




**M25**  
CONSORTIUM  
OF ACADEMIC LIBRARIES



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# ANNUAL REPORT 2017-18

ROYAL COLLEGE OF ART • ROYAL HOLLOWAY, UNIVERSITY OF LONDON • ROYAL SOCIETY OF CHEMISTRY • ROYAL VETERINARY COLLEGE • SCHOOL OF ORIENTAL & AFRICAN STUDIES • SCIENCE MUSEUM • SENATE HOUSE & SAS LIBRARIES • ST GEORGE'S UNIVERSITY OF LONDON • ST MARY'S UNIVERSITY, TWICKENHAM • THE NATIONAL ARCHIVES • UNIVERSITY COLLEGE LONDON • UNIVERSITY FOR THE CREATIVE ARTS • UNIVERSITY OF BEDFORDSHIRE • UNIVERSITY OF BRIGHTON • UNIVERSITY OF EAST LONDON • UNIVERSITY OF ESSEX • UNIVERSITY OF GREENWICH • UNIVERSITY OF KENT • UNIVERSITY OF READING • UNIVERSITY OF SURREY • UNIVERSITY OF SUSSEX • UNIVERSITY OF THE ARTS LONDON • UNIVERSITY OF WEST LONDON • UNIVERSITY OF WESTMINSTER • UNIVERSITY OF WINCHESTER • VICTORIA AND ALBERT MUSEUM • WIENER LIBRARY •



*Front cover image: Camberwell Library, University of the Arts London*

*Images on following page (top to bottom): The Reading Room, the Library, Rijksmuseum, Amsterdam.  
The Foundling Museum and Victoria Terrace, Edinburgh.*

# Contents

- 1 Chair's Report
- 2 Treasurer's Report
- 3 cpd25 Report
- 4 Annual Conference
- 5 Networking Event
- 6 Support Team
- 7 Online Services Group
- 8 Steering Group
- 9 Directors' Briefings
- 10 TeachMeet (Ravensbourne)
- 11 London South Bank University
- 12 University of the Arts London
- 13 Staff Development Awards

See front cover for list of Members.



# Chair's Report

**I was delighted to be elected Chair of the M25 Consortium of Academic Libraries at the AGM in April 2018. I'm sure all member staff will want to join me in thanking my predecessor Helen Workman (Oxford Brookes University) for all her hard work during her four years as Chair and for providing the Consortium with clear direction.**

I would like to take this opportunity to acknowledge the excellent work of the M25 Support Team for all their efforts over the year and I'm very grateful to my fellow Trustees for supporting me during my first few months in the role: Cathy Phillpotts (London Metropolitan University) as Treasurer, Caroline Thomas (University of Surrey) as Secretary and David Archer (London School of Hygiene & Tropical Medicine) as cpd25 Chair. It is a privilege to be able to work with them and the Steering Group to lead the Consortium.

One of the strengths of the M25 Consortium is the regular influx of new ideas to the Steering Group as new members are elected. We were delighted to welcome new members Alison Chojna (London South Bank University), Leo Appleton (Goldsmiths, University of London) and Pat Christie (University of the Arts London) who were elected to the Steering Group at the AGM. In addition Adjoa Boateng (British Library) joined us during the year as a co-opted member.

Of course the downside is that we also have to say farewell to valued colleagues. Over the last year Marcus Woolley (University of Bedfordshire) and Susan Scorey (University of Roehampton) have stepped down and I'd like to thank them for the time and energy they have put into the ongoing work of the Consortium.

We were pleased to approve and welcome a new Member into the Consortium this year: The National Archives Library.

There have been several new initiatives this year including the launch of a new competitive Staff Development Award scheme, offering a range of prizes to support attendance at professional

conferences, including the Consortium's own annual conference and cpd25 training, to staff in Member libraries. Over 20 applications of a high standard were received and we plan to run the scheme again next year. A working group led by Regina Everitt (University of East London) has reviewed and revised the Business Continuity documentation which will be made available as a resource to Members. The work which commenced last year on the governance of the Consortium was concluded, with Caroline Thomas leading work on drafting a set of Articles of Association which were approved at the AGM.

The Consortium continues to play an important role in collaboration and sharing which is exemplified in the staff development activities offered by cpd25. In David Archer's first full year as cpd25 Chair a wide range of events were organised by David and his colleagues in the task groups. In addition Michelle Wake (UCL School of Pharmacy) organised two well received Directors' Briefings on the GDPR and the UK Scholarly Communications Licence and Model Policy. Further Directors' Briefings are being planned.

The Steering Group's annual planning day was held in January at the University of Roehampton and this year the theme was "growing and sustaining membership". We also held a successful networking event in January at the Foundling Museum, Brunswick Square. It proved to be an enjoyable and worthwhile occasion with plenty of networking and socialising taking place.

A further example of networking was provided by Thomas Baldwin (Executive Manager) who convened and attended

a meeting in February at the National Library of Scotland with the managers of the other regional consortia operating in the UK for a very valuable information-sharing session.

The highlight of the year was undoubtedly the annual conference in the sumptuous surroundings of the Theatre Royal Drury Lane. A new approach was adopted for this year with all contributions gathered by a call for papers from Consortium Members. Under the title "Engaging Users" delegates listened to a wide range of presentations including a session of "Pecha Kuchas" which provided snapshots of new projects and initiatives.

I would like to finish by thanking colleagues in our 54 Member libraries. You are the driving force behind the M25 Consortium and it is your initiatives and contributions which makes it possible for us to deliver valued events and activities.



