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Editorial

An international *Focus*

Internationalisation is increasingly important for all of us. In the global economy this affects supply (is it cheaper to outsource activities and how will this affect quality, reputation and customer retention?) and demand (with requests for goods and services just a click away how do we really create a global village shop?). We have the opportunity of global markets but the threat of global competition.

For universities this has become a major preoccupation. How many universities *don't* mention 'globalisation' or 'internationalism' in their strategic plans? Some institutions are stretching their brand to develop campuses/strategic alliances overseas but we all face pressure to increase our numbers of international students at home.

We are very familiar – as consumers and suppliers – with the global agenda.

But what about our own field? How do we as information professionals engage with the global LIS agenda?

Librarians – so good at networking generally – tend to do this within a comfortable geographic region. I am aware that the pages of *SCONUL Focus*, although full of a broad spectrum of developments by staff at a variety of levels in a variety of institutions, do tend to dwell on the domestic.

But, of course, this isn't the full picture. More and more of us are involved in international collaborations, formally and informally. We may be acting locally but we are increasingly thinking globally. That is why I am particularly pleased to introduce this special issue of *SCONUL Focus*, our international issue.

SCONUL is developing its international agenda and Michael Breaks shares interesting insights into his work to develop a formal international strategy to build on the foundation work carried out by the Society over the last few years. One activity familiar to readers of *Focus* is SCONUL's international study tours: the Australian visit, for example, was reviewed in issue 37. In this issue John MacColl gives his fascinating account of the recent South African tour, complete with excellent photographs. I look forward to including similar reports on SCONUL's Canadian and Scandinavian programmes, which are scheduled to take place in 2008 and 2009.

Talking of our Canadian cousins, this issue also includes reviews of the SCONUL Autumn Conference (4 December 2007) and the SCONUL/CARL 'Cross Canada Check Up' (3 December), both of which welcomed a large number of our colleagues from across the Atlantic. Similarly, another conference review included this time covers the 1st International m-Libraries Conference, hosted by the Open University in partnership with Athabasca University, Canada, which attracted delegates from over 20 countries.

In the spirit of all this, a whole host of international bodies were asked to give details of their concerns and activities to this issue of *Focus*. Colleagues were more than happy to share there experiences and we include the latest on LIBER activities, a review of the lobbying undertaken by EBLIDA, news of how Canadian librarians are using LibQUAL+, an update on the Australian scene, an overview of co-operative approaches made by Lithuanian librarians, and details of the marvellous work undertaken by eIFL.

On top of this we have articles on information literacy and world citizenship, an introduction to NEEO, the Network of European Economists Online, Nereus' impressive Open Access project to promote the work of Europe's top economists, plus Fred Friend's usual overview of international OA developments.

It has been a genuine thrill putting all this together and learning about the concerns of our international colleagues. The problems they face may sometimes sound familiar but the solutions are sometimes more novel and quite thought-provoking.

It really is good to have an international focus.

Antony Brewerton
SCONUL Focus Editorial Board

LIBER: the Association of European Research Libraries

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LIBER, the Ligue des Bibliothèques Européennes de Recherche / Association of European Research Libraries, is the major organisation representing research libraries in Europe. Its mission is the representation and promotion of the interests of these libraries, the improvement of access to collections in European research libraries and the provision of more efficient information services across the continent. In 2008 LIBER plans to become an even more significant player on the European library scene with the appointment for the first time of a full-time executive director, whose role will be to develop and implement policy and drive its agenda forward.

LIBER was founded in 1971 under the auspices of the Council of Europe, and its membership at present includes over 350 libraries from 38 countries, ranging from Ireland in the west to Russia in the east, and from Iceland in the north to Malta in the south.

In the thirty-plus years of its existence, LIBER has evolved through three stages of development and is about to enter a fourth. Between 1971 and 1986 it was a small club of library directors, meeting annually but generally informally, in one of their libraries. From 1986 to 1993 there was a growth in membership, the *LIBER Bulletin* evolved into the scholarly journal *European Research Libraries Cooperation: the LIBER Quarterly* and an increasing number of participants began to attend the more formally organised annual conference. In 1994 a new, more professional, approach was adopted, with a revised structure, four professional divisions (Access, Collection Development, Preservation, and Library Management and Administra-

tion) and a permanent secretariat. The changes led to an enhanced professional programme, represented not only by a more extensive annual general conference, focussing on leading-edge professional topics, but also by a range of activities, undertaken principally by the divisions and the expert committees reporting to them, during the intervening months between the conferences.

The membership of LIBER, participation in its activities and its influence on the European library scene grew steadily over the next decade. During this period, with the help of funds from the Online Computer Library Center (OCLC), LIBER began to co-operate first with North America (as it was felt that Europe and North America could learn from each other and share research-library developments) and then with central and eastern European libraries, by seeking to involve them in conferences and in the work of LIBER's groups.

In 2003 LIBER explicitly identified its role in supporting European research libraries in the new information environment where 'libraries and their users have entered a common electronic space in which services can easily be made available across the boundaries of individual libraries and countries'.[1] This was to be implemented through a range of activities: assisting libraries to develop new national, international or regional infrastructures for the production of electronic services and resources, the provision of access to them and their long-term storage; stimulating and supporting developments towards standardisation for electronic information exchange and information discovery; supporting libraries in the development of fair licence agreements; and developing strategic thinking in European research libraries. Much of this strategy remains part of LIBER's core activities today.

The annual general conference is still at the heart of the LIBER programme. It is aimed at an audience of library directors and seeks to cover issues of current importance at a strategic level. Recent conferences have taken place in St Petersburg (2004), Groningen (2005), Uppsala (2006) and Warsaw (2007), and future venues are Istanbul (2008) and Toulouse (2009). Recent conference programmes and PowerPoint slides can be seen on the LIBER website.[2]

LIBER currently has four key areas of activity:
- scholarly communication
- library services in a rapidly changing environment
- library management
- services and facilities for members.

Scholarly communication

A primary role of a research library is to offer the members of its user community the most efficient means of accessing and preserving the globally accumulated scholarly knowledge in their field of interest. The present system of scholarly communication is far from ideal, and LIBER supports activities that harness the opportunities offered by modern technology to create improvement. It was an early supporter of the open-access movement, signed the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities in 2005 and supports the CERN Open Access Initiative (OAI) workshops. Through reciprocal representation on each other's boards, LIBER works closely with SPARC Europe (the Scholarly Publishing and Academic Resources Coalition) in trying to create change in the scholarly communications market, in the support of competition and the encouragement of new publishing models (in particular, open-access models) that better serve the international research community. It is also working with the Frankfurt Group, EBLIDA (the European Bureau of Library, Information and Documentation Associations) and the European Commission to find a means of reducing the level of VAT on electronic publications.

Library services in a rapidly changing environment

As digital information resources become ever more significant, and as new players begin to deliver similar services, LIBER sees its role as champion of the research library as being the conduit for information about past and present scholarly research, and supports the work of member libraries in areas such as digitisation, preservation and the provision of access to those resources. It responded to the European Commission's i2010 Digital Libraries consultation document in January 2006 and held a joint workshop with EBLIDA in October 2007 to promote the digitisation of the historical collections held in Europe's research libraries. In particular it is working with the European Digital Library and OCLC (through the Registry of Digital Masters) to try to establish appropriate resource-discovery mechanisms for this digitised content. LIBER and EBLIDA have a shared agenda in trying to resolve the legal problems around digitisation, especially those linked to copyright. Close links are being forged with the e-Depot at the Koninklijke Bibliotheek in The Hague and with the Consortium of European Research Libraries (CERL), particularly in relation to rare books and manuscripts.

Library management

Library services are becoming increasingly complex, and funding bodies are imposing growing demands for audits and accountability. LIBER is working on ways in which it can offer support to its member institutions by providing opportunities for benchmarking and by offering its members a range of tools for quality assessment (including the development with the Association of Research Libraries of a series of European versions of the LibQUAL+ suite of services), peer review and key performance indicators. Responding to the need for organisational change to prepare libraries to face new challenges, there are a number of activities under way to provide support on staff-management questions, particularly in the context of demographic changes (retirement and succession planning). The Architecture Group and the Groupe des Cartothécaires are particularly active, both of them organising biennial conferences. *LIBER Quarterly*, now fully online, reflects the organisation's activities in encouraging professional development and best practice.[3]

Services and facilities for members

An increasing range of services and facilities is being offered to staff of member institutions, especially in areas where European co-operation would be of special benefit. The LIBER Security Network is becoming an increasingly important forum for advice to members on protection against theft and on confidential reporting of both actual theft and suspicious activity. A website to facilitate exchanges of staff and twinning arrangements between member libraries is to be launched shortly.

At present LIBER has 27 university libraries in the UK and Ireland among its membership as well as all four national libraries. Compared to the Nordic countries this is a low proportion, and LIBER would like to strongly encourage more participation from academic libraries in these islands. All university members of SCONUL are entitled to join. The membership fee is only €350 a year, so if you would like to become more involved in library developments at the European level, or simply to obtain a different perspective on the library of the present and the future, LIBER would be delighted to welcome you as a member.[4]

1   *A vision for LIBER's strategy 2003–2006*, Göttingen 2003
2   See http://www.libereurope.eu/ node/171

3   See http://webdoc.gwdg.de/edoc/aw/ liber/inhalt.htm
4   For more details, see the LIBER website: http://www.libereurope.eu/

All Websites accessed December 2007

EBLIDA: lobbying for libraries in Europe

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The European Bureau for Library, Information and Documentation Associations – or EBLIDA – was established in 1992 to promote the interests of libraries and other non-commercial information suppliers to European Union (EU) institutions, such as the European Commission and the European Parliament. The membership of EBLIDA is made up of library associations and institutions from Europe and is represented by an Executive Committee of ten members and a president. The President for the period 2007-2009 is Gerald Leitner, who is also the Secretary General of the Austrian Library Association.

A central strategic aim of EBLIDA has been – and continues to be – working towards a legislative framework where libraries and other cultural institutions can continue to provide access to information, not least in an online environment. With the advance of digital technology at the beginning of the 1990s and the intention to create a single market in Europe, copyright and intellectual property rights came on to the European political agenda. It was obvious that the legislation would have to change to incorporate new technologies: I think that most now accept that digital and analogue are not the same, and therefore require different legal solutions.

It might be slightly too dramatic to call the last 15 years a battle to keep the 'delicate balance' between the legitimate interests of right holders and more societal interests in general, but from the point of view of EBLIDA it is safe to say that recent years have seen a continuing upward spiral of copyright legislation. During this period we have seen the Public Lending Right directive from 1992 (or – to give its correct name – 'Council directive on rental right and lending right and on certain rights related to copyright in the field of intellectual property'), the term directive from 1993 (which set the duration of authors rights to 70 years; many member states had 50 years prior

to the directive), the database directive from 1996, and the Information Society directive from 2001. EBLIDA has lobbied intensely on all these directives, striving to put forward the view points of libraries and show how these legislative proposals might hinder libraries in providing information services to European citizens.

In 2006 the European Commission launched the European Digital Library and with it the problems of copyright have become apparent once again, and the question remains how to avoid a 20th century black hole of literary and scientific works in digital format. Much will undoubtedly be solved by contracts, but it will also be necessary to find practical solutions for orphan works (works where the right holder is not known or cannot be located) and out-of-print works, which have little or no commercial value but are still protected by copyright. EBLIDA has worked with stakeholders, including the European Commission, to arrive at suitable solutions for these types of works. These solutions will enable libraries to start projects of mass digitisation with economically manageable models for rights clearance and with legal certainty for this type of endeavour.

While the legal aspects remain central to EBLIDA, the organisation has defined four other key strategic areas for the work of the organisation: digitisation and online access; life long learning and education; culture and information society; and professional education. These are areas where library associations need to work together at the European level to achieve the best results for the members we represent.

For digitisation there is a need for coordination and prioritisation at the European level – what we might call a European Collections Strategy. We need to ensure interoperability between diverse resources, not just between libraries, but between libraries, archives and museums. The European Commission had decided not to fund the creation of digital content, leaving it to the member states to fund these projects, encouraging private-public partnerships. EBLIDA recognises that these partnerships can be productive in some circumstances, but it is unlikely that they alone can reach the targets set by the Commission and we hope that the European commission will reconsider this standpoint.

Life long learning (LLL) and continuing education are also at the heart of the knowledge economy and EBLIDA feels that public and academic libraries – and other cultural institutions – have

a pivotal role to play in supporting this agenda, through e-learning, distance learning and providing resources for those engaged in learning processes. It is vital for these institutions to underline their importance in LLL and education, and that we are able to contribute to the European agenda.

The cultural agenda in Europe remains broad, but also here we feel that libraries have a role to play. In many European member states, libraries are one of the primary disseminators of culture, literature, music and so forth. By establishing various cross boarder co-operations (of which the European Digital Library is a good example) we can help establish a vibrant European cultural scene.

For library associations, organisations and institutions it is important to help to facilitate dialogue between theory and practice in the library and information sector and ensure that research is incorporated into the daily practice of librarians. EBLIDA will also continue to monitor the Bologna process and how higher education is aligned in the European community.

Some of the issues outlined above are new and some have been with us for at least a hundred years. For libraries it is essential to take our traditional strengths and adapt them to the digital age and to be able to compete and collaborate with new commercial and non-commercial players. Many important issues are decided at the European level and it is essential to have organisations that can bring together viewpoints from all of Europe and be the common voice of libraries – a role EBLIDA will continue to play in the coming years.

The 2007 LibQUAL Canada consortial survey

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INTRODUCTION[1]

The 2007 LibQUAL Canada Consortium was an historic achievement in the development of library assessment practice in Canada. As the largest ever LibQUAL+™ consortium, covering the majority of Canada's university libraries, the LibQUAL Canada Consortium has taken a very large first step in collecting service quality data for benchmarking on a national and regional level. This article outlines the development of the consortium within the national context, what made it successful for its members and its experience with the LibQUAL+™ survey (what we have learned and where we would like LibQUAL+™ to go in the future).

The data collected by the consortium were still being reviewed by its members at the time of writing, so this article will not attempt to offer an analysis of the consortial data. Comparison of the Canadian 2007 data with the other LibQUAL+™ results for the year will be presented when the aggregate results for both 2007 survey sessions have been released.

WHY NOT JUST DEVELOP A CANADIAN SURVEY?

This question did arise during the initial planning of the consortium. However, LibQUAL+™ was the clear choice for the consortium's 2007 survey project. It had been refined and validated over the years with input from participants, focus groups and other analyses. The challenges and costs to build a better Canadian survey instrument and a national support infrastructure such as that provided by the Association of Research Libraries (ARL) for LibQUAL+™ participants would be huge. Above all, more Canadian institutions needed some experience with such a

programme before we could consider engaging in fruitful discussions about future assessment directions.

Sixteen Canadian university libraries were already members of ARL and regularly contribute their quantitative data (expenditures, collections, etc.) to ARL's annual comparative surveys of its members. So it was natural for Canadian ARL members to adopt the service assessment tool widely used among other ARL libraries, LibQUAL+™. Indeed, York University was one of the handful of institutions involved in the initial development of LibQUAL+™.

LibQUAL+™ and the Canadian context

Historically, Canadian universities have generally experienced smaller budgets, staffs and collections than comparable American institutions, many of which are privately funded. Of the sixteen Canadian ARL members, only five rank in the top 50% of ARL members (in the areas of staffing and total budget), although these are among the top universities in Canada.[1]

While many common factors influence service ratings among academic libraries, Canadian academic libraries have not generally compared favourably with their American counterparts in past LibQUAL+™ surveys. In the 2004 survey, only three of nine participating Canadian universities were able to match the average overall gap scores among university LibQUAL+™ participants. Perhaps a more important factor in the establishment of LibQUAL Canada is the political-economic organisation of education in Canada. Education in Canada is under provincial jurisdiction and academic institutions are publicly funded (other than a few small faith-based schools). Public policies, practices and funding relating to higher education have varied widely across Canada. These factors have notably shaped higher education in each province. So the opportunity for academic libraries to benchmark their services with those of peer institutions in the same provincial/regional jurisdiction was a powerful incentive. This motivation was most notable in Canada's largest provinces, Ontario and Quebec, with two-thirds of the country's population and large clusters of academic institutions.

LibQUAL Canada reflects the Canadian socio-political environment in being bilingual, with member institutions offering services in English or French, or in both languages.

Origin of the LibQUAL+™ Canada Consortium

By January 2007, LibQUAL+™ was the primary instrument used by Canadian academic libraries to assess library service quality, according to a recent study of assessment practices in Canadian university libraries by Jordan and McKenna'.[2] In fact, the study found that LibQUAL+™ was the first, and in many cases the only, systematic service assessment instrument used by Canadian academic libraries.[3]

More than twenty Canada university libraries have participated in LibQUAL+™ since its inception. However, among the hundreds of mostly American participants, in any given year there had never been more than ten Canadian participants. The latter fact is crucial to understanding the impetus behind the development of the LibQUAL+™ Canada Consortium. At the June 2005 annual general meeting of the Canadian Association of Research Libraries (CARL),[4] members expressed interest in coordinating LibQUAL+™ participation in order to create a larger database of Canadian content that would offer more meaningful benchmarking of services for Canadian academic research libraries. The CARL Committee on Effectiveness Measures and Statistics proposed a CARL-sponsored Canadian 'consortial submission' to LibQUAL+™ in 2007. I was appointed to head the consortial project.

The original objective of the project had been to establish a consortium of CARL member libraries from across Canada to participate in the 2007 survey. However, I envisioned this project as a unique opportunity to engage the broader Canadian academic and research library community in developing a national service quality assessment survey. CARL agreed to sponsor a more broadly based Canadian consortium, to include non-CARL member universities, community colleges and federal government libraries.

Anatomy of the Consortium

When the survey opened in January 2007, 46 universities, 7 community colleges[5] and 3 federal government libraries from across Canada had registered as members of the LibQUAL Canada Consortium. More significantly, 66% of the libraries had never done the survey, including some smaller institutions that might not have considered using this service assessment tool on their own. A few other universities had initially joined

the consortium but were not able to accommodate the survey program in their 2007 operations.

The members ranged from one of the largest universities in North America to small colleges. Our largest participant, the University of Toronto, registered each of its three campuses separately for the survey. At least two universities registered with a community college that shares the university's library facilities and services. One large member university (the University of Alberta) does the survey annually. Notably, Alberta's is also one of the very few Canadian libraries with a dedicated library assessment position.
A highly significant feature of the consortium was the need to represent the French-language, English-speaking and bilingual institutions. While informal communication within the consortium is generally conducted in English, all of the consortium's documentation and announcements are bilingual, as are all of the consortium's web pages. While ARL offers the basic survey questions in French, most of the optional/local questions did not have French translations. The consortium took on the responsibility, on ARL's behalf, of ensuring that all the survey and demographic questions used by members of the consortium had correct Canadian French translations.

OPPORTUNITIES AND CHALLENGES

The opportunity to benchmark a library's services and programs with comparator Canadian institutions offering similar programs and services, or within the same political/funding jurisdiction, was the consortium's most valuable primary purpose.
The consortium also offered its members:

- the opportunity to learn more about library assessment practice, including data collection, analysis and application in planning services and so on, within a supportive collegial environment
- a consortial web site with shared marketing information and data-analysis expertise and many other resources, contributed by the members
- an online forum for discussion and information exchange
- the opportunity for locally hosted workshops, including a pre-consortial survey workshop held in June 2006 in Ottawa and a 2007 national assessment conference/workshop, also in Ottawa, to help participants communicate and apply their findings effectively.

Although the LibQUAL Canada Consortium was by far the largest LibQUAL+™ consortium, it was the bilingual nature of the consortium that presented the greatest challenge. While ARL had French Canadian translations for the basic survey questions, the optional questions selected by the consortium had to be translated. In addition, the demographic data elements for US government organisations were inappropriate for the Canadian federal library members. The consortium worked with ARL to develop a customised Canadian government demographic and to translate it into French. In addition, ARL had never before integrated the survey results from two languages into consolidated sets of consortial results.

BUILDING THE LIBQUAL CANADA CONSORTIUM

What factors went into establishing and conducting this large and successful consortial project?

- **Governance and support:** The consortium is managed by the coordinator and the 2007 project was funded through annual budget allocations from CARL, in 2006 and 2007. It was established as an ad hoc project group rather than a formal organisational structure within CARL. Ongoing operational support was provided by CARL staff, most notably by Katherine McColgan. Ms McColgan reports to the association through the chair of the committee on effectiveness measures and statistics, Mme Sylvie Belzile. Mme Belzile, Ms McColgan and I comprised the informal project team. The project team met periodically by phone to review the progress of the project and I prepared written progress reports for the CARL directors at pre-established milestones throughout the project. LibQUAL Canada and its conference programmes could not have succeeded without the continual, unfailing support of Mme Belzile, Ms McColgan and Tim Mark, the CARL executive director, and the support of Martha Kyrillidou, of ARL's statistics and measurement program.

- **Project vs program:** Many participants were first-time participants; most did not have dedicated assessment staff to manage the process successfully on their own. By approaching the survey as a project, the consortium could guide its members through the planning process, via discrete, manageable sets of actions, each stage having its own timelines and deliverables. This approach was also important in coordinating the

activities of all the consortium members throughout the planning and implementation process.

- **Project coordinator:** It is important to have a dedicated project leader with experience of large-project management. Another important consideration was that my University Librarian, Paul Wiens, kindly agreed to second my time to the project as needed. While my position at Queen's University involves both library assessment and IT project coordination, it was my extensive project-management experience and skills that proved to be my most useful contribution to LibQUAL Canada.

- **Communication and engagement:** My very first action as consortium coordinator was to establish a moderated discussion/announcement list to which I subscribed each library contact. However, any librarian from a Canadian academic library was welcomed to join. Members were encouraged to contribute in shaping each phase of the project. Timelines and action items were revised at each stage, based on member input. My highest priority was to ensure that every query was answered in a timely fashion and, in most cases, that the exchange was shared with the membership.

- **Major focus on timeline/action plan:** Each milestone carried a detailed list of the data that each library had to prepare to complete the project stages and LibQUAL+™ questionnaires, with suggested timelines for gathering the data and the required decision-making. The timelines were sufficiently generous to accommodate members new to LibQUAL+™ while providing the LibQUAL+™ veterans with targets for each phase in the consortial process.

Timeline & Action Plan		
Action	**Who**	**Timeline**
Establish Canadian LibQUAL+ discussion list: libqual-canada@mailman.srv.ualberta.ca	P. Ryan (U of A)	Feb. 2006
Establish consortial resource web page hosted at Queen's. Solicit and post: • Timeline • List of past Canadian participants • Links to individual institution LibQUAL+ sites • Marketing information, e.g. posters, bookmarks, sample press releases or announcements • Research ethics board clearance, e.g. successful examples of submissions for university ethics board approval • Population sampling advice, e.g. sample size and composition • Communication with sample population, incl. suggested frequency and bank of survey announcements, invitations to participate and follow-up messages • "Words of advice" from experienced members and from research, e.g. better to offer a few big prizes, rather than many small ones • Data analysis expertise	S. Kalb + liaisons	March 2006- Jan. 2007

- **Active recruitment of participants:** As persuasive as the benefits listed on the web site may have been, recruiting the broad range of participating libraries involved:

1 Building a critical mass: the consortium sent invitations to the various library groups through their national and regional councils, emphasising the opportunity for peer benchmarking with libraries in the same regional/provincial jurisdiction. Some libraries joined the consortium because a number of their regional peer institutions had already joined. Once a critical mass of libraries from a region had joined, the regional councils (e.g. the Ontario Council of University Libraries) encouraged their other members to join the consortium.

2 Sending individual invitations and follow-up communication to encourage maximum participation by leading institutions that other libraries tend to use as benchmarks

3 Rapid responses to queries from potential participants:
a) to assist them in persuading reluctant, wary administrators; in each case, we were able to supply the library with the information and documentation required to gain approval to participate, including documentation submitted by other Canadian academic libraries to gain research ethics board approval or exemption for their survey. The anonymous nature of the survey was certainly a consideration in gaining broad participation from the Canadian academic library community – particularly in a period when Canadian institutions were becoming concerned about the potential scrutiny of private Canadian data held in American databases, under the US Patriot Act.
Academic institutions are often sensitive to activities that may affect their reputations. The consortium was able to offer explicit assurance that the survey results would not be used by the members for public comparisons.
b) to demonstrate how the consortium could help them accomplish the necessary preparation for the survey within the allotted time frame, including pointing them at specific resources

available on the consortium's web site (promotional ideas and material, invitation letters to respondents, incentive prizes offered, mass e-mailing and much more).

- **Web site:** A major tool for recruiting members and for the success of the project was presenting the Canadian library community with a full-featured web site at the start of the project. While ARL's LibQUAL+™ site contains a vast amount of useful information, its very size makes it a daunting resource to navigate.
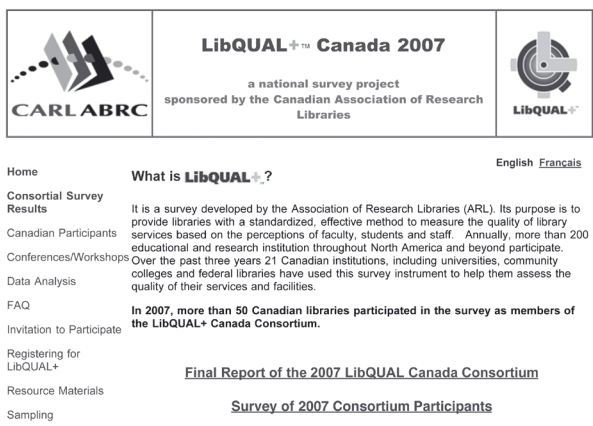
The consortial site was based on the highly regarded 2004 Queen's University LibQUAL+™ site,[6] with additional content adapted from ARL and other LibQUAL+™ sites. The goal of the site was to provide an easy-to-use, one-stop resource for Canadian libraries – with material that could be readily adapted by individual libraries for their use. As an example, the frequently asked questions (FAQ) page is designed to allow a library to simply insert its own name and specifics in the highlighted spaces to have an informative LibQUAL+™ FAQ for their own community – with little additional work (see Figure 1).

Figure 1

4. How and when is the [institution's name] survey being conducted?
A random sample of email addresses has been drawn from the Library's patron database, representing [**number**] undergraduate students, [**number**] graduate students, [**number**] staff and [**number**] faculty members. On [**date**], these individuals will receive a pre-survey email message from [**name**], University Librarian, advising them that they will soon receive a web-based "Library Service Quality Survey", and encouraging them to complete it. Five days later, on [**date**], these individuals will receive another email from the University Librarian, with an embedded URL for the actual survey. Automatic reminder notices from the will be sent on [**specify other dates, if any**].

The home page of the consortial site changed at key points in the life of the project. At the beginning of the project, the focus of the site was to attract participants and highlight the benefits of membership. During the planning and preparatory phases, the timeline became the primary link at the top of the navigation sidebar. After the survey closed, the consortial results page became the primary link in the navigation bar. The pages were continually updated throughout the project to maintain accurate and timely access to resources for the members.

Other pages on the web site included:

- *Canadian Participants:* a complete list of past and present Canadian LibQUAL+™ participants with contacts and local LibQUAL+™ web sites
- *Data Analysis:* data analysis resources, including content analysis tools like Atlas.ti, to help participants analyse their survey comments
- *Invitation to Participate:* an invitation to participate (main page during the recruitment phase of the project)
- *Registering for LibQUAL+™ :* a step-by-step guide for members in registering for the survey as members of the consortium
- *Resource Materials:* including the list of optional LibQUAL+™ survey questions (with the French equivalent for the French-language questions selected by individual members of the consortium), invitation and reminder messages, a page about mass e-mailing, documentation to gain research ethics board clearance, publicity materials, incentive prizes and LibQUAL conference

presentations given by past Canadian participants

- *Population Sampling:* a page about sampling and sample size (a question often asked by new survey participants).

CARL, with invaluable support from ARL, sponsored two conference/workshops. The first was a one-day program held in Ottawa in June 2006, in conjunction with the Canadian Library Association annual conference. CARL underwrote all the costs, including registration. The goals of the conference/workshop were (a) to prepare consortium members to conduct the survey, and (b) to recruit and inform prospective consortium members about the potential benefits of LibQUAL+™ and the consortial project. The conference was very successful in meeting both goals. It attracted sixty delegates and the consortium grew by 30% after the programme.
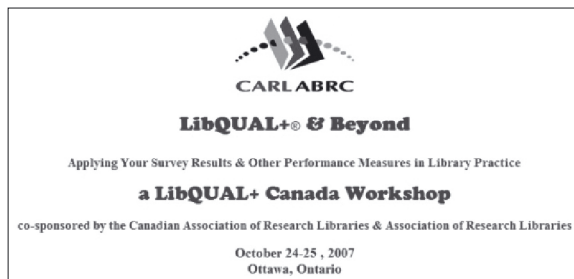
The second consortial conference had more ambitious goals. Held in Ottawa in October 2007, 'LibQUAL & Beyond' was a two-day stand-alone conference/workshop whose goals were (a) to help consortium participants to analyse their LibQUAL+™ results effectively; (b) to serve as a first Canadian library assessment conference; (c) to encourage libraries to use their LibQUAL+™ results and other kinds of assessment tools effectively and start to build a 'culture of assessment'. The programme was a great success, attracting 70 delegates from across Canada and engendering lively discussion. As significant as the actual programme was the opportunity for delegates to meet other colleagues engaged in library assessment and talk about local practices, potential collaborations and what an 'assessment librarian' actually does.

The pre-survey (http://library.queensu.ca/webir/canlibqual/carl-workshop.htm) and post-survey (http://library.queensu.ca/webir/canlibqual/carl-workshop-2007.htm) conference programmes and presentations are posted on the consortial web site.

The consortium chose to conduct the survey in Session I, 2007 (January to May 2007). We selected this session over a June to December session because most incoming students would have had at least the fall term to experience the library and any new programmes implemented over the summer. Member libraries were able to choose the exact dates most suitable to their local environment to run the survey.

- **Maximising response rates:** Since LibQUAL+™ is a web-based survey, usually offered to potential respondents via e-mail announcement or invitation, careful timing, effective communication and promotion of the survey and its goals are critical factors in an institution's final response rate. The initial focus of the project, between September and December 2007, was on helping members develop their strategies for communicating and promoting the survey to their communities and engaging their library staff. The consortium was able to offer a collection of documentation, strategies and incentive programmes applied successfully by past Canadian participants.

  Intolerance for unsolicited e-mail has increased the challenge of attracting potential respondents to take the survey. Increasing numbers of Canadian academic institutions have developed mass e-mailing policies and approval processes. The consortium's mass e-mailing page provided advice on mass mailing, including the sometimes neglected requirement to accommodate e-mailing approval in the timeline.

- **Research ethics board approval:** Every Canadian university has a board or committee mandated to review and grant approval for research involving human subjects. Since the LibQUAL+™ survey does not retain personal information about individual subjects, no Canadian university has been denied approval to conduct the LibQUAL+™ survey. However, the local approval process can vary from very quick approvals (or exemptions) to very protracted processes requiring substantial documentary support. The consortium provided documentation from Canadian sources to support the argument for exemption from full ethics approval and

documentation from successful ethics board approval processes.

- **Consortial optional or local survey questions:** The consortium discussed the benefits of compiling a consortial set of optional questions and whether we wanted to add any customised questions to ARL's list. After polling the members, the consortium identified four questions from the ARL's existing list, plus one new question, to comprise a consortial set of local questions:

> Ability to navigate library Web pages easily
> Adequate hours of service
> Making me aware of library resources and services
> Teaching me how to access, evaluate and use information
> Ease and timeliness in getting materials from other libraries [new].

The new question was created to meet demands for a 'jargon-free' equivalent to the optional question about interlibrary loan and document delivery. While it would have been ideal, for comparative purposes, if the whole consortium had chosen the consortial set of questions, the diverse needs of the membership made this goal impractical. The membership agreed that libraries would be free to choose the consortial set, any combination of five optional questions or none at all. In the end, more than 40% of the LibQUAL Canada results included all of the consortial questions.

- **Consortial deliverables:**
ARL report notebooks: ARL delivered the standard consortial results notebook, with the aggregate data broken down by library type and user category. Within each group, the data was also broken down by survey language. In addition to the standard report notebook, the consortium contracted with ARL to produce separate notebooks representing the aggregate results for CARL members, Ontario university libraries (OCUL) and Quebec university participants (Conférence des recteurs et des principaux des universités du Québec, CREPUQ). CARL, CREPUQ and OCUL each paid the $2000 (US) fee for the report representing their respective members. The councils also approved the public posting of the report notebooks on the LibQUAL

LibQUAL+® 2007 - Consortial Results

Aggregate results compiled by ARL on behalf of the LibQUAL+ Canada Consortium

- **LibQUAL+ Canada Consortium** (rev. 9/17/07). Results from all 54 participating libraries

- **CARL** (rev. 9/21/07). Results from the 25 CARL member participants

- **CREPUQ** (rev. 9/21/07). Results from the 11 CREPUQ member participants

- **OCUL** (rev. 9/21/07). Results from the 16 OCUL member participants

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Canada web site to make the data freely available to members and other researchers. *Data sets:* The consortium also made available to its members a pre-processed form of the raw consortial data to do their own analyses. The consortium had received the complete data set representing the results for all 48,000 respondents. While it was important to provide the data to member libraries for comparative analysis, the consortium also wanted to protect the privacy of individual libraries that might not want to share their own library's raw data. Ron Ward, from the University of Guelph, kindly volunteered to prepare the data for distribution. The fields with individual identifiable data, such as the institution name, names of campus libraries, local discipline groups and so on, were replaced with masking codes. Subsets of the processed data were also generated by region (Atlantic Canada, Quebec, Ontario, Western Canada) to facilitate comparison. The processed data is at present being distributed to members upon request in SPSS or spreadsheet form. If the members of a regional group agree to share their complete data sets, the consortium will provide this data without the masking codes.

The consortium can also provide individual member libraries with the data set for their own library in SPSS form at no charge. ARL charges an additional fee if a library asks for its data in SPSS form after the initial LibQUAL+™ registration.

Eventually the consortium plans to make the complete masked SPSS data set available to all researchers in a searchable format.

FUTURE OF THE LIBQUAL CANADA CONSORTIUM

On 7 November 2007, each LibQUAL Canada official contact was asked to complete a survey to assess whether the 2007 participants would be interested in doing the survey again and, if yes, how frequently and in what form.

With 48 of 54 member institutions having responded to date, the results[7] indicate that:

- 93.6% of our members do want to take the LibQUAL+™ survey again as members of the consortium; the remaining respondents are undecided for some of the reasons below.

- While 80% of respondents prefer the LibQUAL+™ survey over developing a home-grown alternative, there was a slight preference among these respondents for a more abbreviated LibQUAL+™ Lite survey instrument that ARL will be testing in 2008, over the present 22-question format.

- Members would prefer to do the consortial survey every two or three years, with 53.5% favouring the longer period. While the registration fee is not particularly onerous, the demands on staff time required – to plan the survey, review the results, analyse the implications for the library, prepare action plans to address concerns and communicate these to the community – are often onerous.

- While the consortium had excellent representation from Canadian universities, it offered more limited benchmarking value for the small number of community college participants. Adding to the benchmarking challenge for this group of libraries are the widely differing mandates of community colleges among the Canadian provinces, variously serving distance education students, continuing education, international students, students in certificate programmes, diploma programmes, academic programmes and so on.

- The online consortial resources and other support generally received very high satisfaction scores for utility, responsiveness and timeliness. However, the ARL LibQUAL+™ manual and the consortial web site did not offer sufficient guidance or examples relating to the needs of community colleges.

- Despite the strong support provided by the consortium, small academic institutions face the challenge of finding sufficient staff time to assess their own results, review other best practices and plan and effect improvements to services and facilities. It is reasonable for such libraries to question whether to continue collecting LibQUAL+™ data on a regular basis or only to do the survey after they have had the opportunity to act on the results. Typical of the comments from small libraries was 'We need an assessment librar-

ian or someone who has more time to work with the results.'

- There is uncertainty among our federal government participants as to the value of the consortium, and perhaps the survey itself, in meeting their special and diverse needs. The consortium had to work with ARL to develop a customised demographic for the Canadian government libraries to accommodate their many employee classifications and specific terminology. In addition to their small number, our government library members have very different mandates and user populations. One of our members, the Supreme Court of Canada Library, is investigating whether LibQUAL+™ could be adapted to the needs of a consortium of the Law Society and courthouse libraries in Canada.

WHAT COULD BE DONE TO IMPROVE THE LIBQUAL SURVEY FOR OUR MEMBERS?

A major challenge in maintaining a viable survey instrument that libraries will want to continue using is balancing the need for standardisation and providing sufficient flexibility for respondents to identify themselves in the survey's demographics and for libraries to see their interests reflected in the questions. This challenge was amply reflected in the comments made by consortium members in response to this question. How to adequately reflect all the variant user classifications, library configurations including the virtual library and so on, while still generating meaningful comparative data? While the tension between the LibQUAL as a benchmarking tool and its relevance to local needs is unavoidable, there are some improvements in flexibility that could make the survey more useful and appealing to Canadian libraries and perhaps to other participants as well.

- **Alternative, briefer LibQUAL+™ surveys**
  While running a large comprehensive survey like LibQUAL periodically (every 3–5 years) may be useful to gauge changes in performance across all the service dimensions, the length and scope of the present survey are potential deterrents both to respondents and to librarians who must review, analyse and act on the results.
  LibQUAL+™ Lite, ARL's planned alternative, or complement, to the full LibQUAL+™ survey generated a considerable buzz when Martha Kyrillidou mentioned it briefly at the

October 2007 LibQUAL Canada conference/ workshop. Shorter surveys, perhaps focusing on specific service dimensions, may make more effective use of staff resources and provide more timely feedback on programme and service changes.

- Increasingly, libraries will have to use new channels and approaches for delivering surveys to spam-weary patrons and patrons who rely increasingly on mobile communication devices. LibQUAL+™ will have to adapt accordingly if it is to remain relevant.

- **User categories**
  Like the standardised discipline groups that a participating library may link to its own set of local disciplines, LibQUAL+™ should allow for a fully customisable set of user types linkable to a set of standard user categories. This approach would allow libraries to define their own set of user classifications without necessarily having to negotiate the addition of yet another completely new LibQUAL+™ demographic.

- **Terminology**
  While ARL has attempted to deal with major differences in linguistic expression through separate language surveys, for example British and American English, there are more subtle but no less important variants that are not accommodated through this approach. For example, the Canadian libraries found the term 'sex' instead of 'gender' to be outdated and inappropriate. Accommodating variant labels mapped to the same survey concepts would be a more flexible way of dealing with such differences.

- **Language of survey questions**
  Having to deal with a bilingual consortial environment revealed a significant limitation in the design of the LibQUAL+™ programme that ARL is committed to addressing. While a participating library can elect to take the survey in more than one language, there was no direct programme link between the library's corresponding survey questions in the chosen languages. This meant that there was no automatic link between the local or optional questions in English and the equivalent French. English members of the consortium were able to select the consortium's package of optional questions in English by simply selecting the consortial package when configuring their survey. However,

for a member library to select the French version of the same questions, the library had to choose them individually from the list and know which individual French-language questions corresponded to the consortium's package of English optional questions. The consortium had to compile and post a table of equivalents for all of the English corresponding French optional questions. The latter was complicated by the fact that ARL's lists of French and English optional questions did not correlate and the numbering in both lists changed from the previous year as new questions were added.

Because the corresponding questions in both languages are not linked in the system, the original consortial report generated by ARL's program could only provide separate aggregate scores for the French-language and English-language surveys. To generate total aggregate scores of the survey results from both languages, ARL had to regenerate the consortium's report notebooks manually which, as expected, took much longer than the machine-generated reports and had to be corrected a few times.

CONCLUSION

The 48,000 consortial responses to the 2007 survey provide a rich new resource of assessment data for Canadian academic and research libraries. The availability of such a large data set offers Canadian library researchers a unique opportunity to study Canadian academic service quality data on a granular level not possible from individual library results or even from the combined results of the few past Canadian LibQUAL participants. This data set is large enough to provide opportunities to study potential difference in expectations and perceptions by gender, age, standard discipline group, undergraduate year, library type, region and so on (e.g. first-year undergraduates; female graduate students in the humanities).

