
SCONUL Focus

Number 44

2008

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ISSN 1745-5782 (print)
ISSN 1745-5790 (online)

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Editorial information

The next issue will be published in February 2009.

Please send articles for publication to SCONUL: sconul@sconul.ac.uk

News items should be sent to Toby Bainton: sconul@sconul.ac.uk or to your usual contact person on the *SCONUL Focus* editorial team.

Editorial team

Antony Brewerton, University of Warwick (Chair): antony.brewerton@warwick.ac.uk

John FitzGerald, University College, Cork: j.fitzgerald@ucc.ie

Carol Kay, University of Liverpool: c.kay@liverpool.ac.uk

Diane Lindsay, University of Strathclyde: d.lindsay@strath.ac.uk

Lindsay Martin, Edge Hill College of Higher Education: martinl@edgehill.ac.uk

Lys Ann Reiners, University of Lincoln: lreiners@lincoln.ac.uk

Steve Rose, Southampton Solent University: steve.rose@solent.ac.uk

Valerie Stevenson, Liverpool John Moores University: v.stevenson@livjm.ac.uk

Peter Williams, University of East London: p.j.williams@uel.ac.uk

Published 3 times per year. Price £23.00 inland, £28.00 overseas.

The views expressed in *SCONUL Focus* are not necessarily those of SCONUL or of *SCONUL Focus* editorial team.

Society of College, National and University Libraries

102 Euston Street

London

NW1 2HA

Tel: 020 7387 0317

Fax: 020 7383 3197

Email: sconul@sconul.ac.uk

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

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

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

Victorian town planning for today's librarian

This year I had the pleasure of attending the SCONUL Conference in Edinburgh: Edinburgh is always a please and the SCONUL Conference isn't bad either. Joking apart, this was an excellent conference surveying local, regional, national and international developments in our sector. We have included quite an extensive review of Conference in this issue of *Focus* so those who were unable to attend can get a pretty good flavour of the papers, workshops and other activities on offer. As always, I would direct those wishing to know more to also check out the SCONUL Web site, where many of the presentations are now hosted.

The title of the event was – most appropriately – 'Think global, act local'. This phrase came from local lad Sir Patrick Geddes. Although a couple of speakers alluded to him in their introductions, I must admit to being quite ignorant about this obviously important figure.

So, as a good librarian, once back in my office I rushed to the *Oxford Dictionary of National Biography* to find out more ¹.

Sir Patrick Geddes (1854-1932), I was told, was a Scottish biologist turned social evolutionist and city planner who fought against the wishes of his father to attend the University of Edinburgh to study natural sciences. He left at the end of his first week.

So far, so what? I was starting to doubt the relevance of Geddes to our profession – or Edinburgh even – but I read on.

Gradually, small points of his story started to hit home. In 1878 Geddes was convalescing after a period of illness in Paris where he met Edmond Demolins of Le Playist Societe d'Economie Sociale. He became very interested in Le Play's formula for studying society – 'lieu, travail, famille' or 'place, work, folk'. As a firm fan of the 'rule of three' I too liked this. I was reminded of the 3 Ss I often use to explain the library product ('stock, space, support') and was especially taken by the parallels between this and my own library's mission to connect our users with information, support and their community.

In 1880, on a field trip to Mexico, Geddes suffered temporary blindness which ruled out a career as a microbiologist (because of all the microscopical work which would strain any eyesight left). He thus turned his attention to larger organisms – cities. He chose Edinburgh as the context for his research, particularly the urban renewal of the city's Old Town, looking at the significance of different parts of the urban landscape. This time I was reminded of Lorcan Dempsey's conference paper which began by likening information to a big city, with Google on the High Street and the library hidden in a quiet side street.

By the early 20th century our hero was a 'sociological town planner', concerned with social evolution and the role cities play as the repositories of key cultural influences past and present – perhaps a more abstract version of the knowledge management approaches and institutional repositories that store the intellectual memory of our own institutions.

But the biggest parallel for me came from the key theme of Geddes' thinking: how environment affects behaviour and how the well-being of society depends in part on a harmonious interaction between people and their environment. Isn't this what many of us have been preoccupied with over the last few years – designing environments that will be appropriate for today's users communities and flexible to accommodate the needs of tomorrow's?

Despite initial reservations, Geddes' DNB entry proved a thought-provoking read. I am a firm believer that examples of developments in parallel worlds are useful for inspiring change in our own. But we also need to learn from case studies closer to home, which brings me to the rest of the articles and reports in this issue of *SCONUL Focus*. This issue kicks off with a suite of articles on staff development – one of the firm foundations needed for effective change – and then progresses to pieces on collaboration, multimedia applications and special collections.

Indeed, a variety of tools to help us to think global but act local.

I'm sure Geddes would approve.

Antony Brewerton
SCONUL Focus Editorial Board

NOTES

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McMaster University Libraries 2.0: transforming traditional organisations



Jeffrey G. Trzeciak
University Librarian,
McMaster University Libraries,
Ontario, Canada
Tel: 905 525 9140 ext. 24359
E-mail: trzecia@mcmaster.ca

Libraries today are at the heart of a major transformation in teaching, learning and research on university campuses. Fuelled by emerging technologies, changing student and faculty expectations and use patterns, changing teaching strategies and evolving digital scholarship, libraries have changed dramatically as well. No longer 'book warehouses', libraries have become centres for teaching, learning and research.

While these changes have had a profound impact, our traditional library strength of connecting people to information is still relevant today. In fact, it can be said that 'twenty-first-century fluencies' (information fluency, numeracy, visual fluency, media fluency, scientific fluency and geospatial fluency) are essential elements of a quality education in our flattened world. In order to be successful post-graduation, our students must possess the skills necessary to access and use information – regardless of format – efficiently, effectively, legally and ethically.

Over the past two years the McMaster University libraries have undertaken a dramatic transformation from very traditional academic library to innovative, user-centred partner in teaching, learning and research. It is an evolution that most recently culminated in the receipt of the 2008 Association of College and Research Libraries (ACRL) Excellence in Academic Libraries award, which we received in recognition of 'a successful transformation from a traditional research library to an innovative, user-centered library using technological advances to accomplish its goals'.¹

Successful organisations are measured today, in part, by their ability to adapt to the changing needs and expectations of their users. Adaptation requires a culture of risk-taking and innovation that encourages and rewards the radical rethinking of library resources and services. The McMaster University community is recognised for its ability to lead by reinterpreting/reinventing itself. The recent hiring of a new University Librarian and the hiring of eight new librarians provided us with an opportunity to make some significant organisational changes to meet the needs of the twenty-first-century academic library user.

This article is intended as a guide for other academic libraries interested in organisational transformation. It is intended to provide insight into one organisation, citing examples from our transformation as we move from 'traditional' to 'innovator'. While many of the examples cited in this article represent common themes in academic libraries, what makes our approach unique is that all of them have been accomplished over a brief two-year period of time. Our success can be used as a model for other institutions interested in *thoughtful* and *rapid* transformational change.

McMASTER UNIVERSITY

Founded in 1887, McMaster University is located in Hamilton, Ontario, Canada. The university supports more than 20,000 full-time students, representing a significant increase in enrolment in the last decade. More than 1,434 full-time faculty can be found in our faculties of health sciences, engineering, science, business, humanities and social sciences.

As an early pioneer of problem-based learning McMaster has a long-standing reputation as 'Canada's most innovative university'. It also typically ranks at or near the top in research intensity in Canada. According to Shanghai Jiao Tong University, McMaster now ranks as one of the top 100 universities in the world.² The university's vision is 'to achieve international distinction for creativity, innovation and excellence'.³ Given McMaster's reputation, it follows that it should have a library with an equally impressive reputation for innovation and excellence as well.

McMASTER UNIVERSITY LIBRARIES

The McMaster University libraries consist of four physical spaces on campus: Mills Memorial Library (humanities and social sciences), Innis

Library (business), H.G. Thode Library of Science and Engineering and the Health Sciences Library. The four libraries opened their doors in 1951, 1974, 1978 and 1971 respectively and today are easily among the busiest buildings on campus, achieving a combined gate count of almost 2.5 million visitors in 2006.

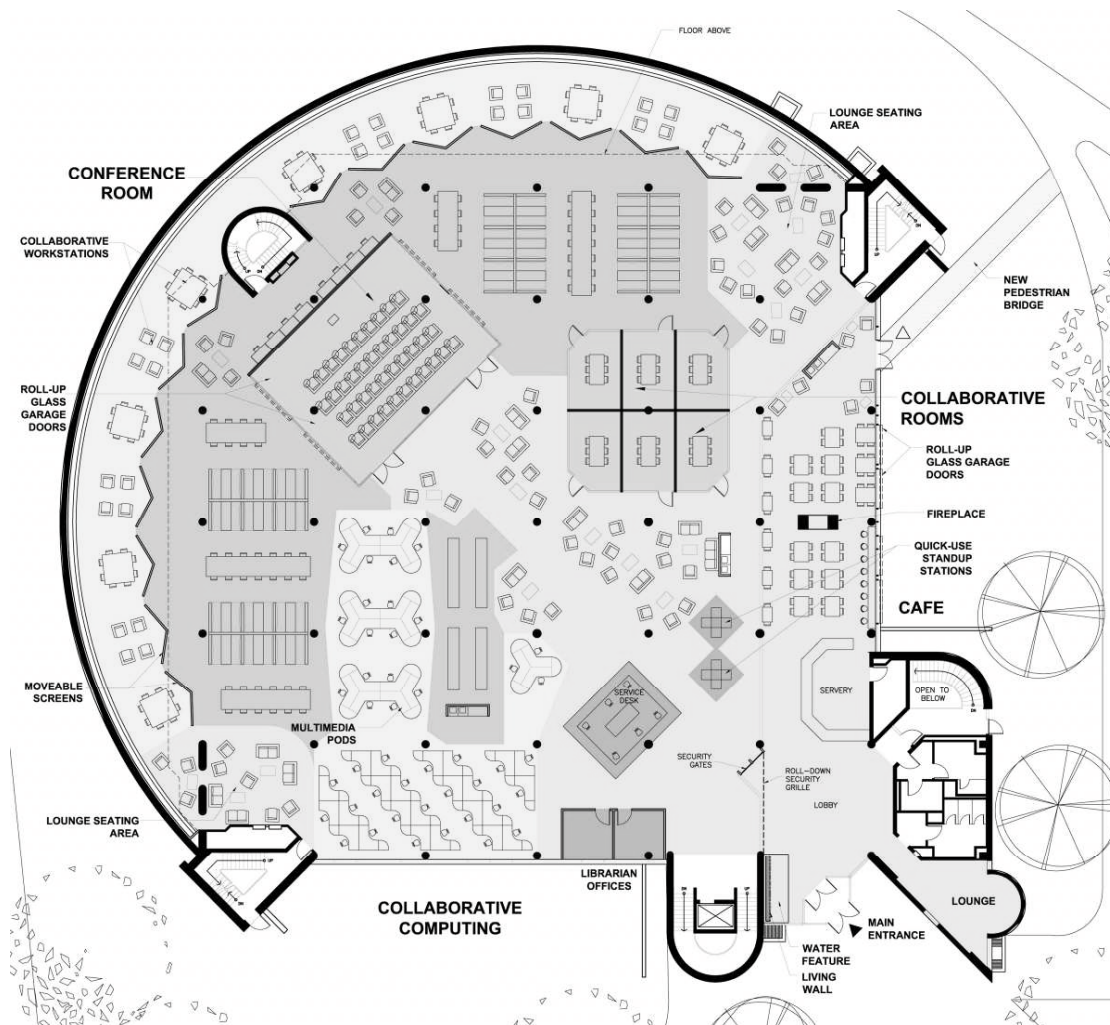
The combined collections of the libraries total more than 2 million books, 20,000 print and electronic journal titles and an additional 200,000 e-resources. General collection strengths support the research and teaching strengths of the university. Particular areas of emphasis include biology, British history, business, chemistry, classics, economics, engineering, English literature, geography and earth sciences, health sciences, maps, nuclear physics and religious studies. The William Ready Division of Archives and Research Collections houses extensive archives including those of Bertrand Russell, a noteworthy collection of eighteenth-century literature and extensive materials related to the world wars.

As a large academic library, McMaster is a member of several organisations including the Association of Research Libraries, the Canadian Association of Research Libraries, the Coalition for Networked Information, the Center for Research Libraries and many others.

In 2002, however, the library was in decline and faced a number of significant challenges. In response the Provost formed an ad hoc committee chaired by a member of faculty with representation across campus to identify the key challenges and make recommendations to address them. The committee identified three areas of concern:

- *congruence* – an absence of relationships between academic and curriculum planning campus-wide and the libraries
- *governance* – a disconnect between library operations and the academic community's needs, and
- *vision* – an absence of leadership and long-range view to challenge the university community to think about the library of the future.

Ultimately the committee's work was incorporated into the transformation of the library. By 2005 the university had begun the process of searching for the next University Librarian. By 2006, the search was completed and the library's transformation was launched.



Proposed First Floor Plan: Learning Commons

McMASTER UNIVERSITY LIBRARIES 2.0:

OUR TRANSFORMATION

The McMaster University community is recognised for its ability to lead by reinterpreting and reinventing itself each generation, based on long-standing traditions of creative thinking and innovation. Focused on four broad areas of transformation, the library launched our plans for transformation in 2006. Disconnected from the rest of campus, the libraries needed a theme that would allow us to reposition our organisation as a leader on campus. We also needed to engage the campus community in a meaningful discussion about their current and possible future needs. To set the stage, we embraced a '2.0' mentality of flexibility, risk-taking and experimentation which we called 'Library 2.0 @ Mac'.

A transformation team, appointed by the University Librarian, worked from September to November 2006 to develop a new transformative model directly aligned with our academic faculties and the strategic directions of the university. The team worked with consultants on a stakeholder review, invited internationally recognised lead-

ers in librarianship to discuss trends in academia and met with library staff individually and in groups. The mandate, team composition, minutes and consultant's report can be found at <http://ultransform.wordpress.com/>.

A series of guest speakers were invited to come and give talks to library staff in areas of emerging interest: Michael Stephens, instructor in the graduate school of library and information science at Dominican University, presented on 'Web 2.0'; Perry Willett, the head of digital library production service at the University of Michigan, spoke about Google's digitisation projects; Michael Ridley, chief librarian at the University of Guelph, discussed the future of libraries; Joan Lippincott, associate executive director of the Coalition for Networked Information, familiarised staff with 'the net generation'; and Carla Stoffle, dean of libraries and the center for creative photography at the University of Arizona, delivered a talk about 'organizational transformation'.

The team also conducted an extensive organisational review with the assistance of an external consultant. That report became the basis for an

organisational transformation focused broadly on four areas:

- Transforming ourselves
- Transforming our spaces
- Transforming our services
- Transforming our resources.

While there were significant changes in services and resources, the remainder of this article will focus on the staff and facilities transformation.

TRANSFORMING OURSELVES

Recognising that our staff are our number one resource, the library began a process of reorganisation that was intended to accomplish four goals: streamline or outsource tasks that do not add value for our users; reallocate positions to new services and new priorities based on user needs and changing expectations; provide training and development opportunities for staff to position them to assume new responsibilities; and more closely integrate the libraries with the academic departments across campus.

A key component to the process of staff transformation was renewal. Working collaboratively with the union and university human resources, the library offered an incentive to all staff members eligible for early retirement. To date, 16 individuals have taken advantage of the early retirement program. The early retirements have allowed us to dramatically streamline back-office processes such as cataloguing and to automate others such as checkout. The retirements also allowed us to eliminate some departments such as copy cataloguing and to merge others such as circulation and inter-library loan. Emphasis was placed on public services, with some staff – including former full-time cataloguers – assuming new roles in public services including IM (instant messaging) and Second Life research support. Additionally, new middle-management-level positions were created, allowing staff the opportunity to advance and easing the workload for the supervisors of now merged service areas such as circulation, research help and inter-library loan. A copy of the current organisation chart can be found at: <http://library.mcmaster.ca/about/mission.htm>.

The early-retirement program resulted in vacancies that then allowed us to create eight new professional positions, including:

- *immersive learning/gaming librarian* – develops and deploys new technologies like gaming

and virtual worlds to make libraries relevant to today's tech-savvy students

- *digital technologies development librarian* – manages our transition from a commercial ILS (integrated library system) to the open source system Evergreen
- *digital strategies librarian* – manages digital initiatives, providing vision and leadership in the development of a library digitisation strategy
- *marketing, communications and outreach librarian* – develops and implements a marketing and communications program for the library, increasing our profile both on- and off-campus
- *teaching and learning librarian* – provides leadership in integrating the library into the teaching and learning mission of the university
- *e-resources librarian* – provides leadership in identifying new electronic information resources and coordinating their evaluation and purchase
- *archivist/librarian* – works with the director of research collections in building and promoting our world-class special collections, and
- *data/GIS librarian* – works with the campus community to promote and provide support for the use of data/GIS (Geographic Information Systems) in the library.

The restructuring allowed us to increase our emphasis on public service, particularly the 'user experience'; increase emphasis on development of digital resources; integrate the libraries into teaching/learning; participate in new collaborative initiatives with other academic libraries; and provide leadership in a growing area of interest: immersive learning environments. In summary, we moved from a model based on transaction-based services to one based on pedagogy and learning services.

Along with the early retirements and new hires we also understood that success would only be possible with additional staff training and development. In order to identify staff-development needs and to share information among staff about professional development activities and job-related training opportunities, the library created a needs assessment survey and a staff development and training website. Staff members were asked to identify the types of professional development they would find most useful, and how they would like to learn about these.

From February to May 2007, library staff participated in Learning 2.0 @ Mac (<http://macetg.wordpress.com/about-learning-20-mac/>), 'a hands-on, immersive learning program that provides an opportunity to explore Web 2.0 tools and the impact these tools are having on libraries and library services'.⁴ The program was self-directed, low-threat and, above all, fun. Eighty-four library staff members voluntarily enrolled in the program. Each week focused on a particular technology and participants were given a task to practice their new skills using freely available online tools (such as Blogger, WordPress, Bloglines, del.icio.us and Facebook). Sixty-eight staff members completed the program along with some staff from University Advancement Services (www.mcmaster.ca/ua/as/) who also participated in the weekly activities.

TRANSFORMING OUR SPACES

Recognising that the 'library may be the most important observation post for studying how students really learn',⁵ our space transformations have had one goal: to transform our libraries into Canada's most innovative space dedicated to learning. However, we faced a number of challenges common to most academic libraries:

- demand for increased study space coupled with declining use of physical collections
- rising enrolment combined with rising gate counts at the library
- changing student expectations for a range of study spaces (silent and collaborative), and
- increased pressure by the University to provide space for other academic departments and functions.



Mills Learning Commons

In order to address these issues, we undertook several physical renovation projects, including the Mills Learning Commons, a major redesign of a traditional library reading room. Once a drab and outdated reading room with none of the hi-tech

functionality required by library users today, the Mills Learning Commons is now 'an active, student-centered learning space that integrates traditional and emerging scholarly resources, information technology, expert help, instruction, and collaborative and individual study space'.⁶ Armed with information from a concept feasibility study, a series of public consultations and a thorough examination of the learning commons model at other institutions, approximately 650m² of library space was renovated to become the Mills Learning Commons.

The result was open ergonomic computing spaces, lounge spaces with soft seating (chosen by students via a 'vote with your seat' contest), collaborative study rooms, bookable consultation rooms and new spaces for academic skills counselling, services to students with disabilities and expert IT help. We added 170 state-of-the-art computers, full wireless access, new printers and scanners, productivity software and special software for students with disabilities.

Based on our success with the Mills Learning Commons, we launched a second learning commons project for the H.G. Thode Library of Science and Engineering. The project will create a hi-tech/hi-touch facility that is attractive to students and faculty alike. It is intended as a space that changes attitudes, practice and outcomes. Students and faculty will have access to:

- high-end computing workstations, multimedia pods, wireless networking and laptops
- welcoming spaces for individual study and quiet reflection
- enhanced spaces for research and IT assistance
- small group-study spaces featuring interactive whiteboards and plasma displays
- classrooms and breakout rooms enabled with video conferencing, podcasting and vodcasting equipment
- collaboration spaces for faculty and graduate students to work on their teaching
- a future home for the faculty of science's integrated Honours Science program (iSci).

LIBRARY SYSTEMS

We also initiated a number of virtual renovations to radically transform our virtual learning environment as well, beginning with the integrated library system and the online library catalogue. By selecting Endeca's *Information Access Platform* as our discovery layer we became the first

Canadian library to implement faceted browsing. The transformation of our catalogue was significant. No longer required to wade through a 'first-in-first-out' catalog, students and faculty can easily locate the materials they need. They can easily search results ranked by relevance and refine navigation by topic, author, genre, language, material type and so on. As our users increasingly turn to electronic resources as their primary source for information, this easy-to-use approach has reinvigorated interest in the library collections, including print as well as electronic.

Building on the success of our catalogue transformation, the library has now undertaken a project to replace the integrated library system itself with *Evergreen*, the open source system. Together with the University of Windsor, Laurentian University and Algoma College, we have established Conifer (<http://conifer.mcmaster.ca>), a collaboration to develop a shared instance of *Evergreen* by 2009. Unlike traditional commercial systems, as an open source product, *Evergreen* will allow our libraries to manage collection resources more efficiently and respond more rapidly to changing user needs.

WEB 2.0

Beginning in winter 2007, we expanded our traditional support services to include hosting blogs and wikis for faculty members interested in using these tools for teaching and research. The 2.0 toolbox (<http://blog.lib.mcmaster.ca/>) can be used to extend in-class discussions, promote group work and provide a platform for collaboration and distributed research in a non-commercial and ad-free academic environment. A few examples of projects include:

- Geography and earth sciences liaison librarian Cathy Moulder collaborated with Professors Carolyn Eyles and Michael Mercier on wiki assignments for a fourth-year geography class on the changing Canadian glacial landscape and a third-year class on segregation in world cities. Charged with the task of gathering and organising large quantities of information, students worked to produce results far exceeding expectations. Students collaborated to solve problems and meet challenges, using the wiki format to creative advantage and experiencing firsthand the satisfaction of seeing their results accessible on the internet. The fact that the assignment was to be graded seemed to be forgotten as

the teams fed off each others' ideas and critically engaged with the topic.

- The Mac Library Experience wiki (<http://libfye.wetpaint.com/?t=anon>) is a 'one-stop shop', gathering together essential information that new students need to know about the library. The wiki format allows students to post and share tips, give each other advice and post comments. One unique feature of the Mac Library Experience wiki is a calendar of events, including introductory tours of all four campus libraries and workshops, designed to help students achieve academic success.
- McMaster's map collection (<http://library.mcmaster.ca/maps/airphotos/1919.htm>) uses a Google Maps mashup as an index for a heavily used collection of 5,000 local air photos. This tool allows researchers to zoom to their research site using Google Maps, and then see whether McMaster Library has air photos covering that site for any time period between 1919 and today. The convenient website eliminates the need to make a special trip to the library to consult paper indexes.

WEB 3.0

Moving from 2.0 to 3.0, the library has begun investing in the development of a space in Second Life with the recent purchase of an island (<http://slurl.com/secondlife/Steel%20City/128/128/0>), in collaboration with the Hamilton Public Library and Mohawk College. The island will position us as a leader in the exploration of library services, collections and spaces in virtual worlds. It will consist of space for both large- and small-group collaboration and instruction, an area for experimentation and discovery and room for 3D exhibits of our digital resources as well as services such as reference assistance and instruction. Currently the island is home to a class project for students in a multimedia digital games course. A sculpture garden is the result of a class project that was a collaboration between the faculty, the libraries and the students.

NEXT STEPS

After all of this change in less than 24 months we felt it necessary to step back and take another look at our direction. The libraries have just completed a new strategic planning process to once again redefine our vision, mission and goals to ensure that they align with the university's reputation

for innovation and academic excellence. The process involved a series of half-day retreats with all library staff where we worked in groups to brainstorm model vision and mission statements, values and strategic directions. The high level of staff involvement in the planning process has resulted in a greater degree of ownership for our new vision, mission and values as well as for our strategic goals. The results of the sessions were then consolidated and clarified by the senior management team with the assistance of an outside consultant. (See <http://library.mcmaster.ca/about/mission.htm>.)

Vision

McMaster University Library will be recognised as Canada's most innovative, user-centred, academic library.

Mission

The University Library advances teaching, learning and research at McMaster by:

- teaching students to be successful, ethical information-seekers
- facilitating access to information resources
- providing welcoming spaces for intellectual discovery
- promoting the innovative adoption of emerging learning technologies.

We value:

- excellent customer service
- collaboration, innovation, creativity and risk-taking
- inclusiveness and respect for the individual
- accountability for our actions and decisions.

CONCLUSION

Above all, we have become a library not afraid of change. It is imperative for librarians at all levels to be involved in, and provide leadership for, change that extends beyond our walls and beyond our traditional roles. In order for the library to grow as an organisation the librarians must have an understanding of current issues and must go beyond simply reacting to or embracing them; they must be catalysts for change on our campuses. We must open our minds to new ideas, forge new partnerships and look to the future rather than the past. We must redefine our profession.

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Charter Mark is dead. Long live CSE!



Lynn Barrett
Academic Librarian,
Computing & Library Services,
University of Huddersfield
Tel: 01484 472047
E-mail: l.barrett@hud.ac.uk

WHAT IS IT?

Those of us of advanced years, who remember O-levels, will possibly read 'CSE' and think 'second best'. Not so – CSE now means Customer Service Excellence and is the new award that is gradually replacing Charter Mark. Like Huddersfield, many university libraries will already have Charter Mark and be wondering how best to move on; others will be considering the award for the first time. I will try to make this equally accessible to both.

So, what is CSE and how does it differ from its predecessor? The Cabinet Office states that:

*'Customer Service Excellence aims to bring professional, high-level customer service concepts into common currency with front line public services by offering a unique improvement tool to help those delivering public services put their customers at the core of what they do.'*¹

CSE was launched on 10 March 2008 after an independent review of the Charter Mark scheme by Bernard Herdern, whose report, published in 2006,² recommended a new standard based on the key drivers of satisfaction. Applications for Charter Mark have now closed and, as certificates last for three years, the scheme will finally end in June 2011.

WHAT CAME FIRST?

At the University of Huddersfield we first considered Charter Mark for our library services in 2004 and actually achieved it in 2005. Current holders will know that a 12-month follow-up visit is necessary to confirm the award and then three years of surveillance or continual assessment before the next big assessment. For

us, because we like a challenge every year, we completed our 12-month follow-up in 2006, then in 2007 added our new learning resource centres at university centres Oldham and Barnsley, and also our archives service which is located within the library. The expected follow-up visit for the centres and archives should then have taken place in 2008, with a full assessment of library services due in 2009.

As chair of our (then) Charter Mark Working Party, I read the draft statement for the new CSE standard, released in November 2007, and experienced what I can only describe as a 'moment of madness' when I decided that we should consider skipping the comparatively easy follow-up year and have a go at the new award. I consulted my head of library services and our Charter Mark assessor, hoping that they would dissuade me, but both felt that we could and should do it. Our assessor recommended a pre-assessment visit in the spring of 2008 just to make sure we were ready, as failing to get CSE status would mean we would also forfeit Charter Mark status. Not a decision to be taken lightly.

HOW DO YOU GET IT?

For those considering the award, a team of people, preferably from different areas of the library service, is essential, as is the support of senior management. The real benefits of the award will only be felt, and will only be achievable, if all members of the service buy into the concept, as opposed to regarding it as a tick-box exercise to receive a certificate (and logo) and a letter of congratulation from the Prime Minister. In 2004 I was one of the cynics, which may be why I was subsequently given the lead, but as I have seen the improvements in our service and read the comments on excellent customer service in our surveys, I have been converted to advocate, with all that missionary zeal which accompanies conversions!

Articles have already been written about preparation for Charter Mark,³ so, rather than rehash the advice given there, I will concentrate on what CSE means and how we went about getting it. As we were trying to achieve a great deal in a short time, we set up a subgroup, consisting of myself, Sue White (head of library services) and Jane Kaye (learning resource centre manager, Barnsley). To kick-start the project, we initially met at least every two weeks in the first two months of 2008 and each time spent around two hours brainstorming our way forward. It became evident very quickly that everything hangs on the successful

identification of your customers. Of the 57 criteria that you have to fulfill, Criterion 1.1.1 states:

'We have an in-depth understanding of the characteristics of our current and potential customer groups based on recent and reliable information.'

The Cabinet Office web pages describe this as customer segmentation:

'Segmentation provides valuable insight into how to provide the best service for all customers by focusing on their needs, motivations and choices. It helps services to move away from the idea that "one size fits all" for customers.'

Get this right and you will find that everything else falls into place. You may have already been doing some work, as we had, into assessing the needs of different customer groups – for example, users with disabilities, international students, researchers – which will provide you with some ready-made evidence. You will soon discover, if you are not already a Charter Mark holder, that evidence, and lots of it, is the key to success. Try to ensure that you have someone in your group who has experience of compiling a portfolio of evidence and the attendant skills of producing a cross-referenced matrix, and start work. Although, in your segmentation, you will need to be able to identify each customer down to an individual level if necessary, we found it easiest to create a flow chart containing broad groups of users, each then leading to a breakdown of those groups with some (disabled users, for example) inevitably overlapping. Make sure you remember potential users and non-users (Criterion 1.1.3: 'identify hard to reach ...'). We accompanied this – by now very colourful – flow chart with a short description of each customer segment and (Criterion 1.2.1) quickly wrote a strategy and schedule for consultation. In fact we were pleasantly surprised, when we put our schedule together, by just how much consultation we were already doing in the shape of surveys (in-house and national), focus groups, questionnaires, student panels and so on.

Once you have your segments and your schedule, you will be able to identify any gaps in your consultations and immediately take steps to fill them, remembering to feedback your findings and any action taken.