**Matthew Lawson**  
Head of Library and Learning  
Enhancement  
Middlesex University  
M25 Chair



# Treasurer's Report

**As a charitable company the Consortium undergoes independent examination of its financial accounts each year. Once again we have appointed Kingston Smith for this scrutiny and their report will be made available to members at our next AGM.**

For the 2017-18 financial year income from subscriptions was £127,796.99.

Further income from sponsorship (for the Conference and for the Networking Event), M25 Conference bookings and Directors' Briefings brought this figure up to £145,269.49 (these figures are subject to confirmation by Kingston Smith when they conduct their independent examination).

cpd25 activities have produced a surplus; the 2017-18 surplus is projected to be £19,152.26 (again this is subject to confirmation by Kingston Smith).

Expenditure for the Consortium included:

- Support Team staffing costs

- Space and Support Team IT costs at Senate House, University of London

- Production of marketing materials

- Improvements to the M25 Webpages and Search25 costs.

For the 2018-19 year reserves of £134,410.00 were calculated as required in order to cover any potential risks to the Consortium.

Once again, I would like to thank Kingston Smith formally for their invaluable assistance and advice in relation to financial matters, and, I would like to thank the M25 Consortium's Support Team for their invaluable help and attention to detail in relation to the Consortium's finances.



**Catherine Phillpotts**

University Librarian  
London Metropolitan  
University  
M25 Treasurer

## cpd25 Report

**Feedback from event participants during 2017-18 indicates that the cpd25 programme is continuing to maintain a high level of satisfaction with the quality and delivery of the programme, attracting delegates from far and wide. A total of 597 delegates attended 32 events and visits over the course of the year, with Staff Management & Supervision and CPD & Learning Technology amongst those drawing the highest number of attendees.**

2017-18 saw a number of changes to the cpd25 Working Group. Sally Faith (University of Sussex) stepped down as Chair of Task Group 4 in Autumn 2017, and following a call for expressions of interest from across the existing cpd25 Task Group membership, Sara Burnett (Kingston University) was approved by the M25 Steering Group as the new Chair of TG4, and Ian Clark (University of East London) was approved as Chair of TG3, replacing me. In Spring 2018 Peter Williams (Birkbeck, University of London) also stepped down, having reached the end of his term of office as Chair of TG1, and Kevin Wilson (LSE) was appointed as his successor. Vicky Robertson (UCL School of Pharmacy) continued as Chair of TG2. In addition, Beverley Roberts stepped down as cpd25 Coordinator in December 2017, and Valerie Antwi returned as temporary cpd25 Administrator to provide valuable support to the programme. Thank you to everyone who has contributed to the cpd25 programme over the course of the year, and also to Jeni Kutaika Billiard and Thomas Baldwin in the M25 Support Team for their assistance.

The four Task Groups and the Working Group have met regularly over the course of the year, and in March we held a very successful planning day at the Foundling Museum where all of our Task Group members gathered together to explore ideas for the year ahead. During the year the cpd25 programme received several direct requests from the wider M25 membership to develop events on particular topics, which were acted upon. Some interesting themes also emerged out of the M25 Steering Group planning day around additional/new ways of providing professional development opportunities and resources to members of the Consortium, which cpd25 is keen to explore. It is important that the programme remains relevant and keeps moving forwards, so please do let me know if there are particular areas you would like to see the cpd25 programme cover in the future.



**David Archer**

Head of Library &  
Archives Service  
London School of Hygiene  
& Tropical Medicine  
cpd25 Chair

# Annual Conference

**The annual conference of the M25 Consortium of Academic Libraries took place on 24 April 2018 in the Grand Saloon of the Theatre Royal, Drury Lane. This Grade 1 listed building, constructed in 1812, is the fourth theatre to occupy the site, the earliest having opened in the 1660s. Our theme was “Engaging Users” and we were thrilled to welcome 106 delegates and 7 sponsors to this unique venue.**



For the first time in the history of the conference we had put out a call for papers and Pecha Kucha presentations. We received a fantastic response, reflecting both the rich professional expertise and knowledge available in our member libraries and the generosity of colleagues in sharing their practice. Feedback on the conference was very positive, with delegates commenting particularly on the quality of papers and presentations on a range of topics, from using audience response systems for information literacy teaching to partnership working with students to co-design and evaluate services and spaces. As ever, delegates took advantage of networking opportunities over lunch and at the reception afterwards to catch up with colleagues, make new contacts and engage with our sponsors.

Adam Ray, recipient of the M25 Staff Development Award, reflects on the conference here.



**Catherine Walsh**  
Director of Library Services  
and University Librarian  
University of Essex  
M25 Steering Group Member



## “How the award helped my personal and institutional development” by Adam Ray (2018 winner of free place at conference)

I won a place at the 2018 M25 Annual Conference through submitting a written piece for the Consortium’s Staff Development Awards and in this submission I mentioned that I have often found the knowledge gained from peers at cpd25 events extremely valuable in my work. This was again the case with this conference, as I was able to translate and transpose ideas, initiatives and projects from the conference speakers to the challenges and opportunities facing my institution, King’s College London.



## Keynote speech: translating student feedback into the design of a new Library building at Royal Holloway

The keynote speech was concerned with the development of the new Emily Wilding Davison Building at Royal Holloway, University of London. This impressive sounding new building posits the library at the heart of the institution with new aplomb.

Making the library central to the student experience and making it unavoidable, in the most positive sense of the word, is what we are trying to do at King's, so hearing about the new design features and the process of deciding upon these enriched my awareness of opportunities available to us.

Engagement with library communities, the creation of focus groups with relevant personnel in them, and the harnessing of user experience (UX) was fundamental in the design of the new building at Royal Holloway. It was evident that from the very start of planning that groups from all levels of study and those with specific needs were involved.