This data may prove valuable to support advocacy efforts by academic library councils on behalf of their members, with governments and other funding sources.
If the consortium decides to conduct the survey again every few years, we will have an additional set of valuable time-series data to help libraries assess the success of new cooperative initiatives and changes in client expectations and perceptions over time.

NOTES

1   Association of Research Libraries statistics tables 2005–06, tables 9 and 18 (available at http://www.arl.org/stats/annualsurveys/arlstats/statxls.shtml)

2   Julie McKenna and Isla Jordan, 'Library services assessment' (available at http://www.accessola2.com/superconference2007/fri/1408/mckenna_jordan.ppt)

3   Ibid.

4   CARL is an association of 30 research-intensive institutions: 27 universities plus Library and Archives Canada, Canada Institute for Scientific and Technical Information (CISTI) and the Library of Parliament.

5   Canadian community colleges normally offer diploma and certificate programmes, but not programmes leading toward a university degree.

6   LibQUAL+™ Update, 1 (3), 4 March 2004 (available at http://www.libqual.org/documents/admin/libqualupdate3.pdf)

7   http://library.queensu.ca/webir/canlibqual/consortial_survey/SurveySummary.html

The Australian scene

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It's been over two years since a SCONUL delegation visited Australia. The Council of Australian University Librarians (CAUL) enjoyed hosting you and will be pleased to see you again. Sue Roberts compiled a report on the visit for SCONUL Focus, number 37 (2006). This short report updates some matters in Sue's report and describes new initiatives over the last two years.

RESEARCH QUALITY FRAMEWORK

Australian universities are preparing for the first Research Quality Framework (RQF) in 2008. It is roughly equivalent to the UK's Research Assessment Exercise. The federal government requires each university to establish an online repository containing evidence of research outputs that can be accessed by the assessment teams. This means that every university library is busy either establishing an institutional repository or adapting an existing repository to meet government requirements. Even better, the government has given funding for this to every Australian university through the Australian Scheme for Higher Education Repositories (ASHER) program. ASHER will provide $25.5 million over three years to support the installation or upgrade of digital repositories for use in the RQF as well as technical and administrative support for digital repositories.

Many CAUL members are in good shape to meet this task through involvement in various government-funded institutional repository projects, including the Australasian Digital Theses Program (http://adt.caul.edu.au), the ARROW (Aus-

tralian Research Repositories Online to the World) Project (http://arrow.edu.au), the Australian Partnership for Sustainable Repositories (http://apsr.edu.au) and the RUBRIC (Regional Universities Building Research Infrastructure Collaboratively) Project (http://rubric.edu.au).

ADT – THE AUSTRALASIAN DIGITAL THESES PROGRAM

The programme began as a project by seven CAUL libraries in 1998, expanded to all of CAUL in 2002 and again in 2006 to include the eight New Zealand universities. This 'union catalogue' of Australian theses was expanded in 2004 by the addition of metadata for all Australian higher-degree theses, and now includes records for 150,000 theses, of which 18,000 are open-access full text.

E-RESEARCH

Some CAUL members are very active in the e-research space. The federal government is guiding development through NCRIS (the National Collaborative Research Infrastructure Strategy; http://www.ncris.dest.gov.au). Most NCRIS initiatives are discipline-based and described as 'capabilities'. Examples include biosecurity and radio astronomy. One capability is called 'Platforms for Collaboration', to provide infrastructure support in three areas: national data management for management and use of research data; national high end computational facilities; and collaboration and interoperation infrastructure. This capability will be overseen by a newly created Australian e-Research Infrastructure Council, which includes Cathrine Harboe-Ree, the Monash University Librarian. The data management domain is CAUL's area of interest. We expect momentum in this area to increase in coming years. Australian government conditions for research grants are starting to require plans for management of research data and outputs.

CONSORTIUM PURCHASING

CAUL has administered a collaborative datasets purchasing programme (http://www.caul.edu.au/datasets) for over a decade through its CEIRC (CAUL Electronic Information Resources Committee). CEIRC provides services to CAUL, the eight New Zealand university libraries and over 25 government research libraries in Australia and New Zealand. In 2006, the CEIRC program was handling more than 140 databases from around 100 vendors.

The success of the programme stems from light governance, an opt-in/opt-out approach and a very hardworking team of two people in the CAUL office. An annual membership fee of less than $2,000 supports the programme's operations and governance and all consortial savings are passed directly through to subscribers.

A review of CEIRC is underway. This review will look at programme viability, scope, systems and processes. The outcomes of the review will be known in early 2008.

LEARNING AND TEACHING

Four members of CAUL received recognition for their contribution to student outcomes in higher learning through the Carrick Institute for Learning and Teaching in Higher Education. The Carrick Institute (http://www.carrickinstitute.edu.au/carrick/go/home) was established by the federal government in 2004 to promote and advance learning in higher education. The institute provides grants, fellowships and citation schemes. Gaining recognition through citations is a visible way to demonstrate the impact of university libraries in learning and teaching.

ULA – UNIVERSITY LIBRARY AUSTRALIA – THE NATIONAL BORROWING SCHEME FOR AUSTRALIA'S UNIVERSITIES

ULA was launched in July 2001 to simplify in-person access to all CAUL's collections for any current student or staff member of an Australian university. Until then, regional borrowing schemes catered for state-based borrowing, but all else was bound by individual permissions obtained from the home university before visiting another. Now, proof of current membership of a university is all that is required. ULA protocols have in most cases superseded those of the regional schemes. Some universities charge a borrower registration fee (currently a standard $50 annually) but borrowing is free. In 2006 there were 20,000 registered borrowers and 275,000 loans transacted under ULA.

CAUL STATISTICS

CAUL collects, collates and publishes university library statistics from Australia and New Zealand. Data back to 1983 is freely available from the CAUL website. From 2004, data can be manipulated interactively and comparisons made across institutions or years. The statistics reveal trends too: in 2006, the expenditure on e-resources was over $100m (an average of $2.5m per institution),

out of a total of $209m (an average of $5m per institution). Almost half the expenditure on resources is now for electronic information. (See http://www.caul.edu.au/stats/.)

Co-operation amongst Lithuanian academic libraries to increase and promote access to information

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CLIENT SATISFACTION AND CUSTOMER SURVEYS

From 2001, 34 CAUL libraries and two Council of New Zealand University Librarians (CONZUL) libraries have taken part in one or more customer and staff surveys developed by Rodski (now Insync Surveys) in consultation with CAUL. Former chair of the Best Practice Working Group, Felicity McGregor, University Librarian at the University of Wollongong, said: 'The Insync Surveys Library Client Survey has gained recognition as one of the few benchmarked surveys in the higher education sector and has been used extensively by the Australian Universities Quality Agency in its audits to comment on library performance. Internally, the survey is a vital tool for reporting library performance and measuring improvements over time.' For more information, go to http://www.caul.edu.au/best-practice/CustomerSurveys.html.

LIBRARY SERVICES TO OFFSHORE AND ONSHORE STUDENTS

Many CAUL members need to provide library services in other countries (offshore) and other Australian locations (onshore – for example, a university in Perth may have a campus in Sydney). Sometimes the library services are delivered through partners. CAUL has developed guidelines covering planning, services, resources, facilities and funding. The offshore scenario is addressed in CAUL's 'Principles for Library Services to Offshore Students to Support Teaching and Learning'. The onshore scenario is contained in CAUL's 'Principles for Library Services to Onshore Students at Remote Campuses to Support Teaching and Learning'. See the CAUL Website (specifically http://www.caul.edu.au/best-practice/offshore.html) for more details.

The role of libraries in society – including academic libraries – has changed. Academic libraries have had to revise their activities and envisage new strategies. This transformation arises from intensive application of information technologies, and also by on-going and far-reaching changes in the system of higher education itself. The transition from teaching to learning, to long life learning, and to student-centred learning are all part of this.

Evaluating their activities in this context, academic libraries look upon library resources and activities in a new way. Academic libraries were traditionally perceived as passive custodians of collections in a certain physical space, first managing printed information resources, but then providing access to the external ones. Information resources accessible via computers and via the internet have become an integral part of academic library collections. Modern teaching, learning and research require all resources of information

– printed and electronic – to be available in one workplace. Activities of the academic library are targeted toward the management of different information media and formats to meet different users' demands. Its vision of the future is related to an integrated hybrid library model, embracing in one place everything that is the best. Information service processes have been automated and electronic information services occupy a greater and greater part of library services. Alongside traditional resources – books and serials – electronic information resources have become increasingly important: electronic books, electronic periodicals, compact discs, databases. The concept of a library as a certain place (building), where one has to come to obtain information is changing radically. The emergence of electronic information services and electronic information resources in libraries has fundamentally changed how we perceive libraries and their activities. Lithuanian academic libraries have successfully worked together to create and deliver electronic information sources and services for their users.

ASSOCIATIONS OF LITHUANIAN ACADEMIC LIBRARIES

The effectiveness of these developments has been facilitated by close cooperation between Lithuanian academic libraries. This has enabled the libraries to coordinate their actions, to carry out their lobbying activities successfully, and to make best use of human and financial resources.

The Association of Lithuanian Academic Libraries (ALAL) and the Association of Lithuanian Research Libraries (ALRL) have initiated and implemented the computerisation of academic libraries and the adoption of library systems. Other e-library projects include providing internet access to publications issued by university printing houses, the coordination of electronic information resource subscription, and the training of librarians and information specialists[1].

Building on previous collaborations by their directors, the Association of Lithuanian Academic Libraries was established as a public organisation in 1998 formally uniting all fifteen libraries of Lithuanian state universities. Alongside other aims of the Association, the main goal is to find funds for the acquisition of uniform library systems and their development to ensure interoperability between systems[2]. Through the ALRL, libraries joined forces to create a uniform electronic catalogue based on a unified software. On the initiative of the Association, a network

of Lithuanian academic libraries was planned (LALN) and the network itself was successfully developed.

The Association of Lithuanian Research Libraries was founded in 2001. This was in response to the continually growing demand of customers to use electronic databases at a time when the high prices of subscribed electronic information resources was forcing libraries to look for possibilities of cooperating and sharing funds as individual libraries had almost no financial potential to subscribe to electronic databases. The main goal of the ALRL was to provide a consortium approach to subscribing to databases and other electronic information resources. Without doubt, the Association contributed greatly to the creation of a virtual library, as well as raising the status of the librarian qualification, especially in the sphere of database management.

The Association promotes the participation of Lithuanian libraries in European Union programmes and projects, as well as their cooperation with international library associations, libraries abroad and other appropriate organizations. ALRL is the member of Electronic Information for Libraries (eIFL) (http://www.eifl. net), one of whose main goals is to consolidate national consortia of countries, who negotiate with publishers and create favourable financial conditions for academic and scientific institutions to license electronic journals (more details elsewhere in this issue of *Focus*).

DATABASES CREATED BY LITHUANIAN ACADEMIC LIBRARIES

As already highlighted, one of the most important results of ALRL activities is the Network of Lithuanian Academic Libraries (LALN) which has enhanced access to information resources for university and other research libraries.

 The Project of the Network of Lithuanian Academic Libraries (http://www.labt.lt/) was started in 1997 as a component of the Lithuanian higher education computerisation programme developed by the Lithuanian Government. The LALN Project was approved by the conference of rectors of Lithuanian universities in 1998. The open international tender process was followed to obtain and implement one of the leading information systems in the world – ALEPH 500 (ExLibris Ltd.). At the beginning of 2001 a programme by the Ministry of Science and Education, 'Information Technologies for Science and Studies' (ITMiS) (http://www.itmis.lt/

lt/) was established; it brought together LALN, Lithuanian Information System for Science and Studies, and Distant Learning in Lithuania projects.

The main aim of the LALN Project is to create a Lithuanian virtual library by means of library automating with cross-searching facilities, and access to electronic information resources and virtual services. Goals of the Project include:

- automate libraries, joining them into a unified network
- develop virtual services
- accumulate databases of electronic resources
- create a uniform search system with unified user interface
- provide qualitative links between electronic catalogues of libraries and their collections of electronic resources.

LALN is a component part of the Lithuanian Integrated Library Information System. LALN unites libraries of universities (16 members), the Lithuanian Academy of Sciences, research institutes (40) and colleges (12)[3]. The key information management processes of these libraries (cataloguing and bibliographic control, circulation and reader services, control of serial publications, acquisitions, interlibrary loans, access to public e-catalogue in the internet, etc) are automated by means of the widely-used library software ALEPH3. In their common network, LALN libraries have – to date – accumulated over 1.62 million titles of publications (bibliographic entries) and more than 4.39 million items (item entries) (see Figure 1).

	2002	2003	2004	2005	2006	10/2007
Bibliographic records	678205	869078	1078834	1287299	1451385	1628206
Items	1573417	2142403	3022525	3489129	4008798	4395657
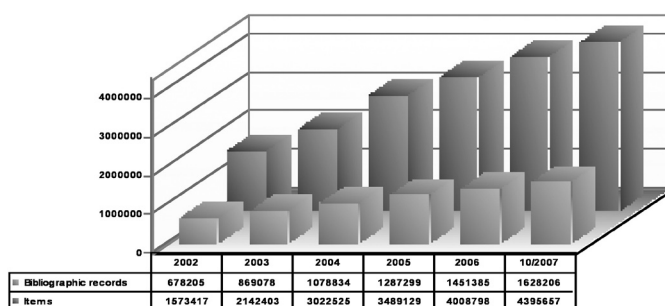
Figure 1. Statistics of bibliographic entries of the Network of Lithuanian Academic Libraries

In 2003 a database of full text electronic documents of postgraduate students' final papers, doctoral dissertations and their summaries was created (ETD IS)[4]. It was compiled by Lithuanian universities and scientific institutes who participated in the programme 'Information technologies for science and studies, 2001–2006'. ETD IS has been created, maintained and used applying common methodology, identical data formats and software that enables centralised submission and uniform searching of all items submitted to the database. ETD IS was established in compliance with the common educational objectives of Lithuanian higher education: to improve the quality of students' papers; to minimise possibilities of plagiarism; to promote papers to an international audience; to motivate students to prepare their papers utilising modern technologies; to enhance and promote digital libraries and electronic publishing. By October 2007 the database had 5,579 entries.

In 2001 one of our most impressive achievements, the Database of Lithuanian research publications (http://www.labt.lt/index_projektas. php?psl=projektas/PDB.htm), was established. By October 2007 this database contained over 220,000 bibliographic entries (see Figure 2).

	2002	2003	2004	2005	2006	10/2007
Bibliographic records	108524	132293	150995	182827	204491	220737
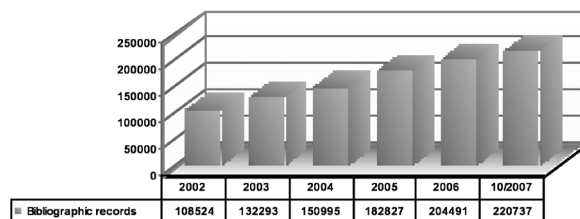
Figure 2. Growth of bibliographic entries for LieMSIS PDB 2002 – 2007

ORGANISING ELECTRONIC INFORMATION RESOURCES FOR ACCESS

Lithuanian higher education libraries have several years' experience of how to organise access to electronic information resources. One of the most popular of such resources is licensed databases, with over 80 titles in Lithuanian academic libraries. Databases in CD-ROM format appeared in Lithuanian academic libraries in 1991–1999, while online subscription was started at the end of 1999, when a licence agreement was signed with EBSCO Publishing (providing access to 10 databases) through the mediation of the eIFL. net Consortium. Lithuanian libraries have been engaged in the activities of the Consortium since 1999. Database subscription has grown since 2001 thanks to the activities of the ALRL, whose main goal was to subscribe to electronic databases for their members and other libraries, and supply Lithuanian users of all academic disciplines with

information. Now it may be considered that the user communities of all Lithuanian universities have access to global electronic information resources.

The number of subscribed databases is growing steadily in Lithuania. Lithuanian university libraries at the beginning of 2007 subscribed to 80 database titles, 59 of them via the Association of Lithuanian Research Libraries, the rest subscribed to individually or via different projects.

Database acquisition via ALRL is co-financed by the Ministry of Science and Education of the Republic of Lithuania (since 2002) and the Ministry of Culture (since 2001). It is worth noting that a certain steady growth of funds has been provided. However, the funds allotted do not cover the growing demands on higher education libraries and without sufficient financing they are not able to meet the growing information needs of users thoroughly. The Ministries cover about 70 % of the price of a database; the other part (according to the agreement) is met by the subscribing libraries. Specialist databases that focus on the needs of specific universities or colleges are paid for entirely by that institution.

Science Direct, 2005-2007	Sessions	Searches	Full Text
2005	50662	53263	78577
2006	50598	52471	88977
2007* (January-September)	41369	43158	112806

Figure 4. Utilization of Science Direct in Lithuanian academic libraries in 2005 – 2007

EBSCO is another database popular among customers. It has been subscribed to by all Lithuanian academic libraries as well as some public libraries since 1999. The diagram displays the usage statistics of Lithuanian academic libraries only (see Figure 5). Here we may see that although the search in this database is growing with each year, the use of articles is slightly subsiding.

EBSCO, 2005-2007	Searches	Abstracts	Full-text articles
2005	572130	224667	271448
2006	681081	209743	209086
2007* (January-October)	745256	157568	183882
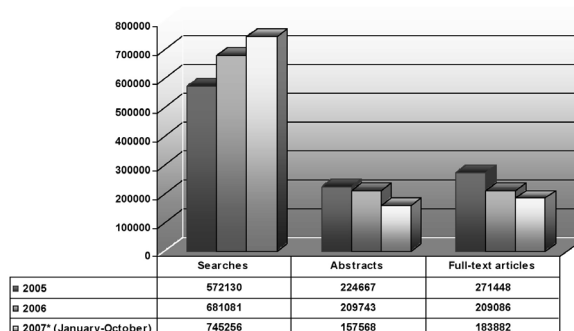
Figure 5. EBSCO utilisation in Lithuanian academic libraries in 2005 – 2007

	2001	2002	2003	2004	2005	2006
Ministry of Culture	17377	17377	17377	52131	28962	145527
Ministry of Science and Education		13033	115848	134673	317133	443119

Figure 3. Database acquisition funds allocated by two Ministries in 2001–2006 (EUR)

Statistical analysis of database use is one of the ways to verify whether the selected resource is really necessary and used by customers, to establish customer priorities to use this or another resource, also to withdraw the unused or little used products, as well as to forecast further subscription needs. Analysis of statistical results has shown that database use in Lithuanian academic libraries is growing annually. For example, since the end of 2002, Science Direct has been subscribed to by 9 academic libraries. The graph shows that the utilization of this database has been growing each year (see Figure 4). It is one of the most popular databases among users of academic libraries. Up to October of this year users have already used 112,806 full text articles, i.e. 23,829 articles more than last year.

Lithuanian academic libraries started subscribing to Blackwell databases in 2006. The collection Humanities and Social Science is subscribed to by five academic libraries; the Science and Technology collection is subscribed by eight academic libraries. Figure 6 displays combined results for the use of both collections.

Blockwell, 2006-2007

	Sessions	Searches	Full Text
2006	35241	82852	77278
2007* (January–September)	30989	47741	51394
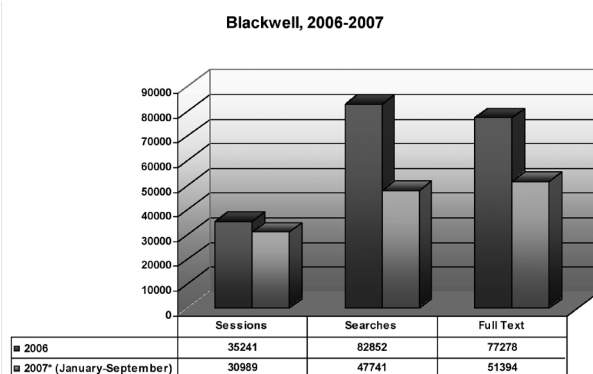
Figure 6. Blackwell database use in Lithuanian academic libraries in 2006 – 2007

The co-operation of Lithuanian academic libraries, that from the very first was only focused on the information needs of the university community, has expanded markedly. The Lithuanian Academic Libraries Network, created on the initiative of the Association of Lithuanian Academic Libraries, currently unites 68 libraries of research institutes, Lithuanian Academy of Sciences, and colleges. The Association of Lithuanian Research Libraries incorporates not only academic and scientific libraries but also quite a number of Lithuanian public libraries, thus creating access options to electronic information resources for a wide circle of customers.

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eIFL.net: empowering libraries and strengthening the information society in developing and transition countries

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eIFL.net (Electronic Information for Libraries, www.eifl.net) is a powerful network of library consortia serving millions of end-users in 50 developing and transitional countries in Africa, Eastern Europe, the former Soviet Union, the Middle East and South-east Asia (see the list of member countries at http://www.eifl.net/cps/sections/country). Established in 1999 by the Open Society Institute (OSI, http://www.soros.org/) and registered as an independent not-for-profit organisation in the Netherlands in 2003, eIFL.net was born to fill the gap of information have-nots in countries that could not afford to pay the spiralling prices of subscriptions to electronic journals and databases. The eIFL.net mission rests on the belief that a fair and ever-growing access to educational resources in poor societies is a fundamental requirement for the development of civil and democratic societies, their economic growth and their inclusion into a fast-changing world where technologies have become a primary conduit of knowledge as well as a basic tool for a participatory global network. However, eIFL.net does not limit itself to facilitating access to up-to-date, high-quality, multidisciplinary scholarly resources but also promotes the wide visibility and availability of local content produced in member countries, which is too often overlooked or remains to be discovered fully by the international research community.

After a primary phase in which all efforts were put on enabling access to scholarly online material through collective negotiations with publishers on behalf of its member countries, eIFL.net shifted to a holistic approach whereby the local communities of libraries in member countries got empowered to set up the priorities on their agenda of library modernisation through the application of technologies and to engage in a regular dialogue with eIFL.net in order to achieve them. Therefore, eIFL.net has been supporting the building and development of local library consortia since 2002, as it is through interlibrary cooperation and the sharing of costs and efforts that libraries can make an efficient integration into the modern information society. With the ambitious goal of assisting libraries in their modernisation on all fronts, since 2005 eIFL.net has incorporated new work programmes which devote themselves to building capacity and raising awareness about cutting-edge trends in the field of librarianship and information sciences, such as open-access publishing, advocacy for balanced copyright laws and free and open-source software for libraries. Today, eIFL.net is a consolidated international advocate for enhanced access to knowledge through libraries in disadvantaged countries and aspires to broaden its cooperation in more regions and grow partnerships with an increasing number of like-minded initiatives.

With offices in Rome, Italy, eIFL.net has developed six programmes in which the local library consortia in member countries participate as they feel ready to do so, and to the extent that these programmes match their priorities and most pressing needs. The reasons behind the existence of different velocities within the eIFL.net network are manifold: some countries already had a tradition of educational infrastructure when they started to cooperate with eIFL.net, as is the case of many countries in Eastern Europe and the former Soviet Union; others, on the contrary, had been completely isolated from the information-society revolution of the last decades and it has been through eIFL.net that they have started to organise themselves under the umbrella of local consortia to learn about electronic resources, licensing and many more new concepts. Besides, in many eIFL.net countries uneven internet connectivity and outrageous prices, frequent electricity power cuts, insufficient numbers of usable computers and changing budgets dependent on local circumstances still work as important obstacles in their daily progress. In spite of inner differences, all member countries have experienced important achievements and a continued advancement in

the last years, and eIFL.net has proved sensitive to provide the required assistance to the local communities in their consolidation phases and to improve its services further to make all programmes adequate to the needs of individual countries.

The negotiation with publishers for access to electronic resources at highly discounted prices (if not totally for free in the case of the poorest member countries) and with fair terms of conditions has been at the core of eIFL.net work since its inception and continues to be a leading service. Its negotiation techniques (well known at an international level), the use of a model licence and a model contract for every agreement reached with a new publisher and a decision-making approach whereby the local library consortia in member countries make their voice heard as regards their interest and priorities in the acquisition of new resources all lie behind the success of the programme. As of today, eIFL.net has reached agreements with first-class scholarly publishing houses and aggregators around the world, covering all disciplines and with a growing list of offers to study (see the list of all content licensed at http://www.eifl.net/cps/sections/services/negotiations). A host of related services complete eIFL.net's assistance in this field: for instance, for the better management and use of these resources, the local library consortium in Serbia, KoBSON (Serbian Library Consortium for Coordinated Acquisition, http://nainfo.nbs.bg.ac.yu/kobson/page/), has recently developed a journal-management tool for the benefit of eIFL.net countries.

The consortium-building programme (http://www.eifl.net/cps/sections/services/consortium) has also been a fundamental work line, whose main goal is to help create and support strong, self-sufficient and sustainable library consortia with an increasingly ambitious agenda. This objective is being pursued by helping the consortia in their initial stages with small grants, by organising country and regional workshops on issues of relevance, by paying troubleshooting visits to consortia with temporary difficulties, by attending local events organised by the consortia, by producing educational resources and by training member countries on techniques and tools to best advocate, fundraise, promote and consolidate their consortia. In every member country the local community of librarians designates a country coordinator who works as the main contact person with eIFL.net, keeping us regularly informed and updated on the developments at the local level and passing on to the whole consor-

tium eIFL.net news and services. By doing so, far from adopting a hierarchical *modus operandi,* eIFL.net aspires to create a real and self-enriching flow of information and feedback that works in both directions.

eIFL.net Open Access programme (hereafter eIFL OA, http://www.eifl.net/cps/sections/services/eifl-oa) raises awareness on the benefits that open access brings about amongst the international research communities in particular and end-users in general, by making publishing far less costly to the readers and rendering access, distribution and use of research and educational material seamless, immediate, flexible and widely available on the internet. In addition, open access allows an alternative and successful publishing model for authors in developing countries as it greatly facilitates the global visibility of local content, and at a low cost. In partnership with the Open Access Program of the Open Society Institute (OSI), a forerunner in the international movement, eIFL OA has established itself as a major player and advocate for OA mandates both in the international arena and at eIFL.net countries level. Its advocacy efforts go accompanied with a wide range of training material and opportunities that aim to build capacity locally. An issue that ranks high on the eIFL.net agenda is to contribute to making the cultural and educational heritage of member countries widely exposed to the global readership, thus helping to unveil the rich variety of cultural resources and the research output by its scholars. In fact, an eIFL.net institutional repositories initiative kicked off in 2007, to encourage and coordinate efforts in the building of repositories according to international standards. In this sense, an ongoing partnership between eIFL.net and the EU-funded DRIVER project (Digital Repository Infrastructure Vision for European Research, http://www.driver-repository.eu/) seeks to incorporate these repositories into the international infrastructure. In parallel, eIFL.net has been collaborating with Google Scholar (http://scholar.google.com/) over the last two years in linking online journals and union catalogues from eIFL.net member countries.

eIFL Intellectual Property (hereafter eIFL IP, http://www.eifl.net/cps/sections/services/eifl-ip) has become a leading advocate for balanced copyright laws for libraries in developing and transitional countries after only three years in existence. Its global role and effectiveness are reflected in the growing number of funders supporting its work. These include the Open Society Institute (OSI), the UNESCO Information

for All Programme (http://portal.unesco.org/ci/en/ev.php-URL_ID=1627&URL_DO=DO_TOPIC&URL_SECTION=201.html), the Ford Foundation (http://www.fordfound.org/) and the MacArthur Foundation (http://www.macfound.org/site/c.lkLXJ8MQKrH/b.855229/), in other words some of the most renowned grant-making organisations in the field of intellectual property. Like eIFL OA, eIFL IP carries out its activities at country level, by providing training and workshops, legal assistance with IP issues related to libraries and the production of educational resources (such as the popular eIFL IP 'Handbook on copyright and related issues', available in translation and freely available to all at http://www.eifl.net/cps/sections/services/eifl-ip/issues/eifl-handbook-on), as well as in the international arena. This includes, for example, partnering with the International Federation of Library Associations (IFLA) Copyright and Legal Matters Committee (http://www.ifla.org/III/clm/copyr.htm) and, with official observer status at the World Intellectual Property Organization (http://www.wipo.int/portal/index.html.en), participating in committee meetings where discussions revolve around international copyright law. At WIPO, eIFL IP has been an active supporter of proposals for a development agenda, including an international treaty on access to knowledge. Through eIFL, librarians from developing and transition countries have, for the first time, experienced international policy-making at first hand through attending Geneva meetings. In addition eIFL IP is developing its agenda apace with exciting new activities in 2008: the publication of model copyright provisions for libraries, partnering with the Berkman Center for Internet and Society at Harvard Law School (http://cyber.law.harvard.edu/home/) to develop a distance learning course in copyright for libraries and the first eIFL IP conference.

The newest work programme that has been incorporated to the agenda is eIFL Free and Open Source Software (hereafter eIFL FOSS, http://www.eifl.net/cps/sections/services/eifl-foss). Fully operational since this summer, eIFL FOSS intends to raise awareness of the benefits that free and open-source software can bring to libraries in developing and transition countries, where budget constraints and cultural particularities and needs play a fundamental role in decisions about their informatisation. The first project of eIFL FOSS is to build capacity in the migration or installation of integrated library systems based on free and open-source software (Koha and Evergreen) in eIFL.net countries. Equally,

the programme has created a network of FOSS experts working in libraries who will help disseminate open-source news and trends locally and will contribute actively in the international open-source software movement by sharing the problems and solutions in their institutions. eIFL FOSS has been enthusiastically welcomed by eIFL.net member countries, given that in many cases the establishment of integrated library systems is still the number one pressing need as unaffordable prices and the rigidity of the functioning of proprietary software have impeded a satisfactory development. Another ongoing project is delivering training in the installation of open-source software Greenstone technology for the building of digital libraries in southern Africa.

eIFL.net programmes all come together nicely through a wide range of knowledge-sharing activities. Although specific in their main topics of interest, there is much common ground between all its programmes, as they jointly aim to modernise and empower libraries by proposing new solutions and ways to face their many challenges at present. Thus it is through sound local library consortia that libraries can level up their negotiating positions for online content, and, by the same token, a coordinated approach to latest novelties in the sector – such as open access, balanced copyright laws for libraries and open-source software applications – avoids overlapped efforts, increases efficiency and encourages a nationwide betterment of libraries. An annual eIFL.net general assembly is the most important event, where all its work lines are updated and discussed with the membership. In addition, a free bimonthly newsletter, topical and regional mailing lists, information and knowledge-sharing events at global, regional and local levels, discussion groups, educational and training resources, surveys and online courses, country visits and so on are the means whereby eIFL.net is creating a real network of professionals representing libraries in member countries, with the intention to last.

ALIS Wales

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ALIS Wales – Accessible Libraries and Information Services Wales – is a group of higher education information service and library professionals across Wales liaising and consulting with one another on inclusive practice and sharing common experiences. We exchange information on initiatives within our institutions as we continually upgrade and develop our services and open our doors even wider and longer to an increasingly diverse set of users. The geographic distribution of our institutions has encouraged us to concentrate on monthly videoconference meetings, with fewer but more personal quarterly meetings. By taking this approach we try to ensure that everyone is given the opportunity to be included and involved, and to encourage close collaboration with our members across Wales. As a newly reconstituted group in Wales we have a dynamic website, which ensures regular exchange of information through our members' area, and we are increasingly making contact and meeting up with similar groups across the UK.

We discuss the challenges facing us in the future to try and ensure that any inequalities in provision are consistently identified, and responses approached pragmatically, by involving the appropriate stakeholders within our institutions. We make efforts in training and raising awareness, and generally focusing on an improved and more acceptable experience for our users.

A common topic of discussion over the past 18 months has been difficulties experienced over the provision of accessible publications, the problems faced by libraries and the different practices of publishers and database-providers. This common concern has been debated with groups such as Scottish Confederation of University and Research Libraries (SCURL) Special Needs, CLAUD (Librarians in Higher Education networking to improve library access for disabled users in the South and South-West of England) and the OPEN ROSE Group, where the difficulties of non-availability of both accessible and timely copies of texts for our visually impaired users has been gaining considerable notice.

It is clear the situation needs considerable improvement if our responsibilities to disabled users are to be met, and it was heartening to read the article in the CILIP *Library + Information Gazette* dated 24 August – 6 September 2007, written by Nicholas Joint, entitled 'UK copyright law: a curse not a blessing'. The article identifies that 'it is hard to see how libraries today can readily fulfil their duties: libraries are as 'disabled' by the lack of commercially produced accessible reading materials as the print-impaired themselves'. It isn't difficult to support the call that we should adopt a similar system to the American Individuals with Disabilities Education Act (2004) framework, where 'The principle underlying the IDEA approach to the supply of accessible text is that commercial publishers should, as a matter of legal obligation, deposit digital files of educational materials, directly into a central, national repository of accessible materials.' (p.5)

At a recent meeting of the International Group of Publishing Libraries at the National Library of Wales, one publisher commented that 'Reading is a privilege and not a right', and it can only be said that with attitudes such as this it is not surprising that the Royal National Institute of Blind People (RNIB) is meeting resistance to change from publishers. Whether this is a commonly held view isn't clear to me, having not heard the opinion expressed before, but if that is the case then a lot of headway needs to be made to encourage engagement by publishers to embrace a modern-day attitude, as a reflection of a wealthy, civilised and inclusive society.

Do read the article by Nicholas Joint if you can; it contains both useful information and a well-described outline of the situation being faced by libraries and their visually impaired users. It is a convincing and persuasive article, although many of us may need to be neither convinced nor persuaded. Let's hope that through the work we undertake across the UK in higher education libraries, and through supporting such agencies as the RNIB, Revealweb and Gateway, to name a few, this untenable situation is improved significantly and with some haste. Joint's article reflects views that we have also been expressing across higher education, with fervour, throughout this year and last.

On a final point, in the past we have relied on the Disability Rights Commission to guide us on the disability agenda and on current developments. It is our hope that the progress made by the DRC over the past seven years continues its momen-tum under the new leadership of the Commission for Equality and Human Rights (CEHR) and that the raising of public awareness of discrimination and acceptance of diversity in our society is maintained in the new commission when so much more clearly needs to be done.

The focus of ALIS Wales this year has been on accessible publishing, and is a topic that we will take forward into 2008. A list of the members of the ALIS Wales group, with contact details, can be found at www.alis-wales.ac.uk.

Can information literacy motivate students to become global citizens?

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INTRODUCTION

Can information literacy (IL) help students to become global citizens? Contemporary citizenship encompasses a wide range of political, civil, social and cultural rights and responsibilities. Formal education is becoming more aware of this and of the need to equip students with the skills they need to exercise their rights and responsibilities in their workplace and beyond. This article will briefly reflect on the nature of these concepts and on their place in higher education. Higher education institutions are no longer producing 'graduates' and are instead expected to produce lifelong learning global citizens. Learning is not complete on graduation. Rather it is hoped and expected that learning is a lifelong practice related not only to a career but also to the wider experiences of life and living.

IL AND CITIZENSHIP

IL is a critical part of this process as it enables learners to take responsibility for their own continued learning in areas of personal or professional interest. The association between IL, learning how to learn and lifelong learning is not new. IL and its association with education have been around since the 1980s and it is now recognised from curriculum statements (CAUL (Council of Australian University Librarians), ACRL (Association of College and Research Libraries), ANZIL (Australian and New Zealand Institute for Information Literacy) and SCONUL) around the world that students need to be information-literate. Educators are recognising that learners need to understand and engage to some degree with the information environment as part of the learning and research process. Yet a consensus on what this engagement and understanding is and how it is achieved is not universally accepted or even understood.

INTERNATIONAL PERSPECTIVE

IL is now intrinsically associated with information practice and critical thinking. As information and communication technologies evolve at such a rapid pace the need for learners to have IL skills is becoming more critical than ever. In many ways IL is an extension of the traditional notion of literacy. Christine Bruce, associate professor and assistant dean of teaching and learning at Queensland University of Technology, argues that 'IL education is the catalyst required to transform the information society of today into the learning society of tomorrow'[1] It is such thinking that has placed Australian researchers at the forefront of the IL discourse.

ECONOMIC RIVERS

The evolution of Western economies has moved from requiring skilled craftsmen through industrial manufacturing to an information- and knowledge-based society where information replaces land and capital as a source of wealth[2]. In recent times this argument has been further developed with the argument that citizenship is more than a local concept and is now cosmopolitan[3] An active and effective citizenship in these times requires citizens to be empowered to exercise their rights. Precisely what is meant by citizenship is historically significant and it does vary from one national context to the next[4]. However, I believe it is fair to say that citizenship is increasingly becoming a more global concept due to technology, media and mass communication.

GLOBAL LEARNERS

In order to participate, citizens need to have the right skills. IL, literacy and information technology skills are all part of the skills set required for twenty-first-century citizens. We are living in a global age in which our understanding of the words 'student', 'learner' and 'citizen' is changing. The relationship between the state, education and the individual is being transformed. Learners and citizens are exposed to more influences, resources and choices than ever before. This has huge implications for learners and opens up the possibilities of global learners and global citizens. We are now learners and citizens of the world community.

Global citizenship

While the concept of citizenship is changing so also are the citizens. When considering the traditional undergraduate student we must concede that for the most part a new breed of citizen has arrived. Their sense of belonging is mobile, global and virtual. This citizenship is built through networks and spaces that do not fall into geographical or political regions. Molz describes them as being 'children of blurred boundaries and global mobility'[5], calling them 'Netizen'. They are citizens who grew up with the internet and while they physically live in one country they are in contact with the world via the global computer network. While physically not actually, virtually they are neighbours, living next door to one another[6]. Thinking about information and information technology in contemporary society requires us to think about our culture as well as our economy. These are trends that call for a critical approach to learning. The concept of a global citizen is intrinsically connected to the concept of a lifelong learner as a result of this constant flux.

Digital divide

It is impossible to consider concepts of citizenship, information and learning without mentioning the divide between the 'haves' and 'have-nots'. It is still held that accessibility of the internet would enhance participation in cyberspace, thus creating opportunities for the active participation of all citizens. It is widely assumed that the digital divide is created by inequalities in access. Within educational institutions efforts to address this seem focused on getting everyone online as quickly as possible. The focus is on providing information technology to access information. It is not on providing IL education. Those who do not engage are seen as inactive citizens and problematic. Issues such as inclusion and exclusion are at the heart of citizenship. An immediate concern for higher education is the 'non-traditional students' who for whatever reason – and there are numerous valid reasons – may not have access to a PC, have never used a PC and are terrified at the thought of engaging with web-based resources. By not engaging they are immediately at a disadvantage as learners as well as citizens.

One obvious concern is that the info-poor may become marginalised when basic computer and IL skills become essential for personal advancement. Serious questions must be asked about how higher education will address those who do not have the skills to engage.

Skills

IL is usually described as the ability to locate, manage and use information effectively for a range of purposes. As such it is usually seen as a generic skill. Australian research into this field indicates that IL is more than a generic skill but is rather a complex phenomenon. IL is a way of understanding the vast experiences expressed by learners in relation to engaging with information for decision-making, problem-solving and research. This picture of IL is very different from the lists of skills and attributes usually found in the literature. Education is increasingly seen as a global commodity and our learners are fast becoming global citizens. While education was once a national affair, now, thanks to improved communication and global pressures, it is becoming global as well as national. Not only are graduates emerging into a more 'global' environment but they are also under increasing pressure to continue learning throughout their professional life. National and international strategies are calling for graduates who can work flexibly and successfully in this environment. They must not only have specialist knowledge of their field but also a range of competencies to participate in a workplace subject to constant change throughout a professional lifetime.

Conclusion

IL is a concept that can bridge the gap for students to help them move from the status of graduate to the status of lifelong learner and global citizen. IL is complex in nature and is perceived in many different ways. The same can be said for the concepts of lifelong learning and of the global citizen. IL has the potential to motivate students to become lifelong learners and global citizens. It can bring about educational change and present real learning opportunities that can motivate students to become lifelong learners and more active citizens. To some this may seem an idealistic aspiration. However, there are many drivers – economical, political, social and cultural – affecting the course of teaching and learning. I believe that it is in all our interests to equip our graduates with the skills they need to continue their learning and to participate actively in society. This is not simply an idealistic aspiration. It is a challenge for us all.

