UK University Science and Technology Librarians Group (USTLG)
Meeting Report: Emerging Services
Open University, 23rd April 2007

This one day meeting was open to all science and technology librarians in the UK. The meeting offered opportunity to meet colleagues, learn about new developments and share ideas and experiences in an informal setting. The meeting was organised jointly by Clari Hunt and Kara Jones who work for the Open University and Bath University respectively. During the day there were five presentations, a summary of each is given below. The day concluded with optional tours around the Open University's New Library and Digilab.

New Developments from the Institute of Physics: Community Websites, IOP Science and Web 2.0
Terry Hulbert, Head of e-Development & Strategy, Institute of Physics

Community Websites

The Institute of Physics (IOP) currently has about 10 million full-text downloads per year from its websites, most of these being journal articles. Until recently, IOP resources have been divided up into three separate areas: books, magazines and journals. Each resource had its own website with a different interface and communication between the areas was limited. The IOP is currently addressing this issue by creating a distinct and similar look / feel between different IOP websites (known as 'community websites'). Further, the aim is to allow users to move between different IOP websites unrestricted and so there will be one username and password for all IOP resources. These, new style, websites are starting to be 'rolled out' with the Medical Physics (http://medicalphysicsweb.org), Environmental Research (http://environmentalresearchweb.org) and Optics (http://optics.org) websites recently launched.

Web 2.0

Web 2.0 'buzzwords' include: 'collaborative', 'integrated', 'federated', 'joined up', 'social', 'sharing' and examples include: blogs, wikis, RSS, tagging and mash ups. The aim of all of these Web 2.0 examples is to enhance the user experience. The IOP uses Web 2.0 for three reasons: to enable people to find content, to enable people to use content and to enable people to see that the IOP is innovative in using new technologies.

The IOP are using RSS feeds to drive traffic to IOP sites (and enable links between IOP sites), increase brand awareness and improve discoverability (i.e. ways of getting users to the appropriate content). The IOP are looking at using an example of tagging: that of the 'tag cloud' as a way of displaying its content. For example, a given subject may have as many as a hundred different keywords (each of which links to content in the website). Displaying these hundred words on a screen in the same font and colour is not that helpful in trying to assess which of these keywords contains the most content or the most

recent content. However, if the keywords have a font size which reflects the amount of content it links to and a colour which reflects the age of the material it links to then this is immediately more helpful to the user (an example of a tag cloud can be seen at http://del.icio.us/tag). Mash ups are the idea of combining two or more resources into one application. For example, displaying houses for sale on a Google Map (e.g. www.housingmaps.com) or number of assaults on a Google Map (e.g. www.chicagocrime.org) allows the user not only to see number of houses for sale or numbers of assaults, but also where these occurrences happen geographically.

<u>IOP Science</u>

IOP Science is a new online journals service. A beta service for IOP Science will be launched imminently (at the time of writing this report (mid-May), the service has just been launched) and will run until December 2007. The new website (www.iopscience.iop.org) has enhanced search and retrieval functionality and shows innovative use of new technology. The search facility will allow the user to insert a number of keywords and then will give them the option of filtering the results further, for example by author, date etc. The new IOP Science service will also build up a customer history (in a similar way to that of Amazon) to enable people to find and use relevant content to their work. Feedback on this new service is very welcome.

The IOP aims to: allow people to find and use its content; experiment, use and champion new and emerging technology and standards; to be engaged with its users; refine and enhance the user experience; provide a suite of interrelated services and to demonstrate joined up thinking.

UK Research Reserve: Protecting the UK's Research
Anne Bell and Ruth Thornton, Cardiff Pilot Project

The UK Research Reserve (UKRR) project is 'a collaborative, coordinated and sustainable approach to securing the long term retention, storage and access to low-use printed research journals' (www.curl.ac.uk/projects/CollaborativeStorage and then /Home.htm or FAQ.htm). Its three main aims are to: protect the long term future of printed research journals, enable quick and easy access to research material and to ensure efficient use of resources. The long term future of printed research journals will be achieved by the retention of one copy at the British Library (this will be the 'access copy' and the one which other institutions can borrow) and a minimum of two other copies (this number may increase and will be discussed and refined as time progresses) housed within the HE library network. Access for researchers to these materials will be possible, regardless of location or institutional affiliation, as either a print or electronic copy (desktop delivery is the norm). The project will ensure the efficient use of resources by reducing duplicate storage of the same low-use journals as well as allowing significant space gains within HE libraries: space which can be re-purposed and used for new opportunities.

SCONUL will act as the coordinating body for the project and will investigate the most appropriate library to retain a print copy, liaise with libraries and ensure responsibility is shared fairly. SCONUL and UKRR will design and test a retention agreement and management process. The British Library will develop a new subscription based pricing model which will include a fixed element for the storage and retention of material.