Two aspects of the criteria gave us cause for concern:

1.3.1 *We use reliable and accurate methods to measure customer satisfaction on a regular basis.*

Words like 'methodology' and 'sample sizes' give me nightmares and if, like us, you are grateful if anyone turns up to a focus group or fills in a questionnaire, depending on the size of the bribe, then you will probably worry that your methodology and the Cabinet Office's requirements are some way apart. Add to that a university directive not to overload students with surveys and you may feel that you have a problem on your hands. We consulted our assessor, added a statement to our strategy about the difficulties of perceived over-consultation, found some methodology statements for the national surveys and suddenly it didn't seem so bad.

1.3.5 *We have made positive changes to services as a result of analysing customer experience, including improved customer journeys.*

Customer journey mapping looms large on the Cabinet Office site, so that we felt we had to give it some special attention. Fortunately we were able to look back at the reviews of the different services that had been undertaken over the last two years in the library and revisited the process maps which we had created to show where changes might be necessary. Some of these – book renewal, inter library loans procedure, help desk configuration – had all led to improvements in the customer journey and could be used as evidence. But CSE is all about continuous improvement, so we needed, and still need, to look at other journeys that could lead to future benefits for our customers. Again, a flow chart is probably the best way to map a customer journey and if the flow chart becomes too complicated, perhaps this is an indication that the journey is too.

Skip forward to *Criterion 4 – Delivery* – and you will understand why so many organisations now have customer-service standards on their web pages. For Charter Mark we had gradually increased the number of our standards until this year we had 30 – almost all quantitative and all needing regular monitoring. We were bored with them, our customers probably never bothered to read them and our staff were fed up with collecting and collating data. We didn't have time to change *and* monitor our standards before our assessment and admitted as much to our assessor who agreed and suggested that we now select between 10 and 20 qualitative standards that would be far more meaningful to our users. Google 'customer service standards' and identify

a few good ones, making sure you consult your staff and your users to see what they think. As our assessor said, you can always run all your key performance indicators in the background to create any quantitative data you might need. Then make sure, in any surveys you run, that you ask questions that give you the required data to monitor the standards you select and make sure your users know about it.

RESULT!

After all our hard work, our two days of assessment were actually quite enjoyable, particularly when we were told we were successful and that we had achieved Compliance Plus in two areas. We had a few partial compliances – inevitable when you consider the amount of work we had to put into such a short time – but we can now look at getting those right for our follow-up visit in May 2009. The main advice I would give anyone considering the award would be: don't underestimate the amount of work you will have to do and don't forget to put your customers' needs first in every decision you make. Celebrate what you already do well but always stay focused on what you could do better.

The CSE mantra should be:

- Consult.
- Feed back.
- Take action.
- Consult again.

No handy acronyms there!

WHAT NEXT?

We have already had several requests for advice from colleagues in other university libraries and, if there is sufficient demand, we would be happy to run a workshop in Huddersfield. Please get in touch if you would be interested.

ACKNOWLEDGEMENTS

I would like to thank the rest of the working party: Sue White, Jane Kaye, Lorraine Noel, Ann West, Eileen Hiller, Hilary Haigh, Wayne Winterbottom and especially Tanya Williamson, who helped me pull all the evidence together. A thank you also to our assessor Peter Oldridge from EMQC.

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Destination information!

Roisin Gwyer
Associate University Librarian, University of
Portsmouth
Tel: 023 9284 3221
E-mail: roisin.gwyer@port.ac.uk

INTRODUCTION

Each summer the University of Portsmouth library organises a staff development day, or summer event, to which all members of staff are invited. This year the staff development group decided that the theme was to be information literacy (IL) and that the event should introduce staff to the topic, not only to make them aware of some of the activity around IL carried out by library staff but also to think about their own role in promoting it. Past experience suggested that an interesting topic and a lot of interactivity were keys to a successful and enjoyable day. One major obstacle was how to make the topic sound interesting enough so that people would sign up to attend. In the end we decided not to use the 'IL' words at all in promoting the event but to wait until the last session of the day, which aimed to put some 'theory' around the rest of the day, which was to be practical.

THE TASK

We decided to replicate the student experience as much as possible and invite staff, in teams, to research and plan ... not an essay, but a holiday! Their findings had to be displayed at 15.00 hours as a poster plus a short handout; these had to include some top tips and an example of a typical souvenir from each destination. Scenarios were picked from a hat at the beginning of the day.

Holiday scenarios

A family holiday in Europe for two adults and two children (one teenager and one toddler)

A cultural break for a group of ten friends in Russia

An adventure holiday in South America as part of a gap year

An eco-holiday in Scotland for a couple aged 50+

A Christmas shopping break in New York for a hen party

A Hampshire holiday with a disabled visitor who is a wheelchair user

The brief for each group mentioned a 'base room' – we collected some paper resources which we located in a base room and a list of staff 'experts' was posted on a base-room wall. Mid-way through the morning there was a short presentation from our map librarian about how he could help not only with maps but also to produce posters (the map library had recently merged with us so this was a good opportunity to make some of the services available more widely known).

We wanted the groups to think about the process of carrying out the task rather than concentrating on completion, so at lunch time we gave them a handout with a supplementary task for the afternoon. Each team was given a flipchart to list five learning points about the process that they had to agree as a group, and three post-it notes for the top three resources used. These were to form the basis of the feedback session.

TASK COMPLETED

At 15.00 the posters were displayed (only one of the five was late) and the groups shared feedback about their learning points. We used the post-its to make a visible bar-chart of resources used. When the groups started to feed back their learning points and top resources they were amused to find that as well as replicating the student experience they had replicated student behaviour. All the groups relied very much on the web for their information; very few used the base room (which included some useful journals) and fewer sought out the experts; not everyone considered the copyright implications of choosing images for their posters. Use of the map library was significant but all agreed this was because of the timely presentation. Some groups had problems with time management; some broke the rules and changed the scenarios; some had trouble with different versions of MS Office; most had never produced a large poster before.

Bridezilla Tour NYC Christmas 2008



As this was a sitting-down session we followed it with a timed 'show and tell' where a nominated group member stood in front of its poster and pitched the holiday to the other groups in turn, so that each group walked around the display.

The final session aimed to pull the day together and to get people thinking about putting the experience into a wider context. It was at this point that we used the 'information literacy' words! Each person was asked to consider how their role could help promote IL. The evaluation form asked participants to list any staff development they felt they needed in order to increase their knowledge and skills in this area.

OUTCOMES

The day was successful in raising awareness of IL as something for the whole organisation to be involved with. A number of further staff-development sessions were suggested, including referencing, finding copyright-free resources, advanced enquiry-handling and search engines

beyond Google. There was increased empathy for students (who have to do this all the time) and there was a demystification of the work of the faculty librarians and subject teams. The day also got staff from different parts of the organisation working together (we had selected the teams to be as varied as possible).

FEEDBACK

Evaluation forms asked what were the most beneficial aspects of the day. Top of the list was carrying out the actual task itself and 'living the student experience', as one person put it. This was followed by the teamwork aspect and, surprisingly, a number mentioned the 'theory' at the end.

It was a fun day to organise and be involved with, with high energy levels and involvement from staff (about 40 people attended). The posters were very creative and have been left on display for all staff to view. Here's a final comment from a participant:

'A very informative and interesting day of subtle design.'

Looking for an eco-friendly holiday?



WE CAN PLAN-IT!

Want to make friends and get fit against the idyllic background of the Scottish Highlands?

Take a sleeper train from London to Inverness and join us on one of our Habitat Management holidays at beautiful Ardross Castle.



Benefitting the local community and ecosystem, our holidays combine the lowest possible carbon-footprint with opportunities to explore the natural landscape and its cultural context.

You'll work with a mixed-age group of volunteers to carry out conservation work in the countryside surrounding Ardross Castle. You'll eat organic local produce, and have opportunities to witness wildlife in its natural habitat.

ITINERARY

Day 1: Travel overnight from London to Inverness on the Caledonian Sleeper

Day 2: Arrive in Inverness for a day of cultural exploration before scheduled transfer by Land Rover to Ardross Castle

Days 3-10: Volunteer work around the Oak woodlands of Ardross, to remove and control the spread of Rhododendron ponticum. Guided trips to local sites of interest using existing public transport or cycle hire are included on some afternoons.

Day 11: Return transfer to Inverness in time for overnight sleeper.



Visit Black Isle Brewery and sample beers produced locally from organic hops.

Glimpse dolphins, porpoises, seals and Minke whales along the shoreline.

Spot Osprey, Guillemots, Puffins and Herons on nearby cliffs.

Visit the Groom House Museum and explore the Pictish roots of the area.



Plan It: Eco-Holidays in association with



Frontline para-professionals: the forgotten heroes of information literacy

Hannah Hauxwell
*Library Assistant, UWE Library Services,
Hartpury College*
Tel: 01452 702162
E-mail: Hannah.Hauxwell@uwe.ac.uk

INTRODUCTION

In the library and information literature, the topic of information literacy seems to be dominated by two themes: academic collaboration and the definition of information literacy. The former involves liaison with academic colleagues to embed information literacy within the curriculum, on the premise that information literacy skills are central to the educational experience. Attempts to define information literacy as a set of discrete, measurable attributes support this process, which often requires the development of 'learning outcomes'. Other topics, such as the fine detail of planning and running library induction programmes, branch out from these two main concerns.

Most of this, however, occurs at what might be described as the formal end of the information literacy spectrum. The day-to-day activities of frontline paraprofessionals are largely excluded from the literature's account, although paraprofessionals can and do make a valuable contribution to the goal of producing information-literate graduates. Indeed, teaching and promoting information literacy can take place on at least three different levels:

- Policy level: the library service's aims and objectives for promoting information literacy, including academic collaboration such as the development of reading strategies and liaison to integrate information literacy into the curriculum.
- Formal procedures: the first stage of putting policies into practice. This includes the

formal teaching activities offered by the library, such as induction programmes and specialist sessions for particular resources. It also involves the production of support materials such as printed guides and subject-specific web pages.

- Informal practice: the information literacy teaching that takes place within the context of the interactions between library staff and customers.

The three levels need to be seen as a structure of three interdependent layers, rather than as a hierarchy. Like the tiers of a wedding cake, the three levels of promoting information literacy are interdependent. It is the successful integration of these three complementary approaches that makes for an effective information literacy programme.

If 'information literacy' is taken to include any intervention or activity that helps library customers to make effective use of library resources, then a task as simple as showing a customer how to use the library catalogue, or directing them to the correct shelf, is promoting information literacy. Whilst the literature seems to imply that paraprofessionals are the poor relations of information literacy, this author's workplace experiences suggest otherwise.

CASE STUDY: TWO EXAMPLES FROM THE AUTHOR'S EXPERIENCE

Working as a paraprofessional at a higher education library serving both higher and further education students, I interact with a wide range of students who have very diverse learning needs. The library has two service points: a service desk dealing mainly with circulations work, plus an enquiry desk offering more in-depth support. I have always worked on both service points, although traditionally the enquiry desk is staffed by professionals. I have been in this role, assisting customers with their use of the library on a daily basis, for ten years, but only at library school did I discover the term 'information literacy'. To me, helping customers is simply a natural part of my job.

Looking at my experiences through the information literacy lens, as it were, I began to see the frontline paraprofessional role as a vital part of the process. In particular, it seems that paraprofessionals are often the ones who bridge the gap between formal information literacy teaching and individual students' needs. I also find that my administrative duties as a paraprofessional feed

into my enquiry work, and vice versa, as illustrated by the following two examples.

Interlibrary loan requests

My colleagues and I once spent an autumn term working under an avalanche of interlibrary loan requests. A rise in student numbers had led to a sharp increase in the number of requests we were handling. We also noticed that many of these requests were for items that were available within the library, in either print or electronic format. Such request forms were returned to the customer, along with information about how to access the required resource.

When we alerted our professional colleagues to this situation, the question of why it was happening was addressed at a more strategic level (the procedural layer of the three-tier model). Previously, all aspects of library use were covered in a single library induction session delivered during the first term of the degree. Students were not required to do independent literature searches until the second year, so it is no surprise that many of them had forgotten the finer details by then. This has since been revised, so that library teaching is matched more closely to the demands of the course. Now the typical pattern for degree students is: a general introduction to the library during their first year, followed by a more focused 'database' session (covering literature searching and using electronic journals) in their second year and, in some cases, an in-depth session about literature searching for the dissertation in the final year. Over time, this improved approach to user education, combined with an increased availability of electronic journals, has led to a dramatic reduction in the demand for interlibrary loans.

Meanwhile, back at the functional level, we had to deal with the immediate demands of the situation. As well as checking requests and returning those for 'in stock' items, we began to try out ways of dealing proactively with the problem. Interlibrary loan requests are handed in at the service desk. All desk staff were able to check that the copyright declaration had been signed, so one common reason for delays in processing requests was eliminated. More complex checking by all staff proved impractical, but interlibrary loans staff were able to filter requests at this point. Taking my own experiences as an example, typically I would ask the student if they had checked the library catalogue, whilst quickly flicking through the requests. (I confess that I know the names of many commonly requested journals by heart.) I could

then double-check to see if the journal article in question was held, and offer to show the student how to check the library catalogue, so that they became familiar with how the library catalogue displays various kinds of resource.

Interlibrary loans staff accumulate a considerable amount of knowledge through their day-to-day work of administering requests, so we became more confident about giving other advice in context, such as trouble-shooting access to electronic journals, referencing, assessing sources and investigating incomplete citations. At no point were any of these activities labelled as promoting information literacy. They were simply part of our efforts to help students make effective use of library resources in support of their studies.

Demand management

Another interesting area is that of demand management (holds or reservations). There was a time when we were suffering from holds overload. It was not uncommon for there to be dozens of reservations on a single title, as a large cohort of students competed for access to the text. Again, we had to deal with the immediate effects until the matter was resolved: specifically, what do you do when you are faced with a customer who wants a book by next week and there are already 97 holds on the three copies you hold?

The answer is two-fold. First, help the student to find other ways to meet their information need. In some cases students think too rigidly about their recommended reading: I once had a very long conversation with a group of students, trying to persuade them to use any of the A level biology books on the shelf rather than not being able to do their assignment because all the copies of the title on the reading list were out on loan. Secondly, there is equally a need to inform the subject librarian, so that a long-term solution can be reached. In this case, the matter has since been largely resolved by a review of reading strategies (that is, addressed at the policy level of the three-tier model), along with the digitisation of key chapters and other core material.

In my experience, many students do not assimilate the content of library induction sessions, for whatever reasons. Paraprofessionals step into the gap and help students to find information as and when they need it. Taking this a stage further, it can also be an opportunity to challenge students to think in more detail about their information use. For example, a student may ask to be shown

how to place a hold on a popular title, when all the copies are out on loan. The technical skill of placing the hold is one element of the interaction, but it is also a prime opportunity to introduce ways of assessing and choosing texts, by offering them available alternatives.

EMBEDDED INFORMATION LITERACY AND THE INTUITIVE LIBRARY

It is generally agreed that learning that takes place in context is more likely to 'sink in'. I would argue, therefore, that information literacy needs to be integrated not only within the curriculum but also within daily library practice itself. Information literacy can be embedded into the library experience at all levels, from finding a book to researching a thesis. The information literacy promotion which I do in my work as a paraprofessional is just that: giving ad hoc training as and when the customer needs it and is, therefore, receptive to the information. There seems to be plenty of scope for this kind of contextual information literacy.

Going off at a slight tangent for a moment, we need to ask ourselves why we need user education in the first place. The literature talks about 'intuitive' interfaces for electronic resources, meaning that it is obvious what to do. Products such as *Google* or *YouTube* or *Facebook* do not come with an induction session. People just log on and start using them. So is information literacy really an exercise in making our customers fit our services? Are we setting up libraries how we think they ought to be, and then spending a lot of time and effort explaining our systems to our customers? Do we, instead, need to think about making the library more 'intuitive'? If so, the circulations staff are probably the ones who have the best feel for customer needs, experiences and expectations. A library exists for its customers, not for the books or the computers it contains. Frontline staff are the ones who are most aware of this, as they generally have the most contact time with students. The feedback they glean during routine encounters with customers can provide valuable information about how well a formal information literacy programme has worked and what further interventions would be useful.

This account of the paraprofessional role in information literacy promotion comes with a number of 'health warnings'. All libraries have their own dynamics and historical factors which come to bear on the situation. I am not a typical library assistant in some ways: I came to the role with a degree and a high level of IT literacy and confidence, which helped me to build up my skills in

other areas. For me, this development over time has been an 'organic' or 'bottom-up' process: I learnt as I went along. Attempting a 'top-down' implementation of a new information literacy initiative carries the risk of pushing paraprofessionals out of their 'comfort zone' and could have detrimental effects on their motivation. It is better to start on familiar ground. Many library assistants regularly do tasks such as showing customers how to use the library catalogue, without realising that this is part of the information literacy endeavour.

The issue/service desk can provide excellent opportunities to promote information literacy. The desk is central to the library experience for many customers; indeed, unlike formal teaching sessions, it is difficult to avoid the desk entirely. Students cannot learn to evaluate, organise and synthesise information until they have accessed it in the first place, so it could be argued that the work of paraprofessionals is the foundation that underpins all other information literacy activity. This is not about trying to turn library assistants into mini-librarians. Rather, it is a suggestion that paraprofessionals are in a unique position to offer tailored, relevant snippets of information literacy training as part of the day-to-day business of the library. Paraprofessionals can be the ones who bridge the gap between formal information literacy programmes and individual student experiences of the library: they may well be the forgotten heroes of information literacy.

Collaboration on a grand scale: facilitating the transition of first-year students into higher education



Siobhán Dunne
*Humanities Librarian,
Dublin City University*
Tel: +353 1 7008327
E-mail: Siobhan.dunne@dcu.ie

This article describes the development and delivery of a new research and study skills module delivered to all students in an undergraduate degree programme in Dublin City University. It discusses the benefits and challenges of successful collaboration between academics, librarians and other key support staff.

INTRODUCTION

In the summer of 2007 we were approached by our School of Applied Languages and Intercultural Studies (SALIS) to develop a module on study and research skills for all first-year students taking the Applied Languages and Intercultural Studies programme. SALIS staff felt that there was a demonstrated need for this module. Incoming first-year students were missing fundamental research, information-seeking and basic IT skills. Two other university partners were invited to contribute: the Teaching and Learning unit and the Computer Services department.

THE COLLABORATIVE PART

As this module was a collaborative project with other units, we were eager to place our sessions in the context of the material that was delivered by our colleagues. This proved easier said than done! Unfortunately, it was difficult to ascertain in advance exactly what each of the other three providers would be covering. We knew that SALIS would be providing instruction for students as to how to negotiate university life and that prepara-

tion for and assessment of the European Computer Driving Licence (ECDL) would also be covered. Our colleague in Teaching and Learning was to introduce reflective learning and would be asking the students to keep a reflective journal. However, this was all the advance information we had to work with.

Whilst the library had been delivering embedded sessions to students that were context-appropriate and had an inbuilt assessment, with marks contributing to programme grades, this was the first time I had been asked to co-plan a module that had input from both academic and non-academic colleagues. Initially we had a series of round-table discussions about what content to include; as time became scarce, we collaborated via e-mail.

Our face-to-face meetings concerned the logistics of scheduling the sessions. Some components of the module required sessions on a particular date – for example, the ECDL exam, which was organised by our Computer Services department. The remaining time slots were allocated evenly to the other units. Unfortunately, when the planning of the module moved to e-mail, we lost a valuable discussion opportunity. It was difficult to ascertain what content our colleagues would cover and therefore we progressed the planning of the library sessions with a certain sense of ‘tunnel vision’.

PLANNING THE PROGRAMME

In total, the library provided five contact hours for each student. We planned the sessions paying close attention to the module aims, which included:

- introducing students to technologies and resources that would underpin their work at university
- enabling students to gather, interpret and present information
- introducing students to academic writing skills (writing, reviewing, editing, referencing)
- enabling students to reflect on their work practice and progress.

The library was well placed to facilitate first-year students’ transition into and advancement within their university career.

Our three-level information literacy framework had been in operation for a number of years and this module provided scope for us to deliver

and expand on the level-one objectives of this structure. Level-two objectives include accessing resources outside our institution, advanced web searching and compiling a bibliography, and are typically delivered to second- and third-year students. Level-three objectives include understanding the literature-review process, developing a deeper knowledge of subject-specific resources and managing and organising citation using bibliographic management software. This level is usually delivered to final-year or postgraduate students.

DELIVERY OF SESSIONS

Whilst we were able to expand on the level-one objectives of this framework, we made sure that our sessions' learning outcomes were closely aligned to the overall aims of the module and that this was communicated to all students from the start. This was important because the students were much more likely to learn well if they knew exactly what learning outcomes they would achieve, from session one.

Conscious that the majority of our students were coming to us directly from secondary education, we wanted to carry out some diagnostic assessment, which entailed a short ten-question worksheet in session one (see appendix 1). This proved a useful ice-breaker and enabled us to get an idea of where they were coming from in terms of information-searching skills. It was also vital in informing our planning for the remaining sessions. We also used this session to introduce the students to an academic library and we broke them into groups for hands-on sessions.

The remaining sessions covered use of the catalogue, planning a search strategy and citing and referencing. We were keen to ensure a strong element of interaction and reflection by the students and encouraged them to provide alternative solutions to queries. Breaking them into groups and getting them to evaluate the 'how' and 'why' of their peers' approach to finding and evaluating information was extremely effective in getting the message across.

LESSONS LEARNT

Throughout the library sessions, we were determined to provide ongoing formative assessment so that students could improve their learning and we could diagnose their strengths and weaknesses. I think we could have facilitated the former more effectively had we provided timely

feedback both at the time of the assessment and via our virtual learning environment – Moodle. After all the 'teachers' had delivered their sessions, the content was posted on our VLE. I believe that had this content been available offline to all teachers at the planning stages, we could have delivered a much more cohesive module to the students.

When this module had been completed, the students provided feedback as to how they felt it had gone. We received a huge amount of support for our contribution, with just some suggestions for improvement. Some students felt the library content could have been condensed from five to four hours. Others would have valued more time dedicated to citing, referencing and plagiarism.

Advance information concerning the number of incoming students registered for the programme would also have been hugely beneficial. Last year, these numbers could only be confirmed one week prior to the commencement of the programme. This meant that the organisation of resources and any required planning for staff support was limited.

I also believe that it would have been hugely beneficial to those of us working on the module this coming year if there had been a closing meeting last year attended by all four partners, to share ideas around what worked and what didn't, especially as it had been the first year of the module's operation.

CONCLUSION

After completing the first year of this module, we in the library have come to realise that there were definite potential synergies around the preparation of content. I am happy to say that planning for the second year of this first-year module has begun early. The remaining departments have changed personnel and I am in the fortunate position of being the only person with experience of what worked, and what didn't, last year. Each department involved will also now have an opportunity to formally assess its component – a factor which will inevitably increase the number of students attending a session first thing on a Monday morning!

It is becoming increasingly important to liaise with colleagues from units across the university – both academic and support staff – to ensure that delivery of information-literacy sessions is both content- and context-appropriate. Nurturing this

liaison relationship is even more of a challenge when there are three or four partners involved. However, I strongly believe that if a module such as this is afforded enough time and dedication at the planning stages, the rewards for both students and teachers can be substantial. Although sometimes frustrating over the planning and sharing of content with colleagues, it has been an exciting, rewarding and very worthwhile experience.

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- Appendix 1 overleaf.

APPENDIX 1

Library Quiz - LC100 – Session 1

Student ID number: _____

1. All books in the Library are arranged on the shelves by:

- Title
- Author
- Subject
- Publisher

2. Choose the best source for each information need below. (Use each source only once.)

	Newspaper	Dictionary	Encyclopaedia	Book	Scholarly Journal
Up-to-date report on Sudan					
The latest research into Parkinson's disease					
Background or overview of a topic					
In-depth analysis of the Irish Civil War in 1922					
Definition of "Plagiarism"					

3. Which of the following would you **NOT** find using the Library's Catalogue?

- Videos/ DVDs held in the Library
- Newspapers held in the Library
- Magazine or Journal articles
- Theses held in the Library

4. Which is the best way to find a book **about** Oscar Wilde using the Library Catalogue?

- Search by Author
- Search by Title
- Search by Publisher
- Search by Call Number

5. Which of the following is a characteristic of a scholarly journal?

- Contains lots of advertisements
- The vocabulary used is non technical (for a general audience)
- Articles are written by the journal's own staff
- All articles are peer-reviewed

6. A book you are reading contains the following footnote:

Bonilla-Silva, E. (1997). Rethinking racism: Towards a structural interpretation. American Sociological Review, 62, 465-480.

- This citation refers to:
- A journal
 - A website
 - A book
 - A journal article

7. Choose which option orders the topic from its more general to its most narrow:

- Housing in 1930s, Housing in Ireland in the 1930s, Housing
- Housing in Ireland the 1930's, Housing in the 1930's, Housing
- Housing, Housing in Ireland, Housing in Ireland in the 1930s

8. Which of the following is **NOT** an appropriate factor for evaluating a source of information?

- How high it ranks in Google
- Date of publication
- Objectivity
- Author's background and credentials

9. Deliberately failing to give credit to your sources of information in your assignments is called:

- Abstracting
- Partial citation
- Copyright
- Plagiarism

10. Which one of the following do you **NOT** need to cite?

- A chart from a textbook
- A theory or opinion of your own
- A theory or opinion of someone else
- A piece of information from a website

Librarians and learning developers working together at De Montfort University Library

Kaye Towlson
Senior Assistant Librarian,
De Montfort University
Tel: 0116 207 8039
E-mail: kbt@dmu.ac.uk

Mary Pillai
Academic Team Manager,
Centre for Learning and Study Support,
De Montfort University
Tel: 0116 207 8264
E-mail: mpillai@dmu.ac.uk

INTRODUCTION

In a recent survey De Montfort University students were asked which study skills they'd found difficult since starting their course – and three areas stood out prominently from the rest: 'Writing in an academic way', 'Finding information' and 'Referencing your sources'.¹ This simple piece of data illustrates the purpose of this article, which is to discuss the synergy between learning development and library services in addressing these inextricably linked study skill areas. Over the past two years both librarians and the Centre for Learning and Study Support have worked together to provide a more holistic approach to supporting students in producing confident assignment work.

WHAT DO WE MEAN BY 'LEARNING DEVELOPMENT'?

The Association of Learning Development in Higher Education (ALDHE) introduced its symposium at Bradford University in March 2008 with this useful description of learning developers:

"The distinctive approach of those adopting the term "learning development" revolves around concerns to

demystify academic practices and to work alongside students, helping them make sense of, and getting the best from, their learning."²

Comments posted on the Learning Development in Higher Education network (LDHEN) drilled further down to define learning developers as those who are:

- *involved in teaching and development work with students and staff,*
- *providing learning activities to promote learning,*
- *oriented to learning that acknowledges the subject content*
- *committed to whole institutional approaches to supporting learning.*³

This describes the work of both the Centre for Learning and Study Support and faculty subject librarians at De Montfort University.

BACKGROUND AND THE DEVELOPMENT OF A HOLISTIC APPROACH

Prior to September 2006 study support for 'writing in an academic way' was provided through student services, while support to assist students with finding and evaluating information, plus referencing and citation, was provided through the library.

In September 2006, following a review of the study support services, the Centre for Learning and Study Support (CLaSS) was relocated from student services to library services. This move marked the beginning of a fruitful working relationship between librarians and learning developers, building on the natural synergy between our two professions and our joint ability to offer a more holistic approach to student support. Together we can tell students 'the whole story': how to analyse an academic task, plan an approach, find information, evaluate its worth, acknowledge the source and use it critically to support or strengthen an argument.

This more holistic approach is manifest in the development and provision of a joint programme of library and learning development workshops, themed promotion weeks, the development of 'seamless support' referral between librarians and learner developers, plus the opportunity to offer more coherent and strategic provision in the curriculum.

DROP-IN WORKSHOP PROGRAMME

CLaSS had for several years offered a programme of lunchtime study-related workshops, and this has been significantly expanded to include library workshops and a jointly delivered 'dissertation planning' workshop. Examples of these lunchtime workshops range from 'Finding information for a successful assignment' to 'Critical analysis – how to do it', 'Report writing' and 'Referencing and citation'. Staff from other central services such as counselling and careers also contribute sessions. These include 'Quit procrastinating!', 'Dealing with stress' and 'Preparing written job applications'. All of these workshops are delivered in the library, signalling its position at the heart of learning development in the widest sense. Since providing this extended programme in the library we have seen a 54% increase in workshop attendance; furthermore, records indicate that these non-threatening workshops act as 'gateways' to a wider range of support but especially one-to-ones with both services. We recognise the 'shop window' effect.

PROMOTIONAL WEEKS

Promotional weeks have focussed on 'hotspots' throughout the academic year, including 'First assignment week', 'Aim to improve your marks' week, 'Exam success starts here' and 'Beat the stress' week. These were promoted through the library and across the faculties and received a great deal of interest. Workshop attendance was particularly strong during these weeks. These highly visible events are intended to signal the relevance of these topics to *all* students and to counter any uncertainty about the appropriateness of asking for advice and guidance with study, by promoting its part in effective independent learning.

SEAMLESS SUPPORT

Librarians and learning development staff now regularly refer students between both services, sometimes even introducing students to the member of staff to whom they are being referred. The result (anecdotally from student reaction) has been students who go on to approach assessment with new confidence and enthusiasm. Both services have observed an increase in the amount of students who use one-to-one meetings. CLaSS study tutorial bookings, for instance, increased by over 100% in 2006/07 and by a further 70% in 2007/08. Some of this increase was certainly a result of effective referral.