Notes

1   Christine Bruce, 'Information literacy as a catalyst for educational change: a background

paper', white paper prepared for UNESCO, the U.S. National Commission on Libraries and Information Science and the National Forum on Information Literacy for use at the information literacy meeting of experts at Prague, Czech Republic, 2002, p 1

2   Ana Maria Ramalho Correira, 'Information literacy for an active and effective citizenship', white paper prepared for UNESCO, the U.S. National Commission on Libraries and Information Science and the National Forum on Information Literacy for use at the information literacy meeting of experts, Prague, Czech Republic, 2002, p 5

3   See Gerard Delanty, *Citizenship in a global age: society, culture and politics*, Open University Press, Buckingham, 2000.

4   Nick Stevenson, *Cultural citizenship, cosmopolitan questions*, Open University Press, Maidenhead, 2003, p xi

5   Jennie Germann Molz, 'Getting a flexible eye, round the world travel and scales of cosmopolitan citizenship', in *Citizenship studies*, 9 (5), 2005, pp 517–31, p 520

6   Ibid., p 525

The development of information literacy skills to support a changing postgraduate research environment: an Irish experience

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INTRODUCTION

This article begins by outlining significant changes which are taking place in the Irish university research environment. It goes on to briefly describe a project to identify postgraduate generic skills, necessary in this new research environment, which the Deputy Librarian of the National University of Ireland (NUI) Maynooth led. Following on from this, a generic skills module for postgraduates in science and engineering was designed and delivered by the science librarian and the faculty member assigned to developing a programme of generic skills for postgraduates in the sciences; this module is introduced. The article concludes with a reflection on the issues/challenges in providing generic information-literacy modules to postgraduates, in a time of a radically changing research environment in Irish universities.

A move from a technology-importing, low-cost economy to a knowledge-based society with a high capacity for innovation lies at the centre of Ireland's strategy for economic development as articulated in the *National Development Plan (NDP) 2000–2006*. This strategy recognises the importance of higher education, postgraduate and post-doctoral research as a major factor in economic development.

In support of this strategy, major developments in research funding, leading to a radically changed research environment, have taken place in the last decade. Government spending on research rose from 341.8 million to 664.9 million euros per annum between 2001 and 2006[1]

Funding to develop the infrastructure to support higher education institutional research programmes and joint research programmes across universities and between industry and universities was provided under the Programme for Research in Third Level Institutions (PRTLI), which was established in 1998. This is in keeping with a recognition that, in a small country, increased cross-institutional and cross-sectoral co-operation is necessary.

Science Foundation Ireland (SFI) was established in 2000 to support research in biotechnology and ICT. The recognition that, in addition to investment in science, investment in arts, humanities and social sciences was necessary for economic growth led to the establishment of the Irish Research Council for the Humanities and Social Sciences in 1999. In 2001, the Irish Research Council for Science, Engineering and Technology (IRCSET) was established with a brief similar to that of IRCHSS. These two research councils have provided significant funding in the form of scholarships to doctoral students in Irish universities. The Irish University Quality Board (IUQB) recognised that increased funding was a significant factor in the rise in the number of postgraduate research students in the seven universities.[2]

However, it should be noted that Ireland started from a very low level of research intensity. Ireland's expenditure on research and development as a proportion of GDP is well below EU and OECD averages.[3] Unlike in the UK, where there is significant investment by business and industry in research, most Irish research is publicly funded and carried out in universities, with institutes of technology engaging in applied research on a limited scale. The need for significant investment in doctoral and post-doctoral research, to underpin Ireland's role as a knowledge economy, was stressed in a number of key reports.[4]

DEVELOPMENT OF GENERIC SKILLS

Against a background of a radically changed research environment, new models of graduate education, including new graduate school structures, are being explored and developed in order to produce and support increasing postgraduate numbers and to ensure that postgraduate education meets the needs of a changing workplace and a changing society. It is therefore not surprising that new models of postgraduate skills development are being explored and the issue of generic skills is receiving particular attention.

In 2006, Helen Fallon was seconded, for a total of forty days over a one-year period, to identify a key set of generic skills for postgraduates, through a consultation process with academic staff and postgraduate students. The key skills/attributes identified were:

- writing skills
- communication/presentation skills
- team working skills
- information literacy skills
- computer skills
- teaching/mentoring skills
- an understanding of the research environment
- an understanding of relevant research methodologies
- an understanding of research ethics
- ability to manage a research project
- personal development as a researcher.

In 2007, an academic was seconded from each of the three faculties – science and engineering; social sciences; and arts, Celtic studies and philosophy – at NUI Maynooth to work on the development of generic skills for each faculty. Part of their role is the development of generic skills programmes. Significant developments are taking place in this regard at NUI Maynooth, including the development of an information literacy module for postgraduates in science and engineering. The next section situates these changes in the context of the changing Irish university research environment.

Nationally within Ireland there is heightened awareness of the need for all students to be information literate and of the value of this for the postgraduate community. A Consortium of National and Universities Libraries (CONUL) advisory committee on information literacy has been in existence since 2002, with the responsibility of promoting information literacy and sharing resources within the academic community. Many initiatives are taking place nationally and one example from NUI Maynooth is introduced here.

Information literacy is high on the library's agenda. It is detailed in the library's strategic plan and in the university's teaching and learning strategy, which feeds into the university's strategic plan. Dr Bob Lawlor, from the department of electronic engineering, and Mary Antonesa, the science and engineering librarian, worked together for a six-month period (May to October 2007) to prepare an information literacy module for postgraduate students in the faculty of science and engineering. This five-credit module uses the Australian and New Zealand Institute for Information Literacy (ANZIIL) framework, which provides six core learning outcomes, and all class work revolves around this.

This module ran for five weeks in semester one. It was delivered in a blended learning environment using a mixture of 15 contact hours and online engagement via the university's virtual learning environment, Moodle. Interest in this course has been high among both postgraduate students and their supervisors. Class size was restricted to the first 15 applicants. The sessions were delivered by the science and engineering librarian, with some input from other university staff members, such as the learning technologist, where appropriate.

At the time of writing this course was under way, so it is too early to make any conclusive comments on its merits or shortcomings. However, feedback received to date has been very positive from both those attending the course and their supervisors. The faculty of social science and the faculty of arts, Celtic studies and philosophy also expressed an interest in similar courses for their students and discussions on this will take place in 2008.

CONCLUSION

The need for postgraduate generic skills programmes is being actively addressed by NUI Maynooth. The library is an active partner in this exciting development. We expect to further strengthen and develop our role in this area during the coming years.

NOTES

1   Higher Education Authority, *Graduate education forum – key guiding principles*, HEA, IRCHSS and IRCSET, Dublin (2006)

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NEEO and Economists Online

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On 3–4 September 2007, a meeting was held in Tilburg in the Netherlands to launch a new EU-funded project called Network of European Economists Online (NEEO). At the event were representatives from the libraries of the London School of Economics (LSE), Oxford University, University College London (UCL) and Warwick University, along with information specialists from institutions in Belgium, the Czech Republic, France, Germany, Ireland, the Netherlands and Spain.

NEEO's aim is to bring together Europe's top economics research and make it available through a new multilingual portal called Economists Online. Economics information is currently scattered in a number of places – in the hard drives of individuals, on economists' home pages, in journal aggregators and so on – and the portal will bring this diverse research output together in one place.

The project will be coordinated by Tilburg University and will run for thirty months, until 1 March 2010. By that time, Economists Online will have become one of the biggest information services available to economics researchers. Its key features will include:

- access to 50,000 bibliographic references, at least a third of which will be full-textjournal articles, working papers, book chapters, conference proceedings and primary datasets

- a showcase of 500 leading European economists, including comprehensive publications lists
- access to further worldwide content of relevance to the economist
- multilingual searching in English, French, German and Spanish
- extensive intellectual property rights (IPR) advice and documentation for authors and librarians.

The model for Economists Online is a simple but powerful one. All the universities involved in the project have an institutional repository (IR) – that is, a digital archive of academic work produced by members of the university. Economists will be encouraged to deposit copies of their publications and datasets in their local IR and Economists Online will then pick up (or 'harvest') these publications, making them cross-searchable and accessible from a central access point.

Sixteen universities from eight countries

The following are the participating universities:

Charles University in Prague (CERGE)
Erasmus University Rotterdam
German National Library of Economics / Kiel
Institute for the World Economy
Katholieke Universiteit Leuven
London School of Economics and Political Science
Maastricht University
Sciences Po
Tilburg University
Universidad Carlos III de Madrid
Université Libre de Bruxelles
Université Paris Dauphine
Université Toulouse 1 Sciences Sociales
University College Dublin
University College London
University of Oxford
University of Warwick.

Nereus

The ideas behind Economists Online grew out of the Nereus Consortium, a group of European economics libraries that has met regularly since 2003 and is led by Jean Sykes, the director of library and information services at the London School of Economics. Nereus was responsible for developing an early pilot version of the portal in 2005, which featured a limited number of economists from six universities. Lessons learned from the pilot made it clear that extra resources would be needed for its further development and a more

ambitious plan was put together which formed the basis of the successful bid to the EU earlier this year.

Economists Online is funded by the European Commission's Information, Society and Media Directorate-General. Its 'eContentplus' programme aims to 'make digital content in Europe more accessible, usable and exploitable' and the bid therefore sought to address these concerns, describing how the project will bring together information that is currently dispersed and will enhance multilingual access to research. The project's budget is €1,976,208, of which 50% will be funded by the EU with the other half found by the project partners.

Timetable

Economists Online is being run according to current project management methodology, with a project leader, a project management board and regular meetings to monitor progress and discuss issues. Activities are divided into eight sub-sets or 'work packages', each reflecting a specific aspect of the project. These are:

1 Project management
2 User requirements
3 Content – traditional publications
4 Content – datasets
5 Interoperability infrastructure and gateway
6 Multilingual issues
7 Awareness and dissemination
8 Assessment and evaluation.

Each work package has set targets ('deliverables' and 'milestones') that must be achieved within a given timeframe. In addition to the technical work on the gateway, key early events include:

November 2007: launch of the project website
December 2007: online questionnaire designed to identify user requirements
February 2008: completion of IPR documentation, in four languages.

The basic Economists Online portal will go live in August 2008, initially displaying the content of six partners. Over the following months records from the remaining institutions will be added, as well as further worldwide content.

Challenges (1): getting academic staff on board

One of the biggest challenges facing the libraries involved will be convincing economists to regularly deposit work in their local repository. Although the benefits of IRs (such as increased visibility) seem clear to librarians, they are not always apparent to academics and the case has to be made. Publicity material has been developed to assist this process and each library will be undertaking an intensive programme of advocacy that will include both presentations and one-to-one meetings. It is hoped that a positive side-effect of these efforts (and of the project as a whole) will be the development of stronger library–department links.

In addition to being told about the advantages of contributing to Economists Online, economists need to be reassured about the amount of their time their participation will involve and how it will fit into their workflows. Evidence also shows that there remains confusion about copyright issues and authors may be unwilling to risk antagonising their publishers. It is not widely known by the academic community, for example, that the majority of publishers do allow authors to deposit copies of their work in an IR. A crucial early strand of the project is therefore to develop IPR advisory material in the form of a 'toolkit' that will address these concerns. The toolkit, which will draw upon copyright expertise in the partner institutions, will be made available through the project website and will offer advice and reassurance to researchers on a range of IPR issues.

A related challenge will be that of creating a service that is attractive to economists as a research tool. Another important part of the project will be its user surveys, which will include questions about economists' research habits and preferences. Their answers will help determine the precise development and design of Economists Online during the thirty-month period. This will better guarantee that the service will meet the current needs of the economics publisher and the reader. The project also has a scientific advisory board made up of well-known economists from the institutions involved, and their input will also be important in determining the design of the service.

Challenges (2): working together

A second big challenge will be that of actually making a project with sixteen partners from eight countries run effectively. Some major European projects have failed in the past because of a lack of cooperation and mutual understanding, and good, open communications between partners will be essential if Economists Online is to become a success.

The fact that the participants already know each other through Nereus is therefore extremely helpful. Consortium meetings have always included information specialists as well as senior managers and the relationships forged at these events (and by working together on initiatives such as the Economists Online pilot) will contribute to the smooth running of the project.

ECONOMISTS ONLINE AND OPEN ACCESS

Economists Online has been influenced strongly by the open access movement and current ideas about improving scholarly communications. The aim is to improve the accessibility and visibility of research information, including as much full text as possible. Where open access cannot yet be achieved, bibliographic records will provide links to source of the full text. The work of the project will undoubtedly be of relevance to anyone with an interest in this area and, if it is successful, Economists Online could serve as a template for similar initiatives in other subject disciplines.

CONCLUSION

Economists Online is an ambitious project which will intrigue librarians in the social sciences. Its collaborative nature will make it pertinent to others involved in joint initiatives and its progress will certainly be of importance to anyone who is concerned with the issues surrounding institutional repositories. Above all, since the aim of Economists Online is to organise information and make it more accessible, its subject-oriented model is potentially of interest to all information professionals.

Further information: www.neresu4economics.info/neeo

Creating an institutional repository at the University of Liverpool: our approach

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The literature relating to the creation of institutional repositories (IR) in higher education both in the UK and elsewhere has all acknowledged that it is a challenging process. Those involved in IR development recognise that it involves changing the scholarly communication culture of researchers. Closely intertwined – and perhaps more central to the challenge – is our role in advocating and, indeed, convincing researchers that the new service might have tangible benefits to them which they cannot afford to ignore. Time is a precious commodity and researchers already feel that they spend a disproportionate amount of it completing administrative tasks, which impacts negatively on the availability of time for their primary concern: research. Given this scenario, it is hardly surprising that at the core of any strategy to create an IR must be developing sustainable channels for advocating the IR to academics, in order to secure the deposit of their work whilst tailoring the service to satisfy their different scholarly communication practices.

When the University of Liverpool begun its IR project the university research committee and the information services committee had given approval and funding for the establishment of the IR. The University Librarian, Phil Sykes, had been successful in securing this funding by clarifying the benefits of an institutional repository to the executive management of the university. As part of the process of securing the support of academics the University Librarian, in conjunction with some senior library management colleagues, had

sought feedback from a select group of senior academics; however, the majority of the university research community still needed to be made aware of the benefits of an IR. My role was to share the vision and create an institutional repository for the University of Liverpool.

THE LIVERPOOL APPROACH

The approach that Liverpool adopted was guided by our desire to learn from the challenges other universities had encountered in building their repositories. We were particularly concerned about the difficulty universities had experienced when they sought to encourage researchers to deposit their work. Many universities had established advocacy campaigns which sought to raise awareness about the emerging role of IRs and to allay fears about depositing in an IR, in particular as it relates to copyright and the peer review process. However, despite their efforts many IRs have only been able to attract a fraction of the research output of their institution. Another issue that concerned us was the ambivalence in the repository community about how to address other questions relating to the scope of the repository. Some repository administrators were of the view that the repository should accept anything that academics wanted to submit, whilst others felt that there should be limitations. Questions such as 'Do we accept any type of material, e.g. including research articles, e-theses, conference papers?', 'Do we only accept peer-reviewed content and exclude pre-prints?' or 'Do we include full-text and metadata-only records or only full-text records?' had no clear answers.

Liverpool decided to tackle these challenges by adopting an approach which recognised that a one-size-fits-all approach to IR development would not satisfy the needs of the diverse academic units. We felt that the process for arriving at these kinds of decisions needed to be flexible so that different disciplines could make different decisions that would be appropriate to their research needs and scholarly communication practices. The IR needed to satisfy the research requirements of different disciplines, therefore central to the approach taken by Liverpool is a respect for the different scholarly communication practices in different academic units and a desire to work closely with academic units so that the infrastructure for the creation of the IR is well integrated with their research management processes and their research needs. Our objective from the outset has been to develop partnerships with academic units and to seek to embed depositing

in the IR in to the research management processes of the school, department, division, research group or research centre to which the researcher belongs. This approach to IR creation we anticipate will result in the sustained deposit of content in the IR over the long term.

DEFINING THE PROJECT

The project was clearly outlined in a project definition document (PDD). The process of creating the PDD was challenging but instructive, since it provided a useful document that could be reviewed as the project progressed to ensure we had stayed within the project's scope. As part of the PDD the decision was taken to decide on the type of services that the IR would provide and then to create a requirements-analysis document. A core feature we included to support our approach was that the IR will define content to include all the research outputs that a specific discipline would accept as representative of its field. It was also decided that a pilot project would be run in order to test the implementation of the institutional repository, to learn lessons and to guide the roll-out of the service to the university in 2008.

DEVELOPING AN ADVOCACY STRATEGY

Our first step was to develop a marketing approach. We defined the service, identified our target market and considered external factors which impacted on the service, both negatively and positively. From this analysis we recognised that academic administrators – including executive management and heads of departments – were an important segment of the target market that we needed to reach. Although the executive management was important as a target group, much work had already been done to engage their attention, whereas at this stage it was crucial that we raise the awareness of heads of school/department. Garnering the support of heads of academic units was important since our approach to creating the IR was based on developing partnerships with academic units so that a sustainable dialogue could be maintained in order to develop a service based on the needs of the research community. Support from the heads of academic units suggested to other researchers in the department that the IR had legitimacy and was a valuable service for the university.

We also realized that we needed to prioritise as a key target group academic administrators who already had a relationship with the library; in most cases this meant making the library repre-

sentatives aware of the benefits of establishing an IR. Members of this group were already accustomed to sharing news about the library with the research community in their departments and therefore they were an obvious first port of call to share information about the IR. The subject librarians were also identified as an important target group. This group had an established relationship with academic units and had established links with the university committee structure, where they shared information about developments in the library. Their role as the primary library contact for academic units and the fact that many schools and departments had a designated library contact person, the library representative, made them an ideal choice to initially disseminate information about the IR. To facilitate their role this group was amongst the first to be trained about open access and the benefits of the IR to academic administrators and researchers and, of course, to themselves.

Finally, the most important target group to emerge from our analysis was the researchers in each faculty or research centre. Obviously we recognised that without their support we would not be able to develop the IR.

The advocacy approach that emerged involved in the first instance trying to obtain the attention of the heads of schools and departments. Using an internal communication channel to academic heads, we sent out a carefully crafted document indicating that the university was creating an IR, outlining the benefits to the university and researchers of establishing an IR and inviting the academic heads to indicate their interest in participating in the IR pilot. Simultaneously, the subject librarians arranged for me to attend various faculty, school and departmental information services committee meetings to promote and answer questions about the IR pilot project. The subject librarians were also instrumental in ensuring that the call for participation in the pilot was promoted in the departments, since they sent e-mails to the library reps to notify them of the initiative. A buzz was created within the university about the IR pilot project and after many follow-up meetings this resulted in nine departments agreeing to participate in it. We had originally hoped for three departments but this greatly exceeded our expectations.

THE IR PILOT PROJECT

Since the start of the IR pilot project, we have been working to establish partnerships with nine schools and departments. This has involved the pilot school or department identifying an academic representative who serves as our primary point of contact. We have discussed with the academic representatives many issues related to the development of the IR. Three key issues that have been discussed are the type of content which the academic unit wants to be included, whether the content should be peer-reviewed or not and how the school intends for their staff to deposit their content. In order to document these kinds of decisions we have created a partnership policy for each department. This document provides a clear official document for the academic unit which academic representatives can distribute to their colleagues to advise them on the policies that have been agreed. We anticipate that these documents will be dynamic – changing to satisfy the emerging research needs and scholarly communication practice of the academic unit.

The academic representatives have been important allies in the IR-building process. They have been instrumental in guiding the advocacy process with researchers in their academic units. They have sent out correspondence to colleagues to advise them of the academic unit's role in the IR pilot and to advise researchers how to participate. In addition, they have helped us to organise presentations to research committees in their academic units and to the entire research staff. Perhaps their most significant role has been to give the creation of the IR legitimacy, a stamp of approval from the academic unit.

CONCLUSION

Our approach of active engagement with academic units has built a good partnership with many of them and has laid the foundation for sustainable advocacy in the academic units. The IR pilot project will end in January 2008 and the IR as a service will be launched in the second quarter of the year. At the end of the pilot we will be evaluating our approach, based on the lessons learned. The infrastructure we have established for the creation of the IR seems to have worked well but embedding an IR into the research management processes of academic units takes time and therefore we know that the success of this approach will only be shown as the IR matures.

Brunel University Research Archive – a year in the life of an institutional repository

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Introduction

Institutional repositories, open access, scholarly communication, research dissemination, citation factors, deposits, self-archiving, mediated deposit, downloads, post-prints, pre-prints, mandates. If I were asked to compile a list of the most overused words in my lexicon of 2007 this would be it.

Welcome then to the world of Brunel University Research Archive (BURA), Brunel University's very own institutional repository. On the latest count, according to the Registry of Open Access Repositories (ROAR) (http://roar.eprints.org/), it is one of 106 in the United Kingdom and of 954 worldwide. Created in December 2006, it archives and disseminates the full-text published research output of Brunel's research community – including journal articles, research papers and theses – to the online world, free of charge.

Rationale for an IR

Importantly, most research remains unseen as it only appears in journals to which subscribing educational institutions have access, and so is unavailable to all those potential users worldwide who would wish to have access to it. The progress in making published research open-access has developed massively in the past two years. Factors influencing this development include parliamentary recommendations and research council mandates as a condition of funding and European Union and United States Congress investigations. However, for Brunel University, the motive for setting up a repository was the desire to make PhD theses available online. In 1997, Virginia Tech University in the US set up the 'Networked Digital Library of Theses and Dissertations' for systematically archiving theses online. Their staggering download rates and popularity (by 2002/2003 they had received over 7 million hits) illuminates an often forgotten fact: PhD theses are a valuable research commodity. They are a natural product of all universities, yet universities were failing to fully harness and exploit this value, instead consigning their bound tomes to the catacombs of dusty library stacks.

Since BURA's launch in December 2006, PhD theses consistently feature in its top ten most downloaded items.[1]

Support for BURA

The university has formally acknowledged the importance of BURA and the benefits accruing to students and researchers, as well as for the university's research profile, which helps attract and retain top researchers.

In October 2007, the Brunel University Senate endorsed a resolution that from October 2008 PhD theses would be automatically deposited onto BURA. The university hopes that this will encourage imminent graduates to deposit their theses in BURA, and thus benefit from permanent online links to their research. The advantages are clear – support to their careers by developing their individual research profiles, while allowing the university to showcase the quality of research carried out by its postgraduates.

Support within the university, for an institutional repository has always been present, particularly from the Dean of the Graduate School. There has always been an understanding of its benefits and why researchers should be encouraged to deposit their work.

A significant factor in creating this support was the increase in citations that occurred when a published journal paper was also made freely available in an open access repository. One study across
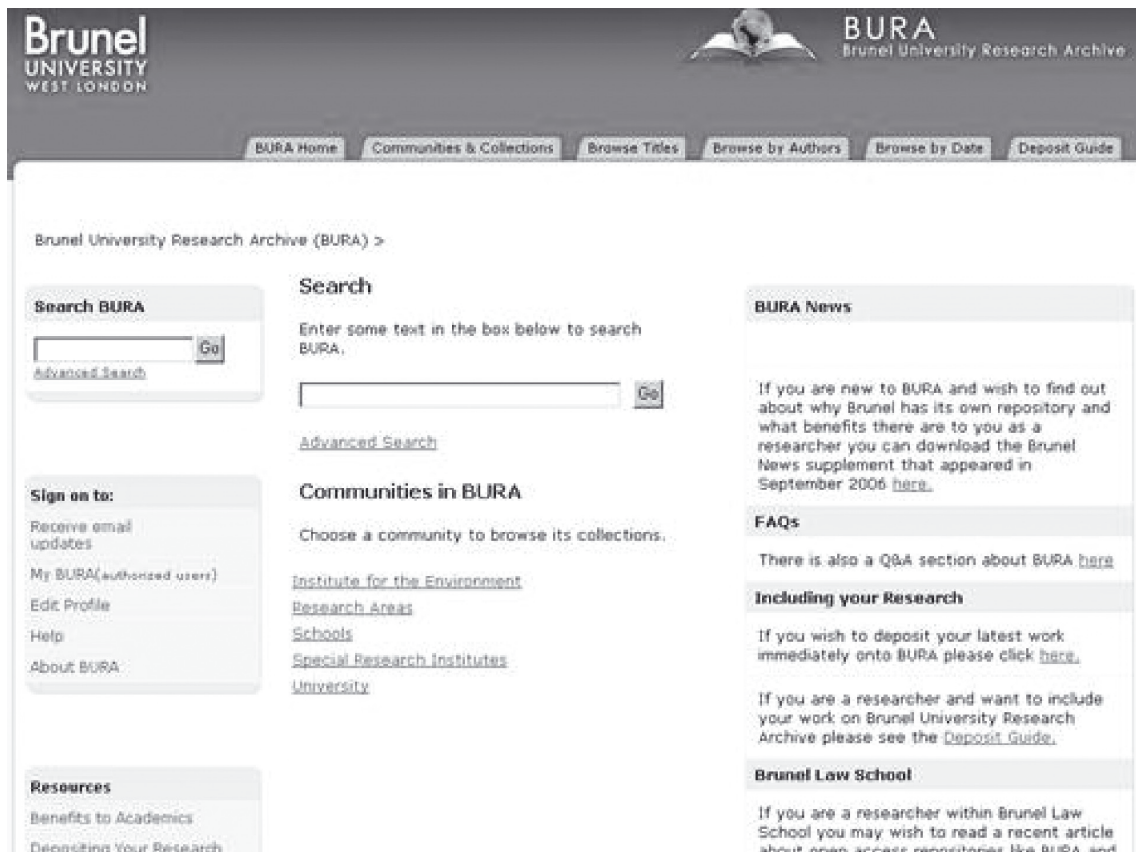
ten academic disciplines showed a minimum 25% increase in citations, rising to a 250% increase.[2]

Despite these astonishing findings, universities are still struggling to populate their newly set-up repositories.[3] Universities across the world have employed various tactics and strategies to deal with this problem, showing that simply requesting or recommending deposit is not effective. Academic surveys showed that only 15% of authors would self-archive into a repository unless it was mandated by their institution (although 49% of authors deposited at least once). Author-academics were too busy to do it, and indeed of those who had not yet self-archived any articles, 71% lacked awareness of the option.[4]

Reasons for this include academic inertia, poor time management and copyright issues.

Academic inertia and time management speak for themselves – academics either can't or won't commit the time required to self-archive. It is erroneously felt to be time-consuming when, in truth, it is very simple after initial registration and first deposit.

As for copyright, this can be an immense hurdle, as many academics fail to maintain a final draft copy of their published papers, *sans* publisher formatting, which can be deposited. Few publishers permit self-archiving of publisher copies,

notable exceptions being Cambridge University Press and the Institute of Electrical and Electronics Engineers (IEEE). Happily, publishers are moving towards IR-friendly policies on self-archival, as there is a gradual realisation that, far from being a threat to their trade, in reality it is a powerful promotional tool which they can exploit to highlight their value-added final publications.

Setting up and managing BURA

With Brunel's senior management on board, the next task was to promote, engender and embed an academic culture of publishing and disseminating research online at Brunel. A launch event was held at which guests included the Vice Chancellor, the mayor of Hillingdon and a former student whose PhD thesis from 1966 was the first to be awarded by Brunel University and the first to be digitised on the archive. This was successful but a free lunch and PowerPoint presentations can only travel so far. I was determined to learn from the experience of other universities, so that I would be aware of areas where we were likely to encounter difficulties.

Securing buy-in from the key sponsors: academic authors

To allay fears over the time self-archiving would take out of academics' daily schedules (already crammed with research, teaching and administra-

tive duties), BURA undertook to deposit research articles on their behalf, gradually moving towards a model in which academics self-archived recent papers while BURA archived retrospective papers. BURA simply asked academics to submit their final draft versions in electronic format if they had it, but print formats were also accepted. Self-depositing was further promoted when a £500 prize draw was opened to those who had deposited research themselves, until we had reached 500 items on the archive.

There were complications with the request for final drafts, which were the versions permitted by most publishers. There is currently no clear and concise definition of what a post-print or a pre-print is in this field; indeed it is sometimes confused by publishers' policies themselves. Despite this, academics soon understood the concept of final drafts and were surprised by the insight they gained into what rights they actually sign away. The perceived importance of getting published in many ways obstructs the open-dissemination message as academics rashly sign away intellectual property rights under the pressure to 'publish or perish'.

I quickly learnt that despite differing tactics and strategies just requesting or recommending deposit was not working. The risk of an under-populated research archive at Brunel therefore was quite high. What did work, however, were mandates and deposit analyses comparing mandated and un-mandated self-archiving rates, showing self-archiving approaching 100% of annual institutional research output within a few years. Without a mandate, institutional repository content just hovered for years at the spontaneous 15% self-archiving rate. Professor Arthur Sale at the University of Tasmania illustrated this by comparing the growth rates of repositories at the Queensland University of Technology (compulsory; high growth) and at the University of Queensland (voluntary; low growth).[5] There was of course the risk that compulsory archiving policies might engender a negative reaction from authors. However, the only UK example of compulsory depositing was at the Department of Electronics and Computer Science (ECS) at Southampton University, and this has been highly successful. In fact a new international university ranking based on the popularity of the content of their websites on other university campuses had Southampton University 25th in the world. One of the explanations for that result has been the ECS's self-archiving mandate, established in 2001.[6]

In order to guarantee the future of BURA it was proposed that mandatory self-archiving be piloted in an academic school or subject area within Brunel University. Due to its similarity to ECS at Southampton, the School of Information Sciences, Computing and Mathematics (SISCM) agreed in principle to make it compulsory for its academics to deposit their research articles onto BURA. A policy statement was drawn up requiring all research staff to self-archive. All peer-reviewed articles must be deposited in the IR as a final draft at the time of acceptance.

However, policy agreement was the easy part and the implementation was much harder. Such a significant pronouncement needs valiant lobbying efforts not just within the school but outside as well. Support mechanisms for authors need to be in place, and a focus on the beneficial implications of the policy. In the words of a mandate manager at Queensland University of Technology, Paula Callan, 'Even with a policy in place, it is necessary to promote, prod, and provide plenty of support.'[7] The expedient approach we took was to utilise the research assessment exercise (RAE) 2008 – a process that involved the collation of the best research outputs of the university since RAE 2001. The objective was to secure academic interest in widening dissemination as well as archiving their best work using the university's online archive. It was hoped not only that this would acquire the highest-quality research items for the archive itself but that it would also sustain the self-archiving model we had adopted. Obtaining RAE research has been a modest success, with 10% of overall journal articles submitted deposited onto BURA – taking into account copyright restrictions on depositing. However, the number of users registered with the archive has been a great success.

Evaluating BURA: one year on

Self-archiving has largely been a successful model for Brunel, with over 300 self-registered depositors. Well over half of the 1000 items in the repository have been deposited by academics themselves. Informed by a desire to enhance their reputation and inspired by the ease of self-archiving (the median time for metadata entry is calculated to be 5 minutes and 37 seconds per paper[8]) some schools have surpassed expectations, by enthusiastically embracing BURA and employing it as a system of recording their research outputs – effectively becoming a database of record for them. Others have expressed interest in pilot mandates for all research output to be deposited in BURA. This is compelled by the slowly dawn-

ing realisation that open access (or rather 'open dissemination', as Dr Alma Swan describes it) is going to be a significant feature of scholarly communication in the future. The RAE is already to be replaced by a system of metrics-based assessment likely to be a combination of research income, number of research students and some form of bibliometrics. As the latter could be informed by all research outputs, citation counts and article download counts from institutional repositories could be significant.

Additionally, it is becoming evident that BURA is fostering competition between research communities within the university, in terms of making their research the most freely available and effectively showing it off, which has not been as evident before. Increasing one's citations has occasionally been a significant motivational factor for some academics to deposit.

As BURA reached its first birthday celebrations on 4 December 2007, the statistics prove that BURA has successfully taken root as a home for the university's research. The hard work now begins to establish BURA as a central platform for the university, one which is fully embedded in academic culture. The ultimate challenge is to ensure that it does not end up as an underused old technological dinosaur stuck in the 'noughties'.

Happy birthday, BURA and many happy returns!

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RESOURCES

Brunel University Research Archive: http://bura.brunel.ac.uk

The Networked Digital Library of Theses and Dissertations (NDLTD): http://www.ndltd.org/index.en.html

Taking the pain out of your RSS

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The aim of the ticTOCs project is to develop a service which will transform journal current awareness by making it easy for academics to find, display, store, combine and re-use journal tables of contents (TOCs) from multiple publishers in a personalisable web-based environment.

JISC (Joint Information Systems Committee) is the primary funder of the ticTOCs project, which will run for two years from April 2007. Fifteen partners are involved in the project. Led by the University of Liverpool Library, the consortium also includes Heriot-Watt University, Cranfield University, CrossRef, ProQuest, RefWorks, Emerald, Nature Publishing Group, SAGE Publishers, Institute of Physics, Inderscience Publishers, MIMAS, Directory of Open Access Journals, Open J-Gate and Intute.

The ticTOCs project was born from an inspired idea of Roddy MacLeod of Heriot-Watt University (http://www.hw.ac.uk/libwww/libram/roddy.html). Roddy identified the potential for exploiting existing technology to create an online directory of publisher journal table of contents RSS (Really Simple Syndication) feeds.

The project name, ticTOCs, is not as mystical as it first appears. The term 'TOCs' is merely an abbreviation for a journal's 'Table of Contents'. The 'tic' in ticTOCs stems from the fact that users will merely have to tick the TOC they wish to view and subscribe to. It is this 'simplicity' which, it is hoped, will contribute to the success of the project. The ticTOCs service will enable academics, researchers and anyone else to discover, subscribe to, search within, export and re-use standardised journal table of contents RSS feeds and their

content for thousands of journals from numerous publishers without having to understand the technical or procedural concepts involved in the process. In addition, it will facilitate the re-use of aggregated journal TOC content on a subject basis by gateways, subject-based resource discovery services, library services and others, where it can act as a showcase of the latest research output. It will also make it easy for users of library and information services, commercial and open-access journal publishers, online gateways, content aggregators and journal directories to subscribe to journal TOC RSS feeds of interest, with one click, via a freely available personalisable web-based interface. The ticTOCs service will also be encouraging the production of standardised journal TOC RSS feeds, and will thereby facilitate their interoperability and improve the quality of their data.

Efficient journal current awareness services are of the highest importance to researchers and academics, whatever their discipline. Ensuring efficient and easy access to the contents of the latest journal publications is also important for publishers of scholarly journals, a business that is estimated to be worth $5 billion per annum. Authors of articles in scholarly publications also want their output to be available to as wide an audience as possible, as soon after publication as possible.

At the present time, the contents of latest issues are 'discovered' in various ways. This is, of course, known as journal current awareness. None of the existing discovery methods have demonstrated themselves to be particularly efficient. Current discovery methods include:

1   Physically browsing current issues or photocopies of tables of contents: this suits some users, but is declining as the importance of print journals declines.
2   Browsing latest issues online via publishers' websites, or aggregator websites: this method does serve a purpose for those who adopt it, but can be time-consuming and is not efficient.
3   E-mail table of contents alerts: these are very popular and considered effective by a number of those who use them. There are various problems, however – for example, there are numerous services; services sometimes change; publishers change; titles move; extra-registrations and passwords may be necessary; re-registration may be necessary; users move. Therefore there are administrative overheads involved in using e-mail table of contents services. Some people also report

being 'haunted by alerts' and 'self-inflicted spam'.

4   RSS feeds of TOCs: in March 2005 there were 1139 journal TOC RSS feeds available from 13 publishers, and by October 2006 this had risen to 7042 feeds from 38 publishers. Today there are even more. In addition, there are third-party feeds from services such as Zetoc and Ingenta. Today, therefore, there are metadata syndication possibilities for TOCs. The way it works just now suits some people; however, it requires some understanding of the concepts, and can be confusing. There are various publisher websites and feeds and aggregator feeds, various desktop readers and web-based readers and various confusing icons. There is little standardisation and the process requires some effort and understanding, and is therefore not very user-friendly.

The ticTOCs project intends to take advantage of recent technological developments and Web 2.0 possibilities and make this process much more user-friendly.

Use of RSS for the distribution and receipt of frequently updated online content of various kinds is becoming increasingly widespread. Originally associated with the syndication of news headlines and blog entries, RSS can be used in conjunction with most kinds of regularly updated information. RSS has, therefore, enormous potential as a current awareness tool.

RSS has certain advantages over e-mail as a way to be alerted to TOCs. For example, using RSS, it is not necessary to register at external publisher sites and remember additional usernames and passwords. TOC RSS feeds include direct links to articles, and RSS is less intrusive as an alerting method – you can look at your TOC alerts whenever you like. Also it is usually much easier to unsubscribe from an RSS feed than from an e-mail alerting service.

However, there is the issue is of locating TOC RSS feeds for particular journals. An academic may be interested in a number of journals from a variety of publishers, and to retrieve all relevant feeds may require some effort. A certain level of understanding of the actual process of subscribing to RSS feeds, via a desktop or web-based reader, is necessary to make the most of the protocol, and then there is the issue of feed versions (RSS 1.0, RSS 2.0, RSS 0.91, Atom), plus the differing RSS icons and terminology sometimes used by publishers.

In order to overcome all of this, one option might be to 'force-feed' all academics and others with information about RSS, in order that they can subsequently make the most of what is obviously a useful protocol. A completely different option, however, has been adopted by the ticTOCs project.

The ticTOCs approach will be to cut through the jargon, the 'techno-speak' and to simplify the whole process so that even somebody with few or no IT skills can use and benefit from the service.

Put simply, the intention is that a user arrives at the site http://www.tictocs.ac.uk. After a simple registration process (if they want to save their data) or simply visiting as a guest (if they do not), they can then conduct a journal search by title, publisher or subject. The results of the search query are displayed and the user can browse through the results. Then, to subscribe to any of the TOCs they just need to tick the TOCs they require and these will be added to their account, which they can view as and when it suits them. They will be able to add and remove TOCs from their account whenever they feel it necessary. The user will be in control and by a simple process of, shall we say, 'click & tick' they will have access to literally thousands of journal TOC feeds, available to them in one place.

Since the project was launched and some minimal publicity undertaken, interest from publishers wanting to include their TOC feeds into ticTOCs has been overwhelming. The degree of interest has caught us unawares but we should not be too surprised. The benefits of the ticTOCs service to all three types of stakeholder – researchers, publishers and authors – will be immeasurable. Both the demand and supply sides of the journals market stand to reap the rewards brought about by the service.

A public pilot version is expected to be launched in April 2008.

For further details, information and progress updates you can visit our public blog at: http://tictocsnews.wordpress.com/ or contact: Joe Hilton (jo555@liverpool.ac.uk), Roddy MacLeod (r.a.macleod@hw.ac.uk) or Terry Bucknell (t.d.bucknell@liverpool.ac.uk)

To PB or not PB: making wikis work for your library

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Library staff at Leeds Metropolitan University have recently launched a wiki to help them with the organisation of the information they need for their day-to-day enquiry and circulation duties. Here we outline the development of the project and the reasons behind choosing a wiki as the best format for this information.

Since 2002 the libraries at Leeds Met have maintained an intranet which was used to collect those important pieces of information which seemed to constantly slip the net. Whilst our official Library Online website contained a wealth of information for both students and staff, a working group realised that we required an informal way of collating vital information which is hard to remember when working on our Help and Information Points. This includes the questions which were asked about the wider university as well as our library services.

The idea was that a single point of reference would provide consistency of service across the campus libraries and finally make our working environment as paper free as possible. Coupled with this, in September 2006, our information and circulation desks combined, further reinforcing the need to provide consistent and easily accessible information to all service point staff. With a new title for our joint enquiry and circulation desk being the Help and Information Point, we decided to rename our intranet Help and Information Point Online (HIPO).

The intranet was developed by Information Officers across the two main Leeds Met campus libraries (Headingley and Civic Quarter). As the project developed, it became clear that staff across all teams found it of value and by the beginning of this year there were around 200 pages of information hosted here. Content ranged from technical tips for allowing students to access our student portal from various browsers, to the nearest bus stops to campus, to where to go for help with wireless networking in halls of residence. Whilst we realised that we couldn't provide a comprehensive help service for all university services, we wanted to give our staff some, if not all, of the information they required, even if the question was not directly related to the library.

