



# The Association of Commonwealth Universities

# LINK

Connecting Commonwealth librarians

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## Librarians of the future

It has become something of a banal statement to say that the role of librarians is changing. It's an observation that has been made many times in these pages, and many more times elsewhere. But perhaps what feels less clear – to those outside the library at least – is how the roles of librarians are changing. After all, many users still encounter library staff via the issue desk and are unaware of what's happening behind the scenes.

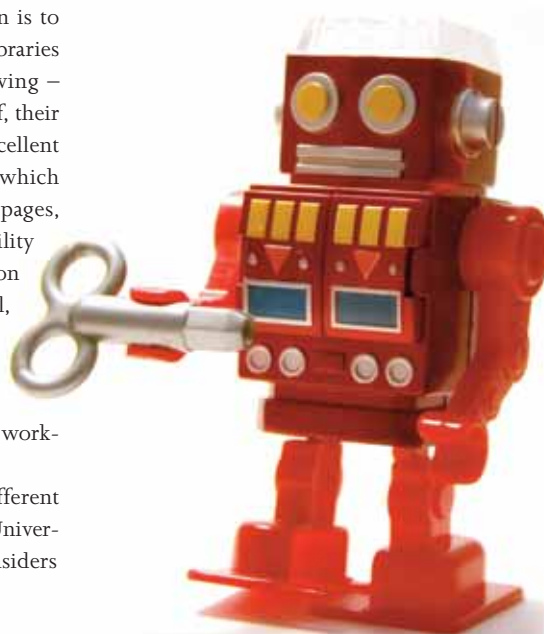
Understanding the changes in so many domains – the dynamics of higher education, the shifts in the needs and expectations of students and researchers, developments in the publishing and IT industries, and so much more – is a not inconsiderable challenge. Much is uncertain and futures can rarely be predicted – not least when the interaction between technology and users' behaviour can take things in unexpected directions.

Anticipating some of these possible directions, however, is vital if the profession is to respond in a proactive manner, and if libraries are to demonstrate how they are evolving – not only in step with, but also ahead of, their institutions. While there are many excellent examples of these changes, some of which have been presented through these pages, these often struggle to gain the visibility they deserve. The future of the profession – in the sense of its continued potential, rather than in the sense of a question to be posed – will no doubt be a recurring theme for LINK, and there is much to discuss – leadership, aging workforces, changing attitudes, and so on.

In this issue, we offer two very different insights. Writing from Bournemouth University in the UK, David Ball considers

'disintermediation', the removal of the librarian as the intermediary in the collection development process. From Copperbelt University in Zambia, Charles Lungu reflects on how librarians can develop stronger partnerships with their academic colleagues, drawing on experiences of a project to embed information literacy within the curricula. Both speak to the expertise and professionalism of librarians, how they connect their institutions to the scholarly world, and the scholarly world to their institutions.

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# Cutting out the middle man?

## Disintermediation and the academic library

Big Deals, open access, and digitisation increasingly mean that selection decisions are being removed from librarians and transferred to the end user. **David Ball** looks at the forces pushing towards this 'disintermediation' and considers the future role of the academic library.

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*'There are no entitlements in the world today – libraries and librarians have to prove their worth like everyone else.'*  
(Sandler, 2005)<sup>1</sup>

To illustrate his timely warning, Sandler takes the example of the high street and its specialist shops – these had a belief in themselves as having 'better taste than their customers and a higher knowledge of merchandising, value and quality'. They did not, however, pay attention to their customers' wants and desires, and have been elbowed out by the out-of-town malls. The independent bookshop is a good example (according to *The Bookseller*, at least 22 are currently, in October 2011, for sale in the UK). The proprietors would pride themselves on knowing their customers and selecting interesting stock, not simply the best-seller lists and publishers' promotions. Their competitor, however, is no longer just the bookshop or supermarket chain. It is Amazon, which provides its users with the opportunity to buy not only everything in print but also the stock of a large part of the second-hand trade. Turning to the language of disruptive technologies, the independent bookshop has taken quality beyond what its customer needs, and has been trumped by the accessibility, variety, and empowerment of the new technology.

This pursuit of empowerment is also reflected in the proliferation of websites enabling users to build customised holidays – trains, flights, hire cars, accommodation, etc. A travel agent could identify a package holiday far more quickly, but users want to be in control and have the satisfaction of procuring what they want, when and where they want it, and at the price they are prepared to pay.

There is every reason, as Sandler writes, to suppose that libraries and librarians will be subject to the same trends towards 'disintermediation' – the removal of the intermediary from the process, and creating a direct link between, variously, the producers or suppliers of academic texts and their consumers – or readers.

### The Big Deal

Organisations such as JISC Collections in the UK and the large regional consortia in the USA have negotiated directly with publishers and obtained large amounts of e-content for prices based on print subscriptions – the so-called 'Big Deals'. These have been welcomed by many: they have delivered large amounts of content for our users. However, there are dissenting voices, for instance Ball<sup>2</sup>, holding that too much power has been ceded to the major publishers. Big Deals can result in a large proportion of a library's budget, especially in the big research libraries, being committed to a small number of publishers (Elsevier and Wiley Blackwell, for example). These agreements typically include punitive no-cancellation clauses. The latter, combined with the length and the all-or-nothing nature of such agreements, severely limit libraries' freedom to make or alter purchasing decisions.

With the Big Deals, power has shifted considerably in the publishers' favour, and freedom to make collection development decisions has been curtailed. If the trend towards national deals and block payments, seen for instance in the Scottish Higher Education Digital Library (SHEDL)<sup>3</sup>, continues, these decisions will be relinquished even more. As far as procurement is concerned, the Big Deals have simply exposed a malfunction in the market: all publishers are monopolists, sole suppliers of monograph or journal content.

At the time of writing, there is a groundswell of opinion in libraries that, mainly because of financial pressures, could see the cancellation of some Big Deals. However, these will be very difficult decisions to make, and subject to pressure from users who have grown used to the availability of huge amounts of material. The publishers will also play their part in trying to influence academics and university decision-makers, and in massaging their offers to make them just acceptable.

### Open access

A notable response to the power of the publishers' monopoly is the open access movement, which aims to make scholarly literature freely available to all.

One route (gold) is through open access publishing, where typically the author (or their institution or research funder), pays the cost of peer review and publishing. The content is then freely available without the need for subscription to the journal. The journals themselves may be completely open access or hybrid, publishing a mixture of subscription-based and open-access content.

The other route (green) is the deposit of pre- or post-prints of traditionally published materials in the author's institutional repository. There are also a number of subject repositories, such as Arxiv (which covers physics, mathematics, and related disciplines), BioMed Central, Cogprints (a cognitive science archive), and E-LIS for library and information science. A new type of subject repository is represented by Economists Online, which harvests subject-specific content from institutional repositories into one subject collection.

