labs in the ERC will be opening in the spring term, a 23 seater and a 17 seater facility. These will replace the existing, outdated facility in the LMRC. These two new up-to-date modern digital language labs will improve the speed, flexibility and availability of facilities. Initially the rooms will be used for teaching and

–being digital and network based– this will allow for interaction, utilising the digital audio files and video file text exercises. It is hoped that in the future that there will be open access to the labs when not being used for lectures.

Freshers marketing activities
Information Services have been involved in a number of freshers' activities, which were co-ordinated across the corporate services. These included:

IS talk – 'Accessing learning resources', which provided an overview to learning resources, computing facilities and support services. The session proved very popular with about 200 freshers attending. We even had students waiting outside the door before the allotted time – that's true dedication to information gathering!

Main Library tours – Tours took place over a two week period and were conducted by library services staff and Academic Liaison teams. These lasted approx 45 minutes. This consisted of a brief introduction to using the library catalogue and accessing electronic resources, followed by a tour of facilities and services in the Main Library.

School induction sessions - Academic liaison teams undertook subject specific induction sessions in collaboration with schools. The sessions highlighted the learning resources available to students including: IT facilities and applications; the library's services and relevant collections available in print or online; where to go for subject specific help, including information clinics; and web-based support.

A publication called *Vision* has been produced specifically for freshers. Vision is a complete guide to Information Services, providing information on services and facilities to support students. The publication was made available at the IS Talk, Main Library tours, School induction sessions, all site libraries and resource centres, computer facilities and on the IS website.

My.bham
This summer saw the arrival of a brand new internet service for all students at the university with the launch of the new university portal – *my.bham*

my.bham is built to provide a single integrated space on the web to meet the growing expectations of students for online administration of their courses and to help develop online communities for academic and social interests.

my.bham will, over its development, provide students with access to many different services (ranging from access to their virtual learning courses, their email, calendars, library resources) and the ability to manage their own 'account' details for their studies at the university, as well as collaborating with other students on the same course. Students will be able to use a single-sign-on to gain access to the portal and will be able to customize and add to the channels of information seen on screen.

One of the most important services available for the launch of the portal was online registration for new students and ALL returning students – replacing the huge, time-consuming queues for registration and the associated form filling.

Students were sent a 'Student guide to registration', which gave them the instructions they needed regarding how to conduct registration on-line as well as information about how to pay tuition fees.

Digital library
The autumn term saw a new generation of library catalogue. The digital library is a rolling programme of projects that will deliver new library services like Talis Prism, and integrate these and existing services into the web-enabled campus through the institutional portal. The result will be flexible services available anytime, anywhere.

New services from Altis
The Resource Discovery Network (RDN) is a cooperative network consisting of a number of individual service providers or hubs. These hubs provide subject specific gateways to internet resources in their area.

The Altis hub aims to provide a trusted source of selected, high quality Internet information for students, lecturers, researchers and practitioners in the areas of hospitality, leisure, sport and tourism. Altis is created by a core team of information specialists and subject experts based at the University of Birmingham, in partnership with key organisations throughout the UK.

Two new services launched:

1 *Sport and leisure index* - a searchable database of references to papers in sport and leisure research – visit www.altis.ac.uk/sli/
2 *ltis news round-up* (http://altis.ac.uk/altisnews/): This is an RSS newsfeed containing a selection of topical news items related to hospitality, leisure sport and tourism. Agencies used include *BBC news, Guardian online and Google news*.

Altis has also undergone a facelift with a redesigned logo and new colour scheme. These changes and new services are a response to feedback received from Altis users and form part of an ongoing review of the service.
For further information visit www.rdn.ac.uk

Special collections extended opening hours
Special collections have extended their opening hours till 7pm on Thursday evenings.

The extended hours should prove popular with researchers, students and distance learners who need to fit visits to special collections around other study commitments during the daytime and for our national and international users who travel to use the library.

For opening hours visit www.special-coll.bham.ac.uk/info_ML_open.htm

The library of James Rendel Harris
Special collections at the University of Birmingham has recently been presented with a collection of books belonging to James Rendel Harris, the first Principal and Director of Studies at Woodbrooke College from 1903 to 1918.
The collection was generously donated to the university's special collections by the Edward Cadbury Charitable Trust, who purchased the collection from the Woodbrooke Quaker Study Centre.

James Rendel Harris (1852-1941), was a biblical scholar, orientalist and folklorist. His library is an important one for the study of early Christianity, containing a large number of early editions of the new testament, including the first edition by Erasmus (printed in Basle in 1516), the first to be printed in Germany (1521), the first Syriac version (Vienna 1555) and the tiny Elzevir of 1628. The new testament textual research interests, for which Rendel Harris was famous, are an important element in the university today. Our Centre for the Editing of Texts in Religion is an internationally recognised centre, where the study of the new testament text is particularly strong. The books collected by Rendel Harris will significantly underpin the Centre's research.

Archive Awareness Campaign 2004
The university's special collections department is taking part in this year's Archive Awareness campaign to celebrate the wealth of archive treasures within the UK and Northern Ireland, by organising two exhibitions on this year's theme - 'Routes to Roots' - to raise awareness of the internationally important collections held at the university.

An exhibition of travel diaries featured an array of diaries and journals kept by people who have travelled in Europe. Included in the exhibition was the diary of Frances Lyall of Cheltenham and Joseph Dixon, a mercer and haberdasher of Birmingham.

A monumental brasses exhibition featured on the special collections website. This included a selection of images deposited with special collections by the Monumental Brass Society in 1995. More information about this collection can be found in the 2003 edition of the Heslopian.

University of Birmingham Press
The University of Birmingham Press has published nine new titles in the last twelve months. The creators finishes a series of books by late Victorian and early modernist women's writers. Other English literature collections include Ernst Dowson – collected poems. Local Birmingham history has been enhanced by Birmingham: bibliography of a city and The Feeneys of the Birmingham Post. And the German series has been enhanced by the addition of three new titles: German Literature – in the age of globalisation; On their own terms- the legacy of national socialism in post 1900 German fiction and Economic transition unemployment and active labour market policy. The final two titles published are Free time – towards a theology of leisure and ICT and language learning intergrating pedagogy and practice.

To view all titles published by the University of Birmingham Press and to order visit www.ubpress.bham.ac.uk

British Library

Research Libraries Network appoints to top jobs
Dr Michael Jubb has been appointed as Director of the Research Libraries Network (RLN) based at the British Library, with Professor Robert Burgess taking up the role of Chair of the Advisory Board.

