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& Institutions (IFLA)*

Section on Education & Training

I F L A

SET BULLETIN

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**SECTION ON EDUCATION AND TRAINING (SET) - STANDING COMMITTEE
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The SET Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to John F. Harvey, PO Box 21363, 1507 Nicosia, Cyprus, Tel: (357-22) 664286, Fax: (357-2) 676061, e-mail: john.f.harvey@usa.net or Suite 1105, PMB-079, 82 Wall Street, New York, NY 10005-3682, USA, Fax: 212-968-7962. Secretariat: Janet Assadourian.

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- 3. Scholarly Communication in Science and Engineering Research in Higher Education, WEI, W., editor.***

Page 21 Library Literature & Information Science Listings

July, 2004 Letter from the Chair of Education and Training: Terry L Weech

We have had a busy six months since I last submitted a letter to the Education and Training Section membership. Niels Ole Pors, Secretary of the Section, has been most helpful in assisting with drafting an agenda for the Standing Committee meetings in Buenos Aires in August, 2004. Anna Maria Tammaro, the Information Officer of the Section, has kept our web page on IFLANet up to date. We have had two resignations from the Standing Committee and one new member added. Jitka Banzetova from the Czech Republic and Judith Elkin from the United Kingdom found it necessary to give up their positions on the Standing Committee. Jitka Banzetova was a new member to the committee elected in 2003. Judith Elkin was in her second term as a member of the Standing Committee and had served as Chair and Secretary, as well as on numerous subcommittees in SET over the years. We thank them both for their contributions to the Standing Committee and to the Section. Jitka Banzetova's position will be filled by Raslin Bin Abu Bakar, Director, Human Resource Development Division, the National Library of Malaysia. Mr. Raslin Bin Abu Bakar was the next runner up in the 2003 election who was available to accept the position. He will serve the remainder of Jitka Banzetova's 2003-2007 term. No replacement has been selected yet for remainder of Judith Elkin's 2001-2005 term. Other runner ups in the 2003 election are being contacted to determine their availability. For a listing of all members of the Standing Committee, see <http://www.ifla.org/VII/s23/scmem-set.htm>

We hope many of you can attend the Section's workshop program in Buenos Aires under the capable leadership of Ismail Abdullah, as Chair of the Program Planning Committee and Assumpcio Estivill and Niels Ole Pors assisting him as members of the Planning Committee. Under new IFLA rules we are restricted to just one event in Buenos Aires instead of our customary planning for an open program and a workshop. This will mean that there will be fewer opportunities for papers to be delivered and this year the Program Committee decided to plan a workshop with invited papers rather than issuing a call for papers because of the limited time available to present papers under this new format. The theme of the workshop is "The Challenges of Library and Information Science Education in the Developing World" and the focus is on the opportunities and challenges of Regional and International Co-operation in Library Education in the Developing World. The workshop will take place at the Universidad de Buenos Aires on Thursday, August 26, 2004 from 9:00 to 16:30. Instructions for getting to the workshop and a registration sheet will be available at the first Section meeting on Sunday, August 22, 2004 (8:30-11:20, see final program for location).

Susan Lazinger and Niels Ole Pors have done an excellent job as co-chairs of an Advisory Committee on the World Guide revision project. As I reported in January of 2004, we learned in October that Evelyn Daniel of North Carolina, USA, was resigning from the project to revise the 1995 edition of THE WORLD GUIDE TO LIBRARY, ARCHIVE AND INFORMATION SCIENCE EDUCATION. We are pleased to report that Judith Field (Wayne State University, USA), a former Standing Committee member, has agreed to take on the project. She will be meeting with us in Buenos Aires to discuss strategies and procedures.

I am most pleased to report that thanks to Russell Bowden and Ole Harbo we will be presenting the completed History of the Education and Training Section. "Development of the Profession: a history of the IFLA Section for Education & Training from 1974 to 2003" Russell and Ole began this project a number of years back and thanks to Ole's dedication, we now have a completed copy to review and discuss. You can see a copy of the history at: <http://leep.lis.uiuc.edu/seworkspace/weech/ifla/SEThist.pdf>

We have a revised membership brochure which will be appearing on the Web soon. Thanks to Assumpcio Estivill for a Spanish translation and to Mouna Bensilmane for a French translation. If any members would like to volunteer to translate the leaflet into other official IFLA languages, please contact me at weech@uiuc.edu. We plan to put the leaflet on our IFLANet Web site soon for you to download. We will bring paper copies to Buenos Aires.

As always, many thanks to John Harvey, our dedicated editor of the SET (Section on Education and Training) *Bulletin*. His work, and the work of his staff, make these communications possible.

I hope to see all of you in Buenos Aires in August of 2004. I hope you have safe travels to Buenos Aires or wherever your summer may take you.

Submitted by Terry L. Weech, Chair of IFLA Education and Training Section, July 16, 2004.

