

Report back:
European visit 27 May – 7 June 2007
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Part I

Libraries visited
Collection Development Policies
Statistics and database evaluations
Information literacy (IL)
The role of the Information Specialist



Libraries visited:

1) University of Warwick.

Warwick is one of the UK's leading research universities and rank 5th in the top 10 universities in the UK. Warwick is situated on a large 700 acre campus which straddles the boundary between the City of Coventry and the County of Warwickshire.

22 out of 24 academic departments so far assessed by the Quality Assurance Agency for Higher Education rated 'excellent' or scored 21 or more points out of 24; 7 departments had perfect scores of 24.

A total of 15,969 students,

2) Imperial College of London

In the heart of South Kensington embassy world and London's museum street, Imperial College celebrates in 2007 its Centenary.

Consistently recognised as one of the premier university UK institutions for research quality, the College continues to raise more income from industry than any other British university institution.

Famous names associated with the College include: the author H G Wells; Sir Alexander Fleming and Sir Ernst Chain, discoverers of penicillin (jointly awarded the Nobel Prize); W H Perkin, inventor (at the age of 18) of the first aniline dye, mauveine; Patrick Blackett, physicist and Nobel Laureate; Denis Gabor, inventor of holography (and many more).

Total of 11,490 students in 2006.

3) University of Amsterdam

Founded in 1632 the University of Amsterdam has around 25,000 students, 5,000 staff and a budget of over 487million euros. It ranks among the large comprehensive universities of Europe.

UvA staff publishes around 7,500 academic articles each year and is very strong in the Humanities.

4) University of Utrecht

Utrecht University, which celebrates its 370th anniversary in 2007, hosts 28 000 students.

Utrecht University created the High Potential Programme, an incentive scheme which affords highly promising young researchers the opportunity to undertake a five-year innovative research project.

The Nobel Prize has been awarded to 12 Utrecht scholars.

5) Technical University of Delft

TU Delft, established in 1842, is an entrepreneurial university at the forefront of technological development and trains the engineers of tomorrow.

Approximately 13 400 students are enrolled.

TU Delft is the oldest and the largest university in engineering sciences in The Netherlands.

The academic curriculum focuses to a great extent on analysing and problem-solving in groups, and the writing of papers. Relatively little attention is paid to simply reproducing facts.

6) University of Uppsala

Uppsala is the oldest university in the Nordic countries – founded in 1477.

Every year more than 40,000 undergraduate and graduate students enrol for classes. This corresponds to about 21,000 full-time students.

Carl Linnaeus, the botanist who became a professor at Uppsala in 1741 after studying here and in Holland, is the name that dominates the 18th century.

Because of him, many students from all over Europe came to Uppsala. He sent his own students on research expeditions to various parts of the world, e.g. Japan, South Africa, and Australia.

Also deserving mention in addition to Linnaeus are such scholars as Anders Berch, the economist, Anders Celsius, the astronomer who constructed the most widely used thermometer, and Torbern Bergman, the chemist.

7) Mälardalen University

Mälardalen has approximately 15,000 students.

The University's unique strong policy for sustainable development and within the bounds of the University's environmental management system, this means to promote knowledge and awareness among employees, students, and other co-workers so that they have the ability to analyse critically and prioritize those measures that take into account the ecological dimensions of a sustainable development.

This modern university is in an industrial city which is home to several internationally renowned engineering companies involved in advanced research and development work in a number of forward-looking fields. Two important companies are Volvo and ABB.

8) University of Stockholm

With its 39 000 students, Stockholm University is one of the largest universities in Sweden and was established in 1878.

Preparation

A set of questions was compiled according to the AIS Strategic Plan and emailed to all the contact persons two weeks before the appointments.

A gift package was prepared for each library and consisted of:

A CD of the UP Camerata, the *DVD Introduction to the Academic Information Services* (a multimedia presentation for the School of Biological Sciences), a booklet *UP in a Glance*, a UP pen and a UP notebook with an aluminium cover.



Gift Parcels

Collection Development Policies

Most libraries do not have a formal collection development policy. The unwritten policy however is to move to e-resources.

Warwick has a 7-page Collection Policy document dated October 2003 focusing on:

- * Format of acquisitions
- * Reserve Collections
- * Contents of acquisitions (reference works, newspapers, donations etc)
- * Location and availability of material
- * Stock management (space, disposal policy, binding and repair)

Delft mainly manages their acquisitions through the approval plan (Blackwell's) for which profiles are selected by the Information Specialists.