The RLN will bring together the UK's four higher education funding bodies, the British Library, the National Libraries of Scotland and Wales and the eight members of Research Councils UK, to develop the UK's first national framework aimed at addressing the information needs of researchers. The RLN will run initially for three years and start operating in February 2005. It will be led by an executive unit, based at the British Library, and take strategic guidance from the advisory board. More key executive unit and advisory board positions will be appointed in the near future.

Michael Jubb comes to the RLN from the Arts and Humanities Research Board (AHRB), where he has been director of policy and programmes and deputy chief executive since its establishment in 1998. He has played a leading role in developing the Board and its activities, and in its transition to full research council status.

Professor Burgess is Vice-Chancellor of the University of Leicester and a member of the British Library Board, the Council of the Institute for Employment Studies and an Academician of the Academy of Learned Societies in the Social Sciences. He was previously Director of CEDAR (Centre for Educational Development, Appraisal and Research) and Professor of Sociology at the University of Warwick. He was also president of the British Sociological Association, and founding chair of the UK Council for Graduate Education.

Colin Beesley
British Library Press Office
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Brunel University

A lot seems to have happened at Brunel since we last reported in SCONUL Focus. Some of our developments, while by no means unique to the sector, may nevertheless be of interest and we are always willing to share experiences and ideas!

Library extension
Our library extension project is drawing to a close and the new foyer, to quote our students' union web site, has the 'cool industrial finish reminiscent of the much-loved London Bridge Jubilee Station.' As the words 'cool' and 'library' rarely appear in close proximity we are choosing to take this as a compliment. You may form your own views on the exterior from the accompanying photograph. It is to the considerable credit of the staff that, despite the presence of contractors in the building and the cordoning off of sections of the library, we stayed open for business throughout the summer.

The extension provides not only additional space to house collections being moved from other campuses but also, outside the library perimeter: a new student centre, the placement and careers service, the cash office and a café. So, we are having to learn how to share a building with a bunch of newcomers and, through a 'tenants group' chaired by Liz Annetts (assistant director: user services and staff development), devise collective procedures for monitoring use of shared space, locking-up, health and safety and so forth.

Within the library we will shortly have an assistive technology centre with work spaces for about 15 users/PCs and support workers, managed by a new ATC officer (Louise Lotz) who is based in the library but is a member of the university's disability/dyslexia team. A range of hardware and software will be offered, including software that helps with reading and study skills, a support package for visually impaired students including braille embossing and tactile diagram production, CCTV magnifiers to enable text and journal articles to be enlarged, and support for hearing-impaired students with portable induction loops available for one-to-one consultations. An official opening for the centre is planned for January.

Another of the enhanced features of the new space is a collection of group study rooms – to

enable students to collaborate on work projects and –hopefully– take the noise away from the open floors. One of the interesting features of any building project is the law of unintended consequences: having carefully drawn up procedures for issuing keys to these rooms and ensuring that someone in the group takes responsibility, we found that some clever students were booking rooms individually, pretending to be part of a group, to give them a personal silent study area to work in …

Inappropriate behaviour

… which is understandable in a way. With wide-open floor spaces and magnificent acoustics, sound does travel through the building remarkably easily. In addition to improved facilities for group study, we have been trying to address this issue through patrols and a code of conduct. Faced with the sad but undeniable truth that mere persuasion alone is not enough, this year we backed this up with a series of fines for inappropriate behaviour – talking on mobile phones, food and drink and excessive noise. We have recruited a member of security staff to patrol the library issuing 'yellow cards' to offenders. Somehow, the presence of a person in uniform does make a difference …

Liaison and information skills

On a more strategic note, the university's learning and teaching committee has endorsed the proposal that information skills should be embedded in all programmes of study. Implementation has been remitted to an informal group of deputy heads of School responsible for undergraduate and postgraduate teaching and - in keeping with Brunel's pluralist philosophy – practice will no doubt vary between Schools. Nevertheless this is a significant step forward and recognition of the work that subject liaison librarians have been doing in forging improved links with academics and developing a template of information skills that can ensure consistency across subject areas and permit scaling up. We hope to report on these activities in more detail in the next issue of *SCONUL Focus*.

Work has also continued on developing information skills modules through WebCT, with the detailed work being carried out by a Brunel work placement student, working jointly for us and the university's learning and teaching development unit (which takes forward the e-learning strategy).

During summer 2004 the university carried out a major restructuring exercise to take forward the Vice-Chancellor's vision of Brunel as a research-led university. A faculty/department structure was replaced with seven broad-based schools. Library representation was secured, as a matter of course, on the new School boards. Of course, much of the important work is done in committees and staff/student groups and here our membership is patchy, but the recognition, at a senior university level, of the strategic importance of liaison between academics and librarians represents a significant advance compared with just a few years ago. The school reorganisation is being further mirrored in the library by a review of the formula used to allocate the information resources budget among different subject areas and between teaching and research. This review is being led by Malcolm Emmett (assistant director: systems and resource management).

Responsibility for copyright

This financial year the university approved funding for a new post of copyright and digital resources officer, which will be based in the library. This represents an expansion of the library's role as we will take on responsibility not only for managing and ensuring adherence to the copyright licences but also for facilitating the inclusion of digital resources on our WebCT platform by providing copyright advice and support. At the time of writing (mid-November) we have yet to fill this post. During this interim period before the post is filled, Philippa Dolphin (well-known to many in the SCONUL community) will be with us for one day a week to provide copyright advice and consultancy.

Campus closures

Summer 2004 saw the closure of our Runnymede campus library and the move of staff and stock to Uxbridge. The site will remain with the university, however, and the library building will now house university archives and special collections including our transport history collection. The Brunel campuses at Twickenham and Osterley have both been sold and departments and libraries will move over to Uxbridge in summer 2005 and summer 2006 respectively. The concentration of staff on one site will provide us with an opportunity to extend service hours and review staff structures – and we will shortly be commencing the change management process. Again. So, no change in that respect.