NEWS.....NEWS.....NEWS.....NEWS

World Library and Information Congress: 70th IFLA General Conference & Council

PROGRAMME /PROGRAMA

**IFLA SECTION ON EDUCATION AND TRAINING WORKSHOP
BUENOS AIRES, ARGENTINA**

Thursday, August 26, 2004 – 8: 30 – 4: 30 P.M.

THEME

**“The Challenges of Library and Information Science
Education in the Developing World”**

**Universidad de Buenos Aires, Facultad de Filosofia y Letras,
Departamento de Bibliotecologia y Ciencia de la Information**

Morning Session:

8: 30 – 9: 00	Registration
9: 00 – 9: 15	Welcome
9: 15 – 10: 45	REGIONAL COOPERATION

- Opportunities and Challenges of Regional Co-operation in Library Education in the Developing World.
Isaac M.N. Kigongo-Bukenya (Uganda)

- Regional Cooperation for Library Science Education: Strength and Weakness
Elsa Margarita Ramirez Leyva (Mexico)
- The Challenges and Opportunities of Regional Cooperation in LIS Education in East Asia
Chih-Feng P. Lin (Taiwan)

10: 45 – 11:00 Break

11: 00 – 12:30 CURRICULUM

- LIS Curriculum for the Developing Countries
C.R. Karisiddappa (India)
- LIS Education Curriculum in Latin America
Alice Miranda Arguedas (Costa Rica)
- Behind the Curriculum of Library and Information Studies: A Model for Didactical Reflections
Leif Lorring (Denmark)

12:30 –2:00 Lunch Break

Afternoon Session

2:00 – 3:00 Group Discussion

Group A: Moderator: *Assumpcio Estivill* – Language: Spanish
Group B: Moderator: *Niels Ole Pors* - Language: English

3:00 – 4:00 Group Report and Discussions

4:00 – 4:30 Conclusion

Notes on Speakers:

Alice Miranda Arguedas is professor at the National University of Costa Rica.

C.R. Karisiddappa is professor and Chairman, Department of Library and Information Science, Karnataka University, Dharward, India

Issac M.N. Kigongo-Bukenya is professor and Director of the East African School of Library and Information Science, Makerere University, Kampala, Uganda.

Elsa Margarita Ramirez Leyva is researcher and teacher at the National University of Mexico, Mexico. D.F.

Chih-Feng P. Lin is Associate Professor Graduate School, Department of Information and Communications and Director of Shih-Hsin University Library

Leif Loring Rector, Royal School of Library and Information Science, Copenhagen, Denmark

Section on Education and Training (SET)

Terry Weech, Chair

Niels Ole Pors, Secretary and Treasurer

SET Buenos Aires Workshop Committee:

Ismail Abdullahi, Chair

Assumpcio Estivill

Niels Ole Pors

Local Coordinator:

Elsa Barber

Eighth International Conference LIBCOM-2004 "Information Technologies, Computer Systems and Publications for Libraries" - November 15 - 19, 2004

Announcement and Call For Papers

Registration Form

Contacts

Eighth International Conference and Exhibition Information Technologies,
Computer Systems and Publications for Libraries LIBCOM-2004

Organizers:

- Russian National Public Library for Science and Technology
- Ministry of Industry, Science and Technologies of the Russian Federation
- Ministry of Culture of the Russian Federation
- Russian Foundation for Basic Research
- International Library, Information and Analytical Center
- International Association of Electronic Libraries and New Information

Technologies Users and Developers

The subject scope of the Conference remains eternal: the state-of-the-art and prospects of new information, computer and Internet technologies in library and information daily routine; library corporations, electronic libraries, legal aspects of libraries and information producers operations.

The Conference Program is based on accepted participants' proposals and special invitations issued by the Organizing Committee to selected experts in the Conference topics as well as to providers of information, computer, publishing and Internet products to libraries.

The special exhibition operates during the Conference. The Exhibition scope includes: applications of new computer technologies in information business and librarianship; Internet technologies; digital information; CD-ROM products in libraries and information technologies; book trade; library equipment and materials as well as other related issues.

Conference participants will be offered a social and cultural program, which includes:

- . tours to Savvino-Storozhevsky and New Jerusalem Monasteries
- . a tour to the Armored Troops Museum (on preliminary requests)

- . a concert
 - . fourchette - dancing party "Nice to meet you"
 - . a banquet on the occasion of the conference closing with musical program.
- A pool, gym, and sauna as well as manipulation and health treatment will be offered to the Conference participants.

Registration and accommodation

The Conference registration fee is \$100.