### Disintermediation at work

Ironically, in this response to the Big Deals and the power of the publishers, we again see disintermediation at work. Open access journals are freely available to all, without any intervention. Repositories, however, are rather different, and offer a new avenue for the profession. It has long been recognised that the electronic age offers the potential to turn academic library practice on its head. University libraries, until now, have promised to collect or gain access to the research outputs of all other universities and research institutions – a task that is both impossible to accomplish and costly to attempt. With the widespread introduction of institutional repositories, however, it is now feasible for each university or research institution to collect all the research outputs of its own scholars, and make them available to all other universities. This task, by contrast, is finite and achievable, and the costs are commensurate with the research standing and income of the institution.

### The rise of e-books

In the UK, e-book usage began to take off in about 2005, partly as a result of negotiations by the Southern Universities Purchasing Consortium. In the early years, much of the usage was from large packages of e-books offered by various suppliers, such as ebrary. These packages, somewhat reminiscent of the large collections of journal titles offered by aggregators, were largely treated by users as databases: searching was by subject or keyword, rather than by individual title. They played a major role in establishing the e-book as an acceptable medium; students were able to find highly relevant material – now immediately available and in digestible chunks – on their desktop. However, these packages were also another example of disintermediation.

The popularity of electronic forms over print can be seen in Figure 1, which represents Bournemouth University's usage of hard-copy books, e-journals, and e-books over the past seven years.

### Patrons as collectors

There is a mixed message here for the profession. Over the past two years, many more books have become available in electronic form, and libraries are buying more at the title level using traditional selection processes. The selection process seems highly successful, given the mushrooming usage. However, a new form of purchase has been enabled by the new electronic form and is now being trialled by many libraries, known by the unlovely name of 'patron driven acquisition'. Libraries are able to select individual titles or authors or subjects for inclusion in the patron plan, and deposit a sum of money with the bookseller. The e-books are freely available to library users, appearing in the library catalogue and search tools. However, when a title is used a certain number of times, it is automatically bought by the library, and the cost is debited from the library's account. Again, this is a form of disintermediation, where selection is transferred to the end user, whether student or staff, and away from the librarian.

It is too early to tell, in Bournemouth University's case anyway, how successful patron

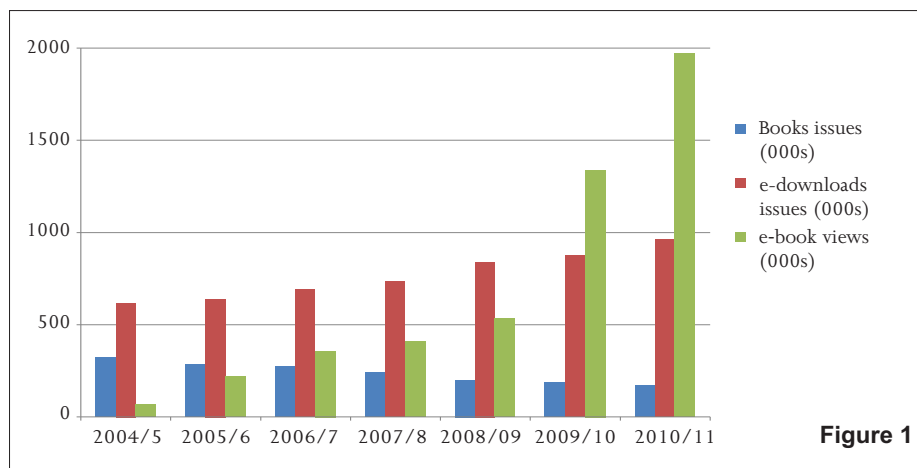


Figure 1

driven acquisition will be. Early indications seem to demonstrate quite clearly that e-books are much more popular than hard copy, and that patron plan acquisitions have the potential for significant usage over time.

### Google Books

As Dougherty (2010) notes, Google has begun nothing new with its project. JSTOR, Project Muse, and the Internet Archive have been in existence longer, using the same or similar technologies, and these projects may well also outlive Google. Compared to Google, however, their size, though significant, is small. The Internet Archive, for instance, has over 1.6 million texts, JSTOR over 1000 academic journals, while Google has digitised over 13 million books in over 400 languages to date. The project is encountering legal problems, but there are strong economic and societal drivers to move it ahead.

Turning to out-of-copyright works, a recent survey demonstrates that: 'The pre-1872 content in Google Books approximates that content available via the online catalogue of a generic major American research library, and indeed is probably superior for post-1800 imprints... It seems likely that Google Books will eventually (perhaps very soon) become the single largest source for this content'.<sup>4</sup> To be clear, Jones is saying here that perhaps very soon there will be more (pre-1872) content available through Google than in any one major American research library. That content will be available online, free at the desktop of any scholar. The full text will also be indexed and searchable.

### Turning library practice on its head

This paper has looked in some detail at the main forces pushing towards disintermediation in the library and information profession. The Big (and national) Deals have removed selection decisions from librarians. The trend towards open access publishing, although a counterweight to the power of subscription-based journals, has and will continue to have the same effect. The free availability of huge amounts of what was formerly known as 'grey literature' (reports, working papers, etc.) from organisations' websites is another factor. The e-book is immensely popular; it, too, has the capability to remove selection decisions from the librarian and transfer them to the end user. Finally, the massive digitisation programme of Google Books and others will create a *de facto* research collection far more comprehensive and accessible than anything the profession has been able to create in the print world.

Librarians and other information professionals are facing a huge challenge. Library collections in the electronic age are becoming more and more homogenous – we only need think of the Big and national Deals. But there is an opportunity here – for librarians to concentrate on the special collections of local and primary material. We are already seeing the new role for librarians – as collectors and curators for the institutional repository. Here is a niche, but one that turns traditional library practice on its head: we collect and make available to the world the research outputs of our own institutions, instead of collecting the research of the scholarly world to make it available within our institution.

- 1 Sandler, M., 'Collection development in the day of Google', *Library Resources and Technical Services*, 50:4 (2005), pp.239-243
- 2 Ball, D., 'Signing Away our Freedom: the implications of electronic resource licences', *The Acquisitions Librarian*, 18 (35-6) (2005), pp.7-20
- 3 Research Information Network (2010)
- 4 Jones, E., 'Google Books as a general research collection', *Library Resources and Technical Services*, 54:2 (2009), pp.77-89

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# The librarian as expert in the academy: librarian-academic partnerships

**Charles Lungu** argues the need for greater collaboration between librarians and academics.

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While the mission of academic institutions is well known and internationally recognised, the role of the librarian in facilitating these institutional goals has often been rather obscure, and sometimes considered marginal. However, in any academic institution, information is the one commodity that is forever being disseminated and transformed. The library is the ultimate institutional information bank or record of these academic activities, and the librarian is the person who manages this.

