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The GAA Library and Archive

From MLIS students to LIS professionals

Healthy Ireland at Your Library

Conference Reports, Book Reviews

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An Leabharlann: The Irish Library publishes articles on libraries, librarianship and related topics of interest to the library and information community on the island of Ireland. The Editorial Board invites original, unpublished articles for publication. Articles should be between **1,500** and **3,000** words. Occasionally, longer articles may be published.

Articles

- Manuscripts will be reviewed by the Editorial Board.
- Authors are asked to submit an informative abstract of not more than 200 words. Authors are responsible for the accuracy of statements and references in their articles.
- Images which visually support the article are welcomed. Authors should also submit a photograph of themselves. Original photographs and/or high-resolution scans (300 dpi) would be most helpful.

Format

- Manuscripts should be submitted by email attachment or on disc as Rich Text File (RTF). Text should be formatted in Times New Roman 12 pt., double-spaced, with margins of 2.54cm (i.e. standard A4 margins). Formatting of text (e.g. italics and bold) should be kept to a minimum.
- Authors should provide their name, organization, position and the title of the article at the top of the first page. If the article was presented at a conference, details of the sponsoring organization, the date and title of the conference should be given.

- Book reviews should include the full title, author or editor, publication details and price.
- Conference reports should include details such as the sponsoring organization, the date, place and title of the conference.

Style

- Microsoft Word and other word processing programs allow for a language to be selected. Please ensure that the language selected is either UK or Ireland English (i.e. NOT United States English).
- The Oxford Style Manual should be followed for acronyms, capitalization, captions, punctuation, quotations and tables.
- *An Leabharlann: The Irish Library* uses the Harvard system for references.

Editing

- *An Leabharlann: The Irish Library* reserves the right to make revisions and amendments.
- Substantive changes to articles will be discussed with the author. For consistency, all material submitted will be copy-edited.
- For additional information on style and referencing, please consult: Ritter, R.M. (Ed.). (2003) *The Oxford Style Manual*. Oxford: OUP

Copy Deadlines

- 31 July 2018 for October 2018 issue
- 31 December 2018 for March 2019 issue

Editorial

Editorial, Vol 26 (1), March 2018

In recent weeks, many newspaper and media headlines concern Facebook, privacy, Data protection and Digital Tax. In addition to GDPR, there is legislation on copyright going through the Oireachtas (<http://www.oireachtas.ie/viewdoc.asp?DocID=37989&&CatID=59&StartDate=01%20January%202018&OrderAscending=0>)

As librarians we have an important role in promoting and preserving information and knowledge. In addition, we have a role in promoting and preserving our cultural heritage. Regardless of LIS sector, there is on-going opportunity for advocacy and marketing.

There is an important role for librarians in an era of Fake News. In the March issue of *History Today*, the editor notes that “a lack of historical knowledge is easily exploited in the fractious world of social media.” (*History Today* (2018), 68(3):3). All LIS professionals will have access to real news and real history. There is an opportunity for us to promote the sources of real news which are available in libraries- whether in hard copy or online. We should use this opportunity to promote and encourage Information Literacy.

The Decade of Centenaries is ongoing and the European Union has designated 2018 as the **Year of Cultural Heritage**. The Irish launch was at the Creative Ireland Forum, December 2017 (http://europa.eu/cultural-heritage/irish-launch-european-year-cultural-heritage_en). There are obvious synergies between culture and the creative society.

The contents of this issue reflect the range and scope of LIS roles and responsibilities. The article on the GAA Library and Archive is timely as the GAA comes to the end of the leagues and will shortly embark on the Championship. The games of today will contribute to the archive of tomorrow.

The MLIS module development at UCD is described by Claire McGuinness and Kalpana Shankar. The Government’s **Healthy Ireland** national initiative and the role of public libraries is outlined by Sheila Kelly. In addition, she describes the **HEAL** (Healthy Education and Libraries) project run in the four Dublin local authorities with research from UCD School of Nursing, Midwifery and Health Systems. This is aimed at promoting health education and health literacy.