Accommodation fee for the whole stay (four days including three meals a day) is as follows (prices per person):

One-room apartment	Two-room apartment	Suite
double - 175 USD	double - 210 USD	double - 250 USD
single - 250 USD	single - 320 USD	single - 360 USD

The Exhibition stand rental fee is 150 USD

Payment should be made in US dollars in advance to:

ILIAC (International Library Information and Analytical Center)

1776 Massachusetts Ave., Suite 700, NW, Washington DC, 20036, USA

Bank - Bank of America, 3 Dupont Circle, NW, Washington DC, 20036, USA

ABA/Routing # 054001204, Acct. # 001920698423

The 1st biannual ASIAN LIBRARY AND INFORMATION CONFERENCE (ALIC2004)

<http://www.alic2004.org/> is being organizing by the Thai Library Association and Asia Library News, to be held at the 5-star Dusit

Thani Hotel, Bangkok, <<http://www.dusit.com/>> from November

21 - November 24, 2004. ALIC2004 is supported by UNESCO and IFLA.

The main objectives of the conference are to promote library and information services throughout the Asia-Pacific region in a rapidly changing digital and knowledge-based social environment, to address various issues that affect the library and information profession, and to provide a forum for librarians from the region and elsewhere to network and exchange ideas.

A panel of more than 25 distinguished information professionals and experts from various countries in the region will address the audience during the three-day conference. Current and timely topics include: the changing role of library and information professionals; information access and copyrights; collection development in the digital age; e-resources versus print resources; ICT for library and information services; digital libraries development in the Asia-Pacific countries etc.

There will also be abundant opportunities for informal networking during lunches, coffee breaks, the welcome reception, and library and cultural tours. An exhibition of books, library products and services will be held simultaneously at the conference for participants to learn about the new products and services available in the library and publishing world.

This conference is opened to all interested parties including librarians, information professionals, educators, publishers, distributors and vendors.

For general information and details of the conference, please see Website:

<http://www.alic2004.org/>

Online registrations are accepted now by submitting the filled-out registration form along with payment of registration fee.

Jaffee Yee, Organizing Committee Chair
ALIC2004 Bangkok
ICADL2005 Bangkok
Publisher, Editor-in-Chief
ASIA LIBRARY NEWS, DIGITAL LIBRARY ASIA
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Website: <http://www.alic2004.org/>>www.alic2004.org
www.icadl2005Bangkok.org

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FOR IMMEDIATE RELEASE
July 13, 2004

Contact: Eileen Maxwell, 202-606-8339; emaxwell@imls.gov

IMLS Awards Over \$1 Million in Federal Grants for Continuing Education and Training Programs for Librarians

WASHINGTON, DC - The Institute of Museum and Library Services (IMLS), the federal agency that supports the nation's museums and libraries, has awarded \$1,018,830 in grants to provide librarians and their staff continuing education and training in the latest research methods and technologies to help sustain our nation of learners. The awards are being funded under the Institute's prestigious National Leadership Grants program.

The institutions selected for funding today are the Illinois State Library (Springfield), Cornell University Library (Ithaca), and the Online Computer Library Center (Dublin, Ohio). They will match the awards with an additional \$1,087,362. For a list of the funded institutions organized by state with descriptions of their winning grant projects, please see <http://www.imls.gov/whatsnew/stategrants0704et.htm>.

"Librarians are the world's knowledge navigators," said Dr. Robert S. Martin, IMLS Director. "It is imperative that continuing education and training opportunities be available and affordable for these essential education professionals. The grants IMLS makes today will support a national clearinghouse of library continuing education opportunities, an international library leadership program representing 76 countries, and 12 internships in preservation management of Native American library collections."

These National Leadership Grants support model programs of continuing education and training in library and information science. Priorities include projects that implement innovative approaches to continuing education or specialized training for current librarians, students, and

library staff. Priorities also include projects that train librarians and staff to enhance people's ability to find, evaluate, and use information effectively in the 21st century. This includes projects that foster libraries' ability to build community partnerships that will support the development of learning communities and the needs of all learners throughout a lifetime.

The Institute of Museum and Library Services is an independent Federal grant-making agency dedicated to creating and sustaining a nation of learners by helping libraries and museums serve their communities. The Institute fosters leadership, innovation, and a lifetime of learning by supporting the nation's 15,000 museums and 122,000 libraries. The Institute also encourages partnerships to expand the educational benefit of libraries and museums. To learn more about the Institute, please log onto: <http://www.ims.gov>

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Subscribe to Primary Source, the IMLS monthly e-mail newsletter, for important museum and library news: <http://www.ims.gov/utility/subscribe.htm>.

CONTINUING PROFESSIONAL DEVELOPMENT AND WORKPLACE LEARNING SECTION

The 6th World Conference on Continuing Professional Development & Workplace Learning for the Library and Information Professions

Continuing Professional Development – Preparing For New Roles In Libraries:

A Voyage of Discovery

11-13 August 2005, Oslo – Norway

Conference Announcement and Call For Papers

This unique professional event, celebrating its sixth occasion, will run as a satellite conference immediately prior to the World Library and Information Congress: 71st IFLA General Conference and Council to be held in Oslo, 14-18 August 2005. The theme for the CPDWL conference is:

Continuing Professional Development - Preparing For New Roles in Libraries: A Voyage Of Discovery.

