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Special issue: Relationship Management and the Library

Relationship Management

Library services as professional colleagues; Library partnerships; Engagement with library collections

Disability

RNIB Bookshare, E-book accessibility audit Disability, higher education, libraries, teaching and learning bibliography

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Special issue: Evaluating library services and projects

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Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

The special focus of a number of papers in this issue is relationship management. From a library/ information service context developing a good relationship with our users is of prime importance. Relationship Management (CRM) is a term commonly used for an organisation's strategy for managing its interactions with its customers, clients and stakeholders. Developing effective means to do this is key to all services, whatever sector they may be based in. The three papers here have their origins in materials presented and discussed at the 2nd Relationship Management in HE Libraries Conference, 16th-17th November 2017 at Lancaster University. https://relationshipmanagementgroup.wordpress.com/november-2017-conference/. In this issue they have been developed further and are presented to a wider audience as we feel their core roots have an applicability which can be understood and adapted to suit libraries in a wider range of settings. The example from Loughborough University discusses their method of identifying and communicating with stakeholders in a large complex organisation; benchmarking existing customer relations activities and developing a model to guide future progress, the example from the University of Sussex takes a different perspective focusing upon maximising opportunities for informal liaison and relationship building. While the article by Sarah Pittway discusses in general the role and status of the librarian

For further information on the work of the Relationship Management. Group for HE Libraries, which is a specialist national group of information professionals with responsibility for liaison and relationship management. Consult their website where details of activities are provided.

https://relationshipmanagementgroup.wordpress.com/about/

The next section includes our disability bibliography of recent articles and reports which is now being posted monthly on the ALISS website. http://librarychampionsfordisabilityaccess.blogspot.co.uk. It also has articles on the new EBook audit and the fantastic development of the RNIB bookshare system by its new manager Stacey Rowe.

We hope you enjoy the issue.

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And twitter channel http://twitter.com/aliss_info and by subscribing to our free electronic mailing list LIS_SOCIAL SCIENCE at http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html.

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Developing the library partnership – the Loughborough way

Helen Young (Academic Services Manager), Alison Ashmore (Academic Librarian) and Steph McKeating (Academic Services Manager) at Loughborough University

This article explores why and how Loughborough University Library has been developing a different model of engagement with its academic Schools. It considers the internal and external drivers of the project, as well as detailing the tools that were developed, the model itself and the challenges and benefits of library partnership.

Why develop a model?

Loughborough University Library has a staffing structure comprising three teams: Academic Services; Support, Collections and Systems; and User Services. The partnership project was initiated by members of the Academic Services Team. The team is made up of 7.5 FTEs at MA6, known as 'Academic Librarians', one of whom is based on Loughborough's London campus, and 1.8 FTE AD4 Senior Library Assistants. It is managed by a 1.0 FTE MA7 Academic Services Manager post, which is divided into a 50:50 job-share. The Academic Librarians have a traditional subject librarian remit of research and teaching support, with each having responsibility for liaising with one or more Schools or departments. Whilst engagement with academic staff and students takes place across all of the different Library teams, the Academic Librarians are the foci for School interaction.

The Academic Librarians on both campuses are well regarded by their academic colleagues and students. This fact was reiterated during the 2016 Quadrennial Review of the Library by the University's academic leadership team, but the review also suggested that there was some inconsistency in relation to the awareness of the Library offer, across the different Schools. As a result, a recommendation in the review report was for the Library senior management team to work with the Academic Librarians to establish consistent practice across the Schools. This specific internal driver, linked with an awareness of how other university libraries, such as York, Manchester and Nottingham (Eldridge et al. 2016), were beginning to explore a customer relationship management approach to their engagement activities, led to the development of what was initially called the 'Customer Relationship Management project' and to it being driven forward by the Academic Services Team.

The Loughborough approach

At the beginning of the project, the liaison model at Loughborough was based on the Library providing specific services to the departments or Schools and the aim was to adopt a model which was more focussed on working in 'partnership with the customers'. However, it is important to state that the team did not start the project with a specific model in mind and decided to spend the first phase exploring what customer relationship management looked like in the higher education library sector, and what might work most effectively in the Loughborough University environment.

A small Steering Group was created, made up of volunteers from the Academic Services Team who were enthusiastic about building deeper relationships with the

Library stakeholders. A project plan outlining the key activities was generated; with communication as a key activity for the Steering Group to ensure there was buy in from the teams within the Library as well as the wider Library stakeholder community.

A literature review was undertaken to see what had been published on customer relationship management in higher education libraries. Not surprisingly, much has been written about CRM tools and strategy, but there are fewer examples of it being applied in an academic library setting (Wang 2007), (Leligdon et al. 2015). A benchmarking activity was also undertaken to see what approaches had been taken at other UK higher education institutions with a view to Loughborough adopting best practice. Reflecting on the findings it was decided to change the name of the project from CRM to Library Partnership Model as the partnership aspect was seen as key to embedding this change at Loughborough. It better represented the Loughborough environment and was more self-explanatory.

A Library stakeholder map was created based on two factors, influence and importance. Senior academic staff in the Schools were identified as being of high influence and of high importance in relation to developing partnerships and it was agreed to focus on this group for Phase 1 of the project. Informal interviews with academic staff in different roles across a range of Schools were conducted to capture their views on the current level of engagement with the Library and to identify any potential blockers. The general consensus was that things were working well; the academics were happy to work more closely with the Library, but rather than attending internal School meetings it might make more sense for the Library to explore other ways of getting updates.

In parallel, an internal audit was undertaken to identify the different types of Library data being collected, the file formats, locations of the data and the current reports being generated. Looking at this from a stakeholder viewpoint the question was also asked, "What Library data do you want to see and how do you want this information presented?" The data collection work is continuing.

The benchmarking exercise highlighted a number of different tools that are being used to capture CRM or engagement activities, e.g. Microsoft Dynamics, SharePoint and some tools developed in-house. To purchase or develop a CRM tool is a major investment and whilst a case is being built, some changes have been made to an existing tool used by the Academic Services Team so that engagement activities can now be captured and reports generated.

A team away day focusing on the Library Partnership Model provided an excellent opportunity to bring the whole team up to date on progress. This was followed by a team exercise which involved mapping the current engagement activities, for the individual Schools/departments, under the broad headings of: knowledge of the strategic vision for the School; sharing knowledge and reviewing the School's use of library services; and knowledge of School teaching and research. This created a colourful map of types of engagement highlighted in green (engaged), yellow (some engagement) and pink (no engagement currently). The aim is to revisit this engagement map periodically and see whether there is an increase in the number of engagement activities highlighted in green.

A model is nothing without the people to bring it to life and an anonymous survey was conducted to identify the skills that the team members felt needed to be further developed to support working in partnership. The skills identified were advocacy, positive influencing, resilience, data manipulation and visualisation.

The Library Partnership Model

Taking into account the work from the project, our knowledge from years of liaison with Schools and departments at Loughborough and elsewhere, and the very helpful informal conversations with academics, a model was developed based on four pillars. These were:

- Shared knowledge of School vision and strategy;
- Effective liaison and advocacy;
- Active partner in teaching and research;
- Co-creation and delivery of an annual action plan.

Under each of the headings were listed the purpose and examples of key activities, so both the team and the Schools could understand what the model would mean in practice. This draft model is reproduced in Figure 1.

