

ESU/CILIP Travelling Librarian Award 2009

Visits to libraries of research intensive universities in New England and North Carolina

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Peter Lund

Academic Services Manager (Science)
Loughborough University Library



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Executive summary

The Travelling Librarian Award, generously provided by the English Speaking Union and CILIP, made possible a two week series of visits to libraries of research intensive universities in New England and North Carolina. Universities visited were: MIT, Tufts, Boston, University, Brown, Brandeis, Dartmouth College, North Carolina State and Duke.

The purpose of the trip was therefore to discover how the libraries of selected research intensive universities in the states of Massachusetts, Rhode Island, New Hampshire and North Carolina were developing their services and to identify best practice. Findings from the trip will enhance service provision at Loughborough University Library and, through wider dissemination will inform other UK academic libraries and the US libraries visited. The experience and its' promotion to a wide audience through ESU and CILIP also offers personal development. It is hoped that relationships developed during the visit will offer opportunities for collaboration.

Library visits were organised round a day long schedule at each university library with discussions on topics such as: information literacy, electronic resources, study spaces, liaison with academics and curation of research data.

Based on near universal findings from the eight universities three main recommendations appropriate for Loughborough University Library are:

- Invest in the electronic environment for subject based materials, specifically by purchasing and, if necessary developing further, a new more intuitive resource discovery tool allowing searching of e-resources from the library home page and LibGuides (a web based tool for subject librarians to document what they know). This would augment resource discovery and may reduce the need for face to face teaching.
- Invest in good quality furniture and exciting zoned study spaces including silent study, spaces for postgraduates and high technology areas.
- Increase the range of bibliographic software available for researchers and students

Acknowledgements

I am very grateful to CILIP and the ESU for providing the Travelling Librarian award which was an opportunity of a lifetime. I particularly wish to thank Gill Hale, ESU Librarian and Jill Martin, Director of Knowledge & Information, CILIP for their support.

I would like to thank all the many academic librarians in the USA who made me very welcome and gave up time to make my visits so informative. For their kind hospitality and for organising my schedule in each institution I wish to record my appreciation to: Howard Silver (MIT), Laura Walters (Tufts University), Tracy Thrasher Hybl (Boston University), David Stern (Brown), Lois Widmer (Brandeis), Jane Quigley (Dartmouth College), Jean Ferguson (Duke) and to Terry Hill (NCSU) and all the senior library Management Team at NCSU.

I thank too my team at Loughborough who, in my absence, coped far too well in the run up to the start of the new term. Lastly, I thank my wife Heather and our children for holding the fort and organising our house move which took place a week or so after my return.

1. Personal profile and context

My role as Academic Services Manager (Science) involves leading a team providing library services to the Science faculty at Loughborough University. In addition, this role also covers library-wide responsibility for research support. Together these duties involve teaching information literacy, customer services, e-resources, information technology, collection management, scholarly publishing, customer surveys and reference management.

I am a member of the Library's Management Team, a chartered librarian and have been in post for eight years following 12 years working in information services in industrial R & D companies.

Loughborough University is a medium sized university and a member of the 1994 Group of research intensive universities. The recent RAE results placed Loughborough in 28th place in the UK in terms of research intensity thus confirming Loughborough's rising standing in research¹. The Library's support for research is therefore crucial to the university's mission, with elements such as information literacy and e-resource management being particularly important. The recent RIN report *Mind the Skills Gap*² highlighted the need for UK institutions to improve information literacy of researchers and a Loughborough survey³ identified a need to improve Loughborough's gateway to e-resources. Loughborough University Library's research support provision has already benchmarked with 1994 Group competitors and, equally importantly, the results have been widely disseminated.⁴

2. Objectives

Being aware of levels of services offered in UK institutions through benchmarking, the Travelling Librarian award offered an opportunity to extend this internationally to see how the libraries of prestigious, well funded research universities in the US serve researchers. The purpose of the trip was therefore to discover how the libraries of selected research intensive universities in the states of Massachusetts, Rhode Island, New Hampshire and North Carolina were developing their services and identify best practice. Findings from the trip will enhance service provision at Loughborough University Library and, through wider dissemination (see appendix A), will inform other UK academic libraries. The experience and its'

promotion to a wide audience through ESU and CILIP also offers personal development. It is hoped that relationships developed during the visit will offer future opportunities for collaboration.

3. Planning

Day long programmes with appropriate library staff were envisaged and achieved – appendix B contains an example. Initial contact was made with senior science librarians or appropriate sub librarians (typically with job titles such as *Director for Research and Instruction Services*). It was hoped to include meetings with members of the senior management in order to obtain a strategic perspective. Some universities (e.g. Duke University) were chosen since they had similar software (such as MetaLib, RefWorks, Dspace) to Loughborough. Areas of interest were:

- PhD training and Information literacy
- electronic resources management
- current awareness tools
- liaison with faculty
- research data curation
- study spaces
- Science support

Colleagues at Loughborough were also canvassed to derive additional topics for discussion in order to gain a wider viewpoint.