This conference is presented by the IFLA Continuing Professional Development & Workplace Learning Section in conjunction with the Oslo University College, Faculty of Journalism, Library and Information Science.

This conference presents valuable opportunities to:

- Hear speakers with perspectives and insights on continuing professional development & workplace learning issues;
- Gather ideas, solutions, and trends in this vital area of professional practice;
- Meet participants with international experience;
- Build networks of contacts in the field of continuing professional development, staff development and workplace learning;

- Take away a volume of peer reviewed proceedings to reflect on, and disseminate amongst your colleagues.

The conference organisers are pleased to announce that a major feature of this conference will be the inaugural Elizabeth Stone Memorial Lecture which is to be presented by Mr K. G. Saur. The late Professor Stone, was the originator and driving force for the establishment of the CPDWL section. This lecture has been inaugurated in her honour.

Program Outline

The conference will be arranged as a mix of plenary sessions, with time allowed for discussion and comment on each paper, and breakout sessions/workshops. The conference program will be grouped into several sub-themes, as follows:

- **Preparing for new and changing roles in libraries and information services through CPD & workplace learning**, including:
 - what are the emerging roles of libraries and librarians and what education & training needs emerge from those new roles?
 - skills identification, performance planning and review in different organisations and contexts
 - competency based training;
 - new roles in information literacy training;
 - what and how can experienced librarians learn from new graduates?
- **Engaging and supporting people in CPD & workplace learning**, including:
 - do we know what we mean by workplace learning?
 - who is caught in the CPD & WPL 'net' and who isn't?
 - what CPD & WPL opportunities should be provided for staff at all levels of the library and information sector, and how best to do so?
 - personal motivation in the workplace;
 - encouraging and facilitating CPD & WPL;
 - career management and development.
- **Putting it all together – tools for CPD & workplace learning**, including:
 - developmental means and tools;
 - induction, mentoring, shadowing; types of training & development programs;
 - needs identification and development of training & development programs;
 - the role of CPD & WPL in organisational development;
 - online program delivery;
 - evaluating CPD & WPL effectiveness and measuring the return on investment.
- **Context and place – the practice of CPD & WPL in different countries and contexts**, including:
 - the challenges of CPD & WPL in developing countries;
 - case studies from various libraries, organisations, professional groups.

Published Proceedings

The peer reviewed papers from the Conference will be published by K.G. Saur as part of the IFLA publication series. The editors of the Conference Proceedings will be Dr Paul Genoni (Curtin University of Technology, Australia) and Dr Graham Walton (Northumbria University, U.K.).

Call for Papers

This is the first call for proposals for papers to be presented at this conference.

Proposals should be submitted in the form of an abstract of no more than 300 words. Proposals should state which sub-theme or topic they fall within, the focus and purpose of the proposed paper and an outline of the likely contents and broad conclusions.

(Proposals covering topics not covered by the theme list above are also welcome and will be considered.)

Proposals for papers for presentation and publication will be assessed by the conference program committee and will be subject to a peer review process. The program committee will decide which proposers should be invited to develop and submit draft papers. Confirmation of invitations to present papers at the conference will be subject to the receipt and approval of the full paper by the program committee. Revisions may be required before final confirmation and acceptance.

Proposals and final papers will be reviewed against the following criteria:

- relevance of the paper to the conference theme
- originality
- readability
- intellectual rigour, level of authority and scholarship demonstrated
- validity of the results of any empirical research

Final papers should normally be 5,000-7,000 words maximum (excluding abstract and references).

Conference Language

The conference will be conducted in English. All papers and presentations will be required to be in that language.

Location and Date

The conference will be held in Oslo Norway, at the Oslo University College Faculty of Journalism, Library and Information Science, 11-13 August 2005.

Registration Costs etc

Details of the cost of the conference (registration fees, accommodation options and costs etc.) will be available later in 2004. Invited speakers and presenters will be required to pay the registration fee and their own travel, accommodation and associated costs. The registration fee will cover a set of the published conference papers, lunch, mid-morning and mid-afternoon refreshments, and the conference dinner.

Deadlines/Timelines

- Proposals for papers must be submitted by – September 17th 2004
- Proposers will be advised of the outcome of their proposal by – October 15th 2004
- Conference papers from invited contributors/presenters must be submitted by – December 17th 2004
- Invited contributors/presenters will be advised of final confirmation/acceptance of their paper by – February 18th 2005

Submission of Proposals for Conference Papers

Proposals for papers (and the final papers) must be submitted in electronic format (by either email, or mailed 3.5 inch diskette or CD-ROM) using either a generally available word-processing software or in RTF format.