Nick Bevan
Director of Library Services

University of Cambridge

Patience rewarded
The library's copy of volume 32 of *The proceedings of the Classical Association* was recently found in the Amnesty International Book Shop and returned to the library. It had been officially missing since the Inspection of 1960. This, and the recent occurrence of this year's Inspection, prompted an informal survey of returning bibliographic vagrants. The result gave some cause for optimism about the long term fate of missing books, however irritating their absence in the intervening period. While most books found to have returned to the shelf at the annual Inspections have been declared missing in the recent past, a study of twenty Inspection reports showed that, for the found item which had been missing the longest in each year, the average time lapse was just under 43 years. The Rip Van Winkle of the survey was an item lost in 1886 and returned 110 years later in 1996, while 1993's Inspection revealed books missing since 1887 and 1892. Distance in space as well as time can be noteworthy. One book was returned after 37 years from the shelves of the Baillieu Library, University of Melbourne, provoking speculation on the exact route of its illegal transportation and happy return; of the few UL books to circumnavigate the globe this must have taken the longest to achieve it.

Library services coordinator appointed
A new half-time post has been created to promote greater coordination among the university's libraries (faculty and departmental, as well as the university library and its dependent libraries) and possibly including the colleges. Lesley Gray of the university library's electronic services and systems division has been appointed for nine months from January 2005. She will continue to devote the rest of her time to her responsibilities as union catalogue project administrator.

Between January and September she will review and investigate current schemes and services, hold consultations and prepare recommendations for future planning and coordination of Cambridge library services. Her concerns will include acquisitions, services and potential areas for savings. Some specific investigations will be into coordination of subscriptions to, and cancellations of, journals and electronic resources, sources of funding for additional electronic resources, coordination, between libraries on adjacent sites, of services such as lending and access, possible space savings through relegation or disposal of duplicate or little used material and improved library support for teaching and learning. Information on national schemes and initiatives will be gathered and disseminated.

The Vanneck and Arcedeckne Papers from Heveningham
The university library has recently purchased the substantial archive of the Vanneck and Arcedeckne families. These papers, formerly kept at Heveningham Hall in Suffolk, were deposited on loan in the university library in 1973. Their owners offered them for sale to the library through their agents Christie's in 2004, and the library has been able to acquire them using the Commonwealth Library Fund. In this way, an important archive will remain intact and be permanently available for research in Cambridge.

One section of the archive consists of papers of the Vanneck family, including manorial and estate papers concerning their properties in Suffolk going back to the Middle Ages. The second section of the archive concerns the Arcedeckne (normally pronounced 'Archdeacon') family. Here the most interesting material is undoubtedly the papers concerning the management of the family's estates in Jamaica, which were worked by slaves and where the main crop was sugar. Extensive correspondence with the agents looking after the estates has been described as 'the most important collection of private correspondence on the political history of Jamaica in the period they cover'.

University of Central England

The development and implementation of a programme of Library Services research exercises
There has been a substantial amount of activity in this area in the last few months and the information below provides an update on the various tasks we have been undertaking. evidence base is playing a central role in this work, Their involvement includes designing questionnaires, providing advice on how the surveys should be carried out and analysing the results.

- Pilot surveys of the business school, art and design and media and communications students

  The library management group now has the final versions of the reports from evidence

base and is going through them with a fine tooth comb to extract action points.

- Survey of UCE academic staff

  We received 182 completed questionnaires; this represents a response rate of around 23% which is quite good for this type of survey. One of the areas we asked academic staff to comment on was their perceptions of why students do not use the library service. We received some very interesting responses and as a result a series of 'Brown bag lunches' have been organised to discuss these findings with academic staff. It is intended that these sessions will provide opportunities to explore ways in which we can work with academic colleagues to develop information skills training even further. Again we have the final report and we will be going through the report to identify other action points.

- Review of library induction

  Library Services' first contact with first year students is very important as it sets the tone for their interaction with us throughout their course. With this in mind it was decided that we would carry out a survey of first year inductions. A questionnaire was designed and agreed with the faculty and subject librarians. This questionnaire was handed out in all induction sessions and a substantial number have been returned. Colleagues in Academic Support are entering these questionnaires onto a database ready for analysis by evidence base.

  One other potentially valuable outcome of this survey is that a large number of students provided their addresses to indicate that they would like to participate in further library research. This address information will be extracted and the students will be contacted to confirm this interest. Those students who respond will provide a valuable pool of contacts for further research and the opportunity to monitor their opinions throughout their course. This type of longitudinal tracking of students in relation to their use of library services has rarely been carried out and therefore this could be quite an important piece of research.

- Completion of survey of student opinions about the library service

  Building on the experience gained from the pilot surveys described above, the original questionnaire was revised slightly to improve the clarity of a couple of questions. The new questionnaires have now been printed and distributed.

The 'Brown Paper Bag Lunches' mentioned above are where members of academic staff bring along their sandwiches, and we supply the hot drink and biscuits. We are trying to start a debate about how we can work in collaboration with academic colleagues to encourage students to use the resources on which we spend so much.
We have been able to analyse the responses staff have already given us about why they think students do not use the library, and to categorise their responses about how they encourage the students to use the library. Only 16% of respondents actually claimed to involve the librarians, and even then some of the participation is rather 'hands off': by recommending to the students they contact their subject specialist, rather than directly involving them in delivering sessions.
The first lunch has taken place. A small but enthusiastic group of staff turned up and we had a wide-ranging discussion. When the rest of the lunches have taken place (four more are planned), we will see if common themes emerge and we will do what we can to try to encourage the students to use the services – as well as improve liaison and our profile in the university as a whole.

In the past we decided to concentrate our efforts in information literacy on the academic staff. We reasoned that academic staff are the key to students, as we can reach the more motivated individual students but many others are much more strongly influenced by information provided by their lecturers. So, if we could make sure the lecturers were properly informed about our resources, this would filter through to the students.

We have been running annual electronic resources awareness days (ERAs) for academic staff since May 2001. They are usually well attended (if by a number of the same people), and we have reached our maximum capacity as regards the facilities and library staff available. We want to see if our theory about the role of academic staff in the communication of library resource information is valid. We are now trying to follow up with those staff who have attended our ERA days in the past whether they have actually used any of the services in connection with preparation for

teaching, research, or advising students better. This year we will ask those attending if they have been on a previous occasion, and what, if anything, they now use from learning about it at that event. We would also like to establish if they did start using any resources new to them, if they have found it of use to their teaching, academic research, or in their dealings with students.