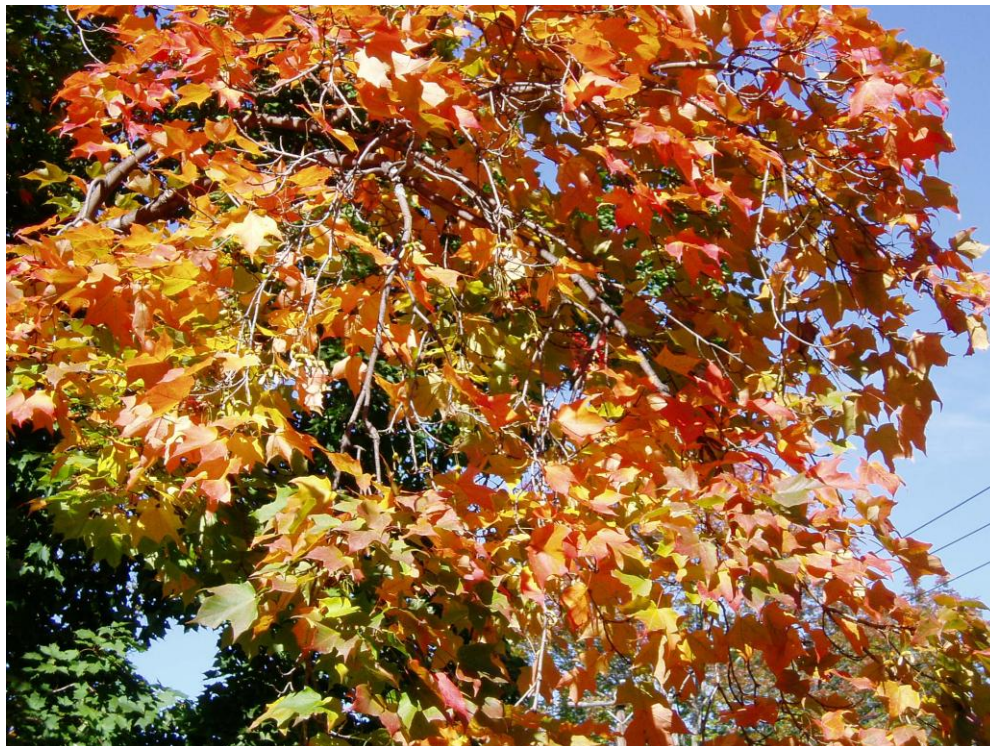
The universities were chosen from a list of very highly research intensive universities generated from the Carnegie Foundation website⁵. Mixing a long-held desire to visit MIT and recognising the reputation of Massachusetts in higher education, the itinerary was designed to maximise the number of visits to suitable institutions in the first week whilst allowing a more inter-state travel in the second week. Two universities were in the Ivy League and all were privately funded except North Carolina State.

4. Itinerary

The trip covered the states of Massachusetts, Rhode Island, New Hampshire and North Carolina taking 15 days. Initially a more expansive itinerary covering Indiana and Georgia was envisaged

though this was found to be too complex to arrange in the two week period. Flying in to Boston at the weekend allowed time for orientation and specifically to get to grips with the public transport system which was used to visit 5 universities in Massachusetts and Rhode Island from a base in Cambridge. The first visit on Monday morning was to Massachusetts Institute of Technology. Then using the T, commuter rail and Amtrak subsequent visits (one a day) were made to Tufts University, Boston University, Brown University and Brandeis University.

At the weekend, Hanover in New Hampshire was reached by coach. This small town was formerly home to Bill Bryson and is on the route of the 2000 mile Appalachian Trail, topic of *A Walk in the Woods*⁶. The second week included a visit to Dartmouth College, Thence coach to Boston airport and flight to Raleigh / Durham for visits to North Carolina State University and Duke University before flying home via Boston.



Turning leaves, Hanover

5. The Visits

5.1 Massachusetts

5.1.1 Massachusetts Institute of Technology (M.I.T.)

At MIT I met with Howard Silver (Co Head of Science and Engineering Libraries) who provided a guided tour of the campus. There are some amazing buildings designed by Frank Gehry, designer of the Guggenheim Museum in Bilbao.

Howard is based in the Hayden Humanities and Science Library, where enquiry and circulation desks have been merged. MIT have a list of core competencies for operating this service.

Then discussed information literacy (IL) with Barbara Williams. There is no qualification equivalent to the UK's Higher Education Academy Associate Pathway whereby librarians can submit a teaching portfolio and gain formal teaching skills akin to academic staff in the States. However, Association of College and Research Libraries (ACRL) IL competencies⁷ are used as a roadmap. MIT is just starting to look at measuring the impact of IL teaching and I will endeavour to see how this develops.



Stata Center by Frank Gehry. Photo by Arkntina taken from Flickr and used under cc licence



Hayden Library
Photo by tat02131 taken from Flickr and used under cc licence

After a wonderful brown bag lunch (great wraps) eaten on picnic tables overlooking the Charles River, a meeting was held with the members of the User Interface Group in the Baker Library. This group is responsible for customising products like Aleph and MetaLib to make them easier to use for MIT readers. This contrasts markedly with Loughborough where the cataloguing software (Aleph) and resource discovery tools such as MetaLib are left largely unchanged "out of the box". There's a lesson to learn here. Our researchers' interaction with the Library is almost totally through the electronic medium with personal visits being rare. It makes sense therefore to make this interaction as smooth, intuitive and efficient as possible. The web interfaces group at MIT also tests and creates beta versions of other electronic services and trials them with users. Although they are also subject specialists, some members of the team spend up to 40% of their time on these activities.