As the intranet developed a few problems began to emerge. Mainly this centred around the use of Dreamweaver as our principal web authoring tool. While most Information Officers had the experience and confidence to use Dreamweaver successfully, we found that staff from other teams were lacking the skills or confidence to get involved. Training was offered, but condensing a basic Dreamweaver tutorial into appealing bite sized chunks proved unfeasible, and many trained staff lost interest. There was also the added problem of ensuring that the software was installed on each staff member's PC.

Much of the inspiration for the project to convert our intranet pages to a wiki can be attributed to a course which Susan attended in June 2007. Run by Libraries for Nursing, the course detailed Web 2.0 developments and their applications within the library context. It encouraged delegates to put their learning into practice, and Susan believed a wiki project would be ideal. Not only would this hopefully organise our information in a better way, but also allow staff to learn about wikis in a practical and useful manner.

So, why did we feel a wiki would be to our advantage? Firstly, by making the right choice of provider, we hoped to allow all staff the means to edit pages using a plain text editor, rather than HTML. Secondly, we believed that a wiki's ability to retain and restore all previous versions of a page would be a bonus. Finally we hoped that the simple layout and search function would help all levels of staff to locate information more easily then the previous site.

The next step was to choose our wiki provider. Leeds Met recently launched a student wiki and we considered using the same technology for our site. However, we found that the lack of a plain text editor would mean a certain degree of HTML authoring experience would be necessary. As we were trying to get as wide a range of contributors as possible we decided to look outside of the university for a wiki provider.

As with many technologies, a plethora of wiki providers exist. To narrow our choice we used WikiMatrix (www.wikimatrix.org), which matches wiki providers to your criteria. This suggested nine potential providers, which were then eliminated one by one by means of further research.

The clear candidate which emerged was PBwiki (http://pbwiki.com), an American company which prides itself on functionality and high levels of user support (to find out what the PB in PBwiki stands for, please see their website!). They also provide free and subscription services depending on your needs.

Once we'd signed up and chosen our domain name, it was simply a case of transferring the content from our previous website. Most of this was easily accomplished simply by copying and pasting. As the wiki is hosted entirely by PBwiki, this also gives you administrator control without the chore of server maintenance.

This was also a perfect opportunity to look again at how our information on HIPO was organised. As the website had evolved, information had become scattered, and the different campuses were tending to create individual pages for their own procedures, rather than combining with related information. For example, routine checks on our IT facilities had split into two pages according to campus. In some ways this explained why the number of pages had risen to 200 over the years, as when we came to re-assess what needed to be on the wiki, we found that this figure could be reduced to approximately 100 pages.

Content maintenance of the previous HIPO site had been the responsibility of page owners. We hoped that the ethos of a wiki would encourage all staff to contribute to the site, but the only true way to test this was by launching the site.

The timing of the launch proved to be a difficult decision. Whilst the bulk of the work had been accomplished over summer 2007, it was felt that a launch close to the new academic term would ensure maximum awareness. However, due to the barrage of emails and information which most staff receive prior to a new term, we opted for a fairly low key approach. An article was written for our internal library staff newsletter, and an email was circulated to all staff. We tried to keep the tone light and stressed the advantages of changing the site to a wiki.

Once the information had been sent, it was then a case of waiting to see who would begin to use the site. Our main concerns were the reaction of our circulation teams and the need for positive first impressions which would encourage word of mouth recommendations. In fact the positive staff reaction far exceeded our expectations with over twenty staff registering for the wiki within the first few hours. More encouraging still, however, was that a page had been edited within a day, and this was by a member of our circulation team.

Over the last term we have run brief introductory training sessions, open to all library staff, but made these deliberately low key for two reasons. Firstly, we wanted to stress how intuitive using the wiki is, and secondly we had produced comprehensive instructions which were held on the wiki itself. We wanted to give a quick guide to getting on to the wiki, and then leave the user to read further instructions online and build their confidence in this way.

We have been very encouraged with the response so far. We're hoping that over time the use of the site will grow, and staff will feel it truly belongs to them. We are anticipating initial teething problems with the self regulation of the site, particularly with the new structure of some pages. In fact, there have already been pages created which need to be absorbed into a more generally themed page. However, at this stage we are happier to let staff build their confidence in using the wiki, especially as these will be our contributors of the future.

We can happily report that all of PBwiki's website promises have been delivered. Emails to America have been answered overnight, and the user forums have provided support for most other things. Other than their routine downtime, the site has also run without any problems. We're sure there are many other wiki providers out there who would also be able to make your transition to Web 2.0 quite painless. Go forth and wiki.

E-books and everything after: an update from the NoWAL experience

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INTRODUCTION

From 2004 onwards, the North West Academic Libraries consortium (NoWAL)[1] offered its users access to a corpus of 15,000 e-books made available by the US aggregator NetLibrary. In May 2006, the NoWAL board requested that, in order to inform the consortium's future policy with regard to e-books, an 'E-book Monitoring Group' be convened. The group's remit was to monitor changes in e-book provision generally, as well as agreements in place among consortium members, and to report to the board in summer 2007. The group first met in April 2007 and was chaired by Julie Berry, associate director (liaison and support), University of Salford Information Services Division.[2]

The NoWAL E-books Monitoring Group presented its report, jointly authored by all members, to the NoWAL board on 3 October 2007. This article is a summary of the report and its recommendations. Any enquiries about the group's work should be directed to Peter M. Wynne, NoWAL Executive Secretary (p.wynne@mmu.ac.uk).

THE NoWAL E-BOOK CONTEXT

NoWAL was the first UK higher education library consortium to make a large corpus of e-books available to its users. An account of how this initiative originated and was implemented was published in 2005.[3] Furthermore, the management of the e-books service during the term of the contract is described in detail in each NoWAL annual report.[4]

NoWAL's contract for e-books was with NetLibrary, a subsidiary of the US library services conglomerate OCLC (Online Computer Library Center). The contract's main features were:

- access to 12,000 copyright titles
- access to c.3,400 public domain titles
- up to three simultaneous users of any one title
- 30 months' duration from February 2004
- NoWAL to 'own' an agreed percentage of the content
- access to owned content for up to five years after contract
- opportunity to 'refresh' (i.e. replace) a percentage of the content each year.

After the launch in February 2004 use of the service increased rapidly, and it continued to be heavily used throughout the term of the contract.[5] Despite this, there were reservations among some members about the methods used to select the original corpus of e-books. Rather than selecting title by title, acquisitions personnel had been asked to indicate the publishers which they wished to see included, and a list was compiled of publishers attracting the most votes. The material represented by the list was then further limited by publication date and average value per title. Similar content-selection methods were used in the two 'content refreshments' provided for by the terms of the contract, in February 2005 and February 2006.

With the agreement with NetLibrary due either to end or be renewed in summer 2006, the board heard in November 2005 that there were a number of unresolved issues that were considered unsatisfactory by participating libraries. In addition, all attempts to begin quantitative and qualitative evaluation had proved unsuccessful.

Furthermore, at a meeting in Manchester held in spring 2006 representatives from NoWAL libraries heard the various options which NetLibrary was prepared to make available to the consortium at the end of the contract. Partly as a consequence of the often repeated criticism of the blunt selection tools which it had been necessary to apply to the large initial corpus of NetLibrary titles, there was no enthusiasm for a contract for another large

body of material from the same provider, or for a second agreement for a large general e-book collection from any provider. NoWAL members demonstrated clearly expressed preferences for selection at individual-title level, and for core texts from UK imprints.

Delegates at the meeting instead recommended an alternative which had been included in the original agreement: rather than renew the subscription, NoWAL was able to retain a specified percentage of the collection. This would be subject to a management fee payable to NetLibrary for maintaining access, but would enable the consortium to retain the titles accounting for 90% of all use. This recommendation was approved by the NoWAL board in summer 2006, and the management fee was renewed for a further year in summer 2007.

In May 2007, the NoWAL NetLibrary collection received its one millionth access since monthly statistics were begun in September 2004. In that period, total monthly hits have increased from 10,872 to the highest number ever recorded: 61,643 in November 2006. In the ten months to October 2007, the collection received 338,045. A spreadsheet showing total accesses and average use per title, by individual library and by the whole consortium, can be viewed on the NoWAL website.[6]

CONTENT-SELECTION MECHANISMS

As noted above, the tools available to facilitate selection of e-book content proved a major difficulty during the creation of the initial NoWAL NetLibrary collection, and for its refreshment. Consequently, the NoWAL E-books Monitoring Group chose to emphasise in its report to the board the necessity of identifying more refined selection methods in any future consortial deal.

Even for an individual institution, it is very difficult to satisfy all stakeholders when several thousand titles need to be chosen from a list of tens of thousands and when time is very limited. The position worsened when it became evident during the refreshments of the NoWAL collection that publishers were becoming far less willing to sell e-books as part of a shared consortial collection.

The group noted that the emerging model that is now being offered by aggregators is one in which individual libraries choose their own content on a title-by-title basis, whether as part of 'steady stream' ordering (as for printed books) or as a one-off purchase of a tailored collection (for example towards financial-year end when libraries

may have uncommitted funds to spend quickly). E-book vendors now commonly offer online (i.e. web-based) platforms for selecting and ordering individual e-books (the 'steady stream' model) and in addition will work with libraries to supply a spreadsheet or database of titles that meet a library's selection criteria for the purchase of a tailored collection of titles, where available.

The NoWAL group was thus relieved to be able to note that, in future, the content-selection problem is more likely to be one restricted to the scope of the individual NoWAL member library. Furthermore, if the 'steady stream' ordering of e-books is adopted, the problem will be little different to that of printed-book selection, except that in respect of e-books the library may have to make choices about whether to purchase or to lease, or how many simultaneous users to licence.

NoWAL E-BOOK SURVEY

A survey on the use of e-books within the consortium was undertaken by the group as part of the report to the NoWAL board. The survey was completed by all libraries included in the original NoWAL/NetLibrary contract.[7]

The number of e-books services offered by individual libraries varied from 1 to 29. All libraries offering e-books continue to offer NetLibrary, and 7 respondents had bought extra NetLibrary titles above and beyond the content negotiated by NoWAL.

Relevant subject coverage was the single most influential factor in choice of e-book supplier among respondents (10 strongly agree, 4 agree). Next most influential was pricing model (6 strongly agree, 7 agree) followed by ease of use (4 strongly agree, 9 agree) and access model (4 strongly agree, 5 agree). Technical considerations (3 strongly agree, 8 agree) and number of titles available (6 strongly agree, 3 agree) were least influential.

When asked to list other factors that had influenced choice of supplier, 3 respondents cited the NoWAL/NetLibrary deal and 3 cited currency of content; 2 respondents cited the permissible number of concurrent users and 2 cited ease of the selection and ordering processes.

Most respondents reported that e-books have been successful, and that usage is increasing. It was reported by 2 that e-books are a firmly established service ('an unqualified success'). Many

respondents highlighted the importance of publicising the availability of e-books plus the integration of online public access catalogue (OPAC) records in increasing uptake. Some respondents link high usage to off-campus students, and one explicitly cited connectivity difficulties at off-campus sites as one reason for comparatively low use.

Almost all respondents saw a role for NoWAL in negotiating consortial deals for e-books in order to maximise value for money. Respondents clearly saw enhanced value in terms of both supplier discount and the saving in staff time in the negotiation process. There was a division among respondents as to what form a future deal might take. The majority of those who expressed a preference clearly restated the need for much more discriminating selection methods, so emphatically voiced during the life of the NetLibrary contract.

OTHER CONSORTIAL DEALS AND RELEVANT STUDIES

In the course of its work the NoWAL E-books Monitoring Group investigated other consortial deals for e-books that have been implemented or were under discussion. The main findings were as follows:

- The NoWAL / NetLibrary deal was and remains unique of its type. NetLibrary personnel reported that publishers are still wary of allowing content to be made available under consortial agreements. This was demonstrated by the increasingly severe restrictions placed on NoWAL's selections in the iterative content-refreshment exercises undertaken during the NetLibrary contract.

- The Southern Universities Purchasing Consortium concluded an agreement for certain ebrary services, and ebrary subsequently extended the same terms across the higher education sector.

- Several JISC (Joint Information Systems Committee) agreements are in place for a range of e-book products and collections, although Academic Library's JISC deal had lapsed by the time of the group's study. Other suppliers sometimes use JISC-banded pricing even if the offer is not formally endorsed by JISC Collections. The group concluded that it is highly unlikely that better terms can be obtained by NoWAL than those already offered to the UK higher education market in this way.

- The e-Books (sic) Corporation reported that it has 30 to 35 UK academic libraries using Ebook Library (EBL), but had agreed no deals through consortia thus far.

- NetLibrary was in the process of negotiating a new consortial deal, of a very different character to NoWAL's, with the Wales Higher Education Libraries Forum (WHELF).[8] This service will be launched on 6 December and it is likely that its main features will be reported on the WHELF website.[9]

The principle relevant research projects or studies identified by the group were:

- The SuperBook Project,[10] which aims to create a live research laboratory at University College London by offering the UCL community access to more than 3,000 e-books (from a variety of suppliers), and then to observe and measure how the collection is used. The project is of particular interest as its focus is on usage by staff and taught and research students, and it will consider topics such as the impact of marketing, links to reading-list databases, involvement by academics and information literacy.

- The JISC E-books Observatory Project[11] will license a collection of online core reading materials that are relevant to UK higher education taught-course students in four discipline areas. The project aims to evaluate the use of the e-books through deep log analysis and to assess the impact of the 'free at the point of use' e-books upon publishers, aggregators and libraries. As the project will run from January 2008 to April 2009, it was deemed too long-term to have a bearing on the NoWAL group's remit.

- The Southern Universities Purchasing Consortium[12] has, as part of the deal with ebrary mentioned above, been working with the aggregator on a bespoke collection of nursing-related content. If this proves successful other bespoke subject collections may be possible.

E-BOOKS LITERATURE REVIEW

A literature review was conducted by the group in an attempt to inform the higher education community (and particularly NoWAL members) of the situation with regard to e-book use. Initially

searches concentrated on information about consortial deals, but very little was found.

The review, therefore, contains articles about choosing, managing, using and promoting e-book collections in higher education institutions both in the UK and elsewhere. Although the articles do not necessarily refer to collections purchased by consortia they may be useful for further understanding and to confirm observations already made.[13]

IDENTIFICATION OF MAJOR CONTENT PROVIDERS

In addition to the literature review, the group undertook an exercise to identify the major e-book content providers in order to provide a broad overview of the options available within the current market. This took as its starting point the 2006 CHEMS Consulting report for prepared for JISC.[14] Although it was not possible within the group's timescale to compare and contrast existing service models, an indication of the subject coverage, the number of titles within each collection and a URL to access more information about each service were included.[15]

CONCLUSIONS AND RECOMMENDATIONS

The NoWAL E-books Monitoring Group's report to the board concluded with a number of recommendations which were accepted by the NoWAL board at the meeting held on 3 October 2007.

Some of these conclusions related to matters such as the necessity to prepare for the decision as to whether or not to renew access to the NetLibrary legacy collection in summer 2008, and the advantage to the consortium of holding a NoWAL event to enable practitioners with experience of a range of e-book platforms to pool their knowledge. Other conclusions were more substantive, being principally focused on how NoWAL should approach any future consortial e-book procurement exercise, and took into account how the market had changed since the NetLibrary contract was signed.

In response to the widely held concerns in respect of content selection during the NetLibrary agreement, the group recommended that NoWAL does not try to achieve another consortial agreement which purchases or leases a shared collection of e-books. However, given the restriction that publishers have gradually imposed on access to content under multi-library contracts, another

agreement like the original may not be possible in any event.

Despite not being able to undertake a critical evaluation of the NetLibrary service, the group observed from the evidence of participating libraries that most had achieved a critical mass of content, either through NetLibrary or separately through another aggregator or both. This had proved popular with users and had led to further demand. The group therefore recommended that NoWAL negotiates agreements with a number of vendors and seeks a discount on access and platform fees rather than a consortial collection. Libraries would thus be able to select individual titles as and when required, and that discount would be based on the total volume of business placed by NoWAL libraries.

In considering possible vendors that could be approached, the group noted that JISC's increasing engagement with e-books had led to the emergence of measures such as the JISC Collections initiative, and also that some platforms offer JISC-banded pricing even if services are not formally endorsed by JISC. The group consequently took the view that NoWAL is now unlikely to be able to secure better terms for these services by consortial negotiation than those already offered to UK higher education.

NOTES AND REFERENCES

1   http://www.nowal.ac.uk [cited 19 November 2007]

2   (electronic resources manager, University of Liverpool Library), Annette Coates (library services manager, electronic services development team, Manchester Metropolitan University Library), Joanna Shepherd (electronic resources and distance learning librarian, University of Chester Library), Shirley Ward (liaison and development team Leader, University of Bolton Library) and Peter Wynne (NoWAL executive secretary).

3   See P. M. Wynne, 'The NoWAL NetLibrary e-book collection: a case-study of a consortial agreement', *New review of academic librarianship*, 11 (1), April 2005 pp 81–94.

4   http://www.nowal.ac.uk/about_nowal.php?page_id=20 [cited 19 November 2007]

5   Annual usage totals for the service were 2004 (Sep to Dec only): 96,246; 2005: 297,014; 2006: 38,1737.

6   http://www.nowal.ac.uk/resources_for_ nowal_members.php?page_id=21 [cited 19 November 2007]. This shows statistics from September 2004 onwards, updated monthly.

7   For more information on the NoWAL survey, please contact the NoWAL office.

8   http://www.online-information.co.uk/ online07/press_show_item.shtml?press_ id=52099 [cited 19 November 2007]

9   http://whelf.ac.uk/background.shtml [cited 19 November 2007]

10   http://www.ucl.ac.uk/slais/research/ciber/ superbook/ [cited 19 November 2007]

11   http://www.publishing.ucl.ac.uk/observa-tory.html [cited 19 November 2007]

12   http://supc.procureweb.ac.uk/home.jsp [cited 19 November 2007]

13   For further information on the literature review, please contact the NoWAL office.

14   CHEMS Consulting, 'A feasibility study on the acquisition of e-books by HE libraries and the role of the JISC' [online], October 2006 [cited 19 November 2007]. Available from: http://www.jiscebooksproject.org/faq-links/ useful-links-further-information/ [cited 19 November 2007]

15   For further information on the list of content providers, please contact the NoWAL office.

Reducing book theft at university libraries

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At the beginning of semester A, the local press reported how a student stole books from the University of Lincoln Library and sold them on the online marketplace eBay, having foiled the security systems. Almost all of these missing books were latest-edition, high-demand texts that went missing over the 2006–07 academic year. The issue of book theft is complex, and the literature available is often contradictory, leaving libraries in an unenviable 'no win' situation where any potential solution contains inherent faults. SCONUL's 2003 'New guidelines to safeguard collections in UK museums, archives and libraries' recognises that 'there is an established market for the stolen items, and they usually retain their value'.[1] Book theft is identified as the most common crime in libraries, one which has been on the increase for many years.[2]

CAUSES OF CRIME

According to Weiss, pressure for academic success is a factor in increasing book theft among students.[3] Roberts concluded after his four-year study of library crime that a high rate of book theft occurred in libraries with relevant and sought-after material.[4] There is also some evidence that offenders are young, predominantly male, second- or third-year undergraduates, and that book theft is usually carried out during the afternoon or evening of semester periods.[5] Boss contends that policies and procedures may cause anti-library attitudes that can produce an adverse effect, where patrons rebel against perceived restrictions and steal books.[6] Jayaram, in his study of the needs and attitudes of student library users, discovered that in some instances the extended hours coupled with ease of access also make the library 'a particularly attractive setting for potential offenders'.[7] Ungarelli argues that the high loss factor of library materials is due to the physi-

cal arrangement of the library building;[8] where control of the exit is difficult, where work stations or study desks are far from the stacks or shelving and where there is limited space between the aisles, ideal conditions are provided for book theft. Weiss identifies economic and financial factors as major contributors to the theft of library books.[9]

PERCEPTION

Lincoln argues that there is a perception by many potential thieves and vandals that the library is a `safe target', with `good pickings' and a relatively low possibility of getting caught.[10] Johnson contends that most students view book theft as only an 'academic crime' rather than a 'real crime'.[11] Arguably, there may also be a perception on the part of higher education students of the library as an infinite resource, since the introduction of tuition fees in the 2006–07 academic year (under the Higher Education Act 2004). Linked to this, students paying increased fees may feel they have a 'right' to access information by any means because they are paying so much for their education already.

CHANGING CULTURE AND THE DILEMMA OF SOCIAL INCLUSION

Balancing the changing needs of students (including the challenges of widening participation, changing expectations and new approaches to education and studying) with stock security is increasingly difficult: 'The key to protecting a collection from vandalism or theft lies in getting the right balance between access and security.'[12]

RECOMMENDATIONS

So what can we do? The following are important:

- **regular stock checks** to monitor loss: whilst this is extremely labour-intensive, it is the most effective method to identify missing items from the collection.

- **security staff:** 'In large institutions this means employing a team of guards or attendants to deter and detect the actions of the criminally inclined, and the entire team is constantly vigilant.'[13]

- **library security officer:** the person for this monitoring role could be recruited and selected from the existing pool of staff. Crime must be recorded on relevant forms and thefts ought to be reported to the police.[14]

The duties of the library security officer could consist of:
- carrying out risk assessments on items most likely to be stolen, such as high-demand, latest-edition texts
- compiling crime statistics (such as completing crime report forms)
- monitoring the effectiveness of self-issue
- reviewing the effectiveness of relevant policy and procedures
- setting up relevant meetings
- monitoring 'missing items' on the library management system
- involvement in stock checks.
(Guidance on relevant NVQs (National Vocational Qualifications) can be provided by the Cultural Heritage National Training Organisation (CHNTO).)

- **clear written policies:**
  - publicising and enforcing rules and regulations
  - staff to be aware of the escalation procedure for students stealing books.

- **maintenance of security gates:** a disadvantage of having electronic security systems located at exit points in the library is that they create a false sense of security, and detection can be overcome by power failures, electrical or electronic faults (Sewdass et al., 1995).[15] Their typical success is in preventing the absent-minded patron from taking books out of the library or in detecting the novice thief. As Witt freely admits, 'no electronic book theft detection system is foolproof'[16] and no security system can eliminate book theft. In electromagnetic systems, tagged materials can be foiled by relatively easy means.[17]

- **making short loans available:** short-loan books can be lent out over weekends if borrowed on a Friday evening during semester, to make theft less tempting.

- **photocopiers:** photocopying machines must always be in working order, for the same reason.

- **extended library opening hours:** literature suggests that most students prefer extended library opening hours because the library is the only building that is open after dark and on weekends within universities. This also means that stock – especially essential reference texts or other items a student is unable

to borrow – can be accessed for longer hours, thus reducing the temptation to steal items to use outside opening hours.

- **bag-checking:** according to the Council for Museums, Archives and Libraries, bag-searching acts as a deterrent and heightens security awareness. According to the Council, bag-searching is lawful under resurrected anti-terrorism laws![18] I discovered from my own research that out of 36 higher education libraries, 15 (41.66%) searched bags or forbade bags entering the library, 14 (38.88 %) only checked bags once the alarm had sounded and 7 (19.44 %) occasionally checked bags.

- **assessing student needs:** it is important to continually review students' library needs.

- **enquiry sheets:** when a student mentions to a member of library staff that a book is missing from the shelves but is 'checked in', a record could be kept of the item's author, title and barcode in case it has been stolen. This 'missing item' could be checked later in the day, and be reported to the aforementioned library security officer as part of an ongoing risk assessment.

- **radio frequency Identification:** use of RFID tags means that regular stock checks can be processed relatively quickly by scanning bookshelves.[19] Admittedly RFID can be an expensive investment, and a compare / contrast exercise still has to be carried out with the library management system to identify missing items.

- **clear signage:** this could inform students that bags may be checked and that it is forbidden to remove unauthorised items from the library. Signage that is intended to be protective of the university's assets whilst encouraging a safe, welcoming environment is key.

- **more e-books**, especially for high-demand, latest-edition texts: book theft may be reduced by transferring a 'high risk' physical item into an electronic version that cannot be illegally removed from the premises.

Other recommendations include use of lighting, reviewing methods of display, ensuring that electronic security systems function properly, reader identification, control of entry, tagging, visible staffing in high-risk areas, use of recordable CCTV, position of CCTVs, effective access control, appropriate staffing levels, and good fire evacuation and Health and Safety procedures[20]

NOTES

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2   See Preshen Sewdass and Andrew M. Kaniki, 'Analysis of book theft at the University of Durban-Westville library', *South African journal of library & information science*, 63 (4), 1995.
3   D. Weiss, 'Book theft and book mutilation in a large urban university library', *College and research libraries*. 42, 1981, pp 341–6
4   M. Roberts, 'Guards, turnstiles, electronic devices, and the illusion of security', *College and research libraries*, 29, 1968, pp 128–36
5   See Sewdass et al., 'Analysis'.
6   R. W. Boss, 'Collection security', *Library trends*, 33 (1), 1984, pp 39-48
7   R. Jayaram, *An investigation into the needs and attitudes of student library users with special reference to the University of Durban-Westville*, Durban: University of Durban-Westville, 1988, p 138
8   D. L. Ungarelli, 'The empty shelves', *The bookmark*, 32, 1973, p 155
9   See Weiss, 'Book theft'.
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11 E. S. Johnson, *Research methods in criminology and criminal justice*, Englewood Cliffs: Prentice Hall, 1981, p 2
12 Council for Museums, Archives and Libraries, *Security in museums, archives and libraries – a practical guide*, London: The Council for Museums, Archives and Libraries, 2003, p 21
13 See Council for Museums, Archives and Libraries, *Security*.
14 Ibid.
15 See Sewdass et al., 'Analysis'.
16 T. B. Witt, 'The use of electronic book theft detection systems in libraries', *Journal of inter library loan, document delivery & information supply*, 6 (4), 1996, p 45
17 Ibid., p 52
18 See Council for Museums, Archives and Libraries, *Security*.
19 See A. Butters, 'Radio frequency identification: an Introduction for library professionals', *Australasian public libraries Information services*, 19 (4), 2006, pp 164–74
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Laptop loans in UCD Library

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This article describes the introduction of a new laptop loan service in University College Dublin's Health Sciences Library.

Introduction

UCD Library is made up of five site libraries. These are the (main) James Joyce Library, supporting the majority of the 22,000 UCD staff and students, and four smaller, more specialised libraries. One of these is the new Health Sciences Library, which opened in January 2007. The new Health Sciences Library is a state of the art learning resource centre, with an ethos focusing on student learning. The library is located in the heart of the new Health Sciences Centre, supporting medicine, diagnostic imaging, nursing, midwifery, physiotherapy, public health and sports studies. The library was designed in a way that would reflect the shift in higher education toward student-centred approaches to teaching and learning, such as collaborative projects, enquiry- and problem-based learning and small-group teaching.

This focus means that less physical space is dedicated to collections and more is dedicated to student study. Student study space consists of a combination of traditional individual desks, collaborative group-study rooms and soft seating and low tables. The building is wireless and every study desk is fitted with data and network points. There is one student IT lab located in the library. However this lab contains only 20 PCs and the library supports approximately 2,800 health sciences students.

With all of these factors in mind, it was decided to introduce a laptop loans service, starting in April 2007. The service would enable students to engage with our online library, work on their assignments while in the library (rather than leave to use a PC in an IT lab) and have flexibility in where and how they use electronic resources within the library space. The new service was planned and implemented by UCD Library's IT department and Health Sciences Library staff and was introduced on a pilot basis with a view to expansion of the service across other UCD Libraries if it was successful.

Before the service could be introduced, the most appropriate make and model of laptop had to be considered and chosen. In addition, each of the laptops had to be formatted, policies and procedures for the service had to be decided and staff had to be fully trained.

Choosing and formatting the laptops

A number of laptops were considered for inclusion in the student laptop loan service. With a large number of students using the laptops it is essential that breakdowns and servicing are kept to a minimum. Therefore, due to the fact that they are durable and robust, and provide an excellent user service at a reasonable cost, the decision was made to use the Dell Latitude D520.

The chosen operating system (OS) is Windows XP Professional (Service Pack 2). All unnecessary applications and components, such as games, were removed from the OS. Due to the high turnover of laptop use it was essential to ensure that the computers are secure and that users are unable to change the appearance of the desktop, reconfigure the system settings and possibly introduce spyware, viruses or other harmful programs. Furthermore, shared computers often use shared accounts where internet history, online documents and cached web pages are available from one person to the next. Because of this, each laptop has two accounts: an administrator account and a limited student account. The administrator account is only accessible to library's IT staff. The limited student account consists of a number of inherent security features, such as prohibiting programs from being installed on the laptop and the making of major changes to the system settings. This was achieved through the use of the Microsoft Shared Computer Toolkit. The Microsoft Shared Computer Toolkit for Windows XP provides a simple and effective way to defend the shared computers. Basically, the Toolkit protects

the Windows partition (C: drive) that contains the Windows operating system and other programs from being permanently modified during a user session. Disk changes are cleared with each restart unless an administrator chooses to save them.

The laptops provide students with access to a number of applications, including EndNote, the Office 2003 Professional suite and Sophos antivirus. To enable students to print wirelessly, Novell iPrint has been installed to give access to a large number of printers situated in the library. Along with the standard Windows applications, accessibility options were also incorporated; these include ZoomText 8.1 and TextHelp Read and Write Gold 7.

The Midi Mentor storage and recharging cabinet is used to store the laptops. This ensures that laptops are continuously available for student use and are always charged, secure and transportable. It allows the simultaneous storage and recharging of up to 15 laptops at any one time. This system is beneficial in that it is not necessary to supply students with power leads when laptops were borrowed. The battery life of the laptops is approximately three hours. After that time students have the option of returning the laptop or borrowing another laptop, if available.

IMPLEMENTING THE SERVICE

It was felt that the laptop loan service would be a popular and valued one. This meant it was important to deliver the service in an effective and customer-friendly manner. This was a crucial factor in deciding where the laptop loan service should be located in the library. Services in the Health Sciences Library are split between two floors. Borrowing is carried out at the loans desk on the ground floor and other services, such as subject reference, are carried out from the information desk on the first floor. Although all other borrowing takes place at the loans desk, it was decided to run the laptop loans service from the information desk. This was done for two main reasons.

First, the loans desk is located at the entrance of the library, which is often a very busy area. Staff at this desk deal not only with borrowing queries but also with queries regarding access. When laptops are borrowed it is important that staff have time to explain the service rules and regulations and ensure that students understand the conditions of use. Furthermore, when they are returned it is important that staff have time to examine the laptops in order to ensure they haven't been damaged before being accepted. While an error in borrowing or returning a book has a relatively benign implication for the library, a similar error when a laptop is borrowed or returned could have considerably expensive implications.

The second reason for locating this service at the information desk was its location. With the exception of current journal issues, all of the collections are based on the first floor. As well as this, the vast majority of study spaces in the library are based on the first and second floors. Running the service from the information desk meant it was closer to the areas where students were using the laptops and at their 'point of need'.

In principle, the process for borrowing a laptop should be as simple as borrowing a book. However, the cost of loss or damage to a laptop is significantly greater than that of a book and for that reason it was decided that anyone borrowing a laptop must be in possession of a valid UCD student or staff identity card. In addition, to avoid patterns of bad borrowing behaviour, if students have any outstanding charges or overdue loans on their accounts they are not able to borrow a laptop until fines are paid and books are returned or renewed.

The laptop loan service is restricted to the confines of the library and students cannot remove a laptop from the library under any circumstances. Every student borrowing a laptop is requested to sign a form outlining the terms and conditions of use. This form states the return time of the laptop (usually after 3 hours) and the acceptable usage policy. Students are informed that they cannot save their work onto the hard drive but can save files to their allocated network space or a USB device. They are also given a mouse and network cable whether they require them or not. This prevents any confusion regarding what has been borrowed. Guides explaining how to save and print from the laptop are also handed out if needed.

Since the service was initially offered in a pilot phase, all the procedures and regulations were

subject to change if it was felt they could be more effective. Because it was a pilot, feedback from students was considered to be extremely important in the review process.

PREPARING THE STAFF

The introduction of the laptop loans service brought with it a significant impact on the staff working at the information desk. Prior to the launch of the service, many staff were relatively unfamiliar with laptops and had little experience of using them. Because of this, it was crucial to provide staff with the opportunity to become familiar and comfortable with handling and using them. Therefore, in preparation for the launch of the service, staff were provided with specific training. This consisted of a hands-on workshop delivered by the library's IT department.

An outreach staff-training programme was initiated which consisted of on-site demonstration of the system. The training contained three elements. The first was on the issuing and returning of the laptops. They are issued via a database that pulls borrower information from UCD's library management system. This meant that the process was already familiar to staff. Second, an overview of the information needed by students using the system was provided. This included information regarding wireless and wired access, how to print from the laptop and how to save when using the laptop. The third element was explaining the policies and procedures on acceptable use of the laptops and responsibility for any damages.

PROMOTING THE SERVICE

While it was predicted that this would be a very popular service, there was still a need to raise awareness and promote it to the library's user population. As mentioned, it was launched in April 2007, which was quite close to the end of teaching within UCD's academic year. Although it would have been advantageous to launch the service earlier in the year, this was not logistically possible. However, the service began at a time when students were frantically preparing for exams and completing assignments, which meant it was delivered at a time of need.

Three separate approaches were taken in promoting the service. First it was advertised on the library website. A page under the 'Services and facilities' section of the website was created, containing all the details of the new service. The service was also mentioned in the news section of the

UCD Library website, and on the UCD portal as well as health sciences subject pages. The second approach was to promote the service to academics in the hope that they would then mention the service to their students. E-mails were sent out to relevant mailing lists about the service, linking to information on the library website. In addition to promotion on the website and the e-mailing of relevant staff, the service was heavily promoted within the Health Sciences Library. Staff in the library's IT department created a poster advertising the service. These were posted in heavy traffic areas such as the entrance and exit, at service desks, at public computers and on stairways.

RESULTS OF THE PILOT

Feedback forms were handed out to every student when they borrowed a laptop for the first time. The form asked students to rate their experience of using this service as very good, good, average or poor and asked whether they would use the service again. The form also asked how students would like to see the service improved and included a few suggestions, such as increasing the hours of service and specific IT requirements.

Laptops were borrowed approximately 601 times during the pilot. Examination of the figures showed that students rarely borrowed a laptop once and a significant feature of the service was that it quickly generated repeat customers.

Feedback was overwhelmingly positive: 96% of people who used the service said that it was either very good or good and 100% said they would use it again. Comments from students were also extremely encouraging and demonstrated that the original rationale for the service was very much in tune with how the students perceived

it. For example, the fact that students didn't need to leave the library to use a computer was mentioned: *'Great Idea – saves a lot of running in and out of the computer labs'*; *'Fantastic idea – really useful to do assignment in the library instead of a noisy computer room.'*

Although there was no feedback that could be described as negative, there were several suggestions for enhancing the service: 'Increase the number of laptops!'; *'Laptops are brilliant quality and nice & compact – only fault I can find is the short battery life, a charger should be given out with the laptop.'*

One of the major themes to emerge from the feedback forms was about the service's hours. In the first instance, the service was only available while the information desk was open, which is 9:30am to 1:00pm and 2:00pm to 5:00pm. Within a week of commencing the service these hours were adjusted. A decision was made to allow students to return the laptop after 5:00pm. From 5:00pm all services are now based at the loans desk. Staff who work from 5:00pm to 10:00pm were trained so that laptops could be returned in the evenings. Furthermore, from September 2007, a full laptop loans service has been available from 9:30am to 10:00pm.

The most obvious result from the pilot was that supply often outstripped demand. Because of this a record was taken of every time a student came to borrow a laptop when there were none available. There were other less immediately obvious results. Although they weren't as apparent, they still had a significant impact.

Locating such a popular service at the information desk had an effect on the number of queries coming to that desk. Because the service was launched in the first year of the opening of the Health Sciences Library, there are no relevant statistics to compare with those for April 2007. However, the feeling among staff is that the laptop loan service has increased awareness of the information desk and the services it can provide.

Another impact of the service is that students are much more likely to remain in the library to work rather than borrow books and leave to work somewhere else. This is considered to be one of the most positive impacts the service has had. It means that the new library is being used by students in a holistic way, as was intended when it opened. For these students the library is much more than a place to borrow books – it is also

a space where they actively engage in learning, interacting with both the physical and the electronic resources in the library.

There have been other, more hidden benefits of the service. Students cannot borrow a laptop if they have overdue loans or outstanding charges on their account. The result of this has been that books are returned and fines are paid much more promptly.

Providing such a popular and well-received service in the library has also been an invaluable PR exercise. It has been extremely rewarding to receive a positive response from students. Communication with library users often focuses on the negatives, such as outstanding fines, the use of mobile phones and bringing food into the library. The laptop loans service, however, focuses on how the library can support students in a helpful and constructive way.

Conclusions – the future of the service

A strong feature of the laptop loans service is the increased collaboration between departments within the library. There are nearly 200 people working in the UCD Library in various departments. With an organisation of that size it is easy to become fragmented by separate functions. The laptop loans service has two distinct elements – IT and service – which has resulted in the two departments working and cooperating closely on the pilot, reflected in the authorship of this article.

The introduction of the laptop loans service has been extremely successful. The experience in the Health Sciences Library and the information gathered from the feedback forms are currently being used to inform the expansion and development of the service.

From September 2007, in addition to the extended hours of service in the Health Sciences Library, laptop loans have become available in the (main) James Joyce Library. The introduction of this service in another library has resulted in further collaboration among three library departments and it is hoped that as the service is developed and expanded further the experience in the Health Sciences Library will result in further cooperation and in enhanced services for our users.

Promoting green issues and sustainability in UK higher education libraries

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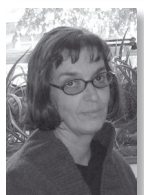
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INTRODUCTION
Philip Payne

Climate change affects us all. Individually and collectively, we must reduce our carbon footprint to protect the future of the planet. But how can higher education libraries contribute? In April of 2007, a request was made to SCONUL libraries – via LIS-SCONUL – for information on library green initiatives that they were taking forward. The responses highlighted that there is growing interest in the issue and that sustainability issues are beginning to be taken very seriously. This is partially driven by the greater awareness of the need to reduce carbon emissions throughout

society. Specifically within higher education, it is also a result of encouragement by funding bodies, such as the Higher Education Funding Council for England (HEFCE) (see http://www.hefce.ac.uk/lgm/sustain/), through pressure from groups such as People and Planet and their 'green league' of higher education institutions (http://peopleandplanet.org/gogreen/greenleague2007), and through rewards for excellence such as the Times Higher Education and Higher Education Academy Awards for an outstanding contribution by a higher education institution to sustainable development.

Library staff are often active in wider institutional sustainability initiatives and can act as 'champions' for environmental issues and initiatives. Most of the libraries that responded to the request for information have aligned their green initiatives/policies with those of their host organisation. Some libraries have participated in a wider institutional initiative to apply for the environmental management standard, ISO 14001. However, there are many specific ways that libraries can become more environmentally friendly and can make a difference. These include:

Procurement
- purchasing recycled paper for printers and photocopiers
- encouraging suppliers to avoid unnecessary packaging
- replacing plastic bags for users with 'bags for life'
- avoiding using plastic cups at water dispensers

Recycling
- books, journals, etc.
- PCs
- furniture
- packaging – cardboard, plastic, etc.
- toner cartridges
- floppy disks, CDs and DVDs
- glass and plastic bottles
- cans
- batteries
- for charity: milk-bottle tops, phones, stamps

Energy efficiency
- using low-energy lighting

Reducing waste
- encouraging people not to print everything
- making paper used only on one side available to students as scrap paper

- encouraging staff to turn off lights, PCs and other equipment when not in use

Raising the awareness of staff and users
- establishing 'green teams'
- organising staff events
- displays in the library
- reminders on staff noticeboards/newsletters
- reports at staff meetings
- sale of stationery products made from recycled materials
- establishing a 'green policy' and getting it endorsed
- volunteering initiatives for staff on conservation projects

Building design
- maximising daylight
- managing heat gain through natural ventilation
- use of recyclable materials
- installing alternative energy sources, such as solar panels
- movement-detection devices or task lighting
- use of rain water in toilets.