Since 2009, and under the sponsorship of the Development Partnerships in Higher Education (DePHE) scheme, Copperbelt University, the University of Botswana, and the University of Abertay Dundee have come together to design a new information literacy (IL) programme. Our principal aim is to get lecturers and librarians working together to design an IL curriculum, and to implement this in the universities of Copperbelt and Botswana. Within this specific objective, we hope to develop frameworks which will allow librarians and academics to embed IL programmes into course curricula and thus into the university's formal mechanisms for the approval of degree programmes. Implicit in this project is the need to recognise the complementary roles played by librarians and academics, and the importance of building a continuing partnership between the two professions.

Universities employ specialists to teach and to conduct research, but they also employ staff at equally specialised levels to manage the information resources required for teaching and learning. These people we call librarians. Thus the classroom experience is complemented by the existence of the library, and the lecturer by the librarian. Ultimately, the relationship between lecturer and librarian should be a symbiotic one.

## **Libraries and resource-based education**

Increasingly, higher education is characterised by arrangements to enable independent learning. Unlike in primary or secondary education, tertiary education expects the learner to be partly responsible for his or her own learning. Resource-based learning is the typical mode of HE, and encompasses all learning systems – from those which are full-time and classroom-oriented to those built around a distance education approach. Libraries – in their physical or online forms – are therefore indispensable facilities to support learner-based education systems.

Of course, these learning resources are not simply dumped in a room for students to test their luck in finding what they need. They are skilfully and purposefully selected; professionally processed, organised, and made ready for a student to find on their own. Collection development in an academic library is an art that identifies the comprehensive information resources needed to support teaching and learning in specified courses. It is usually a collaborative effort between teaching staff and librarians, while committees comprising lecturers and librarians exist to interpret the collection development policies of these institutions.

The partnership between the librarians and academics is clearly exhibited at this stage of the teaching/learning process. Whereas the librarian is in touch with publishers and other database producers, the academic can identify valuable sources specific to their particular discipline. The selection process of new material to be purchased, borrowed, subscribed to, or made accessible electronically is a collaborative effort. This human intermediation is vital, yet the role of the librarian is often overlooked or trivialised by academics and management – especially in the light of information available via Google.

Owing to the variety of library resources, and the various levels and formats in which they are produced, it is the job of librarians to enable students to link their information needs to the relevant information sources. While lecturers play a vital role in familiarising students with key literature and sources in their disciplines, librarians provide a crucial additional step by helping students to develop their searching skills – a critical skill for independent learning.

At two bonding workshops recently organised for librarians and academics at Copperbelt and the University of Botswana, some lecturers were able to recognise and appreciate this unique role of librarians. One commented: 'All along I have perceived librarianship as basically shelving books... This IL conference has clearly opened our minds as university academics on the nature of IL, its capacity to facilitate students' quality learning, and the potential resourcefulness available among librarians. A joint partnership between us academics and librarians will definitely foster the quality of students learning and lifelong learning.'

## **The relevance of librarians' training to academic environments**

Information-searching skills are vital for lifelong learning. If education is 'what remains when everything one learnt is forgotten', then librarians have huge potential to provide valuable learning skills which will last a lifetime. The DePHE IL project has as one of its objectives the development of toolkits that will present 'a range of opportunities for librarians to develop their pedagogical skills as they become more exposed to team teaching and curricula design', suggesting that librarians need to have both pedagogic as well as information skills for the partnership to be fully realised.

Librarians need to engage with lecturers and students to find new ways of delivering training, by adapting to modern information environments and to new teaching and learning approaches. Such training will not only enhance learning skills, but also curb the



plagiaristic, 'cut and paste' culture which electronic information delivery has brought with it. The role of the librarian in academic institutions has been redefined by including teaching as an additional responsibility. This development makes a lot of sense because despite efforts to make the library a self-explanatory destination, not all students or staff are familiar with the organisation systems used by librarians. As part of the IL project, the need for librarians to acquire pedagogic skills has been established and such training is considered necessary to the success of the programme.

## Distance learning and information commons

Questions may be raised about what is 'academic' about the work of librarians. Some prefer to consider libraries simply as teaching support services, for example. This opinion, however, is based on a narrow view of teaching and learning situations. Learning is not limited to a classroom situation. If this was the case, we would not have a burgeoning part-time or distance learning constituency of students. Part-time education and distance learning are modes of education that have very limited teacher-student interaction. Most of the time, these students do their own learning outside of a classroom situation. This is made possible by sufficient and reliable access to learning materials, and the library is often relied upon to meet these needs. At Copperbelt University, the Department of Distance Education and Open Learning has recently been rebranded. With the inclusion of more responsibilities and the acquisition of some course management software on one hand, and the increase in electronic resources acquired by the library on the other, talks have been initiated to establish better cooperation between the two departments to enhance student learning opportunities for distance learners.

By making library services available for extended hours – remotely, physically, or by using technologies such as mobile phone services and Web 2.0 applications – librarians are able to provide access of information to a wide range of students. In Zambia, distance education students tend to depend largely on instruction packages from their tutors. This is partly due to scarcity of libraries as well as the tutors' focus on pre-packaged materials. With the advent of new software to manage student-lecturer interactions, however, there is great potential for academic libraries to serve distance learning students using electronic resources. Academic libraries can provide a vital link and the necessary support to facilitate

learning outside the classroom.

Leading on from resource-based education is the relatively new concept of the learning commons, in which the expertise of numerous campus specialists is available in a collaborative and integrated learning environment. Again, the challenge of developing these special learning spaces or student-centred learning commons has been placed on librarians. Whereas some universities are redesigning their libraries to incorporate this new idea, others are remodelling existing buildings to establish these services (see *LINK* Issue 12, May 2011). Writing in *Managing Information* (18:8), Appleton and colleagues argue that 'academic libraries are able to lead on and influence their institutions' strategic direction in the areas of teaching, learning and research...through the design and development of learning spaces'. The authors go on to suggest that the decline in physical library usage, particularly in developed countries, is countered by the realisation that libraries could have 'a strong role to play in developing strategies that link physical and virtual spaces and also in championing new approaches to learning space design'.

## Influencing strategic direction

University librarians are often also involved in strategic engagement activities, such as participating in other university policy-making bodies. This is institutional recognition that the librarian has something unique to add to discussions around academic policy issues. Most university librarians sit on senate, as well as university boards of study committees. They may also be members of committees which address academic issues of the institution, or represent their institutions when defining frameworks for the sharing of information resources with other learning or research institutions.