INPUT INTO THE CURRICULUM

Both services work alongside programme and module teams to provide contextualised input in the form of lectures and workshops. This year 'three-cornered' discussions between teaching staff, librarians and CLaSS have led to a more strategic input, ensuring that our services complement each other. In most cases students are supported to engage confidently with first assignments and to be proactive in using additional help and advice, that is *before* assessment rather than simply as a reaction to poor marks.

We have also been able to build on relationships established before we converged, to introduce both services to new audiences. For example, CLaSS has been invited to work with engineering and computing courses as a result of the library's long-standing contribution in those areas and currently we are working together to address plagiarism concerns in a level 3 health studies module, following an initial contact with CLaSS. Increasingly we are taking this a stage further with sessions that are co-delivered.

IMPACT ON STUDENTS AND WHAT THEY HAVE SAID

Over the last two years we have gathered and analysed students' written feedback and this has confirmed the positive impact of our new approach on students' learning confidence. The comments fall into categories that seem to reflect the development of autonomous learning and higher-level thinking skills:

- **Taking responsibility for their learning:**
 - 'Given confidence to start my essay'
 - 'Shown me that I need to give up one of my part-time jobs'
 - 'Helped me face up to my own learning'
- **Realising there is no right answer**
 - 'Helped a lot in expanding my ideas'
- **Researching confidently**
 - 'I'm going to the library tomorrow – 2–4pm!'
 - 'Got me looking for articles – I didn't know how to do that before'
 - 'It has opened up my search – I can now organise my research and find my way around data bases'
- **Developing opinions**
 - 'Lots of ideas about different perspectives – bit of a revelation moment'
 - 'Sorted out my title and will use charts and tables suggestion to sort out ideas, info and opinions'

- *'Really helped to sort out the jumble of thoughts in my head'*
- ***Finding an academic voice and translating it into writing***
 - *'Using my own experience is a great way for me to write about theory I feel confident to do that'*
 - *'... and interaction with other students was good – will use discussion to start my writing in future'.*

SUCCESS FACTORS AND LESSONS LEARNED

The library as a hub of independent learning

The library is at the heart of the student learning experience, and locating learning development in this context avoids the confusions of the 'welfare' context of student services. The 'whole story' is now told in one place and both promotion of events and access to help and guidance are straightforward and effective. This summer, the study support in the library will be further enhanced when the Maths Learning Centre and IT Training move with CLaSS into purpose-built accommodation in the library building.

Shared aims

The 'gateways' to support described above do much to counter students' misapprehensions about both library and learning development provision. Both services have the shared aims to:

- be pro-active and developmental (rather than re-active and remedial)
- encourage active rather than passive help-seeking (looking for just enough help to carry on independently rather than handing responsibility to someone else)
- enable students to move beyond 'not getting it wrong' to finding a confident academic voice.

Informal social learning space

The new 'learning zone' – a purpose-built social learning space opened in February 2007 – has encouraged a wide range of students into the library and at the same time we have experienced a significant rise in the numbers of students using the study skills provision. We believe these two factors are linked and ongoing evaluation should confirm this.

Active collaboration

Collaboration underpins this model of delivery, within the library – involving all teams to ensure that *all* library staff are able to refer students appropriately – and with other central services

too. This is demonstrated by collaborative initiatives such as:

- librarians and learning development staff teaching together
- the programme of study related workshops, and
- librarians, CLaSS, counselling staff and careers advisers participating in promotional weeks.

This year has also seen the launch of the ASK Gateway (www.askgateway.dmu.ac.uk), in January 2008. This is a web portal which provides students with a single online point of access to study and personal support. The project, led by library services, is a university-wide initiative developed in close collaboration with student services.

Top-down support and evidence-based reporting

The support and vision of the Director and senior management in the library have been crucial to the success of this model. Equally, evidence-based feedback to both the library and faculties regarding the impact of the model has ensured that there is an institutional awareness of the value of a holistic approach.

Alignment to the university's strategy and policy

Team objectives and individual objectives, identified through appraisal and staff developmental reviews, have been closely aligned with library and institutional strategy. This again confirms the institutional value and relevance of these activities.

Highly visible profile

In focus groups De Montfort University students have described how an acknowledged need for support may well be ignored during assignment work if it seems like a diversion or a distraction from the perceived goal of handing in the assignment:

'I feel like I'm being distracted when I'm searching for info to help ... so I don't look.'

It is important therefore that our joint provision is not only effective but also highly visible and easily accessible.

DISSEMINATION

The DMU model of librarian / learner development collaboration has been promoted to the wider professional community through the ALDHE network symposium in Bradford in

March 2008 and at an open house event at De Montfort University (2 June 2008), attended by librarians and learning developers from across the sector in Britain and Ireland. The open house was the result of interest expressed in the DMU collaborative model at Bradford. It offered an opportunity for librarians and learner developers to interact and discuss potential ways of working together throughout the learning cycle.

FUTURE PLANS

Areas identified for future collaboration include:

- collaboration with careers DMU
- increasing liaison with course teams and co-delivery
- reviewing and revising existing study guides and publications, and developing new ones to reflect the converged service
- investigating ways of including the Maths Learning Centre and IT Training into the existing programme of events.

We plan to build on the success of our collaboration and further exploit the synergy between the two professions to deliver a more holistic learning experience for the students.

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RFID: One year on.....



Janice Bell

*Deputy Director of Library and Learning Resources,
Birmingham City University*

Tel: 0121 331 5642

E-mail: janice.bell@bcu.ac.uk

It's now a year since we completed tagging all the stock at the Mary Seacole Library in readiness for the implementation of our brand new, shiny RFID system. It had felt quite an achievement getting that far so looking back over the last year shows just how far we have travelled. Members of the original project team plus DTech and Talis representatives recently met to look over the past twelve months and to look forward to the next twelve.

It would be no exaggeration to say that we are very satisfied with the product and the way in which it has been implemented. It has fulfilled our needs and provides us with a self-service solution which has lived up to our expectations.

The success of the implementation has to a large extent been down to the careful planning that went into the project. We knew what we wanted to achieve from the outset and undertook a vast amount of research into the capabilities of this new technology to ensure it could meet our needs. Our aim was to install a system which would enable us to remove as many barriers to our resources as possible. The specification document reflected this aim and the choice of our supplier, DTech, was down to their ability to be able to demonstrate how their system provided a product which addressed that aim.

So, why are we so pleased? The funding, which we received through the CETL based in the Faculty of Health, was given to us to help address certain needs. We wanted to release staff to be able to give greater support to the students, to reduce throughput of transactions to reduce waiting time and to pilot this new technology in order to benefit future implementations which would positively impact on all our users. We are pleased to say that these needs have been addressed. Our usage statistics illustrate an impressive uptake of the system. Right from the start we had outstand-

ing responses – one week up to 98%. We now have a usage rate of 89%. This rate would actually be higher but the implementation of RFID has allowed us to take on new tasks, one of which is issuing laptops for loan over the counter which therefore affects our self-service statistics.



How have these remarkable figures been achieved? A number of factors have contributed to this success rate:

Thorough preparation was undertaken on the part of all teams to ensure that the system worked well from day one. Members of the university's ICT Team were part of the project team so we had their support and advice throughout. DTech provided us with hardware on site before implementation so that Lending Services staff could work on the screens to ensure they suited our needs.

There was a willingness of the staff to take on the new technology. Although initially apprehensive and not totally comfortable with the prospect of new working practices, the staff at the Mary Seacole Library were determined to make it work. They were fully briefed and involved from the beginning. All staff took part in the tagging process thus creating a sense of involvement and ownership rather than feeling that it was a system which was being "shipped in".

We knew that RFID was going to not only enable us to make changes to working practices but also to require them. Change is never easy and staff did find the changes difficult at first. The role of the staff on the help desk changed and staff were required to take on more of a troubleshooting role than before. We needed staff to work more actively with the students so that our users felt confident with the self service machines. The system freed up the staff to support students finding information around the library. This they have done to great effect.

The nature of queries at the Lending Services help desk is currently being monitored. This should allow us to see trends in queries so that we can proactively address them before they actually arise in the future.



Obviously this has not been a totally trouble-free year but Robin Major, Systems Librarian, reported to the meeting that the system is easy to configure and manage, and that any problems we have had have largely been related to local issues and addressed satisfactorily.

It has been good to see the relationship between our LMS supplier, Talis, and DTech developing over the past year and we feel confident that they are working in partnership to enable our system to develop according to our needs.

Developing a library off-air recording service



Daren Mansfield
*Academic Subject Librarian,
University of Lincoln Library*
Tel: 01522 886094
E-mail: dmansfield@lincoln.ac.uk

As a subject librarian for journalism at the University of Lincoln, I find it not only essential to produce off-air recordings of TV or radio programmes, but to review the curriculum relevance of our audiovisual (AV) collection. When the AV collection was reviewed earlier in 2008 many issues arose, necessitating the possibility to rejuvenate the collection and address the consideration that students prefer media material to be available in modern format. Simply by browsing other university websites it became apparent that the library could revitalise its off-air recording service by offering in-house departmental request forms, contact details and procedures. One of the most comprehensive examples is Bournemouth University's 2008 off-air request webpage, which contains useful sections for student and staff off-air recording requests, programmes requested after broadcast, off-air news and finding programmes.¹ Rejuvenating the collection produced a two-fold summer project in creating an autonomous off-air recording service and transferring off-air recorded videos to DVD format.

The initial part of the project involved setting up an off-air recording facility in the library. Options for obtaining off-air recordings currently involve the purchase of educational videos from the Open University's (2008) off-air recording scheme and membership of the British Universities Film and Video Council (BUFVC).² BUFVC membership enables the library to purchase up to 12 copies of 'formerly broadcast television selected from the Off-Air Recording from BBC1, BBC2, BBC3, BBC 4, ITV1, Channel Four and Five', with an archive stretching back to June 1998. While both of these services are extremely worthwhile they are ultimately limited when compared to a fully established off-air recording facility that responds to staff and student requests with the ability to pre-record digital programmes. A possible solution arrived when the university purchased a Freeview

facility for the Lincoln campus library, meaning that we could autonomously record radio and TV programmes under the Educational Recording Agency (ERA) licence agreement.³

The next stage elicited a few considerations such as the kind of service we could offer, how many library staff to involve, the production of relevant staff guides, training issues and whether the off-air service could be extended to staff and students. We opted for a restricted service to limit the off-air service to in-house provision, because of workload constraints. Such an inexpensive solution meant that recording digital programmes was simple, and gave us the idea to develop a fresh curriculum-relevant off-air collection. Consequently, an off-air group was established, staff were trained in recording and burning programmes onto DVD and re-cataloguing transferred DVDs, while procedures for deleting unwanted videos were drafted. To support the project a contingency bid for appropriate funding was submitted on the basis of initially transferring 500 videos. Under copyright law, it was only possible to transfer off-air recordings that the library had produced. As videos could only be transferred in real time, I submitted a plan of how long it would take to transfer these, which amounted to a substantial summer project, with three machines in operation to transfer videos to DVD. Auditing the audiovisual collection meant deleting obsolete videos, ensuring copyright compliance and transferring curriculum-relevant off-air videos to DVD. We also deleted obsolete purchased videos, which could not be transferred because of copyright regulations. Because much of the audiovisual collection was out of date and contained worn videotape, hundreds of videos were deleted. While manufacturers of CDs/DVDs suggest that they should last for a hundred years, other sources suggest that CDs and DVDs are not as durable as they claim.⁴ Videotape obviously deteriorates after wear and tear, but also due to changes in room temperature and magnetic interference, with their usual lifespan lasting only ten to fifteen years. The project was also a salvage operation and many hundreds of videos were deleted because they had deteriorated and were unwatchable.

To facilitate the project we purchased equipment such as TVs, video players, DVD recorders, DVDs and DVD cases. In some cases, programmes had been recorded over, parts were missing or tapes had been irretrievably damaged. In practice, the transfer of videos to DVD was a start-stop process, as most programmes lasted for about an hour

and could only be transferred in real time, so one machine could transfer seven or eight videos to DVD per day. Online development included creating an intranet page to include a request page for off-air recordings, copyright information and appropriate web links.

To date, the benefits of the off-air project include obtaining highly sought-after shelf space, copyright compliance, a quality audit of the audiovisual collection, student satisfaction and the creation of a student-friendly format since VHS is becoming less popular because it may be perceived as outmoded. In an increasingly transformative era of learning landscapes, the next step for the transferred audiovisual collection is to stream the DVDs onto the university network to create greater study space in the library.⁵

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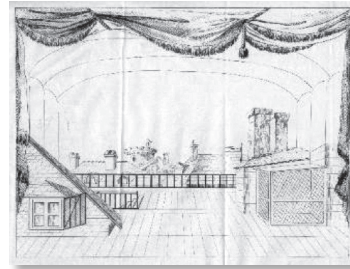
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A Revolutionary approach to digitisation: the Marandet collection at the University of Warwick



Peter Larkin
Subject Librarian,
University of Warwick Library
Tel: 024 7652 8151
E-mail: peter.larkin@warwick.ac.uk

INTRODUCTION



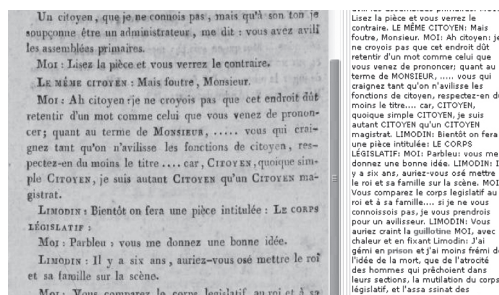
A fold-out illustration showing the stage setting from L'Intrigue sur les Toits by Dumerson (1805)

The University of Warwick's Marandet collection of eighteenth- and nineteenth-century French plays is among the most significant collections of its kind in the country.¹ There are over 2000 plays from the period 1700–1830 and a similar number for the period 1830–1900. Most of the plays were put together by a nineteenth-century French collector, Amedée Marandet, who was himself an actor and playwright. Some well-known first editions had already been sold off when the collection was discovered in a Paris cellar, and the English importer added a number of disbound plays, some of which bear a London imprint. Many of the remaining works and their authors have now been forgotten, but that leaves the collection extremely rich in popular drama of the eighteenth and nineteenth centuries. The plays were acquired during the mid-1970s but cataloguing was not completed until the beginning of this century. Warwick has always felt a responsibility to the scholarly community to make this treasury

better known, despite limited resources. With the advent of digitising technology new opportunities became available within our range, and such projects are inherently more likely to attract funding, both internal and external.

FUNDING

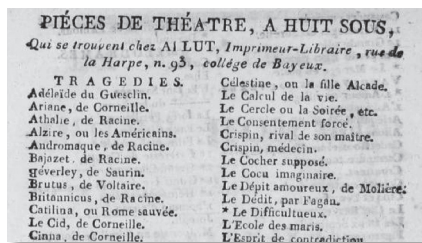
In the academic year 2004/05 Warwick's library was awarded £45,000 from the UK eUniversities project to begin digitising this material. The emphasis from the beginning was to be on e-learning and encouragement for innovatory teaching. This funding could only fuel a limited project, so – with the advice of Warwick's French department – it was decided to select 301 plays covering the Revolutionary period (1789–1799). The selection was based on relevance to teaching, learning and research and also titles which had not been digitised by other institutions. The funding enabled us both to make available the digitised content and to acquire the hardware and software needed to deliver the service. It was decided to outsource the digital imaging to an external agency, for reasons of cost and the lack of appropriate skills within the university to produce high-specification images. The digitisation process adopted produced both preservation-quality TIFF (Tagged Image File Format) and lower-resolution JPEG image files. The initial intention was also to make the material fully searchable, and this meant producing full-text transcript files. Given the intricacy of the French texts and the age and condition of the materials, OCR (Optical Character Recognition) was judged not viable because the accuracy rate was too low (though – with technological advances – we are now reconsidering that decision). It was clear each play would need to be manually re-keyed, and this was also outsourced to a French-speaking external agency. An appropriate Windows server, with server software and with the capacity for current and future projects, was installed within the library to be managed by its own staff (the first time we had established our own Windows server to deliver services). We selected CONTENTdm software to enable web-based delivery and full-text searching as integral to the service. CONTENTdm itself now uses some samples from the Marandet collection to advertise and demonstrate its software to other libraries.



Two key Revolutionary terms as they appear in Les Assemblées Primaires by Martinville (1797)

INNOVATIONS IN TEACHING AND RESEARCH

The experience gained through the initial project has enabled some further, smaller digitisation projects on the collection to be carried out, all involving close cooperation with Warwick's French department, and enabling (to date) 123 plays from the Empire period (1800–1815) to be included. With some funding help from an internal university source designed to promote innovatory teaching methods, a high degree of integration between the collection and a new teaching module, 'Revolution and Empire', has been put into practice. Under this scheme, final-year students have a joint seminar to introduce them to the resources of the print collection and electronic searching techniques, and then they opt to select a small group of plays (typically 4–6) from within the Empire period. Once the selection is approved, those plays are then digitised (still using an external agency) to provide a permanent resource for researchers world-wide. The students can thus gain experience of research-based practice and also be involved in overseeing the preservation from start to finish: they check the digitised content, upload it and add to the very scanty body of secondary material by writing on their selected plays. Essays marked as of 2.1 standard or above are uploaded on the Marandet website. Without the impact of this growing digital collection, students would be less likely to look for research opportunities within it, so there is a direct link to innovatory educational impetus. The project in this form has now been running for two years (typically about 50 plays or so get digitised each year) and there is enough money for it to run for one further academic session.



A list of tragedies on sale in 1806 (some of which had been banned in the earlier Empire period) included in La Matinée d'un Jeune Homme by Duchatel

OUTREACH AND RESPONSE

Central to the project is the collection's own website, which is hosted by the French department.² This contains up-to-date information on the background and progress of the project as well as links to the database and to the library's catalogue (the electronic texts can be accessed through either). There are also links to related projects (particularly Oxford Brookes' CÉSAR) with which we hope to cooperate more fully in the future, and to our own online journal *Marandet matters*. Outside response has been encouraging: as the Guardian commented in April this year, 'Warwick is to be commended on the imagination which led to this remarkable project which advances digitisation, scholarship among junior researchers, and research in the period of Napoleonic France, in one fell swoop.'³ Around the same time, John MacColl commented, on the Research Libraries Group's house blog, that the 'approach to digitisation employed here seems to belong to a new category: not "boutique" ... nor "industrial" ... nor "on-demand". The approach taken with the Marandet Collection was *research-based learning led*, from within an undergraduate programme.'⁴

CONCLUSION

With external plaudits like these, we are hopeful that further funding might be forthcoming to enable us to maintain this unique integration between a library collection and an undergraduate teaching module that introduces the students to genuine research. We are currently applying for a substantial grant to take this project further forward. Our immediate goal is to digitise the entire remaining run of 383 titles from the Empire period (the Revolutionary material is already complete), and then extend the coverage as far as 1830 (just under 500 plays).

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The Mingana collection: one of the special collections of the University of Birmingham



Sarah Kilroy
Senior Conservator,
Special Collections,
Library Services,
University of Birmingham
Tel: 0121 414 5800
E-mail: s.r.kilroy@bham.ac.uk

A two-year project to individually box the Mingana collection of manuscripts has recently been completed. The subsequent re-shelving of the collection led to the creation of a new finding aid which has become a helpful tool in the identification and retrieval of the manuscripts.

The Mingana collection, held in the university's special collections, is a diverse collection of rare manuscripts from the Middle East. It comprises more than 3,000 manuscripts in over twenty languages, including Arabic, Syriac, Ethiopic, Georgian, Hebrew, Samaritan and Armenian. The earliest manuscripts in the collection date from the eighth century AD and they include a section of a ninth-century Kufic Qur'an. The collection also contains some unusual ancient artefacts such as early clay writing tablets believed to be from about 2000 BC.

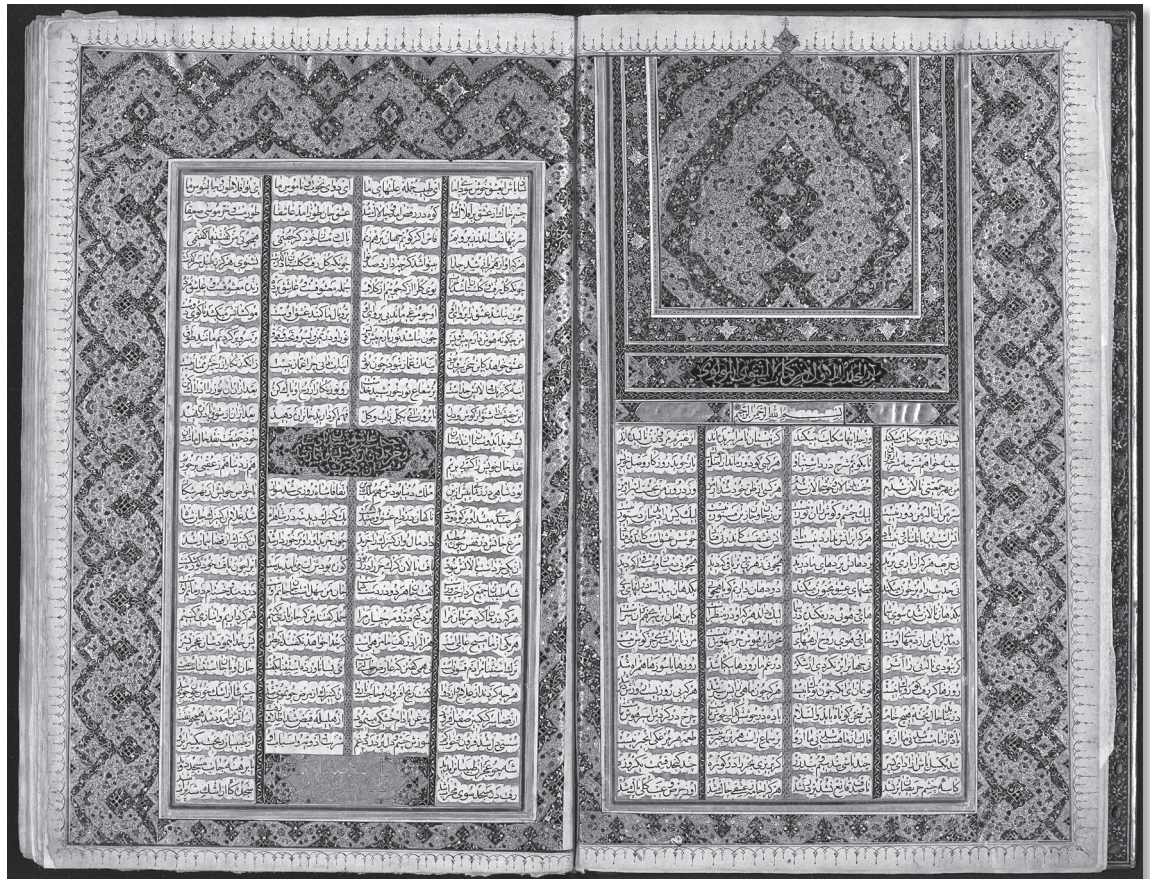
This unique and rich collection was brought together during the 1920s by an Iraqi priest called Alphonse Mingana, under the patronage of the Birmingham businessman and philanthropist Dr Edward Cadbury. The collection was originally held at the Woodbrooke Settlement in Selly Oak, now a Quaker study centre. Cadbury generously named the collection after Mingana, who was appointed its curator, with the task of cataloguing the manuscripts to which he dedicated himself until his untimely death in 1937.



The painted and lacquered cover of a Persian manuscript in the Mingana collection



Some of the manuscripts in the collection have brightly coloured illustrations such as this detail from Shāhnāma by Firdawsi



Intricate illumination to the opening text of a poem on Islamic spirituality, Masnavī by Rumi

In 2005 the Mingana collection was 'designated' as being of international importance by the Museums, Libraries and Archives Council (MLA). In preparation for this a preservation assessment survey was commissioned. The results of this revealed that 71% of the manuscripts were a matter for concern and urgently required boxing.¹

In April 2005 the task of measuring each of the manuscripts for made-to-measure archival boxes began, using a simple book-measuring device. The dimensions were sent to the Birmingham Central Library Conservation Unit where the team led by Tony Barrett, senior conservator, constructed the boxes on a Kasemake box-making machine. Boxes were made in two different thicknesses of archival board, depending on the width of the spine of each manuscript. The initial project was to box only the urgent items highlighted by the survey. However this was soon extended to cover all the material in the collection. Two volunteers, Sara Rose and Jude Stringer, and assistant conservator Marie Sviergula also helped on the project, carefully matching boxes to the correct manuscripts and transcribing the manuscript number to the outside of each box.



Arabic Islamic manuscripts before and after boxing

Once the boxing was completed the manuscripts could be shelved, arranged according to format and the shelf location recorded. This information was transferred to a spreadsheet and made available to all special collections staff. It has since become a useful finding aid for all for the retrieval and return of manuscripts. Subsequently the spreadsheet has been added to with information on which manuscripts are available to readers in digital format. Over 60 manuscripts are now fully digitised and future plans include participating with other university departments in a funding bid to contribute the images to the creation of a virtual manuscript room.

Currently the Mingana collection is housed at the university's Selly Oak campus, two miles from the main campus in Edgbaston. In 2009 the collection will be transferred to a new special collections facility in Edgbaston. This new facility will unite all our collections from seven different sites and will provide expanded reader services in one central location.

Further details on accessing the Mingana collection can be found on our website www.special-coll.bham.ac.uk.

REFERENCE

- 1 D. Jacobs and B. Rodgers, 'Preservation assessment survey of the Mingana Collection University of Birmingham', 2005

The British Library's Higher Education Team and its services

Ian Snowley

INTRODUCTION

The British Library Higher Education Team is part of the Library's Strategic Marketing and Communications Directorate, and its focus is on relationship management across all of the BL's activity in support of the higher education community. This means that the team is here to act as a coordinating point across the Library. As a result, as well as running regular events and managing communications, the team also plays a significant part in advising on key projects which are directed towards the higher education community.

PROJECTS AND SERVICES

At the top of any list of developments impacting on the higher education community has to be the **UK Research Reserve** (UKRR). This summer the Higher Education Funding Council for England confirmed funding of £9.84 million over five years and the scheme will be formally launched towards the end of 2008. UKRR is a key development for the British Library as a partner with lead institution Imperial College London and HEFEC. As well as providing funds to release a total of 100km of shelving in higher education institutions and to ensure its availability from the BL, HEFEC funding, matched by investment by the BL, will also lead to significant enhancements to the document delivery service which will bring improved services to all higher education customers.

ETHOS

From autumn 2008 the way that theses are requested and delivered to researchers will change, because EThOS (the Electronic Theses Online System) will be launched to modernise and replace the current British Library Thesis Service.

EThOS will offer free online access to the full text of UK theses, allowing researchers to tap into this rich and vast body of work from postgraduate students.

JISC (Joint Information Systems Committee), RLUK (Research Libraries UK) and their partners (including the BL and a number of higher education institutions) have invested in the development of EThOS for over three years and are now supporting its transition to a sustainable service. EThOS will provide an exciting opportunity for institutions to contribute to the Open Access movement and to modernise access to theses in the UK.

ARCHIVAL SOUND RECORDINGS (ASR)

The ASR is a major new online resource available free to everyone in further and higher education, providing easy access to rare and historic sound recordings. ASR, launched by the British Library in partnership with JISC, is making available some 12,000 unique recordings from the dawn of recording history to the present day to students, researchers and academics.

ASR breaks new ground in the delivery of digitised sound recordings for use in education and research. It features a huge range of material, including classical and popular music, radio drama, oral history, and field and location recordings of traditional music. Highlights of the fully searchable archive include: unique and previously unpublished recordings of East African and South African music and cultural activities; a comprehensive archive of performances of Beethoven string quartets; and radio material illustrating the richness and diversity of African writing and political culture during the 1960s and 70s.

The £1M project has been made possible through JISC funding and is part of an overall £10M programme supporting the digitisation and online presentation of high-quality content including sound, moving pictures, newspapers, census data, journals and parliamentary papers for long-term use by the further and higher education communities in the UK. The ASR service is accessible to any web user, but access to the audio content will be limited to password-authenticated members in UK further and higher education. The full service will also be available to users in the British Library's reading rooms in London and Yorkshire.

NEWSPAPER AND PERIODICAL DIGITISATION PROJECTS

The British Library has been involved in a number of projects to digitise newspaper and periodical content making these valuable primary resources available in an online, searchable format to further and higher education.

19th Century British Library Newspapers is a new digital collection of over two million pages from 48 regional newspaper titles, taken directly from the extensive holdings of the British Library. The database was created as part of the JISC Digitisation Programme and is available free to all in UK further and higher education. The collection is hosted by Cengage Learning who have also worked with the BL to digitise the 17th and 18th Century Burney Collection Newspapers.
<http://www.bl.uk/collections/newspapers.html>

The Nineteenth-Century Serials Edition, launched in May 2008, is a free, online scholarly edition of six 19th-century periodicals and newspapers. It is a collaboration between Birkbeck College, King's College London (Centre for Computing in the Humanities and the Department of English), the British Library, and Olive Software. This new collection includes key 19th-century titles including Tomahawk, Northern Star and the Leader and is available free online to everyone.
<http://www.ncse.ac.uk/index.html>

ADDITIONAL STORAGE BUILDING AND STOCK MOVES

The BL is close to completing the construction of a new storage building at the Boston Spa site in West Yorkshire. This will be one of the largest and most technologically advanced library repositories in the world, providing a very high standard of environmental storage conditions.

The new facility at Boston Spa is a complex and unique building in terms of its space and systems, therefore it is vital to ensure that the initial placement of material is carefully managed and that risks to the collection are minimised. As a result of this, from January 2009 a collection moves programme will be under way. This will be the largest programme of moves undertaken at the Library since the opening of St Pancras building in 1998.