Conference reports provide interesting insights into current concerns and issues in LIS. A recurrent thread through these conferences is the need to justify our libraries. It is noted that in addition to the usual metrics, we need observation to validate our work. In the connected age, CILIP President Ayub Khan noted that as LIS professionals, we need evidence to show that we are adapting to current challenges (p.26)

International conferences held in Ireland give opportunities to showcase Irish libraries and other cultural venues. The ARLIS UK & Ireland conference held last summer was a wonderful opportunity for international colleagues to see the recently refurbished National Gallery of Ireland in addition to many Cultural Heritage venues. One session of this conference also considered new roles for art librarians.

The wide appeal of the National Acquisitions Group Conference is evident from the conference report. The LAI Public Libraries Conference report highlights the findings of the Carnegie Trust(UK) surveys on public libraries in England, Ireland, Scotland and Wales. One finding in particular stands out: that borrowers/users are unaware that books can be reserved from home! It would appear that a marketing campaign needs to commence.

Conferences are essential for CPD, for new ideas and making contacts. The annual CILIP Ireland/LAI Joint Conference will take place in April. Details are available here: <https://www.cilip.org.uk/events/EventDetails.aspx?id=1074257&group=20128>. 7 Delegates should contact the conference venue directly for hotel reservations.

The articles, conference reports and book reviews are all opportunities for individual CPD.

Two book reviews cover different aspects of electronic resources- management and marketing. The final book review on the *Librarian as Communicator* has an LAI member (Helen Fallon, Maynooth University) as a Joint Editor. There are several contributions from both LAI and CILIP members.

Marjory Sliney, Editor, editor@libraryassociation.ie

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March 2018



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The GAA Library and Archive

Mark Reynolds

Abstract

This article gives an overview of the GAA Library and Archive, its holdings and its functions. While the GAA Archive was established in 2007, its name and objective was enhanced to the 'GAA Library and Archive' in 2012 to reflect the published material it was collecting, cataloguing and making available to the public. The author, Mark Reynolds (GAA Museum Archivist), shares his thoughts on the different priorities of an archive and library and outlines future plans for the GAA Library and Archive.

Keywords: *Sports, Archive, Ireland*

The GAA Library and Archive

In March 1998, as the GAA prepared to open its museum for the first time, Dermot Power, GAA Marketing Manager, wrote to the GAA Director-General Liam Mulvihill and posed two questions – does the GAA intend to establish a resource library and, if so, does the GAA ‘ultimately need an archivist?’ Thankfully, in time, both queries were answered in the affirmative with the GAA Library and Archive now firmly established within the GAA Museum.

The GAA, as Ireland’s largest sporting organisation, has a rich history that, at times, transcends the sports it governs and reaches into the social, cultural and political fabric of Ireland. This history is preserved in the records of the GAA and told through the many publications produced about the GAA. While the GAA Archive was established in 2007, primarily as an archival repository to collect, catalogue and preserve the records and archives of the GAA, its role and function soon encompassed the published matter associated with the GAA. In 2012 the repository’s name was changed from ‘GAA Archive’ to ‘GAA Library and Archive’ and its objective was enhanced to include collecting, cataloguing and providing access to copies of published material written by or about the GAA.

At present, the library and archive collection consists of over 15,000 items. The largest sub-collection is undoubtedly the match programme collection which consists of 7,600 items. The earliest programme is for the October 1886 ‘First Grand Inter County Contest’ between Wicklow and Wexford when six hurling matches, featuring clubs from the two counties, were held in quick succession on the Avondale grounds of Charles Stewart Parnell, leader of the Irish Parliamentary Party and patron of the GAA. While there are gaps in some of the earlier years, this collection contains a full run of All-Ireland hurling and football match programmes from the late 1920s onwards. The collection is increasing at an average rate of 230 individual titles per year as current programmes are deposited by their publishers, while other programmes are either donated by individuals or purchased at sales and auctions.