Please include with proposals the following details:

- Family name:
- First name(s):
- Position:
- Institution:
- Address:

- City:
- State/Province:
- Postal Code/Zip Code:
- Country:
- Telephone
- Email:
- Fax:

Proposals should be sent to:

Ian Smith Email: i.smith@latrobe.edu.au

or by hard copy and disk:

Ian Smith
Senior Librarian (Personnel)
La Trobe University Library
Bundoora, Victoria, 3086, Australia

Questions/Comments?

The Program Committee will be happy to hear, and will respond to, questions or comments about this conference. Please direct questions to the Program Committee Convenor.

Ian Smith (Convenor - Program Committee)

La Trobe University, Australia

Email: i.smith@latrobe.edu.au

Tel: +61 3 9479 1918 / Fax: +61 3 9479 3018

ACRL is offering its three-week online seminar, "Assessing Student Learning Outcomes," July 26- August 15, 2004. Participants will receive the information they need to develop a program of assessment for their information literacy programs.

Walk away with the tools you need to create an effective assessment program.

By the end of the seminar, participants will complete:

- A plan for assessment of an aspect of their information literacy programs
- Goals and objectives for all or part of their information literacy programs
- A research design for an area of assessment

Register today. Registration for this seminar is now open. An online registration form is available at: <https://cs.ala.org/acrl/courses/aslo/>.

ACRL and ALA members will receive a registration discount.

Payment may be made by credit card or purchase order (PO) only. If paying by PO, the PO number is required at the time of registration.

The seminar is limited to 60 participants, so register early. For more information about this online education opportunity, visit:

www.acrl.org/e-learning

7/9/04 Draft Agenda for IFLA Section on Education and Training

Proposed Agenda for the Standing Committee on Education and Training, *Sunday, August 22, 2004, 8:30 - 11:20 am. Buenos Aires*

1 Introduction and welcome

- Introduction of Officers, Standing Committee members, and observers. *Terry Weech*, chair
- Approval of the Agenda for the August 22nd
- Approval of the Minutes from Berlin 2003. (See: <http://www.ifla.org/VII/s23/annual/set-min03.htm>)
- Report on Division VII meeting, August 21 2004 in Buenos Aires (Weech and Pors)

2. Officer reports

- Report from the Chair, Terry Weech
- Report from the Secretary, Niels Ole Pors
- Report from the Information Officer, Anna Maria Tamaro
- Report from the Treasurer, Terry Weech
- Report from the Newsletter Editor, John Harvey

3. Conference Program Planning

- Report from Chair of the Planning Committee of the Buenos Aires Program, Ismail Abdullahi
- Report on programs arranged by Division VII at this conference. Terry Weech

4. Projects and publications

- Proposals for new projects
- A survey of quality assurance models in LIS programs. Report on the project by Anna Maria Tamaro (ongoing)
- The World Guide to Library and Information Studies Education. Report on the status of the project by Niels O. Pors (ongoing)
- The History of the Section. Report by Ole Harbo (Finalised)

5. SET Mission and Strategic Plan (<http://www.ifla.org/VII/s23/annual/sp23-04.htm>)

- Report by Anna Maria Tamaro

6. Other Business

Proposed agenda for standing Committee on Education and Training **Saturday, August 28th, 8:30 - 11:20 am. Buenos Aires**

1. Introduction and Welcome

- Approval of Agenda for August 28th

2. Reports from Conference Program Planning Committees

- Buenos Aires 2004, Ismail Abdullahi
- Oslo, Norway 2005, Niels O. Pors
- Seoul, Korea 2006, Mouna Benesilimane
- Durban, South Africa 2007 (Committee to be appointed)

3, Projects and Publications

- Follow up from the meeting August 22nd
- The History of SET

4. Budget for 2005 (Weech)

5. Other Business

BOOK REVIEW SECTION

Oyston, Edward, ed. *Centred on Learning: Academic Case Studies on Learning Centre Development*. Ashgate Publishing Limited, 2003. 253 p. L46.50; \$79.95, cloth (ISBN: 0-7546-0805-0)

It continues to be a challenge to keep the library and information science curriculum current with the roles and tasks of new library professionals. Professors teaching courses related to academic libraries have to take into account not only the changes brought by new technologies but also the changing nature of higher education itself. *Centred on Learning* is certainly a book that those professors should read, and they may want to incorporate it into their course readings. Presenting case studies of four university learning centers in the United Kingdom, the book offers a detailed look at one model of the library in 21st century academe.