The case studies below describe how three libraries (Birkbeck, Leeds Metropolitan University and the University of Leeds) have engaged with environmental and sustainability issues, how each of them has taken forward this agenda and how they have achieved very positive outcomes.

GREEN INITIATIVES AT BIRKBECK LIBRARY
Emma Blakey

The library set up a Green Group in 2005 to raise awareness of sustainability issues amongst staff and students, and is now taking a leading role in green initiatives in the college.

One of the first things we did was to introduce recycling bins for white paper and for glass and plastic bottles in the library, both of which proved very popular with our students. We also placed recycling bins for all our coloured paper, newspapers and magazines in the staff offices, and encouraged everyone to recycle. Whilst the white paper was collected by a paper-recycling company, the remainder of the recycling was taken to the nearby public recycling bins by a group of library volunteers.

We then started to recycle all our cardboard, withdrawn books, confidential waste, printer and photocopier toner cartridges, old batteries and

certain types of plastic journal wrappings. This year, the college took on the responsibility for recycling paper by introducing recycling bins for all types of paper in all of the staff offices.

We use recycled paper in all of our printers and Forest Stewardship Council certified paper in all of our photocopiers, but we hope to use recycled paper in all our machines in the near future.

We designed 'Think Green' stickers for staff computers and all staff have been encouraged to switch off PCs when not in use and to turn off lights whenever possible. All of the staff desk lamps now use energy-saver light bulbs and we use recycled stationery as much as possible. We have a small compost bin in our tearoom, emptied each week by a member of staff who takes the contents home for her garden compost.

We have a regular 'Green Corner' column in our weekly staff newsletter, to which staff contribute, and our termly library newsletters for college staff and students now include a regular update on our latest green initiatives. Green issues are now a standing item on all of our staff meeting agendas, and we have recently set up a green library website to publicise everything we are doing (http://www.bbk.ac.uk/lib/about/greenlibrary).

In May, Birkbeck organised an Environment Awareness Day, as part of the national Learning at Work scheme, with workshops on how to be more environmentally aware at work and at home. As well as being involved in the planning of the day, the library's Green Group hosted a stall on our green initiatives.

Our Birkbeck Library Fairtrade cotton bags went on sale recently and have been a resounding success. We began selling jute bags from the start of the autumn term of 2007.

We hope that through our publicity about our green initiatives colleagues elsewhere will be inspired and encouraged to take some similar steps, and to find more ways to make the work environment a greener place.

GREEN INITIATIVES AT LEEDS METROPOLITAN UNIVERSITY
Jo Horsfall

On 7 June 2007, Leeds Metropolitan University was named by the independent campaigning group People and Planet as the country's most environmentally friendly university (as reported

in The Guardian, http://education.guardian.co.uk/higher/news/story/0,,2104028,00.html). It was marked on a variety of criteria, including full-time environmental staff, transport strategies and recycling rates, and received 48 out of a possible 50 points.

In order to conform to the international environmental standard ISO 14001, to which the library currently holds, the library's environmental issues QUIP (Quality and Improvement) group was set up in 2004 to identify ways in which Leeds Met libraries could be more environmentally friendly. The group comprises staff from both the Civic Quarter and Headingley libraries, and our aims include identifying ways in which resources can be used more efficiently, identifying environmental training required by library staff and exchanging best practice in the university and in the higher education library sector.

Since December 2004, the group has introduced recycling bins for plastic cups and cans in the staff tearooms and provided dispensers for plastic carrier bags near the self-service machines (which proved popular with the students). We are now able to recycle plastic journal wrappings and have bins to collect them in staff workrooms. Environmental information on the noticeboards in the tearooms is regularly updated for staff interest. Acting as early innovators in environmental awareness, the group helped to arrange two successful and popular training hours for library staff that were led by the University's Environmental Project Manager, prompting us to recognise our environmental footprint. The feedback was very positive from both sessions. Topics that were discussed by the group included how to encourage staff to turn off manual printers and light switches, looking at inter-site transport and at possible ways to improve inter-site access for library staff and investigating a wide range of recycling possibilities at work.

A staff development event during Fairtrade Fortnight in 2006 was organised by the group to encourage fair trade and to give support to local suppliers. Staff were invited to try a range of Fairtrade and organic nibbles from local suppliers to encourage them to buy green. Those who participated were asked to fill out a short questionnaire about their thoughts on the goods. One result showed that 86% of staff who previously had not bought such products said they now would, compared with 14% who said they would not. A poster highlighting this initiative was submitted

in the 2006 staff development Innovation competition.

The group acts as a link between the Environmental Project Manager and the library, disseminating information about university and external initiatives. One way this is achieved is through the 'Monthly Planet' e-mail which has been developed as a result of feedback from members of staff who have been on environmental awareness workshops. The environmental project manager e-mails four or five quick points to those who are interested, on issues relating to social and environmental factors, locally, regionally and globally, to increase general awareness. The staff newsletter is also used as a way of maintaining environmental awareness.

In May 2006, the group decided to continue their work via an e-mail discussion forum where any issues of environmental concern are raised, continuing to action if appropriate.

Green initiatives at the University of Leeds
Ian Young

Leeds University has recently won a 'Green Gown' award for continuous environmental improvement. The judges praised the university for its 'articulate strategic approach' and the way it has involved both staff and external organisations in its plans (see *Times Higher Education Supplement*, 30 March 2007, p.8).

The university has a network of environmental co-ordinators, usually including one person per school or service who helps to take forward the strategic green initiatives that are initiated by the two environmental managers. There was so much interest in the co-ordinator post in the library that it was decided to harness this enthusiasm by appointing a group of us as co-ordinators and forming a Green Group.

We have been working closely with the university on initiatives, but because we are such a large service and there is a group of us, we have managed to make quite an impact. Areas where we have had an impact include:

Waste management: The university introduced a recycling scheme, which involved removing waste bins from all areas and putting in recycling points. This is in operation in all libraries in both staff and public areas. Recycling has doubled from 16% to 34% in three years. We have also worked with our

waste contractor, Biffa, to ensure that bound journal volumes being withdrawn from the library are now taken for recycling without our having to remove the covers. The library has also been leading the way in the use of recycled paper and we now use it in all printers and photocopiers.

Energy efficiency: The university is working to reduce energy use through behaviour management and energy audits. We arranged for a talk to all staff on saving energy and have seen a significant drop in consumption through people switching items off when not in use, only printing when needed, printing double-sided and so on. Our computing service has also implemented energy shutdowns on PCs if they are not being used after a certain period. We also carried out a lighting audit of our buildings to identify where lights were on unnecessarily, such as in toilets and emergency exits, and these will be put onto PIR (passive infrared radiation) motion-detection systems.

Library staff induction: Another part of our behaviour management has been the development of a talk on environmental issues as part of our induction sessions for new library staff.

Green displays: We have produced an eye-catching display on environmental issues which goes on library display boards at all sites, with information encouraging students to recycle and to reduce energy usage.

Jute bags: The library used to give out plastic bags (usually sponsored) to customers who requested them. We were concerned about the message this was sending to students about the throwaway society and talked to our marketing group about selling sturdier bags instead. They managed to source a jute bag in a range of colours and designed a 'Sshhh…!' catchphrase on the side. These have become hugely popular with students, indeed becoming a 'must-have accessory' and even spawning Facebook groups. The library set up a blog to promote the bags as they travel around the world: see http://www.communitywalk.com/librarybag.

Transport: Again we have been working with the university to discourage solo driving to work by joining its car-sharing scheme, installing more bike lockers and showers and promoting the use of discounted public transport cards.

As you can see, there is a lot that can be done and a library Green Group can harness ideas and enthusiasm to make a difference. More information on the university's initiatives can be found at http://www.leeds.ac.uk/about/environmental/.

LIS-GREEN
Philip Payne

A JISCMAIL mailing list, 'LIS-GREEN', has been established to encourage the exchange of experience and to promote best practice on greener and more environmentally friendly issues in libraries. There are currently 195 subscribers within academic libraries and beyond. Topics covered so far have included book recycling, using recycled paper in copiers, bike-to-work schemes, disposal of floppy disks, bags for life and paper cups for water coolers. The home page for LIS-GREEN can be found at http://www.jiscmail.ac.uk/lists/lis-green.html.

Why market? Introducing a marketing approach at the University of Lincoln Library

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Introduction

'We built the Model T; it was black and a lot of people bought it. But we found that not everybody wanted it.'[1]

Marketing has been defined by the Chartered Institute of Marketing as 'the management process responsible for identifying, anticipating and satisfying customer requirements profitably'.[2] It is a process that librarians can use to bring together various activities which we already undertake (as well as some new ones), to help us to deliver the services and resources that our users require. The following is an account of how we at Lincoln adopted a marketing approach to our service.

Setting up a marketing group

In 2004, we moved into our new library (a converted grains warehouse), and decided to use the opportunities that this presented to raise our profile within the university. We set up a marketing group with representatives from all campuses and teams, which had the task of developing a marketing plan. The group is chaired by a member of the library's senior management team, and this helps to ensure that intelligence gathered by the group is fed directly into the departmental planning process. In general, our marketing plans, which are revised annually, contain the following key elements: market intelligence about our users, user feedback, action plans, promotional activities, and evaluation and revision. Before we created our marketing plan, we first undertook some preliminary work to:

- present an overview of our users and products: we considered user segmentation (who are our users, what are their characteristics);
- conduct and collate market research of user needs and expectations: like most university libraries, we gather user feedback from a number of sources, including an annual library survey, student panels, subject committees and informal comments and suggestions;
- identify the main trends of our operating environment: as part of this exercise we conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis;
- analyse our library action plan, to agree priority areas to address.

Once we had completed this exercise, we used our findings to develop our first marketing plan.

Marketing plans

Our early marketing plans emphasised improving communication with our stakeholders and promoting our services; for example:

Marketing plan (2003–2004): this first plan had two main aims: to raise the library's profile with academic staff and to create a new corporate image.[3] We decided to target academic staff, as we believe that they are key to influencing students' perceptions and as such would present us with a 'quick win'. With this in mind, we conducted a survey of academic staff, to find out how they use the library, and also how much they know about our services and resources. Analysing the results of this survey identified areas where we could improve our communications with academics, and this formed the basis of a number of action plans (for example, a special event for academic staff, in which new titles and products were displayed and demonstrated, which was subsidised by publishers and suppliers). Feedback from this event was positive, and students have benefited from our closer partnership with academic staff.

Marketing plan (2005–2006): this contained a number of new services we wished to promote, including the introduction of access control.[4] The

introduction of access control represented a significant service change for us, and we ran a major publicity campaign to ensure that all stakeholders were kept fully informed.

In recent years, we have embedded a marketing approach into our management and operational processes and, while part of the work of the group is concerned with promotions and communications, we are increasingly concentrating our efforts on improving our understanding of our users' needs, to inform strategic planning. For example, the current marketing plan includes:

- actions to address priorities identified in the library student survey;
- actions to address priorities identified in the library survey of researchers' needs; this took the form of an action plan to market research support.

As part of the process of agreeing an action plan, we have found it helpful to complete a project template, which is then presented to the marketing group for approval. For example:

ACTION PLAN FOR MARKETING RESEARCH SUPPORT, JULY 2007

1. Scope
   - To raise awareness of the services and support that the University Library provides for academic staff and researchers.

2. Aims
   - To improve our understanding of researchers' library and information needs.
   - To raise awareness of the role the University Library plays in research.
   - To improve user understanding of available collections and services and how to use them to achieve research goals.
   - To raise the profile of the library with academic staff and researchers.

3. Objectives
   - Respond to the researchers' survey
     - When the results of the researchers' survey are available, consider them in the context of the annual marketing plan, to identify additional priorities
     - Success measures: Respond to feedback obtained from the survey
     - To be completed by: August 2007

   - Hold event for researchers to showcase our resources

- This event will be held at the beginning of November, inviting all researchers. We will showcase our resources and provide coffee and biscuits.
- Success measure: A well-attended event, with positive feedback
- To be completed by: November 2007

- Liaise with Research Office to ensure that they know what the library offers researchers
  - Meeting to be held with Research Office to discuss researchers' needs and in particular, the promotion event in November
  - Success measure: Evidence of liaison
  - To be completed by: September 2007

- Update portal pages
  - Revise the wording on the portal area to make more inviting, check with researchers that these are the services they find most useful
  - Success measure: Evidence of updates
  - To be completed by: September 2007

- Create an archive for current awareness services
  - Develop improved access to archive and news pages for researchers
  - Success measure: Development of an archive
  - To be completed by: August 2007

- Create flyer to go on notice boards and in the graduate centre
  - This flyer, in corporate colours, will highlight the services that we offer to researchers – promotion tool
  - Success measure – Action completed
  - To be completed by: September 2007.

4. Identify stakeholders: Researchers, academic staff, academic subject librarians, Centre for Educational Research and Development, Research Office.

5. Link to departmental action plan: show how, and where, this action plan supports the departmental action plan.

6. Estimate costs – minimal, (printing and refreshments).

7. Evaluation and review: The event was reviewed by producing an evaluation report (extract follows): 'Feedback was very positive and lots of questions were asked regarding RefWorks and services for researchers. All

expressed an interest in a full 2 hour workshop on RefWorks and this will be taken forward by … . All of those in attendance said they would attend a future library research event – one suggestion was to include something on e- repositories. There was one query, regarding why we did not subscribe to Jstor – the rest of the attendees were happy with Library services and resources and appeared to enjoy the chance to get together with other researchers.'

CONCLUSION

So, why do we market? Our experience over the last four years is that marketing provides a cohesive framework, in which we bring together representatives from all teams, to work together to understand the needs of our users and raise our profile by strengthening our corporate brand. As the marketing process places customers / users at its centre, taking this approach helps to ensure that the real priorities of users (rather than our views of their priorities) inform strategic planning. Now we can offer green Model T Fords, but only if someone asks for one!

NOTES

1   R. Smith, 'On no-frills flying', *New York Times*, 25 June 1986, from www.bartleby.com/quotations [accessed 07.12.07]
2   http://www.cim.co.uk
3   See Lesley M Thompson, Lys Ann Reiners, 'Creating a new corporate visual identity at the University of Lincoln Library', *SCONUL Focus*, 38, Summer/Autumn 2006.
4   See Oonagh Monaghan, Philip Cross and Lys Ann Reiners, 'A big change = a big publicity campaign: introducing access control to the university library at Lincoln', *SCONUL Focus*, 40, Spring 2007.

Big Bens and time beings – freshers' festival 2007 at Leeds Met

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It's amazing what you can find on the Internet! That was the response of many of the visitors to our 2007 Freshers' library stall as they enquired about the origins of our blow up 'Big Bens'.

Promotion of the all year round 24 x 7 opening of Leeds Metropolitan University Library was the theme for our stall, comprising a spinning clock, prizes including alarm clocks and booklets on time management and, of course, lots of glitter.

The message was simple – spin the clock, land on a 24 or 7 and win a prize.

But the planning behind was more involved. Our favourite maintenance joiner produced the clock for us as his last job before retirement and it was painstakingly decorated (as relief from resetting student passwords) by one of the publicity group. We then harnessed the help of a Key Skills tutor to ensure that the 'random allocation device' (still a spinning clock to us!) wasn't biased. We learnt

that we were using a technique called 'sampling with replacement' and could confidently point those students who challenged our honesty (as if they could do that to a librarian!) to the numeracy and statistics workshops being run by our Skills for Learning team, as well as the time management resources to be found on the website.

This was our second highly successful freshers event (some of us only just recovering from the fish last year), enabling us to positively engage with a large number of students, reinforcing our message that the library is more than a place just for books. We also hope it will be the first in a series of events planned in partnership with Faculties and the Student Union this year to promote the new opening hours.

From cloisters to COPAC: cathedral libraries and the higher education community

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Hallowed, dimly lit portals, with antiquarian, heavy and learned tomes, sometimes chained and more often than not covered in dust: cathedral libraries, it is fair to say, have a certain image. They have certainly, as the sale of its pre-1800 collection by a cash-strapped Truro Cathedral in 2006 again demonstrated, been vulnerable to marginalisation by their owners. As Patterson put it in a survey of this sector some twenty years ago, they are 'all too negotiable' assets.[1] While a cathedral's archive may stake a claim to be the record of the life of that institution, its library – if incarnated separately as an assemblage of bound, usually printed, books – risks being seen as more peripheral, a series of incidental acquisitions. The launch of the 'Save Canterbury Cathedral' initiative last year, which aims to raise £50 million for the restoration of the cathedral's fabric, and the low profile accorded to this department within said launch, brought into sharp focus the painful truth that libraries don't make much money.

Yet while it is true that that the financial contribution in such an enterprise must inevitably be modest, the Canterbury Cathedral Library is far from irrelevant. Of 6,000 visitors to the joint archives and library reading room in 2006, 1,400 accessed library materials. Some 760 of these were undergraduate and postgraduate students from the University of Kent. Further, the library provided seminar and workshop facilities for 8 lecturers and 350 students from both Kent and Canterbury Christ Church Universities. These figures were a record. They reflect an evolving reality for cathedral libraries in a secular age and in particular the nature of their relationship with higher education providers.

At Canterbury, survival-driven cross-sector partnerships have been the modus operandi for years. The cathedral's library, which has a book stock of about 52,000 volumes, has operated joint reader services and exhibitions with the cathedral's archives staff, who have been employed not by the Dean and Chapter of Canterbury but by Kent County Council since 1989. Through the cathedral librarian, the Dean and Chapter also share responsibility with Christ Church University for the running of the St Augustine's Library. This newer library, which opened in 2003, was a unique joint venture between the two organisations, envisaged as providing a support centre for teaching and research in theology in Canterbury, as the heart of the Anglican Communion.

Most prominently, the Dean and Chapter entered into an agreement with the University of Kent in 1990. This arranged joint funding of the post of cathedral librarian and aimed to define the relationship between the cathedral and university libraries. The university agreed to both part-fund the professional librarian post and to provide contacts and support, including honorary senior membership of its own library staff for the incumbent. In return, the Dean and Chapter were to ensure that their library was made available to university members. The Cathedral Library's telnet-based catalogue was integrated into the university's 'Voyager' library management system in 2001, and all new acquisitions since have been catalogued on the university's online public access catalogue (OPAC). The agreement also provided for an advisory committee that was to meet at least once annually. This is chaired by the Canon Librarian – the cleric awarded nominal rather than professional responsibility for the library in ecclesiastical matters – and includes the chair of the university's own library (now information services) committee, its head of library services and one other member of academic staff nominated by the university.

Variations of such an arrangement can be found at other cathedral libraries. Durham Cathedral Library has a close relationship with Durham University Library. The cathedral's library is allowed to use Durham's electronic systems for cataloguing and circulation and has access to its facilities and expertise, especially in conservation. Conversely, all members of the university are automatically members of the cathedral's library. They have special access to the cathedral's historic collections of about 300 manuscripts and 20,000 early printed books, and also borrowing rights to the modern collections in its Archdeacon Sharpe

Library (whereas Canterbury's holdings are all for reference use only). A similar working pattern is in operation at York Minster, with over 100,000 volumes the largest cathedral library in England. The University of York obtains free access and borrowing rights for its members by means of a contract that is renewed annually, and by provision of a full-time librarian.

The reasons for such close partnerships are not hard to fathom. Cathedral libraries have had an active role in the preservation and dissemination of knowledge in their communities since at least the post-Reformation period. Both Edward VI and Elizabeth I issued injunctions for cathedrals to maintain libraries for the use and education of chapter members, and for the wider education of their host cities. This heralded centuries of sporadic growth in the size of collections of printed books – Canterbury has some 15,000 pre-1800 volumes – and their use by the laity. The attractions for universities lie not just in ready access to often rare incunables and other early printed material, but in the very breadth of subject matter represented. Holdings in cathedral libraries represent the often diverse intellectual and leisure interests as well as the professional pursuits of their former owners: they are not merely collections of Bibles. At Canterbury, for example, there is a strong local history presence, which is fairly typical of the sector. However, this library is also rich in texts on wider national history, travel, literature, botany and herbalism. Uniquely, it holds a nationally significant collection of over 400 eighteenth- and nineteenth-century publications relating to the slave trade and the abolitionist movement.

Activities involving either of the local universities in Canterbury have reflected this diversity. In the past year, for example, library staff have afforded facilities to students in English (early modern drama), music, classics, history (English Civil War and women) and ethnobotany. Theology and religious studies are conspicuous by their absence. Indeed, it can be said that, as far as working with universities is concerned, there has been a steady shift from purely ecclesiastical concerns towards functioning as an off-site specials collections department. Religious subjects are not even taught at York. The majority of York Minster Library's users are from the university and do not attend services at the Minster. Similarly, the most frequent users of Durham Cathedral Library are the university's students. Many do use the modern theological collection, although a number of other departments are well represented, and group visits by students of history and art history

from other higher education providers are well established. The reading rooms are also popular for pre-exam revision during the summer term.

It is ironic that cathedral libraries belong to and continue to be invested in by a group – the clergy – which, by and large, no longer uses them. Some 70% of all visitors to the reading room at Canterbury are amateur genealogists and local historians, with students accounting for much of the remainder. At Durham and York Minster, university members are in the overwhelming majority. Conveying to cathedral paymasters that their library holdings continue to be relevant, while at the same time promoting and maximising the availability of material to extant and potential users, remain major tasks for professionals within the cloisters. Initiatives in digitisation, such as 'Pictures in Print' at Durham or 'Mapping Asia' at Canterbury, bringing together the strengths in cartography of cathedral libraries and other local repositories, have been one way forward. Full cataloguing of journal articles using subject headings to enhance the researcher's experience, as at York Minster Library, has been another. They are both ways of conveying the proper status of cathedral libraries within centres of worship or heritage sites: as living, working libraries, rather than as mausoleums.

I am indebted to John Powell at York Minster Library and to Joan Williams at Durham Cathedral Library for their help in the preparation of this article.

REFERENCE

1   D. Patterson, *Survey of cathedral libraries, 1984–1987*, London: Bibliographical Society, 1987, p 3.

Out of the shadows: the introduction of a shadowing programme for staff at Anglia Ruskin University Library

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The university library at Anglia Ruskin is committed to staff development. Its 'Staff Learning and Development Strategy' states that:

'Our vision for staff learning and development in the University Library is to create a culture of opportunity, support and shared ownership

that enables staff to achieve service excellence, job satisfaction and personal development.'

Various initiatives have been operating at both the Cambridge and Essex campuses over the last few years but with staff development there is always room for improvement and an extension to the range of developmental opportunities. This is how the shadowing programme came into being at the Cambridge campus during 2004. One of the library assistants expressed an interest, at her yearly appraisal, in shadowing a professional librarian. She was applying to do a postgraduate library and information science course and thought that such an opportunity would be beneficial for her. As no formal shadowing scheme existed, it was decided that this first pilot should be run during semester one to test its viability. Another library assistant, also at her appraisal, expressed an interest in shadowing a senior library assistant in order to gain supervisory experience and it was agreed that this could be run as a second pilot during semester two. Once these two pilots had taken place, the scheme was carefully evaluated and consequently a decision was taken to embed the scheme into staff development opportunities. Further shadowing programmes have taken place at Cambridge and subsequently at Essex.

The aim and objectives for the scheme have evolved as follows.

Aim
To provide staff with an opportunity to gain an insight into the role of another in the library and to understand how that role fits into the library service as a whole.

Objectives
- to aid staff development and learning for both those who shadow and those who are shadowed *(this builds on other learning and development opportunities)*
- to aid communication across the different areas of the library service *(vitally important)*
- to help obtain information from other members of staff with only minor disruptions to the usual duties *(also very cost-effective)*
- to enhance employability of staff, whether through internal or external promotion *(the extended programme of shadowing is a worthwhile opportunity and one that could really be made use of when applying for promotion)*.

The programme fulfilled the aims and objectives for participants of the scheme, enabling them to enhance their staff development by gaining experience in areas not within the remit of their own role. Taking part in the programme was also beneficial to the library service itself, as it broadened the knowledge of the participants and encouraged greater understanding of the service as a whole. Programmes have come to include:

- timetabling
- banking income
- a health and safety walk.

Being able to undertake the management of a project at the end of the programme was a very valuable experience.

Comments from the final reports included noting the benefit of seeing areas of the role which weren't visible to the outside observer but which are essential to the smooth running of the service. Both parties, the shadow (who does the shadowing) and the shadowee (the member of staff being shadowed), considered the time spent on the shadowing programme to be mutually rewarding and worthwhile. An ideal time frame has been found to be two hours a week, over a period of up to two months.

The experience benefited the service whilst providing satisfaction for a successfully completed programme.

The subject team role

The pilot gave insight for a library assistant into the role of the academic liaison librarian through observation of the enquiry desk for two hours a week over three months. Interaction between students and librarians was studied as well as discussing the librarian's tasks during quiet periods at the desk. The pilot emphasised the need for tailoring the programme to the needs of the shadow and the availability of the person shadowed. This could only be achieved through thoughtful planning, continuous evaluation of the programme and good communications, which became a springboard for subsequent extended programmes. Programmes have come to include:

- shadowing multiple people within the same or a similar role
- enquiry desk support

- insight into the work and responsibilities of the subject team, including cataloguing, classification, stock management and information literacy
- project work.

These areas were shaped by the individual needs of each shadow. The extended shadowing programme has been an opportunity to gain insight into the subject team's role within the academic library while updating knowledge and skills to enhance employability in a future professional post.

COMMUNICATION

Once the details of the pilot shadowing programmes had been worked out between participating staff, it was considered important to communicate the idea to the rest of the library staff. The shadowing programmes and how they were initiated were discussed at regular staff meetings. This gave other staff the opportunity to give their views on the project and to let everyone know the reasons for changes to staff working patterns. At the end of the two pilot programmes, reports were given at various staff meetings across all levels. The reports were also made available on the library intranet.

After the success of the two pilot programmes, it was decided to offer 'taster sessions' to all library staff over the quieter summer vacation weeks. Communication became even more important to ensure that all staff knew what was involved, to give them time to think about the posts they were most interested in and to plan a time when the shadowing could take place.

SUMMER TASTER SESSIONS

Unlike the extended programme, the summer taster sessions were developed to reinforce team working amongst library staff rather than focusing on personal professional development. After agreeing the aims, the scheme was advertised to all staff to raise awareness and interest. Any additional objectives were to be determined by the shadowing pair. Finally a newsletter explaining the aims and objectives of the scheme, listing the proposed posts for shadowing and detailing the time frame was distributed to all staff.
These taster sessions could be anything from 1 to 4 hours in duration, depending on the nature of the post being shadowed. Only one taster session per person per summer was achievable because of time constraints and the number of participants.

Asking for a first and a second choice helped the team pair shadows with posts to be shadowed according to availability and interest.
The sessions were left open but were guided by the aims, objectives, time constraints and needs of the library service. Taster sessions have provided a valuable understanding among library roles and encouraged working together in new ways.

EVALUATION

Evaluation forms were used to determine the successes and areas for improvement so as to advise subsequent schemes. Improvements – such as sending out a brief description of each post's roles to be shadowed, emphasising the need for the shadow and shadowee to prepare before the session and moving the scheme from summer to a quiet part of a semester so that the shadow can observe the post more thoroughly – have been initiated as a result of the evaluation and feedback.

STATISTICS

In the summer of 2007 24 staff took part in the shadowing taster sessions at Cambridge, including staff from other sites, and this was an increase on the initial programme of summer 2005 when 19 staff participated. There was an 80% return of the evaluation forms that participating staff completed at the end of their session.

Five staff have participated at the Cambridge campus on long-term shadowing programmes and one at the Essex campus. The two areas that have proved most popular for staff to shadow are the role of the senior library assistant and the work of the subject teams.

RECOMMENDATIONS

- A small team should be convened to organise and plan a shadowing initiative in order to share the workload, collaborate on ideas and build expertise.
- In order to get the most out of shadowing, communication is the key.
- Feedback strongly suggests that thinking about objectives in advance and sharing them with a shadowing partner will enhance the experience for both participants.
- It is important to be pro-active when shadowing a role. Previous participants commented that when shadows came to the initial meeting with prepared questions and were able to express an interest in specific

parts of the role, it resulted in a more successful programme for both parties.

- It is advisable to include as much practical, hands-on experience as possible for the shadow.

Best practice for the extended shadowing programmes

Staff should have a valid reason related to staff development when they apply to shadow a particular post and there should be clarity from the outset about expectations for the shadow and the shadowee.

There must be a positive commitment to invest time on the part of both parties involved and their line managers. A shadowing programme should be produced that is flexible and reflects the individual's needs. Documentation should be carefully devised for guidance and support. Dates and times of mutual convenience to both parties should be arranged in advance for the shadowing sessions. An essential part of this planning process will include an initial meeting, an interim meeting approximately halfway through the programme and a final evaluative meeting.

It is advised that the shadow keep a detailed record of the shadowing sessions, for example a log that shows how enquiries are dealt with at the enquiry desk and what resources were used. The shadow should be encouraged to write a report at the conclusion of their shadowing that evaluates the learning outcomes and enables reflection on the experience. This is particularly important for staff who are preparing a portfolio for becoming a Certified Affiliate of the Chartered Institute of Library and Information Professionals (ACLIP) or or a Chartered Member of it (MCLIP). For staff development records it is useful to produce a certificate for the shadow that formally acknowledges the successful completion of their shadowing programme.

Finally, communication with other staff is very important; everyone needs to know who is taking part in the scheme and to be aware of the specific development need that is being facilitated.

Conclusion

Some comments from our staff who have taken part in shadowing allow the success of the scheme to speak for itself:

'The knowledge and experience I gained from this programme will improve my current work as a library assistant and enhance my employability …'

'The scheme has provided me with the opportunity to benefit from an enjoyable, informative and valuable experience that has given me an insight into the wide variety of responsibilities involved in the SLA role …'

Sarah Berry says that 'shadowing is a subtle form of research … shadowing is a vital way to obtain information and could provide you with an insight in a job that you need'.[1] Shadowing provides opportunities in the workplace for this to happen and, if it is planned with joint ownership, then the programme should be fulfilling and useful.

Or, as one of our shadows puts it:

'A shadowing programme is the most efficient way to gain an insight into the role of others and understand how the roles of others fit into the library service. So why wait to take part?'

If you are interested in viewing any of the policies, forms and other documentation that has been produced to support the shadowing schemes, e-mail any of the staff listed above for details.

Note

1   Sarah Berry, 'How important is career planning?', *Management accounting*, 75 (10), 1997, pp 68–9

Recognition for your library's Continuing Professional Development programmes – a new award from CILIP

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Introduction

CILIP (the Chartered Institute of Library and Information Professionals) has introduced a new Seal of Recognition scheme to strengthen the relationship between CILIP and the many excellent providers of continuing professional development (CPD) for the library and information science sector.

Before introducing the scheme, CILIP consulted widely in all sectors of the library and information domain, and professional groups (including SCONUL), academic and public institutions, individual trainers and a range of training organisations were all invited to comment on the scheme. The feedback that was obtained was extremely valuable to CILIP and enabled us to review the proposed scheme and to address any issues and concerns. A common comment was that the initiative was very welcome, but that the process should not be too burdensome for the applicant, especially since many CPD activities were organised by volunteers who were rich in energy and enthusiasm but poor in time available. We were encouraged by the enthusiastic response and incorporated the feedback by making small adjustments to the process and procedures.

How the scheme works: preparing an application

All types and sizes of organisation are encouraged to apply for the CILIP Seal of Recognition, and all appropriate formats of CPD event of any duration can be included as examples of activities to support the application, for example skills updates, training courses, conferences and seminars. Academic and national libraries which offer CPD events that are also open to delegates from other campuses and libraries in the region or nationwide are all able to apply.

Applicants are invited to complete an application form and a questionnaire and to submit supporting material for one or more typical programmes within their training portfolio – this may include the day's programme, PowerPoint presentations, examples of case studies, training exercises and, for programmes delivered electronically, temporary access to the course content on the VLE.

Often applicants are unsure of the type of material to include to support the statements made on the application form and we are pleased to advise on this if requested. This is especially the case when the programmes selected to support the application are delivered remotely or are more loosely structured, with a high degree of facilitation and audience participation. In these cases it is very important that the assessors are able to have a strong sense of how the programme is working in practice, and material such as flipchart bullet points, key themes used to stimulate discussion and the projected learning outcomes all provide additional support to the application.

A very important part of any application is the feedback from participants, since this is a reliable indicator of how the programme is working in practice and includes suggestions on ways in which it may be enhanced in the future. It is also helpful to provide evidence of how the feedback has been incorporated in the development of future programmes. The feedback can be provided as (anonymised) sample feedback forms, or more commonly as a collated set of evaluation-questionnaire results – which are usually routinely collected and passed on to the organiser and/or programme leader.

How the scheme works: assessment

The main criterion is that the sample CPD activities included in the application are of value to the library and information profession and demonstrate engagement with at least one element of CILIP's 'Body of Professional Knowledge' (BPK). This document defines the specialist subject knowledge that practitioners are expected to acquire for current and future professional practice. The knowledge base defined in the BPK has been adopted by CILIP and establishes the unique knowledge that distinguishes library and information professionals from professionals within other domains. The BPK is available on the CILIP web site at: http://www.cilip.org.uk/qualificationschartership/bpk and printed copies are also available on request.

Independent assessors from the CILIP Accreditation Board review the submitted material to ensure that the content meets the above criteria and is relevant and up to date – members of the CILIP Accreditation Board are experienced senior members of the profession drawn from a wide range of professional practice. The focus throughout the review is on the course content – all other aspects (for example, the choice of venue, catering and specialist equipment) remain the responsibility of the provider. The assessors will look particularly closely at the relationship between the activity content and the learning outcomes and the BPK, and may ask for the applicant to supply additional information if there are any queries. In some cases, an applicant may be invited to take more time to collect additional supporting material, such as more examples of delegate feedback or an updated version of the content of the CPD programme, before submitting an updated application.

If an application is successful, the Seal of Recognition is awarded at the organisational level, and the organisation can apply the seal to additional relevant events within its CPD portfolio as long as it continues to meet the assessment criteria. This is subject to regular monitoring by CILIP, and organisations are routinely requested to provide CILIP with a list of CPD activities to which the seal has been applied. This more streamlined procedure for applicants was introduced in order to reduce the administrative burden and to address the concerns raised during the consultation phase. Successful applicants are sent a certificate that is valid for up to three years and a CD containing the CILIP Seal of Recognition logo, in a range of formats, which they can use in their electronic and printed promotional material. Initial application fees cover the assessment process and reduced fees are available to educational institutions and registered charities; further information on this is available on the CILIP web site.

Benefits of the scheme for training providers

The Seal of Recognition provides many incentives for developing and enhancing courses. The award of the seal indicates that the content of typical programmes provided by the organisation has been assessed by a third party. The scheme is attractive to both large and small organisations who offer appropriate training programmes for the library and information sector. Of course, the success of any training programme in attracting delegates is often highly dependent upon marketing and promotion, and successful applicants can use the Seal of Recognition logo as a valuable promotions tool for their print and electronic marketing materials. Examples of innovative uses of the logo in marketing material can be seen in some of the web pages of organisations that have already been awarded the Seal of Recognition and links are available from the CILIP web site.

Benefits of the scheme for library and information staff

When a training provider includes the Seal of Recognition logo alongside appropriate programmes in their training portfolio, this can be a very helpful indicator for library and information staff when selecting appropriate CPD programmes. It alerts potential delegates that the providers are directly addressing the Body of Professional Knowledge in these programmes. For library managers, the Seal of Recognition helps you to present a case for effective use of the training budget, knowing that the CPD activity has been independently reviewed and assessed.

Early successes and recent developments

We introduced a pilot scheme prior to launch – this gave us an opportunity to test how the new scheme would work in practice and, equally importantly, gave the Accreditation Board experience in assessing applications so that a consistent procedure for assessment could be agreed. Participants in this phase included a higher education institution (the University of Ulster) and you can read more about these early experiences in the *Gazette* article on the CILIP web site at www.cilip.org.uk/seal.

We officially launched the scheme at Online Information in London and the scheme has been running since the beginning of 2007. A glance at the list of successful applicants on the CILIP web site reveals the range of the types and sizes of organisations from all parts of the sector that have already made successful applications. The sample programmes that have been included in applications cover many library and information science skills and competencies, and are delivered locally, nationally and remotely, using seminars, e-learning, projects, group discussions and video conferences. We have been very pleased with the high level of interest in the scheme across the sector and new applicants are always encouraged. Although the foundations are now firmly in place, we will still continue to monitor the scheme to ensure its continued success.

FIND OUT MORE

For more information about the CILIP Seal of Recognition please visit the special section of the CILIP web site at www.cilip.org.uk/seal. This resource includes additional information about the scheme and a helpful link to a frequently asked questions (FAQ) section. The page also includes a list of training providers that have already been awarded the CILIP Seal of Recognition, with links to their own web sites. These reciprocal links provide valuable additional publicity for both CILIP and the training provider, and also include examples of the valuable impact of the Seal of Recognition in web-based promotional material. We will be pleased to provide further information and an application pack on request – please e-mail us at seal@cilip.org.uk or contact the Qualifications and Professional Development Department at CILIP.

ERRATUM

In issue 41 we ran the article 'What tangled webs…: redesigning the University of Warwick Library website' by Simon Speight and Hannah Perkins. Hannah has now moved to Coventry University, something we did not make clear with her author affiliation. We would like to apologise for any confusion caused.

Antony Brewerton
SCONUL Focus Editorial Board

News from SCONUL

The JISC national e-books observatory project concluded last September and has granted free two year access to 36 of the most popular e-books as selected by librarians in Business Studies and Management, Medicine, Engineering and Media Studies, selected by librarians. For the complete list of e-books go to http://www.jiscebooksproject.org/wp-content/full-list-of-e-books.doc

Warwick University unveiled its plan to become the first British campus to open an international quarter, hosting three or four overseas research universities

The National Library of Scotland suffered a flood in 2007. However there was no major damage to the collections and damaged material has received conservation treatment.

An Observer article by British Library chief executive Lynne Brindley said that the prospect of funding cuts in the next government spending round could restrict access to collections at the British Library and lead to charges for services currently free.

A report published by the British Academy promoted the importance of peer reviewing and recommended a greater reflection in the research assessment exercise. The report warned government plans to overhaul the way research is assessed will change peer review for the worse, especially in humanities. More info

A survey of 16-18 year olds hoping to go to university found most are 'digital natives' expecting unrestricted access to the internet. 79% felt IT at university would enhance their learning but many felt it should support, not replace, traditional teaching methods.

The ticTOCs project was launched recently. It aims to develop a free service to enable easy access to the contents of the latest journal publications for libraries, academics and the wider community. A prototype service is expected in April 2008.

JISC released two videos to explain how its Virtual Research Environments programmes help disparate researchers work together. JISC also released a new publication on the benefits and challenges of e-learning from the perspective of the learner entitled *In Their Own Words* (http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/intheirownwords)

The idea of a 'European Digital Library' was discussed at a major conference in Copenhagen in October2007. A SCONUL representative was present to report on the legal challenges involved in digitisation and specifically the question of intellectual property rights. http://www.jisc.ac.uk/news/stories/2007/10/digi.aspx

Durham University Library received an award for 'Care of Collections', at the national Conservation Awards supported by Sir Paul McCartney. The prize comes for Durham's innovative project to help other bodies help themselves in caring for their collections.

The UK Government published its Comprehensive Spending Review in 2007. It included extra money for higher education and confirmed funding for the fourth round of the Higher Education Innovation Fund (HEIF).

The Western Mail featured a robust letter from the University of Glamorgan that re-iterated the importance for academic libraries of adapting to the new generation of students. Including offering services outside the library building itself.

JISC will sit on the Blue Ribbon Task Force on Sustainable Digital Preservation and Access. The new Task Force will address the issue of economic sustainability in digital preservation and run for two years.

UK universities are the best in the world for teaching and support of international students says a THES survey.

Hold the Front Page – the British Library in partnership with JISC has launched a major new website allowing free access to digitised copies of nineteenth century British newspapers. The service is free for all further and higher education UK institutions.

The new £32m David Wilson Library at the University of Leicester will have a seat dedicated to locally-born pop star Engelbert Humperdinck.

The Council of the European Union agreed to look at the issue of VAT on electronic journals. An official statement said the Council would assess issues, 'such as refunding VAT for digital journal subscriptions to libraries'.