Imperial College of London has a 12-page document: *Information Resources Management and Access Policy*.

Guidance on the following is included: books, journals, E-resources, theses, audio-visual material and gifts.

The principle of Imperial's Collection Development Policy is: "WHAT WE SHOULD KEEP" All print copies of resources available electronically are discarded.

Most librarians order books according to their discretion. Book funds can also not be moved to, for example, database funds.

Warwick subscribes to NetLibrary which gives access to 10,000 e-books but they experience problems with the platform. They are also not happy with the IT support for e-books.

Overall e-books are not popular; most libraries buy reference books in e-format, but still prefer the print copies of textbooks and reference books.

Stockholm library is using [Innovative's ERM](#) (Electronic Resource Management) system to manage their e-resources. Although the system is still under development, Wilhelm Widmark Director of the Department of E-resources at Stockholm University Library is very positive.



Wilhelm will present at the IFLA pre-Conference workshop in the Western Cape.

Statistics and database evaluations

All the libraries use usage statistics to evaluate databases. ScholarlyStats is unknown to all eight libraries, but Counter is regarded as the best tool for database evaluation because database vendors must follow specific standards in providing statistics.

Budget constraints will force libraries to evaluate databases. Delft is in the process of evaluating Scopus because of funds, but Compendex is still regarded as the "must-have" engineering database.

Utrecht demonstrated what they retrieve from their bi-annual statistics. Because of the development of [OMEGA](#), a software programme to search the Utrecht A-Z e-journals list, much more detailed statistics can be retrieved.

OMEGA was developed by in-house IT staff and metadata of all the full text articles is imported to the local server of the library. Only one of the platform providers asks money for the metadata. OMEGA entails however a LOT of work and money. A new icon for OPEN ACCESS was recently added to draw more attention to this fast growing group of journals.

Downloads statistics improved tremendously with OMEGA.

OMEGA is searchable globally, but access to the full text is limited to Utrecht library users.

Universiteitsbibliotheek Utrecht

Grootste stijgers

Bestand	2005	2006	Groei
Scopus	27.579	105.119	281%
Crosssearch	11.854	34.323	190%
Academic Search Elite	138.051	379.071	175%
ATLA Religion Database	1.343	2.945	119%
CEN	1.162	2.020	74%
ISI Journal Citation Reports	43.129	73.249	70%
STCN Den Haag	4.738	6.477	37%
DSI databank	42.399	55.278	30%
ISI Web of Science	266.072	305.116	15%
PiCarta	703.706	795.597	13%

Utrecht Statistics example

Information literacy (IL)

Imperial College of London is the frontrunners in IL. The demonstration of the Imperial OLIVIA (Online Virtual Information Assistant for undergraduates) IL programme and PILOT (Post-Doc Information Literacy Online Tutorial for postgraduates) was a highlight in our visits. Priority is now to develop such IL generic programmes for the AIS. The IL is incorporated in the Imperial WebCT system (our ClickUP) as a virtual learning environment.

OLIVIA enables students to develop the skills and knowledge to find, evaluate and manage information effectively and to understand the responsibilities of using information in an ethical manner (there are two units devoted to plagiarism and referencing). The course is primarily taught in hands-on workshops by librarians but is also available to the students outside the sessions as required. Each unit is self-contained so can be used selectively according to the needs of the student, or the course can be used as a complete linear programme.

The Units within Olivia have been assessed through self-tests and quizzes built in the WebCT environment, and IL learning outcomes are assessed through the submission of a critical evaluation form.

PILOT includes:

- **Acquiring and managing information**, with sections on the digital library, detecting plagiarism (with an emphasis on post-docs role as teachers), and

referencing (with examples of many forms of electronic scholarly communication).

- **The publication process**, which looks at peer review, impact factors, copyright, open access and repositories.
- **New technologies**, with information and tutorials on topics such as RSS, webblogs, wikis, podcasts, webcasts and social bookmarking.

Imperial library staff is listed as Academic Staff and not support staff. IL forms part of the academic programme over several weeks and is not only an hour presentation at the beginning of the academic year.