Whilst not the largest, the most used sub-collection is the GAA ‘minute’ book

collection. This collection consists of approximately 400 original minute books predominantly at national, provincial and county board level. These minute books, which date from 1886 onwards, contain the written record of the meetings held by the various units of the GAA throughout the years, with the decisions taken by the bodies noted within their pages. While the vast majority of the material relates to the administration of Gaelic games (such as changes to the playing rules, the acquisition of grounds, the organisation of tournaments and fixtures etc.) these minute books also reflect the relationship that exists between the GAA and the Irish nation. The books contain the GAA’s first-hand account of how it reacted to the Irish revolutionary years of 1913-1923; its role in hosting the government-led Tailteann games of 1924, 1928 and 1932; the decision to expel Douglas Hyde, President of Ireland, from the GAA as he attended a soccer game in 1938 and many more episodes of national significance. Side-by-side with the minute book collection is the annual reports collection, dating from 1911 onwards. These are the reports that are written and released by the GAA secretaries at national, provincial and county board level: they summarise the year passed, provide financial information and lay out plans for the coming year.

The library itself currently holds 750 published books, items ranging from small pamphlets to three-volume opuses. These date from 1914 (Dick Fitzgerald’s *How to Play Gaelic Football*) through to the present day. The 1980s, in particular, were a landmark in the literary history of the GAA. At the turn of this decade Marcus de Búrca’s seminal *The GAA: A History* was published: this book is rightly regarded as the first official history of the GAA and even today features prominently on the recommended reading list for the history of the GAA. Perhaps encouraged by its success, Liam Mulvihill (Director General of the GAA from 1979-2008) used the centenary year of the GAA (1984) to encourage clubs to publish their own local histories. As a parish-based organisation, with the GAA club acting as the focal point in many communities, the history of the GAA at a local level is as exciting and fascinating as it is at national level. These 1984 club histories ranged from oversized souvenir programmes to hardback publications and luckily copies,

for the most part, were sent to Croke Park for reference purposes. As the volume of these books increased, Mulvihill started to press for a resource library to be established in Croke Park.

Today, the library's mission is to acquire a copy of every book published about the GAA and by the GAA. These are acquired at a rate of approximately 50 per annum and include general histories of the GAA at national, county and club levels; biographies and autobiographies of GAA players and administrators, and outputs that focus on various facets of the GAA including its political, cultural and social relationship with the Irish nation. Many clubs used the recent 2016 commemorations as an opportunity to publish or update a book, some of which concentrated on the political and military contribution GAA members made to the revolutionary struggle. Likewise, the publication of *The GAA and Revolution in Ireland 1913-1923*, edited by Gearóid Ó Tuathaigh, was one of the key projects initiated by the GAA at central level to commemorate the 1916 Rising. While books published about the GAA are usually easily and readily available through bookstores, books published by GAA clubs are, generally, not available outside of the club's locality itself. With these club books, the library uses the communication network of the GAA to relay the message that it is actively seeking these publications. The MacNamee awards, organised by the GAA to honour excellence in the area of communications, journalism and publishing, are also of great assistance to this ongoing collecting drive as GAA units send entries to Croke Park for the annual 'Best GAA Publication' and 'Best GAA Club Publication' accolades..

In addition to books, the Library and Archive actively acquires other material published by or about the GAA. This includes the annuals that are produced by Croke Park and most county boards in November / December of every year. These illustrative and colourful annuals review the year passed and highlight the various accomplishments of the GAA at national, county and club levels. Similarly, magazines about the GAA, including the *Hogan Stand* and *Our Games Annuals*, are collected for reference purposes. To the surprise of some people, the GAA Library and Archive does not collect or store newspaper reports about matches nor does it compile or keep statistics about

players, teams or tournaments. When one considers that the GAA has been administering Gaelic games for 133 years, it becomes apparent that too many games have been played by too many players for detailed match reports, biographies or statistics to be kept and updated on a weekly basis.