During the first phase of moves, some low use collections will be moving to the new storage facility and will be unavailable to readers. The embargo period will be for a minimum of nine months, starting from January 2009. As a result, requests for this material will need to be directed to other libraries during this period. Information about the material affected can be found on the website at www.bl.uk/collectionmoves.

This period of restricted access will not affect St Pancras' high use material, for example manuscripts, rare books, standard use monographs, maps, sound archive and music scores. The ben-

efits from these moves will be of great significance for the long-term preservation of the collection and along with the improved access this will outweigh any short-term disruption.

ZETOC

JISC has recently confirmed continuing funding (until 2011) for Zetoc - the service provided by MIMAS at the University of Manchester on behalf of the British Library. Zetoc gives higher education institutions free access to the British Library's Electronic Table of Contents of around 20,000 current journals and around 16,000 conference proceedings published each year. It includes an email alerting service to enable users to keep up-to-date with relevant new articles and papers.

POSTGRADUATE TRAINING DAYS

The British Library now offers research postgraduates the opportunity to attend training days in English, history, social sciences and modern foreign languages in partnership with academic centres of excellence. These specially tailored days of talks, workshops and networking opportunities combine a general introduction to the BL and its services with specialised sessions on subject specific material. Researchers will have the opportunity to learn about all aspects of the British Library collections, from oral history recordings to modern literary manuscripts and ephemera through a variety of workshops with curators.

To help ensure the scheme is accessible to research postgraduates from across the UK, a limited number of travel bursaries are available. The events run from mid-October to early December. Details can be found on the Library's higher education webpages, address below.

KEEPING IN TOUCH

If this short article has increased your appetite for news about the BL, then you should subscribe to the Higher Education Team's electronic newsletter, which can be found on the BL's webpages at <http://www.bl.uk/heservices.html>

For more information about anything in this article, please email Highereducation@bl.uk

If there is more that you need to know about the BL then remember the Team is here to help you!

Library regulations - a necessary evil?



Malcolm Kendall
*Legislation Manager,
Library Services,
University of Birmingham*
Tel: 0121 414 4749
E-mail: m.kendall@bham.ac.uk

Library services at the University of Birmingham is keen to display a 'friendly face' to all its patrons, and in recent years has been endeavouring to develop the working environments that they need. This is no mean feat when there is a large main library and six site libraries on the Edgbaston campus, with three others in Selly Oak, the city centre and Stratford-upon-Avon. Our three major targets across all the libraries are to provide equitable access to resources, a working environment that accommodates the needs of all users and a safe environment for all who work in and use the buildings.

Unfortunately, there are some users who believe that their access needs outweigh those of others, that imposing the working environment that they most prefer upon others is not an issue and that staff are not there to assist in providing a service but are servants to be harangued as they see fit! However, in an age when 'the customer is always right' is it possible to 'draw a line' and, if so, how and where?

In 2005 we attempted to draft some new regulations based on a 'Charter' approach. However, during 2006 and 2007 a number of issues came to light which indicated that our 'lines' were extremely fuzzy and difficult to defend. For example, one ex-student who was accused of not returning library books after graduating claimed in his defence that he had never ever signed a 'borrower's agreement' of any sort and hence there was no obligation on his part to return them. Although this flies in the face of all the evidence presented by our advertised procedures, we found that we were unable to counter this argument in terms of an explicit university regulation.

Although our longer-serving members of staff talked in almost reverential tones about 'the

library rules and regulations', much to our shame we were unable to point to any current 'university legislation' that covered this kind of incident. We found that we were relying on general 'regulations', such as it being a disciplinary offence 'to bring the University into disrepute', rather than on anything specific that related to our library services.

Thus in September of 2007 we decided to adopt a three-pronged attack on this problem:

a) a poster – with bullet-point essential 'rules' for conduct in our libraries. Its purpose: to ensure that anyone using our libraries knows what we expect in terms of appropriate conduct and so that library staff can point to it when they are trying to enforce these rules.

b) a web page – with a simple 'Charter' which outlines what we commit to offer our users and what we expect from them. Its purpose: to ensure that anyone using our library services via our website knows what we expect in terms of appropriate conduct (or at least has access to such information).

c) new library regulations – with detailed information about rules, policies, conduct and (where appropriate) penalties. This would be an official document and should be signed off by appropriate university committees and bodies such as Senate and Council. Its purpose: to codify access, use of facilities, standards of behaviour and conduct and borrowing rights for anyone using library services, and effectively to introduce a type of contract for us to have with students, staff and external users.

I was tasked with setting up the project, project team and project plan to produce these new regulations. After basic planning, there were three major stages to the project: build, approval and implementation. Starting late in 2007, the target for implementation was set as the start of the 2008/09 academic year. All new and returning students have to make a declaration, the key part of which is: 'I ... promise to obey the Charter, Statutes, Ordinances, Regulations and Codes of Practice, to submit to discipline, and to uphold [the University's] honour and credit to the best of my ability, both while a student and, if admitted to a degree, as a graduate.' We wanted the new regulations to be covered by this declaration. Therefore, if the approval stage could not be successfully completed prior to 1 August 2008,

the introduction of the new regulations would in effect be put back a whole year.

Taking advice from senior university administrators, we determined that any such 'legal document' we produced would have to have the approval of the University Council and realised that the last meeting of Council in 2007/08 would be on 2 July 2008. This became our last key milestone. From that point in time, then, we had to plan the project backwards through all the various bodies who would need to give approval, whilst fitting in at each appropriate part of the approval stage the facility to circulate to and discuss the proposals with our stakeholders.

The key stakeholders and approval bodies identified included our own library services staff, our users (represented by the Guild of Students and the major staff union), legal services, human resources, finance (for chasing debtors!), the student conduct and appeals officer, the library services executive group, heads of colleges, heads of operations, the information services policy committee, the university Executive Board (including the Vice-chancellor), Senate and Council. The major problem was scheduling the consultation process with the formal approval stages so as to ensure that all parties could comment in the correct sequence and that any modifications could be made and re-approved to everyone's satisfaction prior to the next stage.

Once the key milestones in the approval stage were established, we could tackle the actual build stage – creating the first draft version, which would eventually run to eleven iterations before final approval. With somewhat of a blank canvas we looked for examples of current 'best practice' by finding out what the other Russell Group universities do in terms of library regulations. The project team divided them up and set to raiding the websites! For some they were easy to find, whilst in other cases they were buried deep in the page hierarchy.

What was something of a surprise was the way in which different universities viewed 'regulations'. My intention was to produce 'enabling legislation' that would permit library services to carry out procedural activities that could be instigated (or not) or varied by the Director. For example, in respect of borrowing we now say:

'The discretionary power of the Director of Library Services, delegated as appropriate to Library Services staff, extends to defining whether or not

any particular Item or Items can be borrowed, the normal length of time for which an Item can be borrowed, which will be dependent on the Item itself and the category of User, and the number of Items that can be on loan to a User at any time.'

For some universities, their regulations specified all these factors in detail. It was sometimes unclear how in such circumstances the library regulations tied in with more general regulations such that they could be modified (say, by changing the number of books a staff member could borrow from 15 to 20) without having to resort to consideration by a full meeting of Council or equivalent!

Nevertheless, there was a general similarity, not to mention exact replication of phrasing, between many of the sets of regulations. Obviously, we all have the same sets of concerns when it comes to matters such as behaviour within libraries!

In drafting the new document we decided that there are four major areas that need to be covered: access and admission, use of library facilities, behaviour in libraries and borrowing and returning items. Starting with our current practices for each area, I cross-correlated these with the equivalents from the other universities until I felt that we had covered all the aspects of the above that we thought to be relevant and important.

Be that as it may, circulating the text to the stakeholders ensured that the actual manner in which the proposed regulations were expressed produced many suggested variants and some eleven iterations of the document. One of the major issues appeared to be the basic definitions of terms used throughout the document, and ensuring that they and the way they were used did not run counter to any existing definitions used in other university legislation. Similarly, some clauses had to be re-worded to account for scenarios that I had never imagined.

For example, one clause in its first draft banned anyone from bringing animals into our libraries, apart from guide dogs. It was then pointed out to me that there are other animals that are sometimes used to assist people, and could I modify the clause to permit capuchin monkeys and 'guide ponies' to enter the libraries if required? In the end, we agreed on the following compromise and the Director's judgement:

'The only animals which Users may normally bring into Library Facilities are dogs trained to assist

Users with disabilities. Other animals similarly trained may be admitted with the prior agreement of the Director of Library Services.'

As alluded to before, we are attempting to modify the layout and arrangements in our libraries to account for trends such as group study, the ubiquitous use of personal stereo systems and the need for constant consumption of food and drink whilst reading or using computers. We offer our users areas where these activities are acceptable, or even encouraged, and areas where they are discouraged. The new regulations require that users respect this separation.

During one consultation round, a student representative thought that this was a good idea but was most concerned that there should be a major publicity campaign to ensure that this separation would be understood. Later in the approval stage, another student suggested that the clauses effectively banning eating and drinking except in designated areas should be removed, because none of the students would take any notice of them, especially during exam time. Fortunately, I did not attend that meeting!

However, that does highlight a problem with all such regulations – that of enforcement. Infringements of the regulations may be considered as 'university disciplinary offences', and the regulations state that:

'All Library Services staff are empowered to act upon these Regulations within the remit of their post and subject to any guidance issued by the Director of Library Services.'

However, few of our staff took up their posts with the thought of being 'police officers', and understandably find it difficult to switch from being helpful and considerate to our users to being 'authoritative' with those who transgress. Time will tell as to how successful we will be in 'squaring this circle'.

In the end, we managed to make the July deadline for getting approval from Council and the new library regulations came into force on 1 August 2008. As a result of many structural changes to the governance of the university, a large proportion of the university's internal legislation was modified during 2007 and 2008. Although ours currently stand alone from other regulations, we will be seeking ways to incorporate them within the primary university regulations during the next year for the start of the 2009/10 academic year. As

this progresses, we intend to review the 'success' of some of the clauses and modify for consistency as required.

Because of the changes referred to above, certain parts of the university's website, including the pages for library services, are being given a major overhaul as I write this, hence the regulations are not yet online. However, after 1 September 2008 you should be able to go to the URL: <http://www.library.bham.ac.uk> and follow a direct link to the new regulations if you so wish! As we still view these somewhat as 'works in progress' I would appreciate any feedback you would like to offer on our 'necessary evils'.

Marketing marketing to librarians

Antony Brewerton
SCONUL Focus Editorial Board
& Head of Academic Support,
The Library, The University of Warwick
Tel: 024 765 75790
Email: antony.brewerton@warwick.ac.uk



One of the good things about being part of a profession is the sharing of good practice.

For me this is one of the key benefits of SCONUL membership and a key function of SCONUL Focus is to facilitate this process.

Now a new SCONUL Working Paper offers library and informational professionals the chance to learn from colleagues how to effectively market their services. 'Marketing library services' covers all aspects of marketing libraries from high level strategies down to the operational details of developing effective promotional campaigns.

So why release a marketing guide now? This idea grew out of SCONUL's Advisory Committee on Communications and Marketing and responds to changing attitudes in the profession towards marketing.

Let me take you on a personal odyssey. In 1997 I was National Academic Co-ordinator for the Library Association's National Libraries' Week. I spent a lot of time travelling the country, delivering talks, trying to convince my colleagues of the benefits of marketing ...to limited effect.

But a lot has changed in the intervening ten years. Indeed, there has been a considerable sea change in this time. The latest version of the SCONUL Vision highlights the need for libraries to market themselves and their services (1). Reviews of 'future skills' now inevitably include 'marketing knowledge and abilities' in lists of attributes of high achieving professionals. CILIP runs a successful training programme on marketing issues. The 'm' word is regularly acknowledged as an essential activity by senior librarians: Sarah Thomas, Director of Oxford University Library Services and Bodley's Librarian, for example, declared we must adopt more practices from business, selecting marketing for special attention, at this year's SCONUL Conference. Some university libraries (such as the London School of Economics, Birmingham and Westminster) have started employing marketing and communication professionals to get their message across and library marketing groups have become commonplace.

So why is marketing deemed so important all of a sudden, especially in the academic sector? Arguments for a greater emphasis on this approach include:

- **We need a return on investment** –we invest heavily in library stock (paper and electronic), services and developing library spaces; these are not being used to their full potential so we need to promote them more.
- **Our customers do not know what we have on offer** –we tend to assume that our users (and potential users) have a perfect knowledge of what libraries have to offer them: they don't!
- **The digital world is often an invisible world** – we need to make our e-resources visible, and brand them to make it clear they come from the Library ...and not search engines such as Google.
- **The world is changing faster than ever** –if we are to remain relevant (and hence used) we need to be providing the offering that information customers want.
- **We no longer have a captive audience** –once upon a time our target audiences had little option but to use us for information; now there is a whole wide world of competition.

- **We need to reach various audiences** –it is not just our primary users (such as students) we need to attract to our libraries, we also need to market to other stakeholders, especially budget holders who do not always recognise the relevance of libraries or how they contribute to the success of the wider organisation (be it the university, the college or the state).
- **The image of our profession** –in this brand-savvy world the often negative images and associations related to libraries and librarians mean we have to market hard to change perceptions, make stakeholders feel positive about the library and increase understanding of what we really have to offer in the 21st century.

So, we no longer need to sell the idea of marketing to our profession.

Librarians no longer need convincing. Now they are looking to be inspired.

This is where the SCONUL Working Paper comes in. Although it provides the novice marketer with some theoretical under-pinning (with introductory chapters from experienced marketers like Lisa Barwick and Katherine Everest) it is essentially a practical guide. It includes:

- chapters on marketing planning from professionals and practitioners;
- surveys of market research activities ranging from the LibQUAL+ tool and SCONUL's VAMP (Value and Impact Management Programme) project to cross-sectoral mystery shopping in Leeds;
- details of integrated marketing programmes at the British Library, Leeds University and Oxford Brookes University;
- top tips about the planning and delivery of specific campaigns at a whole host of universities including Oxford, UEL, Lincoln, Leeds Metropolitan and Edge Hill.

Marketing library services showcases the excellent and creative work SCONUL colleagues are doing in academic and national libraries, as well as provides ideas for those new to library marketing regardless of sector.

Something to inspire everyone.

'Marketing library services', edited by Antony Brewerton and with introductions from Lisa Barwick, Katherine Everest and Antony Brewerton, (£30) is available from the SCONUL Office
(tel: 020 7387 0317;
email: sconul@sconul.ac.uk;
web: www.sconul.ac.uk/publications/pubs/publications.html)

NOTES

1. www.sconul.ac.uk/publications/pubs/vision2010

What's in our in-trays? The SCONUL top concerns survey 2008



Christopher West
Director of Library &
Information Services,
Swansea University
Tel: 01792-295174
E-mail: c.m.west@swansea.ac.uk

INTRODUCTION

The fourth survey of SCONUL members' top concerns took place during the first two weeks of April 2008. As in 2007, the 2008 survey used the *e-inform* web survey platform from Priority Research Ltd. SCONUL is grateful to Priority Research for their invaluable support in developing and in administering this survey.

There were 115 respondents for this year's survey, representing just over two-thirds of the total institutional membership of SCONUL. This is an improved response rate compared to the 96 responses received in 2007.¹

As in previous years, the survey tried to get a picture of the 'hot topics' which dominated the work and thinking of SCONUL librarians and directors, both over the previous three months and for the next year. As well as giving an interesting insight into the variety of issues lurking in SCONUL directors' in-trays, the top concerns survey is a useful tool in prioritising SCONUL strategies and in ensuring that these match our members' interests.

SUMMARY OF RESULTS

The clear top concern both for 'the last three months' and 'over the next year' is space and buildings: 93% of respondents rated this as either a high or a very high concern over the last three months and 94% rated it in the same way over the next twelve months. This was also the case for the sub-groups within the survey (by home country, by size of institution and so on), almost all of

whom had space and buildings as their top-rated issue. This issue received corresponding ratings of 84% for both periods in the 2007 survey.

For 'the next twelve months', the three concerns with the highest ratings were:

- space and buildings (94%)
- funding and financial management (84%)
- e-environment (84%).

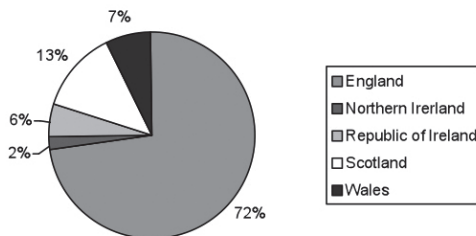
An additional question in the 2008 survey attempted to get more detail on aspects of the e-environment. The two areas with the highest ratings were:

- access management (87%)
- provision of e-resources (86%).

SURVEY RESPONDENTS

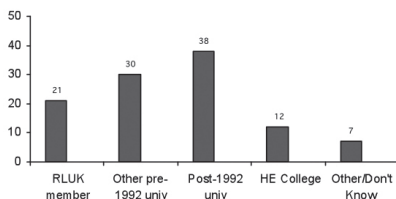
The 2008 survey saw a 20% increase in the response rate, with a total of 115 respondents. This represents around 68% of all SCONUL institutional members. Within this improved response rate, the demographic breakdown of respondents by country, type of institution, size of institution and type of service was broadly similar to the 2007 survey.

Percentages of respondents by country



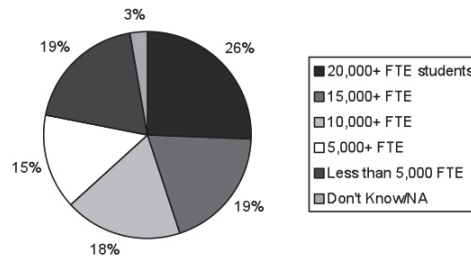
The 2008 survey saw an improved response rate from the Republic of Ireland. Other response rates broadly reflected the number of higher education institutions per country.

Percentages of respondents by type of institution



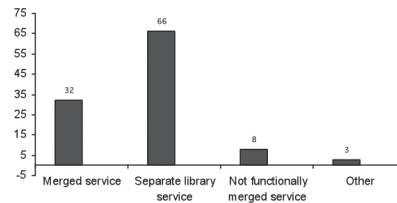
The response rate by type of institution (based on the categorisation in the SCONUL statistical return) was similar to that in the previous year's survey.

Percentages of respondents by size of institution



Responses by size of institution were broadly similar to the 2007 survey, but with an improved level of responses from the very largest institutions.

Percentages of respondents by type of service



Compared to 2007, there was an increased number of responses from separate library services and a drop in the number of responses from services that are not functionally merged. Once again, these categories are taken from the SCONUL statistical return.

TOP CONCERNS 'OVER THE LAST THREE MONTHS'

The survey attempted to see what issues had predominated over the previous three months. As in all four of the SCONUL top concerns surveys, issues were categorised into twelve broad areas, with examples. For example, 'Space and buildings' gave the examples of 'building projects, learning spaces and space management'.

The chart below shows the percentage of respondents who rated the following concerns as either 'high' or 'very high'.

Top concern percentages 'for the last three months'



Space and buildings increased as a concern from a rating of 84% in 2007 to a rating of 93% in 2008.

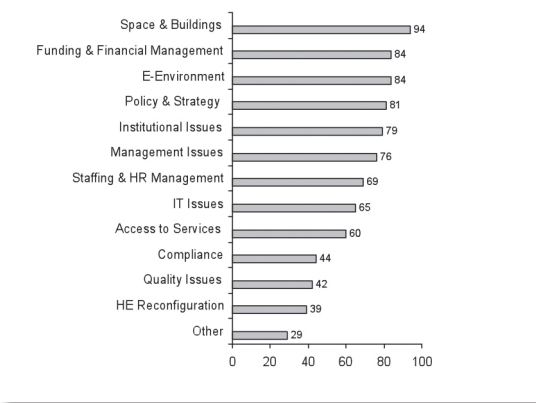
The top four concerns in 2007 were (in order):

- e-environment (88%)
- space and buildings (84%)
- staffing and HR management (80%)
- policy and strategy (78%).

TOP CONCERNS 'OVER THE NEXT TWELVE MONTHS'

SCONUL members' concerns 'over the next twelve months' are, perhaps, more relevant to SCONUL strategic planning.

Top concern percentages 'for the next twelve months'



Once again, space and buildings heightened as a concern from an 84% rating in 2007 to 94% in 2008.

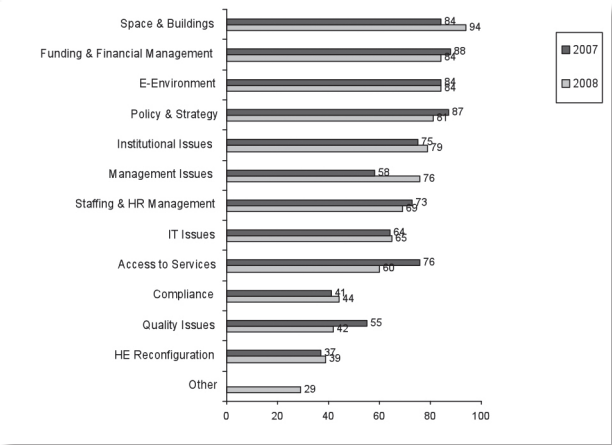
The top four concerns last year were:

- funding and financial management (88%)
- policy and strategy (87%)
- space and buildings (84%)
- e-environment (84%).

As we run more of these surveys on a regular, annual basis, it will be interesting to see which

issues predominate and which issues become less of a regular concern. Given the relatively small sample size, some caution is needed in interpreting changes in top concerns over the last year. Whilst most concerns have remained fairly constant, space and buildings and management issues have increased as concerns. Correspondingly, issues relating to access to services and quality appear to have diminished.

Comparative ratings 'for the next twelve months': 2007 and 2008

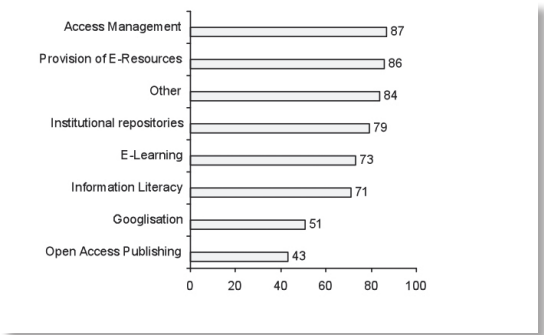


E-ENVIRONMENT TOP CONCERNS

The e-environment was one of the top concerns in the 2007 survey. As this is a wide-ranging area, an additional question was added to the 2008 survey. This attempted to clarify which areas of the e-environment would be major concerns over the next twelve months.

The same ratings scales were used for this more detailed look at a single top concern: 43% of respondents rated open access publishing as either a high or a very high concern, with 87% of respondents rating access management as either a high or a very high concern. The relatively high rating for access management is unsurprising, given that this is a recent and rather contentious issue.

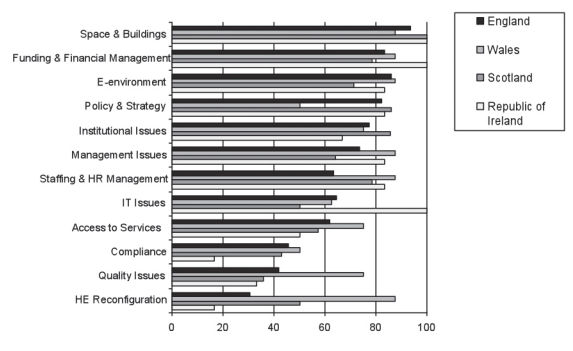
E-environment: top concerns 'over the next twelve months'



TOP CONCERNS OF SUB-GROUPS

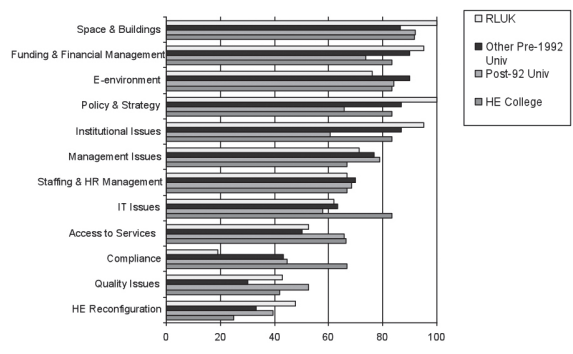
As in last year's survey, the 2008 survey included some demographic questions. Respondents were asked to indicate their home country, their type of institution (based on the *SCONUL statistical return*), the size of their institution in terms of student FTEs (Full-Time Equivalents) and their type of organisation. This allowed cross-tabulation of this data against the top concerns ratings over the next twelve months. The demographic response rates broadly matched the make-up of SCONUL members but, inevitably, some of the sample sizes are small, so there should be a fairly cautious interpretation of these results.

Top concerns 'over the next twelve months' by country



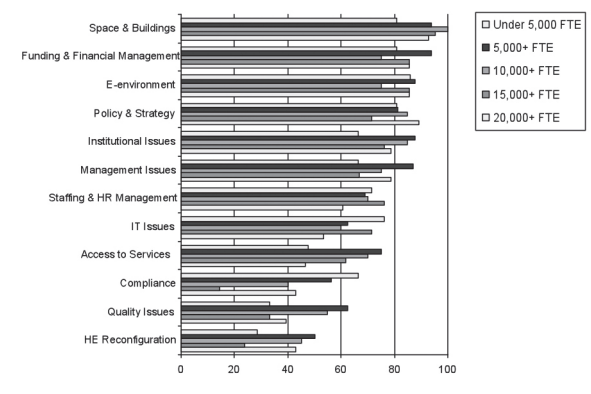
Response rates by country broadly matched the number of SCONUL members in each country. The sample size from Northern Ireland was too small to be included but there was a higher response rate from the Republic of Ireland this year. Most responses were very similar to the overall ratings for these issues. IT issues received a relatively high rating in the Republic of Ireland. Quality issues were more highly rated in Wales, probably because almost all Welsh institutions have had Quality Assurance Agency (QAA) institutional reviews over the last two years. Higher education reconfiguration continues to be a more active issue in Wales.

Top concerns 'over the next twelve months' by type of institution



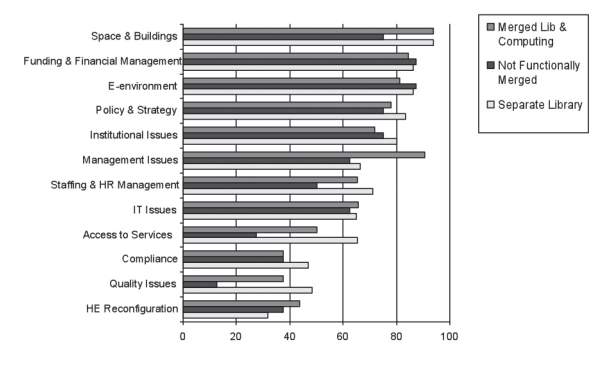
The categorisations are based on the four broad groupings used in the *SCONUL statistical return* (RLUK = Research Libraries UK). Again, the similarities in the ratings for issues 'over the next twelve months' are striking.

Top concerns 'over the next twelve months' by size of institution



Once again, the same concerns are shared across the range from the smallest to the largest institutions.

Top concerns 'over the next twelve months' by type of service



The similarities in major issues over the next year are again very similar between separate libraries and converged services.

CONCLUSION

The 2008 SCONUL top concerns survey has provided a useful snapshot of SCONUL directors' and librarians' current issues and of what will be major topics over the next year. Compared to last year's survey, issues relating to space and buildings have become relatively more important. As with the 2007 survey, it is evident that all of us are balancing a variety of complex and demanding issues. Perhaps even more than last year, there is a striking homogeneity in how we rate these issues. So we have an interesting variety of concerns in

our in-trays but we all tend to agree on their relative importance.

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RLUK/SCONUL digest of scholarly communication news

Frederick J. Friend
Honorary Director, Scholarly
Communication, University College London
JISC Scholarly Communication Consultant
Tel: 01494 563168
E-mail: ucylfjf@ucl.ac.uk

This is taken from the 'Research Libraries UK/ SCONUL Digest of Scholarly Communication News' of June and August 2008. This online newsletter (supplied to SCONUL representatives in member libraries) is a service provided by the RLUK/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.

SCOAP³ PROGRESS

A letter has now been sent to CERN from the JISC Executive expressing the interest of a group of UK libraries in supporting the SCOAP³ consortium (Sponsoring Consortium for Open Access Publishing in Particle Physics), when it is formed. The UK participation will be managed through JISC Collections, who asked Content Complete Ltd to assess the potential financial contribution from the UK, based upon a transfer of funds from subscriptions to key high energy physics journals into author-side open access payments. Internationally support for SCOAP³ continues to grow, with six large Australian university libraries joining during May 2008. With backing from the Association of Research Libraries (ARL) and from the International Coalition of Library Consortia (ICOLC), several US consortia and individual libraries have pledged support, and when support in the US has grown to a certain level CERN will set up the international infrastructure for the new

consortium and initiate the negotiations with publishers on the level of service and price for open access publication in high energy physics.

NEW OPEN ACCESS PUBLICATION FUND

The University of California Berkeley has become the latest university to establish a fund enabling its staff and research students to pay publication fees for articles in open access publications. Under the pilot programme researchers can claim up to \$3000 per article in a full open access journal or \$1500 in a hybrid publication where the publisher limits the right to redistribute the content. An important feature is the simplicity and speed of the application process for funding. Two other US universities have also established such funds, although one university only funds 50% of the publication cost. In a recent interview for *Library journal*, the head of Harvard's Office of Scholarly Communication, Stuart Shieber, looks towards a 'level playing-field' for funding both subscriptions and author-side open access payments (see <http://www.libraryjournal.com/info/CA6565148.html?nid=2673#news1>). More information about the US situation is available at <http://www.arl.org/sparc/publications/articles/memberprofile-berkeley.shtml>. In the UK the lead to make such payments possible has been taken by the Wellcome Trust and the University of Nottingham, and a cross-stakeholder UUK (Universities UK) working group has been established to consider mechanisms that institutions might set up to enable their researchers to take advantage of opportunities to publish on open access.