The BIG Draw at UCE Libraries

UCE Libraries took part in the BIG Draw in October and many people both inside and outside the Library Services wondered why on earth we were doing it. Well, it should be known by all staff that the library is working hard to promote itself to the whole UCE community and beyond. We want to raise our profile for a number of reasons:

- To make people aware of the services and resources we offer
- To keep ourselves in people's consciousness (important when funding is being allocated)
- To break down barriers so that other staff will collaborate effectively with us
- To encourage reluctant users to cross the threshold

This last is particularly important when it comes to retention of students. If students have not properly engaged with the learning process, including using the library and its resources, they are more likely to drop out or fail.

Taking part in activities such as the BIG Draw was a fun way to break down barriers, encourage new users to join the library and to promote ourselves generally.

The events that took place at four of our libraries were all very different but they all fulfilled the criteria above. We had Musical Pictures at the conservatoire (where else?), Nursing Pictionary at our nursing library, a Pictorial Visitor's Book at one of our art and design libraries and a Giant Still Life at our main site library.

Despite fears that no one would take part, we had a good turnout at all of them with the nursing library having the greatest number of participants (101). The Nursing Pictionary was great fun and the results have been displayed in the lending library for all to see. While no great works of art were produced from this particular event (that wasn't the intention), people who were anxious about drawing took part and thoroughly enjoyed expressing the words in pictures.

The conservatoire could only have three participants at a time but a wonderful effort on the part of all the staff meant that the event took place all day and a total of 72 people participated in what one student called 'Another of those weird things our librarians do'. There are clearly some very talented folk at the conservatoire. It was really interesting to see the images evoked by the three different styles of music, world, jazz and classical.

The art and design library's Pictorial Visitor's Book produced some interesting work. Being at an art and design library meant that we expected less resistance to the idea of drawing and we were right but the surprise of that event was the enthusiasm of the cleaner and security guard to take part. (The cleaner now wants to do an art course.)

The Giant Still Life at our largest library resulted in at least two new members of the library and some very good art work. Two members of staff did a sterling job encouraging and supporting people as they sought to express themselves in drawing. This event involved the most setting up but the results must surely have been worth it. A group from art and design came over to take part and this was the first time some had visited the Kenrick Library.

We hope that next year we will be able to do something again. It seems unfortunate that it happens just when we are very busy in the autumn term but we consider it to be an opportunity to reach out early in the term to those people who might otherwise miss us.

UCE Libraries go 'Moodling'

UCE Libraries are working with academic and other colleagues within the university to implement Moodle, chosen by UCE as its course management system. Library Services actually has a member of staff seconded to work one day a week on Moodle development.

Moodle is an Open Source software tool for producing internet-based courses and web sites. It is Australian in origin. The word Moodle is an acronym for *Modular Object-Oriented Dynamic Learning Environment*. Moodle allows us to present a course containing information resources (textual and tabular information, photographs and diagrams, videos, audio recordings, web pages, acrobat documents and many others) and student activities such as uploadable assignments, quizzes, user polls, forums and others. Courses developed

and delivered in Moodle are not a replacement for real-life lessons and interaction with teaching staff, but an enhancement that supplements those traditional teaching methods.

We are currently developing and adapting our already extensive range of resources and preparing to introduce a range of new services designed to enhance the learning experience to ensure equality of access to all students, particularly the growing number of part-time and distance learners. The library believes that Moodle will deliver added value to Library Services because (amongst many other things) it:

- Overcomes limitations of time and location
- Can help support, engage and motivate learners
- Allows for shared ownership and participation in the course delivery
- Allows for course content which is relevant, novel and up-to-date
- Encourages students to adopt new approaches to learning
- Can be used to develop information retrieval and critical analysis skills
- Encourages collaboration between the library, academic and IT staff both in course planning and input into resource selection
- Helps to promote the wide range of electronic and other resources currently provided by the university

First steps…

As a first step, we envisage the production of a suite of Moodle-based information skills materials, based on one generic tutorial *UcefulLibSkills*. This will, in the initial phase at least, essentially provide an alternative to face-to-face teaching, taking advantage of the interactivity offered by the Moodle medium by including exercises, quizzes, live links etc. As the project progresses, we will adapt and develop material linked to the particular needs of individual courses. This is obviously an organic process and over time material and resources will evolve as a result of close collaboration between faculty librarians and academic staff to provide a tailor-made range of resources that combine the specialist knowledge of both.

Moodle will also allow students to develop their information seeking skills and check their understanding of library systems and services via self assessment at a time and pace that suits them, unconfined by the availability of library staff, time within the curriculum or opening hours. Moodle is also intuitive, and easy to use, and has been favourably received by users so far. We hope to have the first phase of UCEfulLibSkills complete by Easter 2005.

Library services such as the TalisList Reading List module can be directly integrated into a course structure providing both the academic staff and students with a level of interactivity that will enhance both the teaching and learning experience; in fact, library staff expect that Moodle will provide us with many of the tools we need to achieve that end for our users. We often don't have time to develop ideas with a class in a one-hour library induction or at a busy enquiry desk: but if the discussion continues online, we have a starting-point for further development!

Being Open Source software, you are free to download Moodle, modify and even distribute it (under license),. Moodle runs without modification on Unix, Linux, Windows, Mac OS X, Netware and any other system that supports PHP, including most webhost providers. For further information, please point your browser at http://moodle.org.

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Edinburgh University

Library collaboration to support Chinese studies in Scotland

In 1999 the Scottish Higher Education Funding Council (SHEFC) decided to provide funding over a five year period to develop Chinese studies in Scotland, in particular by supporting a postgraduate conversion course for the degree of Master of Chinese Studies (MCS). The strategic decision was taken in response to the findings of the review of Chinese studies in the UK in 1997 that identified an increase in demand for people with Chinese language skills and knowledge of China. The SHEFC funding has also included support to build up library and information resources for the MCS programme. The degree programme itself has been jointly offered by Edinburgh and Glasgow Universities, but the library component of the programme also involves two more institutions - the University of Aberdeen and the University of Abertay Dundee.

The library collaboration, led by Edinburgh University Library, is based on a sharing of several kinds of resources: library material (and to some extent library facilities through reciprocal borrowing), funds, management, and expertise. Within the consortium, the level and method of involvement of each member institution depend upon its role in the corresponding MCS programme, or the expertise it can offer. Collaboration in bibliographical services such as material acquisition and cataloguing of vernacular language material has been set up between Edinburgh and Glasgow. Aberdeen's involvement has been limited to a share of the supplementary funds and library information service, which corresponds to its limited involvement in the MCS teaching. Although Abertay does not contribute to the teaching of the MCS courses, it has played a major role in setting up and maintaining the project web site with its excellent IT expertise.