Services in the building's "seamless space" incorporate areas for a Student Services Centre, Careers Service and Exhibition and Event spaces, with the Library and Archives Services remaining at the heart. The architect describes the new building as a

"giant treehouse", as it nestles within the beautiful campus environment dominated by mature trees and the historic Founders Building on campus.

As a Special Collections Manager, the mention of a new exhibition and events space which would be used for teaching obviously excited me and I look forward to visiting this in the near future to find out more.

It was good to hear that the future was part of the planning process and the building hadn't been just designed with today in mind. Feedback on design was encouraged and facilitated (through a first impressions feedback board) for academics and students and there was continued testing employing user experience and customer journey mapping methodologies. Future proofing was also fundamental to the construction of the building, with the ability to repurpose rooms made possible by the implementation of flexible electrical facilities.

The three following talks from colleagues at QMUL, UEL and Essex all took varying approaches to user engagement (as is of course necessary in a general sense) and again provided ideas I could take back to my role at King's as we continue to develop services in line with students and customers changing needs.

## Audience response systems to enhance student engagement

The talk by Paula Funnell (QMUL) was concerned with using resources like **menti.com**, which is an online resource allowing for interactive presentations, workshops and meetings, through use of a smartphone, tablet or laptop. Students (and indeed conference delegates in this session) are able to feedback in real-time and respond to questions and tasks as the session develops. The software allows the trainer to assess the existing knowledge of attendees, collate questions and see patterns of interest or enquiry as a session progresses,

“Feedback on the conference was very positive, with delegates commenting particularly on the quality of papers and presentations on a range of topics, from using audience response systems for information literacy teaching to partnership working with students to co-design and evaluate services and spaces.”



and avoids the rather formulaic “Any questions” end to sessions we have all witnessed. In this instance, delegates at the conference could see responses and infographics related to Paula’s questions displayed on the screen.

The use of **menti.com** seems like something that could add an interactive tool of engagement to a variety of training and teaching sessions.

### UEL and the experiences of marginalised and silenced users

UEL recently went through the process of Customer Service Excellence Accreditation, and this demanding process allows identification and tailoring of services that cater for all library groups and users.

The team’s work in listening to and exploring the experiences of marginalised and silenced users, which can include those from poorer backgrounds, those with dyslexia or the large number of their students who are parents, was undertaken with the use of 1 to 1 interviews, consultative UX initiatives (using open rather than closed questions), and Customer Journey Mapping.

The positive results of these processes included follow-up work to improve the Library environment and the layout of signage, the installation of additional baby changing facilities and enhancements to their fetching service. This talk defined the essentials of listening and engaging with library users, placing people at the heart of services.

### Transforming users into partners at Essex University

In this talk, Emma Wisher and Stephanie Gibson from the University of Essex did a great job of debunking myths and misconceptions about library work and relaying to the conference how they had rethought their library committee to transform users into partners and discussions into actions.

Their 10 step engagement programme involved getting students more actively involved in meetings, the use of open forums to discuss tricky issues and of course, the provision of cake. The resultant co-creation of services and transformation of users into partners is an essential element of delivering high quality library services in the 21st century. The Library Advisory Group meetings at Essex allowed for discussion and exploration of possibilities – and a forum where the reasons why some things could not be achieved could be explained. Also, importantly, when an objective or new idea was implemented library customers were told what had been done and informed of any resulting issues or further developments.

“We received a fantastic response to the call for papers, reflecting both the rich professional expertise and knowledge available in our member libraries and the generosity of colleagues in sharing their practice.”





## PechaKucha

With respect to the style of the genre, I will describe the post-lunch PechaKucha session briefly, reflecting the provoking and punchy nature of these talks

- 1 Use of metric widgets (😊 😐 😞) in library areas to assess service provision. It is useful to be able to drill down beyond the emoticons and gauge which customer group the responses are from.
- 2 SOAS's implementation of Open Library Environment (OLE) for their Library Management System. User experience testing (very importantly by staff operators as well as Library customers) was fundamental. Excellent insight into future design of library management platforms and how online catalogues and resources can shape customer journeys, something University libraries must take seriously and manage carefully.
- 3 Human book project at Middlesex University. People could check out a knowledgeable person for a short insight into their wisdom: this is a great idea for positioning the library as a repository for all sorts of knowledge and for publicising its services.
- 4 Games for learning and engagement: Library customers were encouraged to engage and interact with the Library through lego, card games and even Dewey!
- 5 Roving in the British Library explained: the challenges of undertaking a roving support approach in large and varied spaces.

## Owls at Middlesex

At Middlesex University's Student Support festival, real-life owls were used as part of a multi-faceted promotion of the university's study hubs and library services. Necessarily the owls were located outside the building and helped attract students who might not be familiar with the services on offer. The owls' visit was accompanied by a parallel digital "wise owls" campaign promoting library services and support for students,

and on the day library staff provided an owl related competition, badges, masks and chocolate.

Not surprisingly, the owls were incredibly popular and as well as a big increase in digital impressions on Twitter related to their presence a large number of visitors engaged with library staff, who were able to answer questions about the library (as well as the owls) and deliver study tips.

The owls were sourced from a professional zoo with high standards of animal welfare: they were not allowed to be touched and had regular breaks during the day. The planning of such events is obviously time-consuming and this should be factored in, but this was clearly a very popular event and successful in promoting library resources. It sounded like a lot of fun for all involved.