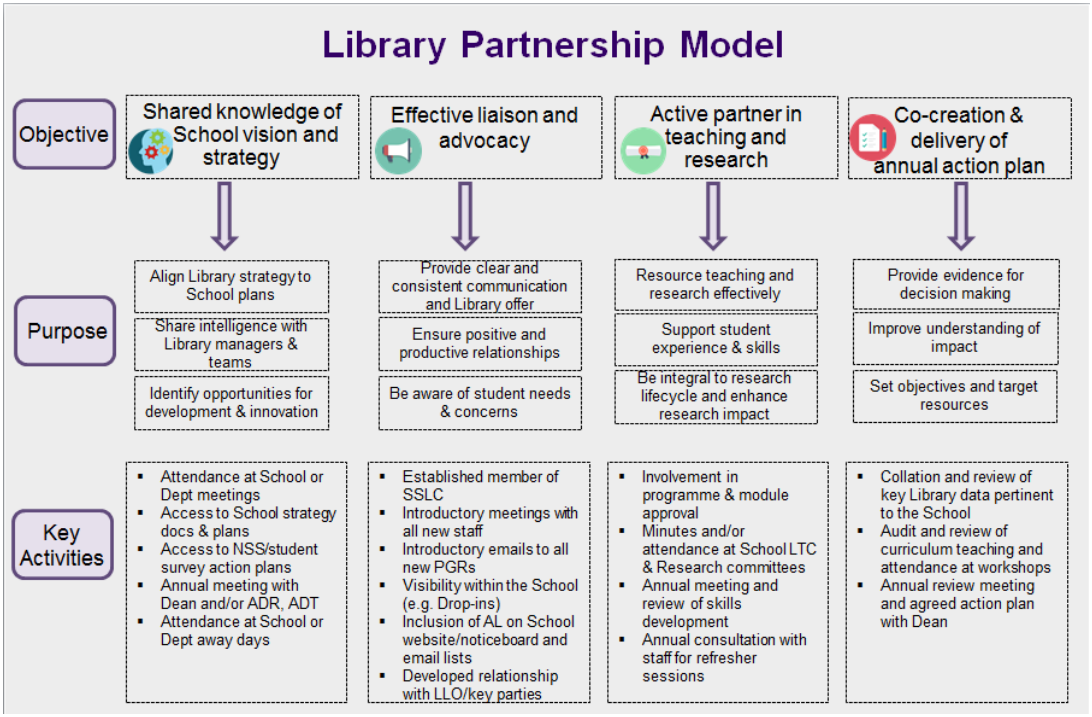

Figure 1: Draft of the Library Partnership Model

With the draft model now created, we needed to get buy in from our key stakeholders, the Deans of the Schools. We needed the Deans to understand what the Library was aiming to achieve with the model, so that they would agree to the changes that would need to come from the Schools to ensure its success; most notably access to meetings and their own time. The Head of Academic and User Services and the Academic Services Managers met with each of the Deans over a period of four months to discuss the draft and the actions that would be needed by both the Library and the School to ensure the model's success. All of the meetings were successful in achieving the Dean's support, developing a better understanding of the School's needs from a partnership and how this could best be developed. As a result of the meetings the model was tweaked and actions developed for each School and each Academic Librarian to take forward into the second phase.

What we have learned

The key changes after the meetings with the Deans are highlighted in Figure 2:

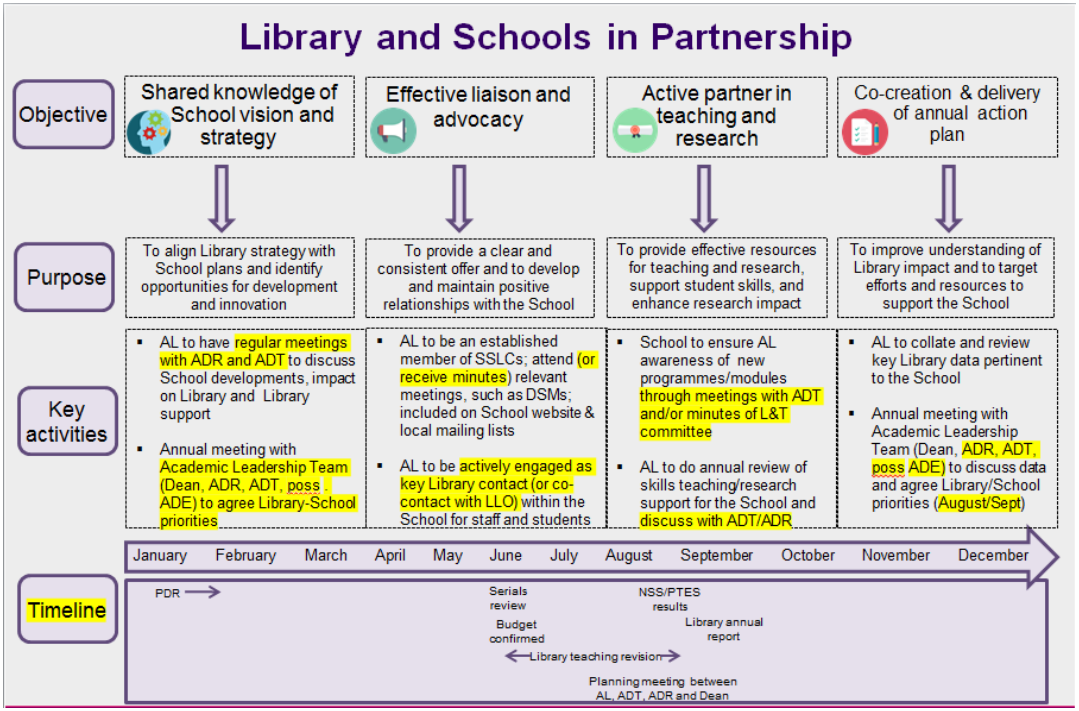

Figure 2: Loughborough University Library Partnership Model

Whilst increased consistency of offer was still one of the key aims of the project, the discussions with the Deans highlighted the need for some flexibility in our approach, to ensure success across the range of disciplines and cultures within the Schools. Although each School had a senior management team, the Schools operated in subtly different ways. Some Schools were federal and still had departments, others were programme-based, whilst one was about to transition from one structure to the other. Some Schools were very hierarchical and formal, whereas others were less so. We had to determine the most appropriate way to work within each School's structure so that our ultimate objectives were achieved.

We also learned from our meetings that whilst the Dean was obviously an extremely important post within a School, the post-holders were aware that they were not always the most appropriate person to pass on knowledge about the direction of teaching and research in a practical way, and they suggested conversations with their Associate Deans for Teaching (ADT) and Research (ADR) as contacts instead. More regular meetings with the ADRs and ADTs therefore became part of the model and replaced attendance at Research Committees and Learning and Teaching Committees. This was because it was felt that the ADT and ADR meetings would be a more time efficient way of gaining the information that the Library needed, although receiving the minutes of the committee meetings was still encouraged. The Deans also suggested that the annual meeting with them to discuss the School-Library Action Plan should also include the ADTs and ADRs.

Actions that arose from the meetings and following reflections on their outcomes included Academic Librarians being invited to all staff-student liaison committees within the Schools, Academic Librarian inclusion on School websites to raise their visibility and Academic Librarian inclusion on departmental and School mailing lists, as well as at meetings with the ADRs and ADTs. Whilst some Academic Librarians already had some of these actions in place, not all did so. It was also the case that after meeting with the Deans, the Head of Academic and User Services and the Academic Services Managers felt that the Deans now had a clearer idea of the range of support that the Library could offer the School, especially in relation to research support, which was not an area that many of the Deans had considered as a Library role, even though it is an area in which we are playing an increasingly important part.

Future challenges

Before we go on to consider the benefits that the Library Partnership Model has already brought, it is important to acknowledge that there are still challenges to be met. The key challenges are internal rather than in relation to the Schools. The Academic Services Team has understandably led on developing the model and rolling it out to the Schools; however, for it to be truly successful it has to be a full Library endeavour. All of the teams within the Library engage with the staff and students of the Schools and we currently do not have a tool to measure or map this broad range of engagement. We also have to ensure that the intelligence that we gather from the Schools is fed into all of the relevant channels in the Library. We are currently considering how to achieve this most effectively. It has been agreed that the Academic Librarians should deliver a report about their School to the Library's Management Group each year, so the Group is aware of the developments within the School in a strategic way, as well as receiving information via the

usual team reports on an ad hoc basis. There will also be two Library Staff Forums where Steering Group members will report on the project and ask for staff ideas and input.