Following a unanimous vote by Faculty MIT, all research papers are to be made available on their institutional repository, an approach which differs markedly to that at Brown University as I was later to discover.

Liaison librarians recognised the need to support the MIT community in data management had developed and delivered courses in this subject. These were reinforced using an e-learning tool called LibGuides to maintain a guide to good data management principles⁸.

These pages and course appear to be a good (and manageable) first step towards better data management within an institution and could perhaps be adopted at Loughborough.

5.1.2 Tufts University

Tufts University stands out in three areas:

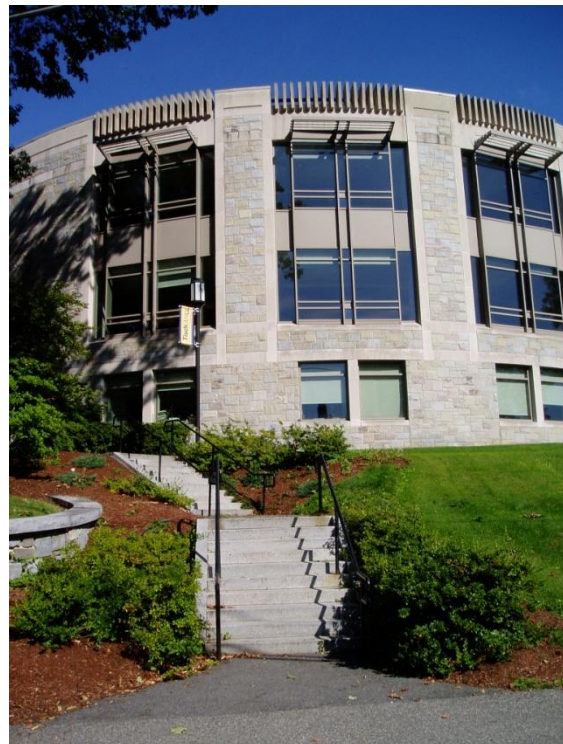
- Active citizenship (high percentage of students are in the Peace Corps)
- An international perspective with much work undertaken in developing countries
- Tackling environmental issues

From the T, Tufts University is a short walk through the suburbs. The Tisch Library, the largest of several libraries at Tufts is a superb building built in 1999.

A tour of the Tisch with Evan Simpson revealed very high quality furnishings and equipment at every turn.

There were a range of study spaces with differently sized desks and tables and also a large reading room. The large choice of study space probably explains why there was no space dedicated to postgraduates. There was also a learning cafe and a training room. Study rooms are available though not bookable and lockers are available. The Library was very peaceful whilst still having significant number of users

Customer Service centred on a traditional counter with help desk and circulation desks. Self issue was not available. Baskets were available for readers to transport their books.



Tisch Library

Laura Walters explained the reporting structure of the libraries. Tufts has four libraries each reporting to its own school. Thus the Medical school, the veterinary school and the Fletcher Business school each have their own libraries. E-resource provision (including 30,000 e-journals) is shared across all libraries with cross library teams such as the Collections and Licensing Team ensuring consistency.

Laura leads the data assessment team which is authorised by the university to carry out a satisfaction survey in alternate years. 90% of the survey is repeat questions to check whether the service is getting better or worse. The most recent survey had a special section on e-books. The satisfaction survey alternates with qualitative data gathering. This year 40 in depth interviews of faculty were undertaken with questions on their research and teaching methods and what information resources they use in research. Faculty were chosen with help from the Deans.

Some 250 sessions had been offered as part of the instructional programme in the previous academic year. With the exception of EndNote and RefWorks all workshops were tied in with classes – students only learning at point of need. Sessions were opt-in with no assessment, though Tufts were aiming to have a credit bearing module of library instruction in the future.

Bibliographers such as Miriam Allman and Karen Vagts choose the libraries' hard copy and e-resources, which involves negotiating with suppliers and managing a substantial proportion of the materials budget. There is a general fund for the purchase of multi-disciplinary aggregated materials such as JSTOR and Science Direct. Bibliographers also work on the reference desk but tend not to undertake teaching.

Tufts is moving inexorably to e-reference maintaining only a core collection of hard copy reference materials. The OPAC is augmented with an electronic journals list and a database finder. The latter was developed in house and works in MYSQL. *Research guides* (using Libguides software) guide the use of electronic resources. The Library has been well resourced - the 4 user seats to SciFinder being indicative (Loughborough has only one!)

RefWorks, Endnote and Zotero are the citation managers used – Tufts is one of the top 10 users of Refworks. Refworks is the tool of choice for undergraduates, postgraduates and faculty favouring EndNote which can be bought at the campus bookstore at a discount.