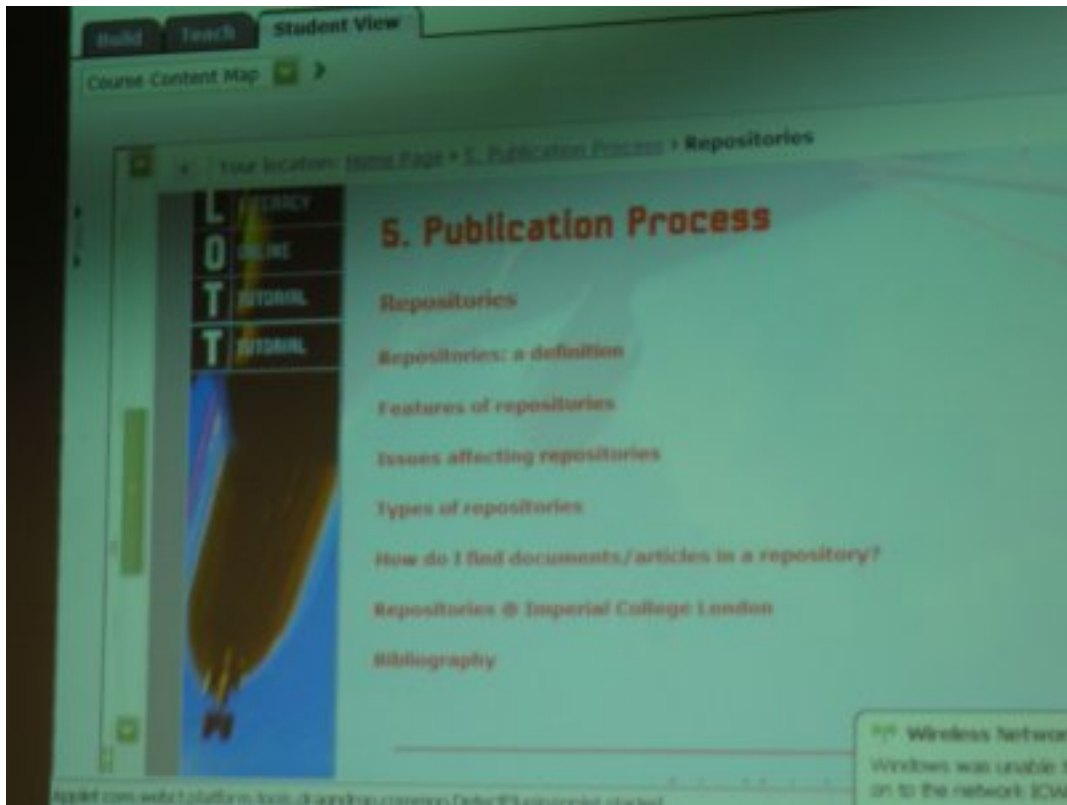
PILOT and OLIVIA were developed with research funds because “scrappy web designs are not for our academics. You must develop a diamond to get their attention and you must entertain them as well. The programme must also be available as a reference guide.” Information Specialists only provided the content of the modules.



Olivia for Undergraduates



Pilot for Post Graduates



Pilot Content

Imperial also created an online staff development programme to develop library staff's IL skills. The programme also aims to enhance and provide supporting material

and resources for IL teaching to ensure consistency and quality across all faculties. The remit of the programme is to design professional courses with appropriate learning outcomes.

The next phase in the Imperial College IL programme is to address the pedagogic training needs of librarians teaching at the College.

Imperial College also focus on IL as an important skill required by enquiry desk staff. It intends to carry out an IL skills audit of staff on the enquiry desk. Enquiry desk standards and competencies have been created and it is intended to develop an IL programme aimed specifically at enquiry desk staff to support this process.

Utrecht sees itself as PARTNERS with the faculties and has appointed Jan Kooistra, a Consultant to teach research methodology and searching for information. An interactive program was developed: [OMMAT](#) (*Omgaan met Wetenschappelijk Materiaal*)

<http://ommat.library.uu.nl/>

”At the moment Ommat is in use by about 2000 students at the faculty of Social Sciences at Utrecht University. Since 2001 Delft University of Technology is joining the Ommat program.

Two versions of Ommat are being developed, namely a *training version* to become familiar with working in an information environment and a *support version* which pertains to the open Internet version intended for everyday use.

Delft University is developing the *portal version* of the program. The surplus of portal version consists of technical and social procedures to transfer student products from the E-platform environment (Blackboard) into open Internet environments supported by the library. This kind of environment is called a Virtual Knowledge Center (VKC). In Delft the Ommat program is named DelftSpecial: *Delft Student Personal Education Coach for Information Alerting and Learning*.