## The impact of a collaborative student/staff UX project at Kingston University

This talk by Robert Elves (staff) and Kateryna Ivanova (student) of Kingston University provided us with a great example of a successful staff/student collaboration to develop library services. Kateryna had been employed in a UX project that aimed to see beyond the mainstream data (of for example the NSS), and give an alternative perspective on library and student services. The scheme that underpinned the work SADRAS (Student Academic Development Research Associate Scheme) is designed to benefit those that may be marginalised, such as those students from BME, disabled, mature, lower socio-economic groups and those who may be care providers.

Kateryna explained that her work involved interviewing other students to find out how they used library spaces. The technique of drawing cognitive maps to trace journeys and perceptions was used, as was a reversal of the common library tour: students took staff around the library, in a process described as a "touchstone" tour.

This gaining of multiple perspectives, a "revisioning of the standard library lens" using the UX techniques described above, was followed up by further observations and work on the findings by staff. This was a very impressive analysis and demonstration of embedding UX in a project so that findings could be used in the future design of a planned new library at Kingston.

## Overall impressions of the conference

All of us who work in libraries are aware that we operate in a time of significant and evolving change, and the speakers at this conference did an informed and excellent job of addressing the range of challenges we face in the intelligent, thoughtful and inclusive way I have come to expect from colleagues who work in university libraries. As I have noted throughout, I will take back their valuable insights and suggestions to my own work in King's Library Services and I am sure other colleagues will do the same.



**Adam Ray**  
Special Collections  
Manager  
King's College London

# Networking Event

**The annual networking event of the Consortium took place on Monday 22 January 2018 in the unique setting of the Foundling Museum, Brunswick Square. Nearly 90 colleagues registered to attend, representing a diverse range of staff from over 30 Member libraries.**

The M25 Consortium takes pride in holding its events in locations that are new, interesting or indeed just different from anywhere we have been before. The Foundling Museum in Brunswick Square tells the story of the former Foundling Hospital, which was founded by Thomas Coram. The hospital was established for the care of abandoned and vulnerable babies in 18th century London.

M25 Consortium guests were allowed an exclusive after-hours use of the Museum's space.

Guests viewed the introductory exhibition of the Museum before proceeding to the Picture Gallery and Court Room for a drinks reception. The conversations had that evening reinforced the importance of networking to all Consortium Members. We look forward to welcoming delegates to next year's event, which will also be celebrating the 25th anniversary of the M25 Consortium.



**Thomas Baldwin**  
Executive Manager  
M25 Consortium









# Support Team

**The M25 Consortium relies on both elected volunteers, who serve on the Steering Group, Working Groups and Task Groups, and on an employed Support Team.**

Following the departure of Beverley Roberts, cpd25 Coordinator, in December 2017 the Trustees took the opportunity to review the staffing structure. In consultation with existing staff they redefined the two Administrator roles to allow for greater efficiencies and streamlining of responsibilities. The new roles will become effective at the start of the 2018-19 year. In the meantime, Jeni Kutaika Billiard (formerly Smith) continued as M25 Administrator and Thomas Baldwin as Executive Manager.

One role of the Support Team is to represent the Consortium externally. In the last year the Executive Manager has represented the Consortium at the annual conference of both NoWAL, at Lancaster University, and the Consortium of European Research Libraries (CERL) at the Rijksmuseum, Amsterdam. He also convened an important meeting with the managers of four regional consortia at the National Library of Scotland in February; M25, NoWAL, Mercian and SCURL. All these meetings were important

opportunities to raise the profile of the Consortium's membership and work, as well as to build professional networks.

**Thomas Baldwin**  
Executive Manager  
M25 Consortium

# Online Services Group

**2017-18 was very much a year of consolidation for online services within the Consortium following the launch of the new website in 2017.**

This year resources were focused on addressing issues with the new website design, with a number of visual improvements being made by our new web design partner Webbed Feet to address issues identified by the Online Services Group and website users. Improvements were made to the Members' Area of the site, including an improved user registration and password reset process, as well as the addition of new members'-only content. Changes were also made behind the scenes to the event booking forms on the site to improve the efficiency of this process and enable the M25 Support Team to respond to bookings more rapidly.

To complement the new website, a mini-project also took place to further update the Search25 discovery interface using Mobile Responsive web design principles. This involved customising the Bootstrap open source interface framework to produce a workable mobile-friendly interface for Search25. The completion of this work in early 2018 gave Search25 a smartphone-friendly interface to match the website, helping to extend the lifespan and user-

friendliness of the current service while work continues to plot the Consortium's future role in resource discovery. We are grateful to Graham Seaman for technical work on this project, along with Tamsin Rothery and Jackie Skinner for their input in testing the new interface.

In the latter area, the group has continued to liaise closely with the Jisc Resource Discovery team over the past year as the National Bibliographic Knowledgebase (NBK) project progresses towards service launch in early 2019. As part of this work we are pleased to report that the three M25 institutions which participated in the initial joint M25-Jisc pilot (Birkbeck, London Metropolitan and Surrey) now have their library catalogues integrated into the Copac/NBK database. The next stage is for the Consortium to make evidence-based decisions on the future of the Search25 service in the context of the launch and growth of the NBK.

My thanks on behalf of the Consortium to the current Online Services Group members for their continued participation and input

over the past year: Adjoa Boateng (British Library), Tamsin Rothery (Oxford Brookes), Graham Seaman (Search25 Developer) and Jackie Skinner (Reading).