Over the past four years, significant progress has been achieved in providing library support for the MCS course, disseminating information through the project web site (www.sino-cs.ac.uk) for current and prospective students, and developing library collections for modern Chinese studies at Edinburgh and Glasgow universities. The latest development is focusing on the acquisition of full-text Chinese online resources, namely the Apabi Chinese e-book library and the e-journals from Wanfang Data in China.

The resources built up as a result of the SHEFC funding and the input from the member institutions will continue to benefit Chinese studies in Scotland in the longer term. The consortial approach, with its extensive resource sharing, has been an interesting and productive experiment, which may well provide a model for future collaboration beyond the area of Chinese studies.

Shenxiao Tong
Chinese Studies Librarian

Edinburgh: City of Literature
"We cultivate literature on a little oatmeal…"

Edinburgh University Library has been much involved in the application to Unesco for Edinburgh to be designated as the first Unesco City of Literature. The success of the application was announced in Paris in October, to the delight of the steering committee, of which I was a member.

The dossier handed over to Unesco was entitled 'We cultivate literature on a little oatmeal…', quoting from the Rev. Sydney Smith's proposed motto for the Edinburgh Review in 1802. The City of Literature concept is about many things, past and present: writing, books, reading, libraries, literacy, publishing, bookselling, teaching, and celebrating literature. It is also about sharing its literary success with other cities worldwide.

Edinburgh University and the university library played an important part in the bid, and both are described in the dossier. Many organisations are involved in the project, and each has been asked to make specific commitments to making the project successful. The university has looked at what it can contribute, and I have been involved in looking at the literary activities which are carried out in the University. The result is a remarkable, vibrant tally which contributes to the literary life of Edinburgh. The university teaches literature and creative writing and carries out research in a wide range of subjects including Scottish and Gaelic literature, the history of the book, and the influence of Scottish literature throughout the world. It publishes much of relevance to Scottish literature through Edinburgh University Press, supports contemporary literature through the James Tait Black award, and holds many lectures and symposia which are open to the public.

The library has excellent holdings of Scottish literature, with an internationally renowned collection of books and manuscripts of pre-1800 and modern Scottish authors. The dossier mentions recent initiatives in the library to develop electronic resources to support Scottish literature, including the Sir Walter Scott Digital Archive (www.walterscott.lib.ed.ac.uk) which is one of the main sources of information about Scott on the internet. The Britain in Print website (www.britaininprint.net) contains information about the early printed heritage of Britain, and is developing e-learning materials to support the school and university curriculum, with one project based around a fifteenth century Scots poem, *The testament of Cresseid* by Robert Henryson.

Sheila Cannell
Director of Library Services

Artificial Intelligence Library fire
In December 2002, our Artificial Intelligence Library was destroyed by a major fire in a complex of buildings in Edinburgh's Old Town

with the event receiving much media interest. The library had been established in the mid-1960s, when the university's long association with artificial intelligence and related subjects really began to develop. It was re-established in South Bridge in 1985 and, although the actual space occupied was small, the library contained a world-renowned collection of material in all areas of AI and served the current teaching and research needs of the School of Informatics. Its stock encompassed the intellectual output of the School and its many predecessors over a period of some 40 years. The destruction of the library therefore represented a significant loss of the knowledge base of the university.

In all, some 5750 books, 1400 conference proceedings, and journal holdings going back to the 1970s were lost. In addition, over 1000 PhD theses, MSc dissertations and undergraduate dissertations from the School were destroyed, together with some 28,000 research reports from 100 universities and other research institutions around the world.

Soon after the fire, the loss assessors gave us the go-ahead to start buying books and enhancing online journal access and, during the first year, around 1000 books were ordered, although many were subsequently found to be no longer in print. The AI collection was gradually re-established in the Main Library in a separate collection, although the decision was taken a year later to fully integrate it. A considerable amount of staff time was spent dealing with donated material following the School's appeal to former staff and students.

We were pleased to receive funding from the Elsevier Foundation in response to a bid that we had made soon after the fire and decided to use it to create a temporary post of Digital Library Officer, whose role would be the development of an informatics portal. The intention was to create a test portal and a core informatics collection comprising library resources, research activities such as pre-prints, reports, theses, and course resources, as well as recommended external resources. This work was undertaken from January 2004 and it is now our intention to continue the project in conjunction with the library's developing Collections Gateway.

While staff were busy re-establishing the services and the collections, I was asked to compile the insurance claim. There were three elements to the claim: shelving, furniture, equipment; staffing; and collections. We had been advised to compile the claim as quickly as possible and it was submitted to the university's finance department at the end of May 2003. A series of meetings was held with the loss assessors over the next six months to clarify issues in the claim and two further supplementary papers were produced. At the time of writing (November 2004), we are waiting for confirmation that the claim has been settled, and we are starting to consider how to use the funding most effectively.

I have written an article on the AI fire and its aftermath and hope that it will appear in CILIP Update in the first half of 2005.

Richard Battersby, Librarian
College of Science and Engineering

University of Glamorgan

Après le deluge

On 12 August – oh, it seems like a distant dream (nightmare?) – the heavens decided to open with a vengeance and a substantial area of the LRC was flooded. Something to do with blocked pipes and other technical stuff that passed over my head (literally!). Although when you put it into words it sounds fairly innocuous, in reality it had a great effect on the staff and students, although there were few of the latter around at the time. Media rooms, IT labs, silent study areas, bookable rooms and the staff room were all adversely affected. Luckily, the bookstock avoided most of the damage and much redecorating and recarpeting took place as a result. The only silver lining is that we managed to get a brand spanking new staff kitchen.

Seek and ye shall . .

The LRC acquired a new OPAC last year, TalisPrism. The new OPAC offers a number of significant enhancements over the previous service. These include enhanced searching capability, cross-searching of external databases, search-engine-type results display, three request options (reservations, short loan, interlibrary loan) and a comments/suggestions facility. The new service has generally been welcomed by the students.

DVD, video and PCs for all university teaching rooms

The Audio-Visual Service (AVS) reached a significant milestone last year in upgrading

facilities in centrally-booked general purpose teaching rooms. All such rooms with a capacity of 20 or more are now equipped with permanently installed networked PCs, video and DVD playback, and ceiling mounted data projectors. So for the first time staff could prepare Powerpoint and other presentations in the knowledge that they could show their material in any room they are timetabled to use. The wide availability of these facilities opens up opportunities to bring into the classroom any networked resource such as Blackboard, or a range of online resources accessible through the LRC's FINDit gateway. It's even possible in the teaching rooms to operate and display software that is actually installed and running on office PCs.