We also have to ensure that the Academic Services Team and the Academic Librarians in particular are supported in this time of change. Whilst some have been operating in a partnership way for a number of years, others have not had the opportunity to do so and are having to develop new skill sets and confidences. The partnership working also affects the balance of the work of an Academic Librarian, which has previously tilted more towards student support and teaching, than engagement with staff and awareness of the effects of School strategies. Effective engagement takes time, which is inevitably in short supply, and so decisions will have to be taken about how to balance the workload, how to work more efficiently and what might have to be dropped from the team and individual portfolios as a result.

Benefits

Although we are still in the early stages, the Loughborough Library Partnership Model has already brought a number of benefits to the team, the Library and the Schools.

From the team perspective, a number of Academic Librarians have mentioned how the deeper engagement work has enriched their role, as they begin to see the bigger picture of the School strategy, how research support is so important to the academics and how the Library and School work inter-relates. Some of the training that they have received has been appreciated, particularly in relation to positive influencing, and there has been increased sharing of best practice and support for each other through the establishment of small subject clusters or partnerships within the team.

From a Library and School perspective, the raised visibility of the Academic Librarians and the Library, as a result, is a benefit. Some Deans had a very traditional idea of what the Library's role was in the University and it was helpful to be able to explore and explain the wider support it now offers, such as supporting and measuring publication strategy in co-operation with the Research Office. The importance of Library consultation at an early stage in the development of modules and programmes was also highlighted as a means of ensuring that the correct collections were being developed. It had been assumed that the Library was aware of such developments as a matter of course, which sadly is not always the case, although the activities as result of the model should help with this going forward.

Practical benefits include the fact that Academic Librarians are now attending a number of School meetings, at different levels, that had not been open to them previously and are therefore able to address staff or student needs directly and communicate changes, such as the arrival of our new Library Catalogue. They have also been able to alert Library colleagues to developments that are important to know in a timely way, such as a School changing its module codes system for the next academic year, which has large ramifications for our online reading list system, but with this early warning, it is being managed effectively. If the Academic Librarian had not been there to pick up on this piece of information, it is unlikely that the School would have alerted the Library, as the way in which the reading list system connects to the virtual learning environment is not an area in which they are expected to be expert.

Conclusion

The Loughborough Library Partnership Model has taken time to develop and put into operation, but all of this groundwork has ensured that it has already successfully deepened the level of engagement that the Library has with the Schools. It has been a team effort, with the work of the Steering Group and the Academic Librarians' willingness to adapt their practices, being key to the success so far. Challenges remain as we move towards developing the action plans in partnership with the Schools over the summer, but we are confident that Model has strong foundations and that the benefits that we have already seen as a result of the changes will continue to grow.

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Not just a lot of old books : relationship management through engagement with library collections

Christine Love-Rodgers, Academic Support Librarian, Information Services, University of Edinburgh

This is a write-up of a paper delivered at the 2nd Relationship Management in HE Libraries Conference, 16th-17th November 2017 at Lancaster University

"Informing our communities, informed by our collections"

In 2014, we developed a strapline for our newly relaunched Library Academic Support Team at the University of Edinburgh. We chose "Informing our communities, informed by our collections" to express our vision that as subject liaison librarians, collections are at the heart of our primary purpose. When in 2017, the Library Academic Support team moved within the Information Services Group structure at the University of Edinburgh from the Library User Services Division, into the Library and University Collections division, this further enhanced our connections with our collections management colleagues. While the collections that we engage with are increasingly digital, we remain surrounded by a legacy of very substantial print collections – nearly four million books, across multiple library sites. We work with our colleagues in the Centre for Research Collections (CRC) to support engagement with the University's rare book, manuscript and object collections. For some Academic Support Librarians, local collections of Special Collections at site libraries fall within our remit. For others, there are opportunities to extend the reach of our CRC colleagues by promoting these collections and offering opportunities to engage with them in the context of their own subject communities. As Academic Support Librarians we are charged with both being advocates for the collections that support our subject areas, and realising their value so that they can earn their keep for the University. Drawing on the experience of Academic Support Librarians at the University of Edinburgh, this paper will look at strategies for effective relationship management with printed collections.

Bringing inside collections out

One of the challenges of realising the value of legacy printed collections is their discoverability. Older printed collections may be held on floors not usually penetrated by undergraduates or in closed stack areas. Special Collections which must be kept in secure storage are out of sight and invisible. How can we bring these inside collections out?

• **Libguides.** The Academic Support Librarians at Edinburgh have recently been developing their subject guide pages using LibGuides software, and been able to incorporate images of Special Collections items into these guides as well as information about using closed stack collections. Clear and prominent information is included about services for collections held off site.

• **Working with course organisers.** We are beginning to explore working with course organisers to identify Special Collections materials from University of Edinburgh collections that could be digitised to include as course readings on online course resource lists, using Leganto. For instance, Dr Stephen Mcdowall in History used the University of

Edinburght's earliest printed book, Zhouyi zhuan yi da quan printed 1440 for his course "Ming China (1368-1644) and its Cultural Legacy"

Zhouyi zhuan yi da quan (1440)

We also work with Special Collections to facilitate collections access for class groups. For instance, a first year UG course, Medieval Worlds: A Journey through the Middle Ages made extensive use of the Hereford Mappa Mundi. The Academic Support Librarian for History worked with course organisers and the Centre for Research Collections to enable group access on a rota basis to a high quality facsimile.

• **Promotion.** As Academic Support Librarians, we work to bring these inside collections out into view through social media, banners, leaflets and postcards and Pop Up Library sessions in Schools.

Collections for creative learning

Academic Support Librarians who are based in site libraries are well placed to exploit the possibilities of the collections serving the communities at those sites. For instance, as Academic Support Librarian for Divinity, I facilitated a workshop for the University's Innovative Learning Week on 'Building the Temple of Jerusalem' . With a member of academic staff, the Second Temple Judaism class built a historic model of the Temple which was part of a local collection. The students were engaged and enthusiastic, and were able to work as a team to identify whether the model was accurate and complete

Building the Temple of Jerusalem workshop.

The Academic Support Librarian for the Edinburgh College of Art takes a leading role in facilitating creative learning with the collections, through displays and workshops. This has included running a hands-on book making workshop with the Artist in Residence, as part of an artists' books research residency at Edinburgh College of Art Library.

Collections for student champions

At the University of Edinburgh we've taken opportunities to make collections part of fostering student engagement. When students arrive at the University, opportunities to see Special Collections items as part of student induction tours. Feedback tells us that this enhances the student experience and makes the library induction memorable. If you can, including Special Collections as part of student induction has a real 'wow' factor – even if the students involved don't go ahead to use Special Collections further.

Students have the opportunity to be 'guest curator' in small displays which allows them to highlight collection items of interest to them, on an academic or a personal level. There are opportunities for our students to work with us on volunteer placements and internships, and these are in high demand from students. We find that when students are able to be engaged with the library collections in this way, there are benefits to other areas of library engagement. These students come away with a deeper understanding of the library and are prepared to act as our champions and be approached for further library interaction in focus groups and surveys.

Collections for academic engagement

Academic Support Librarians are trusted colleagues within the Schools and Colleges of the University, and they are often called upon to support tours and displays of library collections for visitors and VIPs. This kind of collection engagement serves to enhance the Library's prestige and reputation within academic departments, and potentially to attract investment to the University from potential partners and donors.

The University of Edinburgh has a strategy for collection engagement through a regular exhibition programme, and Academic Support Librarians are able to contribute to exhibitions on topics from the 500th Anniversary of the Reformation to educational testing and Ladybird books. Creating an exhibition requires academic partnerships which Academic Support Librarians are well placed to forge. Exhibitions are a really exciting way to bring collections to light, placing collection items which may come from different library collections together to shed new light on research and teaching. Visitor numbers and feedback from exhibitions are excellent evidence of the impact of library collections.

The Academic Support Librarian team chose the strapline "Informing our communities, informed by our collections" because for us, collections are at the heart of the Library experience that they support. We believe that as Academic Support Librarians we can use collections to:

- Demonstrate the value of our collections
- Increase student engagement
- Form academic partnerships
- Creatively collaborate with Special Collections colleagues

In these ways, Academic Support Librarians are well placed to deliver engagement with library collections to the communities they serve and to use them as a resource alongside digital collections to enhance our relationship building activities.