5.1.3 Boston University

Chief contact at Boston University was Tracy Thrasher Hybl, Head of the Science and Engineering Library. This site library in downtown Boston appeared a little care-worn. The interior contained solid wooden chairs and tables with about ten workstations. In addition to study space the library contained hard copy science and engineering collections. Additional study space is being obtained by reducing the reference collection and duplicate hard bound journals which were being boxed up for off-site storage. The reduction of reference collections and of hard bound journals was common to all libraries visited, though materials were being stored rather than discarded. No study rooms were available and information literacy tuition took place using a mobile projector and by clearing a corner space in the library. Nevertheless faculty were particular keen that training took place in the site library. Librarians at BU undertake collection building, reference and instruction. Due to a scarcity of office space our discussions took place in the centre of the library. Despite these relatively austere conditions the dedication and commitment of Tracy and her team was very apparent.

Electronic resources were managed centrally with Tracy maintaining a wishlist of e-journals in order to influence decisions. Being a large institution (BU has 40,000 students) it has 5 concurrent user licences for the SciFinder database. Interestingly the number of licences was increased after Tracy demonstrated that BU had the highest number of turnaways of any US library using SciFinder. Something we should investigate at Loughborough.

After lunch David Fristom (Bibliographer / Librarian for Chemistry and Earth Sciences) conducted a tour of the Information Commons in the main multi-storey library. Based on the entry level floor, it featured new good quality metal furniture, the centre piece being 4 easy-to-clean whiteboards arranged in a diamond shape to form booths or alcoves. BU is going e-only and is instituting thin client technology.

The reference desk was pleasantly informal with an add-on table and two chairs facilitating the reference interview. This was used for ad hoc reference questions - a separate screened area was available for booked appointments. A poster adjacent to the lift advertising subject librarians was a well-placed and innovative means of publicising the service.

5.1.4 Brandeis University

The first meeting at the main Farber Library was with Dave Wedaman who leads Research and Instructional Services at Brandeis. This is one of 5 organisational units at Brandeis which is a merged Library and IT service. The other units are:

- Networks and systems infrastructure
- Acquisitions, budgets and resource management
- Administrative information systems
- Integrated Services

The ethos in the merged service seemed very much to promote added value, new media and IT services. Brandeis had adopted Moodle as its Virtual Learning Environment and Dspace for its institutional repository.

Brandeis was particularly well resourced with new buildings set in a stunning campus. Lois Widmer (Associate Director for E-Research Support) is responsible for the Institutional repository and for liaison. Twenty three subject specialists in teams for Science, Humanities, Social sciences had responsibilities for understanding:

- the curriculum
- Learner collections
- New resources, tools and services

These librarians were encouraged to think beyond traditional library resources. They teach information literacy though current focus is on new media formats, being responsible for your own information, Digital Rights Management and Web 2.0. Emphasis is placed on the research process and why citation is necessary.

The Library operates in partnership with the Writing Program in the provision of study skills and with a generalisation program in teaching video editing, web page design and audio editing. As elsewhere Brandeis is aiming to get courses embedded in the curriculum.

A communications strategy was discussed drawing the conclusion that no one means of communication worked (Faculty are overwhelmed by email) and that a smorgasbord of communication works best. If email is used try putting the message in the subject line.

Karrie Petersen (Associate Director for Research and Instruction) explained some of her thoughts on information literacy. Demonstrating databases makes no strategic sense – anything which is linear, sequential and uses a protocol can be done by a computer. She also thinks that

librarians need a visual literacy and to escape from Powerpoint which represents information hierarchically (one heading, three bullets) since often information isn't hierarchical, it's meshed.

In teaching science students have an assignment to create a poster. In this way they learn about searching the literature, presentation of statistics and collaboration tools such as blogs and wikis. Karrie believes that online discussion lists are particularly good for developing critical thinking, building habits of discourse e.g. gathering evidence, characterisation and the written record.

Metalib is used for resource discovery and the quick sets seem well organised. Like MIT extensive thought and effort seems to have gone into developing the product for local use.

After a splendid lunch with Lois, Josh Wilson (Assistant Director for Integrated Services) described Brandeis approach to customer services. The Library is open 24/7 for two weeks during exam time. More extensive 24/7 opening was not well used with about 30 people per night using the service. What is required is 21/6. Blocking off about a third of the building for 24/7 would suffice though unlike MIT this hasn't been undertaken yet.

Although some 98% of Brandeis students own laptops, laptops are lent by the library since students don't always want to carry their laptops to the library due to weight and the need to keep them secure. Smart phone use is also increasing – in 2008 it was 4% of students in 2009 it was 40%. I'm impressed that Josh knows this. Unsurprisingly Brandeis are planning more services to smartphones.

Brandeis have been very active in collecting data on customer service, finding that peak period for service use is 12-1 and 2-3. Service desks staffing is therefore concentrated in the afternoons. Customer Service has three levels of support:

Tier	Location	Key attribute
1. Basic directional	main desk at entrance	responsiveness
2. Reference	round table in centre of library	knowledge
3. Subject specialist	Office based	knowledge

There is also a separate desk for IT reference.

Staff training is uneven – staff follow professional development plans and undertake Moodle courses during the quieter summer period though there is no list of core competencies.

5.2 Rhode Island

5.2.1 Brown University

An early start was needed to catch a T and then fast AMTRAK train to Providence; the scenery blurring. From Providence station Google maps guided me to the Rockefeller Library, the "Rock" as its' lovingly known, built in 1964 and extensively remodelled. Here I met David Stern, former Science librarian, now Associate Director for an outline of the day.