## The way forward

Looking forward, there is a clear need for the partnerships between librarians and academics to grow even stronger. Librarians and academics should be regarded as two sides of the same coin, both contributing to the education of the students in unique but collaborative ways. These unique and complementary roles must be acknowledged and carefully mobilised to optimise the students' learning experience. **L**

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**L**ibrarians as researchers – what is the role of library research in developing the professional practices of academic librarianship?

Our professional literature abounds with articles and commentary on the virtues (or otherwise) of librarians having faculty status – where research is mandatory and seen as an essential component of the practice of professional skills. However, rather than being empirical and analytical, much of this literature is anecdotal, impressionistic, self-promotional, and exhortatory. Much of it dwells on faculty rights and privileges rather than on equivalent responsibilities and performance obligations.

In answer to the question of whether or not librarians should have faculty status, Donald E Riggs advised those interested in an academic library career with faculty status that if they didn't want the responsibilities that went with faculty status, they should choose their university carefully.

Commitment to a culture and climate of research and scholarship among academic librarians is two-pronged. It touches on responsibilities for both the institution and the individual librarian. In the older tradition of the scholar-librarian – now recontextualised in new modes of evidence-based work and applied research – academic librarians have long advocated for faculty status.

The University Library at the University of Saskatchewan has an aggressive research agenda. Led by a strong commitment to evidence-based librarianship, the Library seeks to increase the profile of its librarians as researchers, and to embrace research-engagement as a core professional and institutional value. In doing so, it combines application and scholarship – the demonstration of competency on the one hand, and, on the other, subjecting the knowledge gained from this applied work to the scrutiny and assessment of peers. Scholarly work – applied, subject or theoretical/policy – is expected of all librarians at all ranks.

At some stage in the evolution of your library, the question of faculty status (or otherwise) for librarians has likely been raised and resolved. But I think the more pressing question is: What role does library research play in the on-going development of your individual and institutional professional practices? **L**

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# A truly global research cycle?

**Jonathan Harle** reports on the recent Publishers for Development conference, which explored issues of research availability, access, and use in developing countries.

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Talk of a global research cycle is common, but to what extent is it truly global? That is, to what extent is this cycle open and accessible to researchers beyond the better-resourced universities and research institutes in the north? The most common frustrations expressed by our members in Africa and Asia are that they struggle to access academic publications – journals, books and other resources – and are locked out of the latest scientific debates as a result; and that they struggle to get their work published in what are commonly referred to as the ‘international journals’.

The two are, of course, closely linked. Researchers who cannot access and read a particular journal are unlikely to be able to get their work published in it. They won’t be able to follow its debates, stay up to date with the latest findings in their field, update their methodologies to reflect the latest knowledge, and understand the particular criteria for submissions. In turn, publishers who want to ensure that their journals include the latest research, wherever in the world it has taken place, clearly need to secure greater contributions from southern academics.

It is clear, then, that in addition to the information professionals who ensure that researchers have the necessary resources, publishers also have a critical role to play in strengthening southern research. It was in recognition of this that the Association of Commonwealth Universities (ACU) and the International Network for the Availability of Scientific Publications (INASP) came together in 2008 to establish Publishers for Development (P4D). The initiative’s aim is to bring publishers into conversation with researchers and librarians from the south, and to act as a forum to enable publishers to discuss and learn more about the challenges that southern researchers (as well as librarians and ICT professionals) face, and to share examples of what they are already doing to address these issues.

## A complex picture

In London, in early December 2011, we held our third annual conference and were pleased to be joined by representatives from 24

publishing houses – encompassing not-for-profit, society, commercial, and open access sectors – as well as representatives from some of the major information access schemes.

Under the title: ‘Getting research to researchers in developing countries: the complex picture of availability, access and use’, this year’s conference focused particularly on east and southern Africa, with colleagues from Uganda, Kenya and Malawi joining us to provide an insight into their own institutions.

Trying to represent the breadth and variety of universities and research environments across the world in a single day would have been impossible, and neither did we want to pretend we could capture the great diversity of universities in sub-Saharan Africa. The ACU’s 2010 report, *Growing Knowledge*, provided us with a useful starting point – hence our east and southern African focus. As the report emphasised, journal availability has improved dramatically in many universities. However, access – and ultimately use – are hampered by a complex set of interrelated factors. Researchers and students are unaware of what is available to them, while insufficient ICT facilities often hamper access. Furthermore, relationships between librarians, researchers, and university leadership often need to be strengthened. Publishers, meanwhile, who have been central to the dramatic improvement in journal availability in many developing countries over the past decade, should be encouraged to recognise that they have more to offer from a development perspective than availability alone. To do so, new conversations are needed across editorial, IT, sales, and marketing departments – and ultimately at board level – to ensure that the inclusion of developing country research is firmly on the agenda.

## The changing landscape

While many challenges remain, we were keen that the conference reflected the considerable change that has taken place over the last decade. Richard Gedy of the STM Association presented the Research4Life initiative – the umbrella for the HINARI, AGORA, OARE, and ARDI access programmes. Anne Powell presented INASP’s approach to the global research

communication cycle through PERii; and Susanna Lob presented EIFL’s licensing, copyright, open access, and free and open source software programmes. Sarah Durrant of the Association of Learned and Professional Society Publishers added a perspective from the not-for-profit publishing sector, while Bev Acreman of BioMed Central rounded up the ‘access landscape’ session with the proposition that open access ‘isn’t the end of the story, it’s just the beginning’.

## Fat chickens and fat libraries

One of the aims of P4D has been to bring publishers into conversation with colleagues from the research institutions that the initiative is intended to benefit. This year, we were fortunate to have colleagues from the University of Malawi, Uganda Martyrs University, and the University of Nairobi.

Kondwani Wella, librarian at Kamuzu College of Nursing in Malawi, suggested that part of the problem he and his colleagues faced was that well-stocked libraries (which the University of Malawi enjoys thanks to a number of access initiatives and a strong country library consortium) are like fat chickens: i.e. not anticipated by academics and students, who expect ‘skinny’ libraries as they expect scrawny chickens. It raised a roomful of laughter, but speaks well to the critical issue of awareness and the need to change researchers’ perceptions of their own libraries. Good libraries aren’t just things they can access while on fellowships abroad!

Kondwani also noted the urgent need to improve librarians’ own understanding of the value of the e-resources available to them, and to ensure that universities understand the importance of having fully qualified librarians in place to manage this. He described an important initiative which led to the inclusion of a search skills session, delivered by the librarian, in a research methods class for third year undergraduates, and the involvement of librarians in evaluating the quality of theses submitted.