"Not just the help": library services as professional colleagues

Dr Sarah Pittaway, The Hive @ University of Worcester

Disclaimer

This is a write-up of a paper delivered at the 2nd Relationship Management in HE Libraries Conference, 16th-17th November 2017 at Lancaster University. For slides which include audience responses, see http://eprints.worc.ac.uk/6120/.

Introduction: problematising our service ethos

As a profession, librarians are often knowledgeable, talented and dedicated people, who care deeply about what they do and the service they provide. Library services in recent years have diversified to encompass and address a variety of activities and concerns, including teaching, social media, research data management, and learning spaces, to name but a few. Each new area is tackled with the same commitment to good customer service and problem-solving that we bring to more traditional library services.

However, if librarians have a fault – both individually and as a profession – it is an excess of humility. We often do ourselves a disservice by acting in ways that define us as "the help" or support, the junior partner in an unbalanced power structure which relegates us to an ancillary role, secondary to academic staff, rather than as professional peers and experts who are respected in our own right. This is usually an unconscious act rather than a deliberate move, and the aim of this article is to highlight the unwitting ways in which we position ourselves as a support service, rather than as a professional one.

To make clear, in the argument set out here, the term 'professional' does not relate to a LIS degree, or professional chartership or affiliation. Both these attributes help define librarianship as a profession. However, neither is any guarantee of how an individual positions themselves in relation to their academic colleagues.

The following examples demonstrate some of the ways in which librarians express and engage with this power dynamic:

> Example 1: "It's what librarians do all day; we answer questions".

Whilst this is true in the context of offering an enquiry service, in the broader picture librarians do a great deal more than simply answer questions. We ask questions. We teach. We negotiate, liaise, advocate, research, write, influence strategy, and more besides. Although a nice soundbite, "we answer questions" can sound reductive.

> Example 2: (paraphrased) "If I'm helpful, then they [academic staff] will want to talk to me in future, but if I'm not they won't engage".

In this context "helpful" refers to taking on tasks that academic colleagues see as an administrative burden. Whilst they are appreciative of this kind of help, it can encourage them to see us as administrative support, rather than as experts in teaching and research. How will those staff want to engage in the future? For expert advice or to pass off unwanted tasks?

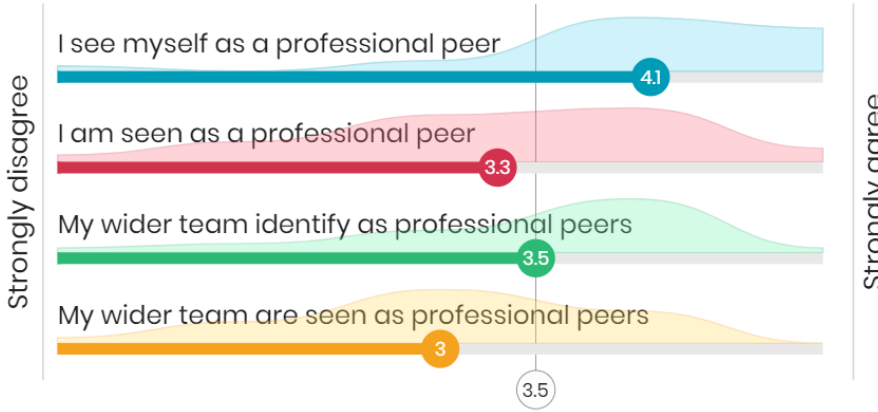
Equally, examples abound where librarians' professional status is devalued by members of their academic community:

Example 3: "Back in my first job, I was just starting a jigsaw activity with an English 101 class when the instructor said "I don't want them doing that. That doesn't sound useful." Can you imagine how demoralizing it is to be contradicted in that way when you are teaching?"

Self-perception vs external perception

These examples demonstrate a nuanced picture where our self-perceptions, the identity that we project, and the opinions of others all play a part in whether librarians are seen as professional peers or junior members of support staff. Delegates at the 2nd Relationship Management Conference in HE Libraries were asked to reflect on this and consider not only their self-identity but also that of their teams, as well as how they think they are perceived (see Figure 1).

Figure 1: how Relationship Management delegates identified themselves



This showed a clear difference between how people perceive themselves/their teams and how they are perceived by others. There is also a disparity between self-identity and team perception. These are issues that both individuals and library leaders need to grapple with. To elucidate some of the potential issues, the following four position statements highlight problems and questions.

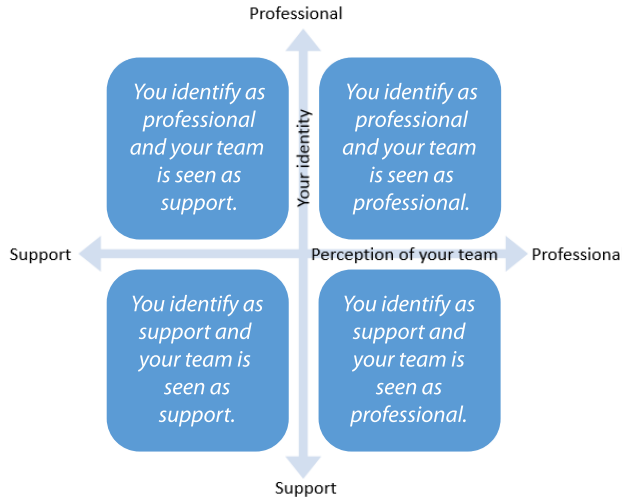


Figure 2: mapping position statements

- **Statement 1: You identify as professional and your team is seen as professional.**

In theory, this is a good match, with personal and departmental values in alignment. But does everyone in the team feel this way? And if not, how can they be helped to project their identity differently?

- **Statement 2: You identify as professional and your team is seen as support.**

This could be a frustrating experience for individuals, with a clash between personal and departmental values. It is helpful to understand where this clash arises. Is it an internal culture issue, where colleagues routinely take on administrative tasks and are not concerned with wider institutional concerns? Or is it university leadership and culture? What can be done to change the perception of the service overall?

- **Statement 3: You identify as support and your team is seen as professional.**

As with statement 2 above, here there is a clash between personal and professional values. This may be less obvious to an individual, but may be a cause for concern for managers. Are you able to fulfil the needs of your team or service? Do you need to consider changing your self-perception and who can help you do this?

- **Statement 4: You identify as support and your team is seen as support.**

On the one hand, this may be a good fit, with personal and professional values in alignment. However, can a team which is focused solely on support service delivery contribute fully to the life of the university and get involved in dialogue about learning, research and the student experience?

Changing perceptions

Neither self-perception nor external perception are fixed states. It is possible to change both, given time and determination, although where institutional culture pushes administrative tasks from academics to professional services, change is harder to come by. In these cases, strong library leadership is required to make the case for partnership working rather than simple service delivery.

However, both individuals and teams can involve themselves in a range of activities which bolster individual profile and confidence, as well as departmental ethos and perception. For example:

- Evidencing commitment to teaching and learning to maximise parity with academic teaching staff. For example:
  - Undertake a Postgraduate Certificate in Teaching and Learning in Higher Education (PGCert), and gain Higher Education Academy Fellowship (managers can include this expectation in job descriptions).
  - Include teaching in the interview process for librarians expected to teach.
  - Contribute content to the PGCert or other educational opportunities in your institution.
  - Adhere to the same policies and frameworks as other teaching staff, e.g. Teaching and Learning strategies, peer observation frameworks, etc.
- Undertake your own pedagogic research projects, so academic colleagues can see you actively engaging with the same issues as them.
- Attend leadership programmes, providing time out to reflect on how staff think about and present themselves and develop confidence.
- Initiate dialogue about professional capabilities and expectations among teams.