Editor Edward Oyston is Head of Technical Services and Development at the Sheffield Hallam University Learning Centre. He and his twenty-five contributors are all current or recent staff at the four universities studied: Aberdeen, Leeds Metropolitan, Lincoln, and Sheffield Hallam. After an excellent opening chapter on the changes occurring in higher education, contributors collaborate on chapters dealing with various aspects of the learning centre: the organizational structure, the changes experienced by staff in developing the centers, and the experience of the students in this new environment. Since each of the centers has developed in response to the strategic direction of its parent institution, there is variation in the components and the services each provides. Additional chapters treat the development of new institutional relationships, the building of the physical center environment, and the nature of the learning environment. The concluding chapter looks to the future development of learning centers. The goal of the book is to examine how the learning center concept translates into actual practice.

What is the learning center concept? Many institutions of higher education have formally merged their library and information technology services, while some academic libraries have merely loaded production software on their public computers. In the United States, the convergence of IT and library services has developed as the "information commons." While the information commons idea recognizes the desirability of bringing both print and electronic information and capabilities together in order to present the student with both of these options in one place, the emphasis is on the convergence of the formats and services.

The learning center concept goes beyond this convergence to a broader concern with the learning of students and all that might contribute to that learning. It is "a distinctive, learner-

centred, response to supporting and improving the quality of student learning.” (ix) We are assured that academic library services are the heart of the learning center. But also included are production software, with guidance and training in their use; media production services; and a broad range of skill development resources (study skills, test preparation, writing skills, information literacy). In one of the institutions, an institute devoted to research on and development of teaching and assessment is also a component of the learning center.

Each of the book’s chapters establishes the context of its topic, so chapters may be understood when read individually. Of particular interest is the chapter on the changes staff have experienced in the development of these centers. The chapter describes the new roles assumed by staff as library and IT services joined together, the training programs developed to prepare staff for those roles, the cultural issues and the change process, and changes in the recruitment and selection of staff members. Appendices provide position descriptions and specifications for new job titles such as learning adviser, information officer, service adviser, and help desk officer.

The chapter that describes the changing institutional relations is also important to understanding the significance of the learning center approach. The role of liaison to academic departments is central to library public services work, but the quality of that relationship varies greatly with institutions. Here are identified the key influences on relationships with faculty: changes in teaching and learning, the skills agenda and information literacy, the impact of information and communications technology, and the concern with academic quality. None of this is news, but it is interesting to read the description of how this plays out when campus administrators have committed to making “the library” not a hollow heart of the university but an active player in the education of students. Staff at the various centers are heavily involved in planning new courses, developing web-based learning packages, and serving on various department and university committees.

The chapters on the physical and educational environments tell the reader a lot about students and how they learn today. It is easier to develop a learning center in a new building than to retrofit an existing structure. Both quiet individual study areas and open group study areas are needed to accommodate different learning styles and assignments. Since students will conduct entire projects in the center, from research through final product, there ought to be accommodation of food, drink, mobile phones, and a measure of socializing. The needs of an increasingly diverse student population – diverse in age, culture, and educational goals – must also be kept in mind in planning such centers.

This book will be of great interest to those managing academic libraries and should also find an audience among university administrators who are charged with delivering quality education as efficiently as possible – not just in the UK but elsewhere as well. In the library and information science curriculum, the book should find a place in the trends and special topics courses – “managing academic libraries” or “the changing academic library.”

Its great strengths are setting the institutional and societal context in which these learning centers have developed and then going into the details of that development. The chapters are clearly written and don’t have the feel of having been written by committee, though there are often three or more contributors to a chapter. While there is repetition of some material, that repetition is not annoying and is used to provide a context for the topics of the individual chapters.

The book raises a number (and touches on some) of questions that may become topics of discussion in the classroom. What is the value of the professional degree if both applicants with IT backgrounds and library science degrees are hired to do similar work? Will heavily cross-trained staff become jacks of all trades but masters of none? Is there room in this model for the scholar librarian – the public service professional with an advanced degree and doing research in an academic discipline? What happens to the status of and value to the organization of the technical services staff? When university resources go to the learning centre is it easier or harder for books and processing to get adequate funding?

The instructor should be aware of some potential problems in using this book as a course text. Unlike reading an article that studies a single institution, it can be a challenge to match the

organizational framework in one chapter with the proper staff training or student experiences described in another. The careful reader may not be confused; the hurried student might be.

Another challenge for some readers is that the book has a somewhat clinical feel. While the authors all experienced the changes brought by the development of their learning centers, those changes are described at a remove. For instance, we are told that the transition from library to learning center was stressful for staff, but it would be nice to hear their voices. How would the individuals involved describe their training, the relations with their new colleagues, and their reactions to their broadened responsibilities?

Instructors outside the UK will have to be mindful of the barrier presented by unfamiliar terminology and contexts. The index is full of terms, governmental bodies, and reports that I, as an American reader, was unfamiliar with and had to struggle to recall. Also, the methods of instruction employed in the UK may not be familiar to students in other countries, so the significance of some of the changes in teaching may not be appreciated. For U.S. professors, the inclination will be to use the book edited by Larry Hardesty, *Books, Bytes and Bridges: Libraries and Computer Centers in Academic Institutions* (ALA, 2000). Essays in that book describe the relationship between libraries and IT units on campuses, the pressures to merge the two, and the experiences of institutions in which such mergers have occurred. But again, the focus is primarily on merging these two cultures rather than on creating a new learning environment for students. For the sort of advanced course in which these topics would be discussed in depth, both books could profitably appear on the reading list.