IRISH OPEN ACCESS MANDATES

Two Irish research organisations have policies in place, or close to being in place, to mandate open access to research publications. The new policy of the Irish Research Council for Science, Engineering and Technology (IRCSET) came into force on 1 May 2008. This policy requires IRCSET grant-holders to deposit published research papers in an open access repository 'as soon as is practical but within six calendar months at the latest'. Science Foundation Ireland has issued for consultation a draft policy requiring its grant-holders to deposit publications resulting from SFI-funded research in an institutional or discipline-based repository 'as soon as possible after publication, and to be made openly accessible within six calendar months at the latest'. This policy would allow flexibility to authors in the choice of a suitable repository, and also make it easier for authors to remember to deposit when the publication is in their minds,

allocating a later open access release date if necessary. The IRCSET policy is available at http://www.ircset.ie/news/releases/080501_OpenAccessPolicy.html and the SFI draft policy, on which consultation was due to end on 19 June 2008, can be read at [http://www.sfi.ie/uploads/documents/upload/Draft_SFI_OA_policy_\(2\).pdf](http://www.sfi.ie/uploads/documents/upload/Draft_SFI_OA_policy_(2).pdf). The Irish policies are fully in line with the European Research Advisory Board policy on scientific publication and with other recent open access mandates, and in the case of Science Foundation Ireland, will – if confirmed – also cover books and software.

RIN STUDY ON SCHOLARLY COMMUNICATION COSTS

The Research Information Network (RIN) has published the report of a study undertaken by Cambridge Economic Policy Associates on 'Activities, costs and funding flows in the scholarly communications system in the UK'. The RIN had joined with the Publishing Research Consortium, SCOUNL and CURL (now RLUK) in commissioning the study. The report consists of 88 pages and deserves fuller coverage than can be given in this brief news item, but – to take just one sentence which illustrates the importance of libraries and of academic peer review in the funding of scholarly publishing – 'academic institutions meet about 53% of global publishing and distribution costs in the form of library subscriptions, and a further 11% in the form of the unpaid costs of peer review'. The report is available at <http://www.rin.ac.uk/costs-funding-flows>.

NEW MEDICAL JOURNAL WITH CONTRIBUTIONS FROM DOCTORS AND PATIENTS

Traditional medical publications consist of researchers' communications with other researchers and with medical practitioners. Now a new venture from BioMed Central allows both patients and doctors to contribute to medical understanding through the publication of thousands of case reports each year in *Cases journal* (<http://cases-journal.com>). Doctors and patients are encouraged to write case reports together and the published reports will be available in a database that allows doctors to search for cases similar to those they see in their daily consultations. The database will also help to identify adverse drug reactions as early as possible through searching for reports of patients with similar characteristics who are taking particular drugs.

COMPANY OF BIOLOGISTS OPENS FREE-TO-ACCESS ARCHIVE

The Company of Biologists has announced the completion of the process of digital retroconversion of the archives of its journal, *Development*. Most publishers charge a substantial sum for access to a journal archive, but the Company of Biologists has decided to make the entire contents of the predecessor of *Development*, *the Journal of embryology and experimental morphology*, freely available online. The complete archive of JEEM, from its first issue in 1953 through to the final one in 1986 (after which the journal was can be accessed through the *Development* website (<http://dev.biologists.org>). The archive is entirely free of charge for everyone irrespective of whether a personal or institutional subscription is held for the current content in *Development*.

'KEEPING RESEARCH DATA SAFE'

An online executive summary and a full report (which can be downloaded in both Word and pdf versions) of the HEFCE-funded (Higher Education Funding Council for England) research data preservation costs study 'Keeping research data safe: a cost model and guidance for UK universities' have just been published on the JISC website at <http://www.jisc.ac.uk/publications/publications/keepingresearchdatasafe.aspx>. The study, conducted by Charles Beagrie Associates, investigated the medium- to long-term costs to higher education institutions of the preservation of research data and developed guidance to HEFCE and institutions on these issues. The study makes ten recommendations, addressed to both JISC and the sector generally, on future work and implementation. Further details of all the recommendations are in the online executive summary. JISC will be considering the recommendations arising from the study during the next round of its sub-committee meetings.

SPARC EUROPE AND DOAJ SEAL

SPARC Europe and the Directory of Open Access Journals at Lund University have launched a new service to assist users in identifying academic-friendly open access journals. The press statement – at www.doaj.org – for the launch of the 'SPARC Europe Seal' explains the purpose as follows: 'In order for open access journals to be even more useful and thus receive more exposure and provide more value to the research community it is very important that open access journals offer standardized, easily retrievable information about what kinds of reuse are allowed. Therefore, we

are advising that all journals provide clear and unambiguous statements regarding the copyright statement of the papers they publish. To qualify for the SPARC Europe Seal a journal must use the Creative Commons By (CC-BY) license which is the most user-friendly license and corresponds to the ethos of the Budapest Open Access Initiative.'

NEW OPEN ACCESS WIKI

Peter Suber and Robin Peek have launched the Open Access Directory (OAD), a wiki where the open access community can create and maintain simple factual lists about open access to science and scholarship. Suber, a research professor of philosophy at Earlham College, Richmond, Indiana, and Peek, an associate professor of library and information science at Simmons College, Boston, Massachusetts, conceived the project in order to collect OA-related lists for one-stop reference and searching. The wiki will start operating with about half a dozen lists – for example, conferences devoted to open access, discussion forums devoted to open access and journal 'declarations of independence' – and will add more over time. By bringing many OA-related lists together in one place, OAD will make it easier for users, especially newcomers, to discover them and use them for reference. The easier they are to maintain and discover, the more effectively they can spread useful, accurate information about open access. The url for the Open Access Directory is <http://oad.simmons.edu>.

NEW WIPO DIRECTOR GENERAL

A battle between competing copyright interests has resulted in the appointment of an Australian, Francis Gurry, as the next Director General of WIPO, the World Intellectual Property Organization. The bitterness of the struggle is indicated by the words of the successful candidate: 'I don't want to go through many similar experiences in my life.' Francis Gurry, currently WIPO's deputy Director General in charge of patents and internet domain names, is seen as a man who may be able to steer a middle course between commercial and public interests.

MORE NORTH AMERICAN SUPPORT FOR OPEN ACCESS

The growing number of governmental and academic organisations supporting open access to publicly funded research makes it difficult to cover every new announcement in this digest. All such developments are reported daily in Peter Suber's Open Access News blog at <http://www>.

earlham.edu/~peters/fos/fosblog.html, so what follows are some of the most significant new policies from North America and Europe.

First, in the US, Harvard's decision to support open access has been followed by the Stanford University School of Education. The following motion was passed by the school's academic body: 'In support of greater openness in scholarly and educational endeavors, the faculty of the School of Education agree to the following policy: Faculty members grant to the Stanford University permission to make publicly available their scholarly articles and to exercise the copyright in those articles. They grant to Stanford University a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to their scholarly articles, in any medium, and to authorize others to do the same, provided that the articles are properly attributed to the authors not sold for a profit. The policy will apply to all scholarly articles authored or co-authored while a faculty member of the School of Education, beginning with articles for which the publisher's copyright agreement has yet to be signed. The Dean or the Dean's designate will waive application of the policy upon written request from faculty who wish to publish an article with a publisher who will not agree to the terms of this policy (which will be presented to the publishers in the form of an addendum to the copyright agreement). No later than the date of publication, faculty members will provide an electronic copy of the final version of the article at no charge to the appropriate representative of the Dean of Education's Office, who will make the article available to the public in an open-access repository operated by Stanford University.'

The Stanford press release is at <http://ed.stanford.edu/suse/news-bureau/displayRecord.php?tablename=press&id=86>.

There are also signs that the US government is moving towards greater support for open access. Following the National Institutes of Health policy to require deposit in PubMed Central, the President's Office of Science and Technology Policy has issued a statement on 'Principles for the release of scientific research results', which contains the following advice to be followed by all federally funded research agencies: 'Research data produced by scientists working within Federal agencies should, to the maximum extent possible and consistent with existing Federal law, regulations, and Presidential directives and orders, be made publicly available consistent with estab-

lished practices in the relevant fields of research ... Agencies should develop, and update as necessary, clear guidelines regarding processes for sharing research data and results generated by Federal scientists.' The emphasis in this statement (available at <http://www.arl.org/bm~doc/ostp-scientific-research-28may08.pdf>) is upon research data rather than research reports, but the policy trend is clear.

In Canada the National Research Council has introduced mandatory deposit in its repository as of 2009 for its grant-holders (see press release at http://cisti-icist.nrc-cnrc.gc.ca/media/press/nparc_e.html.) This policy is similar to that announced last year by the Canadian Institutes of Health Research. Also in Canada, support for authors wishing to publish in open access journals has also been given a boost by the creation of an open access publication fund by the University of Calgary. The press release from the university states that 'University of Calgary professors and graduate students will now have access to a \$100,000 Open Access Authors Fund designed to increase the amount of publicly available research. The new fund will provide U of C faculty and graduate students with financial support to cover Open Access author fees.'

MORE EUROPEAN SUPPORT FOR OPEN ACCESS

The influential association of European research-funding organisations, EuroHORCs, has followed the lead provided by other European research organisations in supporting open access to publicly funded research. The association has issued 'EuroHORCs recommendations on open access', available at <http://eurohorcs.drift.senselogic.se/download/18.770467ab119dd5c597080004322/EUROHORCs%27+Recommendations+on+Open+Access+200805.pdf>. The recommendations include the following for EuroHORCs' member organisations: 'The overwhelming majority of scientific journals support self-archiving already, but only a very small minority of scientists make use of this possibility. Thus, all scientists, either funded by or doing research for MOs, should be informed about the already existing mechanisms for Open Access and strongly advised to make use of them.' EuroHORCs has also joined with the European Science Foundation in issuing a vision of a globally competitive European Research Area, which (amongst other things) requires 'open access to the output of publicly funded research and permanent access to primary quality assured research data' (see <http://eurohorcs.drift.senselogic.se/download/18.45b270a411a9ed8e12780003>

647/EUROHORCS_ESF_ERA_RoadMap.pdf). The European Commission has also issued a tantalisingly brief statement promising an open access pilot for FP7 (Seventh Framework Programme) research reports: Open access pilot for FP7: 'Following on the Council Conclusions and the Commission Communication on scientific information in the digital age ... the European Commission is developing an open access pilot in FP7. More information will be available soon.'

OPEN ACCESS ADVANTAGE?

Each year we hear from publishers – including open access publishers – how the impact factor for certain of their journal titles has increased. We do not hear so often about comparisons between an OA title and a toll-based title. Recently Gunther Eysenbach's blog <http://gunther-eyenbach.blogspot.com/2008/06/journal-impact-factor-in-medical.html> contained such a comparison: 'On June 20th, 2008, ISI/SCI released their 2007 Journal Citation Reports, reporting journal impact factors for the worlds' most important scholarly journals. The Journal of Medical Internet Research (JMIR) remains one of the most successful Open Access journals in the world. For the second year in a row, JMIR came out as the #2 ranked journal in the medical informatics category (out of 20 journals). JMIR slightly improved its impact factor to 3.0 and has now almost the same impact factor as the leading medical informatics journal (JAMIA), whose impact factor dropped to 3.1. JAMIA is published by Elsevier and backed by an influential scientific society (American Medical Informatics Association), while JMIR is pretty much a one-man show on a shoestring budget. Anyone still not convinced about the open access advantage?' Of course cause and effect are not always in an obvious relationship.

AUTHORITATIVE MEDICAL WIKI

A consortium of major medical schools has announced the formation of the world's largest collaborative online encyclopedia of medicine called 'Medpedia' (http://www.medpedia.com/index.php/Main_Page). Physicians, medical schools, hospitals, health organisations and public health professionals are volunteering to build the most comprehensive medical clearinghouse in the world for information about health, medicine and the body. This free public site will officially launch at the end of 2008. Prestigious organisations such as Harvard Medical School, Stanford School of Medicine, University of California Berkeley School of Public Health, University of

Michigan Medical School and dozens of health organisations around the world are contributing to The Medpedia Project in various ways. Many organisations will contribute seed content free of copyright restrictions. Harvard Medical School will publish content to uneditable areas that members of their faculty have created as part of a medical-school-wide effort. Other organisations, such as University of Michigan Medical School will encourage members of their faculty to edit 'Medpedia' as individuals. Other health and medical organisations that are supporting 'Medpedia' include the American College of Physicians, the Oxford Health Alliance, the Federation of Clinical Immunology Societies and the European Federation of Neurological Associations. These groups are contributing content and promoting participation in 'Medpedia' to their members. 'Medpedia' is also receiving content and cooperation from the National Institutes of Health, the Centers for Disease Control, the Federal Drug Administration and many other US Government research groups who are eager to have that public-domain information distributed to both the general public and healthcare professionals. Over the next few years, the growing community of editors on 'Medpedia' will create and interlink web pages for the more than 30,000 known diseases and conditions, the more than 10,000 drugs being prescribed each year, the thousands of medical procedures being performed and the millions of medical facilities around the world. These pages will provide insight into the latest health and medical discoveries along with photographs, video, sound and images. The site has been designed so that everything on a subject will be simple to access. The main topic pages will be written in language the general public can easily understand, and each topic page will have with it a 'Technical' page for professionals to discuss the same topic in more clinical and scientific language. 'Medpedia' runs on open source Mediawiki software, and like 'Wikipedia', content on the 'Medpedia' site will be available for re-use under GNU Free Documentation License. In the future, in order to cover operating costs, non-invasive, text-based advertising will be shown on the 'Medpedia' website through third-party advertising networks.

RIN DATA-SHARING STUDY

The Research Information Network, RIN, has published a study undertaken by Key Perspectives Ltd on 'Publication and quality assurance of research data outputs' (<http://www.rin.ac.uk/data-publication>). From the executive summary: 'This report presents the findings from a study of

whether or not researchers do in fact make their research data available to others, and the issues they encounter when doing so. The study is set in a context where the amount of digital data being created and gathered by researchers is increasing rapidly; and there is a growing recognition by researchers, their employers and their funders of the potential value in making new data available for sharing, and in curating them for re-use in the long term.' Amongst key findings are that 'Many datasets of potential value to other researchers and users – particularly those arising from small-scale projects – are not managed effectively or made readily-accessible and re-usable.' The report covers the disincentives to the sharing of data, particularly the fact that 'many researchers wish to retain exclusive use of the data they have created until they have extracted all the publication value they can. When combined with the perceived lack of career rewards for data creation and sharing, this constitutes a major constraint on the publishing of data.'

BIOSCIENCES FEDERATION STUDY

The Biosciences Federation of leading biosciences societies has published a report on the anticipated effects of open access upon their journals' business models and the knock-on effect upon research in UK universities. The survey illustrated the confusion that exists in many researchers' minds between toll-based online journals and open access journals. The study is not unsympathetic to gold open access, but the claim made is that without adequate funding of gold open access, the contribution made to the UK research budget from journal profits will suffer. In the study report (available at http://www.bsf.ac.uk/journals/BSF_survey_report_July_2008_FINAL.pdf) it is calculated that each of the 20 societies 'subsidises UK researchers to the tune of £108K' for conferences and training. The difficulty in relating this figure to the journals' business models is that the study does not provide information on the cost of running the journals, nor on other aspects of societies' income and expenditure, such as the membership subscription levels. Could it be argued that membership subscriptions and not journal profits should be used to cover the cost of conferences and training?

EU GREEN PAPER ON COPYRIGHT

The European Commission has announced what they describe as a 'forward-looking package' on Intellectual Property (IP), including the extension of copyright protection from 50 to 95 years for per-

formers on sound recordings and for phonogram producers, and the launch of a public consultation on a green paper on copyright in the 'knowledge economy'. The new feature is that the Commission is announcing the extension of copyright protection not only for performances but also for 'the record itself'. In other words, European recording producers may be granted 95 years' protection. The purpose of the green paper is to foster a debate on how knowledge for research, science and education can best be disseminated in the online environment. The green paper aims to set out a number of issues connected with the role of copyright in the 'knowledge economy' and the Commission has launched a consultation on these issues. The paper is essentially in two parts. The first part deals with general issues regarding exceptions to exclusive rights introduced in the main piece of European copyright legislation, while the second part deals with specific issues related to the exceptions and limitations that are most relevant for the dissemination of knowledge, and whether these exceptions should evolve in the era of digital dissemination. Copyright exceptions are vital for the development of digital information services, including those services provided through libraries, and a strong response to the consultation from the library community is needed. The green paper can be read at http://ec.europa.eu/internal_market/copyright/docs/copyright-info/greenpaper_en.pdf.

COPYRIGHT LAW AND DIGITAL PRESERVATION

An 'International study on the impact of copyright law on digital preservation' has been published at http://www.digitalpreservation.gov/partners/resources/pubs/wipo_digital_preservation_final_report2008.pdf. The study was funded and carried out by the US Library of Congress, JISC, the OAKLaw Project at Queensland University of Technology and the SURF Foundation. The study was launched at a World Intellectual Property Organization workshop but is not a WIPO publication. The study looks at the effect of copyright legislation upon digital preservation in four countries, and in each case concludes that legislative reform is required if digital preservation is to proceed on the scale that is necessary. The report contains ten recommendations for further action which will be taken forward by the four partnering organisations.

NEW GUIDES FOR AUTHORS

Academic authors are frequently unaware of scholarly communication issues, so the avail-

ability of two new guides is to be welcomed. The OAKLaw project at the Queensland University of Technology has produced a 151-page document, 'Understanding open access in the academic environment: a guide for authors', available at http://eprints.qut.edu.au/archive/00013935/01/Microsoft_Word_-_Final_Draft_-_website.pdf. The comprehensive nature of this publication makes it a long read, and its value may be greatest to scholarly communication advocates in selecting various passages and copying them into local advocacy documents. It is particularly difficult to interest most members of the academic community in copyright issues, so the new JISC guide 'Copyright matters for UK researchers, teachers and learners' (available through http://www.jisc.ac.uk/aboutus/committees/working_groups/scholarly_comms.aspx) relates copyright issues to the activities researchers, teachers and learners undertake.

AND FINALLY ...

A Northwestern University study (press release at <http://www.northwestern.edu/newscenter/stories/2008/06/hargittaistudy.html>) has found that men are more likely to share their creative work online than women, despite the fact that women and men engage in creative activities at essentially equal rates. Professor Eszter Hargittai co-authored the study with researcher Gina Walejko. Overall, almost two-thirds of men reported posting their work online while only half of women reported doing so. When Hargittai and Walejko applied a control to the responses to allow for self-reported digital literacy and web know-how, however, they found that men and women actually posted their material about equally. 'This suggests that the Internet is not an equal playing field for men and women since those with more online abilities – whether perceived or actual – are more likely to contribute online content', says Hargittai. *No comment from your (male) compiler of this article!*

Think Global, Act Local'

SCONUL Conference 2008
11-13 June 2008
Edinburgh

Conference reviewed by
Antony Brewerton
SCONUL Focus Editorial Board
& Head of Academic Support,
The Library, The University of Warwick
Tel: 024 765 75790
E-mail: antony.brewerton@warwick.ac.uk

Photos by Antony Brewerton
with additional images by Julia Munro,
University Librarian, University of Reading

The title of this year's conference - 'Think Global, Act Local' - came from local lad Sir Patrick Geddes, and references to the great man kept cropping up throughout the conference which started by reviewing global issues on day one, then considered national responses on day two, before focusing in on a variety of local activities on day three.

As well as the Geddes link, Edinburgh itself also felt like the perfect location for an event with this theme: it manages to combine a small local character with a hugely cosmopolitan feel. A wonderful city and a wonderful location: the conference hotel stared up at the castle, providing an august backdrop (and even venue) for SCONUL's business.

After a relaxed lunch – a great opportunity to at least start networking with some of the 185 delegates – we were ushered into what quickly became a rather packed conference room.

Anne Bell, the out-going Chair of SCONUL, welcomed us to the conference and extended a particularly warm welcome to foreign colleagues joining us from South Africa, New Zealand, Australia, Scandinavia and (on the prompt of a wag from the audience) England.

Anne also pointed out that – as a first – the Conference was being podcasted. So as well as the usual collection of PowerPoint presentations hosted on the SCONUL website, you should also be able to catch recordings of the talks themselves at www.sconul.ac.uk/events/agm2008.

The Chair then previewed the Conference programme, summing up that this annual event is really all about reflecting, networking and thinking through change. To help us along this journey the first two speakers were invited to set the environmental context and then field questions for a plenary discussion on global issues.

First up was **Lorcan Dempsey**, Vice President and Chief Strategist at OCLC, and a speaker familiar to all the audience through his published papers, conference papers and blogs. Lorcan elected to talk about Web 2.0 in three parts. Part one promised to be a relatively 'content-free' review of Web 2.0; part two would scan the systems environment; and part three would look at local, national and global developments (with more speculation and provocative elements promised).



Lorcan Dempsey

Lorcan started by describing the current information landscape as being like a town, with Google, YouTube and del.icio.us dominating the High Street and the library tucked down a side road. To come out of the shadows we need to understand how we can adapt in this new place. There are two possible directions to take:

- **concentration** – the big sites like Wikipedia and Google have high content and attract huge traffic but they also provide links to other information sources/providers and here we can benefit;
- **diffusion** – increasing the syndication and spread of data, using the tentacles of RSS, etc.

With the success of concentration services (Flickr, Google, Facebook and - to a lesser extent - Web of Knowledge or SCOPUS) fragmented services (like individual libraries) have become less attractive.

As a result of all this, 'discovery happens elsewhere'. OCLC has found that, although people might end up at the library, most information searchers go to Google, friends or RSS feeds first.

If 'discovery happens elsewhere' how do you get the library elsewhere? Lorcan then explored ways in which we can get out there, including populating Wikipedia to make sure information is correct and points to our special collections, and linking our catalogues to Google Book Search.

But we also need to rationalise and repackage our services, which Lorcan likened to a bundle of clothes. We present a bundle of clothes to our users. Google presents a suitcase.

By collaborating locally, nationally and globally we can move away from this fractured approach and start to benefit ourselves from concentration.

This was a very full talk and I can only hint at the myriad topics covered. Readers are recommended to see the full presentations hosted on the SCONUL website for more details.

Lorcan was followed by **Ian Rowlands**, Director of CIBER, reporting on his work (commissioned by the British Library and the JISC (Joint Informations Systems Committee)) to grasp a greater understanding of the information behaviours of the Google Generation, those born past 1993 and the big boom of the Internet who don't remember the 'print days'. Great claims have been made for this generation in the 'popular end' of the library literature.



Ian Rowlands

Ian started by asking a host of questions:

- What is different about the Google Generation?
- Is there a generational difference?
- Do the young behave differently?
- Is any difference down to the period we are living in or their age?

As we cannot go back in time, Ian and his team had to work hard to give his research some of the flavours of a longitudinal study. Areas covered included:

- a literature review of generational use of technology – e.g. teenagers’ use of CD-ROMs in the 1990s;
- a review of older generations and how they have interacted with technology (who embraces what and why);
- an analysis of which different age groups use specific British Library services.

All of this has shown the world of technological adoption is far from black and white. 1993 is not wholly reliable as the line in the sand – some habits were beginning to change before then, whilst some born post-’93 have hardly embraced technology at all. Indeed, Ian’s research suggests that:

- 20% of the Google Generation are really wired up and pushing technological boundaries;
- 60% are fluent but not overly skilful in ICT (using computers to watch TV on the Web)
- whilst the existing 20% are ‘Digital Dissenters’ turning their back on technology (‘computers are for Dad...’)

To confuse things even further, ‘silver surfers’ are using the Internet four hours a week more than the Google Generation....

Research has revealed elements of continuity rather than a complete sea change and a more complex picture than the more popular library journals have portrayed.

One of the big messages to come out of Ian’s session was the need for ‘mental maps’. We used to be able to envisage what libraries are and how the different elements interacted. Children below ten years of age have no mental maps of the Internet apart from a big box called Google with Google stuff inside it. We’ve all lost the mental map, we’ve lost the road signs. It is little wonder that students don’t really understand the concept of referencing. We need to look to developing information literacy. We need to give them back the mental maps.

The following **plenary session** (chaired by Sheila Cannell) saw much lively debate inspired by the first two sessions. The key topics covered included:

- (following on from Ian’s last point) the need for mental maps;

- the problem of the library brand (which doesn’t always chime with the demand for convenience and ease of access);
- the demand for physical space;
- the importance of information literacy;
- how to get information skills development embedded in courses ...and suitably rewarded;
- how to use ‘helicopter parents’ as advocates for library skills;
- developing shared services;
- avoiding invisibility in the virtual environment;
- a reminder that the information landscape is complex and we shouldn’t over-simplify it.

For me, a comment from Lorcan proved the most powerful: for our users ‘convenience trumps quality’ ...so how can we make the high quality stuff more convenient?



Edinburgh Castle

The evening’s **reception** was to take place in the Jacobite Room of Edinburgh Castle. As well as being chief scribe, your dear Editor has also taken on the role of official photographer for the SCONUL Conference. As there was an hour to spare before the reception I decided to walk around the city to capture some ‘establishing shots’. Unfortunately, after visiting the National Library of Scotland (see below) I came out to find rather ominous black clouds had perched over the capital. The heavens opened and I eventually caught up with a line of rather damp-looking librarians making their way up the hill to the castle.

Tim O’Shea (Principal of Edinburgh University) welcomed us by asking what was the collective noun for librarians. A shelf? A catalogue? Or (rather more interestingly ...and a sign of the times) a repository? He then reflected on the importance of libraries to ‘create, disseminate and curate’ information (an interesting trio in – perhaps- an even more interesting order)

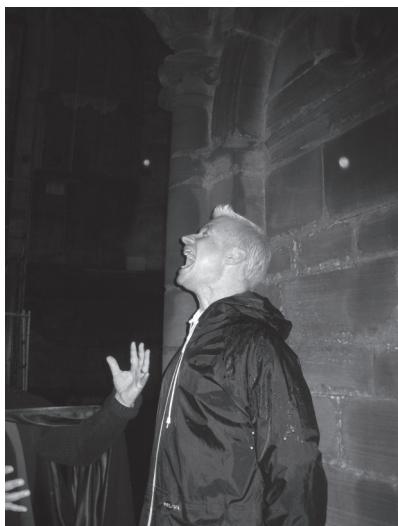


Tim O'Shea

and the importance of librarians in the post-RAE (Research Assessment Exercise) world.

After wine and nibbles (the vegetarian haggis balls alone were worth getting soaked for) delegates visited the impressive Scottish Crown Jewels. We then went back to hotel for dinner, which, for some of us, was a slightly rushed affair. Some of us had another appointment to keep.

At 10.30pm a small band of brave/foolhardy librarians (including your good and faithful Editor who decided he had to sample all that Edinburgh has to offer) made their way to the Royal Mile where they would begin a journey into the unknown. We were met by our host, a slightly maniacal young man in a large dark cape who would lead us on a **ghost tour of Edinburgh**. Would we survive this date with The Dead? Or would the next issue of CILIP's Gazette be a bumper issue?



'Carry on Screaming - The Ghost Tour 1

The Mercat Tour took us from the sites of disembowelment on the Royal Mile to the most haunted Blair Street Vaults. It was a somewhat interactive tour and yours truly was 'volunteered' to play Walter, King of the Traitors, who in 1437 having slain the King of Scotland and was 'made an example of for the Edinburgh mob' by having his intestines removed before his slow and painful death. Much screaming was required by your Editor. 'Sadly' no video evidence remains.



'Carry on Screaming - The Ghost Tour 2

After tales of 'The Shoemaker', 'Mr Boots' (no eyes – just dark sockets where they should be) and 'the ghost of Johnny One Arm' we ended up at midnight in a cemetery in the west of the city centre, which may – or may not – contain the bones of a kitchen boy who was cooked on a spit and half-eaten.



'Carry on Screaming - The Ghost Tour 3

Let no one tell you our fines are too harsh ever again!

Day two came under the heading 'think national'. The morning session promised a collection of punchy, 20 minute long presentations, on a variety of national projects.

Sheila Cannell, Director of Library Services at Edinburgh University and one of our hosts got the ball rolling with 'Sympathy, synthesis and synergy', an overview of the Scottish collaborative agenda. The title of Sheila's talk came from

Sir Patrick Geddis, a keen fan of the 'rule of three'. 'Folk, work and place' was one of his mantras and three doves made up his signature symbol. So how did Sheila translate the 3 Ss?

- sympathy – collaboration is key to developments in Scotland; examples include SUPA (Scottish Universities Physics Alliance), SULSA (Scottish Universities Life Sciences Alliance), ScotCHEM and the Scottish Institute for Research in Economics;
- synthesis – services that can be shared in Scotland include procurement, access to stock, print storage, Open Access, etc.
- synergy – working together and co-operation covers all of these with initiatives such as SCABS (Scottish Consortium for Academic Book Supply), SNIPES (Scotland Northern Ireland Periodical Supply), the Scottish Higher Education Digital Library, Collaborative Academic Storage for Scotland, the Scottish Collection Policy and so on.

Next we had a trip over the water to hear about 'National provision of e-information: the IReL initiative in Ireland' from **Robin Adams**, Librarian at Trinity College Dublin. IReL brings high performing research institutions together and addresses concerns about e-journal provision, centralising services, achieving economies of scale and providing value for money. After assessing various options, IReL now provides access to c. 40 million articles with access negotiated by an external body hired because of its expertise in this field.

Robin reviewed the lessons learnt so far from the project:

- employing another company to negotiate access was a cost-effective approach;
- communication between partners is essential;
- a steering group is also essential to provide direction;
- branding is important to ensure end users know who is providing (and paying for) the data.