**Jonathan Lucas**  
Head of Information  
Resources and Content  
St Mary's University  
Chair of M25 Online Services  
Working Group



# Steering Group



M25 Chair **Helen Workman**, Oxford Brookes University (until April 2018)  
**Matthew Lawson**, Middlesex University (since April 2018)

M25 Secretary **Caroline Thomas**, University of Surrey

M25 Treasurer **Catherine Phillpotts**, London Metropolitan University

cpd25 Chair **Michelle Wake**, UCL School of Pharmacy (until September 2017)  
**David Archer**, LSHTM (since September 2017)

Members

**Leo Appleton**, Goldsmiths, University of London (since April 2018)

**Robert Atkinson**, Birkbeck, University of London

**Adjoa Boateng**, British Library

**Alison Chojna**, London South Bank (since April 2018)

**Pat Christie**, University of the Arts London (since April 2018)

**Regina Everitt**, SOAS

**Matthew Lawson**, Middlesex University (until April 2018)

**Jonathan Lucas**, St Mary's University

**Susan Scorey**, University of Roehampton

**Catherine Walsh**, University of Essex

**Michelle Wake**, UCL School of Pharmacy (since September 2017)

**Marcus Woolley**, University of Bedfordshire (until April 2018)

# Directors' Briefings

**The M25 Consortium was pleased to hold two Directors' Briefing events in 2017-18, both of which were created in direct response to members' requests and were also provided exclusively for M25 libraries. Designed to give information in an efficient, easily digestible and timely manner, with the opportunity to ask questions of the experts as well as learn from colleagues, the Briefings were specifically designed for half-day sessions. Both were held at Chandos House, easily accessible by public transport in central London.**

The first event on 30 November 2017 examined making practical preparations for the General Data Protection Regulations (GDPR) and we were pleased to welcome presentations and advice from:

- Benjamin White, Head of Intellectual Property at the British Library
- Jon Elliott, Head of Public Affairs, Archives and Records Association (UK & Ireland)
- John Kelly, Subject Specialist (technology and the law) at JISC

- John Gilchrist, Information Governance Officer at Middlesex University.

Slides from the presentations are now available at [m25lib.ac.uk/2017/12/05/slides-directors-briefing-gdpr-published/](https://m25lib.ac.uk/2017/12/05/slides-directors-briefing-gdpr-published/)

The second event was held on 16 April 2018. Entitled "The UK Scholarly Communications Licence and Model Policy (UK-SCL)", the session began with background information on open access publishing in the UK and the rest of Europe before examining the UK-SCL – [ukscl.ac.uk/](https://ukscl.ac.uk/). With speakers

from libraries, academia and publishing there was much discussion during the coffee break as well as in the Q&A Panel section of the programme:

- Paul Ayris, Pro-Vice-Provost, University College London Library Services
- Chris Banks, Director of Library Services, Imperial College
- Stephen Curry, Professor of Structural Biology, Imperial College
- Stuart Taylor, Publishing Director, the Royal Society.

Special thanks to Paul and Chris for facilitating the UK-SCL programme.

Given the popularity of the Briefings, which have had waiting lists, we hope to continue this type of event going forward.

“Designed to give information in an efficient, easily digestible and timely manner, with the opportunity to ask questions of the experts as well as learn from colleagues.”

**Michelle Wake**

Librarian and Site Libraries Manager  
UCL School of Pharmacy  
M25 Steering Group Member



# TeachMeet (Ravensbourne)

**The M25 Consortium kindly supported the London Library TeachMeet August 2017 @ Ravensbourne University London.**

Supporting library users is something at the heart of all libraries. The TeachMeet enabled librarians to share experiences and techniques they have used to improve support and engagement with library spaces and resources.

Delegates took value from the examples of all of the projects that use different tools to get information to students including community forums for search strategies, video diaries to

help students with their wellbeing and inductions and workshopping digital library skills to aid students' understanding of their digital footprint. There is also a need to reach out and collaborate/share best practice with FE and public sector libraries to build skills earlier for a better student transition into HE.

Winners (Steven Bowman, London South Bank University and Jane Pothecar, King's College London)

of best presentation were awarded a crochet bumblebee made by Emma Illingworth!

Thank you to all who attended and for those who presented their inspiring projects.

**Billie Coxhead**

Library Services Co-ordinator  
Ravensbourne University London







# London South Bank University

**In 2017, London South Bank University celebrated its 125th anniversary. Established in 1892 as Borough Polytechnic, the aims of the institution were “the promotion of the industrial skill, general knowledge, health and wellbeing of young men and women belonging to the poorer classes”. Over the following 100 years, Borough Polytechnic was joined by and merged with various institutions, including Brixton School of Building, City of Westminster College, National College for Heating, Ventilation, Refrigeration & Fan Engineering, Battersea College of Education, parts of the Rachel McMillan College of Education, Central Catering College, Redwood College of Health and Charles West School of Nursing.**

In 1992, the institution gained degree awarding powers, becoming South Bank University and a final name change in 2003 saw it become London South Bank University. LSBU is mostly located on one campus at the Elephant & Castle in Southwark, with a smaller satellite campus in Havering for some of our Nursing students. Like many institutions, LSBU has partnerships all over the world, the largest one being with the British University in Egypt, where thousands of students are undertaking LSBU accredited degrees. In addition to our higher education mission, LSBU sponsors the South Bank Engineering University Technical College in Brixton and the University Academy of Engineering South Bank. We like to think of all the institutions as the LSBU Family, which may well grow in the future.

The main University Library, The Perry Library, is based on the Southwark campus, with a separate Learning

Resources Centre a short walk away at the other end of the campus. Havering campus also has a Library at the heart of the campus building. The Perry Library has been located in its present location since 1992 and plans are now underway to refurbish the existing London Road Building in the middle of campus to become a new, contemporary library space. We hope to move into the new library in 2021 and in order to facilitate this development, there will be a series of building moves across campus. The first move in the sequence was for the LRC to move into the Perry Library summer, 2018.