First up was special collections and what a fine collection Brown have. In addition to rare materials on Abraham Lincoln, a first edition of Euclid and a manuscript of 1984 by George Orwell, Brown are now collecting for the future. Comics, gay and lesbian literature and science fiction are all being lovingly collected in their rather splendid and gracious Rauner Library.

Back at the Rock a tour with David Stern revealed a café, plentiful, varied study space, a well equipped training room for 20 students with 10 workstations and a number of group study rooms. Demand did not necessitate the booking of group rooms. The Rock had two rooms dedicated for postgraduate use. The former reference desk was used for IT queries and subject librarians operated virtually at point of need, responding to online chat (receiving 1000 queries per year). Brown is strongly committed to chat reference, getting fewer email interactions and not having invested in txt or Facebook.

Meeting a number of subject specialist librarians offered the opportunity to discuss electronic resources, liaison and information literacy. Brown cancelled their subscription to INSPEC favouring a full text product IEEE Explore. Analysis at Brown suggests that 66% of SFX requests come from Google Scholar so bibliographic databases are no longer the key means of resource discovery. It is possible Brown will further cut back on databases and may revive mediated searching where database access is otherwise unavailable.

There is a librarian dedicated to Geographical Information Systems (GIS) and data though e-science is not yet a key area. The data librarian provides training on SPSS, SAS, IN VIVO and other packages.

New faculty are taken out to lunch, failing this an offer of a 1:1 introductory is made and frequently taken up. There is also an iTunes product available to new faculty.

There is a writing centre on campus for whom dealing with plagiarism is particularly important. The Library mentions plagiarism, copyright and fair

use in instructional programs but this is also part of “responsible conduct” for incoming students.

One of the floors of the multi-storey Friedman Center has been converted to an Information Commons. Study areas on this “high energy” floor are divided according to decibel level! The other 14 floors of the Friedman Center form the Science Library where I met Lee Petersen. She outlined her Librarian in the Lobby⁹, an interesting attempt at outreach.

Subject Librarians do small slots in classes run by Academics e.g. 15 minutes on patents. Much of instruction on databases is now video based and Camtasia is much used for this.

All Brown students receive a session in first year on what scholarly communication is and how it takes place. The Brown institutional repository focuses on material not otherwise published such as grey literature. Journals articles are not therefore mandated for deposit in the repository.



Whiteboard wall in glass fronted group study room, Brown University

5.3 New Hampshire

5.3.1 Dartmouth College

The town of Hanover is my kind of place. Located on the Vermont / New Hampshire border and adjacent to the Upper Connecticut river it has a real feel of the outdoors. Most cars seemed to have either bikes or kayaks on the roof. As I said, my kind of place.

I was met by Jane Quigley who had organised my schedule for the day for an 8:30 start.



Baker-Berry Library, Dartmouth College

Jane is Head of the Kresge Physical Sciences Library which holds collections in astronomy, physics, chemistry, earth sciences, mathematics and computer science. In addition to managing the library and its' collections, her role includes outreach and bibliographic instruction.

The first meeting was to gain an overview of collections management at Dartmouth which was followed by a session on information systems and discovery tools led by David Seaman, Associate Librarian for Information Management. I was surprised to hear David's Oxford accent. Dartmouth are beta testing Summon from Serials Solutions as a resource discovery tool. It is aimed at undergraduates and, using a Google like interface, currently enables them to search 5 million records though this is not all of Dartmouth's full text and bibliographic resources. It looked superb. Libguides were also heavily used to inform users as to the e-resources available in different subject areas.

Barbara DeFelice outlined some of Dartmouth's digitization initiatives including a programme to digitize many of their hard copy resources. With Duke University a Mellon grant has been awarded to develop a digital infrastructure. E-theses are not yet on stream but Dartmouth are putting procedures and policies in place and hoping to get finance shortly.

The next meeting was with Laura Barratt Director of Education and Outreach. Laura leads a programme providing leadership in teaching, opportunities for teaching and staff development to which most librarians

are affiliated. Teaching statements are used to share teaching philosophy, goals and areas for staff development. Dartmouth developed a game show using clickers to teach students the use of citation and how to avoid plagiarism¹⁰.

After a splendid lunch at the Canoe Club restaurant with Noah Lowenstein (Physics Librarian) and other library staff, Jennifer Taxman described a superb document delivery system (Rapid ILL) for journal articles based at Colorado State University. Of 50,000 requests 94% are delivered electronically within 12 hours. Items may cost up to \$35. There is also an on campus document delivery – the Library will scan book chapters or journal articles and email to departments.

Later, at the Kresge Library, Jane Quigley outlined the annual cycle of planning, budget allocation, goal setting, projects and staff development that takes place at Dartmouth. There is a mentoring process in place wherein staff are matched across the university.

Lastly I met Bill Garrity, a charismatic Director of Biomedical Libraries. Bill emphasised the importance of outreach. At Dartmouth the expectation that biomedical librarians involve themselves in day-to-day work outside the library to increase their visibility, one example being serving as administrators on committees for accreditation for residency in the Medical Centre. Bill had some thoughts on the changing role of librarians emphasising the need for wider personalities in the profession. Dartmouth demanded great educators comfortable at teaching in front of 150 people who can partner with faculty.