SCONUL Space Planning Group has joined forces with web portal 'Designing Libraries' to develop an updated and interactive database of information about members' libraries. The data is expected to go live early next year.

A letter from SCONUL secretary Toby Bainton appeared in the THES pointing out that library bookstock per student has remained constant for the past ten years. The letter came in response to a misleading article on disposals which failed to distinguish between books 'thrown away' by libraries and those transferred to other libraries, sold or donated to charitable causes.

A RIN report estimated that 50% of research collections are now covered by online catalogues, compared with 31% five years ago. The report concluded UK librarians have made 'huge efforts' in digitising the backlog of material in their collections.

The new £9.2M Beacons for Public Engagement scheme will 'lead efforts to foster a change of culture in universities, assisting staff to engage with the public'. Beacon centres established in Bristol, Manchester, Newcastle, Norwich, London, Cardiff & Edinburgh. More info

A survey found strong support for the Irish Research elibrary. http://library.nuim.ie/resources/documents/IReLSurveyReport_07.pdf

More theses will be available online thanks to the EThOSnet project. http://www.jisc.ac.uk/publications/publications/pub_ethosbp.aspx

JISC: published the Academic Database Assessment Tool to inform libraries future subscriptions to bibliographic and full text databases. JISC are also running eleven free workshops across the UK to discuss the national e-books observatory project. Finally, they are offering funding for projects to improve repositories and support the data audits

Our Canadian counterparts ended their week's study tour of UK libraries with a lively conference on 3 December 2007, with 40 SCONUL library directors in attendance. Some fascinating plenary talks preceded informal discussions.

Lynne Brindley, CEO of the British Library called for an overhaul of intellectual property legislation to become 'fit-for-purpose' for the digital age and said debates about IP were too focused on 'teenagers, music and consumer industries.' http://www.bl.uk/news/2007/pressrelease20071130a.html

A major article in the Guardian newspaper examined the difficult issues around book repositories and focused on the British Library's new complex being built in Yorkshire.

Aberdeen City Council has approved plans for a new £57M library at Aberdeen University. The library will be the university's largest ever capital development.

A new website has been launched aiming to be an information centre on Collaborative Collection Management. It contains a database of collaborative initiatives and wide-ranging details about projects from the UK Research Reserve to the RIN/CURL CCM Programme. Visit www.cocoman.ac.uk.

SCONUL's international strategy

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SCONUL is already an international association, representing both the UK and Irish member libraries, and its member institutions operate in an increasingly internationalised environment. SCONUL has been involved for a long time in a range of international activities and the Secretary has established extensive international links on behalf of SCONUL. Many of us have diverse international links, either personally or through our institutions, which may be members of international networks such as INU (International Network of Universities) and Universitas 21. In addition, many SCONUL members have new responsibilities for the provision of library and information services to international off-campus students and for the delivery of services to international students on their UK campuses.

In addition, information now has no constraints of time and space and many of the commercial organisations that members interact with, such as publishers and library system suppliers, operate internationally. Developments in scholarly communication such as open access and eResearch activity have international implications and therefore demand international collaboration.

It is important, therefore, that SCONUL members are not only aware of relevant international activities and initiatives but are in a position to contribute to and influence their development on behalf of their institutions and the wider academic library community. The recent review of the SCONUL Secretariat recommended that SCONUL's international activities should be framed by an international strategy and I was asked by the Executive Board to take the lead on developing this strategy. The strategy will encourage SCONUL members to think internationally and will provide a framework, together with priorities for action, to guide the Executive Board

as it plans and leads SCONUL's international activities.

The key aims of the strategy are that:

- SCONUL's Vision, Mission and Objectives should reflect its international perspective
- the Executive Board and all groups should identify and regularly consider relevant potential international dimensions as part of the annual planning cycle to ensure that 'internationalism' is mainstreamed in all SCONUL's activities
- SCONUL should establish both international partnerships and international collaborations
- SCONUL's international links should be identified, prioritised, regularly reviewed, consolidated and maintained
- there should be a programme of SCONUL International Study Tours organised by members
- there should be a programme of joint conferences/conference participation with similar bodies
- the SCONUL access scheme for academic staff and researchers should relate with other national/international library access schemes
- SCONUL should promote the international exchange of staff through existing schemes
- SCONUL's role in fostering international collaboration should be publicised internally and externally.

The intention is to mainstream internationalism throughout SCONUL's work and the strategic statement has been revised to reflect our international focus and activities. In addition, all groups have been asked to consider the international dimension of their work in their action plans. There are a number of organisations that SCONUL already works with and, through the strategy, will now develop more formal working relationships with:

- CARL (Canadian Association of Research Libraries)
- CHELSA (Committee of Higher Education Libraries in South Africa)
- ARL (Association of Research Libraries)
- CAUL (Council of Australian University Libraries)
- EDUCAUSE.

SCONUL has organised study tours in the past to Barcelona, to New York and, with CURL, to Australia, and a further programme of international study tours is being developed to link with SCONUL conferences and other events. In 2007 there was a very successful study tour to South Africa which visited 15 university libraries and ended in Durban prior to the IFLA meeting (see the article by John MacColl in this issue of *SCONUL Focus*). This study tour is leading to longer-term cooperation with CHELSA's member libraries. Members of CARL have just completed a short study visit to the UK and they participated in SCONUL's winter conference. Maxine Melling, Director of Library and Information Services at John Moores University, is organising a study tour to Canada in October 2008, to coincide with CARL's winter conference. There will be a SCONUL study tour in 2009 to Scandinavia and some library directors from those countries are being invited to the 2008 SCONUL conference in Edinburgh in June. The SCONUL Access Steering Group is working with organisations in other countries to extend library access for visiting academic staff and researchers who are temporarily working abroad and it is hoped to explore the possibility of international staff exchanges with our partners.

More evidence of SCONUL's international activities can be found throughout the rest of this issue of *Focus*.

SCONUL Annual Study Tour:
South Africa, August 2007

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I was fortunate in being given the chance to represent Edinburgh University Library on this study tour at the beginning of August 2007. My report was produced in the form of a weblog (or blog), which can be seen at http://maccollj.wordpress.com. The following report is adapted from the weblog.

Friday 3 – Sunday 5: arrival in South Africa

A group of UK and Ireland library directors and deputies or nominees converged upon Johannesburg over the weekend. I arrived late on the Saturday night, but the lack of a time zone problem (South Africa is only one hour ahead of the UK) meant that I was fresh for the start of our tour the following morning.

Sunday 5: Lesedi Cultural Village and Soweto

Our first stop was at Lesedi Cultural Village, which provides an experience of the various tribes of this part of Africa. Each has its own style of hut-building, its own dress and its own customs. We learned about the Basotho, Ndebele, Pedi, Xhosa and Zulu people. I was the librarian warrior selected by the chief (our guide) to taste traditional Zulu beer from a ladle.

We saw dancing after lunch, including the Pedi warriors who wear kilts in remembrance of a battle fought two centuries ago with the colonizing British when they mistook kilted highland-

ers for women, refused to attack them and were subsequently defeated.

Soweto

We were then taken to Soweto, an altogether more sombre visit in the cool afternoon sunshine. A guide from Soweto toured with us on the bus around this massive township of 3.5 million people. Many of the houses were mere shacks assembled out of industrial waste, and we were taken on a tour into one such area and allowed to see the inside of one of the shacks, with the permission of the gracious woman who lived in it. It had no electricity and a coal-fired cooker and its two rooms slept a family of six, who these days had at least their own outside toilet, but who still had to share water from the communal tap.

Our bus tour of Soweto continued with a visit to the Hector Pieterson Museum, which commemorates the 13-year-old schoolboy shot protesting, with thousands of his fellow students, against the enforced teaching of Afrikaans in black schools in 1976. The visit ended with a visit to Nelson Mandela's house, which he occupied briefly, with Winnie, even after leaving prison in 1990.

Monday 6: University of the Witwatersrand, Johannesburg

The University of the Witwatersrand, known to everyone as 'Wits', was formed in 1922, and was originally based on the South African School of Mines. We were particularly interested in the 'Knowledge Commons' at Wits – the first of several we were to encounter on the tour. 'Commonses' of various kinds – Postgraduate, Research, Information and Knowledge - were a feature everywhere, indicating the continued demand for the 'library as space' in South Africa. This reflects the relatively low internet use, which is due to the bandwidth problem in the country. The government has not yet fully liberalised the international telecommunications industry, with a consequent impact upon higher education. The difference with our situation in the UK surprised most of the library staff we spoke to, who were

unaware of the impact of much better connectivity upon our libraries, expressed through a declining demand for library space.

William Cullen Library (Old Library), Wits University

The Old Library has a fine classical facade. We had an enjoyable morning at Wits, with a seminar provided via joint presentations by ourselves (I spoke about the open access situation in the UK) and Wits staff, who gave presentations on some of their projects. The seminar took place in their new library building (the Wartenweiler Library). Wits is one of South Africa's leading research universities, but has struggled financially in recent years, largely because of the weakness of the rand, which has made the purchase of overseas journals prohibitively expensive.

University of Johannesburg Library

Our next stop was the University of Johannesburg, whose library occupied a large and very busy city campus. The University of Johannesburg has been particularly affected by the policy of university mergers implemented by the ANC government over the past decade. Johannesburg is now a very large, multi-campus institution, still experiencing the upheaval of merging staff and services across sites.

Tuesday 7: University of Pretoria

The University of Pretoria presents a very well-maintained library in a beautiful campus. The new library building has been built onto the rear of the original Merensky Library. Unlike Johannesburg, Pretoria has been free of merger troubles and able to develop more straightforwardly as a consequence. In our morning seminar, the library's director, Robert Moropa, and his staff shared with us their bold library development strategy, which includes a Library 2.0 service model plan.

Pretoria is a fine symbol of a flourishing South African university in the new democracy. Our tour of the library took us into the Special Collections department, with fine Afrikaner collections, some of which are now being digitised using a specialist scanner of which the director was justly proud. We also toured collections of musical memorabilia and were shown a sculpture gallery that occupies a room within the library.

Pretoria went through a period of terminology experimentation from which it has recently emerged. The library was for a while called the 'academic information service'. It is now once more 'the library', on the advice of consultants called in to assist the library in its presentation to users. Similarly, 'service units' are now 'faculty libraries' once again, and a unit formerly called 'information services' has now been split into 'e-research' and 'technology exploitation'.

Of all the university libraries we visited, Pretoria seemed to have the most interest in open access and institutional repositories, with a developing 'open scholarship policy', part of which includes centrally available funding for academic authors wishing to publish in open-access journals. In general, however, although there was quite strong support for Electronic Theses and Dissertations (ETDs) (and a developing national system for harvesting metadata), self-archiving is not actively supported or promoted. Our good fortune in having a national agency like the Joint Information Systems Committee (JISC), with funding to support infrastructure development and research and development, was envied by many of the librarians we visited.

National Library of South Africa, Pretoria

We spent an afternoon in the National Library in Pretoria. The National Library also has a building in Cape Town, which, before 1994, was known as the South African Library. The new National Library of South Africa was formed from the former State Library of Pretoria, the South African Library and the Centre for the Book in Cape Town. We were greeted by National Librarian John Tsebe,

and shown a recently produced promotional video about the National Library.

New National Library of South Africa, Pretoria (opens 2008)
John Tsebe and his staff are excited about this new building, soon to replace the old State Library of Pretoria building, which has seen better days. The new National Library building will be opened next year by President Mbeki.

We were given a brief tour, though construction work still has some way to go.

WEDNESDAY 8: UNISA LIBRARY, PRETORIA
UNISA (University of South Africa) is South Africa's open university, catering for some 263,000 students. Unlike our Open University however, it provides a very large library for the benefit of students who live near Pretoria, or are able to travel to it. Materials are also posted out to users. It occupies a massive modern building complex on a hill high above Pretoria, accommodating a huge administrative infrastructure supporting print-based distance education. It plays a major role in the provision of higher education in South Africa but also increasingly in other parts of the African continent.

Unfortunately, on the day of our visit, the library had been affected by a power cut, and so we trooped into an eerily silent and very large library, which contains around 2.5 million books.

THURSDAY 9: PILANESBERG NATIONAL PARK AND SUN CITY
On Wednesday afternoon we drove north-west of Pretoria to the Pilanesberg National Park, lodging in a hotel there for the night. The following day was National Women's Day, a public holiday, and so we had a day off to enjoy more sight-seeing. We began with a chilly game drive though the park, in an open jeep. Our driver told us that on a good day, amidst other wildlife, we might spot the 'big five' – elephants, rhinos, giraffes, lions and leopards. We managed three of these, and warthogs, wildebeest and antelope besides (and some even spotted a hippo), but unfortunately the big cats remained elusive.

Sun City
We then continued on to Sun City, South Africa's Las Vegas, a fantasy playground created by multi-millionaire Sol Kerzner. Some of the attractions of this outlandish venue may have been somewhat lost on our party of tame librarians (many of whom could not bring themselves even to gamble their free 10-rand token acquired on entry), but we enjoyed the sunshine and lunch beside the immaculately manicured greens of the Gary Player golf course.

FRIDAY 10: SABINET ONLINE

Our final morning in the Johannesburg/Pretoria area was spent with Sabinet Online, Southern Africa's main library record supply company, who had provided welcome administrative assistance to our tour.

The company was originally created (as Sabinet) in 1983, to host SACat, the South African union catalogue. In 1997 it became a for-profit company, renamed Sabinet Online. Devoid of government subsidy, the company has been growing steadily through product diversification, and its financial development is based on shares held by academic institutions, corporate clients and the National Library, as well as staff. It is aiming at a 50/50 split of the shareholding between staff and clients, and this year will pay out a dividend for the first time. Meanwhile, Sabinet has been winding up slowly, and will cease to exist formally later this year.

SATURDAY 11: PAARL, STELLENBOSCH AND FRANSCHHOEK

We flew to Cape Town in the afternoon of Friday 10 August, arriving in wet and windy weather (typical of Cape winters), as our Sabinet Online hosts had warned us we would. The following day began with a visit to the Museum to the Afrikaans Language at Paarl. We climbed a small hill to a modern monument, rich in Afrikaner symbolism. We then continued on to Stellenbosch, a beautiful town of white buildings in the Cape Dutch style, where we sampled some wines from the Neethlingshof Estate winery.

After lunch in Stellenbosch on a veranda under a canopy in the rain, we moved on to visit our second winery of the day, at Franschhoek.

SUNDAY 12: HERMANUS AND TABLE MOUNTAIN

Making the most of our middle weekend, we drove south-east down the coast to Hermanus, on a day of beautiful sunshine, where we enjoyed several whale sightings from onshore, at Hermanus itself and in the bays leading back to Cape Town later in the day.

Driving back across Cape Town we were faced with a grim reminder of the government's acute housing problem – a sprawling township. Apartment blocks and thousands of tiny houses are being built to rehouse those who live in these settlements – particularly settlements like the one we passed, close to the airport. This is with a view to improving the impression that will be made on those flying in for the Soccer World Cup in 2010.

Table Mountain

With the sun still shining on Sunday in the late afternoon, our guide decided we should make a bid to climb Table Mountain. For such an imposing mountain we reached the summit amazingly quickly, the bus taking us two-thirds of the way up and a cable car zooming us very quickly to the summit. We didn't have time to do justice to the flat summit (which takes about two hours to walk), but the views were breathtaking.

MONDAY 13: UNIVERSITY OF CAPE TOWN LIBRARY AND ROBBEN ISLAND

The visit to the University of Cape Town (UCT) was somewhat different to those made so far. The executive director, Joan Rapp, is American, and felt able to talk very objectively about the political situation in South African academic libraries. Appointment on merit was discussed (as it was in some other visits we made, sometimes implicitly). It is an issue because of the government's quota legislation, which is attempting to redress the employment balance across all sectors of the South African workforce by means of affirmative action to promote the previously disadvantaged communities. Joan Rapp is succeeding in meeting

the requirements of equitable employment and of strong library management.

She is very relieved that UCT has been spared the convulsions of merger that have affected so many other institutions, as it has enabled Cape Town to build upon its already advanced position. Nonetheless, she conceded that bandwidth in South Africa was a real problem for its top universities. UCT is the only South African university within the Shanghai Top 300 world-ranked universities – but that position will be in jeopardy unless the South African government can properly deregulate the telecommunications industry.

At the moment, the library is involved (with Wits and the University of KwaZulu Natal (UKZN)) in a project funded by the philanthropic Carnegie Corporation of New York to develop research spaces within the three libraries – a 'Research Commons' in each. UCT is distinctive in South Africa in applying a US library model (which Joan Rapp brought with her from the University of Southern California), which means building up the subject librarian complement, and saving wherever possible on the acquisitions, cataloguing and classification elements.

UCT is not able to do all it wants to do. It wants, for instance, to have a research repository for self-archived papers and ETDs. But Joan Rapp will not create this unless the university provides additional funding, which it has not so far done. However, the library is very keen on bench-marking itself internationally, and the management team at UCT very much appreciate the SCONUL statistics and use these, as well as the Association of Research Libraries (ARL) statistics, to assess their progress.

Once again, we encountered a 'Knowledge Commons', again funded by the Carnegie Corporation. UCT belongs to the same project as Wits and UKZN. The idea of the library still being a genuine hub for researchers and postgraduate students makes a contrast with the situation in research libraries in the UK.

Robben Island
In the afternoon we boarded a little boat at the harbour and headed out across choppy water to Robben Island. This was a grim visit, and put new South Africa into perspective for us. Once on the island, the guides assigned to the visitors were all former political prisoners who had experienced life on Robben Island in the time of Mandela's imprisonment.

Our guide was very eloquent and honest. His life now was much changed, and although he had his freedom he was still clearly haunted by the experiences of his prison years – experiences of deprivation because of the injustice of apartheid, and of strength and solidarity in the struggle. Robben Island, as our guide described it later, was a 'university for political exiles'. It was a cold and wet afternoon, and we shivered.

Tuesday 14: Northumbria Performance Measurement Conference, Spier, Stellenbosch

Our original plan had been to visit the University of Stellenbosch Library, but Michael Breaks (Librarian of Heriot-Watt University, and our tour leader) had discovered that the Stellenbosch library management team were all attending the 7th Northumbria Conference on Performance Measurement, taking place at the nearby Spier Wine Estate. He therefore decided that we should do the same, and join the conference for a morning.

Arriving at Spier, it seemed indeed that most of South Africa's higher education library managers were attending the event, and we bumped into several of the people who had hosted us so far. As a conference venue, Spier was absolutely magnificent.

Cape Town city tour

We drove back into Cape Town in the afternoon, and enjoyed a city tour. The Castle of Good Hope, dating from 1666, is the oldest surviving intact structure in South Africa. The flags that fly above it represent the history of the ownership of the Cape area and the country – colonial ownership swapping between the Dutch and the British. Next to them fly the flag of the Republic of South Africa and finally the flag of the Democratic Republic of South Africa.

Bo-Kaap District (Malay Quarter), Cape Town

This colourful part of the city is largely occupied by the 'Cape Malay' people, descendants of Islamic slaves brought to the Cape by the original Dutch colonists. They were a different community from the 'Cape Coloured' people, who were slaves from Indonesia who intermarried with both indigenous Africans and white settlers. A 'rainbow nation' indeed.

WEDNESDAY 15: CAPE PENINSULA UNIVERSITY OF TECHNOLOGY (CPUT)

We had a morning seminar at the Bellville campus of the Cape Peninsula University of Technology. CPUT was formed from a merger of two 'technikons', Cape Town and Bellville. It is very much a new university, still undergoing the effects of merger, which has resulted in eight campuses and eight separate libraries. Rationalization is on-going: a lot of duplication in curriculum and library resources existed and is having to be maintained during the transition, as the university decides how best to distribute its six faculties across eight campuses. The senior management here were very keen to explore an exchange scheme for middle-management staff in libraries with the UK's via SCONUL. It was a request we met with everywhere, and needs to be seriously considered. Again we could see the huge importance still in South Africa of 'the library as place'. Bellville has a 'Learning Commons'. The queues at the PC cluster can become fraught as students rush to grab computers that become vacant. A security officer has to patrol.

Cape Peninsula

In the afternoon, our last at the Cape, we were taken down the coast to the Cape Peninsula. We stopped off at Simon's Town to admire the African penguins, then continued to the south-western tip of the African continent, at Cape Point and the Cape of Good Hope. The photograph shows most of our group (though two had already departed by this stage in the tour).

South Africa vs Namibia, Newlands Stadium, Cape Town

This event was not on the official itinerary, but Michael had found out that the Springboks were playing an evening World Cup warm-up match at the city's Newlands Stadium. We couldn't resist. South Africa ran out easy victors, scoring almost at will. The final score: South Africa 105, Namibia 13.

THURSDAY 16: USHAKA MARINE WORLD, DURBAN

We flew to Durban on Thursday morning, arriving in a city of warmth and palm trees, enjoying a sub-tropical climate on the Indian ocean. The uShaka Marine World provided a very impressive aquarium with a rainbow nation of tropical fish – and a dolphin show that mixed acrobatic dolphins with messages encouraging us all to cherish the planet, and particularly the oceans.

FRIDAY 17: DURBAN UNIVERSITY OF TECHNOLOGY (DUT)

Similar in many ways to CPUT, DUT was also formed within the last few years from a merger of two former 'technikons'. A lecturer from the library school at the University of KwaZulu Natal made a presentation on the distinction between cooperation and collaboration. Collaboration is more robust, and needs to be backed up with contractual agreements. South African higher education libraries, he argued, need to collaborate in order to redistribute resources. The 'previously advantaged' institutions need to invest more in the development of the national higher education library infrastructure.

This led on to an interesting discussion, with points of comparison made with the UK. We learned that many South African universities have serious problems with student retention, and that the students leaving schools are often not ready for university without additional support. Once again the cry went up for staff exchanges with the UK.

University of KwaZulu Natal (UKZN)

UKZN is a 'super-university' that combined the University of Durban-Westville and the University of Natal in 2002. It now has in excess of 40,000 students, and a mission to be 'the premier university of African scholarship'.

It began life in 1961 as the University College for Indians, initially on a naval base in the middle of Durban harbour. Durban has a very high Indian population – it constitutes the second largest ethnic group after the indigenous Africans. The Indian and indigenous African groups made common cause in the struggle against apartheid in the 1950s, and the University of Durban-Westville was a hotbed of radical student activism (on one occasion tear gas was thrown into the library during a spell of campus protest).

UKZN is the third of the trio of libraries to have received Carnegie Foundation funding for the development of research space on campus (as well as Wits and UCT), but are a little behind in creating their 'Research Commons' due to the on-going effects of merger. We were taken to the separately located Gandhi–Luthuli Documentation Centre, which has strong archival and published collections of material relating to the history of Indian immigration to South Africa and the development of the Indian community.

Durban, City of IFLA 2007

Driving back to our hotel after our final visit, we passed the conference centre where IFLA (the conference of the International Federation of Library Associations) was about to take place. Only one of our group was staying on for IFLA. The rest of us prepared to make our departures from Durban on the very weekend when the airport was thronged with librarians making their arrival into the city.

'Cross Canada check-up': the SCONUL/ CARL exchange of experience seminar

3 December 2007, British Library, Euston, London

Conference reviewed by Antony Brewerton,
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Having just spent half a day with members of CARL, the Canadian Association of Research Libraries, when they visited us at Warwick to see our Learning Grid, check out our (work-in-progress) library remodelling and discuss – all too briefly – some of the (common) concerns of librarians, I was really looking forward to catch up with colleagues to explore topics further. I was certainly not disappointed by this session hosted at the British Library.

After a casual lunch (filled with friendly faces from both sides of the Atlantic) **Anne Bell** (Chair of SCONUL) welcomed the 60 or so delegates. **Leslie Weir**, the CARL President, then took the floor and thanked her British colleagues for making this such a great visit and expressing a desire to develop further, long-term collaboration with SCONUL (a theme that was to come up several times during the afternoon).

The first hour of the session saw four 15 minute presentations on projects and areas of concern for our Canadian cousins. This was to be followed by 'speed dating' (not a concept I believe has appeared before in *SCONUL Focus*!) where groups of SCONUL delegates would be wooed by CARL colleagues. The first sessions proved so interesting, though, that we didn't manage many dates.

The first speaker up was **Janine Schmidt**, who delivered a very amusing talk called *Vive la dif-ference: cultural perspectives on library management*.

Janine reviewed cultural differences, cultural similarities, issues for libraries, management solutions and what we can learn from each other. With perspectives from Canada, Australia and Britain she could see how we are culturally different, but also how we are (increasingly) similar. This similarity has been fuelled by the growth of the Internet and Multinational companies on one level and (closer to home) international students, student exchanges, university colonisation and librarian exchanges and visits. And of course, Google is doing what we should perhaps be doing: providing a global library.

So what were the key themes and findings of the CARL visit? Key themes were:
- different ways of responding to change;
- librarians are good at planning, poor at implementation;
- fading facilities (but also some glowing facilities);
- storage of little-used materials;
- digitization;
- information fluency (not literacy).

Janine ended with her own observations from the visit:

1 One size does not fit all
2 Steal ideas from others
   …and my personal favourite:
3 Most of us were employed because we are different – and we should not lose sight of this!

The next speaker was **Marnie Swanson** who gave an overview of the AlouetteCanada Open Digitization Initiative to assist with the preservation of the Canadian national heritage. The project comprises of 28 institutional sponsors, with 42 volunteers in working groups and 400 contributors of metadata and content. So far 150,000 plus records (including images, sound files, oral histories, newspapers, books and other artefacts) have been added.

AlouetteCanada is currently looking for international collaborators. See www.alouettecanada.ca for more details.

Carolynne Presser followed with an overview of CRKN, the Canadian Research Knowledge Network. CRKN is a collaborative programme of the Canadian universities concerned with expanding equitable, cost-effective access to research materials. The reasons for this approach might sound a tad familiar to UK readers: a changing research

environment; decrease in Government support for universities; an increase in the output of scholarly information; increased costs of journals (double digit inflation); cancellation; and so on. Despite this rather grim picture CRKN has been successful in securing pan-Canadian licences for some packages, has helped increase understanding of the marketplace by interviewing and provided a more level playing field so the biggest and the smallest institution has the same access to information – which can only be to the benefit of the individual researcher. Again, for more details visit CRKN's Website, www.researchknowledge.ca.

The last spot of this part of the programme fell to **Madeline Lefebvre** who spoke about *Congenial space and the university library*. Madeline provided us with 'a very personal journey' on how she provided congenial solutions for St Mary's University and Ryerson University. Brutalist 1970's buildings were converted to friendly, wireless-enabled showcases which allowed food and drink and provided a far more relaxed atmosphere. But it is more than a coat of paint and few funky sofas that you need. Madeline stressed the need to listen to the students to find out what they really want. By giving them ownership you can also get them to own campaigns like her successful 'respect our space' programme, encouraging students to respect the library environment …and each other (with special regard to rubbish, noise and mobile phones). But it is not just the customers we need to be concerned about. You also need congenial staff. And you are not going to get this if they don't feel at home in what is also *their* environment. So you need to involve them in planning their areas as well.

Congenial space, leads to congenial staff which leads to congenial users.

This was a lively talk and a fitting end to an excellent lecture session. This part over-ran but nobody seemed to mind. This did, though, mean the speed dating was cut down to two dates.

Date number one was **Michael Ridley**. Michael is the CIO and Chief Librarian at the University of Guelph. Appropriately, he spoke on the convergence of interest of CIOs (Chief Information Officers) and University Librarians. Convergence, as we in the UK know it, is not common in Canada so Michael really focused on approaches and perceptions rather than management structures. His main observations were:

- change can sometimes be more difficult for librarians because of the burdens of history;
- the JISC (Joint Information Systems Committee) has helped create the opportunities and environment for change: Canada lacks such an agency (a common feeling of the colleagues I spoke to);
- collaboration in Canada is often left to individuals: the two relevant organisations that facilitate this are CARL and CUCCIO (Canadian University Council of Chief Information Officers).

CARL is 40 years old, whereas CUCCIO is a mere infant at one year old. Still, CUCCIO has already embraced an ambitious programme for activities, including qualitative analysis of user satisfaction (TechQUAL+), consortial acquisition and licensing of software, an e-science infrastructure and the development of natural strategies for digital information. For more details on these projects go to www.cuccio-cdpiuc.ca.

My group's second date was with **Maggie Haines** who was quite successful in seducing us with ODESI, the Ontario Data Documentation, Extraction Service and Infrastructure. This is a Web-based portal providing a central store of statistical datasets that can be delivered to researchers and students across Ontario. After covering background developments and technical planning we were treated to a demonstration of this excellent tool. It is little wonder that (following a brief publicity campaign) major pollsters were offering the project polling data (for free!) and academics were quickly viewing this as a potential archive for their own statistical data. ODESI now want to extend collaborative links across the globe. Anyone interested in pursing this (or just learning more) is directed to http://odesi.uoguelph.ca/wiki/index.php/Main_Page.

After tea – and more valuable networking – we were called back to the auditorium for a Wrap-up session with **Anne Bell**. For me, one of the main themes of the afternoon was collaboration, or, as one speaker out it, active engagement. So how can CARL and SCONUL actively engage? Anne collected suggestions from the floor which included developing a scholars' portal, consortium work with the JISC, leadership training and succession planning, repositories and advocacy, digitisation projects and bringing together scattered resources from across the globe. Very quickly Anne had amassed quite a shopping list for the SCONUL Executive Board to consider.

This was a thoroughly fun afternoon, with both interesting speakers and interesting delegates. It will hopefully mark the beginning of a beautiful relationship between SCONUL and CARL.

Digital services for a digital world: adapting academic libraries to a digital environment,

SCONUL Autumn Conference 2007, 4 December 2007, British Library, Euston, London

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Morning session

After the interesting sharing of experience afternoon with CARL (Canadian Association of Research Libraries) colleagues on Monday, it was straight back to the British Library for some of us (who were starting to think of this as their SCONUL Week) for the SCONUL Autumn Conference on the Tuesday.

Anne Bell, Chair of SCONUL, was once again in her MC role. She welcomed the 'lively bunch' of delegates (an impressive 192!) and extended an especially warm welcome to the CARL contingent (as well as commending them on their stamina!).

So why hold a conference on digital resources and services at this time? E-content featured highly on the list of concerns for SCONUL Chiefs (see Chris West's report in *SCONUL Focus* issue 41). Resource discovery and service development

were also key themes of the Monday session (see previous review). The need to build services which are based on user needs, targeted and congenial (a term used by one of Monday's speakers) became a recurrent theme for today's session.

Our Canadian cousins also expressed (more than once) much admiration for the work of the JISC (Joint Information Systems Committee). It was perhaps fitting that the first talk of the day came from **Stuart Dempster**, Project Director, Strategic Content Alliance from JISC. Stuart started by joking that he had been given 30 minutes to talk about £89m worth of investment: quite an hourly rate!

Stuart gave a concise overview which partly introduced the rest of the day. He reviewed the key themes of the JISC strategy:

- network (JANET);
- access management (Shibboleth);
- the information environment (including the use of portals);
- e-content (digitisation, e-books, strategic content alliances);
- e-learning;
- e-research;
- e-administration;
- business and community engagement.

The current JISC funding cycle runs from April 2006 to March 2009. Since the beginning of this three-year window there has been three calls for bids which has elicited 504 expressions of interest, 152 of which have been successful. Stuart then reviewed some of the projects funded.

One such project was covered by the next speaker, **Peter Findlay** from the British Library Sound Archive. He reported that there were four strands to his projects the turn analogue recordings into digital form. Most people think of digitisation as one step. In truth, a digitisation project encompasses four strands:

1 digitisation (converting analogue sound to digital files)
2 documentation (and translation of catalogue data into metadata);
3 rights management;
4 developing an interface to access recordings.

Peter's team have completed these four steps for 12,000 items so far (with the plan to go up to 20,000 by the end of the project).

So what sort of materials are in the archive? Peter demonstrated a recording of Peter Walker, Secretary of State for the Environment, talking about environmental issues in 1971. His first task is to explain what is meant by 'the environment' back then. Sound, though, adds an extra dimension to our understanding, Peter asserted. What struck me was just how upper class and 1940s' sounding politicians were still in the 'seventies.

Peter then went on to stress the importance of metadata. Metadata is important because this is what Google is interested in. So when you think who your key audience is think two groups: people and machines!

He appropriately ended by playing us 'Sound Signals II: Soundscapes of Canada' and sharing his vision to 'set the sound free'.

Hazel Woodwood, next up, started by sharing her vision for the JISC National E-books Observatory Project. Hazel wanted to give the UK education community access to high relevance materials. E-books have always been tricky for publishers, librarians and end users. A preliminary study for the project in 2006 showed that the library community were keen to take on e-books but perceived lots of barriers. When asked why they did not buy e-books the top answers from librarians were pricing (64%) and choice (the books desired were just not available electronically) (62%).

What librarians really wanted was reading list materials/core textbooks in digital form – the very things that publishers seem most unhappy about releasing in e-book format. So what could be done? Hazel and her colleagues started focusing on textbooks to see if there was a model that protected publishers but gave us what we wanted. Would e-books really lose publishers money? There was only one way to find out.

Hazel then explained the Observatory Project which has made selected titles (in the areas of business studies, engineering, medicine and media studies) available as e-books. The publishers remain somewhat 'nervous and cautious' but the project is now live and JISC is about to embark on deeplog analysis.

For more details of the project, plus information about regional outreach workshops, go to www. jiscbooksproject.org.

Stuart Lee, Acting Director of Oxford University Computing Services, followed, reporting on his

First World War Poetry Digital Archive (www.ww1lit.com). This archive builds upon the work of a previous project focusing on Wilfred Owen. Since developing this resource (in 1996-98), Stuart has learnt a lot about Web design and content. His new project goes beyond Owen to cover Thomas, Rosenberg and more. Changes since 1998 include:

- more of a project management approach – with more money at stake, better training from JISC, plus information on how to manage the Press;
- digitisation techniques have improved and are more widely available;
- Web 2.0 technologies provide more options for using your digitised materials;
- the supply side is getting more complex – non-libraries provide materials …but owners are becoming more savy about licences and rights;
- end users are less easily impressed and more demanding.

Stuart is currently looking to secure more content (though he resists the temptation to use the famous Kitchener poster to ask the Britons in the audience for help!). More controversially, he ended with three assertions:

1 your content is now simply an ingredient – be prepared for it to be mashed up;
2 you can now use social networking tools to effectively guide your project;
3 metadata is over-rated: too much is now produced to spend hours cataloguing it – YouTube doesn't use lots of metadata but you can always find stuff on there.

Discuss.

Continuing the Web 2.0 theme, **Jeff Trzeciak**, University Librarian from McMaster University spoke about his own experience of moving a library around to exploit these new technologies. Jeff had been hired by McMaster just over a year ago with

a mandate for change. Part of his change management was to a programme to introduce staff to the possibilities of Web 2.0. Of the 130 staff on the books, 90 signed up for a 12 week course and 80 completed it.

Reasons for this level of success included time (each member of staff was given sufficient work time to complete the course), an MP3 player for everyone who took part and the opportunity to enter a prize draw for a laptop if you completed the course.

As well as trying out the technologies, staff were encouraged to use them in anger. Hence, they didn't just look at blogs, they would be expected to keep their own blog for reflective practice throughout the lifetime of the project.

Jeff then shared with us examples how McMaster is using applications including FaceBook, wikis, Del.ici.ous, Meebo instant messaging, Google Maps/Earth, and so on.

Phew!

As if that wasn't enough, **Jane Core**, Vice-Chair of SCONUL, brought the morning session to a close with an end of year round-up of what SCONUL has been doing. Key activities included:

1 partnerships – SCONUL is working with the JISC, UCISA (Universities and Colleges Information Systems Association), UKRR (UK Research Reserve) and EduCause to promote members' needs to these groups;
2 HAERVI (HE Access to E-Resources in Visited Institutions) – the project report was released in September, with a second project looking likely;
3 LMS (Library Management Systems) evaluation – the SCONUL questionnaire has now been sent (see David Kay's comments below);
4 VAMP (Value and Impact Measurement Programme) Project – this is now live;
5 horizon scanning – discussions are going on with the JISC regards Web 2.0, student expectations and digital content;
6 shared services agenda – SCONUL is working with HEFCE (Higher Education Funding Council for England) and now has a place on the Shared Services Steering Board;
7 conferences – this year SCONUL ran its regular Spring and Autumn conferences in Birmingham and London respectively; next year's Spring event will be in Edinburgh;

8 international agenda – SCONUL ran a successful visit to South Africa in 2007 (review in this issue of Focus); future visits planned include a visit to CARL colleagues in Canada (2008) and Scandinavia (2009);

9 Buildings Database/SCONUL Library Design Award – the Award winners were to be announced after lunch (see below);

10 SCONUL Top Concerns Survey – 2007's survey was reported in issue 41 of *SCONUL Focus*; another survey will take place early in 2008;

11 communications – Elliot Frankal is now in his stride as the SCONUL Communications Officer and is issuing monthly online bulletins to members.

What busy people we all are!

AFTERNOON SESSION

Sheila Cannell introduced the 2007 SCONUL Library Design Awards, for which 18 libraries applied, and announced that in future the awards will be presented every three years. All the winners scored highly but the overall winners were particularly successful in meeting their original brief and demonstrating innovation in design.

Winner, large building category: University of Bournemouth
Highly commended: Open University and the Saltire Centre, Glasgow Caledonian University

Winner, smaller buildings: Girton College Cambridge
Highly commended: University of Warwick Learning Grid and the SSEES (School of Slavonic and East European Studies) Library, University College London

Sheila went on to describe the impact that the increased provision of digital services is having

on library design. The main service desks are being used to provide a broader range of services as staff are freed up from basic circulation duties following the introduction of self-service, RFID and automated fines payment systems. Many academic libraries are gradually dispensing with print journal runs to create more flexible study space. The number of fixed PCs is still growing but they are being laid out in different ways and some are dedicated to quick-use for OPAC access and e-mail checking. More work is needed on growing individual ownership of laptops and other mobile devices, and, although provision is made for use of different technologies, so far there are very few "technology-rich" learning spaces. The number of cafes in library buildings is increasing and there is a move towards providing social spaces where learners are set apart from other demands and will be able to use a range of mobile and other technologies in learning activities. It will be important for libraries to provide high quality, flexible and sustainable spaces which fit the institutional mission and also provide adequate space for staff to develop and support new services.

Two innovative digitisation projects were highlighted in the afternoon presentations. **Andrew McDonald** described the development of the East London Theatre Archive, a JISC-funded online resource preserving and making accessible around 15,000 digital objects taken from the East London theatres. The colourful image collection includes playbills, programmes and posters, which have already been used in poetry and painting workshops for young people in the local community. **Andrew Green** presented the Theatre of Memory project which aims to digitise and make available all texts in Welsh. The first segment is Welsh Journals Online, which will provide students, teachers and researchers with free online, searchable, access to a selection of 20th- and 21st-century Welsh and Wales-related journals. (Project Web site: http://www.llgc.org.uk/index.php?id=2244)

David Kay gave an overview of the joint JISC/SCONUL study on Library Management Systems in UK Higher Education. The project has been designed to provide an evaluation and horizon scan of LMS and ERM (Electronic Resource Management) systems, and to look at the vendors' future plans. The library customers are recognising the need to respond to changes in the 'learner landscape' and to increase the visibility of library-owned and managed information resources alongside services such as Amazon and Google, as well as within the institutional Virtual Learning

Environment. Library systems also need to be integrated better with other institutional systems such as student records, finance and human resource management. Responses from the vendors indicate that they view the UK market as small but influential and they would like to be viewed as stakeholders by bodies such as JISC in the development of innovative information solutions. The factors they see as major influences on their strategic development include external developments such as Web 2.0, global standards and interoperability, new user behaviours, the growth of Open Source solutions and the potential economic slowdown.