The rest of the session focused on national responses to the research agenda. JISC's Executive Secretary, **Malcolm Read**, joined us to talk about research repositories and the role of libraries. JISC firmly believes that libraries should be key players in repositories. Although authors often prefer *subject* repositories (for the obvious reasons) it is in the world of *institutional* repositories that the greatest advances have been made. Now we just need to join them up. A national approach could see the development of Scottish, English, Welsh, Irish ...and UK repositories.

Increasingly important is the issue of open research data, as reports and articles could become more meaningful (and assist further research) if the data behind them was made accessible. This throws up all sorts of issues (that make setting up an institutional repository seem like a stroll in the park):

- who owns the data?
- how do you select what is worth preserving?
- how long should you keep it?
- what level of open access can you allow?
- what are the quality standards for (non-peer reviewed) data?
- what is the cost?
- who pays?
- what additional skills do we need?
- how would such repositories be most effectively managed (in-house, out-sourced)?
- how do we encourage deposit?
- how can we make access as wide as possible?
- what interoperability issues are there?

Just when I was starting to feel really daunted **Jean Sykes**, Librarian and Director of IT Services at the London School of Economics, raised my spirits with an update on the UK Research Data Service. The idea behind this project is to collect untapped research data together and promote it to make the UK's research reputation even higher. Again, this won't be fuss-free. Data is often unstructured and inaccessible to all but the author. There is also 'data deluge': lots out there in lots of different formats. Plus the issue is not merely about collecting data at the end of the research process – we need to be involved in the whole life cycle of data, making researchers aware of the curation issues and assisting them in the management of data from start to finish ...and beyond.

UKRDS is not about reinventing the wheel but sharing and promoting good practice, and much work has been done to review developments by JISC, RIN (Research Information Network), ANDS (Australian National Data Service) and ESFRI (European Strategy Forum on Research Infrastructures). The £255,000 project comprises over 40 stakeholders (including SCONUL). Four case study volunteer institutions (Bristol, Leeds, Leicester and Oxford) are currently exploring what data is out there and what outcomes would benefit researchers. Work is being undertaken to develop scenarios and financial plans.

The consultants' report will be out at the end of this year. Key findings so far include:

- there is low demand for short-term storage of data;

- however, there is high demand for 1-5 years or 5 year + data storage models;
- data volume is expected to grow 360% in the next three years;
- data life usefulness varies by discipline – 50% of research data is thought to be useful for ten years, 26% indefinitely;
- most data is held locally (on PCs ...with no back-up!);
- 18% of researchers share data already ...but 43% would like to access the data of others!

Check out www.ukrds.ac.uk for more plus details of the project's progress.

The scope of some of these projects meant some speakers had gone beyond their 20 minute allocation but, bringing this section to a close, **Debby Shorley** masterfully brought us back on time with her expert romp through latest developments surrounding the UK Research Reserve. UKRR is concerned with ensuring we can access low use materials by ensuring someone, somewhere has a copy we can consult. The six original university partners in this pilot project (Birmingham, Cardiff, Imperial, Liverpool, St. Andrews and Southampton) have been joined by supplementary partners Newcastle and Exeter. The key things Debby has learnt are:

- everyone approaches this issue differently;
- SUNCAT is not currently able to offer the capabilities the project desires;
- it's hard work!

Phase 1 has worked well. Members have divested themselves of materials as planned without too much extra stock going to the British Library. The biggest upheaval has been the culture shock of change in thinking for the Higher Education Institutions involved. HEFCE (Higher Education Funding Council for England) will decide shortly if funding will be allocated for Phase 2.

After coffee, conference delegates made their way to several rooms as we split up to attend different **workshops**. As usual with the SCONUL Conference this was a difficult choice, and I would have liked to attend more than one of the sessions. Also, this year there was only one lot of workshops, so no opportunity of catching repeats. To ensure readers got a flavour of all the workshops, though, I managed to convince some of my colleagues to write a few words about the workshops they attended, included below.

After lunch, delegates all came together again to attend the SCONUL **Annual General Meeting**.

I won't give a blow-by-blow account of this as interested parties will find the Minutes on the SCONUL website. Most interesting for me was the Chair's review of activities in 2007 and her look to future priorities. Anne Bell reflected on SCONUL's four core activities:

- advocacy – where work covered topics ranging from VAT on digital resources to publishing-company mergers;
- raising the profile of SCONUL – noting the successes of Elliot Frankal and John Hood in communication and media engagement, and the fruitful partnership with JISC which saw the production of *The Guardian* supplement on 'Libraries unleashed';
- strategic alliances – notably with the British Library, RIN and JISC;
- an increasingly international agenda – with more regular study tours and various other developments (which provided the focus of issue 42 of this journal).

Work-in-progress includes:

- building capacity;
- developing a strategic planning framework;
- a new SCONUL Top Concerns survey (reported elsewhere in this issue of *Focus*);
- sharing good practice – including the new SCONUL Working Paper on marketing library services which was launched at the Conference and will be promoted to the wider library community;
- a review of human resource and finance strategies;
- further building of strategic alliances;
- development of the SCONUL web site.

Add to this a new focus on our support of teaching and learning (including a review of best practice) and moves to build a business case for libraries, and you can see that 2008/09 (and beyond) will be even busier for SCONUL. Of course, the organisation won't be successful in these activities without the engagement of members so Anne chose this as a time to call for additional volunteers to join Working Groups and Task and Finish Groups.

The business of the AGM was done and dusted in 45 minutes.

This was followed by another collection of difficult choices, this time of visits to places of interest in and around the capital. Some of these were library visits (National Library of Scotland, Edinburgh University Main Library, Queen Margaret

University, etc.), others were more general (Edinburgh literary tour and the Scottish Parliament).

I plumped for a tour around **Edinburgh College of Art**. This is just up the hill from our hotel, in an area (we were told) where Burke and Hare plied their grisly trade (here we go again...). Wilson Smith, the Principal Librarian, led us to a splendid 21st century building with huge windows (artists need their light) and a fantastic collection of books, videos, DVDs and other items on art, fashion, cinema, culture ...all the things really worth investigating.

Although quite a small and specialist library compared with some other SCONUL institutions (the student body is around 1,500) the Library faces many of the same issues as the rest of us. Recent developments include the move to roving and an increase in (slide) digitisation.



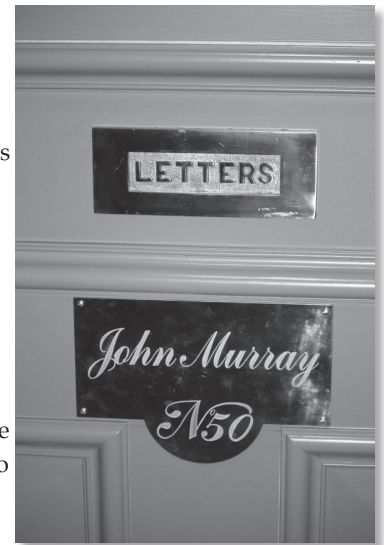
What really struck me, though, was the fantastic design of the Library (as I hope some of my photos bear testament). Given the subject matter covered, though, anything less than beautiful just wouldn't be right.

The tour finished leaving an hour of free time, providing time for new visitors to start to really discover the magic of Edinburgh and for those familiar with the city to rediscover old haunts

(including the usual pilgrimage to Avalanche Records for certain people).

The evening was mercifully dry (at least from a meteorological perspective). Delegates wound their way up the hill to the National Library of Scotland and a **reception** hosted by **Martyn Wade** (National Librarian and Chief Executive, NLS) who talked about the work of the NLS. It is a research library, he said, but for him research meant 'finding out'. That, of course, made the whole population prospective researchers, so much of the work of his team was concerned with removing barriers – real or perceived – to using the National Library.

After this welcome we all explored the Library's archive displays (especially the magnificent John Murray Archive) and its multimedia installations. I discovered a great interactive game on how to publish a book. From the list of random words offered I created the title 'The Origins of Tortoise Murder'. I chose a surreal cover and decided to aim it at a niche market. The machine told me that my book would make me no money but it would become a cult classic: pretty much my publishing career to date!



After an hour or so of looking around the collection and more networking, we were ushered around the corner to the breath-taking Signet Library for the **Conference Dinner**. Entertainment was supplied by a local magician, with a nice line in tricks involving playing cards and forks. After dinner music came from **Jennifer Logan** (mezzo soprano) and **Margaret Donaldson** (on the piano) who started with a track called 'ISBN' which involved singing the title page of an Oxford University Press publication. Although this sounds a bit like a 1950s' beat happening the rest of the set was (fortunately) nearer to Joyce Grenfell than Allen Ginsberg.



It's magic!



Not so silent in the library world!

Day three focused in on local responses to global changes.

The first two speakers gave their perspectives on the assertion that 'libraries are too important to be left to librarians'.

Andy Lawrence, Head of the School of Physics at Edinburgh University, began his talk by unveiling a sub-title: 'what researchers really want'. He then asked how we would describe ourselves at a party in terms of affiliation:

- "I'm a library user" – never!
- "I work for the University of X" – possibly.
- "I am [insert nationality of choice]" – highly unlikely and possibly worrying
- "I am an astronomer [or your discipline of choice]" – of course!

Throughout the rest of his highly humorous and entertaining talk he went on to describe how this way of identifying ourselves affects our relationship with libraries.



Andy Lawrence

He offered us different models of libraries that were aligned closer (or further) from the discipline, and their pros and cons. Departmental libraries are good on domain expertise but less good on efficiencies. University libraries keep the expertise (invariably in the shape of Subject Librarians) but replace many of the departmental negatives with economies of scale. National libraries are excellent for breadth of coverage but are often slow when it comes to access.

This analysis threw up three elements we need to balance:

- speed;
- efficiency;
- domain expertise.

But with the growth of the Internet/bandwidth, speed has become (largely) irrelevant and domain expertise has become more important. We need a subject approach at a global level.

Then he moved focus on to his sub-title and reflected on what researchers need from libraries (especially astronomers like Andy).

What they need are:

- books;
- current research papers;
- archival research papers;
- the data behind research papers;
- archival data;
- live public datasets.

The sorts of things we deal with. Great!

However, once Andy started to dig a bit deeper the future looked less rosy for librarians:

- books – Andy has a few specialist books that he uses all the time so has bought for his office; anything unusual he needs to consult

is so esoteric he borrows it from the national library;

- current research papers – these he gets from ArXiv, the astronomers’ repository, with alerts via RSS;
- archival research papers – he gets these from ADS (NASA’s Astrophysics Data System);
- the data behind research papers – available through Vizier, run by a group of academics in Strasbourg...

Need I go on? Apart from the fact that ArXiv is hosted by Connell University Library, we were pretty much out of the picture.

So what is left for us? Andy recommended that we find our niches and develop support for them.

Umm. Libraries as a niche industry.

Hugh Masters, Senior Lecturer at Napier University’s School of Nursing, Midwifery and Social Care, gave his view from more of a teaching perspective. This was a bit more reassuring and led us back to more familiar ground, more familiar challenges.

Hugh’s specialism is mental health. 85% of his students are mature students. Most are from non-traditional academic backgrounds and most didn’t go into nursing to read books. His academic colleagues are from clinical rather than purely academic backgrounds.

So how does this impact on library use? After auditing his second year students, Hugh found that:

- 1/3 feel they are IT and information literate;
- 1/3 are willing to learn;
- 1/3 will avoid IT and tricky information sources at all costs.



Hugh Masters

The solution to this? Hugh has worked closely with Subject Librarians over the years to develop subject-specific information skills sessions, building on SCONUL’s ‘seven pillars’ approach and embedded at relevant points in the course.

For him libraries are not just about the provision of information but more about the learning context.

Two very different but entertaining and thought-provoking talks.

Next up we had two different perspectives from librarians on developing services to meet our environmental challenges. **Sara Marsh**, Director of Learner Support Services at the University of Bradford, delivered a talk called ‘Locally devoted to you’ giving her local perspective on how the Library and other support agencies provide a holistic service to users.

Of Bradford’s 14,000 students:

- 50% are from racial minority groups;
- 49% are from working class backgrounds;
- 38% are local students;
- 33% are post-graduates;
- 22% are part-time students.

As a result of these demographic forces, this is very much a ‘local’ university. Students go back to their family home at the end of the day (some are delivered to university in the morning and collected in the evening). Many come to university with ready-made peer groups. Many students want to stay in Bradford after graduating (leading to challenges for the Careers Service).

Sara has responsibility for all learner support services: Library; IT Services; Careers Service; Counselling; plus the Centre for Academic Practice, which provides support with study skills for students and Continuing Professional Development for staff. Although this sounded daunting to me Sara stressed the opportunities for developing seamless services, synergies and economies of scale.

With all these challenges and all these services, Sara obviously has a pretty full agenda so she focused on a couple of themes. Space is a key concern, with the Library looking to develop a more student-centred approach to its buildings. Social space is also an issue. For many groups alcohol is not important and is perhaps even a turn off. So how can the Library, Students’ Union and other

services provide a spectrum of spaces to meet different tastes and needs?

Staff was also highlighted as an issue, with many of the students requiring substantial help and support in the academic environment. Synergy was mentioned again, with the Counselling, Careers and Centre for Academic Practice staff working with Library staff to help them develop their skills to meet student needs. A key phrase, picked up by the audience at the end of the session, was 'unconditional positive regard'. In this world of rapid change we sometimes lose sight of that.

Sarah Thomas, Director of Oxford University Library Services and Bodley's Librarian, then gave her views from the Oxford perspective. She first returned to the theme of buildings that Sara had taken up but from a quite different perspective. Oxford can be very 'local' and can be building-orientated. But the University needs to think outside its buildings. It needs to think outside its walls. It needs to be more concerned with importing and exporting: importing successful practice from across the globe and exporting services to where its users are.

Oxford is a contradiction. On one hand it is definitely not a 'local' library. The University has a student body of 18,000 plus 30,000 researchers and academics, but the Library services an equivalent number of external readers. National legal deposit makes up more than 50% of the collections and archiving is for the world. But it is also 'local', including 'local' internally. There are still card catalogues that need to be searched on site. There are 25 local classification schemes across the University. There is low inter-library loan use. Books cannot even be borrowed making them extremely local!

Can this be sustained in the Google World?

Oxford is undergoing considerable change. Cataloguing records are being bought in so cataloguing expertise can be directed towards unique or rare items. Search discovery tools (such as Primo) are being adopted to open up collections and Web 2.0 functionalities explored. Users want 'coffee, comfort and connectivity' so even the Oxford buildings look set to change.

For Sarah the line between 'local' and 'global' is blurring. We need to be importing best practice from other libraries and concepts from the business world (marketing, for example). We need to be exporting content, the things we used to hide

in the library. Use Wikipedia to drive customers to quality sources, she said: "put your collection where eyeballs are going".

This was a whirlwind review that covered a huge amount of ground and left us with a huge amount to think about.



Alex Byrne

The Conference programme was brought to an end by **Alex Byrne**, Librarian at Sydney University of Technology and the President of IFLA, 2005/07, who reflected on the last few days and added his own spin to the issues raised.

Alex started by taking us to a new dimension with a galactic introduction: 'we live on one small planet in a very large universe'. But those of us on this planet have a growing understanding of global issues and global responsibilities. Part of this is at a social, political and ecological level (global warming, for example); part is at our professional level.

From focusing in on the International Federation of Library Associations' involvement with the World Summit on the Information Society (see www.itu.int/wsis) he widened his view to more general themes. 'Googlisiation' he saw as essentially positive for us. Google has 'transformed discovery', with 380 million people using it over 112 international domains every month. People who in the past would ask their family, their friends for information are now asking a search tool not unlike a library.

Profound changes in scholarship and pedagogy are also providing opportunities. In the world of research we have an increase in e-research, metrics and e-science curation to consider. At undergraduate level we have widening participation, a greater emphasis on (employment) outcomes and

increased reliance on resource-based and active learning techniques. All of this is going to impact on our core activities of collecting and preserving information on one hand and developing information literacy skills on the other.

Alex then went on to review developments in four key areas and how this is impacting on our core functions:

- research discovery and curation;
- learning discovery and curation;
- research data curation;
- learning discovery and skills.

Many successful projects, including points made throughout the last three days, were explored. We have much to be proud of.

Yet, many challenges still remain, notably:

- the quest for sustainable business models for Open Access publishing;
- ensuring long-term preservation of different media;
- creating durable metadata;
- making an Information Society ...for all;
- revitalising professional education;
- providing sustainable discovery 'beyond Google', when/if Google is superseded;
- preventing censorship for avowedly good reasons;
- sorting out Intellectual Property Rights.

We have achieved much but we still have lots to do. A fitting conclusion to a very full SCONUL Confernece.

It was just left to **Jane Core**, the in-coming SCONUL Chair, to formally close proceedings by thanking the speakers, organisers, sponsors and podcasters. She finished by turning her eye to the global and then the national, reminding us of the 2009 Study Tour to Scandinavia and the 2010 visit to California and (closer to home) the 2009 Conference in Bournemouth.

My bucket and spade and passport are already packed...



Scottish Parliament

Workshop Reviews

DISCOVERING LIBRARY 2.0: LIBRARY SERVICES FOR THE GOOGLE GENERATION

WITH KEN CHAD

reviewed by Carol Kay, University of Liverpool

Ken has been working with David Kay and others on a JISC funded project, *The JISC and SCONUL Library Management Systems Study*.

Ken set the scene by giving some background on the 'Googlisation' of the information world. He then moved on to talk very broadly about how libraries will have to change if we want to remain relevant. He pointed out that 'content is no longer King'; as librarians we have to 'sell, merchandise and perform' We need to be looking at how we can say yes, how we can offer our users what they want- otherwise they may go elsewhere. We need to make our catalogues look more like Amazon- 'people who read this also read...'; provide book reviews etc. as the University of Huddersfield have done. Social tagging of reading lists was also suggested.

This led to an animated discussion about whether we should be limiting students reading by providing reading lists – are our academics the 'gatekeepers', are they providing too much guidance? If we eventually 'publish' our reading lists on the web will our academics colleagues see this as a threat?

David Kay then talked about the follow-on project, JISC TILE (Towards Implementation of Library 2.0 and the e-Framework): <http://www.jisc.ac.uk/whatwedo/programmes/resourcediscovery/tile.aspx>.

David pointed out that we need to add value to our library services and we need to work on delivering something that is uniquely ours (our USP). He then moved on to talk about the problems associated with these developments. Where do we store all this data? It needs to be local but sharable – how do we create an 'architecture of participation' for higher education?

All in all this was a very interesting session which left the attendees with plenty to talk about over coffee.

THE WORLD TURNED UPSIDE DOWN: GLOBAL AND LOCAL PRACTICES FROM ACADEMIC LIBRARIES IN THE SOUTHERN HEMISPHERE

WITH SUE ROBERTS, JOHN REDMAYNE AND SUE PHARO
reviewed by Nick Bevan, Brunel University

Meanwhile, in a workshop nearby, a select group of librarians were having their world turned upside down. Literally. Starting with a globe which showed New Zealand on the top of the world, we were taken on a 'tiki tour' (a scenic tour) of the country, driving in a virtual VW bus past some lovely scenery and visiting all of the country's eight universities. Our hosts were Sue Roberts, known to many SCONUL members from her days at Edge Hill before she moved Down Under, and two of her NZ colleagues, John Redmayne and Sue Pharo. As we travelled through each city we focused on a theme - such as collaboration, heritage, partners in research and library as place. We considered some of the common challenges and also reflected on the similarities between the academic library scene in NZ and that in Ireland. We learnt a little about Maori culture, ogled at the view from Sue's office and admired the architecture of the Information Services Building at the University of Otago. Many of us left feeling keen to revisit - a future SCONUL study tour perhaps?

RESEARCH SUPPORT – NOW AND INTO THE FUTURE

WITH PHIL SYKES, MOIRA BENT AND DAVID CLAY
reviewed by Antony Brewerton, *SCONUL Focus* and the University of Warwick

This workshop session was split into two parts. In part one Phil, Moira and David gave us presentations on the current state of research support offered by SCONUL members and some of the opportunities that we may be yet to fully exploit. Part two gave us a scenario to work on, giving us the opportunity to envisage new support structures in a safely fictitious (but realistic) environment.

Phil kicked off by reporting on his survey of what we do already. Examples of good practice were described under the following themes:

- **structures** – some institutions use Subject Librarians to support researchers, other have generic posts (eg. Durham, Manchester Metropolitan University (MMU), Northampton, Galway);
- **advocacy** – we are not always seen as supporting researchers so various approaches (institutional repository advocacy, support-

ing the institution with collecting data for the Research Assessment Exercise) have been used;

- **buildings and outreach** – some have taken support to the departments (Cranfield, Northampton), others have developed dedicated space in the library for researchers (De Montfort);
- **current awareness services** – a traditional service now made simpler with Web 2.0 developments (eg. Chemical Engineering at Manchester);
- **helping researchers publish** – helping them to decide where to publish (Exeter, MMU) and how to use citation data in the decision-making process (Cranfield);
- **training for researchers** – usually this is on a one-to-one basis involving the Subject Librarian but other places (Huddersfield, for example) combine this with more generic classes.

But there is a lot more we could be doing. Moira illustrated how the needs of researchers change as they progress through their careers. She unveiled the 'seven ages of research' (masters students; doctoral students; contract researchers; early career researchers; established academic staff; senior researchers; experts) and the concerns these groups have at each stage. Lots of different needs for researchers. Lots of opportunities for us.

David then brought this part of the proceedings to a close with a review of future roles for librarians in their support of researchers as custodians of information, managers of institutional repositories, Subject Librarians, teachers and technical specialists.

We were then split into three groups to work on our case study. We were supplied with a (familiar for many of us) scenario of a new Vice-Chancellor pushing for better research results. How were we going to restructure to support this? How would we present this to the staff? How would we pitch this to the VC? We used the 'seven ages' model to assess needs and started to develop our services and structure accordingly. In the end we ran out of time in my group and didn't get round to really developing all the things we would have liked for this important client group.

We had just better make sure that doesn't happen back at the ranch.

MASS DIGITISATION AND E-BOOKS WORKSHOP

WITH JONATHAN BENGTON

reviewed by Rupert Wood, University of Reading

Jonathan Bengton, Associate University Librarian for Scholarly Resources at the University of Toronto, led this workshop on these two related topics, describing Toronto's experiences of participating in the Open Content Alliance mass digitisation project; and leading a discussion on the development of e-book collections generally.

The Open Content Alliance is an international collaboration (including the British Library) which is building up a permanent archive of openly accessible digitised content, Toronto having been one of the largest of the scanning centres. The OCA is in partnership with the Internet Archive, at the San Francisco Data Center, and its book scanning project has been partly financed by a special relationship with Microsoft, who have, however, announced in May 2008 their withdrawal from the project. Microsoft's involvement has inevitably made the project seem to some like a rival to Google's Book Search digitisation project (which is not an open access project).

Production scanning for the OCA is currently being carried out on 13 sites with 25,000 books a month being scanned. Jonathan described and showed photos of the scanning process and the equipment used at Toronto. Since the sites involved specialise in agreed subject areas, low levels of under 5% duplication have been achieved. Toronto has been adding links to catalogue records for their digitised books, and future developments include a possibly increased concentration on scanning special collections.

In the second part of the workshop, Jonathan reported on a recent consultation about e-book use at Toronto, some of the results of which are showing that e-books are more confusing for library users than e-journals; that there isn't a consistent view of what an e-book is; that relevant e-books were often found by chance; but that many respondents, nevertheless, rated them as important for their studies. The survey also found that generally undergraduates, even in the sciences, preferred to use printed versions of books more than researchers, who tend to be more willing to 'teach themselves to read online'. Because of the complexity of the current e-book market, it was thought there was a danger of academics building up their own collections of digitised books, not always legally.

SCONUL PERFORMANCE PORTAL: COLLECTING THE LOCAL TO SHARE WITH THE GLOBAL

([HTTP://VAMP.DIGLIB.SHRIVENHAM.CRANFIELD.AC.UK/](http://vamp.diglib.shrivenham.cranfield.ac.uk/))

WITH TRACEY STANLEY

reviewed by Steve Morgan, University of Glamorgan

I attended this workshop along with eight others. The modest body count enabled the group to have a fairly informal approach, ideal for this kind of event. The workshop was facilitated by Tracey Stanley, University of York. Stephen Town had been unable to attend. It was divided into two halves – firstly a brief overview of the portal, followed by a guided discussion. Tracey ran through some slides picking out the aims of the portal, including the need for tools/frameworks for demonstrating accountability to senior University staff/bodies (impacts, value for money, support for funding requests, etc). There was a recognition that access to best practice and sources of expertise were needed in this area. Five headings underpin the portal and these are:

Frameworks

- EFQM (European Foundation for Quality Management) Excellence Model;
- Key Performance Indicators.

Impact

- SCONUL Impact Initiative.

Quality

- Charter Mark;
- Customer Satisfaction Surveys;
- Investors in People;
- LibQUAL+;
- Priority Research;
- SCONUL Satisfaction Survey.

Statistics

- Range of mechanisms for accessing statistics.

Value

- Still to be developed but will include costing, process measurement, value for money, etc.

For demonstration purposes, Tracey had to resort to screen dumps as the Internet connection was rather flakey. However, this didn't stop us having a good flavour of what the portal has to offer.

There are now plans for:

- the launch of a user manual and tools for submitting content;
- populating the Value basket;
- wider promotion and increased take-up of the facility;
- development of a mind map to help with visual representation of the portal content.

Discussion

In guiding the discussion Tracey encouraged suggestions around the following questions:

- 1 What are the key issues for your institutions in the Performance Measurement area?
- 2 What would be particularly useful to include in the Value element?
- 3 Are there gaps in the Portal?
- 4 How could we encourage contributions to the Portal?

In all honesty the discussion didn't address these questions in a structured way, although some ideas were generated and Tracey managed to scribble these down. The kinds of issues discussed included the following:

- it was recognised that *finance* needed to be highlighted as a Key Performance Indicator, given the current constraints under which university libraries have to operate these days;
- everyone was mindful of the dangers of survey fatigue and the consequent implications for the usefulness of data extracted; more pertinent library and information service questions in the National Student Satisfaction Survey would be helpful, particularly questions related directly to student concerns (rather than those of librarians!);
- we need to be careful not to measure things that happen to be easy to measure rather than those that are necessary;
- it was recognised that many institutions have at best a fragmented approach to performance measurement which the portal could help to bring together;
- an interesting question was raised as to whether a direct link can be made between funding of library services and student outcomes - answers on a postcard (as they used to say!).

Personally I found this a very useful workshop, well organised and run, with an informal

approach suited to relaxed and considered sharing of views and experience.

IS THERE A PLACE FOR LIBRARIES IN SECOND LIFE?

WITH MARSHALL DOZIER, VICKI CORMIE, DENNY COLLEDGE AND SHEILA WEBBER

reviewed by Pat Noon, Coventry University

Sheila Yoshikawa has a passion for frocks according to her blog. Today Sheila is wearing a very elegant black number that perfectly matches her unfeasibly jet black hair. Sheila is leading a tutorial in information literacy for students from the Infolit iSchool and whilst her students are making themselves comfortable and carefully folding their wings around the campfire she is briefing her two colleagues who will be sharing the tutorial with her. One appears for all the world to be a fox and the other is doing a passable imitation of Raggedy Anne.

Welcome to the wonderful world of Second Life.

Neither Sheila, the fox nor Raggedy Anne actually exist of course in any real world sense, they are simply virtual incarnations of three of our workshop presenters who often work together to deliver a very real online module in information skills to very real students from the University of Sheffield using the creative potential of Second Life.

Second Life, as you may know, is one of the best known immersive worlds: a 3D online digital world where you can assume a new persona - your avatar - and live ...well a second life quite different from the tedious constraints of your drab real world self but this time in a completely virtual world. For some time now, librarians have been trying to harness the undoubted attractions of Second Life in the interest of supporting university students. This workshop was a very interesting demonstration of one current application.

What the workshop did well was to show the enthusiasm, commitment and obvious enjoyment that the presenters brought to Second Life. They were experienced inhabitants of the Second Life world ('in world' as they say) and their presentation was professional and informative, if a little let down by the technology on occasions (they preferred Macs!). As a demonstration of an application for distance learning it was interesting and you could see the potential and the benefits that they feel they gained from this approach. What this very accessible and well-presented introduc-

tion failed to do was convince the vast majority of the audience of the potential of Second Life. At the end there clearly remained a widespread scepticism about the application of Second Life to other library purposes.

It is not difficult to identify the source of this scepticism. In Second Life you can throw off the constraints of 'RL' (as they call it) and do all of the things you dreamed of doing but never had the chance or were never brave enough to do. You can be a tycoon conducting huge financial and property deals, strut your rock star bling and live out all of your wildest erotic or super hero fantasies. Or you can use it to look up the library catalogue. You can see why most kids generally prefer Grand Theft Auto (the graphics are better, especially the blood) or putting lewd videos on YouTube and see Second Life as a plaything for middle aged fantasists - a sort of dressing up box for grown ups.

Of course, the scepticism could be because the librarians in the room were of a certain age and certainly older than our presenters and a lot older than our digital native customers. Or perhaps we just lacked the courage to let our fantasies show. Or perhaps that was just me!

KEY MEDIA MESSAGES

WITH ELLIOT FRANKAL AND JOHN HOOD

reviewed by Julia Munro, University of Reading

This was an interesting and very participative workshop. Our discussions were led by Elliot Frankal (SCONUL's Communication Officer) and his colleague from Linstock Communications, John Hood.

Elliot began by explaining what a key media message is for - namely to help crystallize thought and opinion about your organisation or service. He suggested that about 5 key messages should be sufficient for any organisation. A key message needs to be short and sweet, ideally consisting of a fact plus an example. So:

'National libraries are the memory of the nation; the British Library was founded over 250 years ago and holds every book ever published.'