The current challenge is trying to maintain the same level of student satisfaction for the next three years whilst Library and Learning Resources (LLR) occupies 40 per cent less space. To enable the merger to take place, several floors have been reconfigured to accommodate our student IT support function which was

previously housed in the LRC. This has involved a major review of the physical collection to create more floor space for PCs, large format printing, an IT support helpdesk and more staff accommodation.

Going into the 2018-19 academic year, the Perry Library will hold 750 study spaces, 400 desktop PCs and 20 Macs. The print collections have reduced to 200,000 items but the electronic collection continues to grow with 160,000 e-books, 165,000 e-journals and a range of other online resources, including online training platforms, such as **Lynda.com**

Although it will be a bit of a squeeze, having most of the staff and services in one building provides opportunities for more joined up services and allows the teams to experiment with different ways of working. We are thinking of the Perry Library as a giant sandbox environment that will inform plans for how the service will be delivered in the new library.



LLR has always taken a continuous improvement approach, using feedback from our customers to develop new services and adapt existing ones. In 2016, LLR achieved the Institute of Customer Service (ICS) ServiceMark which has since been retained and improved upon. In recent years, we have introduced a "Classroom of the Future" space in the Perry Library which allows our Academic Liaison and Teaching Team (ALTT) to deliver information literacy teaching in creative and innovative ways. We encourage innovation in our staff and this year, our Information Skills Advisers put together and delivered a very successful Fake News Conference, which was well received by colleagues across the sector.

The Library and Learning Resources department is more than just the Library Service, as it also encompasses the student IT support function for the University, as well as the University Archives and the Digital Skills Team. The University Archives moved under LLR jurisdiction in 2015, having been in abeyance for a short time. Interest in the Archives is growing with requests to embed sessions in the curriculum to support student research projects. The recent 125th anniversary celebrations have led to an increased demand for archive materials and we are working with architects to ensure that the Archives have a prominent position in the new library.

In February 2018, the Digital Skills Centre became the new home for our Digital Skills Training Team. The team of four deliver digital skills support and training to LSBU students and alumni, including qualifications such as Microsoft Office Specialist. In the last few months, the team has also assumed responsibility for digital skills training for LSBU staff and now provides all VLE training, as well as other user skills. In 2019, the Digital Skills Centre will open to the public, providing accredited training to the local community, which supports the LSBU mission of being an "enterprising civic university." LSBU was proud to win the Entrepreneurial University of the Year at the Times Higher Education Awards 2016.

In the last six months we have been experiencing a period of substantial and rapid change. However, with the majority of the department now in one location, we have opportunities for greater collaboration and to consider new ways of working. The planning for the new library is about to begin in earnest so there are a busy few years ahead.



**Alison Chojna**

Head of Library and Learning Resources  
London South Bank University

“The recent 125th anniversary celebrations have led to an increased demand for archive materials and we are working with architects to ensure that the Archives have a prominent position in the new library.”







# University of the Arts London (Library Services)

## Context

University of the Arts London (UAL) is a specialist university that provides extensive programmes of study in art, design, fashion, communication and performing arts from Foundation through to PhD level. The student population is c18,000, with students coming from over 130 countries and from diverse backgrounds. UAL consists of six colleges, each with its own rich history and world-class reputation – Camberwell College of Arts, Central Saint Martins (CSM), Chelsea College of Arts, London College of Communication (LCC), London College of Fashion and Wimbledon College of Arts. It is the world's sixth best university for Art and Design in the QS World University Rankings® for 2018. It is also the largest art and design university in Europe.

## Library Services and Collections

Library Services is made up of six College Libraries, three Learning Zones plus the University Archives and Special Collections Centre. We are the largest specialist university library service for the creative arts within the UK, with significant holdings in print and other formats as well as a large collection of e-resources. We also manage the University's institutional repository, UAL Research Online, which is globally recognised as the most prominent open access collection of original research outputs in arts, design and media.

We have many internationally renowned special collections and archives, including the extensive Stanley Kubrick Archive, a major collection of Artists' Books and an expanding collection of Zines, plus a Materials & Products Library of new and innovative materials that represent current trends in design and manufacturing. We often use these collections in object-based learning as they have a key role to play in creative arts pedagogy. They also form the cornerstone of UAL's research environment and frequently feature in internal and external conferences, exhibitions and publications. For example, in 2017-18 some of our Artists' Books featured in the *Astro-poems and Vertical Group Exercises Exhibition* at Chelsea Space, the LCC Library Zine Collection featured in the *Queer and Now Festival* at Tate Britain, and the *Stanley Kubrick Archive Exhibition* travelled to Copenhagen.

## The Library as Place

The library as "place" has always been a strong theme underpinning the student experience and satisfaction levels at UAL, not least because students view the library as a place for inspiration as well as information, and a place for creative practice as well as for scholarly research. For this reason we provide learning environments that can accommodate a wide range of learning activities, including making activities. We established our first Learning Zone in 2006 as a flexible and innovative learning space with a strong emphasis on social learning and practice-based work to facilitate student creativity,

community and empowerment. Since then we have developed various iterations of the Learning Zone concept, and currently work is underway to develop our Camberwell Learning Zone as a student-led digital makerspace.

A strategic priority for UAL is to consolidate and upgrade its estate so we are currently engaged with multiple building projects: a new academic building and halls of residence, with a new library and learning zone, for Camberwell College of Arts opened in Autumn 2017; a new campus, including a new library and archives centre, for London College of Fashion is planned for 2022; and a new campus, with a new library and archives centre, for London College of Communication is planned for 2024. Additionally, in the next few years Wimbledon College of Arts will be developed into a "total performance" environment. We are hopeful this will include a new library.