5.4 North Carolina

5.4.1 North Carolina State University (NCSU)

I was met in the foyer of my hotel bright and early by Terry Hill from the Library's Directorate, who kindly drove me to the University. Not having to find my way to the campus was again much appreciated and this formed part of the warm welcome I received in the State. North Carolina State University, with Duke University and University of North Carolina at Chapel Hill, form a Research Triangle.

I met the Library's Management team and Susan Nutter, University Librarian, emphasised NCSU's drive to be innovative and to use money well. The Library service exudes energy and enthusiasm. NCSU Libraries' approach to staffing is led by their demand for this enthusiasm and for

agility. Staff are initially recruited on two year contracts and need to prove themselves to earn longer ones. Innovation is apparent in their study spaces. I was impressed by the quality and thoughtfulness underpinning these spaces. Examples can be viewed on flickr.¹¹ There is also a creamery selling ice cream. It's hot there! Investment in a Graduate Commons and a Research Commons is taking place.

Agility was demonstrated in their approach to e-resource management. The Library had replaced its' federated search technology and, like Dartmouth College, was investing in Summon from Serial Solutions which indexes both metadata and full text.

Susan Nutter explained how the Student Advisory Board meetings with the Library include an evening meal and that it's not uncommon for meetings to last until 10pm such is the rapport. The approach is very much if students want a change they get it.

As with other libraries, hard copy bookstock and journals were being stored off site in a large, intensive facility wherein books are retrieved by robots. There is no browsing in this facility. Duke and UNC at Chapel Hill collaborate on similar storage.

Like Dartmouth, NCSU has a rapid ILL service aiming for 48 hour (books) or same day delivery for journal articles. Requests are made electronically and articles are scanned and returned the same day. The service uses the resources of the Research Triangle. Interestingly the increased use of discovery tools means that ILL use is increasing at NCSU.

During the day I presented some of my work on research support and it felt good to be able to share information. The afternoon continued with more discussion on research support. NCSU is partnering with Duke and UNC at Chapel Hill concerning data storage and have partnered with EDINA in the UK on a GIS project. After a fascinating and full day at the D.H. Hill Library the Library's leadership team took me for a very convivial dinner at the Washington Duke Inn.

5.4.2 Duke University

Jean Ferguson, Head, Research and Reference Services, met me in the hotel foyer. I was getting used to this hospitality now and we made our way to the car park and through the Sarah P. Duke Gardens to the Perkins Library at Duke University. Some of the site seemed eerily

familiar having viewed an excellent YouTube video introducing the Library¹².

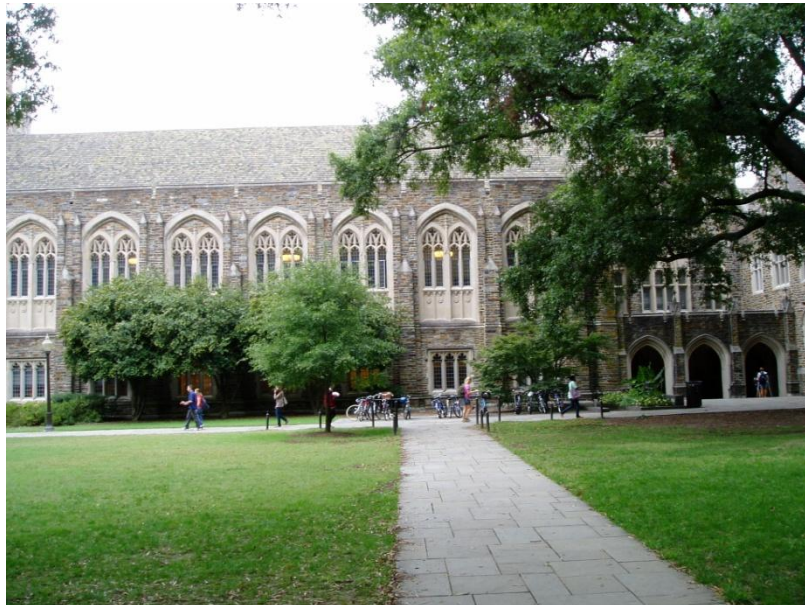
The first session was an open forum, held monthly, where I was introduced to the whole Library. This was a wonderful way of engaging and communicating key issues to Library staff. The agenda included an outline of some of Library Director Deborah Jakobs' activities as well as strategic planning goals.



Jean Ferguson's commute to work

Duke's goals are not dissimilar to Loughborough's and include:

- Focus on user experience
- Focus on digital
- Focus on partnerships
- University priorities (internationalisation, interdisciplinarity, knowledge in the service of society)
- Focus on spaces



Perkins Library

A tour of the Perkins Library confirmed the excellence of the study facilities, with a wide variety of tables, chairs, quiet and information commons areas. All equipped to superlative standards - even the rubbish bins had been encased in wood to maintain a high quality environment. Group study rooms were equipped with wipeable white boards (evocably called "wall talkers"). The café and study space are open 24 hours Sunday to Thursday and the space seemed appreciated - there was no sign of chewing gum on carpets or miscreant behaviour. That said, like

several other libraries, a very occasional laptop theft had occurred despite the presence of lockers. Other than signage it seems difficult to find ways of ensuring students guard such expensive items.