You really have to love and believe in your key messages as you're going to have to repeat them endlessly. Indeed it's only when you've become sick of saying them that you can be sure that

they will just about have started to reach your target audience.

When drafting an effective key message you need to be distinctive, believable (that fact plus example) and 'agreed' (that is to have internal buy-in to the message). Avoid negativity, don't use jargon, and simplify the complex. Try the 'Simon Hoggart' test on your message; if the opposite of your message is ridiculous then chances are that your message is silly.

Armed with this introduction to key messages, Elliot and John then let us loose on some suggested national key messages for SCONUL. These had been placed in envelopes around the room for us to take out, have a look, add any comments (including whether we agreed with the message or not) and any examples we could think of. Finally we could suggest another key message from our own experience. This exercise was good fun but also quite challenging. The discussions afterwards revealed that even amongst this fairly small group of half a dozen of us there were some different opinions on the favourite message, on the detail of wordings of the messages, on the applicability of messages to different audiences and on the message we would get rid of! That said, we were all definitely on message about the centrality of libraries to the academic process of learning and discovery at the heart of their institutions.

After all this activity and debate Elliot settled us back down again to give us some tips and tricks about getting our own libraries or services into the media positively, working alongside our institutions' marketing and communication staff as necessary. And now I know how the politicians are taught to handle Jeremy Paxman. It's all as easy as ABC. Acknowledge the question, Bridge the subject (*'but the real issue here is...'*) and then Control with your key message fact and example.

'...Yes Jeremy, of course we all use Google and it has a firm place in our information seeking, but the real issue here is ensuring students gain knowledge of the wider world of information and how to analyse different sources critically and use them effectively. That's the knowledge and the skills that library staff can teach the students and that's why, together with the unique sense of place that the library offers, students keep coming to their libraries in increasing numbers...'

Well maybe I need to do a bit more work on that before squaring up to Mr Paxman, but watch out the media - the librarians are coming and they've got some key messages!

'Digital discovery; strategies and solution',

IATUL Conference 2008,
Auckland, 21-24 April 2008

Ann Sainsbury,
Library Manager,
University of Westminster
Tel: 020 7911 5000
E-mail: a.sainsbury@wmin.ac.uk

In April, I was lucky enough to travel to New Zealand to participate in the International Association of Technological University Libraries (IATUL) Annual Conference, which was held at Auckland University of Technology (AUT). Arriving late, due to a typhoon in Hong Kong, I went straight into the conference which began at the AUT *Marae* (Meeting house). The *Powhiri* (Maori welcome) made me aware of how strong the Maori culture is in New Zealand, especially in libraries.

The theme of the conference was inspired by the New Zealand Digital Strategy and its goal to create a digital future for all New Zealanders, using the power of information and communications technology. There were over 200 delegates (librarians, IT staff, publishers and electronic service providers) from all over the world, but especially Australia, New Zealand and the USA. As this was an intensive four day conference, I have selected, what were for me, some of the highlights.

The keynote speaker on the first day was Paul Ayriss, University College London (UCL). It seemed strange to go to the other side of the world to hear a speaker from a neighbouring institution, but it was an interesting presentation, examining the role and content of digital strategies in European research libraries, with special reference to UCL. He summarised the development of Open Access, highlighting European schemes such as SHERPA and DART-Europe. He then discussed digital preservation collaborations, including LIFE and UK Research Data Services. Paul stressed the importance of pervasive information literacy and fluency programmes in equipping our users to cope with developments in information technology, and the need for further research into user perceptions of e-books.

Similar presentations highlighted digital strategies in New Zealand (Penny Carnaby, Director of the National Library), USA, Germany and Canada. Hannie Sander, University of Johannesburg, gave a wonderful presentation on the 'Long walk to digital freedom' in South Africa. Using Nelson Mandela's life and achievements as an inspiration, Hannie discussed the important role of libraries in addressing the challenges in the emerging economy of South Africa, describing how committed individuals had worked together to enable all South Africans to access information. Another very interesting presentation by Erika Linke, Carnegie Mellon University, discussed a collaborative digitisation project involving American universities and institutions in China and India. Between 2004 and 2007 1.4 million books were sent from the USA to China and India for digitisation to create a free to read digital resource. The day ended with a reception at the Auckland War Memorial Museum, where we were entertained by a Maori *kappa haka* (singing and dancing) group.

The second day concentrated on research discovery, with presenters, mainly from Australia and New Zealand, discussing support for researchers and institutional repositories. Many of their institutional repositories include PhD theses, and Master's dissertations, and they are considering holding undergraduate projects. Judy Stokker, Queensland University of Technology (QUT), explained how Australian university libraries are addressing the challenges posed by changes in scholarly publishing and communication and e-research. Collections are changing rapidly and libraries need to work with other university departments to train researchers in data management skills. QUT has established e-research access co-ordinator posts – librarians who work outside the library, co-ordinating library support for researchers, promoting e-prints and open access publishing, and curating research databases.

In the afternoon we had guided tours of some of the University of Auckland libraries. I visited the Information Commons which offers computing facilities and study areas with support and training for IT, information and English language skills. Throughout the conference there were opportunities to look around the AUT Library, where a bank of computers in the open access IT area was reserved for conference delegates. The AUT City Campus Library seats 1,000, has a postgraduate study room with a meeting area, 14 study rooms, including one equipped with adaptive technology and a child friendly parents room with toys, a

DVD player and children's books. The library is decorated with Maori art and artefacts and all the signage is in Maori and English.

The next day was a study tour to Waitangi, in the Bay of Islands. Waitangi is the historic site where a treaty was signed between Maori chiefs and representatives of Queen Victoria, forming a constitutional relationship between Great Britain and the Maori and non-Maori people of New Zealand. We visited the Treaty House and listened to a keynote address from Evelyn Tobin on the Digital strategy and *Matauranga Maori*. Evelyn is a member of the Library and Information Advisory Commission and Komiti Maori, which advises the Minister for the National Library on library and information services and their role in the cultural and economic life of New Zealand. *Matauranga Maori* is the knowledge and understanding of everything in the universe, including language and traditional knowledge. How *Matauranga Maori* is recorded and disseminated is changing with the digital revolution. Evelyn sees librarians as gate openers, leading digital opportunities in New Zealand through such schemes as the Aotearoa People's Network in public libraries.

On the way back to Auckland we visited the award winning public library at Whangarei. Outside the library are the *Pou*, ten multicultural poles recognising the different cultural groups in the area, and the importance of libraries to them. This stunning new building was opened by the Prime Minister in 2006. It has special collections in Maori culture, New Zealand history, government information and genealogy as well as fiction and non-fiction, music and video collections, Playstation games, magazines and jigsaws. The library also offers homework clubs, pre-school fun sessions and holiday programmes for children. Wheelchairs and shopping trolleys are available for use in the library. The local community is very proud of the library, and our guide was horrified when I asked if they were ever affected by local government funding cuts. 'The public would not let them', was his reply.

The day ended with dinner at the Ascencion Vineyard in Matakana, where we were able to sample their excellent wines, courtesy of the National Library of New Zealand.

The theme of the final day was learning discovery, beginning with an inspiring presentation from Joan Lippincott, Coalition for Networked Information, Washington, on 'Web 2.0 for learning discovery'. She described the work of the coalition

and its role in assisting librarians to prepare students for the twenty first century – re-orientating library content, tools, services and environments. Joan highlighted examples of innovative library projects from all over the world. She concluded that it is the librarian's mission to enable students to make the transition from the recreational use of technology to its academic use by providing environments (physical and virtual) which engage students and promote creativity in their work.

Helen Livingston, University of South Australia (UniSA) spoke on the future of interlibrary loans (ILL) in 'It's been ILL for a long time, is it close to death?'. The high cost of ILLs, especially the need for investment in ILL systems and high staffing costs led UniSA to adopt a policy of buying all ILL book requests, using 'print on demand' services and internet booksellers.

Ellen Safley, University of Texas at Dallas, discussed her research into how students use library catalogues in 'Discovering the library; finding the hidden barriers to success'. Library catalogues have become online equivalents of card catalogues, which students never understood. Librarians should be looking at online retail catalogues, such as Amazon. Even students who have participated in library induction training do not understand library terminology (e.g. 'on hold') or punctuation (e.g. '1994-'). As a result, they bypass the catalogue for journals, looking just at the electronic A-Z list and so only using a fraction of library resources, and submitting ILL requests for items held by the library. Changes were made to the catalogue at Texas, including adding a 'More like this' feature and replacing 'Set search limits' with 'Narrow my search'. Overall, library systems should be able to interpret a search and help students to find the information they need. Flexible interfaces are needed to make library catalogues easier to understand, so students no longer need to be taught how to use them.

On this final evening, we enjoyed the conference dinner at Fale Pasifika (Centre for Pacific Studies), University of Auckland. The 2009 IATUL Conference 'Quality through innovation' will be held at the Katholieke Universiteit, Leuven, Belgium, from 1-4 June. Proceedings of the 2008 conference can be found at <http://www.iatul.org/conferences/pastconferences/>.

2008 Allis (Accessing Lancashire Library & Information Services) Staff Development Group Conference

**Engaging your Community,
Woodlands Conference Centre,
Chorley, 20 May 2008**

Conference reviewed by:

Kim McGowan

Learning Adviser,

University of Cumbria

Tel: 01524 384496

E-mail: kim.mcgowan@cumbria.ac.uk

My accomplished friend, recently appointed to an important new job, described to me her 'creeping impostor syndrome'. She related how she's never had the luxury of feeling more than six paces away from the full public exposure of her (imagined) inadequacy. As someone who struggled with literacy at school and who went to university relatively late, I recognise the fraud disorder. In my case I'm expecting the 'rumble letter' to arrive in any day; my distinguished friend is prepared for two burly security men to appear in order to escort her from the premises.

Judged 'kim-kind-but-dim' as a child I am inevitably drawn to debate on the support and engagement of non-traditional and difficult to reach library users. My emotional investment in the subject can make that involvement hard; I am transported back to bewildered youth. As such the Allis staff development group conference on the theme of Engaging your Community, with its presentations on engaging the Traveller community, the ethnic community and a prison community, contracted to be a moving affair; and so it proved.

Delegates represented a range of library sectors, public, health, prison, further and higher education. We began by thinking about our own ideas of community and who in particular we felt we needed to work to reach. Over 60% of learners at my university are part-time and, as such, non-traditional. I'm keen to ensure that students juggling a raft of domestic and academic demands, (and probably an impostor syndrome to boot) recognise and feel able to access the library and information support that I'm here to provide. My colleagues spoke about the need to connect with teenage customers, prison officers, foreign nationals, young adults, offcampus and overseas students, Travellers, the elderly and users with mental health, mobility or access problems.

TRAVELLER EDUCATION SERVICE

Our first three presenters are involved in the support of Traveller communities. Seb Smith is an area team leader in the Traveller Education Service at Lancashire County Council. He immediately answered the question we all dither about but don't dare to ask; the issue of terminology. The terms we can use (stick with me; I know some good stuff now), as long as we apply them precisely, are Gypsies, to refer to the people whose ascendants left India a millennia ago (they were once thought to be from Egypt, hence 'Egyptians'); Irish Travellers, for the group who have been roving England working as travelling tradesmen, knife sharpeners and tinsmiths for over a thousand years; Showmen, for the circus and fairground families, who travel from March to October; New Travellers, to refer to those people, often resistant to mainstream culture, who set out in a variety of forms of modified transport during the 1960s and 1970s; Boat People, for those whose economic way of life involves narrow boat or barge travel along the country's inland waterways. Traveller is a generic term that is broadly acceptable to all groups.

Seb spoke about the slaughter of 15 year old Irish Traveller Johnny Delaney in 2003. He was kicked and stamped to death by two 16 year old boys. One of the killers allegedly commented to an onlooker, 'He deserved it, he's only a fucking gypo'. Seb demonstrated how entrenched casual racism against the Traveller community is. He replaced the terms Gypsies and Travellers in genuine recent captions with the words Black or Jew. This created statements like 'The Sun's war against Blacks' and 'Jews are more dangerous than nuclear fall-out'. Seb described how Travellers find themselves bullied and excluded

and trapped in a cycle of misunderstanding and mistreatment.

Travellers have low life expectancy rates, high infant mortality rates and the lowest educational achievement of any minority group. He encouraged us, as information professionals, to make the small modifications that can lead to the big changes. Seb's team are happy to advise groups and institutions on how they can change attitudes but he recommends that we can start by normalising the use of the terms Gypsy and Traveller, including material and displays relating to the Traveller way of life in our libraries and information centres.



Seb Smith concentrating on his art during Prescap's screen painting activity

Photo: Dougie Stuart, Prescap www.prescap.co.uk

TRAVELLERS IN SPACE

Our second speaker, Catherine Carruthers is based at the Harris library, Preston. Part of her role is working with the Traveller community. In order to build up relationships she visits children at home to read stories and conduct art activities. In 2007 she was awarded Allis funding for the art projects 'Travellers in Space'. The scheme was designed to promote mutual understanding of Traveller culture and of library culture. Two groups of children were involved; they worked at their home site and at the Harris. Young school-attending children created on a 3D craft display and older home-schooled teens designed and created futuristic space fashion outfits.



Catherine explained that circumstances sometimes slowed progress of the project but that the children enjoyed and were committed to their

activities. For the younger group involvement was contingent on regular school attendance and attendance did improve. She feels that her work has allowed Harris staff to become more familiar with users from outside their own cultural frame and made regular library visits seem ordinary to the children involved and to their families. Catherine will continue to work with the Seb and his team to raise awareness and aims to extend her scheme with a 'make a book' project. She is also working with Sure Start encouraging young mothers and older sisters to run Bounce and Rhyme sessions.



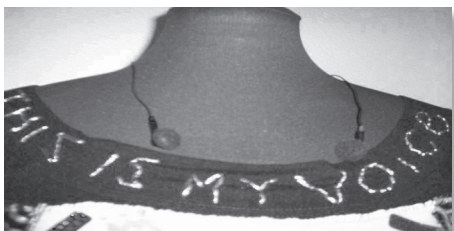
Travellers in Space photos: Catherine Carruthers, Harris Library, Preston.

We saw pictures of Catherine's Traveller children with their work. Of course they didn't look exotic or other; they just looked like children, like your children, shy and proud. Seb's photograph of Johnny Delaney in his school uniform with his brown eyes and fair-red hair, reminded me of my grandson, William.

THE DRESS: THIS IS MY VOICE

Linda Robinson spoke next; she is based at Morecambe public library. With colleagues, she was responsible for the regional survey of home-based and outreach library services that has resulted in the compilation of a set of strict customer care guidelines for the Morecambe and Lancaster area. She devised the Luck Book Riders Club, a reading scheme designed to keep young Travellers reading.

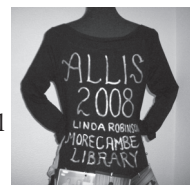
Linda also received an Allis award. She worked with Gypsy and Traveller girls to devise an item of clothing depicting the girls as they perceive themselves.



'The Dress' is a talking representation of the girls in contemporary society; an integral CD player allows the viewer to listen to the authentic voices of the items' creators. The bodice is made up of panels designed by the girls and the skirt comprises a cascade of photographs taken by each member of the group to capture everyday element of their lives. The work is self-explanatory, so it can be transported to Traveller events for display. When I spoke to Linda it was on exhibition at the annual horse fair in the Cumbrian town of Appleby where the Gypsy and Traveller communities have been gathering each year since 1685.



Linda described how the project allowed the girls to develop confidence in their own ability and in the force of their own culture. In addition the participants accrued further IT, research and literacy skills; they joined the library, conducted online searches and set up email accounts.



The Dress photos: Linda Robinson, Lancashire County Library, Morecambe

RULES OF ENGAGEMENT: HOW TO ENGAGE WITH THE ETHNIC COMMUNITY BEYOND YOUR LIBRARY



Photo: Kim McGowan

Alan Seatwo, Knowledge Management Specialist at Edge Hill University, recounted how he moved to Britain from Hong Kong when he was seventeen. His family lived within the poor Liverpool Chinese community. However, he

recounted that the city's public library provision meant that access to books and knowledge, rather than poverty, defined his earliest experiences of the country, and provided him with the focus of his future career.

As I understand it, knowledge transfer ensures that the *very important stuff* we do in university is actually available to benefit society. Alan uses academic information and skill to improve the lives of disadvantaged individuals and communities. For example, he provides training opportunities, information skills support and funding application advice to businesses and people working in the voluntary sector. In terms of raising self-belief there were parallels with the

work of previous speakers; a volunteer working with victims of domestic violence commented to Alan, *'I am dyslexic and this course gave me the confidence that I didn't have. Not only did I learn the community work skills, I also learnt the skills to find information to support my work. I used to think only academics know where to find these things'*.

Alan's understanding of engagement with ethnic communities echoed Seb's. People from Hong Kong are not happy to be treated as if their cultural identity is the same as that of communities from mainland China, and vice versa. This is a sentiment I recognise, at university, I distanced myself from attempts to herd me together with other 'mature' students; resenting the assumption that our shared elderliness meant we shared interests and experience.

Despite Alan's sensitivity to cultural issues he is conscious that people can be suspicious of our motives. Those he approaches can assume that he is out to sell them a product or is trying to get them to sign up for a demanding academic programme. He cautioned us that we need to take time to develop relationships, be prepared to employ a range of techniques including public events, surveys, art and innovation (as Catherine and Linda use) and persistence, and that we work with group leaders, influencing the influencers.

BEHIND THE WALLS: AN INSIGHT INTO ENGAGING A PRISON COMMUNITY

Our final speaker of the morning was Jenn Ashworth, library manager at HMP Garth. Her shifting community includes the men and their families and staff members who range from segregation unit officers to smoking cessation counsellors. Over half of the 840 men are serving life or indeterminate sentences; their average age is 35.

The men do not have internet access so Jenn provides information and legal research support. A significant minority of her users are working towards higher degrees but many are foreign nationals and ESOL (English as a foreign language) service users. As a mother and published author Jenn brings a large measure of herself to her job. She works to support the maintenance of family relationships by running sessions such as Bookstart and Toddler Rhyme Time for visiting children and is aware that her participation in these gatherings has prompted fathers to attend the library for the first time. Around 50% of her users have low literacy skills;

the stigma associated with illiteracy is such that many men try to conceal their status and emergent and reluctant reader support plays a very large part in her role. She encourages reading for pleasure by running a creative writing and reading group and having guest writers to visit and work with the men.

Being reminded about literacy levels in prisons made me unbearably sad. There but for a few well-timed good influences could be kim-kind-but (actually Kim a bit truculent but bright as a box of monkeys). Jenn let some light in by reporting some myths and fables (all unfounded) she's gleaned from her library Orderlies:

There are books in the library which are flagged in some way - if you take them out, the computer system sends a message to the psychology department (Jenn thinks this prison myth might have come from the Brad Pitt film, Seven).

The library provides a list of recently read books to the adjudicator at the parole hearing.

You're only allowed to use the library if you are registered on a course in the education department. You need to have the permission of your teacher or personal officer to come to the library.

If you read crime books that are concerned with the same kind of crime as the one you are convicted of, the librarian reports this to your wing.

The books with the orange stickers on the spine are the ones you get reported for reading (these books are actually ex-teenage fiction collection donated to Jenn by an outside library).

Jenn saves all the new books and doesn't put them on the shelves until the officers have taken what they want first.

Psychology give a list of names to the librarian - none of the men on the list are allowed to borrow books with female characters in.

Someone at the library office has to go through all the books and rip out the racy scenes (someone is doing this, but it isn't Jenn!).

And then she finished with a poignant tribute from a regular, *'The library is the place you get to come and read whatever you like, and learn stuff you've never learned before. I read anything. I like biographies and inspirational books, but I also like reading science fiction and books about health and fitness. You can travel anywhere reading a book in your cell. Your brain is the one bit of you that they can't lock up.'*

PRESCAP

After lunch Becky Atherton and a team of artists from Prescap (Preston Community Arts Project)

came to work with delegates and speakers. Prescap is a community development company; they use art in dynamic ways to support regeneration and social cohesion. They prioritise work with hard to reach and socially excluded individuals, groups and communities. Our activity was four collaborative screen paintings portraying our library communities. Of course we started out abandoned by our internal visual artist. But the jewel-coloured paint was gorgeous to work with and it wasn't really possible to make a mistake. I made the gilded curly head of a non-traditional student juggling her raft of demands contained in golden balls; family, fees, work, study, egg and chips, impostor syndrome (not really that one). That makes it sound a bit better than it was actually, see picture. It was a grand activity and the finished canvasses will be available to display in the libraries of the participants.



Kim McGowan (left), Helen Anderton, Catherine Caruthers, Margaret Toft, Michelle Moore and their screen painting on the theme of Engaging your Community

Photo: Dougie Stuart, Prescap www.prescap.co.uk

It was a terrific conference and good came out of it; I know several delegates have contacted speakers to continue their discussion on widening participation. In conversation with a colleague from the public sector I learned that she'd considered prison visiting for a long time; listening to Jenn has convinced her to get on and do it.

Resonant themes emerged. Creativity can be a huge cohesive force and source of self esteem to those muted by events or nonconformity. Libraries can and do transform lives. People are resistant to being branded and we treat groups as homogeneous entities at our peril; if we want a response we need to keep listening and keep talking. And it takes more than one go, don't give up, nothing is easy, with the astonishing exception of screen painting.

A place for learning: rethinking academic library buildings,

National Library of Scotland,
7 May 2008

Anabel Marsh
Reader Services Librarian,
Jordanhill Library,
University of Strathclyde, Glasgow
Tel: 0141 950 3555
E-mail: a.c.marsh@strath.ac.uk

Colin Bovaird
Head of Satellite Libraries,
University of St Andrews
Tel: 01334 462855
E-mail: cab@st-and.ac.uk

How we plan and use our buildings has become an issue of increasing significance in recent years. Changing learning styles, the pressure to be cost- and space-effective, and, increasingly, the drive to be 'iconic' mean that today's academic libraries have both to look smart and think smart. This seminar was jointly organised by Scottish Academic Libraries Co-operative Training Group (SALCTG) and the University College and Research Group (Scotland) to consider not only the latest thinking on the design of learning spaces, but also innovative approaches and services that could enable libraries to make more effective use of their space.

Sheila Cannell (Director of Library Services at the University of Edinburgh) considered one of the most pressing issues facing any institution planning for the future of its learning and research estate: the impact digital services are having on the design of academic library buildings. Her talk drew not only on her current experiences with refurbishment at Edinburgh, but also on her role as Chair of the judging panel for the SCONUL Library Design Award 2007.

Andrew McDonald (Director of Library and Learning Services at the University of East London) drew on his wealth of experience in the

design and management of learning spaces to give his vision for the future of how our libraries should look and function.

Chris Backler (Associate Librarian at the University of Dundee) introduced Dundee's roving reference enquiry service as an example of how the focus of a building can be changed by taking services out to its users.

Alex Hunt (Information Commons Manager at the University of Sheffield) gave a first-hand account of the challenges posed by moving to a radically different learning and physical environment in one of the most innovative learning spaces in the UK.

The talks, all illustrated with slides of the relevant buildings, can be viewed on the SALCTG website at: <http://www.jiscmail.ac.uk/cgi-bin/filearea.cgi?LMGT1=LIS-SALCTG&a=get&f=/resources.htm>

This paper will therefore concentrate on drawing together common themes from the four speakers.

The vision. There are very few published standards for library design, yet a building is the biggest single investment a library can make and decisions about it have long-term recurrent implications. It's important, therefore, to have a clear vision for the future and ask the right questions before planning a new learning space. Sheila suggested what some of these questions might be:

- How will the institutional mission change? (Research-led teaching, the student experience, access issues).
- What will learning be like? (Social networking, group learning).
- Will the library be bookless? (Electronic journals, books digitisation)
- What changes will there be in computing infrastructure? (The most difficult to predict - mobile / wireless; certainly technology rich.)

The users. As Andrew pointed out, we need to always bear in mind that a building is about more than bricks and mortar – it's about people, and a well-made building can change the whole culture of a campus. It's perhaps a drawback therefore that libraries tend to be planned by architects and librarians – not by the people who use them most: students. As the library is where many students spend most of their time, it has become a quality issue in student feedback and, arguably, a factor in attracting and retaining students, so it's

important to consider their diverse learning styles. Although the trend is towards group learning, this does not suit everyone so, in Sheffield for example, while the ultra-flexible Information Commons (IC) seeks to accommodate a wide range of new style learners, the main library is still available to those who prefer a traditional study atmosphere. As part of its refurbishment, Edinburgh plans to follow the model being successfully used elsewhere by having the café on the ground floor with other floors becoming quieter as you go upwards.

The building. The building and its layout need to be adaptable enough to cope with these varied needs, and to be proof against future changes. Teaching rooms and group learning are both important, but Sheila made a clear distinction between them - she does not believe in separate discussion rooms which are too inflexible: mobile screens and study pods are more practical. For example, Alex described a flexible area in the IC with furniture on castors and power and data points on the floor which can be configured by the students themselves.

The furniture and fittings need to be robust in a building like the IC which is open on a 24-hour, 365 days a year basis, and one of Alex's regrets is that they did not "road test" them enough. After just a year, covered furniture needs replacement, and their clever lift-up power sockets lasted no time at all. Spend as much as possible on quality fittings is the message.

Computing trends are also difficult to predict. At present, 25% of reader spaces in libraries have computers on them (Andrew McDonald), but how much longer will we need fixed PCs? Will it be a safer bet to commit to a library built round wireless mobile computing? With these kinds of questions in mind, Andrew suggests including computing and network specialists in the design team. Again, flexibility and adaptability seem to be key: of the Information Commons 500 PCs, 100 are currently bookable, but this has proved inadequate and will soon increase to 200.

Noise is another issue, one which Andrew suggests should be redefined as sound management – how to manage a range of sound levels in one building - and he adds acoustic engineers to the list of people to involve in the design. Alex wishes they had designed in more areas which could be acoustically sealed, e.g. to expand the quiet areas in exam times. She was also surprised to find that some students do not consider the use of laptops to be silent, and the IC layout now includes some

laptop-free zones. Noise can also be controlled by increased staff presence on the floor - one of the unanticipated benefits that followed on from Dundee's switch to a roving service.

Another factor in many students' lives these days is that they have to fit in studying when and where they can, perhaps eating their lunch at the same time, so all the libraries described had cafés. This is now seen as essential, with Edinburgh counting its café in its tally of study spaces.

Finally, the importance of good signage is often overlooked - the architects at Sheffield thought that students would find their way around intuitively, but, unsurprisingly, this is not the case. Many libraries are now going for plasma screens, which are potentially easier to maintain and can be used as promotional tools - e.g. scrolling through images of the library's collections.

The staff. Fewer and fewer libraries now have traditional desks - a Help Desk and self-issue suite is a more common arrangement. Chris Backler's paper was an excellent example of how planning a new extension can be a perfect opportunity to rethink the way both space and staff are used. Dundee University Library wished to align itself more closely with the University's strategic plan, particularly the commitment to improve the student experience, and came up with "Just Ask", a roving help service which takes staff out to users, removing the barrier of a desk and aiming to overcome the "I'm sorry to bother you" syndrome. Added to this was the recognition that the make-up of the student population was changing, for example with the growth in numbers of mature and international students who needed help of a different kind to younger home students. The service was launched in 2006, before the extension was open, as it was a good way of informing users about issues like stock relocation as well as to publicise the new building, and to date, it has been very successful, greatly increasing the number of recorded enquiries. Feedback has been closely monitored and used to make adjustments to the service, for example it has now become a core service with dedicated staff, not just volunteers, and this in turn has had an impact on the kind of staff the library is recruiting. At Sheffield, the IC's information points are run jointly by library and computer staff, and out-of-hours coverage is provided by concierges for whom a completely new job description was written to distinguish them from university porters and introduce a clear customer focus.

Staff areas are also important. Alex feels Sheffield's is too small and in the wrong place, while Sheila is surprised that staff areas are often the same as 20 years ago, yet our work has changed dramatically - this is where the digital library is delivered from and time needs to be spent designing an environment that is fit for purpose.

Each talk contained far more detail than it has been possible to highlight here, but it is hoped that a flavour of the day has been conveyed. If one consistent theme emerged, it was that libraries will continue to be hugely important to their institutions, but that what goes on in them may change dramatically. It also illustrated how space influences services and vice-versa, and highlighted the fact that although we can try to determine the use of space, at the end of the day the students will often decide for themselves. Perhaps this is exactly how it should be.

Barbara Allan, Blended learning: tools for teaching and training

Reviewed by Ross Connell,
Assistant Subject Librarian,
University of Warwick
Tel: 024 765 28258
E-mail: r.connell@warwick.ac.uk

Already well known within library and information profession publishing for her popular and well-read texts on project management and the supervision of teams, Barbara Allan adds to her output with *Blended learning: tools for teaching and training* (London: Facet Publishing, 2007). The new offering takes the form of a practical guide, weighing in at a little over 200 pages, avowedly targeted at educators and trainers in the information profession interested in designing and delivering blended learning experiences to colleagues and customers.

For a higher education audience, at the outset of the review it is noteworthy that the holistic, broad conception of blended learning adopted by Allan extends beyond teaching and learning in formal educational institutions – including universities – to embrace workplace learning and personal professional development. This approach clearly increases the scope and potential readership of the book but does mean that a number of the examples used in the text do not directly relate to the standard staff–student learning scenario, the teaching relationship likely to be most immediately relevant to information professionals working within the higher education sector. Curiously it also dilutes, at least in part, the impact and appeal of the book to the constituency within the profession most likely to be engaged in the area of blended learning.