The project is divided into two phases. Phase 1 is funded by UK HEFCE (£709,164) and will run from January 2007 until June 2008. The Phase 1 partners are: University of Birmingham, The British Library, Cardiff University, Imperial College London (lead institution), University of Liverpool, University of St Andrews and University of Southampton. Phase 1 will develop a pilot UKRR, test an operational service for researchers as well as evaluate the project. Phase 2 (dependent on funding) will build on phase 1 and open the UKRR up to other research libraries and possibly extend to monographs.

The partner institutions entered the project for a number of different reasons, but space-related issues appear to be one of the most popular reasons. Cardiff had two motivations for joining: space (more study space required and therefore less space could be devoted to paper copies of journals and abstracts) and the fact that the Schools of Engineering, Physics and Computer Science had shown a commitment to electronic only subscriptions wherever possible, leading to the perception that these Schools were more concerned with access rather than holdings of the material.

Cardiff identified: journals which were held in duplicate (as a result of a number of institutional mergers), journals that were no longer subscribed to (or were not appropriate to the current research interests of the Schools) and journals covered by electronic subscriptions. Care was taken to look out for cases in which journal titles had changed. The three Schools were then consulted. Cardiff's team consists of 2 Subject Librarians and 1 Library Operations Manager (ad-hoc), 1 Library Assistant (full time) and 4+ Library Assistants (part-time and ad-hoc). All items had to be physically measured and checked in Store (in doing this some additional items were identified). Items were entered onto UKRR Excel forms and SUNCAT (UK Union Catalogue of Serials) was checked for other institutional holdings. These processes were timed to take 10-12 minutes per title. In all 1100m of material, consisting of over 900 titles, was identified and located.

The Cardiff experience is overall very positive, however a few areas were identified as potential for improvement if the exercise was repeated including not to be over optimistic on the number of journals which could be included and the time taken for the processes such as advocacy, locating and checking material. Also the importance of raising awareness of the project to staff in the schools was seen as important as well as to understand that each school is different. A need to dedicate staff to the project as early as possible and for a period of time was also seen as important.

Emerging Services from Intute
Linda Kerr, Herriott-Watt University

Intute (www.intute.ac.uk) is a national internet service guiding you to hand-selected, quality resources. Intute was formally known as the Research Discovery Network (RDN).

Two parts of the Intute website were particularly highlighted: 'Behind the Headlines' and the 'Virtual Training Suite'. The former is a new development and aims to provide relevant links to current headlines / topics of current interest. The latter has many useful features for which there are a number of promotional materials (www.vts.intute.ac.uk/suppmaterials), for example leaflets (which can be ordered from Intute), presentations (which can be used and adapted by institutions) and a 'Best of the Web' booklet for physics.

Intute are currently working on integrating their service into that of institutions: two ways of doing this are as follows. Firstly, Intute staff can work with institution staff to add material onto the Intute catalogue which has been identified as useful by institutions. This can be achieved by filling out a 'suggest a site' form (www.intute.ac.uk/suggest.html): appropriate material will then be added. Secondly, institutions can 'pull in' Intute content or functionality onto their own web pages. The University of Leeds have produced a demonstrator website to illustrate the latter. Linda is particularly interested in knowing if institutions would like help, or interested in, embedding Intute into virtual learning environments (VLEs). Intute are happy to work with individual institutions (such as University of Birmingham) to develop Intute resources in particular subject areas.

MyIntute (www.intute.ac.uk/myintute/index.php) was another feature of Intute which was discussed. With MyIntute users can create an account, save searches, subjects and records and tag records with keywords. A useful quick guide to this service exists on the Intute website. Intute are currently developing a blog service.

Open Access and Institutional Repositories
Gareth Johnson, SHERPA Repository Development Officer, SHERPA, University of Notingham

The SHERPA (Securing a Hybrid Environment for Research Preservation and Access) Project (www.sherpa.ac.uk) began in 2003 and now has an ongoing project based team. It is funded by JISC, CURL, OSI, SPARK Europe and Wellcome. Its remit includes assisting in setting up and developing institutional repositories, all projects relating to scholarly publishing and Open Access (OA) as well as dissemination of experiences and advice. The core project team is based at the University of Nottingham, with partner officers based at other UK Universities. The main current SHERPA projects can be grouped into four broad themes: authors' rights, IPR and funding mandates (JULIET, SHERPA/RoMEO), discovery and search services (OpenDOAR, Intute RS), preservation and long-term access (SHERPA DP, PROSPERO, The Depot) and repository development and administrator support (DRIVER, EThOS, SHERPA Plus, Repositories Support Project).