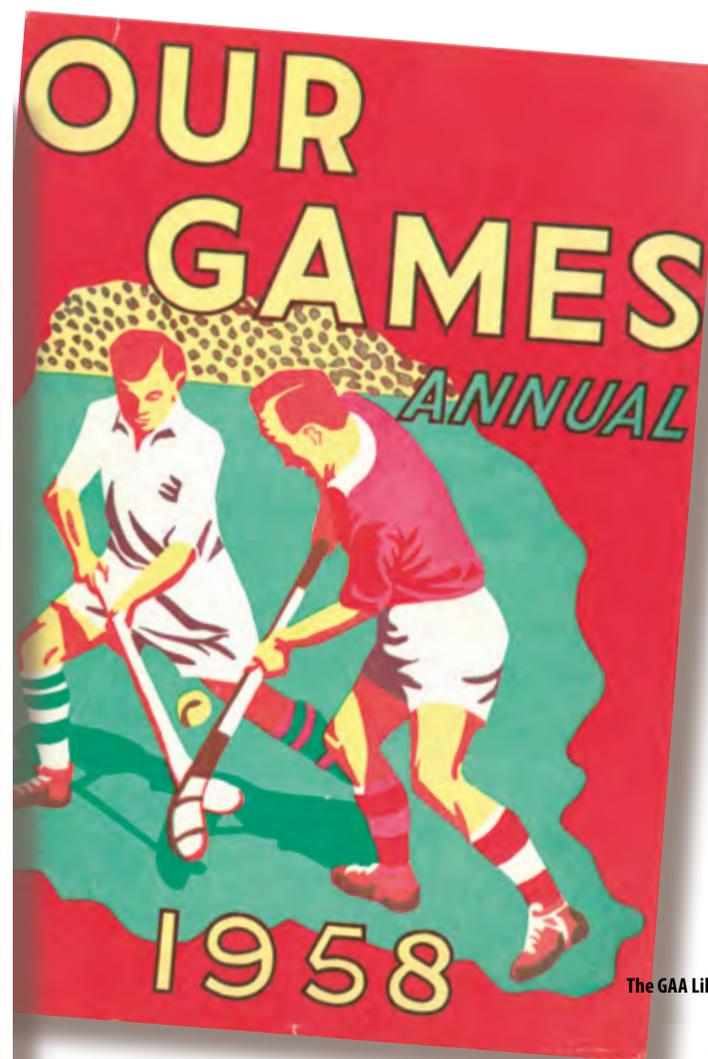
While the Library and Archive does not provide a research service (i.e. it does not conduct research for members of the public), simple queries from members of the public such as team lists, scores and scorers, and genealogical queries, are answered to the best of the archivist's ability using a variety of sources including match programmes, *The Complete Handbook of Gaelic Games* and the Irish Newspaper Archives website www.irishnewsarchive.com. However, if a more detailed research is requested, members of the public must carry this out by themselves, although the archivist can offer advice as to how this research can be best carried out. The Library and Archive is open to the public on an appointment basis only – a catalogue of all of the available material, alongside an application form to visit, is available on the GAA Museum's website. As all visitors must apply in advance, it is quite easy for the archivist, who manages the facility, to identify trends in users and the material they are accessing. The largest group, by far, using the repository is third level students – history students in particular. As a result of this, the archivist ensures that as new collections are processed the various university history departments notified and, on occasions, the archivist has delivered guest lectures and presentations within the colleges themselves. In addition to third level students, the reading room is regularly frequented by teachers, lecturers and professors; journalists; professional historians and all those with an interest in the history of the GAA. While the library was initially established as an extension of the archive, the two components now complement one another with visitor statistics showing an equal demand for published and non-published items.

As a qualified archivist, the process of establishing a library has been an enjoyable learning experience. While I was obviously aware of the similarities and differences between an archive and a library, the process has made me appreciate them even more. While the similarities have been discussed

elsewhere, namely the inherent desire of both professions to acquire, collect and disseminate information, it is the differences that make both professions truly unique.

The first major difference that I noticed was the level of cataloguing required for published and unpublished material. As a general rule, everything in the GAA Library and Archive is catalogued at item level. For the published material this is relatively straightforward, with the required data (title, author, subject matter, ISBN etc.) entered into Adlib and our bespoke online

catalogue. On the (unpublished) archive side of things, however, where some of the handwritten minute books are over 1,000 pages long, this can be a long and laborious process as each item has to be read with its subject matter noted and any potentially confidential or sensitive material flagged. This invariably results in a cataloguing backlog and a regrettable delay in making the archival material available to the researching public. For illustrative purposes, it took eighteen months to completely catalogue the forty-five Central Council minute books that were acquired by the repository in 2010.



While there has been a shift within many archive services towards ‘More Product, Less Process’ (MPLP) since Greene and Meissner’s influential paper,¹ this has not been the case with the GAA archives. There is material contained within some of the archival collections that has been identified as too confidential to release to the public, even after the GAA’s self-imposed thirty-year time-limit has expired. Without full item-level cataloguing this information could have been missed and released to the public, with potential consequences for the GAA.