## A view from Uganda

From Uganda, Judith Nannozi introduced a newer institution – Uganda Martyrs – established in 1993. It is easy to concentrate on the well-known ‘national flagship’ universities when discussing African research but, as Judith illustrated, a truly global research cycle is not

just international in scope, but also needs to encompass the full range of a country's research institutions. Thanks to strong marketing of the libraries e-resources, Judith showed that most students were aware of what was available to them, with a survey suggesting that training sessions offered by the library had been particularly important in this. Close collaboration between academics and librarians had also been important, with subject-specific sessions organised, and with lecturers insisting that students cite e-resources in their assignments.

### Forging stronger relationships in Nairobi

One of the things which the *Growing Knowledge* report pointed to – and something unlikely to be a surprise to anyone working at a university or indeed within any other type of organisation – is that relationships matter. What was more surprising, perhaps, was how much of an impact relationships had on the discovery and accessibility of electronic journals. Agatha Kabugu, who coordinated the University of Nairobi part of the study, showed how the library had developed its profile and raised the importance of electronic resources through a targeted campaign of internal advocacy.

As a result of these efforts, the library was fully represented at senior management levels; library staff had engaged with the ICT department and with academic faculties to ensure that resources were technically accessible; users were aware of these resources and, as a result, they were well used. Nurturing the library-ICT relationship yielded obvious benefits – with improved bandwidth for e-resources, better infrastructure, and the installation of a proxy server for remote access. The library had also successfully embedded access to electronic resources within the university's strategic planning process – with e-resource access and use now governed by a performance indicator and part of the university's annual performance contract. A critical part of this campus-wide approach to e-resources had been to ensure proper allocations within the university's annual budget.

### Discovering the content

The need to improve search skills is a familiar refrain, but approaches to doing this often take an equally familiar lecture-style approach, and under the well-worn banner of information literacy. Siobhan Duvigneau of the British Library for Development Studies (BLDS) showed how an innovative approach to teaching search skills had been developed as part of a partnership between BLDS and ITOCA, the Information Training and Outreach Centre for

Africa. Learners need to be involved in their learning for training to be successful, Siobhan argued, and developing the pedagogical skills of trainers was therefore important. So, too, was finding ways of teaching when the power went off – a familiar occurrence for many, but one which could be overcome by using simple visual aids and by placing greater emphasis on understanding a search strategy – something which is often best done offline in any case.

### Going loband

Perhaps the greatest practical success of PfD to date has been introducing our publishing colleagues to Alan Jackson of Aptivate, the IT and development NGO. Alan's focus over a couple of PfD sessions has been to show how simple improvements to a website's design can make it load much faster (important where connectivity is less good) and dramatically improve the user experience. But the breakthrough came when the connection was made between the mobile sites which many publishers are developing for use on mobile devices, and low-bandwidth design. The two, as Alan showed, were pretty much the same, therefore the work was often already being done. Cambridge University Press (CUP) were quick to capitalise on this: Caroline Kerbyson explained that by intervening in the design process at the right time, it was relatively straightforward to get CUP's developers to produce a parallel low-bandwidth version of their CJO Mobile site. As Alan showed – using the results of tests run in Uganda, Kenya and Malawi – this not only made the site load much faster and made it much more accessible, in some cases it also enabled it to load where it otherwise wouldn't.

### Question time


Central to PfD is the idea that new forms of discussion – which bring together publishers, access initiatives and users – are needed in order to continue to improve availability and access and to strengthen the research and publishing cycle. We therefore wrapped up this year's conference with a panel session, inviting participants to submit questions throughout the day. It was a good chance to return to some of the themes raised during the day, and we hope that discussions can continue through our website and through future events. Our next event is planned for June 2012, so make sure you join our mailing list to stay in touch.

### Taking things further

There were a number of key messages that the conference aimed to convey, and that we hoped delegates would take home with them:

- Availability needs to be sustainable and equitable, and any support needs to have this firmly in mind.
- Publishers need to encourage the inclusion of developing country research in their journals, and to support authors to enable this.
- Publishers need to use their own networks to promote awareness of what is already available.
- Promotional materials can be valuable in helping librarians to make their staff and students more aware.
- 'Local' publishers and publishing are important parts of the picture, and their role in national and regional research systems needs to be recognised.

We hope that all delegates will use Publishers for Development as an advocacy tool within their own organisations, ensuring that the inclusion of developing country research is on the agenda and that vital links are made across all the departments who have a practical role to play.

Following the example set by Cambridge University Press, we've also launched a call to action for publishers to 'think low-bandwidth' and to provide options to increase accessibility. In the future, we hope to see many more publishers taking up this challenge, with many more lighter, faster websites as a result. 

Publishers for Development is coordinated by **Jonathan Harle**, Programme Officer (Research) at the ACU, **Lucy Browse**, Head of Information Delivery at INASP, and **Anne Powell**, Programme Officer (Information Delivery) at INASP.

To find out more, visit **[www.pubs-for-dev.info](http://www.pubs-for-dev.info)** or add your details at **<http://eepurl.com/cBoao>** to receive our newsletter.

To access the ACU's report, *Growing Knowledge: Access to research in east and southern Africa*, visit **[www.acu.ac.uk/growing\\_knowledge](http://www.acu.ac.uk/growing_knowledge)**

The ACU and INASP are grateful to the Biochemical Society, IOP Publishing, Springer, and Taylor and Francis for their generous sponsorship towards the cost of this year's PfD conference.

# Library profile: Caribbean Disaster Information Network, University of the West Indies

**Beverley Lashley** introduces the Caribbean Disaster Information Network at the University of the West Indies.

CARDIN is the Caribbean Disaster Information Network. Its mission is to provide timely disaster information from the Caribbean, with a view to providing wider access to, and coverage of, disaster information in the region.

The Caribbean is prone to natural disasters such as hurricanes, volcanic activity, and mud slides. There have also been infrastructural problems and chemical disasters from industrial sites. Information on these occurrences, however, is not widely available to assist with pre-disaster preparedness or post-disaster mitigation. Reports and publications are generated as a result, but governments and researchers are not always aware of these.

Caribbean disaster agencies are concerned with their mandate of disaster relief and response. Information needs are often not seen as 'core' to the work of these organisations. With the exception of CARDIN, only the Office of Disaster Preparedness and Emergency Management in Jamaica and the Caribbean Disaster Emergency Management Agency (CDEMA) have computerised databases on Caribbean disaster information.