As an academic librarian, I have read for years about the challenges posed to libraries by IT and about the development of the information commons at U.S. institutions. I found this detailed look at learning centers to be a compelling glimpse of what libraries can be when campus administration commits to making the library a real center of teaching and learning. In that it may anticipate what their workplaces will be like, future library and information science professionals will benefit from it as well.

Reviewed by: Sandy River, Texas Tech University Libraries, Lubbock, TX USA

The Library Compensation Handbook: A Guide for administrators, librarians and staff by David A. Baldwin, Libraries Unlimited, 2003, 256 pgs.

Reviewed by Bruce E. Massis, Associate Director, SEFLIN

As a library administrator myself for nearly three decades, I found myself shaking my head in agreement as I read through this excellent volume. It is an exceedingly comprehensive study of the issues surrounding library compensation.

If indeed, as the author observes, "Our employees are our greatest assets (and) like any other asset, people can depreciate quickly if treated improperly," then he offers ample data to support suggested processes that may be instituted in order to accomplish such fair treatment of library staff.

If improper treatment was the only explanation for poor compensation packages for everyone working in libraries, often from the director to the circulation clerk, then, such treatment would have been addressed. But, the issue is obviously much larger and more complicated than that. Unfortunately, there remains a public mindset that remains firmly in place. This mindset proffers that people who work in libraries are offering a noble and a necessary service, which, of course they do. Because there is such a notion in the minds of the public, and often in the minds also of those who set the salary parameters, that they should all feel privileged to be working in the library and that compensation never enters into a discussion of fairly paid or unfairly paid staff. There is also the feeling that the pressures and workplace stress that exist in the private sector do not live in the *comfortable* environment of the library. The author correctly maintains that this is an entirely mistaken observation.

The truth is that today, libraries must be managed more like a private sector business than a not-for-profit charity. He writes, “To be competitive, libraries must be more dynamic, more flexible, more innovative and more cost effective.” He thus recognizes that the landscape for staff working in libraries has changed, but along with this change, proper compensation has not followed, nor has proper compensation been the result of the increased level of responsibilities.

Chapters six and seven focus on library staff and librarian pay strategies and offer the reader a wealth of informational tools that can be used by both groups seeking compensation increases. Besides providing suggested tactics towards that end, there are also a number of evaluation and performance appraisal measures that may be replicated.

Chapter eight centers on the “Wage Gap and Pay Equity” issues. This has been a topic of concern in the most recent platform of the ALA President, but the content of the chapter also serves as a reminder that this issue is really “everyone’s concern.”

In order to support each chapter with an extensive list of research resources, the author provides an excellent and comprehensive bibliography at the end of each chapter. Also, the reader will note the useful and supportive glossary of frequently referred to terms included in this volume.

The exhaustive research and excellent organization is ample evidence to the author’s inclusive approach to a complex issue. This is a book that must be read by all library administrators, educators and managers alike.

WEI, W., editor. Scholarly Communication in Science and Engineering Research in Higher Education. 2002. Binghamton, N.Y.: The Haworth Information Press. ISBN 0-7890-2178-1

I have to begin this review with a health warning. The subject is not just one that I teach and research. I am joint editor of a commercially published, scholarly journal that is included in the ISI Citation indexes.

The 12 papers presented here vary in length from 8 to 30 pages. Each paper is typically 12 to 15 pages, or about half the length that would be normal in a scholarly journal. It covers a topical field, and one that needs close, careful and thoughtful examination. All the papers, and most of those cited, are from the USA, and none are by a commercial publisher, a combination of facts which suggest that its coverage of the field may not be complete. Recent studies suggest that the US share of global publications and citations in the sciences is below 50% and falling. At the same time, open access institutional repositories for staff publications are more common in the USA than elsewhere. Some of the papers are nonetheless worth reading, even if one ends up disagreeing with their authors or if – all too often – one finds little substantial underpinning.

The first paper is by Paul Ginsparg, a Physicist and the driving force behind arXiv, one of the original e-print open access archive services. Ginsparg points out some weaknesses he perceives in the peer review process, which is one of the foundations of the case for conventional publishing put forward on behalf of the commercial publishers: it delays publication, and may waste the reviewer’s time. He claims that the system of higher selectivity offers only short-term prestige, and argues in favour of minimal pre-assessment. Whether readers want their material pre-filtered, whether they could make proper use of it in such a raw form, and whether such arguments are valid in all disciplines are issues that he avoids.