Whatever you choose, thinking beyond the library is key. Library services who are valued by senior management are those who contribute to institutional dialogue and strategy, whether that's leading on student experience work, contributing to TEF and REF submissions, or managing and evaluating an institution's learning spaces or digital strategy. These are conversations that all librarians can contribute to, given the space to grow and become confident in themselves as professionals.

RNIB Bookshare

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LinkedIn: www.linked.com/in/stacy-rowe-b7552737
Website: www.rnibbookshare.org.uk
Follow us on Facebook: www.facebook.com/rnibuk
Join us on Twitter: www.twitter.com/rnib

The RNIB Bookshare service is dedicated to breaking down the barriers faced by learners with print-disabilities; facilitating independent study and increased confidence and participation in all aspects of education.

RNIB Bookshare works with over **20,000 learners and education professionals,** to provide a rapidly growing collection of over **79,000 accessible curriculum texts and images;** through our extensive work with over **460 publishers and imprints.** The service exists to support any learners with a print-disability, from early learning literacy through to higher education, and resources are made available under the terms defined within the Copyright and Rights in Performances (Disability) Regulations 2014. A print disability includes, but is not limited to; visual impairment, dyslexia, or a limitation in holding/manipulating a printed book.

The service currently reaches **4,859 (19.83%) of schools** and **145 Universities** and the collection varies massively in content, from literature to language, music to Maths - and can be accessed in a variety of formats, to suit the users' accessibility requirements. Options include, EPUB, PDF, DAISY Text, DAISY Audio, Braille and MS Word. New features and tools have been added to facilitate ease of use and widen the download choices for our learners. Users can now read their books instantly, using our built-in webreader tool, or have their files automatically open in MS Word – a popular feature added in September 2017, following demand from our users. More exciting tools are in progress and will be launched in 2018, so please watch this space...

The service also hosts over **3,000 described image files,** as part of our special collections offering, which are used in conjunction, or separately to the text-based content.

The RNIB Bookshare service has seen an incredible push towards equal access for those with a print-disability in education, with an increasing number of publishers coming on board to upload their content directly to the site, or to set up an automated feed; with most with live feeds supplying their back catalogue and incoming material, directly to the site, for instant use by learners. Publishers include; Jessica Kingsley; Kogan Page; Manchester University Press; Michigan University Press; Oxford University Press (schools; Sage Publishing; Pearson; Taylor & Francis; and Springer Nature. Cambridge University Press; Bloomsbury Publishing; Harvard University Press; Oberon; and Wiley, will be going live and providing lots of content in the coming weeks! As the RNIB Bookshare team can receive anything from 200 to 1500 support requests a month - we will never be able to thank publishers enough for working with us and for all their dedication.

Having these automated feeds in place, means that learners are far less likely to be sitting in class empty handed – and are able to access their content with minimal manual

intervention; decreasing the need for learners to request books and allowing access to the needed content in a timely manner. This instant access is crucial to ensure learners have access to their content in an accessible way, at the same time as their peers; thus not hindering their learning capabilities and allowing independent study.

Where the set-up of an automated feed removes the need for manual intervention for the RNIB Bookshare team, it also provides a wealth of benefits for the publishers; providing the means to deliver their content, through us, in a way that is accessible. We receive a lot of positive feedback from publishers, who routinely recognise the significant amount of time and resources that the RNIB Bookshare service takes off of their hands.

The RNIB Bookshare team is made up of fantastic staff and wonderful volunteers, all of whom are dedicated to independent study for all. The team are always on hand to, ensure files are present and correct; support our learners in using the site and accessing the content; scan, source and upload files; Connect and on-board more publishers; promote the service; deliver training and support; and develop new initiatives, to reach learners in a variety of different ways, diversifying our offering, for greater accessibility and further inclusion for all.

We strongly recognise the time and dedication given by teachers, staff and parents and maintain daily communication to help with the use of the service. We recognise the different requirements for learning and strive to offer support in a variety of ways, either via email, telephone, or through the provision of group training sessions. We recognise the need for greater support in getting to know the service and what it can offer and that is why we are delighted to announce that we have produced an entire suite of 'how to' tutorial videos, to guide all users through using the service, step-by-step. These videos will be launched this April and we can't wait to share them with you and gather your feedback.

We recognise the vast array of challenges faced by print-disabled learners in education and those who work along-side them. The RNIB Bookshare service are dedicated to further developing those subjects who's core lies outside the norm and that require additional work/altering of content – tackling subjects currently under-served, such as Geography, Music, and numeracy based content, including Science, Technology, Engineering and Mathematics (STEM). It would be our ideal to establish a STEM-Hub, providing a centralised zone of content, projects and contacts – all dedicated to improving access in this critical area. We are extremely keen to learn of anyone, any content, or any projects currently on-going in this area.

Plans are also underway to better establish our image offerings, expanding our collection of described pictures, graphs, objects and diagrams – under-resourced and critical throughout all subjects in education.

Currently, the content on RNIB Bookshare has been downloaded over **80,000** times and our number of users, publishers and usage increases daily. We realise the growing need for the RNIB Bookshare service to be at its peak for all users and the paramount need for the service to expand and further diversify, so that we can reach all users, in all subjects and achieve the goal of inclusion and independent study for all in education. We welcome anybody who shares this passion and goal and any feedback, funding opportunities, event recommendations, or partnership suggestions are always more than welcome.

2018 e-book accessibility audit - the sustainable version

Alistair McNaught
JISC Subject specialist (Accessibility and Inclusion)

The background

Two years ago, a small group of libraries working with Jisc facilitated a crowd sourced e-book audit that resulted in over 270 e-books being evaluated for accessibility by 33 participating universities. The data was made publicly available on a downloadable, interactive Excel spreadsheet that allowed users to weight different accessibility requirements and re-rank publishers and aggregators according to the scores.

The entire process, from data collection and collation through to data representation was collaborative, professional and very effective in drawing attention to issues that librarians had known for a long time but never had the data to prove. The e-book audit results gave us immediate engagement with a number of publishers and aggregators who are keen to see how they could improve. It also prompted some discussions within the industry because suppliers were, for the first time, able to identify places where their own accessibility investments were undermined by the lack of accessibility in other parts of the supply chain.

The e-book audit exceeded the expectations of those participating but it left a niggling doubt; would we have the time, energy or stamina to do a follow-up? Already, suppliers were improving their platforms and asking us to re-score their product. Their engagement was commendable but we were all volunteers doing this in our spare time.

The 2018 e-book audit needed to be easier to develop and implement. It also needed to shift responsibility from the librarians to the suppliers.

Shifting the focus:

Food labelling is important to me. I have been a vegetarian for many decades. I like to know if there is gelatin in the sweets, or if the eggs are free range or battery farmed. I am also lactose intolerant. Despite these dietary limitations I can eat confidently because most food is very well labelled. But our disabled students are a lot less fortunate when it comes to ingesting knowledge. It is often difficult to find accessibility information.

The original e-book audit in 2016 was the equivalent of consumers testing ready meals for their nutritional quality. We wanted a different approach for the 2018 e-book audit, one that put the responsibility for labelling firmly where it should belong, in the hands of the supplier.

For 2018, we are moving the focus from auditing the product's accessibility to auditing the information about the product accessibility. We believe that if each part of the supply line can describe the accessibility features over which they have influence it becomes a lot easier to:

- anticipate support needs for different students with differently reading lists
- advise students on how to best meet their own needs

- identify accessibility barriers and recognise where the responsibility lies.

Why this is good for publishers, aggregators and academic institutions

Changing workflows to improve accessibility is not a trivial process. It can take a long time and involve negotiation with other parts of the supply chain. By contrast, providing accurate and useful information about the current accessibility of a **product or platform** is highly achievable. It is also fundamental to quality improvement processes – how can suppliers improve if they don't know what their current strengths and weaknesses are? By auditing both aggregators and publishers on their own 'product guidance' we provide an opportunity for suppliers to:

- Identify and advertise accessibility benefits. This allows institutions to **promote the positive benefits** to readers with relevant disabilities;
- Identify and report on potential barriers. This allows institutions to effectively **anticipate support requirements;**
- **clarify responsibilities** in the supply chain – for example if a publisher's source file has high accessibility but a third party's delivery interface has poor accessibility (or vice versa), a quick comparison of the accessibility guidance for each would help identify where the problem lay.
- **reduce accessibility attrition** in the supply chain – clear information on accessibility bottlenecks in the supply chain focuses attention on achievable improvements.
- **improve uptake of e-books by students** – many students (and indeed staff) are unaware of the customisation benefits of e-books. Research by the University of Kent identified many disabled students preferred print books because they were **unaware of the flexibility of e-books** to serve their needs.