## Student Support and Engagement

Being student-centred is a core value of the department. We have been steadily improving our NSS scores in recent years, achieving 91 per cent in 2017 and 2018. We also achieved Customer Service Excellence in 2016 and successfully re-accredited in 2017 and 2018. In 2017 the Assessor observed "Testimonials from academic partners/customers remain strong with all interviewed very much seeing LS as an extension of the student learning experience and a key delivery partner in teaching through several proactive initiatives which



support and benefit the students. Similarly, students report on high levels of satisfaction with LS and their staff with many examples of above-and-beyond unexpected behaviours. The students described LS as a department which “listened and acted” on all their feedback.”

In addition to our service standards and responsiveness plans, we have embedded partnership working with students into our practices, using their insights to improve many of our services. Recent examples of this include a variety of user experience projects to evaluate our library spaces, to learn about our students’ information seeking behaviours in the digital environment and to evaluate our overnight service at CSM. All these projects have led to service improvements as well as strengthening our relationship with students.

The development of strategic leadership for academic support has been a key priority since 2012-13. This has led to a highly visible and innovative offer based on an enhancement model of support that is tailored to the creative arts. In addition to providing support through College-based teams, Library Services offers a wide range of workshops and an ever-expanding suite of online resources coordinated by our UAL-wide Academic Support Team. These open up exploratory spaces for students’ personal development. 3D modelling LEGO® Serious Play®; object-based learning; performance, drawing, design thinking and whole systems thinking; coaching and mindfulness techniques are all utilized. Year on year we are seeing increased student engagement with this offer and high levels of satisfaction.

We are committed to being inclusive in all that we do. In 2015 we were shortlisted for the Times Higher Education Leadership and Management Award for Outstanding Library Team due to our work on being an inclusive library. Recently our attention has focused on diversifying library collections. For example, in 2017-18 we launched a joint initiative with the Students’ Union to encourage students to suggest books as part of the Liberate My Curriculum Campaign, plus we participated in a collaborative project at LCC on re-thinking reading lists to ensure a fair representation of ethnically diverse, queer, disabled and feminist thought in our courses. Also in 2018, we held the Towards a Critical (Art) Librarianship Conference that explored the theories and practices that are enabling libraries, including UAL, to act as agents for social change to ensure all our students, whatever their gender, ethnicity and background, feel that they are valued by the Library and belong in the University.

### Looking to the Future

In Autumn 2017 Library Services came together with Student Services, Academic Support and International Student Experience, including Language Development, to form the new Library and Student Support Services Directorate. The creation of this Directorate signifies our aspiration to deliver integrated academic and pastoral support to enable the development of creativity and resilience so that students can fulfil their potential and get the very best from their university experience. This aspiration is a key

enhancement theme of the University’s Academic Strategy, 2018-20 and represents an exciting new phase in our development. We are now in the process of developing a Library and Student Support Strategy. This will reflect our commitment to develop an inter-connected and holistic offer that is responsive to the different academic profiles of the Colleges as well as to the needs of our diverse student communities.

See [arts.ac.uk/students/library-services](https://arts.ac.uk/students/library-services) for further information.

Pictures by: Ana Escobar



**Pat Christie**

Director of Libraries and  
Academic Support Services  
University of the Arts,  
London



# Staff Development Awards

**The M25 Staff Development Award was launched this year to assist staff in Member libraries with their professional development. Staff could apply for awards in four different categories. A strong field of candidates submitted their applications and a sub-group of the Steering Group assessed them against agreed criteria. The following five candidates were announced as the winners in March 2018:**

• **Free place at M25 Annual Conference**

Adam Ray (Special Collections Manager, King's College London)

• **One full day of cpd25 training**

Amy Rippon (Academic Engagement Librarian, University of Roehampton)

• **Two full days of cpd25 training**

Iona Preston (Academic Engagement Librarian, University of Roehampton)

• **Bursary to support attendance at an appropriate conference**

Verity Allison (Journals and E-resources Librarian, St George's University of London)

Alice Gibson (Research Publications Officer, London School of Hygiene & Tropical Medicine).

The winners have written about how they used their prizes in this annual report. Adam Ray's report about the M25 annual conference is on page 4. Alice Gibson chose to use her bursary to attend the FORCE2018 conference

in Montreal, Canada which takes place after this report goes to print. Her report will be published on the M25 website later in 2018.

Congratulations to all the winners, and we look forward to another strong field of applications in 2018-19.

**Thomas Baldwin**  
Executive Manager  
M25 Consortium



I attended two cpd25 sessions as part of my bursary. The first one was *User Experience – Understanding the notion of the User and applying UX techniques* in April this year. Donna Lanclos started off the day with a talk about thinking about our users being part of a community, and also making understanding

student needs a specialist piece of knowledge that the library has that they can share with the wider institution. In this talk she introduced the idea of cognitive mapping, which took us on to the next part of the day.

We all tried creating a cognitive map (a visual representation of a brainstorm, where you can draw anything that comes to mind) of all the places we did work. The next stage was to interview our colleagues on the course to find out why they had drawn what they had drawn. The technique works as a really open-ended way to interview someone which helps avoid bias and leading questions.

The afternoon had several different universities talk about embedding UX techniques in practice. We heard about how to test wayfinding information to improve navigation around a library, how to use UX to find out what students really want (what does "more books" actually mean?) and how to get all staff in the library involved in UX.

Since this session, my colleague (who also attended the training) and I have run a training session for our library staff on cognitive mapping. We are working on planning using more UX techniques in our library including doing some research focused on academics' working processes.