So how was it for you? LRC service standards 2003/04

Every year we monitor service standards (seven standards; nine commitments) and publicise the results. During last year some standards were achieved and others fell short. Here are some examples:

Queuing: During the autumn term queuing at loans desks sometimes took longer than the standard of 5 minutes. This was the result of staff shortages and problems with the self-service facilities.

Interlibrary Loans: Taken across the whole year this standard (to provide 90% of requests within 10 days) was met.

Book orders: Our standard of adding 90% of books within 8 weeks was met. However, it was recognised that these figures excluded the time taken before the order was created and after the item was received in Purchasing.

Suggestions/Complaints: Around 70% of these were answered within the standard time of 7 days.

Better access

Following a physical access audit of the university campus, the LRC was identified as a priority area for a programme of works to improve the accessibility of the building. This was a significant investment in excess of £200,000 and was essential in order to comply with the requirements of the Disability Discrimination Act. There were several key aspects of the programme:

- installation of an external lift from ground level up to the level of the Treforest LRC entrance
- replacement of the Treforest LRC entrance doors with ones which slide open and shut
- upgrading of internal doors including automatic opening.

Further developments are taking place at the Glyntaff LRC.

LRC training hour

The training hour for LRC staff continued in the autumn term. These sessions are held on a fortnightly basis (Wednesdays) between 8.30 and 9.30. They are organised by a small staff development group and the aim is to supplement the staff development and training programmes provided through university or external courses. The topics covered during the term included: refresher training for frontline staff; training on the new TalisPrism facility; briefing on the implications of the Freedom of Information legislation and its implications for the LRC; and awareness raising of Help and Support facilities provided by our colleagues in the Information Systems and e-learning Services department.

Change of store

Following the news that we had to vacate our off-campus store we sought an alternative location on campus and succeeded in finding one. However, the new facility contained only 60% of the off-campus store and a fairly ruthless editing process got under way. The aim is to install the material in the new slimmed-down facility during the spring term.

Staffing changes

We welcomed the following new staff during the year:

Paul Aitken, media support officer
Natalia Costa, learning resources assistant
Ryan Danahar, systems support officer
Claire Flay, learning resources assistant
Mark Palmer, media support officer
Sally Skym, PA to the senior management team

Linda Graves became the new information librarian supporting humanities and social sciences following the retirement of Bill Newman.

Steve Morgan
Deputy Head of Learning Resources Centre

University of Glasgow

Members of the JISC-funded DAEDALUS project attended the SPARC Workshop on 'Institutional repositories: the next stage' in Washington, D.C. Morag Greig presented a paper on copyright issues relating to populating institutional repositories with content, while William Nixon

gave a paper on choosing an IR platform. Nearly 300 delegates attended the workshop, which took place between 18 and 19 November 2004. Other sessions included presentations on formulating policies and business models for institutional repositories, in addition to updates on moves by major funding bodies to mandate open access. Workshop presentations are available at http://www.arl.org/sparc/meetings/ir04/ir04speak.html

Peter Asplin retires after 40 years at Glasgow University Library

In September, the longest serving member of GUL staff retired after a full forty years of valued and committed service. Peter Asplin, who for the past twelve years played a key role pushing forward the major developments in special collections, joined the library staff in November 1964.

In 1968, Peter played an important role in planning the move of books from the old library to the new building. He then went on to work as an arts & humanities subject librarian until 1992, when a vacancy arose in special collections. Within two years of joining special collections, Peter became involved with the planning and implementation of the various retro-conversion projects supported from the SHEFC non-formula funding for specialised collections in the humanities.

Peter was once again able to demonstrate his prowess in managing stock re-location in 1996 when the Hunterian Library and all the other special collections were moved from static shelving to mobile shelving ranges on the newly created level 12.

In tandem with his library duties, Peter has published a bibliography of secondary literature to accompany the Royal Irish Academy's *A new history of Ireland.*

Glasgow Caledonian University

Synergy, the inhouse magazine of the Learning Services department of Glasgow Caledonian University, has won an award.

At the annual conference of the Publicity and Public Relations Group of the Chartered Institute of Library and Information Professionals (CILIP) held on 11-13 November Synergy was highly commended in the Printed Publicity Material category. The citation stated.

'Careful attention has been paid to the development of an appropriate design and format which would appeal to the target audience. The copy is readable but has the integrity required for this type of publication…

We are pleased to Highly Commend Glasgow Caledonian University and wish the editorial board continued success.'

In achieving this award the support of the editorial board has been essential. Special thanks are due to Darren Jewell a designer in the University's Print Design Services Unit who produced such an effective design.

Anyone interested in being put on the Synergy mailing list should contact John. Synergy is also available on the web at;
http://www.learningservices.gcal.ac.uk/synergy/index.html
The current issue is a special one on information literacy.

New Information Literacy Project begins

Expressions of interest are invited for a new project on information literacy skills - looking at the link between secondary and tertiary education.
The recently completed Drumchapel Project set out to examine ICT skill levels among school pupils in a deprived area of Glasgow. The outcomes, however, focused very much on information literacy skills or the lack of them in the secondary sector and whether these skills, taught in the secondary sector, should be linked with the tertiary sector.

Initially a pilot, the Project has concentrated on a literature review to get a picture of activity in both the secondary and tertiary sectors with a view to identifying common themes and ideas. This will lead to applications to major funding bodies to undertake a major policy study in the area. Expressions of interest in participating are already coming in from schools and expressions of interest from the tertiary sector are also welcome.

Enquiries to

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University of Leeds

Appointment of Librarian
Margaret Coutts has been appointed Librarian and Keeper of the Brotherton Collection at the University of Leeds. Previously Director of Information Services and Librarian at the University of Kent at Canterbury, she will join Leeds early in 2005. Margaret has held posts at Glasgow and Aberdeen university libraries and her particular areas of interest have been the development of ICT and applications for university libraries, staff development and the introduction of digital collections to university activity. She has played an active role in professional organisations including SCONUL, JISC and the M25 consortium of higher education libraries.

Margaret Coutts is successor to Jan Wilkinson, who left the University last July to become the British Library's first Head of Higher Education.