As this is intended to be a practical guide, it is also important to make clear that anyone seeking a detailed conceptual examination of blended learning will be disappointed. This is simply not what the book is, or is meant to be. This is not to say that pedagogic and theoretical aspects are ignored, simply that Allan's treatment of the area is in the form of an overview, so accommodating

readers without prior detailed knowledge of the topic. Chapter 1 outlines a selection of definitions and models of blended learning, with theories of teaching and learning underpinning blended learning surveyed and discussed in Chapter 3. As well as the expected briefing on learning theories and styles, the latter chapter also describes and situates contemporary educational trends concerning action learning, inquiry-based learning and reflective practice within the context of blended learning approaches. Although inclining towards modern constructivist and social learning pedagogic theories, Allan does not dismiss the worth of behaviourist instruction in certain teaching and learning situations, squaring with this reviewer's own experience in successfully designing and implementing a video-based tutorial on printed legal resources along instructivist lines.

Each chapter is intended to be self-contained, enabling the reader to refer to individual chapters of the book as required. Sandwiched between these two early chapters is what many will find to be the most interesting and accessible chapter of the book, surveying the range of tools and technologies that may be deployed in creating and delivering blended learning experiences. Coverage of tools within this chapter is comprehensive in breadth, spanning classroom technologies, virtual communication tools, social networking software, e-learning systems (including virtual learning environments) and mobile technologies. Commonplace technologies like PowerPoint and e-mail are digested, as well as less familiar systems such as virtual worlds. As Allan herself notes, the technological field is rapidly growing and changing, and the relevance of chapter content will inevitably suffer with the passage of time. Taking this into account, there is, however, the odd notable omission, such as the failure to mention multiple instant messaging clients such as *meebo* (www.meebo.com) in the discussion of instant messaging.

The text of Chapter 2 is punctuated by short case studies illustrating the actual usage of tools, an effective format that is continued throughout the book. As befits a practical guide, Allan focuses heavily on the planning side of teaching and learning sessions. Chapter 4 looks at the planning and design of blended learning programmes, with Allan developing and advancing fourteen fundamental design principles for blended programmes. Combined with the following chapter on the planning and design of learning activities, these are the strongest chapters in the book. Chapter 5 contains a handy table summarising the char-

acteristics of commonly used learning activities, including their advantages and potential problems, followed by more detailed consideration of each activity within the text. In this consideration, Allan's attention is properly fixed on learning outcomes, rather than being technology-led. Indeed, as is the essential characteristic of a true blended learning approach, the respective merits of both face-to-face and online applications are considered. Together with Chapter 2, these chapters form a core body of practical guidance on blended learning design and development that will serve well as a primer to anyone new to the area and as a purposeful spur for self-reflection and assessment for those with greater experience.

Later chapters may be consulted as needed, depending on the individual reader's requirements. Of these, Chapter 6 provides guidance on working with large groups, embracing both the context of mass lectures and online learning, and informatively integrating insights from Gilly Salmon's influential work on e-moderating¹. Those either new or unschooled in online tutoring will benefit from Chapter 7's considered examination of the issues involved in working as a virtual tutor; it contains a series of practical tips and promotes an improved understanding of the tutor's role and responsibilities.

The last two chapters of the book are informed by Allan's own previous publications and research work. Chapter 8 gives an overview of the development and life cycle of communities of practice, virtual or otherwise, together with a brief consideration of mentoring. The closing chapter contains guidance on the principles and skills of project management. From the reviewer's personal experience in developing blended learning activities within an undergraduate law curriculum, the value of project management techniques to the task is certainly not questioned. What is questioned is whether these would not be better included in the earlier chapter on programme design and development. There is a sense that the final chapter, and to a lesser extent the prior chapter on communities of practice, are bolted on at the end of the book.

More fundamentally, the unitary structure of the chapters, while potentially enabling the reader to dip in and out of the book, negatively impacts on its overall readability and coherence, of which the awkwardness of the last two chapters is one symptom. The final section of each chapter does usefully summarise the key points contained within the individual chapter. However, the

absence of any concluding chapter to the book – itself an indication of the fractured nature of the content – is remarkable, and fails to bind or resolve the entirety of content in any satisfying or satisfactory fashion.

From a higher education perspective, libraries' aspirations to develop and embed appropriate blended learning programmes within the formal curriculum can often founder on institutional practices and departmental relationships. As one of the major barriers to the penetration of blended learning approaches, and library involvement in such approaches, specific consideration of the institutional dynamics of curriculum development would have been a valuable inclusion in the book.

As a final small criticism, although references are provided at the end of each chapter, some of these are slim in extent and would benefit from amplified listings of additional reading to support readers wishing investigate certain topics more deeply. By illustration, there are only four references each for Chapters 5 and 6, contrasted with 33 for Chapter 3.

In her introduction, Allan's stated hope (p 1) is for her book to 'provide a useful resource for both experienced practitioners and those who are relatively new to the design and delivery of blended learning'. Judged fairly against these aims, she has succeeded, although the book's primary focus on the practicalities of blended learning, rather than on conceptual or pedagogical aspects, means that those in the latter group will likely learn considerably more from reading it than more experienced practitioners. In particular, anyone wanting more than a light treatment of the pedagogy of educational technologies and blended learning will need to dig deeper into the specialist educational literature.

NOTES

- 1 Salmon, G. *E-moderating*, London: Kogan Page, 2000

The Hollywood Librarian: a look at librarians through film

(Scottish screening)

Reviewed by Lisa McLaren
Assistant Information Services Adviser,
Napier University
Tel: 0131 455 2278
E-mail: l.mclaren@napier.ac.uk

One of the year's most hotly anticipated films, for librarians at least, finally came to Glasgow on 6 May 2008, at a special charity screening hosted by the Chartered Institute of Library and Information Professionals in Scotland and supported by the Scottish division of the Career Development Group. The screening was held at Gilmorehill and was a complete sell-out, raising over £300 for support for the VSO Librarian in Tanzania and her work on the African Prisons Project.

The Hollywood Librarian, directed by Ann Seidl, an independent library consultant, took five years to complete. It blends movie clips with interviews from American librarians and promises to 'reveal the diversity of individual librarians and the importance of what they do',¹ but unfortunately, despite the director's best efforts, it doesn't quite deliver on both these elements.

From older films, such as *Cleopatra*, *It's A Wonderful Life* and *Desk Set* to the more modern *Day After Tomorrow* and *The Station Agent*, librarians are portrayed in a number of guises and in both a positive and negative fashion. However, despite the range of actors playing librarians, Seidl doesn't quite deliver the real-life mix she promises. There is one young library-school graduate, but most of the real-life librarians are female, middle-aged and have been in their jobs for more than ten years. So far, so stereotypical. Even more unfortunate is the fact that many appear simply to expound their love for their job, one even admitting to working for a pittance.

What Seidl excels at is weaving interesting stories together. One truly engaging interviewee is Mar-

garet Perry, sister of Katherine Hepburn and the possible inspiration for the character in *Desk Set*, who was full of amusing anecdotes about her past. Another subject the film uses to great effect is Ray Bradbury, who talks eloquently and expansively about the continuing importance of libraries.

The film looks exclusively at American librarianship and in particular at the public library system. The director begins by highlighting the importance of public libraries in the community, citing a Cambodian festival hosted by one library as evidence. She goes on to examine the challenges created by funding cuts by looking in detail at the potential closure of the library service in Salinas, California, birthplace of John Steinbeck. This interesting battle for survival, which is won by the librarians' standing in local elections, dominates the film at the expense of some other intriguing projects.

One of these projects is a literacy program in San Quentin prison, which examines the remarkable progress of a number of inmates in turning their lives around. One lifer insightfully remarks that if he'd been given the same opportunities as a teenager then he might not have ended up in prison at all. This is neatly contrasted with the school librarian, who pushes her young charges on to greater things. However, it might have been far more interesting to see a librarian coping with children in a tough inner-city school.

Another interesting and topical segment in the film is about the young librarian who talks of his fight against library records being used by the FBI as part of the Patriot Act and the implications this has for American society.

Despite this, one of the film's biggest weaknesses is its failure to look at recent technological advances and how they've shaped libraries over the last few years. All across the world, libraries are implementing new ideas and also helping users to navigate the online world. The buzz phrase 'Library 2.0' seems to be prevalent everywhere and yet there is not a hint of this in Seidl's documentary. It seems a startling oversight and ignores a fundamental aspect of modern librarianship. Even more strange is that a librarian from Hewlett Packard has a large role in the film but mainly talks about her early experiences and the concept of freedom, rather than about what she does at work. Seidl also ignores the higher education sector, despite the wealth of talent employed in that sector.

Overall, what the documentary does well it does very well, presenting engaging case studies which draw the audience in and create an interesting narrative. Unfortunately, many of Seidl's subjects don't translate particularly well to a British audience, used to modern, technology-rich libraries. The film doesn't necessarily portray librarians in a bad light, but it does fail to reflect the array of library workers in the twenty-first century.

REFERENCE

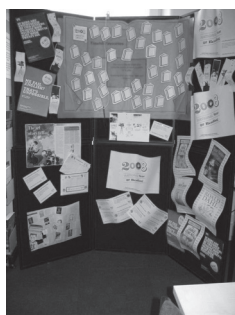
- 1 'The Hollywood Librarian: about the film' [online], available at <http://www.hollywoodlibrarian.com/about.html> (accessed 10 July 2008)

News from member libraries

University of Cumbria

NATIONAL YEAR OF READING IN CUMBRIA

The University of Cumbria Learning and Information Services (LIS) has been closely involved with National Year of Reading (NYR) activities in the county. Cumbria County Library Service is the local authority coordinator for NYR and it was their intention from the outset that as many other local libraries and information providers would be involved. A steering group was established at the beginning of the year which included representatives from the public, academic and health library sectors, as well as agencies involved with adult and family learning, trade unions and the voluntary sector. Partnership working in Cumbria Libraries is already well established as a result of the INSPIRE project and the National Year of Reading initiative has enabled a further widening of 'working together'.



The University, created in 2007, has five campus libraries throughout the county in Carlisle, Newton Rigg (Penrith) and Ambleside, as well as the former St Martin's College main campus in Lancaster. Each campus library has arranged its own local

promotions and events. On launch day (23 April) the University global email encouraged all staff to take '10 at 10' – find 10 minutes in the day to read for pleasure – if possible at 10am.

The Carlisle, Fusehill St Library produced a display comprising of quotations from well known literary works together with portraits of the authors. Visitors were encouraged to test their knowledge by matching the face with the quote.

Other libraries projected a PowerPoint loop of author portraits accompanied by short quotes from one of their works together with the appropriate classmark showing whereabouts in the library the work could be found. Authors and works were chosen to reflect the wide range of stock in the collection and highlight items that

might not be immediately recognised as 'university library material', including Rudyard Kipling, Beatrix Potter and Mallorie Blackman. This PowerPoint presentation has been used as a screensaver on all computers around the University since April, so the National Year of Reading is never far from peoples' minds.



Newton Rigg Campus Library staff have organised a photographic display of "Extreme reading" showing students

(and staff) reading in unusual places, including part way up a waterfall, on horseback and in a tree (a forestry student!). A holiday reading competition is also taking place whereby users are encouraged to take photographs of their holiday reading activities. There will be a prize for the most interesting/amusing entry submitted.

Other activities planned for the rest of the year include using the Lancaster Library as a venue for a book launch of a new title by an academic colleague. We will also include membership application forms for the public library in our welcome packs for new students in September to encourage them to join and explore the wider complementary services on offer there.

Apart from encouraging reading among our users, NYR has been a valuable way of bringing together library staff in the newly formed University with lots of ideas coming forward and a genuine enthusiasm for promoting reading.

ENHANCING LEARNING AND TEACHING PROJECT WORK

News from the Learning Gateway, Carlisle. Learning Facilitators Liz McGlynn, Linda Moses-Allison and Heather Benson along with Steve McCombe (Learning Technology Development Unit) have been successful in their bid for the Centre for the Development of Learning and Teaching Enhancing Learning and Teaching project. Working with three academics from three faculties, this research project focuses on interactive white board technology, looking at how, when and where it can be introduced in to a module effectively and different ways in which staff and student skills can be effectively supported. Hopefully the result of the project will produce better tailored training programmes, online training resources and enhanced learning and teaching experiences for both the academics and their students.

UNIVERSITY OF CUMBRIA TEACHING FELLOWSHIP AWARD FOR THE LEARNING GATEWAY TEAM

Claire Foster (LIS Assistant), Heather Benson (Learning Facilitator), Liz McGlynn (Learning Facilitator) and Linda Moses-Allison (Learning Facilitator)



achieved a University of Cumbria Team Teaching Fellowship. Using Pebble Pad the team submitted evidence of their commitment to meeting the Professional Standards in Learning and Teaching and showcased their enthusiasm for their roles within Learning and Information Services and the Learning Gateway, Carlisle.

Those involved are now preparing a paper, based on the evidence they submitted via Pebble Pad, about the development of their roles in Learning and Information Services.

NEW-LOOK INDUCTIONS

The University LIS induction group is working with the LIS marketing and publicity group this year to offer some alternative induction methods. The staff were concerned that the traditional talks and tours were restrictive to the traditional campus students, offering too much detail in too little time. Proposed developments for the year ahead include the use of online demonstrations to support students with email and the University VLE running in all IT suites, and fun video clips promoting key services within the library. There will also be a rolling programme of publicity weeks highlighting key information that may have been forgotten via screensavers, video and posters. We hope that some of these resources will be available from the website for the start of the new academic year.

University of Glamorgan

The last year has seen some significant changes – both physical and organisational - within the University but also within the Learning Resources area specifically.

PHYSICAL DEVELOPMENTS

The University is currently going through a period of expansion, a movement that seems counter to the direction of many other Universities! The Glamorgan Group is now located on five campuses: Treforest, the main campus; Glyntaff, a half a mile away; Merthyr Tydfil College (merger

took place with this Further Education College in 2006); the ATRiuM (in the centre of Cardiff); and the Royal Welsh College of Music and Drama (RWCMD), with whom the University has had a strategic alliance since 2007. Each campus has its own library or learning resources centre (LRC). The University's Estates strategy proposes further developments on each campus over the next five years or so.

Moving to a multi-site operation has thrown up a number of issues which have needed addressing:

- consistency of policies and procedures;
- inter-site lending;
- access and transport;
- devolved versus centralised management (including budgets, etc.).

How to effectively manage a distributed service remains a challenge!

As well as the expansion into the Glamorgan Group, each individual LRC has experienced changes to some degree. The realignment of Faculties has meant that the Law School has moved from Glyntaff to the Treforest Campus (to a new Postgraduate Centre) and hence the learning resources have accompanied the move. In 2009 Applied Sciences will move in the opposite direction to Glyntaff. Many of you will, I'm sure, be aware of the logistical nightmare of relocating bookstock, shelving, furniture and other equipment all whilst keeping the service running! In addition, the University has taken over a local Art and Design College whereby the learning resources and IT kit to support Higher Education courses had to be integrated into the other campus LRCs. A knock-on effect from this was the need to house the Reprographics Centre in the Treforest LRC. The displaced Media Services relocated their services to other parts of the building.

The new £35m Cardiff campus, the ATRiuM, opened in Autumn 2007. Supported here are courses in Art, Design, Media, Drama and Music. This distinctive building (see accompanying photograph) houses a LRC comprising library, media services, IT and other support services. This was also the first (and to date the only!) campus to introduce RFID (Intelligent) technology for self service purposes. One year on the LRC space has recently been repurposed to take account of the users' study needs (eg silent, quiet, group, social areas).

Much time and money have been invested in upgrading Merthyr Tydfil College library services over the last eighteen months. This has included becoming part of the Talis Library Management System (and all the retrospective cataloguing that went with that!), substantial increases in book acquisitions, additional equipment for loan (cameras, laptops, etc) and new digital display screens. We just need more space now!

Given the strategic alliance relationship with RWCMD, developments have taken a more sedate pace, with staff working closely together on modest reciprocal borrowing arrangements, access to e-resources, licensing issues and authentication.

I need to draw breath!

ORGANISATIONAL DEVELOPMENTS

As if the above expansion wasn't enough, there was also significant organisational change. In August 2006 the Learning Resources Centres converged with the Information Systems and e-Learning Services to form Learning & Corporate Support Services (LCSS). Since then there has been a gradual process of integration wherever it was appropriate and in the interests of the service users. Much has been achieved including:

- establishment and operation of an LCSS Senior Management Team (SMT)*;
- appointment of a senior post of Head of Administration;
- single Strategic Plan, 2008-13;
- establishment of LCSS Groups to take developments forward (eg Marketing, User Support, Health and Safety, Staff Development);
- single LCSS website and weekly staff newsletter;
- twice-yearly magazine to academic staff (outlining LCSS developments);
- Cultural Survey of LCSS staff;
- Training Hour for all LCSS staff;
- single LCSS Compliance team (Freedom of Information, Digital Preservation, copyright).

* Director of LCSS is Jeremy Atkinson. The Learning Resources Members of the SMT are Steve Morgan, Head of Learning Resources; Ann Cross, Assistant Head (Information Services); Andrew Dalglish, Assistant Head (Library Services); and Matthew Sparks, Assistant Head (Compliance and Media Services).

SOME RECENT ACHIEVEMENTS

Glamorgan Online Research Repository: this service was launched in May 2008. An online digital repository has been created for the storage, management and distribution of the University's research output.

International Competition: LCSS and RWCMD staff were involved in producing and distributing live and recorded coverage of the Menuhin International Competition for Young Violinists. This also involved collaboration with Cardiff University, St Davids Hall and the National Museum of Wales. There were 30,000 viewings of the live stream and the on-demand archive from viewers in around 50 countries.

JISC National E-books Project: Glamorgan was one of the first Universities to implement the JISC (Joint Information Systems Committee) national e-books observatory project. This is the first national project to look at what the impacts will be of making core and recommended texts freely available online through the library service. Four collections of e-books selected to suit students on media studies, engineering, medicine and business/management courses are available as part of the project. LCSS provides access to over 3,500 e-book titles from a variety of suppliers.

Steve Morgan
E-mail: smorgan1@glam.ac.uk

University of Leeds

OPENING OF THE NEW UNIVERSITY ART GALLERY

In March 2008, the newly-renamed and refurbished Stanley and Audrey Burton Gallery opened at the University of Leeds. Named for the generous supporters who made the development possible, the enhanced space showcases the University's outstanding art collection of painting, sculpture, drawings, watercolours, prints, and ceramics, ranging from the 16th-20th centuries. New exhibition space allows for a regular programme of temporary exhibitions, while new education and research facilities place learning at the heart of the gallery.

The opening exhibition 'Aspects of British Print-making c.1860-1980' drew over 3000 visitors in thirteen weeks, and was followed by 'Whitechapel at War: Isaac Rosenberg and his circle', drawing 2500 visitors in six weeks.

For further information on the gallery visit www.leeds.ac.uk/gallery

LEEDS POETRY 1050-1980

The period from 1950 to 1980 was amazingly rich for poetry at the University of Leeds. Geoffrey Hill was a lecturer, Tony Harrison the best known of many student poets, and a succession of resident Gregory Fellows in Poetry included John Heath-Stubbs, Jon Silkin, and Kevin Crossley-Holland.

An AHRC-funded project *Leeds Poetry 1950-1980* has resulted in the creation of a comprehensive catalogue of their manuscripts and archives in Leeds University, accessible with a wealth of contextual information at <http://www.leeds.ac.uk/library/spcoll/leeds-poetry/index.htm>

Completion of the project was celebrated at the library on 19 May by a gathering of poets and academics, where there was as much optimistic discussion of the future of poetry at Leeds as lively reminiscence.

EVIDENCE-BASED INFORMATION LITERACY

The University of Leeds has further cemented its commitment to information literacy by awarding funding to a two year project investigating undergraduate IL skills. Following a competitive bidding exercise, 'Enhancing Student Engagement with Knowledge and Research through Evidence-based Information Literacy Training' became one of a handful of University-wide funded projects designed to enhance the integration of research with learning and teaching.

The project aims to assess the IL skills of students in one school within each faculty at the University of Leeds, helping Schools to:

- identify the specific IL training needs of their incoming undergraduate students
- assess the effectiveness of current IL training by tracking the progression of IL skills acquisition throughout the participating degree programmes
- identify and integrate appropriate evidence-based IL training activities for their undergraduate students, thus enabling them to engage with academic research literature as independent and active learners, and to conduct effective and efficient research through literature.

The University of Leeds has a long track record of innovation in IL, with librarians and academic colleagues working closely together to embed it within the undergraduate curriculum. Project leaders Dr Amanda Harrison (Institute of Psy-

chological Sciences) and Angela Newton (Leeds University Library), along with research assistant Amanda Lynch McPhee, are delighted to have won University funding and are looking forward to enhancing this track record through such an exciting, transformational project.

Liz Waller
E-mail: e.j.waller@leeds.ac.uk

Leeds Metropolitan University

THE READING AND WRITING FESTIVAL

As part of a university of 'festivals and partnerships', Libraries and Learning Innovation were asked to run the inaugural 'Reading and Writing Festival' during the spring term. It included podcasts of work by creative writing students, workshops on topics such as Plain English, and visits by best-selling authors such as Val McDermid. The launch event also saw the start of Leeds Met's 'BookCrossings', encouraging the sharing of books across the world as part of the National Year of Reading. The festival was continued by monthly meetings of the Leeds Met Book Club. Civic Quarter Library also hosted the finale, 'Talking Books', a durational performance in 24 hour-long sections, celebrating the work of Leeds Met staff and alumni with active participation from students and staff throughout the event.

BAGS OF TIME

We continued to promote our 24 x 7 x 365 opening with the launch of environmentally-friendly 'Bags of Time'. As well as being given out at welcome events for new students we also gave a bag to every student entering or leaving the library on 24 April between 12.00 and 12.24, and again on 24 July.



INSTITUTIONAL REPOSITORY

IntraLibrary has now been selected as the software provider for our institutional repository. Intrallect, the company behind IntraLibrary, has a great deal of experience in implementing successful repository projects throughout the UK and the team look forward to working with them over the coming months to customise the software to Leeds Met's specific requirements. The team has also set up a blog (<http://repositorynews.wordpress.com/>) so staff can keep up-to-date with

developments and contribute to discussions about related issues.

IMPROVED ACCESS TO INFORMATION

During 2007/08 staff have been working with Ex-Libris to introduce resolver software to our website. Feedback from students over recent years has told us that they find using electronic journals difficult so we hope that the new system will make accessing our electronic journals, newspapers and databases much easier. Exam papers are also now available online, alongside improved timetables and a new scheme so students can view their results via the web.

GOOGLE PROJECT

The exciting partnership developed between Leeds Met and Google is already reaping benefits for students. 3,000 students have been acting as 'early adopters' in the rollout of Google Mail to student users. Each user gets an email account which offers them up to 6Gb of storage space – this is a great improvement on the current student email limit of 20Mb. Other Google applications which will be rolled in the future include a calendar, chat facilities and the Google Docs applications.

FROM SCRIPT TO SCREEN IN 24 HOURS

Students from the Northern Film School took advantage of the library's 24 x 7 opening hours to compete in a 24 hour film challenge.



Using the Headingley Library as their location, they created, shot and edited three short productions within the 12.00 to 12.00 timeframe. These were then premiered at the end of year showcase event in a local community cinema.

Helen Loughran
E-mail: h.loughran@leedsmet.ac.uk

University of Leicester

DAVID WILSON LIBRARY OPENS

On 1 April 2008, after three years of construction, the David Wilson Library opened to immediate positive reactions and a doubling in the number of visits. Designed by Associated Architects, the original 1970s award winning Library building,

opened by Philip Larkin, has doubled in size and been transformed to create an adaptable, light, modern library incorporating a range of new facilities. In addition the project included a separately accessed 500 seat lecture theatre with accompanying seminar rooms and the refurbishment of part of the adjacent University administration building. The overall cost was £32 million including VAT, with £5 million from fundraising, including £2 million from David Wilson the premier benefactor.

In a building of over 15,000 square metres care has been taken to ensure the library is accessible and easy to use. Distinctive features are four central atria, allowing natural light to cascade into the heart of the building. Books, reading areas, PCs, toilets and photocopying rooms are located in similar positions on each of the four study floors. Clear horizontal communication routes are provided by a central street running from the front to the back of the building and a corridor running across, while colour zoning helps navigation. Convenient vertical communication is facilitated by three central lifts and a central staircase.

One of the key aims of the project was to provide library users with a choice of study spaces – from individual silent study places, to PC workstations, to group study rooms to informal seating looking out over long views. For postgraduate students a Graduate School Reading Room provides facilities for advanced study, including generous space for discussion and social interaction. Over 300 PCs are available for students, distributed across the floors, as well as a wireless network throughout the building.

Bespoke furniture and modern design classics add to the overall quality of the building. Reader tables were specially designed to incorporate a range of features that library users had requested – including power points for laptops and anchor points for laptop cables. Vitra ‘vis a vis’ reader chairs combine comfort and a contemporary feel.

Opportunities have been grasped to extend and create additional services within this new setting:

- the Express Zone incorporating short loan and self-collection of reserved books;
- two IT Training Rooms and seminar rooms provide facilities for teaching;
- roaming Help Teams provide assistance and support, while a Help Zone sees IT services and library staff working together to provide a seamless help service;

- thirteen new group study rooms which only students can book, each equipped with a wall-mounted plasma screen and PC;
- a Special Collections suite to BS 5454 standard;
- RFID book self issue and return, with automatic sorting of returned books.

From the outset, the university’s vision was to enhance the student experience by locating the following services in the new building:

- Student learning centre and Careers service in the Student Development Zone;
- AccessAbility Zone to provide support for students with disabilities;
- the university bookshop;
- a café at the building entrance.

The new library is designed to be as environmentally friendly as possible and meets the BREEAM (Building Research Establishment Energy Assessment Method) ‘Excellent’ rating. A feature is the production of clean green electricity using three silicon photovoltaic technologies. More information, including images, is available at www.le.ac.uk/library/about/building/index.html.

CLINICAL SCIENCES LIBRARY REMODELLING

Simultaneously the library embarked on a six month remodelling of its medical library based on a local hospital site. In order to release space for a Clinical Skills facility for the Medical School, the Clinical Sciences Library was remodelled to occupy the existing ground floor and a small area of the first floor. This project offered a valuable opportunity to update and improve the library. It is a well-used study facility and to maintain the number of reader spaces in a reduced floor area, the printed journal collection was reduced by around 90%. This was achieved by a combination of replacement of print backsets with electronic versions, off-site storage of lesser used material with a retrieval service and limited disposal of unused closed sets. A steady-state book and multimedia collection has been retained and compact shelving introduced. There was intensive consultation with academics and the NHS on these proposals. Since May the Clinical Sciences Library now offers both formal and informal study space, with up-to-date technology, and has been well received by library users.

Louise Jones
E-mail: lj14@le.ac.uk

University of Liverpool

EXTENSION TO THE SYDNEY JONES LIBRARY

The three year library extension project is now nearing completion. The first phase, involving the annexing of an adjacent building (formerly the University's Senate House) and the construction of a new 'link' building, was completed in August 2007. The final phase has seen the refurbishment of the original Sydney Jones Library, now known as the Grove Wing, on a floor-by-floor basis.

This has involved the re-location of every book: over 1 million items! Carpets and lighting have been replaced and lavatories refurbished. New single and group study rooms have been created along the rear wall giving students a much more pleasant working environment with natural light and opening windows.

The main focus of the work has been the creation, on the ground floor, of a new special collections and archives area comprising a reception, reading room, teaching room and staff accommodation. Provision has also been made for climate controlled display space and there is a dedicated stair to link the reading room with the materials, which will continue to be stored in the basement.

Once the project is complete the stock from four departmental libraries - archaeology, civic design, law and music - will be incorporated into the Sydney Jones Library. Students and staff using the materials will benefit from longer opening hours and greater stock security.

STAFFING NEWS

Maureen Morgan, User Services Librarian and one of our longest serving members of staff, retired in July 2008. Her post has been filled by Jackie Pearce, formerly the Arts Subject Librarian. Jackie is now responsible for the Service Desk team.

Emma Thompson, who previously worked at the University of Plymouth, has just taken up the post of Subject Librarian for management and psychology.

SELF SERVICE AND ROVING SUPPORT

In summer 2008 we installed self issue and return machines in the main libraries which incorporate facilities for fines payment.

We plan to use the staff time released to further enhance our support to users on the library floor.

Our 'Library Guide' service was introduced in 2006 and is especially popular at the start of the session and in May 2008 we recruited a team of part-time Roving Support Assistants. The assistants patrol the library and are available to help with PC, printing and copying problems and they also ensure that the environment is kept clean and tidy and that the quiet and silent zones are enforced.

VIRTUAL INFORMATION SERVICE

Our plans for the 2008/09 session include the launch of a virtual information service underpinned by the Question Point software. All on-line queries will be channelled through Question Point and we will also use the 'chat' facility. We aim to offer a more or less instant response 09.00-21.30 on weekdays and until 17.00 at weekends. Telephone calls will also be dealt with as part of this service, leaving the staff on the Information Desks able to devote all their time to dealing with customers

ELECTRONIC RESOURCES DEVELOPMENTS

We have made further significant additions to our e-books collections with the purchase of the complete SpringerLink e-books collection 2005-2008 (about 12,000 titles) and the purchase of twelve of the fourteen subject collections in Oxford Scholarship Online (about 1,600 titles). Having subscribed to the SAGE journal back files for a couple of years, we have now purchased them outright and we have also purchased the recently-announced Cambridge Journals Digital Archive. From 2009 we plan to convert most of our dual format (print and online) journal subscriptions to online-only format without interruption.

Carol Kay

E-mail: C.Kay@liverpool.ac.uk

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

Anyone wishing to discuss possible articles or needing more information should contact:

Antony Brewerton,
Editor, *SCONUL Focus*
The Library,
University of Warwick
Coventry,
CV4 7AL

Tel: 024 7657 5790

Email: antony.brewerton@warwick.ac.uk

We look forward to hearing from you.