Secondly, what struck me was the different priorities of a library and archive, and how these priorities shape the use of the materials. Put simply, access is prioritised over preservation for the published material while preservation is prioritised over access for the archival material within the GAA Library and Archive. In practical terms this means that the published material is shelved in the repository’s reading room where visitors are free to browse through it. While books are not loaned out to the general public, staff within Croke Park can remove books from the reading room and borrow them for a specified period of time. The archival material, however, is stored in an environmentally controlled and monitored store-room; specific items must be requested in advance of any visit and under no circumstances whatsoever is the material loaned out to users, including staff members. While digitisation has played a major role in closing the gap that exists between the two priorities of access and preservation, within the GAA Library and Archive its influence has only really been felt on the archival side. As the copyright owner of its archives, the GAA could, if it so chose, digitise its entire collection and make it available electronically. Of course, to even attempt this with material published about the GAA, within which the copyright resides with the external authors and publishers, would have serious legal ramifications for the GAA.

In terms of future plans for the GAA Library and Archive, completing the transition from a predominantly analogue repository to a hybrid analogue and digital repository will be the main focus for the immediate future. Three

major digital projects have been undertaken in the recent past: 1) the creation of a digital archive for the period of 1913-1923; 2) an online oral history project of 800 interviews, and 3) the digitisation of 500 televised games from 1961 to 2015. When these three projects are taken in totality it can be seen that the overall repository is moving towards a digital one. This, however, will only affect the unpublished archival material which is both born digital and born analogue but can be converted to digital. Published material, books and magazines in particular, will continue to be collected in physical format, for practical purposes. While much of this published material is now available in digital format (via eBooks and online journals) the provision of this material in hardcopy format is much easier to manage from a provider and user’s point of view.

The GAA Library and Archive has an active acquisitions policy. As a collecting drive has been carried out at national, provincial and county board levels, the repository is interested in acquiring published and archival material at club level. If anybody has or knows of such material, the GAA Library and Archive would be most interested in hearing from you.

Mark Reynolds, MA, HDipArchival Studies, Archivist, GAA Library and Archive

GAA Library and Archive
Address: GAA, Croke Park, Dublin 3
Telephone: 01 819 2323
Online Catalogue: www.crokepark.ie/library-and-archive
1913-1923 Digital Archive: www.gaa.ie/centenary
15,000 items

¹ Mark A. Greene and Dennis Meissner(2005) ‘More Product, Less Process: Revamping Traditional Archival Processing’, *American Archivist*, 68: .208-263.



From MLIS students to LIS professionals: combining research with professional development and career planning in graduate education.

Claire McGuinness and Kalpana Shankar

Abstract

The academic year 2016-2017 saw the launch of a new core 25-credit capstone module in the Masters of Library & Information Studies (MLIS) programme in University College Dublin's School of Information & Communication Studies, to replace the previous team project-based offering. With a focus on research, professional identity development and career building, the unique structure of this compulsory module enables MLIS students to immerse themselves in a chosen area of specialisation through research and writing, reflection, and practical career planning. This article describes the impetus for the creation of the capstone module and evaluates the success of its first year.

Keywords: *Graduate LIS Education, Ireland*

Background

According to the *IFLA Guidelines for Professional Library/Information Educational Programs*, “Opportunities to gain and demonstrate professional competencies should be a part of the educational programme. An awareness of professional concerns should permeate the programme” (IFLA Professional Committee, 2012).

Professional identity is “the concept which describes how we perceive ourselves within our occupational context and how we communicate this to others” (Neary, 2014: 14), and encompasses the range of shared attributes, beliefs and values that characterise a professional community and underpin its practices. According to Croxton (2015: 125), “promoting students’ development of identities as library and information science professionals is an important component of MLIS degree programs”. However, the extent to which this is supported in practice is often in question; Black and Leysen (2002) identified the typically short duration of graduate LIS programmes as a significant barrier to socialisation and professional identity formation, and suggested that identity formation only begins in earnest during a graduate’s first professional position: “The short duration of the library-school program does not allow enough time for the development of a professional identity, peer interaction, especially with library school faculty who can serve as role models, or specialization” (pp.4-5). Nonetheless, in subsequent research conducted by Black and

Leysen the ‘library school experience’ was shown to be the second most valued factor in the orientation of entry-level librarians to the profession.