In the afternoon's final presentation **Jane Savidge** described the current work of the CURL (Consortium of Research Libraries in the British Isles)/SCONUL E-Research Taskforce Survey. The increased focus on global collaboration in science requires improvements to the research support infrastructure to facilitate large-scale data management and high powered computing. Libraries should have a major role to play in data management, deposit mechanisms and metadata schemes, but researchers do not look to library staff to help them with these processes. The E-Research taskforce is attempting to identify the skills gap and provide targeted training in areas such as metadata and technical standards to help libraries reposition themselves in the e-research environment. More information is available on the taskforce web site at:
http://www.curl.ac.uk/about/groupsEResJoint.htm

A lively **plenary session** followed, covering a wide range of topics. The main themes raised centred around the role of library services in the digital age. It was felt that we need better usage data and other evidence on e-resources to help inform our decisions on future digitisation and whether we actually need library buildings when most of the information our users need is available over the network. On an optimistic note, the general feeling of the day seemed to be that we have much work to do on re-aligning our services but that libraries will provide the 'congenial spaces and congenial staff' our users require to carry out their learning activities in the future.

Library buildings projects and partnerships: making them work for all of the stakeholders

Organised by the SCONUL Working Group on Space
5 December 2007, Wellcome Collection Conference Centre, London

Conference reviewed by Carol Kay,
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The day was introduced by Sheila Cannell, Director of Library Services at Edinburgh University and Chair of the SCONUL Working Group on Space Planning. Sheila announced the winner of this year's SCONUL Building Award (first announced at the SCONUL Autumn Conference the day before) as Bournemouth University for the large building project, with Girton College Cambridge winning in the smaller project category.

The keynote speaker was Dr Stuart Kings from Docte Consulting who gave a very thought-provoking talk on obtaining value for money from construction projects. He emphasised the importance of partnering, team working and risk management and outlined the critical success factors for a building project. This session provided the basis for discussion in the afternoon workshops.

John Fitzgerald, Librarian at University College Cork, followed this with a very interesting presentation on the Library extension project there. No doubt what most impressed the assembled audience was the fact that the majority of the money for this project had been raised from private donations.

The Learning Gateway at Cumbria University was the subject of the final session before coffee. Margaret Weaver emphasised the important role that user input had played in the design process, even down to the fact that they allowed the students to choose the furniture for the building!

After coffee, the final morning session was a presentation by Kathleen O'Donovan, University of Sheffield, entitled 'The Information Commons at the University of Sheffield: politics and people'. By this stage in the day it was interesting (and somewhat comforting) to note that there were similar strands coming through in all of the sessions. Kathleen, once again, mentioned the importance of co-operation and consultation with all stakeholder groups and underlined the importance of having a good project team structure in place where meetings are timetabled in advance and everyone knows what their role is in the team and what is expected of them.

After lunch the final presentation of the day was delivered by Jacquie Kelly, Senior Advisor, JISC infonet, who talked about 'Planning and Designing Technology-Rich Learning Spaces: project organisation and management information'. Jacquie talked about the background to JISC infonet and encouraged us to look at the many examples of good design collected on the JISC infonet page on Flickr: http://flickr.com/photos/jiscinfonet. An interesting quote from this session that sticks in my mind is 'any new idea that doesn't elicit a howl of protest isn't really new!'

Following this session there were several breakout discussion groups followed by a feedback session. I attended the session on successful project management which turned into quite a lively and stimulating discussion. What struck me during the following feedback session was that although all the groups had different discussion topics we had all ended up talking about more or less the same things and that was, in the main, how to ensure that your project was a success and that you ended up with a building you could be proud of that the students enjoyed working in. Speaking as someone who is Library Project Manager on a large extension/refurbishment project which is over half way to completion, I found the whole day interesting and came away with plenty of food for thought.

The SCONUL Library Design Award 2007 – how it was for me

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INTRODUCTION

What follows is a description of the part of my summer spent participating in the SCONUL Library Design Award process. To remind everyone, the award is made, in the words of the call for submissions, 'in recognition of newly designed spaces which function effectively in meeting the needs of users and library staff, and which also meet the demanding requirements of a modern learning and research environment. The award identifies and celebrates examples of best practice in the period 2000–2005.'

The SCONUL Working Group on Space Planning administered the award process and made the recommendation to the SCONUL Executive Board. No member of the judging panel was involved in the judging or consideration of their own library.

The following criteria were considered:

- overall design and fit to organisational mission
- adaptability and flexibility
- accessibility, legibility and intuitive design
- choice in learning and research spaces
- ambience
- environmental issues and sustainability
- safety and security for people, collections and equipment
- efficiency and sustainability in space, staffing, running and maintenance costs
- innovation in service and design
- design impact.

At the time of writing (November 2007) the results remain confidential so the identities of the libraries visited will be protected, and parts of this article will of necessity appear vague: however it is hoped that what remains is of some interest to the SCONUL membership at large.

Before the award visits

The prelude to the award visits consisted of an agreement by the SCONUL Working Group on Space, of which I am a member, as to how the award process was going to work, followed by an announcement from SCONUL inviting libraries to submit themselves for the award. Eighteen libraries submitted and they were all visited, as the working group felt that it was necessary to see them in order to appreciate them fully. The working group then agreed on how we were going to do this, which was basically through visits in groups of three, in all cases except one, and we agreed the criteria by which the libraries would be judged. There would be a mix-and-match approach to the composition of the visiting panels, which was intended to ensure consistency of approach. The SCONUL office sorted out the visit arrangements and the logistics.

The award visits

The visits followed the same pattern as far as possible, and each usually lasted about two and a half hours. Staff at the host library talked to the panel members about the library's design, and showed them round. The panel then met to discuss the outcomes of the visit, after which the host staff were available for further discussion as required. Outcomes were firmed up by e-mails between panel members later.

My participation in the visits covered a total of eight days over a period of just over three weeks, from late July until mid-August, during which I was on panels visiting nine libraries. I travelled to four countries, stayed in five hotels and had two plane journeys and more train journeys than I can count. All the travelling went to plan, although I had a near-miss and would have been stranded in Nottingham on returning across country to Lincolnshire, had the last train of the day not waited for an incoming very late train – not good for the nerves.

It all started after the weekend of the floods, and for about twenty-four hours over the weekend the train route that I was to take to reach my first destination was suspended. So I spent a few hours

thinking I was not going to get there and wondering what that would mean for the schedule. It all worked out right in the end and the train journey was uneventful, except for the return journey mentioned above, which could have happened at any time.

The first trip was for a day and a half (half a day to get there and then do the visit and return). The next week saw another day and a half with half a day to get there, two libraries visited and then the return journey. That return journey was on the last train of the day but that too, although long, went to plan. Over the middle of the next week I did 'the big one', when I visited three libraries in three days in three different locations requiring a plane journey from Doncaster (my nearest airport) to Ireland, a plane journey from Ireland to elsewhere in England, and a train journey across England to get to the third library, after which there was another long journey back.

My final visit in the fourth week was on a more modest scale – just a train into London and outward to the destination and a similar journey in reverse the next day, with a car journey between the two places visited courtesy of a fellow panel member.

After the award visits

Once I had completed my contribution, other visits went on for another few weeks. The visit outcomes were collated and the working group agreed the results at a meeting in September. The results were to be announced at the SCONUL meeting in December 2007.

What it meant for me

I met some very interesting people, and saw some wonderful libraries, needless to say. I believe I saw one from the air before the usual approach from the ground. My fellow panel members provided good company and made it a very enjoyable experience. I knew them all through SCONUL working group meetings, some of them for several years. Spending time with them either through travelling with them or dining with them or staying at the same hotels was an opportunity to learn fascinating things that I would never otherwise have known, such as one's offspring's sporting prowess (national standard), and another's connections with the crime novelist Ian Rankin (cause for some envy).

I have been able to provide generic (anonymous) feedback to my colleagues with whom I work, which I hope will be of benefit as part of our internal planning processes.

Among the features we noted during the visits were the following:

- the growth in electronic resources as a strategy to reduce the need for physical collections, thereby creating more learning spaces
- the move of significant proportions of physical collections to off-site stores, also creating more learning spaces
- the growth of flexible learning environments
- the use of space to support researchers
- less innovation in staff space than in user space.

All of these factors are relevant to the University of Lincoln experience, either as offering possible solutions to the space pressures in the university library or as factors to consider when planning our library extension, Phase 2.

I feel uniquely privileged in having been given the opportunity to participate in the Library Design Awards of both 2002 and 2007 (more by historical accident than by deliberate plan). I travelled through some fabulous scenery, and visited some places I'd never been to before. I am grateful to SCONUL for giving me this opportunity.

I also moved house and changed part of my job role whilst all this was going on. I had quite a summer!

Thanks to Sheila Cannell, Chair of the SCONUL Working Group on Space, for her helpful comments on this article.

SCONUL Library Design Awards

SCONUL Working Group on Space Planning
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Good library design is alive and well in the UK and Ireland. SCONUL makes awards for good design in new or refurbished library buildings every five years—but, because five years is now such a long time in the life of library design, the award will be made every three years in future. On this occasion, SCONUL made two awards, one for larger libraries (at least 3,000 square metres) and one for smaller libraries (1,000-3,000 square metres). In each category, there was one winning, and two highly commended libraries.

The SCONUL Working Group on Space Planning judges the awards. We received 18 applications, and three (and occasionally two) members of the group visited each of these libraries over the summer in varying groups in order to ensure robustness in the judging process. We had established a series of judging criteria which were sent out to those entering the award and we judged against these criteria. We found that, while the winning libraries tended to score high across all the criteria, they were collectively highest in three criteria: fit to organizational mission; flexibility; and innovation.

The visits to libraries provided a master-class in library design. We might expect that libraries would tend to the same design, given the similar specification—but that is certainly not the case. Often there are challenges in design, perhaps an awkward space, or cost constraints, or differing demands as to the services and functions to be included. Where there are challenges, we found varied and interesting design solutions. There was evidence of thinking about the space requirements demanded by the increasingly digital library service, with social space, space for group learning, and spaces where the use of laptops is encouraged. We saw some wonderful furniture solutions—designing a library obviously brings

out the interior designer in all librarians! We were concerned that, by and large, staff spaces were less well dealt with than the spaces for users.

Award for larger buildings

Winner: University of Bournemouth. The team who visited Bournemouth were very impressed by the intelligence of the design of this Library—we considered it a thoughtful library, where a lot of attention had been paid to the detail of the design. The site was not easy and required an octagonal shape for the Library, as an inter-linked extension to previous octagonal buildings, but this has created a landmark building on the campus. The shape has been used to advantage with a good legible layout, with an intriguing shelf arrangement. The building is very flexible, and indeed, as one of the older libraries amongst those which we visited (it opened in 2003), has already proved that it can be adapted to new uses, with replacement of print journals by study space. Zoning in the building is good; and there is a lot of choice in types of study spaces. This building can continue to respond to changes in library service, because it is so flexible. Overall a thoughtful, quiet and subtle approach to library design.

Anne Bell, Chair of SCONUL, presents the Award to David Ball, Librarian, Jill Beard, Deputy Librarian, Bournemouth University and Paul Moison, W M Sauders Architect

Highly commended: Open University. The team who visited the Open University were impressed by the attractive functional design in all aspects of this building—everything works well. This is a great space to be in - light, airy with an informal but calm ambience. A friendly, and appropriately, an open building, which has good use of art works and a wide range of study spaces. Resources were deliberately targeted at the interior of the building rather than externals. This has produced a functional exterior and a fine library and learning space inside. It has acted as a

catalyst for change, bringing in students as well as staff. The spaces for the staff were the best which we saw and the building is very flexible.

Highly commended: Glasgow Caledonian. The Saltire building was both the newest library which we visited, and one of the best known, in many ways an icon of library design. It has set a new standard for social space and interior design in libraries, and it has brought together a variety of student services under one roof with one service point—a very different brief from many of the other libraries we visited. There is a lot to learn from visiting this building for anyone designing a new library. The huge atrium with its copper tower are inspiring spaces both inside and outside, and the use of wooden walkways to link the buildings on either side of the Saltire makes the building central to the campus. The use of art, of graphics and plasma screens is also inspiring.

Award for smaller buildings

Winner: University of Cambridge Girton College. This Library is almost perfect in meeting the institutional mission of an Oxbridge College, with many fine features encouraging independent study and research. It was impressive for its simplicity of lay-out and design. It maximised the use of natural light. There was a feeling of quality in the choice of finishes both internally and externally. Outside the building moulded the old and the new with great success - respecting the former without diminishing the impact of the modern. It was a space which created calm and had great ambience - one senses it would be a pleasure to work in.

Anne Bell, Chair of SCONUL presents the Award for smaller buildings to Frances Gandy, Librarian, Girton College, Cambridge and Nicholas Champkins, Allies and Morrison Architect

Highly commended: University of Warwick Learning Grid. The Learning Grid at Warwick was one of the more interesting library spaces which we visited, with very innovative ways of providing learning. The students have a strong sense of ownership of this space, and staff presence is light touch. Students can move the lightweight screens, tables and chairs to create their own working environment, often involving groups. This in turn helps the student in their learning experience.

Highly commended: University College London SSEES (School of Slavonic and East European Studies) Library. This small library has created a very successful and dramatic library building in a very compact space with good attention to detail and impressive use of internal glazing and the atrium. It is part of a project to re-house the School, and the Library has been central to that project. This library is a great example of confronting space constraints placed upon the development and creating imaginative solutions for the layout.

SCONUL Working Group on Information Literacy – the direction of travel for the working group for a few years

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MOVING ON ...

One of the great products of the SCONUL Working Group on Information Literacy (SWGIL) is the SCONUL seven pillars, or headline skills, of information literacy – used by many universities and colleges in the UK since the first iteration eight years ago. The most recent edition is on the SCONUL website now – and yes, we have kept it to seven. The working group's turnover last year was around 50/50. It took a while to get back on track. What is interesting about this transition process is that we had a huge response for new members – so we recruited some additional people to increase our ability to pursue some activities and will ask our colleagues to work on projects with members of the working group. So, from this lively basis of landmarks and enthusiasm, what can I tell you about our developing direction and what are we doing to support SCONUL members?

SUPPORTING PRACTICE

The working group thought it was time to take a look at how the 'seven pillars' model influences policy and practice in the UK. SCONUL members might have responded to Cathryn Gallacher's brief e-mail survey on this, seeking to find out how widely the seven pillars model is used. The

second phase of the study will look for case studies which illustrate the model in action, and determine whether there are further ways which the SWGIL can develop or supplement the model to help those who are developing strategies, embedding skills in programmes and generally wanting evidence of good practice. This will of course appear on the website and in other forms that members can use within their institutions. This work will complement a couple of other pieces of research and we will review all of this to develop our activities.

Partnerships in support

What is emerging is that we cannot be complacent – we have to keep developing our ability to interact with teaching, learning and research agendas in our institutions. The SWGIL feel we have to look more closely at defining our role with organisations supporting institutions. Moira Bent of SWGIL is a Higher Education Academy national teaching fellow. Through this link we have started working with the HEA. The HEA reported above-average interest in membership amongst librarians and we have also had a fair distribution of the national teaching fellows. We hope to seek opinion amongst librarians on the HEA and suggest how it can support librarians more through the subject centres, with perhaps SCONUL and the HEA also setting up key contacts in the different subject areas and exploring information literacy for university staff.

International exemplars

We are also looking at how we can improve international links. When you compare most models of information literacy there is a high level of consensus. We think there is scope for further analysis, to benchmark higher education institutions (HEI) with developments elsewhere. The main approach to this is via sister organisations in Ireland, the US, Canada, Europe and Australasia. We are seeking opportunities to present our practice at conferences and combine this with meetings on cooperative work, for example a planned joint conference with the Irish Consortium of National and University Libraries (CONUL) and the SWGIL, on 'Information literacy and the researchers' needs', in Dublin in January 2008. This will help us develop an agenda to support SCONUL members in engaging with this agenda with their research committees and researchers.

Web 2.0

Many of us are already grappling with Web 2.0 and the impact this will inevitably have on our information-literacy offerings. A new book edited by Peter Godwin and Jo Parker (with a chapter from Sheila Webber – also on the SWGIL) is due to be published by Facet in spring 2008. It will offer a practically based overview of emerging tools and technologies, a series of case studies from around the world to help inform our practice and reflections on the implications of Web 2.0 on the training of information-literacy professionals.

Recognition for information-literacy development – a new SCONUL award

Finally, we intend to steal the clothes of the building group and have an award. We are considering how to structure this, but it will reward an HEI that has had a significant impact on the development of information literacy for staff, students or researchers. The first award is likely to be presented in 2009 at the SCONUL summer conference. This should stimulate a lot more discussion on institutional responses to information literacy, giving recognition to success and helping others develop their ability to work at an institutional level.

Contact us

Please feel free to contact us with any ideas or a wishlist for the group to work on.

CURL/SCONUL digest of scholarly communication news

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This is taken from the CURL/SCONUL Digest of Scholarly Communication News of October and December 2007. 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.

AVIAN FLU AND OA

At the Berlin 5 Open Access Conference in Padova, 19–21 September 2007, Dr Ilaria Capua gave a powerful illustration of the value of open access in assisting humankind in combatting powerful viruses. She spoke about the need to provide information about the Avian flu virus widely and quickly in order to limit the spread of the virus. Open access is vital in the dissemination of such information. Dr Capua said, 'A significant collaborative and financial effort in a transparent scientific environment is required to generate data and ideas contributing to the eradication effort.' It is difficult to see how the traditional journal publication model could provide such information at the speed and with the world-wide coverage required to contain the virus. Dr Capua's presentation will shortly be available through the Berlin 5 Website http://www.aepic.it/conf/index.php?cf=10.

EUROPEAN COMMISSION DEVELOPMENTS

European Commission staff continue to follow up the EC 'Communication on scientific information in the digital age', issued in February 2007 (http://ec.europa.eu/research/science-society/document_library/pdf_06/communication-022007_en.pdf). The scientific publications developments are being treated as an integral part of work to develop the European Research Area, on which a major conference was held in Lisbon, 8–10 October 2008. The Portuguese presidency of the EU has pursued issues in relation to scientific publications vigorously in conjunction with DG RTD staff, arranging various hearings to obtain advice in preparation for the Lisbon ERA conference. The Portuguese Science and Technology Minister, Professor Mariano Gago (a physicist), played an active role in these developments, for example sending a video presentation supporting open access to the Berlin 5 Open Access conference held in Padova in September 2007.

NIH MOVING TOWARDS OA MANDATE – AND HHMI SUPPORT GOLD OA

The US National Institutes of Health are moving towards a mandate for the deposit of articles resulting from NIH-funded research. The following text was adopted by the House of Representatives in July 2007: 'The Director of the National Institutes of Health shall require that all investigators funded by the NIH submit or have submitted for them to the National Library of Medicine's PubMed Central an electronic version of their final, peer-reviewed manuscripts upon acceptance for publication to be made publicly available no later than 12 months after the official date of publication: Provided, That the NIH shall implement the public access policy in a manner consistent with copyright law.' A vote on this proposal is awaited in the Senate. Another major US funder of biomedical research, the Howard Hughes Medical Institute, has announced support for gold open access. HHMI has expressed willingness to pay $2000 of the $3000 required for its grantees to publish under Springer's Open Choice option. HHMI will also require its grantees to deposit copies of papers they publish in an open access repository within six months of publication. Further information can be found at http://www.hhmi.org/news/springer20070927.html.

Irish Research Council OA mandate

The Irish Research Council for Science, Engineering and Technology (IRCSET) has proposed to mandate all its funded researchers to make resultant publications openly accessible through a repository within six months of publication. Full details of a consultation notice and call for submissions are at http://www.embark.ie/consultation_070907.html. The proposed policy is significant in linking the decision to the European Union Research Advisory Board's policy, in requiring the deposit of metadata and the full text of post-prints immediately upon publication (with the full text released on open access within six months or less), in requiring repositories to make arrangements for preservation and in mentioning the role of librarians in supporting open access.

Biosciences Federation support for gold OA (and US publisher opposition)

The Biosciences Federation, which represents a number of bioscience learned societies, has issued a position statement supporting gold open access provided that the arrangements are adequately-funded. The statement can be read at http://www.bsf.ac.uk/journals/BSF_position_statement1_open_accesss.pdf. The context for the statement is a growing acceptance by small publishers that gold OA can be a viable way forward for their journals, if universities and research councils are willing to put in place the administrative arrangements for the Full Economic Costing model to be used for publication payments as well as for journal subscriptions. Trial arrangements are in place at two UK universities and small publishers are signalling that it will benefit them as well as the academic community if such arrangements become established. Publisher willingness to accept gold OA is also in the context of continuing publisher opposition to funders' mandates for repository deposit. The opposition to funding mandates has been expressed most strongly in the US in an initiative known as PRISM. Unfortunately the US publishers have chosen to link their concern about repository deposit to the issue of peer review, an issue which is independent of a journal's business model.

British Academy peer review report

The British Academy has published a report from a working party looking at the role of the peer-review system in humanities and social science research. The report is largely a defence of the current system, although more of a defence of the principles of quality assessment than a defence of particular methods of conducting peer review. The report makes 14 recommendations in the areas of training (particularly for postgraduates), cost (arguing that the cost of participation in peer review be acknowledged), metrics (caution about the application of numbers to the Humanities and Social Sciences assessment) and innovation ('novelty cannot be regarded as a substitute for quality' and special funds for 'risky, speculative projects'). The report is available at http://www.britac.ac.uk/reports/peer-review/index.html.

Dollar value for fair use

A study by the US Computer and Communications Industry Association has calculated the economic value of the fair use exception in the US Copyright Act. The sum is a staggering US$4.5 trillion annual contribution from fair use to the US economy, one-sixth of US GDP, with 11 million jobs being in industries that benefit from the fair use exception. Although in discussions at bodies such as WIPO (World Intellectual Property Organization) copyright restrictions are usually justified on the basis of loss to national economies, the CCIA report shows that a more open copyright regime could be of economic benefit. The benefits come to both technology and non-technology industries. The study can be read at http://www.ccianet.org/artmanager/uploads/1/FairUseStudy-Sep12.pdf.

JISC National E-books Observatory

In many areas of the information environment, JISC (Joint Information Systems Committee) has helped UK universities and colleges to lead the world, and no more so than in the area of e-books. The latest JISC e-book project is the National E-Books Observatory, a project to enable a greater understanding of the use of e-books in teaching and learning. Following an EU tender invitation, a total of 11 bids were received from a mix of publishers and e-book aggregators. Six bids were successful in moving through to the final stage of marking, equating to a total of 136 e-books: 7 media studies e-books, 29 engineering e-books, 42 medicine e-books and 58 business and management e-books. Use of the e-books in the participating libraries will be analysed through deep log analysis.

Medieval manuscripts in the Netherlands

All medieval manuscripts in the Netherlands are now available on the website 'Medieval Manuscripts in Dutch Collections' (MMDC), www.mmdc.nl. The website
provides a portal to a database with short, uniform descriptions and photographs of all medieval manuscripts in the Netherlands, about 6000 items in all. MMDC has been set up by the Koninklijke Bibliotheek, the university libraries of Leiden, Amsterdam, Utrecht and Groningen and the Atheneumbibliotheek Deventer and it is partly financed by the Netherlands Organisation for Scientific Research (NWO). The website also contains information on medieval books in the Netherlands, digital versions of several key out-of-print books about medieval manuscripts and an illustrated overview of medieval script.

University of California survey of academic attitudes and behaviour

The University of California Office of Scholarly Communication has published a report on 'Faculty attitudes and behaviors regarding scholarly communication: survey findings from the University of California', which analyses over 1100 survey responses covering a range of scholarly communication issues from academic staff in all disciplines and all ranks. The report provides evidence of a UC community of scholars that: is strongly interested in scholarly communication issues; mostly conforms to conventional behaviour in scholarly publication; feels strongly that promotion and tenure processes impede the potential for change; is concerned about maintaining quality in the face of innovation; is aware of alternative forms of dissemination but concerned about preserving their current publishing outlet; displays a gap between attitudes toward copyright management and actual behaviour; and may find the arts and humanities disciplines as the most fertile for university-sponsored initiatives in scholarly communication. Does not most of this sound very familiar to a UK audience? The full report is available at http://osc.universityofcalifornia.edu/responses/activities.html.

WIPO adopts development agenda

At a recent meeting of the WIPO general assembly, the national delegates agreed to the 45 proposals related to a WIPO development agenda. Essentially, the proposals will require issues such as the digital divide or the cost of technology transfer to be taken into consideration in future WIPO treaties. This is a landmark decision, as previous WIPO decisions have been dominated by the concern of the US and some European states to protect the interests of their media industries. A new committee, the committee on development and intellectual property (CDIP), has been established to take the development agenda proposals forward.

EU Council supports change in scientific publication

The EU Council has issued its 'Conclusions on scientific information in the digital age'. This important policy document, available at http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/intm/97236.pdf, reinforces and takes several steps further the EC communication issued in February 2007. The document considers the importance of access to scientific information, acknowledges the contribution of all stakeholders to the scientific dissemination process, recognises 'the strategic importance … of current initiatives to develop sustainable models for open access' and underlines the fact that 'new forms of electronic communication have the potential to enable open access to data and scientific publications'. The EU Council also invites member states to consider a number of issues that could improve access under the current publication model, such as the need for transparency in contractual terms for 'big deals', the way in which researchers exercise their copyrights and refunding VAT for digital journal subscriptions to libraries. Long-term access is not neglected in the document, member states being encouraged to ensure the long-term preservation of scientific information. As well as actions recommended to member states, the European Commission is invited to take a number of 'first steps', including monitoring 'good practices in relation to open access to European scientific production' and experimenting with open access to scientific data and publications resulting from the projects the Commission itself funds. The various invitations to action are given a timescale, indicating that the EU Council wishes to see ongoing progress in reforming the scientific publications system. Much of the progress over the past few months has been due to the efforts of the Portuguese presidency working closely with EC staff, and the conclusions of the EU Council indicate a wish that the momentum for change should not be dissipated as the EU presidency changes.

UK research evaluation framework

Perhaps the policy with the most important effect upon scholarly communication in the UK in recent years has been the Research Assessment Exercise. Everything else in UK academia has been secondary to the pressure to secure a high RAE ranking, and the perception has been that to obtain a high RAE ranking it is necessary to publish in a restricted number of journals with a high impact factor. The consequence of this perception is that the price of journals into which research dissemination has been funnelled has been allowed to rise well above inflation, because they became 'must-have' journals, because they published more papers and because some have developed 'spin-offs' using the successful brand-name. The RAE-concentration effect also brought about concentration within the publishing industry, as the most profitable journals –those perceived to be important in RAE ranking and therefore commanding a higher price – were bought up by a handful of publishers with sufficient capital to expand their portfolio of titles. So any change to the RAE will have an effect upon future scholarly communication. CURL (Consortium of Research Libraries in the British Isles) and SCONUL representatives are invited to consider the effect upon scholarly communication if they are asked to contribute to institutional responses to the research evaluation framework consultation, which can be read at http://www.hefce.ac.uk/pubs/hefce/2007/07_34/. Members of the CURL/SCONUL Scholarly Communications Group would welcome feedback on this issue from colleagues in UK institutions.

US National Institutes of Health policy awaiting presidential signature

Meanwhile in the US the bill to enable open access to NIH-funded research reports has passed through all the legislative processes – except the last! The bill contains a variety of provisions related to medical and education services funded by the federal government, such as some free medical care, amounting to around one-thirteenth of the total US federal budget. President Bush vetoed the bill on the grounds of saving taxpayers' money and it is likely that the bill will be modified and re-presented to the president for signature. The NIH open-access proposal is not considered to be expensive and had the full support of both legislative bodies so it may survive the changes necessary to obtain the President's signature.

SAGE AND HINDAWI OPEN ACCESS AGREEMENT

SAGE and the Hindawi Publishing Corporation have entered into an agreement to jointly launch and publish a suite of fully open-access journals. This is an interesting partnership that makes SAGE the largest academic publisher (they claim to be the fifth-largest journal publisher in the world) to develop a collection of gold open-access journals. Hindawi have already developed a strong portfolio of more than 100 open-access journals. The partnership will be run on the basis of equal ownership between the two organisations. SAGE will have sole responsibility for the editorial development, marketing and promotion of the new journals while Hindawi will provide the technology and expertise needed to run the publication process from the point of submission, through the peer-review process to the point of final publication. Under the model, all SAGE–Hindawi journal articles will be made freely available online via the Hindawi platform, funded by author charges. The press release is at http://www.eurekalert.org/pub_releases/2007-11/sp-sah112007.php.

Göttingen and Springer open-access agreement

A different kind of partnership, one between a university library and a publisher, was announced in October 2007. The Niedersächsische Staats- und Universitätsbibliothek Göttingen (Göttingen State and University Library) and Springer signed an agreement which provides for articles from Göttingen University authors to be published in open-access format using Springer Open Choice. The Georg-August-Universität Göttingen is a strong supporter of the open-access model for scientific publishing and this agreement is the next step in the long history of association and cooperation between the university and the publisher. The agreement will allow authors to gain experience in publishing their research in open-access format within existing, established journals, and it will provide both the Göttingen State and University Library and Springer with further information on the economic viability of open-access publishing. Submissions to Springer journals will remain subject to exactly the same stringent peer-review procedures as usual.

New initiative from European rectors

On 18 October 2007, the rector of the University of Liége hosted the rectors of the Universities of Trieste and Rome 2, Roma 3, Polytechnic of Cata-

lonia in Barcelona, Vicenza, Porto, Salford, Lancaster, Rotterdam (U. Erasmus), Turin, Antwerp, Ghent and Southampton, as well as the chairmen or directors of the Paul Ehrlich Institute, the Istituto Superiore di Sanità Caspur Consortium, the Rutherford Appleton Laboratory and a representative of the European Commission. The purpose of the meeting was to establish the foundations of a European movement for open access to scientific and scholarly publications: EurOpenScholarship. The goal of EurOpenScholarship will be to inform the European university communities about the opportunities available to researchers today for providing open access, encouraging universities to establish open-access repositories. The press release from the meeting is at http://www.ulg.ac.be/relationsexterieures/RecteursOA/.

SOCIETY PUBLISHERS WITH OA JOURNALS

A project undertaken by Peter Suber of Earlham College and Caroline Sutton of Co-Action Publishing has produced a list of societies moving their journals to a gold OA business model. The overall project has two phases. Phase one is to make a comprehensive list of scholarly societies worldwide that support gold OA for their own journals. If further funding can be found, Phase two will survey the societies turned up in phase one in order to learn details about their move to OA, their business models and the financial and academic consequences of their OA policies. The provisional results from phase one have now been released, listing 425 societies publishing 450 full OA journals and 21 societies publishing 73 hybrid OA journals. (Three societies publish both types of journal and are counted in each total; the list covers 468 societies altogether.) The full list is in an Excel spreadsheet available at http://www.co-action.net/projects/OAsocieties. Further facts about the results from this valuable project are in the November issue of the *SPARC open access newsletter* at http://www.earlham.edu/~peters/fos/newsletter/11-02-07.htm.

THE VALUE OF OPEN ACCESS IN UNDERGRADUATE EDUCATION

The value of open-access publication is usually seen in the context of academic research, but an item submitted by Paul Chinnock to the Public Library of Science blog pointed to an example of the value of OA in undergraduate teaching. A regular favourite from PLoS Medicine is the controversial essay Why Most Published Research Findings Are False, and Paul Chinnock reported that first-year dental students at the University of California, San Francisco were recently given

a homework exercise based on this article. The PLoS reader-response system makes it possible for students to contribute to the debate around a particular article. (Every article has a link 'Write a response', top right on the first page.) Apparently it can happen, when a class exercise focuses on a PLoS article, that PLoS is inundated with responses from individual students. For the blog item see http://www.plos.org/cms/node/271.

MORE IMPORTANT TITLES PRESERVED THROUGH LOCKSS

The LOCKSS (Lots of Copies Keep Stuff Safe) Alliance has announced that many additional volumes are now available for preservation, and that over 200 publishers have now agreed that their content can be preserved through LOCKSS members. One important new publisher in the arrangement is Annual Reviews, making volumes from several titles available for preservation by UK LOCKSS Alliance members as a result of negotiations led by the UK LOCKSS negotiating agent. Additional volumes from Berkeley Electronic Press have also been added through negotiations in the US. Three open-access publications are now available for preservation. Inclusion of these titles in LOCKSS was made possible by the Open-LOCKSS Project, funded by JISC and led by the University of Glasgow. More Annual Reviews and Berkeley Electronic Press titles will be available for preservation in the near future. All electronic journals available for LOCKSS preservation are listed at http://www.lockss.org/lockss/Publishers_and_Titles.

ARL REPORT ON UNIVERSITY PUBLISHING AND THE ROLE OF LIBRARIES

A special issue of the Association of Research Libraries' bimonthly report provides an insight into the developing relationship between some US university libraries and university presses. The presses are facing up to change, and libraries have been helping the presses to find viable solutions to the problems they have been facing. The ARL volume contains papers by Laura Brown and her colleagues on the Ithaca Report; by Maria Bonn, director of the Scholarly Publishing Office based in the University of Michigan Library; by Catherine Candee and Lynne Withey of the University of California; by Mary Case and Nancy John of the University of Illinois at Chicago; by Rea Devakos and Karen Turko of the University of Toronto; and by David Shulenburger, a former provost and now a vice-president of an association of universities. The overall message is one of positive benefits for libraries and for univer-

sity presses in the various types of collaboration presented in the report. The volume is available at http://www.arl.org/resources/pubs/br/br252-253.shtml.

AND FINALLY, YOGA AND INTELLECTUAL PROPERTY RIGHTS?

What's the connection? It is reported that attempts have been made in the US to take out patents on the techniques of yoga. The issue is discussed in a paper available through the Social Science Research Network site: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1005298. The paper is a reminder that access to traditional knowledge as well as to academic research is at risk from commercial exploitation.

1st International m-libraries conference,
13-14 November 2007, The Open University, Milton Keynes

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People everywhere are on the move and technology is either leading them there or supporting them on their journey. Highlighting this is the rapid growth of mobile technologies: there are now well over 2 billion mobile phone users throughout the world.

Like many service providers, today's library is facing the challenge of evolving to become tomorrow's library. A new model of library services is needed, a library that is there where you want it and when you need it – a library in your pocket. Mobile technologies have the potential to bridge the digital divide and to improve the access to library resources of people all over the world, particularly people in developing countries where Internet coverage is poor but where mobile phone coverage is high.

Wednesday 14 November saw the successful conclusion of the first two day International m-libraries conference, hosted by The Open University in partnership with Athabasca University in Canada.

The conference aim was to explore and share work carried out in libraries around the world to deliver services and resources to users on the

move, via a growing plethora of mobile and hand-held devices. M-libraries (standing for mobile libraries) brought together over 100 researchers, technical developers, educators, managers and library practitioners from more than 20 different countries (including Nepal, Sri Lanka, Serbia and Zimbabwe) to exchange experience and expertise, and to generate ideas for future developments.

One delegate from Zimbabwe said "It is an exciting idea to think about mobile technologies being used for information transmission. I am particularly interested in services for non-resident students, it has always been a challenge for us to get information to the students at the right time."

Speakers at the event included Joan Lippincott from the Coalition for Networked Information in the United States and Dr Mohamed Ally from Athabasca University in Canada. The conference, labelled as 'inspiring' by one delegate, has led to the creation of a new international organisation that will be exploring the possibilities and the future promise that mobile technologies encourage for meeting the needs of library users.

The next m-libraries conference has been scheduled for spring 2009 and will be held in Canada.

m-libraries website http://library.open.ac.uk/mLibraries/

News from member libraries

Birmingham City University

THE OPENING OF KENRICK LIBRARY

9 October 2007 saw the opening of Kenrick Library at Birmingham City University.

The event was a great success with the award-winning author Jim Crace officially opening the £3 million building. Mr Crace, 61, who lives in Moseley, has had a long association with Birmingham City University. He graduated in 1968 with a BA (Honours) English Literature degree from Birmingham College of Commerce, which later amalgamated with four other colleges to create Birmingham Polytechnic.

Jim Crace officially opens Kenrick Library with Judith Andrews]

There has been an extensive refurbishment of the Kenrick Library at Birmingham City University's Perry Barr Campus. The modernised and improved facilities were recently completed, following a four-year rolling revamp during which the library remained open to students.

The refurbishment has created a more welcoming and user-friendly atmosphere. It has been well received by students, who said the changes were 'fabulous' and made an 'amazing' difference. 'The setting of the new layout is encouraging me to attend regularly and spend hours a day in a relaxed environment,' said one student. 'I have noticed the difference; now there is minimal noise in the study areas.'

William Kenrick's family attended the event, with sister-in-law Anne attending with her son John.

Kenrick Library is the largest of Birmingham City University's seven libraries. Open almost 90 hours a week, it holds more than 320,000 books, 2,000 print journals and carries more than 4,000 electronic journals online.

Judith Andrews, Director of Library and Learning Resources at Birmingham City University, said: 'The new look Kenrick Library has definitely added a 'wow' factor to our facilities. We now have a welcoming, user-friendly library that is conducive to personal study and flexible enough to meet student expectations and demands.'

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INFORMATION LITERACY IN THE FACULTY OF HEALTH

In November 2006 two members of library staff were awarded CETL (Centre for Excellence in Teaching and Learning) Fellowships to develop an information literacy module on the university VLE Moodle, specifically designed to meet the needs of students within the Faculty of Health. This was to build on an earlier university-wide package and the classroom-based work of the previous five years. The Library and Faculty have enjoyed a close working relationship, with library staff involved in delivery of elements of the curriculum but with information seeking instruction as an addenda to courses, not integral. The Fellowships enabled a closer working relationship and greater involvement with curriculum development.

The key aims were:

- to remove time and place from the learning experience;
- to embed information literacy in Personal Development Programme modules at levels 4, 5 and - where appropriate - 6 (the equivalent of 1st, 2nd and 3rd years);
- to include self-assessment and provide faculty with the means to track cohort development;
- to give students an opportunity to develop their information literacy skills in line with the SCONUL seven pillars and their academic development over three years, and to meet the QAA (Quality Assurance Agency) benchmark statements for health professions.

Information literacy requires a shift in focus from instruction in specific information resources to a set of critical thinking skills involving the use of information. A key element has been to develop basic understanding of the means to exploit, rather than training in the use of, the increasingly wide range of information resources available. The students confront bewildering changes in interface and database structure, moving between the academic and professional environments, which can lead to a narrow reliance on a particular service. By giving them a generic understanding of the general principles of exploiting the information resource, we are endeavouring to build confidence in the application of their skills in any context.

Even though, because of the course validation process, it is difficult to make substantial changes, we have been able to offer the information literacy content within the context of the Personal Development Programmes (which also include academic writing, professional frameworks, career and portfolio development). This ties information literacy to core academic skills development and - by merging learning outcomes - sets the module firmly within the context of the students' studies across the curriculum.

The module, named EyeLit, was introduced to courses in the September and October 2007 intakes at level 4, including some remedial work with year 2 students. The level 4 module is divided in to five parts, looking at the structure of the information resource, developing a search strategy, and the application to books, journals and the internet. At level 5 the emphasis is on search strategies in professional practice.

Information literacy has been seen as a key element from the beginning in a new undergraduate programme, launched in October 2007, leading to a BSc in Health and Well Being. This has meant that it was fully integrated in the assessment process and learning outcomes at the time of validation. It also enables the tracking of a cohort from application to employment. We are using confidence as the measure for this but, rather than looking at pre- and post-test results linked to the completion of the information literacy modules, the students will complete the same questionnaire at set points in their undergraduate studies. This will allow the monitoring of their development outside of the context of Personal Development Programme modules.

An open version of EyeLit has also been included so that tutors who feel students need to refer back can do so at any time.

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The British Library

**HRH The Princess Royal opens new British Library Centre for Conservation**

HRH The Princess Royal visited the British
Library on Wednesday 10 October to open the
new Centre for Conservation.

The British Library Centre for Conservation pro-
vides a world-class facility for all aspects of book
conservation including education and training,
as well as state-of-the art technical facilities for
the nation's Sound Archive, enabling unrivalled
standards of care for the Library's priceless col-
lections. The Library is now able to offer much-
needed training opportunities for conservation
professionals as well as allowing the visiting
public access through tours of the studios, demon-
strations and lectures.
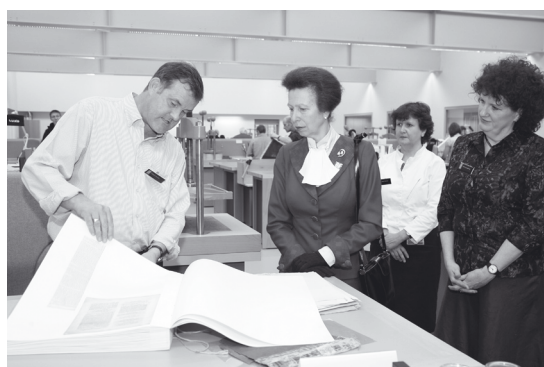
Escorted by Helen Shenton, Head of Collection
Care, and Vicki Humphrey, Head of Conservation,
the Princess Royal toured the Centre and met and
talked to conservation staff who demonstrated
a wide range of techniques from paper repair
and photographic conservation to gold tooling

and vellum treatments. Her Royal Highness also
spoke to Sound Archive staff and heard an early
recording of Florence Nightingale on a wax cylin-
der player.