“(<http://www.jankooistra.info/reading/VKC.pdf>)

What we know is passing round!

- As **data**: facts **database**
- As **information**: 'significant facts' **book**
- As **knowledge**: 'evaluated facts' **head**
- As **competence**: 'integrated behaviour'
knowledge, skills, experience and attitude
- As **wisdom** **humankind 'carries' knowledge!**

OMMAT 2001



The focus of Jan Kooistra's teaching



Jan Kooistra: *Using keywords is a claim in the field of a database*
Writing an article is a claim in the field of knowledge

Stockholm University has a Forum for Information Literacy meeting regularly. There is one Information Specialist presenting each Faculty.



The Co-ordinator Christa Toboté of the Forum for Information Literacy will present at the IFLA pre-Conference workshop in Gaborone: *"Training the trainers"*

IL courses is mandatory for only one of the departments at Stockholm.

We were invited to attend a few minutes in a meeting, but in the end we shared our knowledge with the group since they are still in the development phase.

Uppsala uses experts to present IL courses to all faculties.

Delft University's formal courses are presented as follows and this also corresponds to Imperial College.

Delft is the only library charging course fees and attendees must register. It can be attended by Delft University students and employees as well as business and other interested non-Delft University parties.

1) Introduction to Library Resources and services for researchers

Duration: 1.5 hours. Target group: PhD students and other academic staff. Price: Free

2) Advanced searching for researchers.

Duration 1.00 pm to 5.00 pm. Target group: PhD students and other academic staff.

Price: TU Delft 85 Euro / non-TU Delft 135 Euro

3) Introduction to Reference Manager

Duration 1.00 pm to 5.00 pm. Target group: Researchers with a good knowledge of searching in bibliographic databases and not yet familiar with Reference Manager.

Price: TU Delft 85 Euro / non-TU Delft 135 Euro

4) Introduction to EndNote

Duration 1.00 pm to 5.00 pm. Target group: Researchers with a good knowledge of searching in bibliographic databases and not yet familiar with EndNote.

Price: TU Delft 85 Euro / non-TU Delft 135 Euro

5) Courses adapted to the specific needs of a group of researchers, company or organisation and can be given during evening hours.

Overall at most universities visited, online IL courses are in the development process. Two hours teachings for groups or hands-on sessions are presented in the first term of the academic year and presentation lists are circulated.

IL sessions for undergraduates and postgraduates differ in content.

One-to-one sessions are also available on demand – “Book-a-Librarian” system at Mälardalen University.

In addition email and chat rooms are used to assist researchers and students with IL.

The conclusion is that there is no central policy for IL at most of the libraries.

Imperial College of London and Utrecht University are the two IL programme leaders.

The role of the Information Specialist

Not one library could give as a structured description of the role of the Information Specialist.

A question posed to all the library managers was what our role will be if we start working here today. We could not get a role description or clear answer!

Not one of the libraries have information specialists assigned to specific

undergraduate or postgraduate students. Information specialists are assigned to specific faculties, as in the AIS.

The Medical Library at the University of Amsterdam has Clinical Librarians close to researchers.

Warwick has Subject Teams and not Information Specialists, maybe just another term for Information Specialist?

Warwick told us that the University of Wales made their subject librarians redundant and in the UK librarians now focus on specialisation of teaching and learning – the new role of the Information Specialist.

Information Specialists at Delft University must have a degree in the subject field. Ingeborg Nagel title is: Drs and Zofia Brinkman's title is: Ir. (Qualified Engineer) However, standards are lowered because it is difficult to get such qualified people interested to attend course to work as a librarian.



The highly qualified TU Delft Information Specialists

A few years ago Delft University forced library staff 55 years and older to take early retirement and the effect is felt by the young librarians. Mentorship disappeared overnight and management acknowledged it as a huge decision error!

Interesting: at Stockholm University the Law Librarian told us after the IL meeting that all the other librarians were too scared to take up Law as subject



The tough Stockholm Law Librarian

However: Jan Kooistra of Utrecht University gave us a definition of the old-established role of the librarian and the new role of the librarian:

Passing round

librarian's duties (old-established)

- selecting
- acquiring
- ordering
- opening up
- making available

OMMAT 2001



OMMAT

'agent library'

- selecting *search engines*
- acquiring
- ordering
- opening
- n... ble

agent,
correspon-
dent,
newsgroup,
mailinglist

data
bases
etc.

*Handling
scientific
material*

OMMAT 2001



The new role of the librarian