Studies that have empirically addressed this issue also include Croxton (2015) and Hoffmann and Berg (2014): 224) who explored professional identity development in LIS education through online learning and field experiences respectively. While these studies showed that social connectedness, interactivity and collaboration with LIS peers, faculty and practising professionals, as well as opportunities for hands-on field-based experience, are the most valued factors in professional identity formation for LIS graduate students, the role of reflection was also highlighted as an important element:

“In addition to socialization processes, student perceptions of librarianship are shaped as they have opportunities to reflect on and evaluate their experiences of the profession, to adapt and adjust their conceptualizations of the profession, or to experience critical incidents that shape their views”

From a more general perspective, balancing the practical competencies that are a requirement of professional programmes with the development of a critical-analytical approach to professional concerns should be a key objective of educational providers. Foster (2006:492) notes, in relation to teaching programmes for information professionals that “a teaching programme aimed

as a preparation for professional practice has [...] to accommodate more than a definitive statement of the subject, it must be an introduction to thinking, asking questions, and interpreting, and should instil the same critical thinking skills that are prerequisites for information literacy”.

Re-designing the capstone module

Providing an authentic opportunity for our students to inculcate a sense of professional identity during their MLIS education partly spurred our decision to overhaul the capstone module. In addition, undertaking the programme re-accreditation process with the LAI in 2016 offered an invaluable opportunity to reflect and re-evaluate our offering in a more holistic way, and provided a clear impetus to initiate significant changes. Prior to 2016-2017, the capstone module incorporated team-based projects, with students working in collaboration with supervisors and external clients to develop research-based solutions to ‘real-world’ problems. However, while this model frequently produced high quality research and valuable practical outcomes, student and staff feedback suggested that the format was not suited to all, and that an individual option would be welcomed. Although MLIS students have always had the option of an individual dissertation, which remains available, we seized the opportunity to create a unique module that would allow students to combine research and writing with professional development, practical workplace preparation and reflection. The module,

IS40720 Capstone, which was launched in September 2016, comprised four components:

- A **professional issues paper** (70%), supervised by a member of academic staff, for which students must research and write a 15-20-page paper analysing a major current issue or problem in library, information and communication work, critically evaluate its impact on the profession, and articulate innovative solutions for how it might be handled in the future. For this, students were encouraged to focus on an area relevant to their career interests.
- A **professional development portfolio** (20%), consisting of i) a structured professional development plan, outlining specific career goals, professional activities and plans for CPD post-graduation, ii) a professional standard Curriculum Vitae, and iii) a letter of application for a currently advertised job, matching their career goals and qualifications.
- A **reflection on learning (10%)** in which students consider how their learning has helped them not only understand the field of LIS, but also their future place in that field.
- A selection of **work samples** from other modules that best illustrate students' intellectual engagement with academic content and effectively showcase the professional knowledge and skills gained during the year.

Three class meetings during the year with the module coordinator, Claire McGuinness, provided general guidance, as well as opportunities for peer discussion and information-sharing. Academic supervisors, assigned in January 2017, supported students in developing their paper topics. For the first year, we also trialled the use of the e-portfolio application 'Mahara', to provide a centralised online platform for students to present a professional development profile. Emphasis was also placed on the importance of active engagement with the profession through attending or volunteering at professional and academic events, such as the newly founded InfoProsNet Careers Expo in the Dublin Business School in May 2017, in addition to a host of free and low-cost LIS seminars, workshops and presentations throughout the year. Membership of the LAI, which is free for LIS students, was also strongly encouraged and promoted early in the year.

Module Evaluation

In September 2017, following the final submission date, we launched a short evaluative survey to gather feedback on the students' experiences of the new capstone, their views on the module's effectiveness in preparing them for professional practice, and their broader perspectives on developing a professional LIS career in the current employment market. Exemption from ethical review was granted by the UCD Research Ethics Office. Respondents completed a 13-item

questionnaire with closed and open-ended questions, hosted by SurveyMonkey; responses were collected anonymously, and no identifying information was requested from the respondents. Results were collated and analysed in early October 2017. The total number who responded to the survey was 11, which represented a response rate of 48% of the class cohort of 23. Selected findings from the survey are discussed below.