Currently, worldwide there are over 600 organisations which have at least one OA repository, of which over half are based in Europe. The most popular type of OA repository is institutional (676 repositories), followed by discipline (106 repositories). At a recent SHERPA roadshow, visiting 10 UK locations, a number of concerns about these types of repository were expressed. These include the areas of 'copyright and IPR', 'case studies and sector developments', 'technical and software', 'policies and work-flow', 'professional networks and support' and 'advocacy, audience and outreach'.

Three of these concerns: technical and software, policies and work-flow and advocacy, audience and outreach are considered here in more detail. Beginning with technical and software concerns there are the issues of practicalities associated with ingesting complex objects (for example: 3D, multimedia, databases and AV), the different levels of 'open' access (is it possible to restrict information from certain groups?), the software used for repositories (currently EPrints and DSpace are the most popular as these are open source) as well as the topic of customising the repository interface. The policies and workflow concerns include project planning (where is the funding coming from and should the hosting of the repository be 'in house' or outsourced?), repository staffing (are new staff needed, will existing staff be repurposed, who will deposit and assign the metadata?), devising author agreements (what rights do authors have to reuse their items, what happens if they change institution?), relationships to subject repositories (will these allow deposition in an IR as well?), ingest policies and types of materials (what types of material should you include, what material would you not accept?). In OpenDOAR repositories worldwide: 52% (450) include theses and dissertations, 48% (413) include unpublished reports and working papers, 37% (320) include research papers (pre and post prints), 35% (305) include conference and workshop papers and 31% (267) include books, chapter and sections. On the advocacy, audience and outreach theme; there are concerns about advocacy fatigue (so many messages, limited time, negative and hostile responses as well as the uncertain amount of work which is needed to effect change) and how best to work with departments (internal policies, discipline differences, reluctance of some academics to engage in OA). Institutional repositories need to be seen as integral to the research process.

The final part of this presentation concentrated on 'practicalities, services and support' and highlighted relevant resources. These include the SHERPA website (which includes past presentations - including this one (www.sherpa.ac.uk/guidance/speaking-diary2007.html), advocacy advice as well as information for authors and repository administrators), OpenDOAR (quality target for resource search engines, tools for generating bespoke repository policies and an e-mail distribution service enabling communication exchanges), SHERPA / RoMEO (author retained rights in plain English, quality assured by publishers, a lobbying tool and soon to incorporate specific journal variations), JULIET (research funders archive mandates and guidelines), Repositories Support Project (this is a 2.5 year JISC funded project across England and Wales where the emphasis is on support (rather than outreach) and provides training, mentoring, advice and enquiry resolution) and UKCoRR (professional society for repository workers focussing on practical issues and real concerns).

Supporting skills development at a distance through a VLE
Clari Hunt, Open University

The course model at the Open University is perhaps a bit different to other universities. Here, faculty staff develop a business case for a new course. The course is then developed over a one to three year period, during which time all material is written at Milton Keynes (tutors supporting students on the course do not write the course material). The course will then run, typically, for a period of 8-10 years. It is now a requirement that all Open University students have online access.

Staff in the Open University Library will work with the course teams, during the development of a course, to help them choose and add relevant eResources and embed information literacy skills into the course. Currently 12% of Open University courses have eResources integrated into them, 7% have information literacy integrated.
In embedding these skills into any course, it is important to make clear to students what they will be doing and why it is important. In quizzes, it is good practice to give feedback on each question as well as to provide links to enable users to improve their performance. There is often a question over the order in which students should do the work. One solution to this is to divide activities into a number of levels – for example 'induction activities' (for example diagnosis quizzes) should be done within the first week of the course; whereas a '2nd level activity' is something which should be studied as part of the course but there is no obligation. The group participated in a short online information literacy quiz which Clari had devised, to illustrate supporting skills using a VLE.

The Open University have developed a website called 'Safari' (www.open.ac.uk/safari) which provides a good 'expedition through the information world' and considers 'what is information', 'how to search' and 'quality of information'. This is a resource intended for undergraduate students and is open to all (even if not on an Open University course). A similar course, but aimed more for researchers (PhD and masters students) has also been developed by the Open University.

Open University Library and Digilab Tours

The day concluded with optional tours of the Open University's New Library and / or Digilab. The Digilab is a space where Open University staff can explore (including 'hands on' experience) the potential of new technologies, tools and resources and consider whether these can be integrated into new courses as they are being developed. It is also a place where staff can find out who the experts are in related fields around the university and encourages staff to meet and share ideas.

For more on the digilab please visit: www.open.ac.uk/digilab

For further information on USTLG and this meeting (details to appear in due course) please visit: www.leeds.ac.uk/library/ustlg/index.htm

Stephen Bull, 22nd May 2007