Joined-up thinking

Jisc's involvement in supporting the process and brokering positive relationships between different stakeholders allows the following benefits to be realised:

- Consistency – by working with publishers, aggregators, national purchasing consortia and Jisc Collections, we hope to achieve a consistency in requirements, giving publishers and aggregators confidence in the type of information to provide.
- Clarity – by advertising in advance the things we'll be looking for, suppliers have a chance to ensure they:

o are familiar with the performance of their systems

o can provide honest and objective information on strengths and weaknesses in time to score well on the audit.

- Planning and prioritising – there are many different elements to accessibility:

some are easier to implement than others and some have co-dependencies (for example EPUB files delivered through Adobe Digital Editions will lose many accessibility options). By providing early guidance on the things we'll be auditing and the reasons why, suppliers can better plan ongoing improvements.

Where are we now?

In January 2018, Springer kindly hosted an inaugural meeting in London, sponsored by the Publishers Association to begin to shape the direction and character of the 2018 e-book audit. We divided the 20 attendees into groups consisting of at least one each of a publisher, an aggregator and a library/disability support role. We worked through a series of discussion themes relating to the accessibility features a disabled student might require and what the implications were for suppliers in providing them. A new Jisc mail group was set up, **EBOOK-ACCESSIBILITY@JISCMAIL.AC.UK** and has been used for planning fortnightly steering group meetings – the steering group is a good mix of publishers, aggregators and library staff.

What's in it for my team?

By mid-April we hope to have the audit developed and shared with the industry. We will then be asking university and college libraries to score as many publishers and aggregators as possible in June and July (thus giving the suppliers a couple of months to improve their accessibility guidance). The scoring will be considerably simpler than the previous audit since you will not be testing the accessibility of the system, merely evaluating the quality of information given in the accessibility statement. To return to the food labelling analogy, you will not be working out the percentage of sugar in the product, merely recording whether the label includes it.

We believe there is huge value in library staff participating. Firstly, it will familiarise them with the features that matter for disabled students. Secondly, it will help them to see the variation in accessibility between different suppliers. This may influence the advice you can give students - for example, 'for the best reading experience, prioritise your reading on platform X'. It may even influence the advice you can give lecturers on suppliers to promote (or avoid) on reading lists.

Disability- higher education, libraries, teaching and learning bibliography
Heather Dawson

Policy
CLA has introduced new administration copying rights to the Higher Education Licence (2018)

https://cla.co.uk/news-cla-administration-rights-higher-education-licence

Abstract: From 1 January 2018 new administration copying rights included in the Licence allow Higher Education Institutions (HEIs) to share press cuttings and other extracts from CLA repertoire for internal use. This amendment provides clarity to staff and academics, and ensures that a single licence provides the widest range of permissions to make copyright compliance simple for HEIs. Significantly, Clause 9 of the Licence, pertaining to print disabled persons, has now been updated to reflect new UK legislation and the implementation of the Marrakesh Treaty. The changes to the clause will provide increased flexibility for HEIs serving partially sighted and blind students, by enabling institutions to format publications in a way that makes them suitably accessible.It includes dyslexia

Disability Rights UK – Three updated fact sheets for students. (2018)
Applying for Disabled Students' Allowances
Funding higher education for disabled students 2018/19
Adjustments for disabled students

Retrieved from : https://www.disabilityrightsuk.org/news/2018/january/three-updated-factsheets-disabled-students

Teaching and Learning
Davies, M.; Elliott, S..; Kuen Fung Sin; Z. (2018)

Using adjustments to support the learning and assessment needs of students with disabilities: Macau and mainland China teachers' report.

International Journal of Disability, Development & Education, 65 (1), 1-21 DOI: 10.1080/1034912X.2017.1346238

Abstract: Adjustments are considered necessary for students with disabilities to be fully included in classroom instruction, classroom assessment and external accountability tests. The 67 item Checklist of Learning and Assessment Adjustments for Students (CLAAS), translated for the Chinese community, was used by 74 teachers from Macau and Mainland China to document their application of adjustments for 319 students with special educational needs across these three settings. Results indicated consistently large gaps between adjustment use in classrooms compared with national tests, with the allowable adjustments for public testing reportedly used very little. Findings also provided evidence for the content validity of the checklist for teachers of students with disabilities in China and its utility in documenting applied adjustments. This study also indicates the potential for CLAAS to provide teachers across China with a comprehensive list of adjustments,

to reflect on and review adjustment decision-making and assessment protocols for all students.

Moriña, A.; Morgado, B. (2018)

University surroundings and infrastructures that are accessible and inclusive for all: listening to students with disabilities. Journal of Further & Higher Education. 42, (1) , 13-23. DOI: 10.1080/0309877X.2016.1188900.

Abstract: The main topic of this article is architectural barriers and infrastructures as identified by university students with disabilities. The data presented is part of a much wider research project, sponsored by Spain's Ministry of Economy and Competition. A biographical-narrative methodology was used for this study. The results presented have been classified based on one of five barrier types: urban (barriers that are outside the actual university campus), transport (public transportation and personal vehicles), building (obstacles inside university buildings), environmental (those elements within the classroom, including furniture, excessive noise or inadequate temperatures) and communication (these are divided into signposting and barriers when accessing information). Lastly, a variety of questions are considered in the conclusions which indicate that universities still need a certain degree of adaptation and readjustment to really be

Moriiña, A.; Carballo, R. (2017)

The impact of a faculty training program on inclusive education and disability

Evaluation and program planning, 65, 77-83

Abstract: This paper describes the knowledge gained by 20 faculty members following their participation in a training program on inclusive education and disability. The study, which was conducted at an university in Spain, aimed to design, implement and evaluate a program for training faculty members to respond in an inclusive manner to the needs of students with disabilities. An initial, formative and summative qualitative evaluation was carried out and four instruments were used for collecting the data: group and individual interviews, written open-ended questionnaires and observations. The data were analyzed inductively, using a category and code system. The results reveal that, after the training program, faculty considered what they had learned to be useful for their professional practice and highlighted that they felt better-informed and better-trained in relation to disability and were more aware of the needs of students with disabilities. Finally, in the conclusions section, the paper discusses the results in relation to those reported by other studies, and offers some recommendations for universities planning to implement training policies designed to build more inclusive learning environments.

Padden, L. ; Tonge, J. (2018)

A review of the disability access route to education in UCD

2010-2013. International Journal of Disability, Development & Education, 65 (1) , 90-107, DOI: 1034912X.2017.1341042

Abstract:This article offers a review of the DARE as it operated in University College Dublin (UCD), Ireland from 2010 to 2013. This DARE scheme allows applicants to provide details of their disability and its impact on their education, with a view to competing for specially allocated places on their programme of choice, should they not receive an offer of a place based on the merit of their Leaving Certificate Second Level examination results. This article provides an overview of the DARE scheme and a detailed analysis of the profile of students who applied and were eligible for the DARE scheme, and accepted a place in UCD, between 2010 and 2013. It details how these students have progressed and how their educational outcomes compare to that of the general student body as well as making recommendations for the improvement of the scheme.

Watson, Ben (2018, January 12) [web log posting] Ten top tips to make your university accessible to all learners.

Abstract: The University of Kent has been leading the way in designing systems and ways of presenting content to make it easily accessible to as many learners as possible

Assistive Technology

Abbott, G (2018)

How publishing has helped and hindered me: experiences and advice from a blind reader and publisher
Learned Publishing, 31 (1), 79-82 http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract: Braille remains a relevant technology for access.