Similarly, his arguments are resource free – there is no consideration of who would pay to maintain these archives.

The second paper, by Michel Dagenais, a Professor of Computer Engineering, purports to explore the future of scientific publishing, but says nothing new. However, it is notable not least for the fact the he uses a completely different referencing style from the first paper. Surely one of the roles of the editor of any journal is to ensure that readers can easily trace any papers that are mentioned? Can we be assured that the necessary checks for accuracy have been done if the citation style changes from paper to paper in the same volume?

A paper by Soehner describes the University of California's eScholarship repositories. Perhaps the most interesting point she makes is to distinguish between librarians' narrow perception of a "journals crisis" caused by the impact on libraries of prices increasing faster than their budgets, and the possibly more significant (but unproven) scholarly communications crisis, in which fewer subscriptions may mean fewer citations and reduced impact for the research itself. Whether the 'big deal' electronic subscriptions and the availability of emailed contents alerting services have improved scholarly communication and interdisciplinary research are issues that are not explored effectively here, just as they have not been generally investigated elsewhere.

Douglas, an Engineering Librarian, considers the way in which conference proceedings now increasingly appear as journal issues, as a way of offsetting the costs of publishing proceedings and compensating for declining attendances. She questions whether these papers have met the same peer review standards that would normally apply, but again has no evidence to support or disprove her thesis. Interestingly, she also mentions that on average it takes about 2 hours simply to format and upload each paper into her institution's e-print server. It would be interesting to compare this with the similar stage in conventional journal publishing – and to examine who covers the cost.

A paper by Hall discusses one university's experience in developing and maintaining an electronic collection of theses and dissertations. Again, the major questions are all left up in the air. What is the impact of supplying documents in this format on those students who will become the future academic community? What are the implications for the library's physical space requirements? Indeed, what are the long-term costs, comparing server maintenance with providing and supporting a collection occupying physical space?

Another librarian, Roth, considers the cost-effectiveness of chemistry journals, but starts from a rather naïve view (based on a lack of familiarity with editorial work, and typically held by most librarians) of the quality (in both content and presentation) of papers submitted to journals, and the real cost of refereeing. She also has a rather narrow view of the usefulness of ISI impact factors in many non-scientific disciplines. She does, however, suggest a novel evaluative approach, and produces some useful data, particularly comparing page cost to impact factor.

One of the more substantial papers is a thematic literature review (possibly the beginning of a more objective study) by Cruickshank on the role of scientific literature in scholarly communication. He reminds readers of the 'invisible colleges' that exist amongst scientists working in specific fields, and questions the importance of the literature. He touches on, but passes over too quickly, the potential uses of Customer Relationship Software, an approach that the online booksellers have adopted.

Thomes looks at the state of scholarly communication, and makes the perceptive observation that those who are working to create a new system are seeking one that fosters their own goals. If this is done in isolation, without thinking of the system as a whole, she argues, we will carry the problems of the past into the future.

Two papers examine digital archiving and retrieval. One by Hughes points out that the role expected of journals is to carry information through space and time, and the print model tended to fail the former test in some regions of the world. She briefly, but inconclusively, discusses the unresolved issues of the cost and price of access to back issues, and access for lapsed subscribers to electronic journals. Another, by Stern, outlines a number of new issues that have arisen in supporting students and researchers.

The final papers discuss bibliometric analysis of citation data. Morrissey discusses the problem of overcoming inaccuracies in citations, the result of an increasing tendency for authors to not read or even check the original. Kraus investigated the citation patterns of some undergraduate students, and came to the not surprising conclusion that that it might be worth exploring the influence of academics on students' information use!

This self-proclaimed 'important text' claims to offer 'solutions for acquiring research and peer-reviewed publications despite the current financial constraints facing academic libraries today'. However, few of the papers produce any new empirical data. As with most books from this publisher, this was co-published simultaneously as a themed issue of *Science and Technology Libraries* (volume 22, numbers 3&4), in itself an interesting approach to overcoming the problem of accessing material on a subject that arises from the random nature of the contents of most journals. The volume has a guest editor, and seems - as with so much of this publisher's output in library and information sciences - to depend heavily on the need for American academic librarians to publish papers for tenure and promotion purposes. Requiring librarians to continue to read and think about their work is in itself no bad thing. However, this volume tends to confirm a recent study which suggests that there is generally a lack of reliable objective evidence to underpin what they then write.

Much of the recent, uninformed debate about the merits of 'open access' publishing suggests that there is a real need for librarians working in this field to engage in some meaningful CPD, and particularly in some empirical research to underpin it. All that this volume can do is draw attention to those many aspects of this rapidly emerging field where there is scope for research, and provide them with a host of references, some of which might not be thrown up by a conventional literature search. For anyone about to embark on research in the field, it has some value. For those with closed minds, it will offer little enlightenment, and may reinforce existing prejudices.

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