Head of Public Service Strategy
Leeds University Library has welcomed Liz Waller as the new Head of Public Service Strategy. Liz has over 17 years experience in higher education libraries and joins Leeds from Leeds Metropolitan University.

Successful JISC bid: Developing Virtual Research Environments
Leeds University Library has been successful in a bid to JISC for a project under their 'Developing Virtual Research Environments' strand. The library is leading the EVIE [Embedding a VRE in an Institutional Environment] Project, which will run for two years. A virtual research environment [VRE] is an online environment to support researchers, which might include access to a range of services such as online collaboration tools, library services, and access to key research support systems. EVIE will develop a VRE by bringing together a range of tools and services, including library resources, and the tools provided by the university's existing Virtual Knowledge Park and VLE [Bodington], into a single web environment. It will build on the work currently being undertaken at Leeds on developing a University institutional portal, and will use the portal platform for delivery of the integrated environment. External project partners include the British Library and the White Rose e-science Grid.

Rosemary Campbell-Blair
Edward Boyle Library
University of Leeds

National Library of Scotland

The National Library of Scotland is one of the world's top research libraries and Scotland's largest library. It serves as both a general research library, is a legal deposit library, and is also the world's leading centre for the manuscript and printed collection of material on Scotland. This year the NLS set up a new development and marketing department to cover online development, strategy, and marketing of its services. It has now appointed One World Design to develop its corporate identity and give the NLS a design makeover.

Martin Budd, the creative director of One World Design is looking forward to creating a new image for the NLS aimed at raising the profile of the NLS brand.

One World were appointed after a four-way pitch. Alexandra Miller, director of development & marketing at the NLS said: 'We have chosen a design agency who understand our complexity and our role as a twenty-first century resource for people in Scotland and beyond.' She stated: 'We have an exciting new strategy of access and partnership and we want to reflect that in all of our corporate materials. NLS has great resources. We have fantastic modern and historical collections, as well as the latest scientific and business materials, both in print and electronic formats'.

Diane Lindsay

Oxford Brookes University Library

By Royal Appointment: HRH The Princess Royal launches new archive web site

On 8 November 2004, HRH The Princess Royal formally opened the new School of Health and Social Care at Oxford Brookes University, and launched the university library's Dorset House archive web site.

Dorset House was the first school of occupational therapy in the UK, founded in Bristol in 1930 by its visionary medical director Dr Elizabeth Casson (pictured). During the second world war the school was forced, after heavy bombing, to move to Bromsgrove. With an increase in demand for occupational therapists during these years, the school expanded and soon outgrew its temporary home.

In 1946 Dorset House moved to Oxford, firstly to Nissen huts on the Churchill Hospital site and then (in 1964) to more permanent accommodation on the London Road in Headington. 1992 saw the school become part of Oxford Polytechnic. Later in that year, the polytechnic became Oxford Brookes University.

The Dorset House archive provides a unique perspective on not only the history of the School, but also the history of the Casson family and the wider story of occupational therapy, both nationally and internationally. Alongside the books and papers of Dr Casson and the school's principals and staff, the real jewels of the collection are photographs, scrap books and ciné films charting developments in this field.

To make some of these items more widely accessible, photographs and promotional films from the 1940s have been digitised and mounted on the Dorset House archive web site (www.brookes.ac.uk/services/library/speccoll/dorset.html). Work on the rest of the archive continues thanks to a generous grant by the Elizabeth Casson Trust.

Pictured is Antony Brewerton, the librarian in charge of the Dorset House archive, demonstrating parts of the web site and collection to The Princess Royal, Patron of the College of Occupational Therapists.

University of Plymouth

E-resource development

As part of a wider service re-organisation we have established an e-resource development team, led by Fiona Greig who took up her post in October. The team of six will be involved in developing services and systems that will help underpin changes required deliver a modern and proactive, user-centred information service. As part of this we have purchased the EnCompass resource management tools from Endeavor and are currently working on a small pilot project to develop federated searching of resources in two subject-focused collections. The pilot project will be used as a 'demonstrator' and we will seek customer feedback to inform a wider implementation, the OpenURL resolver LinkfinderPlus will also be introduced for the demonstrator enabling not only federated searching but also single-click access to full-text items. At the same time we are using the EnCompass for Digital Collections system to migrate our past exam papers from an older and less flexible system, while important in its own right this work will enable us to explore the software and its capabilities for a number of other projects we have in development.

Extended Plymouth library

We opened the new extension to the Plymouth library in September – the builders were still completing the lower ground floor but we were determined to get in before induction week. At the same time we implemented self-issue and self-return for the majority of our stock at Plymouth, using a system produced by a Finnish company, P.V.Supa. The students tell us that the self-service

machines are cool – the ultimate compliment, and the extension itself has been well received by the university. Some students are less admiring of our choice of carpet. We are still trying to get the final snagging items dealt with, and delayed moving forward with opening the new 24x7 open access computing and media area until this week, when we could be sure that everything was ready.

The new extension is designed to provide a variety of quality study space – from the new library café, and its associated casual study area, to group study areas and sofas around the atrium, to quiet and silent study areas designed with the help of an acoustic engineer to deaden sound. The 'old' library now mainly houses the book-stock which was totally rearranged over the summer, and 900 boxes of stock from our other libraries incorporated.

2004 has been a challenging year for library staff at the university. In December 2003 we were still using Libertas, working in a building that had had much of one outer wall demolished, and about to implement a new staffing structure. Twelve months later we have successfully implemented Voyager (including the inter-library loan module this September), made a good start at building the new teams, and are beginning to plan for next summer when more stock is transferred to Plymouth. Our library at Seale Hayne then closes as teaching ceases at that campus.

Penny Holland
Head of Customer Services

University of Portsmouth

'Fit for work?' staff development day

Each summer vacation we try to stage an event for library personnel on a general staff development topic, such as careers or the work of other areas of the university. These events usually rely heavily on the input of staff from across the university who seem to be happy to give a presentation in return for free refreshments. This summer on 16 June we held a day on various aspects of health entitled 'Fit for work?'. All staff are invited to these events, with the enticement of a free buffet lunch (can you spot a common theme here?), and this was the most popular ever with 34 attending (about 40% of the total).