I also attended *The Role of the Library in Supporting Research* in June. This started with a session thinking about data, how to access it and how to store it. This session gave me a strong background to some of the aspects of data management that I hadn't fully understood before. There was also an interesting session about how to set up a research service from scratch. I found it really interesting to discover what kind of sessions are popular with academics (bibliometrics is apparently very popular), as I know attracting academic staff to training sessions can be difficult.

There was also an excellent session about policy making, which was a common sense guide that could be applied to any kind of policy making. The afternoon ended with a session thinking about how to identify what your research staff need in order to build and promote the most effective research service within your institution. Understanding the research process and how it works for academic staff is really important to my role, so this was a really useful session.

**Iona Preston**  
Academic Engagement Librarian  
University of Roehampton





I was awarded the cpd25 Award "One full day of cpd25 training". I used the award to attend the event "User Experience – Understanding the notion of the User and applying UX techniques" on 17 April 2018.

I wanted to attend this training day because it was focused on understanding how user

experience techniques can help to inform and improve library services and provisions. UX is participant driven, allowing the user to explore what matters to them, rather than being steered by the librarians' own agenda. This is particularly relevant in my role which is focused on relationship management and working closely with staff across the institution. We particularly wanted to get a better understanding of how our academic colleagues work and the ways that the library can support them with teaching and research activities. UX felt like a perfect way to achieve this and will hopefully provide some interesting insights into the academic teaching and research annual lifecycles.

The training day was split into two parts. We heard from colleagues at Anglia Ruskin University Library and Kingston University Library who have been undertaking user experience work. Their presentations were really interesting but also importantly showed the range of projects that could be undertaken in a manageable way. This was especially encouraging as I feel that it's quite a big step to begin a user experience project as it is a noticeably different way of obtaining user feedback to traditional surveys or questionnaires. Both institutions

had gathered interesting and meaningful results from their initial projects which had led to changes in service provisions and study environments.

The other part of the day introduced the technique of cognitive mapping to get a deeper understanding of users' experiences of library services or spaces. I found this part of the training day the most useful as it gave the opportunity for hands-on practice at cognitive mapping. From my research prior to the training day I felt like I had a basic knowledge of what cognitive mapping involved, and the ways that it could be used in libraries to gather feedback. However, I felt much less familiar with what to do after the cognitive mapping to collate and analyse the data produced from the drawings and interviews.

I think that my most valuable learning experience at the training day was the demonstration on how to thematically code the data collected from cognitive mapping interviews by noting separate ideas on individual post-its and then grouping these into more general themes. I haven't had much experience of working with data and was feeling slightly anxious about how to manage the data that I'm producing as part of projects that I'm working on. By attending the UX training day I feel much more confident about tackling qualitative data collection and analysis. I have begun to put this knowledge into practice with data produced as part of a student engagement project looking at student reading behaviours and preferences around online reading lists.

**Amy Rippon**  
Academic Engagement Librarian  
University of Roehampton



## UKSG 41st Annual Conference and Exhibition: Glasgow 2018 – people, evil twins and new literacies

Reflecting on my UKSG Conference experience, which funding from the M25 Staff Development Award scheme supported, certain soundbites have stayed with me – a couple being:

- “Your library is people” (quote from Matt Borg’s breakout session on UX in libraries) – which chimed quite nicely with our host city’s own “people make Glasgow”
- “The evil twins” characterisation of RA21 and SciHub by Ralf Schimmer from Max Planck Digital Library.

Short enough to maybe seem glib, the implications of these statements go much further. Attending conference has really refreshed my engagement with some fundamental aspects of my profession, and also some of the challenges that we are collectively facing in the sector.

**People:** The motivation to serve and help our users is a central tenet to many librarians, reinforced through our training and professional frameworks. However, in a role that day to day interacts predominantly with systems and e-resources this can become somewhat neglected. To refocus on this purpose in the implementation of systems based projects, such as an upgrade to a new user interface for our discovery tool, has not been without challenges but ultimately has benefitted the outcomes for our users and our service.

**Evil twins – alternatively known as the problems of authentication and piracy?** The dominance of Open Access (OA) transition at a conference traditionally attended by many subscriptions librarians could be seen as a bit of an affront, as no doubt some parties may have felt Ralf Schimmer’s

“evil twins” statement was as part of the opening plenary session on this topic. However, OA transition is a massive challenge across both the Scholarly Communications and Higher Education sectors, and I believe that it is right that we all critically examine what our roles are in the status quo and whether our working practices are doing all they could to facilitate OA transition. For example, in how we negotiate, licence/purchase, and evaluate performance of subscriptions, or what we choose to advocate for in our professional roles and networks.

**Literacies:** A love of literacies seems to have long pervaded the Library and Information professions, from basic literacy to information literacy and digital literacy. UKSG 2018 gave me a couple of new ones to ponder “Privacy Literacy” and “Impact Literacy”. Privacy Literacy requires action and engagement at a number of levels – the institution, library service (staff and systems), and users all have responsibilities in relation to this which need to be understood and supported. Impact literacy, highly relevant in the context of the impending REF, and also potentially TEF, is a way of conceptualising the processes, skills and measures that are required to achieve the optimum impact and benefit of an intervention in a demonstrable way, so that steps to realise this can be designed in to a project and planned for.

Being the first time I have attended the UKSG Conference the Exhibition was also a great opportunity to put faces to many names from existing and potential suppliers which I think has really helped to strengthen these important relationships. People: Maybe people make the conference too!

**Verity Allison**

Journals and E-resources Librarian  
St George’s University of London



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