- Properly structured content is vital for ease of understanding, as are correctly labelled links and action buttons.
- Accessibility has hugely improved in the past 30 years but remains a fragile benefit, relying on stringent adherence to standards.

Axelrod, J (2018)

Making materials accessible to students in higher education institutes: Institutional obligations, methods of compliance, and recommendations for future action

Learned Publishing, 31 (1), 39-44 http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract:

- Current publishing restrictions cause duplicated – and wasted – effort to delivery of accessible information to students.
- Universities have a legal obligation to provide access, but this is not required from publishers.
- Initiatives to support access are helpful, but do not completely resolve the accessibility problems

Bowes, F. (2018)

An overview of content accessibility issues experienced by educational publishers

Learned Publishing, 31 (1), 35-38

http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract:

- Educational accessibility needs to accommodate not only text but also supplemental, multimedia, and interactive elements.
- Accessibility considerations need to address user needs for timeliness, quality, cost, and security.
- Schools often default to remediation instead of embracing EPUB 3 for practical reasons and to respond to student preferences.
- PDF is often preferred over EPUB for creating alternate formats because of familiarity and expediency.
- Schools require accessibility to deal with increased legal pressure from both government agencies and disability advocates.

Burges, J (2018).

CAL Download – an innovative approach to making books more accessible

Learned Publishing, 31 (1), 57-62

http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract:

- The number of people who struggle to access the printed word is increasing exponentially.
- Calibre Audio Library worked with i-Publishing Consultants to transform the way the blind, partially-sighted, and those with reading difficulties access their audio library

Gies, T (2018).

The ScienceDirect accessibility journey: a case study

Learned Publishing, 31 (1), 69-76

http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract:

- Policy, top–down support, educational working groups, customer data, and a central accessibility team have helped mature web accessibility at Elsevier ScienceDirect.
- Collaboration groups are essential for gathering feedback from users with disabilities and experts in the field.
- Many of the lessons learned from the first accessibility user study in 2001 are still relevant today.

- Alt text for figures is a challenge for publishers, and using authors or machine learning to provide text descriptions may be a solution.
- Accessibility is not an achievement to be won and done but a culture paradigm that integrates inclusive design into the very early phases of a product.

House, E. Orme, R and Bide, M (2018).

Towards universal accessibility: the UK policy landscape and supporting technology
Learned Publishing, 31 (1), 31-34
http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract:

- The UK policy landscape supports access for the users whilst allowing publishers to maintain business models.
- Advancements such as EPUB 3, aligning publishing with web technologies, and the Inclusive Publishing hub help publishers reach accessibility compliance.
- Print impairment is not an on/off switch, and each reader has his or her own unique set of requirements – a fact that is supported by EPUB 3.
- The time is ripe for publishers to make firm commitments to accessibility initiatives.

Iglesias, V. (2018)

Beyond the mandates: The far-reaching benefits of multimedia accessibility .
Learned Publishing, 31 (1), 49-54
http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract:

- Convergence of international standards has made requirements for accessible multimedia content clearer.
- Legal and commercial pressure for accessible content is mounting for higher education institutions (HEIs) and publishers as highlighted by recent high-profile settlements in North America.
- Accessibility requirements for multimedia can be met by setting realistic, progressive goals and focusing resources on key content.
- Multimedia accessibility benefits range from wider audiences and increased user engagement to greater discoverability and improved search engine optimization.
- Vendors are ramping up their offerings for accessible production, and costs are going down.

Kasdorf, B (2018).

Why accessibility is hard and how to make it easier: Lessons from publishers
Learned Publishing, 31 (1), 11-18
http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract: The requirements for providing publications in an accessible form have recently become much clearer and easier to comply with. They are based on standard web accessibility guidelines that are commonly used globally, and the format for interchange is EPUB, a format many publishers already produce in their normal production process. Nevertheless, accessibility still proves difficult to accomplish for most publishers. This article refers to informal interviews and the author's own experiences to examine the issues that are challenging to publishers and their suppliers, assessing the level of effort required to address them, discussing the factors that make them difficult, and suggesting strategies for reducing the effort required. The article concludes that the best solution is to build accessibility into the publication workflow upfront as this can dramatically reduce the cost and effort required to make publications accessible.

Manis. C and Alexander, H. (2018).
The secrets of failing better: Accessible publishing at SAGE. A case study
Learned Publishing, 31 (1), 63-68

Abstract:

- Accessibility is often misunderstood as a concept that is niche or of secondary importance.
- Reframing accessibility as improving the overall user experience instantly changes the perspective; accessibility becomes a critical requirement worthy of investment and resources.
- The single most prevalent complaint amongst librarians is the time it takes to get hold of accessible content.
- An accessibility roadmap provides structure and transparency for digital accessibility projects within the organization.
- Publishers' non-compliance with accessibility standards will increase their risk of sales declines and legal complications over time.
- The SAGE A.C.C.E.S.S.I.B.L.E mnemonic offers suggestions on how to devise a successful accessible publishing programme.

McNaught,A. MacMullen, R. Smith, S. and Dobson, V.(2018)
Evaluating e-book platforms: Lessons from the e-book accessibility audit
Learned Publishing, 31 (1), 5-10
http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract: E-books are a potential assistive technology, offering significant advantages over print books, and accessible materials are now a financial and legal necessity within UK academia. It is often difficult to find supplier information on accessibility, for example, whether files have been tagged for reading order or whether the interface has been tested with assistive technologies. Equally, library staff may lack confidence in identifying accessibility features, making it hard to promote them to students or demand them from suppliers. This article reports on a crowdsourced e-book audit of 44 e-book platforms that was undertaken by 33 UK universities during 2016. The research scored different platforms for a range of accessibility issues, and the resulting open data set is presented in a manner that can be

interrogated by libraries looking for specific features. A key finding was that the platform can dramatically affect the accessibility of a publisher's content, making it important for publishers to work with suitable vendors to disseminate their publications

McNaught, A. (2018, January 3) [web log posting] Accessible library practice – the Bradford example. Retrieved from https://accessibility.jiscinvolve.org/wp/2018/01/03/bradford-library/

Abstract:

Sarah George is a Subject Librarian at the University of Bradford. She was made a National Teaching Fellow in 2017 – and her accessibility remit contributed significantly to that recognition. Here she gives a personal take on e-book accessibility and accessibility activism via research and evidence.

TechShare Pro 2017- presentations
Retrieved from : https://abilitynet.org.uk/techsharepro#morning

Abstract TechShare Pro 2017 was organised by AbilityNet and the Royal National Institute of Blind People (RNIB). The event took place at IBM South Bank in London on Thursday 23 November 2017 and was sponsored by Barclays, IBM, Microsoft, OrCam and Storm Technologies.Online presentations displaying new AII technology from the AbilityNet website

Trimble, L (2018)
Accessibility at JSTOR: From box-checking to a more inclusive and sustainable future
Learned Publishing, 31 (1), 21-24
http://onlinelibrary.wiley.com/doi/10.1002/leap.2018.31.issue-1/issuetoc

Abstract:

- Testing for accessibility after extensive changes to a website and addressing them as technical debt is unsustainable in the long term.
- To stay modern and efficient, providers of digital content to academic institutions should build accessibility into development.
- For JSTOR, working with participating institutions to understand their concerns was essential to reaching WCAG 2.0 AA conformance.
- With Artstor recently joining ITHAKA, we face the challenge of making a visual archive accessible.

W3C Web Accessibility Initiative (WAI) (2017) (Video)Accessibility – W3C for an overview of the why, what, and how of web accessibility.
Retrieved from https://www.w3.org/WAI/videos/standards-and-benefits.html

Abstract: A Video Introduction to Web Accessibility and W3C Standards is now available from WAI. The video is presented as part of the Internet Society (ISOC)'s Accessability Toolkit. It is timed in recognition of the United Nation's annual International Day of Persons with Disabilities. Subtitles are currently available in over 15 languages

Autism

All Party Parliamentary Group on Autism (2017).