Duke had similar ExLibris products for its Library catalogue and Resource Discovery to Loughborough though with an additional product (Endeca) providing a simpler interface for users. Like many libraries I visited in the US, RefWorks, Endnote and Zotero are all supported for citation management. Duke rely on FAQs, online tutorials and Quick Start guide for RefWorks but offer face to face teaching on EndNote. Some reduction in the number of simultaneous databases accesses has occurred to manage costs. Like Dartmouth teaching is scattered across the Library Service, for instance Science librarians are based in the departments and report to the Head of Reference. An Outreach group manages information literacy and encourages librarians to become better teachers. More teaching is embedded in courses though inductions were not undertaken.

Duke is getting to grips with managing data. Some departments such as Physics are believed to be adept at managing their data, though in Social Sciences where there is a mix of quantitative and qualitative data, data storage may be more challenging. The Library does have a Data Services Coordinator (Dr Joel Herndon).

At the end of the day Deborah Jakobs took me to a staff leaving party which was a very hospitable end to my visit.

6. Lessons learnt

This section highlights some of the common themes and best practice which emerged:

- **Bibliographic software** – research intensive US university libraries had embraced the variety of products used by academics and students and support multiple products, typically RefWorks, Endnote and Zotero.
- **Resource Discovery** - a number of libraries had either acquired next generation OPACs with easy searching from search box on the Library's homepage. More staff effort had been applied make interfaces more intuitive and suited to their readers rather than just using them "out of the box"
- **Data** – MIT, Brown and Duke had data librarians.
- **Information literacy** - clickers (Electronic Voting Systems) were little used except at Dartmouth College. Turnitin was not a library

responsibility. Plagiarism avoidance and citation are taught by library staff but *Turnitin* and other plagiarism detection tools are not the Library's responsibility. Many study skills are developed as part of a first year writing program and the library often partners with such programmes.

- **Liaison** – US universities reached out to new faculty in various ways. For example MIT contact new starters before they start. Outreach is also seen as enhancing workload outside the library.
- **New Services** – Kindles being used at Duke and at NCSU, services to mobile phones, lending laptops, lending ipods, Web based help at the desktop, leveraging print resources using scanners.
- **Marketing** - placement of posters and other publicity (plasma screen)
- **Public access** to electronic resources is much better in US academic libraries and puts UK academic libraries shame. Most e-resources were available to walk in users.
- **Reference** – dedicated reference desk allowed for reference interview
- **Information commons** - Use of student assistants, fixed whiteboards, zoning and variety of furniture.
- **Inter-library loan** services seemed to offer much faster fulfilment and were easier to use.
- **Staff Development** - emphasis on technology librarian 40% of a role of academic librarian.
- **IT Support** – a variety of hardware (PCs and Apple Mac's were supported. Similarly workstations could use a range of software such as IE and Mozilla Firefox.
- **Security** – most libraries had lockers to minimise opportunities for theft of laptops etc.
- **Reference sections** are being weeded and hard copy journals are being stored off-campus.

7. Recommendations for Loughborough University Library

The following recommendations are made for Loughborough University Library. Some may be achievable by individuals and are aimed at Academic Librarians, a second group of recommendations would require more concerted approach and are listed separately.

Academic Librarians

- Investigate Lib Guides as a tool for subject librarians to document what they know and reduce the need for face to face teaching and to augment resource discovery
- Trial the lending of e-book readers
- Experiment with online chat
- Try Librarian in the Lobby.
- Compare usage of bibliographic databases with previous years and create long term methodology for facilitating cancellation where usage has reduced (given the growth of and preference for Google Scholar and for full text).
- Check number of turnaways for SciFinder and compare with other universities.
- Develop expertise and course materials in data management
- Investigate more compulsive means of liaising with new academic staff
- Develop skills in Camtasia and other video editing tools

Library Management Group could consider:

- Investigating new resource discovery tools particularly Summon from Serial Solutions and / or be prepared to invest in a greater customisation of existing tools
- Investing in good quality furniture and exciting zoned study spaces including spaces for postgraduates and high technology areas.
- Increasing the use of glass in study rooms to demonstrate appropriate use of group rooms and minimise anti-social behaviour.
- Clarifying copyright issues surrounding use of scanners in libraries
- Partitioning off parts of library for 24/7 access to make it easier to manage and reduce risk of anti-social behaviour
- Developing a more defined niche special collection.
- Improving speed and accessibility to inter library loan service
- Increasing the range of bibliographic software
- Making laptops available for loan and trial loan of other technology.
- Using student assistants in Information Commons.

8. Benefits

This has been an opportunity of a lifetime and there have been huge benefits to the institution and to me personally. I believe the institutions I visited also benefited through shared communication. There was much

interchange of information at all visits and I gave presentations to NCSU and MIT.

Loughborough University is already benefiting from a number of the recommendations in section 7. Benchmarking our service against the libraries visited is also being undertaken informally and influencing our activities.

I have gained personally through obtaining a vast number of contacts which I hope to use for our mutual benefit. Indeed since returning I have been in touch with colleagues at: MIT, Tufts, Dartmouth, Brown and NCSU either by email or telephone. I hope to arrange some sort of collaboration with one or more of the universities libraries I visited (a joint user survey being one suggestion).