## Bridging the gap

CARDIN's goals are broadly fivefold:

- To provide wider access to, and coverage of, disaster information in the region, particularly through its website: [www.mona.uwi.edu/cardin](http://www.mona.uwi.edu/cardin)
- To create a database of disaster-related information, available in both electronic and print format, which will provide an essential resource for policymakers, practitioners, researchers, and the public
- To facilitate the dissemination of disaster-related information to the public
- To establish and maintain relationships with other agencies for effective coordination of disaster information activities
- To create full text documents and scanned images on disaster related information, and make these available on the internet

## The CARDIN database

The early development of the CARDIN database was accomplished as part of the Caribbean Disaster Mitigation Programme, supported by the US Agency for International Development and the Organisation of American States. Through this funding, the Unit for Disaster Studies, housed within the Department of Geography and Geology at UWI, was able to collaborate with CARDIN in producing the Natural Hazards and Disaster database (NATHAZ). This database, along with another in-house database at the Science Branch Library at UWI Mona, provided the nucleus for the CARDIN database. Further support and expertise came from the Regional Disaster Information Centre for Latin America and the Caribbean (CRID), CDEMA, the Disaster Preparedness Programme of ECHO, the Pan American Health Organization (PAHO), the Office of Disaster Emergency and Preparedness in Jamaica, and the UWI Mona Campus Library.

In 2000, CARDIN's bibliographic disaster database was made available on the internet. This was a great accomplishment since most organisations did not have online records at that time. In 2006, the Virtual Disaster Library was launched as a response to requests for full-text documents from people working in the disaster management field. The library is a collaborative effort – involving the Unit for Disaster Studies and CRID – and provides full text documents, presentations, maps, and audio and video clips, related specifically to the region.

## Network model


To meet CARDIN's aims, we established a network model, with the UWI Library as the hub. The UWI Mona Library was selected because it is a regional institution and offers distance-learning to most of the Caribbean islands. Partners forming the nucleus of the network are identified as focal points on the basis of technical capability and expressed interest. All persons and organisations who have disaster-related information can become

members of the network by contacting the CARDIN Secretariat.

The model is unique in that it incorporates all the language groups and involves the major players in Caribbean disaster management. In addition to CDEMA and PAHO, these include the International Federation of the Red Cross and Red Crescent Societies, the Université Antille Guyane (representing the French-speaking Caribbean), and the Center for Latin America Disaster Medicine (responsible for Cuba and the Dominican Republic).

## Recent developments

Education and the adoption of preventative measures can considerably alleviate the damage caused by natural disasters. CARDIN plays a pivotal role by providing a centralised location for Caribbean disaster information. Our work was recognised in 2006 by the Association of Caribbean University and Institutional Libraries (ACURIL) who awarded us with the Albertina Pérez de Rosa Information Units Alliances and Collaborative Projects in the Caribbean award.

In June 2011, a disaster-related learning/research commons for the Caribbean was presented at the ACURIL conference. This learning commons provides the avenue for further discussion on Caribbean disaster issues. Another initiative is the Caribbean Knowledge and Learning Network (CKLN). This network has been working on the design and implementation of a research and education network for the Caribbean which will connect all universities and tertiary-level institutions in the region. The network will support collaboration on the development of education and research activities in the region and connect these to knowledge networks in Europe, North America, and Latin America. 

**Beverley Lashley** is Coordinator of the Caribbean Disaster Information Network and Head of the Science Branch Library at the University of the West Indies, Mona Campus, Jamaica.  
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# Recent publications

Nick Mulhern, ACU Librarian, summarises.



## Guidelines for Open Educational Resources (OER)

Guidelines to help integrate OER into higher education, the aim being to raise teaching standards and reduce costs. The 'explosion in the generation and collective sharing of knowledge' has introduced opportunities for new ways of learning, but also responsibilities. Guidelines are included to guide those involved in policy and accreditation, as well being directed at HEIs, staff, and student groups.

[Commonwealth of Learning; UNESCO; 2011]

<http://bit.ly/uaMy6E>

## Code of Ethics for Librarians and other Information Workers (draft)

A draft outline of the principles which should guide information professionals and their work. The code acknowledges the precedent of national guidelines and that local contexts vary, but it is valuable nevertheless as an inclusive statement of priorities and particularly in showing the significance of 'information rights'.

[IFLA; 2011]

<http://bit.ly/t7LLJ9>

## Digital Humanities (SPEC Kit, 326)

A report on digital scholarship centres or services in the humanities, and the support which they receive from ARL libraries. Much library-based support for the digital humanities is ad hoc, though there is also a 'strong desire' for such projects to be closely affiliated with the library. The survey notes that many of the 'technical skills required for digital humanities projects are ones commonly possessed by professionals working in traditional fields of librarianship'.

[Bryson, T.; Posner, M.; St Pierre, A.; Varner, S.; ARL; 2011]

<http://bit.ly/sSHzLU>



## Libraries at Webscale

A discussion document which explores the impact of the web and its related services on libraries. It collates opinion on trends

shaping information use, identifying particularly the specialisation or expansion resulting from the unprecedented reach of the internet. For libraries, 'working together at Webscale offers substantial new advantages for both the discovery and delivery of library resources and the management of library operations'. Shared data and infrastructure are practical goals enabling greater efficiency, but the report also refers to the increased visibility and influence of libraries which collaboration may help.

[OCLC; 2011]

<http://bit.ly/tvG90X>

## OhioLINK-OCLC Collection and Circulation Analysis Project 2011

Research on the circulation, use – and so future purchase – of material within one US state's academic library system. Predictably, circulation rates varied widely according to subject, language, institution, and age of material, but the concentrated use of a small proportion of the holdings was marked. The assumption that 80% of a library's circulation is driven by some 20% of its collection (the '80/20' rule) was demonstrated more precisely – based on this research, '80% of the circulation is driven by just 6% of the collection'.

[OhioLINK Collection Building Task Force;

OCLC; 2011]

<http://bit.ly/xqWiOG>

## Information Handling in Collaborative Research: an Exploration of Five Case Studies

The context and problems of information sharing and its use in collaborative research work. Some issues relate to policy and infrastructure; good information management and effective data storage, for example, show how the expertise of librarians can support research. Others reflect perceptions and expectations, whether externally ('limited awareness of the full range of services provided by library and information services within universities'), or from librarians themselves (opportunities to act as advocates in 'safeguarding the long-term value of new information').

[TNS-BMRB for RIN and British Library; RIN; 2011]

<http://bit.ly/vQznR2>

## The Role of Research Supervisors in Information Literacy

Recommendations to better promote information literacy by supporting and training supervisors. Supervisory roles and styles vary, but it suggests that the retrieval, analysis, and storage of information should complement the acknowledged responsibility of supervisors to cultivate critical analysis and support the dissemination of research.