Her Royal Highness also met with British Library
Chairman Sir Colin Lucas and Chief Executive
Lynne Brindley and other staff involved with the
project, donors to the Centre for Conservation
and other national librarians before unveiling the
engraved panel to mark the occasion. She was
impressed by the skills of the conservation team
and sound engineers, and that the public tours
of the Centre for Conservation have proven so
popular, commenting: 'So often people forget
about the conservation aspect of what the Library
does. I was delighted to see and admire people at
work. For the public – what a treat. You're already
booked out and I'm sure that will remain true.'

Helen Shenton, Head of Collection Care at the
British Library said: 'It was a great honour to wel-
come Her Royal Highness, The Princess Royal, to
officially open the British Library Centre for Con-
servation. The work of the Centre is very much
behind-the-scenes, so it was a great accolade for
all the staff to welcome The Princess Royal and
demonstrate their skills so enthusiastically.'

The Centre for Conservation was designed by
architects Long and Kentish, principal contractor
Sir Robert McAlpine with engineering design by
Arups, project management by Drivers Jonas and
cost consultancy by Davis Langdon.

Archivist of the Year 2007

Dr Saad Eskander, Director of the Iraq National
Library and Archive (INLA), has been given the
prestigious Archivist of the Year Award by New
York's Scone Foundation at a ceremony at Colum-
bia University in New York on 12 November 2007.
The honour was conferred on Dr Eskander in
recognition of his leadership of the reconstruction
of the INLA following its burning and looting in
2003.

The Award is presented annually by the Scone
Foundation to recognise an archivist or archi-
val researcher who has made a considerable
contribution to the profession and who has
provided important support to scholars conduct-
ing research in history and biography. Stanley
Cohen, President of the Foundation, said that he
established the award when he realised that there
were no programmes to recognise outstanding
archivists. Dr Eskander is the fifth recipient of the
award.

Dr Eskander used the opportunity of his acceptance speech to urge the US Government to return Iraqi documents seized by the US military since they belonged to the Iraqi people and represented an important part of Iraq's heritage.

Stanley Cohen, President of the Scone Foundation, introduced him by offering a general review of the importance of archives in a free and open democratic society, and deploring the Bush Administration's Executive Orders which reversed a presumption of disclosure for one of secrecy that will constrain public access to presidential documents.

The Award was presented to Dr Eskander by Andy Stephens, Secretary to the British Library Board. The British Library has hosted Dr Eskander's diary blog on its website at http://www.bl.uk/iraqdiary.html.

Stephens said: 'Saad Eskander has succeeded single-mindedly in restoring the INLA to a semblance of professional normality while operating under quite unimaginable odds. Against the breakdown of civil society in Iraq he has maintained a clear sense of the importance of national archives to the development of a democratic and secular society. His is a quite remarkable achievement'.

Catriona Finlayson
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University of Buckingham

STAFF NEWS
Mrs Swee Har Newell, our Business and Humanities Librarian has retired after over 30 years of working at the University of Buckingham Library. We welcome Kate Worrall as the new Business and Humanities Librarian.

SIRSIDYNIX
We are currently looking at the SirsiDynix Enterprise Portal Solution, to replace our OPAC, and also considering this portal for use across the University.

Louise Hammond
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Cardiff University

UNIVERSITY LIBRARY
Two exciting developments came to fruition during summer 2007, moving the University Library Service well and truly into the 21st century.

SELF-SERVICE / RFID CIRCULATION
After a long period of planning, and a European Tender, we implemented self-service circulation in three sites (the Aberconway Library serving Cardiff Business School, the Duthie Library, our main medical library in the University Hospital of Wales, and in the Law Library short loan collection). A fourth site will go live in late 2008 / early 2009, when a major refurbishment of the Trevithick Library (Computing Science, Engineering, Physics and Astronomy) is completed.

Intellident were selected as the supplier, and implementation was linked with the introduction of RFID technology for circulation, security, and stock control purposes. Cardiff's was the first, and essentially trouble-free, implementation of Intellident with the Voyager LMS.

Our users have been really "wowed" with the appearance and easy functionality of the Paragon workstation. A combination of careful planning regarding the siting of the Intellident equipment, along with a policy that makes self-service the default, normal method of undertaking circulation business, means that within three months of implementation around 90% of transactions are now self-service!

ABERCONWAY LIBRARY REFURBISHED
The Aberconway Library has almost literally been turned upside down during the summer. The entrance is now on the ground floor and not the first floor, improving accessibility. It also has it's own entrance from outside the building, so that it is more easily located. Along with the implementation of self-service / RFID circulation it has been totally transformed. Internal navigation is now more logical, and issue desk staff time has been released so that more staff support is directly available to students and researchers.

Innovations include a Plasma Screen TV showing business news, and purpose-designed secure storage for users' laptops. The Intellident implementation includes an external, out-of-hours return chute that clears the loan when the book is deposited in the chute.

The re-designed library has been carefully designed so that the quietest zones are located furthest away from the Library entrance.

The changes and new features were included in the design as a result of feedback from student focus groups during the planning process. This has paid dividends in the form of extremely favourable response from users of the new library in the autumn semester.

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University of East London

It's been another busy period at UEL, with a number of exciting projects reaching their conclusions, while others are just beginning. Work on our JISC (Joint Information Systems Committee)-funded East London Theatre Archive project has begun in earnest whilst some of our partnership projects with the academic community have been successfully completed. Library and Learning Services staff once again took a lead in organising university events for Black History Month, while our Learning and Teaching team have participated in a new University peer observation initiative.

ARCHIVES

Work on the JISC-funded East London Theatre Archive digitisation project, led by UEL, has begun in earnest. Our partners include the V&A (Victoria and Albert Museum), the Theatre Royal Stratford and Wilton's Music Hall. By the end of November we will have completed the last collection survey – so far we have discovered some wonderful material, including a speech by Liza Minnelli! The project team is expecting to start image checking and cataloguing by mid-January.

RESEARCH OPEN ACCESS REPOSITORY (ROAR)

Our bid for JISC funding to set up an institutional repository for research publications and other digital material was successful. We expect to recruit a project manager by December and we plan to be running the pilot phase of the project in the summer of 2008.

BLACK HISTORY MONTH

Once again the Library organised some very successful events for Black History Month. The exhibition *My roots, our heritage*, on loan to us from Eastside Community Heritage, was the inspiration behind this year's poetry and art workshops held for children from a local primary school. The children were asked to go home and collect "one big memory" from their parents, grandparents or aunts and uncles, and bring it to the workshop to inspire their poem or drawing. Our Library Assistants, poet Michelle Clarke-Campbell and artist Carol Hughes, inspired them to produce some wonderful work which we hope to exhibit in Docklands Library before Christmas.

The University also hosted an exhibition illustrating the work of *Gandhi, King, and Ikeda*, men who have based their actions on non-violent means. Both exhibitions fuelled the main event of the month. *Keeping the peace? Gangs, culture and identity* was an evening of poetry and debate asking the question "Is it possible to keep a philosophy of peace while identifying with gang culture?"

Speakers on the panel included performers, academics, young people and community leaders, with performances by poets shortMAN, Michelle-Marie and Dalphinis Morgan. The evening was so successful that people are still contacting us for further information about the topic. We hope eventually to put a film of the event onto our Website.

LEARNING AND TEACHING

Our new Sports Law portal is now live. The portal was developed in collaboration with colleagues from the School of Law to support a new sports law module, but it is also intended to offer a really useful resource for anyone interested in the Olympics and its impact on the local community. The University's Web team has provided invaluable expertise throughout the project, which was paid for from the University's Learning and Teaching Committee fund for developments in learning and teaching.

Another Learning and Teaching development project is nearing completion. The Library Game features an alien who needs help to find his way around the library. The idea is to use gaming technology to introduce library skills to students in an enjoyable, self- guided way. A prototype has already been produced and we expect to have the final product ready for use from December.

Our Learning and Teaching team of Subject Librarians has recently received training in the new UEL peer observation initiative. Two members of the team have already participated and found the experience very helpful in reflecting on their practice and developing their teaching skills. Four others are preparing to participate in the coming months.

We are about to conduct a survey of academic staff to ascertain their views of our service and their requirements for the future. We also hope that this will help us to promote some recent developments. Team members will conduct a series of one-to-one interviews with selected members of staff from each academic School as well as circulating the survey to all members of teaching and research staff.

COLLECTIONS

This year we have targeted funding to develop an e-books collection of critical texts. We have been able to purchase key texts for all subject areas as part of our strategy to promote e-access for the growing number of students who are studying part time or who spend long periods off campus on work placements. We have also been able to take advantage of the JISC initiative to offer a wide range of e-books free of charge. The initiative has so far been very well received by academic colleagues and students alike.

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Keele University

BUILDING REFURBISHMENT

The second phase of the Campus Library refurbishment was undertaken in summer 2007. It was completed on time and has delivered a significantly enhanced and more flexible learning environment. Additional services now available include:

- five bookable group study rooms;
- a library training room;
- four RFID compatible self issue machines;
- extended refreshment area;
- refurbished IT Suite;
- refurbished Music Library.

These are in addition to the new entrance, service points and group study areas created in the first phase, undertaken in summer 2006. The feedback we have received from students, staff and visitors has been very favourable and, to paraphrase one comment received, the overall impression seems to be that the building is 'lighter, brighter and generally more fit for purpose'.

LIBRARY PROVISION AT SHREWSBURY

Keele Medical School has begun sending clinical students on placement to the Royal Shrewsbury Hospital. As a result, the Library has entered into a service level agreement with the Shropshire Education and Conference Centre (SECC) Library at the hospital to provide services for these students. From 2008, these will be delivered from a brand new health library, which will also serve Staffordshire University staff and students based at Shrewsbury and NHS practitioners. This is an interesting example of an HE/NHS collaboration that involves two universities and several NHS partners.

NEW ARRIVALS & DEPARTURES

In August, we welcomed Scott McGowan as the new Digitisation and Copyright Officer for the Library and, in December, Jo-Anne Watts as the Liaison Librarian for Humanities and Social Sciences, and Dr Rachel Gick as the Liaison Librarian for Health. They replace Georgina Spencer who has moved to the post of Learning and Teaching Developer in the Faculty of Humanities and Social Sciences, and Dave Bird who is retiring. Thanks to both of them for their efforts and best wishes to Dave in his retirement.

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Leeds University

LIBRARY CALENDAR

Leeds University Library has produced a 2008 calendar featuring 12 full-colour images from the Brotherton Library, specially chosen to represent both the diversity of the unique collections and the architectural beauty of the building. As well as being popular on campus several calendars have already 'crossed the pond' and have been warmly received by our colleagues and associates overseas.

SPECIAL COLLECTIONS VIRTUAL TOUR

A new online 'exhibition' of highlights from Leeds University Library's special collections can now be seen at http://www.leeds.ac.uk/library/spcoll/virtualtour/.

The presentation is designed for visitors to the library website, but is also available for people visiting the library in person, who are often disappointed that so few of the library's treasures can be immediately visible when they come. Some 60 significant items and collections are featured, illustrated by over 140 images, though of course visitors can look at as few or as many of them as they wish.

We have aimed to show the diversity of our collections without compromising on quality. Thus we show items from seven centuries, from incunabula to a poem written for the 2000 millennium. As well as printed books and manuscripts, there are artefacts such as playing cards, a sardine tin, a toy dog ... The subjects range from religion to warfare, cookery to politics, science to theatre. There is an emphasis on the unique. The texts that accompany the images are rather longer than is suitable for conventional exhibition captions, which can seldom be read sitting down! They aim to entertain and inform, usually explaining how Leeds University Library comes to have the particular item or items we describe. We hope to convey the accurate message that there are plenty more unseen highlights.

New JISC project for Leeds

The IncReASe project (increasing repository content through automation and services) is an 18-month, JISC (Joint Information Systems Committee) match-funded project to enhance White Rose Research Online, the joint institutional repository for the Universities of Leeds, Sheffield and York. The three White Rose libraries are partners in the IncReASe project but also have an ongoing collaborative arrangement for the management and population of the shared repository system. The repository has had a steady growth rate since its creation, but now needs to 'scale up' and make the transition from a project to a sustainable service. The key target content for the White Rose repository is 'research outputs' – predominantly published journal articles, but the repository also holds conference papers, working papers and book chapters.

The IncReASe work packages look at how automation could speed and enhance repository processes, for example through bulk import of research papers from local databases and through automated checking of archiving policies against the RoMEO database (http://www.sherpa.ac.uk/romeo.php). The project will address what can be done to ease the ingest of older publications but, crucially, it will assess how the repository fits with researcher workflows and how best to capture new research as it is produced. The requirements of open-access mandates from research funders will be reviewed; in particular, one work package will look at establishing a link between the White Rose repository and ESRC's (Economic and Social Research Council's) 'awards and outputs' repository so that depositing into White Rose will automatically populate ESRC's repository and thus meet ESRC's deposit requirements.

Full information about the IncReASe project can be found online at http://eprints.whiterose.ac.uk/increase/.

Library support for RAE

The library played a major part in the Leeds research assessment exercise process and submission, being responsible for checking all the citation details (the RA2) for well over 5000 publications. This included locating and adding digital object identifier (DOI) links for all journal articles. It involved a lot of consultation with and advice to academics on the interpretation of HEFCE (Higher Education Funding Council for England) guidelines. The library is also responsible for supplying all the materials to HEFCE, either in PDF or physically in print/multimedia output (we have 1000 of these to box up and send off!).

Leeds Metropolitan University

Putting learners first: designing library spaces for the 21st century

July 2007 saw over 50 delegates from across the country attending a conference on designing library spaces, hosted by Headingley Library and showcasing the recent library refurbishment. Speakers from the academic and public library sectors explored the changing nature of learning spaces and the uses of technology, such as RFID, to enhance the student experience.

24 hour opening

The libraries at Civic Quarter and Headingley now open 24 hours a day throughout the year. This is a significant increase in opening hours as it extends existing 24 hour opening beyond semesters into vacations and now includes full weekends.

The new opening hours were the theme for the Freshers' Festival library stall with a "spinning clock" and related prizes helping us to get the message across in a fun and interactive way.

Short loan collection

We are currently reviewing our short loan collection, including a pilot project to monitor its effectiveness. In response to feedback from students about the early return times for short loan items we have changed the return time to 10:00. This will enable students with caring responsibilities and long journeys more time to get material back without incurring fines.

The Big Draw

The library continues to work in partnership with the Leeds School of Contemporary Art and Graphic Design. Approximately 150 students participated in The Big Draw, a 24 hour round the clock marathon of drawing and creativity in the Civic Quarter Library. A range of drawing activities were undertaken publicly, from drawing on the windows of the library itself – as another mechanism to publicise the new 24 hour opening - to drawings on the floor out of Gaffer tape, stop-motion animations and observational drawings of the customers of Costa Coffee in the university to a re-telling of Little Red Riding Hood through found images from the slide library. Student sketchbooks were highlighted on the walls of the university and students using the library were encouraged to draw what they had come into the library to find on post-it notes. The atmosphere around the library created by the students was dynamic and energetic - passers-by watched and asked questions of the students as they drew and there was a palpable sense of a creative community cooperating in showcasing their considerable artistic talents and the importance of drawing in their work.

Hippos and peanut butter. A match made in heaven!

Where can you find a reference to both a hippo and peanut butter and not be accused of wasting time at work? The answer is the newly launched Help and Information Point wiki. Inspired by recent training events on Web 2.0 technology information officers have created a new wiki to replace our old HIPO (Help and Information Point Online) intranet. The site is hosted by "pbwiki", a company which claims that managing a wiki is as easy as making a peanut butter sandwich (so now you see where the initials PB come from!). Improvements include a more memorable and easily accessible URL, a fully functioning search facility, and the opportunity for all staff to get involved in updating and creating content.

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University of Liverpool

Extension to the Sydney Jones Library

This has been an exciting year for library staff at Liverpool. August 2007 saw the long-awaited opening of the extension to the arts and social sciences library. The extension, now known as the Abercromby Wing, was formerly the University's administration building and it now houses the reception area, issue and information desks, PC and study areas, staff accommodation and a walk-in short loan area. There is also provision for group and postgraduate study and a busy library café.

The new short loan area is proving very popular with students. Entry is via an access control system, allowing us to limit use to University of Liverpool staff and students. Within the short loan area there is provision for photocopying and access to the Library catalogue, a limited amount of study space and also some beanbags for those who want to relax while they read. The loan period has been increased to 1 day and RFID self issue has been installed, all the books and off-prints having been tagged before the move to the new wing.

The new wing has been zoned to provide a variety of study environments to suit the differing needs of students. The ground floor provides social computing space, the first floor is for quiet study and the second floor is a silent study area. Phones can be used on the ground floor, the link building and the stairwells. Although there are PCs on the upper floors the zoning has been remarkably

successful; even the staff feel that they have to whisper when walking through the study areas!

The old library building, now known as the Grove Wing, is in the process of being refurbished floor by floor and this will involve moving every item of stock at least once. The ground floor of the Grove Wing will house a new Special Collections and Archives reception, reading room and work area; there will also be provision for climate controlled display areas. The project is scheduled for completion in summer 2008.

PROPOSED IMPROVEMENTS TO THE HAROLD COHEN LIBRARY

The University Library has recently been awarded £230k from the Wolfson Foundation to contribute to a £640k scheme to improve the three reading rooms, and the landing that connects them, on the upper floor of the Harold Cohen Library, which covers science, technology and medicine.

The North Reading room will be turned into a flexible learning area, allowing scope for group work, providing presentation facilities and soft seating areas and facilitating more informal approaches to learning. The South Reading Room will be turned into a medical subject area with easy access to the library team supporting medical students, who will be in adjoining offices visible from the reading room. The changes to be made to the main reading room are essentially about restoring its identity as a traditional room for silent study and achieving a standard of decoration and finish which matches the grandeur of the room.

The bulk of the work on the Harold Cohen Library is likely to be carried out during summer 2008.

NEW ELECTRONIC RESOURCES

Generous funding increases from the university in both 2005/6 and 2006/7 have allowed us to invest in a greatly improved collection of electronic resources. Following the successful launch of ebrary Academic Complete we have expanded our e-books portfolio with the purchase of over 6,000 recent titles from Taylor & Francis and the purchase of collections from Morgan & Claypool and Elsevier, together with subscriptions to Knovel and Cambridge Companions Online. We are now purchasing perpetual access titles on a regular basis on ebrary and Myilibrary, having ensured that we have designed procedures to make e-book acquisition through these routes as streamlined as possible. We have finally established an online reference collection, based upon subscriptions to Credo Reference and Oxford Reference Online.

We have purchased almost all the remaining ScienceDirect journal backfiles, all titles from Blackwell Publishing and some Wiley collections; we are also subscribing to the SAGE Publications backfiles. Having exhausted the supply of NESLi2 Big Deals we held long-term trials of collections from small- and medium-sized publishers, and now subscribe to collections from Mary Ann Liebert, IOS Press, Guilford Publications and World Scientific Publications.

We have improved access to our e-resources by replacing LinkFinderPlus with SFX and by replacing our aborted ENCompass implementation with Metalib. We are running both services on Ex Libris servers which allowed for very rapid implementation: eleven weeks from initial training to going live for Metalib.

INFORMATION LITERACY

The University's Learning and Teaching Committee has adopted minimum standards for information literacy, requiring that all undergraduate and taught postgraduate students are equipped with the following five abilities on graduation:

1   The ability to articulate a need for information and identify a range of resources from which it might reasonably be met.
2   The ability to construct strategies for locating information, including the identification of keywords and synonyms, constructing a search strategy using appropriate commands (for example Boolean operators) and knowing how to broaden and narrow a search.
3   The ability to locate and access information, including using the library catalogue, indexing services, citation services and databases, and using current awareness methods to keep up to date.
4   The ability to compare and evaluate information obtained from different sources, including awareness of bias and authority issues and understanding of the peer review process of scholarly publishing.
5   The ability to organise bibliographic information and convey it to others, including constructing a personal bibliographic system, citing references appropriately and understanding issues of copyright and plagiarism.

These are loosely based on the SCONUL 'Seven Pillars' model. The Academic Liaison team are working with Schools and departments to imple-

ment these standards and to embed the teaching of information literacy into the curriculum so that it is both compulsory and assessed. The adoption of the minimum standards and the ongoing work with schools and departments has led to a substantial increase in the amount of tuition provided by library staff. Our goal in introducing these standards was to make students more skilled and discriminating users of information, something we believed would lead to both better quality learning and the acquisition of skills which would be of value to them in employment and later life. The next step will be to evaluate the impact of the standards and the tuition provided by library staff to see whether we are achieving our goal.

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University of London

SENATE HOUSE LIBRARY

Senate House Library is the central library of the University of London and as such, one of the largest libraries in London, with outstanding collections in the arts, humanities and social sciences. We have over 2 million books, more than 20,000 journal titles, rare books, archives and manuscripts, and expert help.

We are now a member of the SCONUL access scheme (Band A). Academic staff and individuals studying for a research degree (e.g. PhD, MPhil) at British universities can now gain free borrowing rights with the Library. To join, potential users should present us with a valid SCONUL access card. For academic staff and research students who do not have an access card, reference access is available.

Other types of membership are also available.

For further details please visit our website: www.shl.lon.ac.uk

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Manchester Metropolitan University

PROFESSOR COLIN HARRIS

Professor Colin Harris retired as Manchester Metropolitan University Librarian on 30 June 2007, a post which he had held since 1 January 1994, and in recognition of which the university has granted him the title of Emeritus Professor. It is probably fair to say that there were concerns on his appointment that he might have little interest in the Library's Special Collections. In fact the opposite turned out to be the case and he worked tirelessly to achieve not only much improved accommodation for the North West Film Archive (NWFA), but also to rescue the Manchester School of Art Collection from poor storage conditions and to create MMU Special Collections in the Sir Kenneth Green Library. This was awarded MLA (Museums, Libraries and Archives Council) accreditation in 2005.

In order to fund the improvements to our various special collections he both led and supported colleagues in various bids and thus played a major role in bringing in significant amounts of external funding for conservation, record creation and digitisation. As a result of the latter, images of items from the Manchester School of Art Collection and of the Schmoller Collection of Decorated Papers can be seen via the MMU Special Collections website, and the recent NWFA BBC Regional News Project website will shortly be available from the NWFA pages.

Colin also played a key role in other areas, for example seeing the Library through numerous refurbishments (all sites bar one), but also through initiatives such as the ambitious "InfoSkills" programme and the establishment of e-space, MMU's institutional repository. Again, shortly before he retired he secured JISC (Joint Information Systems Committee) funding to enable us to investigate the effects of greater advocacy on the use of e-space and to embed it into Library and University workflows.

Externally, Colin was active on the national scene, e.g. in relation to JISC committees. Staff and students who now take e-journals for granted may not be aware that he was one of the first to advocate the "big deal" and was active in the move to get publishers on board to provide electronic content. He was also instrumental in setting up the groundbreaking contract between NoWAL (North West Academic Libraries) and NetLibrary, which as the first large scale e-books contract in the UK, allowed the potential of e-books to be explored in the UK Higher Education environment.

Colin had a significant role in CALIM (Consortium of Academic Libraries in Manchester) as well as in NoWAL, in particular chairing the Staff

Training and Development Group for many years. Under his leadership, CLIP (Certificate in Library and Information Practice), accredited by the Greater Manchester Open College Network, was established. This and other NoWAL programmes have recently been awarded the CILIP Seal of Recognition. He was also instrumental in CALIM's involvement in the RDN, now Intute, and in particular in the successful bid for the Creative Arts and Industries hub, led from and subsequently based at MMU.

In short, Colin's act will be a hard one to follow! We thank him for his contribution, and wish him all the best for the future, both personally and professionally, as he assures us that he will continue to be involved in our profession in various ways.

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Napier University

IMPLEMENTING WEB 2.0 @ NAPIER

As a team of subject specialists we decided to venture into the world of Web 2.0 and we decided to pilot the use of blogs and wikis within the Business and Law subject group. Fortunately within the library at Napier we employ an E-Learning Advisor, Laurence Patterson. He has plenty of experience in this field and was able to advise, guide and help with the creation of these.

The Blog - http://nulisbusiness.blogspot.com/

Setting up the blog was easily done, we use Blogger, and it was also easy enough to add widgets, set up an RSS subscription link, business feeds from the BBC etc. There is also the ability to search the library catalogue from the blog as well as linking to relevant library websites and, of course, to the wiki.

The aim of the blog is not as an online diary but as a way of disseminating information to our various library user groups and to also encourage their input and feedback. We are slightly disappointed that we have not had as many comments left after each post as we would have expected, even a couple would be nice, however we still have to evaluate the reach of the blog. We use feedburner (http://www.feedburner.com) to collate statistics

and it is heartening to see a national and international response (from Eydon, Northants to St Paul, Minnesota) however greater interaction would be good. With this in mind the Meebo widget has been added so that a real time virtual reference desk can be activated. Meebo is similar to tools such as MS Messenger and allows a real time response to submitted enquiries.

The Wiki - http://editthis.info/nulisbus/Main_Page

The wiki was slightly more involved. For the pilot we chose to create the wiki using Mediawiki as we preferred the overall look and feel of it compared to PBWiki which was also tested. Writing the pages for the wiki was not too hard as initially information was exported from existing subject guide webpages onto the wiki as a starting point.

The aim was to create an interactive area for library users to add to existing content and to drive discussion e.g. students could add comments regarding how well they found a particular database, academics could add subject related information.

As yet there has not been any interaction, other than people viewing pages but hopefully this will increase as familiarity with the medium increases. The home page of the wiki has been visited over 3,500 times which is encouraging.

So far it has been a great experience using both of these new technologies especially using them as a teaching tools in user education sessions rather than PowerPoint slides, however once we reflect on the pilot it will interesting to see how we use and develop them from there.

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LEARNING OBJECT REPOSITORY (LOR)

With 90% of Napier students using WebCT for at least one module of their study, and with numbers of distance and online learners increasing, the need for the library to provide support directly within the online Virtual Learning Environment became obvious.
In September this year we launched our Learning Object Repository, piloting the idea with the School of Engineering and the Built Environment. The LOR provides a single access point within WebCT to information skills materials created by library staff. The LOR also allows academics and

course designers to view and interact with the materials before deciding which items they want to download to their modules. Furthermore, the learning objects are dynamic – any changes made by library staff are immediately reflected in the downloaded document in the WebCT module.

Initially the project targets the Professional Skills modules for first year students, and the learning objects themselves have deliberately been created in small, bite-size proportions including some level of interactivity where possible. Current objects include:

- A simple text based introduction to 'what is Athens'
- Camtasia screen recording - logging in and simple searching of British Standards Online
- Camtasia screen recording – finding items on a reading list using the library catalogue
- A brief guide to evaluating information, including a quick quiz
- A brief guide to professional and academic journals
- RSS feeds direct from the internet's most important news sources

Throughout this academic year we will build up the number and range of objects available. We envisage that some materials will be general and of use to students across all years and schools (such as our Podcast for Distance Learners) while some will be subject specific.
So far informal feedback shows that the learning objects have been well received by the pilot groups (approximately 160 students), with the statistics showing 214 views of the learning objects in just 2 months.

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National Library of Scotland

SCOTBIS

SCOTBIS, the National Library of Scotland's business information service has acquired the Global Reference Solution, a major company database carrying data on some 80 million companies from around the world. The SCOTBIS website has also been redesigned and relaunched (www.scotbis. com)

500 YEARS OF PRINTING

The National Library of Scotland is preparing to join in with celebrations to mark 500 years of printing in Scotland. The earliest printed book with a known print date in Scotland is The Complaint of the Black Knight, printed on April 4th, 1508 in Edinburgh's Cowgate by Chepman & Myllor. NLS possesses the only known original copy of the book and it will form the centrepiece of the Library's 2008 summer exhibition. For more on Scotland's earliest printed books, visit here http://www.nls.uk/firstscottishbooks/index. html, and for more on 500 years of printing: http://www.500yearsofprinting.org/

Newcastle University

CHARTER MARK NUMBER FIVE

In November 2007, the University Library was successful in its fifth successive application for the Charter Mark award. Since being the first SCONUL library to achieve the Charter Mark in 1995, we have been strongly committed to its principles and processes as a way of focusing on and improving customer service.

It was particularly gratifying on this occasion to be told by the Assessor that the Library, through its continuing commitment and success, is regarded as an exemplar site for the Charter Mark in higher education. As part of this year's application, we were also asked to help pilot the assessment criteria for the new Charter Mark standard which will be introduced in 2008, and look forward to working with the new standard in the spirit of continuous improvement.

NEW COLLABORATIVE LEARNING SPACES

Following a successful application to the Wolfson Foundation in the second round of the Wolfson/ CURL Libraries Programme, two new social learning spaces were developed in the Robinson Library during the summer.

YourSpace, the larger of the two developments, occupies the main study area on Level 1 of the building, which was previously an underused and rather unattractive semi-basement area. Following complete refurbishment it now provides a bright and comfortable venue for students to meet and work together in high-tech surroundings. The main feature of the space is a number of new group study modules with large screen PCs

which were designed with the help of Gresham Office Furniture. A separate open-plan seminar area with classroom-style presentation equipment occupies part of the room, and comfortable sofas and chairs are ranged around for more relaxed meetings. The wireless network was enhanced, and numerous additional data and power outlets installed in preparation for a new laptop loan scheme, which also uses the YourSpace brand, to be introduced in 2008.

The second part of the development is the Learning Lounge, an internet café near the Library's main entrance, which provides another break-out and meeting place away from the quieter study floors and computer clusters.

By keeping design and project management in-house, while working closely with colleagues from the University's Information Systems and Services and Estates Service, costs were kept down and the whole project was brought in well within budget. Both spaces are very well-used and students have responded very favourably to them. YourSpace is probably the only part of the building that has ever been called 'gorgeous', 'fab' and 'mint'.

Wayne Connolly
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The University of Northampton

New Deputy Director of Information Services

In mid September Alison Brook joined the Information Services Department as the new Deputy Director of Information Management. Alison's background is handling information in all its various guises and delivering that information as seamlessly as possible to users. Her overall remit is to deliver both departmental and institutional management systems and services to the University community.

New Academic Librarian

Kate Chapman joined Information Services as an Academic Librarian in October. She will be working in the team supporting the Schools of Health and Business.

The Benefit of Celebrating Anniversaries!

Our archive is a small and sometimes neglected resource of the University which is managed by one member of staff as part of a wide portfolio of responsibilities. Although we are not able to

spend as much time on the archive as we would ideally like to, we do look for significant events and anniversaries with which to promote its contents. Whilst reviewing material in the archive for a 75th anniversary booklet it was rediscovered that we had a small roll of film showing just over a minute of the official opening of our Avenue campus (when it was the Northampton College of Technology). Apart from the age of the film it is also interesting in the respect that it shows the Duke and Duchess of York (the future George VI and Queen Elizabeth the Queen Mother) in a piece of footage I believe to be unavailable elsewhere. The film has the footage on both 'normal' black and white and in a sepia tinted version.

Although we have only celebrated the 75th anniversary in a very small way, with a display and information booklet for interested students, it was the process of collating information together for the anniversary that provided an impetus to review un-catalogued boxes. Without the search for information for the booklet we would probably not have rediscovered this interesting piece of film.
The film has now been copied onto DVD and the footage is currently on display until the end of the year at the library on our Avenue Campus.

For more information contact Phil Oakman, Records Manager on 01604 892823.

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University of Plymouth

Gateway to e-resources

MetaLib has been implemented as our gateway to e-resources. Feedback to date indicates that MetaLib, although not intuitive, has been received favourably by staff and students, particularly when they have received training. We are also interested to note a 30% reduction in interlibrary loan requests in comparison to the same period last year, which we believe results from users being better able to find the resources they need through MetaLib. We are also in the process of implementing ExLibris' Verde software, for the 'backend' management of our e-resource assets.

Self-service collection of reserved items

Until recently, users have had to queue at the Counter to collect items they had reserved. Reserved items awaiting collection are now filed in the Overnight loan area, so that users can self-serve. To date, the response has been overwhelmingly positive.

Campus Relocation

The university's programme of academic restructuring and campus relocation continues. Library resources supporting Arts were successfully moved from Exeter and Exmouth to Plymouth over the summer, and planning is well underway for the relocation of Education to Plymouth in summer 2008. In preparation, a second library store (off-campus) is currently being established and a major programme of stock review and relegation is underway. The Education move will complete a programme of four major moves in the last five years.

Image archive

Luna Insight software has been purchased to manage large digital image collections. Initially, this will be used to manage the image archive currently used across the University for marketing purposes. In the future, it is planned to hold other collections that are used for teaching, learning and research.

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University of Reading

Main Library madeover

The Ground Floor of our Main Library Whiteknights has been fully refurbished, to create a fitting entrance to a key University support service. Within a million-pound budget, architects JE Jacobs, project managers Provelio, and contractors Morgan Ashurst opened up the space with a contemporary, uncluttered feel, rejuvenating original, architecturally significant features such as the vaulted ceiling and glass balcony. Most importantly, the radical redistribution of space now better reflects today's students' needs.

The development includes:

- A relocated, enlarged Course Collection with additional study space. It was renamed (from Short Loan Collection) as it develops the use of reference-only materials.

- A new 'Knowledge Exchange' to support and encourage varying methods of study and informal academic interaction. There are easy 'tub' sofas and chairs, or study desks and chairs, and flexible screens which can be arranged to create segregated informal space for group work.
- Group study rooms: these can accommodate between two and 12 students for discussing group projects undisturbed for up to two hours.
- A Fairtrade café, so far staffed whenever the Library is open, but with additional refreshment vending machines.
- Replanned and better integrated staff points for Reception, Information and Collection, facilitating more efficient service. Additional V-series 3M Self-Service Points (bringing our total up to six) also speed up service. They now carry more than two-thirds of Main Library's circulation transactions.

The University of Reading's newly refurbished Ground Floor provided a new 'Knowledge Exchange', 'Course Collection' and staffed cafe areas, besides enhancing original features such as the rare vaulted ceiling.

Preparatory work by Library staff began in February 2007 to redistribute 'current periodicals' from the Ground Floor to subject floors, and pre-1960 journals to the Basement. Construction work ran from the end of the Summer Term 2007 until the beginning of the Autumn Term. However, 'we never closed', except for the five statistically quietest days of the year for essential works to the entrance. Construction areas were screened off for customers' protection and services relocated upstairs. The area opened on October 2007, a minimum of overrun works and 'snagging' taking place around Library users during the first weeks of the Autumn Term.

Careful budgeting meant that further work could be done to refurbish some 1st Floor rooms as silent study rooms. In addition, a separate

summer 2007 project upgraded and extended cabling on upper floors to provide wireless access throughout the building.

FACULTY TEAM LEADER CHANGEOVER

September 2007 saw the retirement of long-standing member of staff, Kathy Paterson. Since 1996, she had been manager of the Library's team which supports the University's Faculty of Economics and Social Sciences (FESS). Previously she had been economics liaison librarian, and before that a part of our Circulation Team.

Kathy did much to improve training opportunities for many library staff, both at Reading and beyond. Here she was key in the instigation and planning of our weekly term-time 'staff development hour'. Now ten years old, the programme has a wide and expanding coverage, engaging trainers from within and beyond the University. Kathy was instrumental in the University of Reading Library gaining and renewing Investor in People (IiP) status in 2003 and 2005 respectively. Until recently, Kathy also shared her training skills and experience with the M25 Consortium of Academic Libraries CPD25 group.

Kathy Paterson retired from the University of Reading Library recently, having done much to further training opportunities for both Reading and M25 Consortium library staff.

From 1 October, Gordon Connell was promoted to FESS Faculty Team Manager, replacing Kathy. He retains responsibility for Bulmershe Library as well as taking on the faculty team and staff development roles. Kathy is a hard act to follow but Gordon is already proving a very worthy successor.

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Roehampton University

NEW CYBER CAFÉ

On 11 September 2007 we launched our new cyber café which is called Wired. Getting a name that sounded good the PVC would agree to was probably harder than getting the furniture and everything else done! Hero of the day is Michela Wilkins, our Head of LRC Operations, who masterminded the whole project. She is very happy to be contacted about the project if you would like more information. (m.wilkins@roehampton.ac.uk)

As you can see from the pictures, the space has a coffee bar with eating area plus 50 PCs, printing stations, an adjustable desk for wheelchair users and lots of plasma screens.

There are sofas and comfy seating from Broadstock. In best Saltire Centre style the sofas have built in power supply sockets for lap tops.

One plasma is deliberately set to a pop music channel, so the space is deliberately noisy, which so far seems to be working as a way to draw the more lively students away from quiet parts of the library.

Wired is accessible 24 x 7 using a swipe entry system through a side entrance when the library is closed. Lockable doors then seal it off from the rest of the LRC. One additional benefit is that we also now have 24 x 7 accessible toilets including a disabled loo with a nappy changing table.

One change we are already making is to buy more stools for the PCs. High level PCs were an experiment to see if they would be used by people standing up to say check emails, but all that happened is the stools from the eating area got moved (as you can see from the high tables with no chairs in the photo), so we are buying gas adjustable stools at Christmas.

As an experiment, the coffee bar has operated 24 x 7 this term, but sadly doesn't seem to have attracted enough business to make this work long term. We expect that next term it may be open 07:00 – 23:00.

Wired also has a garden with bright furniture and pots. Despite the cold weather, this is being used on sunny days having been very popular at the start of the year when the weather was warmer. This has given public access to a previously rather dull space. As both the University Librarian's office and mine over look the space (that's our office windows at the top of the photo) we are getting an instant view on use and a much nicer view.

There has been a large increase in the LRC entry statistics and a lot of very positive feedback at meetings from Senate to Programme Boards.

WILLIAM AND THE ORIGINAL MANUSCRIPTS
Our next launch will be the Archives and Special Collections area on the top floor of the building.

This will also see the formal unveiling of the new addition to the collection, which is the Richmal Crompton Collection. This contains her books and original manuscripts. Kornelia Cepok, our Archivist, and our cataloguers are working hard on making the collection accessible and discovering new things every day. More on that in the next SCONUL Focus.

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Advice for authors

SCONUL Focus is the journal of SCONUL, the Society of College, National and University Libraries. It 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 higher education college sector.

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.

Although we do not make strict stipulations about length we do recommend authors to consult a recent issue of *SCONUL Focus* to see if their approach seems in keeping with other published pieces.

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email: sconul@sconul.ac.uk. An online version can be found via www.sconul.ac.uk.

Items should be submitted (preferably) via email or on disk to your contact on the Editorial Board or Antony Brewerton (antony.brewerton@ warwick.ac.uk).

As well as text, we are also keen to publish images and would especially like to include author photos where possible. Please either send prints or digital photographs (resolution 300 dpi or above) to your contact on the Editorial Board.

It is helpful if authors follow our house style when submitting their articles:

- Spelling in '–ise' etc. is preferred to '–ize'.
- Capitalisation is ruthlessly minimal. In individual libraries it is usual to refer to 'the Library', 'the University', 'the College' etc. Please resist this in our newsletter: unless there is any ambiguity use 'the library' etc.
- Spell out acronyms at their first occurrence. Avoid 'HE' for 'higher education', which we prefer to write in full (our overseas readers may be unfamiliar with the abbreviation HE).
- Please use single quotation marks, not double.
- Web addresses should be written in full and –where possible– be underlined for purposes of clarity.
- References should appear as numbered footnotes at the end of the article, in the following forms (we prefer not to reverse surnames and initials)
    1 A.N.Author, *Title of book*, Place: Publisher, 2000, pp 23-6
    2 P.B.Writer, 'Title of chapter or article', in Q.V.Editor, ed., *Interesting articles about libraries*, Place: Publisher, 2000, pp 262-3
    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.