The aim of the day was to increase awareness of the health services available to university staff and awareness of preventative measures to avoid ill-health. After a welcome from the university librarian, the morning programme concentrated on aspects of stress and relaxation with presentations by the occupational health nurses on their work in the university; by Student Services counsellors on the counselling process; and by pharmacy lecturers on medical herbalism and relaxation. The afternoon was rather more physical with a representative from the Health & Safety Unit presenting on correct IT workplace layout and two sports assistants getting everyone exercised (literally) with their session on exercise and diet (with a section on exercising at the desk for the less active). The day ended with a question and answer session by a 'Health Forum' of speakers and other advisers. Although we weren't able to be as ambitious as Oxford University Libraries with their 'Well being week' (Merrett 2003)1, we offered yoga and tai chi taster sessions during the coffee breaks and over lunchtime a sports science technician brought various machines for testing our fitness. In addition, Portsmouth City Council Health Development Team displayed a wide variety of leaflets for participants to take away with them.

The event was evaluated with a 'happy sheet' which 29 staff completed. Overall the 'brilliant' day was very well received and participants felt its aims had been achieved giving them 'reassurance of support'; the 'confidence to use [university] facilities'; and 'lots of information'. Criticisms concentrated mostly on practical aspects such as the limited space available for exercise sessions and limited time for the most popular presentation, medical herbalism. The crowded seminar room was also a problem on what must have been the only hot day of the summer.

Participants were asked what other aspects of health and safety they would like to hear about as a result of this event so that we could use their suggestions in planning our training programme this year. Consequently, we are hoping to repeat a manual handling workshop we have held in the past and to invite relevant speakers from across the university to our 'coffee mornings'. These are short weekly development sessions open to all library staff (bring your own coffee), which are presented by speakers from the library or elsewhere in the university. The programme this term will include one of the pharmacy staff returning to expand some aspects of their medical herbalism presentation and next term the student mental health advisor to talk about her work.

In the words of one participant, this was 'an enjoyable stress-free day' which brought staff together; informed and entertained in equal part; and provided a relaxing prelude to the summer vacation.

1 Gail Merrett, 'A healthy bod? Creating wellbeing in Oxford University Library Services', *SCONUL Newsletter* (29), summer/autumn 2003, p64.

Jane Paine
Assistant Librarian (Staff Development)
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The Linnaeus Link Project

The Linnaeus Link Project is an international collaboration aimed at producing an online union catalogue of material relating to the eighteenth-century Swedish scientist Carl Linnaeus and his students. The Project is supported by a consortium of museums, archives, libraries and other institutions in Europe and the United States, led by the Natural History Museum in London (NHM).

The project is indebted to the Linnean Society of London, which is providing funding for two years from January 2004. This will enable the cataloguing of the extensive Linnaean collection at the NHM, which will form the initial core of the union catalogue, and the technical implementation of the catalogue.

Some records already exist and need only the addition of information specific to that particular copy of the work. Some items have been catalogued, but very briefly, and need more extensive amplification. Many works have been catalogued only on cards, which were not converted into electronic format due to the complexity of the information. These need to be catalogued from scratch. As of August 2004, over 300 records have been either created or upgraded to Project standards.

Once this core catalogue is established, libraries around the world will be able to add their holdings information to the records, providing researchers with a vast warehouse of resources on Linnaeus and his times.

In addition, an ongoing survey of holdings of Linnaean material worldwide is being conducted. Summary survey results and the survey form can be found on the project website. Libraries with Linnaean material are encouraged to complete the survey form so that their records can be added to the union catalogue.

Further information and a list of the project partners is available on the project website at http://www.nhm.ac.uk/library/linn/.

New publication from LISU

Sonya White & Claire Creaser
Scholarly journal prices: selected trends and comparisons
(Loughborough: LISU, 2004)

A new report published by LISU, based at Loughborough University, offers some valuable insights into scholarly journals pricing over the last decade. Amongst the findings are average price increases by publisher ranging from 27% to 94% over the period 2000-2004, and biomedical journal prices per page ranging from £0.31 (approx. $0.55) to £0.98 (approx. $1.75) in 2004 (average by publisher).

The report was originally commissioned by Oxford journals, a division of Oxford University Press, as part of its desire to better understand what has commonly been described as 'the serials crisis'. As part of the survey LISU analysed data from twelve named scholarly publishers, including OUP, taken over a 5-year period (2000 -2004), plus 1993 as a base year for comparison. General analysis was carried out on around 6000 journals spanning all subject areas, then detailed analysis focused on identifying average journal prices, per page and per impact factor point on biomedical titles.

Eric Davies, Director of LISU, remarked 'Serials continue to be a key component of scholarly communication and their pricing and affordability is a major preoccupation for those who create and use them. The report represents a great deal of hard work in collating and analysing data to establish some objective information to inform the current debate on serials. Although it represents a snapshot of only part of the entire serials landscape, it does provide the basis for further investigation and discussion on this important topic. We were delighted to be given the opportunity by Oxford Journals to explore trends in this detail and on this scale.'

Scholarly journal prices: selected trends and comparisons (Sonya White & Claire Creaser, LISU, 2004) is freely available from the LISU website as a downloadable pdf. http://www.lboro.ac.uk/departments/dis/lisu/pages/publications/oup.html

Print copies can be purchased for £50 (post paid in the UK) from:

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The Library + information Show (LiS)

20 – 21 April 2005, The Pavilion, NEC, Birmingham

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Now in its 16th year, 2005's Library + information Show (LiS) takes place on 20 and 21 April.

LiS caters for all sectors of the library profession, bringing colleagues together to experience the latest developments, exchange ideas and debate current issues. The event features suppliers of library management systems, security and self-service systems, AV equipment and special needs services, amongst others.

A programme of free seminars is available on the show floor with full days dedicated to the four library sectors: public, academic, workplace and school. Presented by senior librarians and industry experts from across the UK, the emphasis is on providing practical help rather than theory.

The Library + information Show is running alongside MUREX, the UK's national exhibition for museum resources. MUREX was launched in 2002 and features exhibitors ranging from suppliers of design and display services, to lighting and technical equipment, packaging and storage, multimedia, audio systems, queue management and themed environments.

For further information, contact VNU Exhibitions Europe +44 (0)20 7316 9581, or visit the websites at www.lishow.co.uk & www.museum-expo.co.uk.

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Contributions are welcomed from colleagues in all fields and at all levels: we merely request that the items contributed are concise, informative, practical and (above all!) worth reading.

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  3 B.M.Researcher, 'Title of article', *Journal of pseudodocumentalism*, 70 (2), 1989, pp 117-20

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We look forward to hearing from you.