[Curtis+Cartwright Consulting with Cardiff University for RIN; RIN; 2011]

<http://bit.ly/tzrmhf>



## Revenue, Recession, Reliance: Revisiting the SCA/Ithaka S+R Case Studies in Sustainability

A review of digital content projects (principally UK and US-based) since 2009. Several involve university archives and libraries. Increasing support from host institutions, and the importance of aligning projects with institutional missions were key findings, though much interest concentrated on how revenue could be maintained following initial project funding. Sustainability is understood to relate to resources 'of all types' not just direct funding, while growth and innovation similarly refers not to a uniform process but on being responsive to changing user needs.

[Maron, N.; Loy, M.; JISC. Strategic Content Alliance; Ithaka; 2011]

<http://bit.ly/xadppm>

## How to Get Published: a Guide to Publishing in Scholarly Journals

An outline of the process involved in writing, editing, and circulation of an article for an (Elsevier) academic journal.

[Elsevier; 2011]

<http://bit.ly/wI7Y3z>

## Ways to Use Journal Articles Published by Elsevier: A Practical Guide

The use and re-use of journal articles – the rights and obligations involved from a publisher's perspective.

[Elsevier Global Rights Team; 2011]

<http://bit.ly/t60xTr>



# News round-up

Nick Mulhern, ACU Librarian, sums up the latest news.

A full news and publications briefing, including items not listed here, is sent out by email. You can also download it from [www.acu.ac.uk/libraries](http://www.acu.ac.uk/libraries)

## 2010 Academic Library Trends and Statistics

The Association of College and Research Libraries (ACRL) issues a detailed annual analysis of academic libraries in North America. Its indicators include e-resources and faculty rank, as well as collections and expenditure. <http://bit.ly/rUucRW>

## Higher education and development in Africa – Centre for Higher Education Transformation

Detailed evidence/profiles of HE systems in Africa, as part of a wider project on higher education and development. Information on comparative research strengths – gauged by publications and staff qualifications – is included, as well as references to ‘knowledge policy coordination’. <http://bit.ly/x99c12>

## Botswana – Building Strong Library Associations (BSLA)

The IFLA-sponsored initiative continued, in November 2011, with a workshop to develop communication and strategic plans. Representatives from relevant ministries, as well as the library profession and LIS students, were involved over the workshop’s three days. The Botswana Library Association has more than doubled its membership since the launch of the BSLA project. A concluding evaluation is planned for May 2012. <http://bit.ly/vTL3V0>

## British Library – Framework Licence Agreement

A Framework Licence Agreement was signed by the British Library with academic journal publishers (Elsevier; Taylor & Francis). It sets out the conditions for the delivery of articles from the British Library’s Document Supply Service to ‘non-commercial end users via not-for-profit libraries outside the UK’. <http://bit.ly/rqJJsI>

## Library and Information Association of New Zealand (LIANZA)

**Centenary:** LIANZA have published their 2010/11 Annual Report, covering in part their centenary year <http://bit.ly/yz69v3>

### Conference proceedings

Information literacy, open access, social media, demonstrating value and influence, circulating library-specific information as a staff resource, and a future challenges debate were among its themes. <http://bit.ly/xFwckc>

### Strengthening our Profession survey

A survey was commissioned by the LIANZA Council to identify priority actions for its current strategic plan. <http://bit.ly/xhmevL>

## College & Research Libraries – recent articles of note

72:6 (November 2011) Academic libraries in for-profit schools of higher education – Davis, J.; Adams, M.; Hardesty, L. <http://crl.acrl.org>

## College & Research Libraries News – recent articles of note

72:9 (October 2011) What are we doing here, anyway? Tying academic library goals to institutional mission – Cottrell, J.

72:9 (October 2011) The case for preserving academic branch libraries: fostering campus communities – Howes, B.; Zimmerman, M.

72:10 (November 2011) Creative collaboration: using the library to promote scholarship – Thiel, S. G.

72:11 (December 2011) Is free inevitable in scholarly communication? The economics of open access – Sutton, C. <http://crln.acrl.org>

## Ethnographic Research in Illinois Academic Libraries (ERIAL)

Further information on a book produced as part of the two-year ERIAL research project: *College Libraries and Student Culture: what we now know* (Duke, L.; Asher, A.; ALA; 2012). <http://bit.ly/fcNuAz>

## International Network of Emerging Library Innovators (INELI)

A network of leading public library staff which aims to help develop and redefine public libraries for future needs. <http://bit.ly/vGbgfW>

## Institutional Repository Communication Platform – Institutional Repository Toolkit

The Toolkit explains how an institutional digital repository may be set up. [www.ir-africa.info/toolkit](http://www.ir-africa.info/toolkit)

## Library value

### Building Capacity for Demonstrating the Value of Academic Libraries

– an ACRL project with other US research and educational associations to ‘address the library profession’s need to develop the skills to document and communicate library value in alignment with the missions and goals of their colleges and universities’. Conferences and related publications are planned. The ACRL already has a wider ‘Value of Academic Libraries’ initiative. <http://bit.ly/yDJeIM>

### Information Outlook (SLA)

Two relevant articles (15:6, September 2011) include:

Interacting with senior management – Sullivan, C.

Advocating for yourself – Abram, S. <http://bit.ly/qFWWhI5>

**Advocacy Tools Portal** – set up by LIANZA, the portal incorporates resources and statistics to show the value of libraries. <http://bit.ly/ooWICU>

## OAPEN

A new JISC/AHRC project is to consider issues related to scholarly journal publishing. <http://bit.ly/wwUXRt>

## OCLC- WorldCat Local; SABINET (South Africa)

OCLC, working with SABINET, is to provide WorldCat Local to the National Library of South Africa and many of the country’s academic institutions. It will help to enable better coordinated access to library materials nationally, including links to SA’s inter-library loan system and, from a library management perspective, will allow for more detailed statistics on the use and demand of certain resources. <http://bit.ly/vMRDkI>



## Open Access

### Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities

Berlin 9, the first of the Berlin Open Access Conference Series to be held in North America, took place last November in Washington. The Declaration 'promotes the Internet as a medium for disseminating global knowledge [and aims] to make scientific and scholarly research more accessible to the broader public by taking full advantage of the possibilities offered by digital electronic communication'. Among examples of recent signatories is the Library and Information Association of South Africa (LIASA), which confirmed its commitment at its 2011 Annual Conference.

<http://bit.ly/sWhkM5>

### JISC CORE initiative (Connecting Repositories)

<http://bit.ly/p9aiF7>

### Latindex Portal of Portals

Providing access to scholarly journals in open access digital collections in Latin America, Caribbean, Spain, and Portugal.