Autism and education in England 2017: a report by the All Party Parliamentary Group on Autism on how the education system in England works for children and young people on the autism spectrum.
Retrieved from http://www.autism.org.uk/get-involved/media-centre/news/2018-01-31-education.aspx

Blind Students.

Souter,H. (2017, December 6) [web log posting] Injustice in the exam system has to be addressed or visually impaired students will continue to sufferRetrieved from https://www.rnib.org.uk/insight-online/unjust-exam-system-visually-impairedstudents-suffer

Abstract: Hannah Souter, a visually impaired young person, reflects on herexperience of external exams and offers a solution to help make the system equal.

Deaf Students.

Taylor, E.; Callahan, E.; Pinta, K.; Yeatts, L.; Winiecki, D. (2017)
Increasing academic performance of Deaf students at Alpha University:a case study
Perfomance Improvement 56 (8), 16-26
http://onlinelibrary.wiley.com/doi/10.1002/pfi.21720/full

Abstract: In partial fulfillment of the requirements for OPWL529-Needs Assessment in the Boise State University master of science degree in Organizational Performance and Workplace Learning, a team of the first four authors completed a needs assessment focusing on learning accomplishments of hearing impaired students at Alpha University. This case study report describes the needs assessment process and results.

ALISS Work and Activities 2016/2017

Committee Membership 2016/17
Jane Alderson-Rice, University of Kent
Heather Dawson – LSE Library (Secretary and Editor ALISS Quarterly)
Jennie Grimshaw - British Library
Helen Mackin - Barnardos
Norma Menabney Queens University Belfast
Joanna Tate LSE Library, Treasurer
Sally Patalong University of Coventry
Joanna Wood, Cafcass
Antonella Yarnold, City University, London

Changes during 2016/2017
Catherine Ure, Heriot Watt University stood down
Helen Mackin Barnardos retired in April 2017

ALISS Activities During 2016/17

Membership.
Individual and corporate membership fees for 2016/2017 remained at £25 for individual, £40 for corporate.

Conferences
The 2016 AGM was on 21st June 2016 at Senate House. The theme was Copyright: keeping legal and advising our users. There were three presentations:

- CLA Licensing and New Developments, James Bennett Head of Rights and Licensing, Copyright Licensing Agency (CLA). This provided an overview of the UK legislation regarding copying for education and research, and demonstrated how CLA's growing range of services are designed to simplify copyright for content users

- Copyright and Risk in the Rewind Project , Theresa Morley – Heritage Project Officer at Leonard Cheshire Disability Archive discussed the practical aspects of managing copyright issues within the HLF South East funded project – Rewind: Seven decades of stories from Leonard Cheshire Disability. The project involves digitising photographs, films and oral histories and creating an online exhibition space for people with disabilities to explore the history of the charity. She looked at the impact of copyright issues on choosing materials from the archive and the strategy towards 'risk' in putting materials online and using them in workshops with people with disabilities.

- Developing an Online Copyright Course, Philippa Hatch (Copyright and Licensing Support Manager) and Ella Mitchell (Education Support Manager) from Imperial College London, spoke about their experience of creating an online copyright course for PhD students, part of a developing portfolio of support services for researchers

Papers can be downloaded from the website.
https://alissnet.com/
A summer event was held at Coventry University London on 18th August 2016. Doing more with less: How information professionals can survive and thrive. Presentations from several speakers were followed by brainstorming and discussion sessions. The themes covered were:

- Proving our worth - Inspiring learning for all: an alternative evaluation model from the heritage sector. Eleanor Payne, Education Officer at LSE Library and Archive, explored the principles of the Inspiring Learning for All framework which is used extensively in the heritage sector to measure impact as well as plan projects and programmes. Delegates considered how this could be applied to the Library sector and considered other issues relating to measuring impact qualitatively. Feedback from discussion on the day concerning measurement via a padlet page

- When is a team really a team? Moving from subject Librarians to Liaison teams– Caroline Gale, Library Liaison Manager, University of Exeter. Discussed issues relating to the restructuring and staff reduction which occurred at the university in 2015. She detailed the shift involved for the subject librarians and looked at the new model they now use, evaluating its effectiveness and the changes in working practices needed to maintain effective service for our users.

- Developing a research culture – Chris Powi, Head of Library and Learning Services at the University of Northampton. Considered how staff in his institution are encouraged at all levels to get involved in library based research.

- Using technology to develop our Information literacy teaching – Catherine Radbourne, Subject Librarian for Nursing and Midwifery, City University London and Antonella Yarnold. Subject Librarian for Social Sciences City University London provided some practical examples of ways in which they have used technology to enhance their teaching.

Papers and padlet comments can be accessed via the website

https://alissnet.com/doing-more-with-less-how-information-professionals-can-survive-and-thrive/

A Christmas half-day event was held in London on 8th December 2016. The theme was EBooks: the changing nature of use and publishing. It comprised three speakers

- The UK Scholarly Communications Licence – supporting academics with open access Dr Torsten Reimer, Head of Research Services, The British Library

- Getting Government's message across: communicating with citizens, policymakers and researchers in the 21st century. Jennie Grimshaw, Service and Content Lead Government and Official Information, The British Library

- eBook Accessibility Audit, Ben Watson, University of Kent. Papers available from https://alissnet.com/aliss-xmas-special-ebooks-the-changing-nature-of-use-and-publishing/

Visits

ALISS also has a very active programme of professional visits to libraries open to members free of charge and to non-members at £5. Visits in 2016/17 included. London Metropolitan Archives, Goldsmiths University of London Special Collections and the Women's Art Library, LSE Library Glad to be Gay exhibition and the Hall Carpenter Archive, Royal College of Nursing Library and Archive, Downs Museum, National Autistic Society Library, RHS Library and Archive, Sainsbury Archive- Museum of the Docklands; Wellcome Library Reading Room, University of West London- Hamlyn Library

Disability Forum
2017 ALISS continued to support the disability forum for information professionals three meetings were held and a monthly bibliography indexing disability related articles was posted online via a website at
http://librarychampionsfordisabilityaccess.blogspot.co.uk .

Website
http://www.alissnet.org.uk. Twitter updates sent out regularly. A freescoop.it higher education news service created and monthly new letters sent out.

Publications
ALISS continues to publish its journal ALISS Quarterly which offers short topical articles on recent professional developments. ALISS Quarterly is available in print (free to members) and online. The current online issues are password protected and available to members only.The archive of all issues is now available free online.The most recent year are password protected . Special Issues for 2016/17 included: Innovation in Library roles; eBooks and the changing nature of publishing;

Ebooks and other library innovations. Supporting changing educational needs. The Aliss Quarterly prize for the most innovative and inspiring article was awarded to:

The Aliss Quarterly prize for the most innovative and inspiring article was awarded to:

First prize - Managing Your Digital Footprint Nicola Osborne and Louise Connelly, University of Edinburgh. Vol.11 no.1 October 2015 p22-26

Second Prize Two-way learning with LibQuizzes at UCL Institute of Education
Barbara Sakarya, International Collections Librarian & Information Literacy Coordinator, UCL, Vol 11.no.3 April 2016 p5-8

Forthcoming Activities.
Visits to V&A, Middlesex University Special Collections, British Cartoon Archive

How to Find Out about more ALISS Activities.

LIS-SOCIALSCIENCE
ALISS maintains an electronic mailing list LIS-SOCIALSCIENCE that is hosted by the national educational service JISCmail.. This is used to disseminate information about forthcoming events and to discuss current social science concerns. Once a week an update is posted from the LSE Library which contains a useful listing of new websites and resources. These frequently include links to recently published government reports, official statistics and full text working papers available on the Internet. Members have often found these useful in tracing recent government and think tank publications and others have used them as examples in Internet training for their users. You can consult recent mailing from the list and find out how to sign up to it at: www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html.

If you would like to request any further information about ALISS or send any comments please contact Heather Dawson, ALISS Secretary at h.dawson@lse.ac.uk.

LSE Library, 10 Portugal Street London WC2A 2HD

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