I now have a better understanding of higher education HE system in US and a wider outlook on the roles of both the English Speaking Union and CILIP.

The award also gave me the opportunity to sample some of the culture of the USA. In Boston and Cambridge the architecture at MIT, The Freedom Trail and a water taxi ride to the Institute for Contemporary Art will remain long in the memory. In Hanover, New Hampshire a visit to the public library helped in the planning for a glorious (short) walk in the woods on part of the 2,000 mile Appalachian Trail and in Durham an evening with the NCSU library leadership team and an afternoon in the Sarah P. Duke Gardens were particularly enjoyable.

Peter Lund

January 2010

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Appendix A: Dissemination plan

- Prepare report with prioritised list of recommendations for ESU and CILIP. Copy to Loughborough colleagues (copy also to US libraries visited)
- Presentation to Library staff (*took place on 2 and 5 November*)
- Write blog post for Loughborough's Ad-Lib blog *Oct 2009*
- Discussion with Chris Linton (Dean of Science) *26 Nov 2009*
- Presentation to Loughborough University Research Team (Pro Vice Chancellor (Research), Research Office Manager, Associate Deans for Research) *2 Feb 2010*
- Presentation / seminar with Loughborough University Department of Information Science
- EMALINK seminar (East Midlands libraries)
- Suggest article for CILIP Update or Sconul Focus and/or notify Toby Bainton at Sconul for possible conference paper
- Presentation to UK Science and Technology Librarians anticipated for May 2010
- Suggest as an item for Loughborough' Research View Magazine

Appendix B: Sample schedule – NCSU

SCHEDULE

8:30 am **Meet Terry Hill at the Washington Duke Inn**

Travel to North Carolina State University

9:00 - 10:00 **Tour NCSU Library**

10:00 -11:00 am **Meeting with Library Leadership**

Harrelson Room

Susan Nutter

Carolyn Argentati

Kristin Antelman

David Goldsmith

Terry Hill

Greg Raschke

Wendy Scott

Suzanne Weiner

11:00 am - 1:00 pm **Research Support Session & Lunch**

Second Floor Conference Room

Annette Day, Associate Head Collection Management,
Instruction Librarian for Science & Engineering

Hilary Davis, Assistant Head, collection Management for
Engineering and Science

Honora Eskridge, Director, Textile Library and Engineering
Services

Terry Hill, Assistant to the Director

Steve Morris, Head, digital Library Initiatives and Digital
Projects

Genya O'Gara, NCSU Libraries Fellow

Greg Raschke, Associate Director for Collections and Scholarly
Communications

Mohan Ramaswamy, Director of Organizational Strategy

Carol Vreeland, Associate Director, Veterinary Medicine Library

1:00 - 1:30 pm Break

1:30 - 2:15 pm **Open Session with Library Staff**
Assembly room

2:30 - 4:00 pm **Research Support Session**

Second Floor Conference Room

Kristine Alpi, Director, Veterinary Medicine Library

Josh Boyer, Associate Head, Distance Learning and Research
and Information Services

Debbie Currie, Collection Manager for Agriculture &
Environmental Sciences

Hyun-Duck Chung, Librarian, Management and
Entrepreneurship

Terry Hill, Assistant to the Director

Erin Lawrimore, Associate Head and Curator Special
Collections

Orion Pozo, Collection Manager for Engineering

Mohan Ramaswamy, Director of Organizational Strategy

Greg Raschke, Associate Director for Collections and Scholarly
Communications

Bob Sotak, Collection Manager for Life Sciences

John Vickery, Collection Manager, Management and Social
Sciences

4:00 pm **Return to Washington Duke Inn**

6:30 pm **Dinner with Library Leadership**

Washington Duke Inn - Fairview Room

Susan Nutter

Carolyn Argentati

Kristin Antelman

David Goldsmith

Terry Hill

Greg Raschke

Wendy Scott

Suzanne Weiner

Appendix C: Expenditure

Transport	Train Loughborough to London	£50.00	
	Tube ticket St Pancras to Heathrow & return	£8.00	
	Flight London to Boston return	£484.80	
	Taxi Boston Logan to Inn at Harvard	£25.17	
	Linkpass (7 days subway travel)	£9.44	
	Dartmouth Coach Boston to Hanover & return	£35.00	
	Rail Boston to Providence return	£14.79	
	Commuter rail ticket Porter to Brandeis	£5.94	
	Flight Boston to Raleigh Durham (RDU)	£95.50	
	Delta check in and baggage fees	£25.00	
	Taxi RDU airport to Washington Duke Inn	£31.25	
	Taxi Washington Duke Inn to RDU airport	£30.00	
	Water taxi (Boston harbour)	£10.63	
		Subtotal	£825.52
	Subsistence	Inn at Harvard (Hotel 6 nights)	£1,047.53
Hanover Residence Inn Marriott (Hotel 4 nights)		£527.71	
Washington Duke Inn (Hotel 4 nights incl evening meals)		£945.27	
Meals		£101.56	
		Subtotal	£2,622.07
Sundries	Presents for 8 host librarians (whisky fudge)	£35.92	
	Guide book to New England	£11.19	
	medicine for cold	£3.29	
	Subtotal	£50.40	
	Total cost	£3,497.99	