<http://bit.ly/cDnXiZ>

### Open Access Africa

The Open Access Africa conference was held in October 2011 at Kwame Nkrumah University of Science and Technology, Ghana.

<http://bit.ly/14sqGn>

### Open Access Week

<http://bit.ly/rMlr8>

### UNESCO Global Open Access Portal

Resources on open access, including national and regional profiles.

<http://bit.ly/suUeZW>

### Pan African Conference on Access to Information (PACAI)

A meeting, held in September 2011, convened by the Windhoek +20 Working Group and supported by UNESCO and the African Union Commission among others. Access to information and the legislation to secure it, information and equality, and information literacy were among the issues addressed. The African Platform on Access to Information was agreed.

<http://bit.ly/zgeKkj>

### Library and Information Association of South Africa (LIASA) – Annual Conference

The LIASA Annual Conference 2011 included presentations on leadership, information

literacy, open access, advocacy, and special libraries.

<http://bit.ly/yNhqDw>

### Society of College, National and University Libraries (SCONUL) – Autumn Conference

The UK society's conference included a comparative perspective from Australia.

<http://bit.ly/zFOik1>

### Stress Survey

The Canadian Association of University Teachers (CAUT) is undertaking a stress survey of academic librarians in Canada, having completed comparable surveys of faculty.

<http://bit.ly/zwtANx>

## IFLA

### Association Affiliate membership

A new category to enable 'emerging and small library associations' to be represented.

<http://bit.ly/AdUcJe>

### Building Strong Library Associations

A conference in February is to assess the impact of this IFLA initiative in participating countries, with projects due for completion mid 2012; member surveys and focus group discussions are being used to evaluate needs and plans.

<http://bit.ly/rBeZDQ>

### Copyright

New webpages have been set up by IFLA as guidance for libraries on copyright limitations and exceptions, though it still recognises the need for many copyright statements to be updated for electronic resources. It is also working with WIPO countries to 'gain support for a binding international instrument on copyright limitations and exceptions to enable libraries to preserve their collections, support education and research, and lend materials'. A related 'Treaty proposal' has been drafted.

<http://bit.ly/tTl9ez>

### IFLA Journal

37:3 (October 2011)

Articles on digital preservation in India and Nigeria, and library/information science education in Nigeria.

<http://bit.ly/ttBJ7t>

### Open Access Task Force

The new Task Force will promote the adoption of open access policies, cooperate with other organisations for coordinated approaches, and consider how generic best practice can apply nationally and locally. Several academic/research libraries are represented on its international panel.

<http://bit.ly/qfFVcb>

### World Library and Information Congress

The Congress, which is also the IFLA General Conference and Assembly, will be held in Helsinki, Finland from 11-17 August 2012. Its theme is 'Libraries Now! Inspiring, Surprising, Empowering'.

<http://conference.ifla.org>

Various conferences and meetings precede the main Congress, including: 'Library's Efficiency, Impact and Outcomes: Statistical Evaluation and Other Methods as Tools for Management and Decision-Making' (University of Turku, 9 August 2012).

<http://bit.ly/mRAEej>





# Network update

The **ACU Libraries and Information Network** is open to librarians in all ACU member universities, and is completely free to join. Members receive a free copy of **LINK**, the Network's regular magazine, and benefit from opportunities to share professional expertise, knowledge, and best practice. To request a registration form, email [libraries@acu.ac.uk](mailto:libraries@acu.ac.uk)

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## ACU Titular Fellowship

The Jacky McAleer Memorial Fellowship has been awarded to Dr Michael Kasusse at Makerere University in Uganda. Dr Kasusse's Fellowship is tenable at Swansea University, UK, and will investigate the ways in which information science specialists are changing – from custodians of knowledge to making an impact in supporting public health research.

[www.acu.ac.uk/member\\_services/fellowships\\_mobility/acu\\_titular\\_fellowships](http://www.acu.ac.uk/member_services/fellowships_mobility/acu_titular_fellowships)

## Award for health librarians to attend 2012 HLG Conference

The Health Libraries Group, in partnership with ILIG and Partnerships in Health Information (Phi), is awarding a grant of a maximum of GBP 1,500 to support a health librarian working in a HINARI-eligible country to attend the HLG Conference, (Glasgow, 12-13 July 2012), and to benefit from a unique learning experience in the UK. The deadline for applications is 24 February 2012.

<http://bit.ly/yeorh2>

## Blog round-up

### The Ubiquitous Librarian blog

(<http://chronicle.com/blognetwork/theubiquitouslibrarian>)

Are academic libraries too big to fail?

<http://bit.ly/suzL6O>

### SLA blog ([www.sla-europe.org/blog](http://www.sla-europe.org/blog))

Future ready (including professional skills, and user access)

<http://bit.ly/v3JcVT>

Librarians: Agents of social change

<http://bit.ly/w1Ug7O>

Applying new technology (including raising awareness of holdings of e-resources)

<http://bit.ly/yGH7Z1>

Accessing information, and information skills

<http://bit.ly/roNILr>

Social media – use by organisations

<http://bit.ly/z6zaV8>

Information work – change and the future

<http://bit.ly/yGJN75>

### Speculative Diction

([www.universityaffairs.ca/speculative-diction](http://www.universityaffairs.ca/speculative-diction))

The Canadian-based HE blog linked to the AUCC's University Affairs has included coverage of:  
Academic blogging

<http://bit.ly/qmlBcy>

Academic publishing

<http://bit.ly/qllA1a>

## Critical Women: Women as Agents of Change through Higher Education

'Critical Women: Women as Agents of Change through Higher Education' is the theme of an important conference which the ACU is co-hosting with the University of Kelaniya from 6-8 March 2012, in Colombo, Sri Lanka.

The ACU has been working for some 25 years to help develop the career profiles of, and prospects for, women in higher education, but this will be the first time we are focusing a full conference – for men and women – on an examination of the benefits to the individual, to the university sector and to society, of approaching teaching, research, and community engagement from a gender-sensitive perspective.

Some of the questions we shall be exploring are: Why are there so few women leaders, and why does that matter? What difference would it make to the health, development, and economics of society if gender were mainstreamed throughout university curricula and if research were more gender sensitive? Why is it important that women engage in research? Why are educated women critical to economic development, health, and peace-building? Where are the examples of good, gender-equitable practice? How can universities and the community work more closely together in addressing gender-related issues?

This is a significant conference for the ACU, and one which we hope will serve to demonstrate very clearly the importance our members attach to promoting (and being seen to promote) the advancement and monitoring of progress towards gender equity and equality not only in the higher education sector but also in the wider community.

Please visit the conference website at [www.acu.ac.uk/conferences/gender\\_2012](http://www.acu.ac.uk/conferences/gender_2012) for more information.