Career stage of students

One of the challenges of planning and implementing the new capstone module centred on the professional status or career stage of the students, and how to cater for the diverse professional development needs of students at different points in their career and professional identity formation. MLIS students include those just starting out on a career path with little to no workplace experience through to those who have spent years in librarianship practice but are seeking to upgrade their academic qualification. Moreover, a third group comprises students from different professions who have decided to change careers and embark on an entirely new professional pathway; although they may have accumulated years of valuable workplace experience, they must now become acclimatised to an unfamiliar professional culture, with new norms and practices. The capstone, with its emphasis on professional identity development, career planning, and preparation for the workplace, had to be designed to allow students

from each of these sub-groups to benefit; a solitary focus on entry-level professionals would exclude mid- and late-career professionals, whose development needs are no less important than their novice colleagues.

Of the students who responded to our survey, six were seeking their first professional LIS position, three were undertaking a mid- or late-career change, one was an early career professional (5-10 years), and one a late-career professional (10-25 years).

The students were asked to describe their motivation for enrolling on the MLIS. Reasons ranged from seeking a recognised qualification to work in professional grade positions in the LIS sector or to upgrade an existing qualification, to satisfying a long-held personal desire to work in information services: 'I had wanted to work in librarianship for a long time.' For some overseas students, the opportunity to travel was a key motivator. For others, the reputation of the programme, and word-of-mouth recommendations were the deciding factors.

The challenge for us was to create learning opportunities in the capstone that could be tailored to each stage, and that would not focus solely on entry-level career development needs.

Positive Feedback on the Capstone Process

The students were asked to pinpoint up to three aspects of the capstone that they felt most contributed to their development as LIS professionals. Responses revealed that the individual module components offered several practical and personal benefits that contributed not only to their preparedness for the workplace, but that also supported a much deeper and satisfying engagement with areas of professional specialisation in which they had a particular interest. Several students



commented that the professional development portfolio provided an incentive to set clear goals and to identify the practical steps required to successfully pursue a particular career pathway:

“The professional development plan element of the capstone particularly has helped me to come up with practical steps to take and has helped me realise my strengths, weaknesses and preferences. All of this is very valuable information for the future.”

“The requirement to make a professional plan, as it required me to have concrete goals beyond graduation.”

In developing the structure for the Professional Issues Paper, one of our aims was to support a holistic and reflective approach to career planning. We wanted to encourage students to research and analyse the theoretical, conceptual and socio-political issues currently impacting on their chosen area of specialisation rather than maintain a sole focus on the practical competencies that the work requires. A Masters education requires both perspectives, and awareness of the zeitgeist is a valuable factor in decision-making in any sector. We also hoped that the paper would promote a sense of professional identity, as students immerse themselves in the discourse (and potentially professional networks, online and locally) of their chosen subfields. Responses showed that this largely proved to be a rewarding experience that allowed them to explore areas of personal interest, and to build up a greater appreciation of the

important issues in their prospective fields of employment:

“Writing the professional issues paper allowed me to get in touch with real issues in the field and engage in what people are thinking about in the field.”

“I think just reading papers on professional subjects helped a lot [in] being more aware of the current scope of things.”

The students were also asked to specifically rate how well they felt the capstone had supported its principal objective of encouraging a reflective approach to personal and professional development, in order to prepare them for a professional LIS career. Of the 11 students who responded to this question, most (seven) indicated that they felt the module was either successful or highly successful in achieving this aim with four rating it as ‘moderately successful.’ The accompanying comments highlighted the benefits the students perceived in the reflective component of the module. Several students expressed appreciation for the opportunity to engage in reflection that the Capstone had afforded them, and in particular how this had helped them to identify the knowledge and skill gaps that they need to fill in order to pursue their career of choice. Another benefit was in allowing the students to consolidate the learning that had occurred across an intensive year of study, and to consider the personal and professional impact of this learning. A focus on non-traditional careers for

LIS graduates that formed part of the module also opened up new possibilities for several of the students:

“It was useful to reflect on possible careers and to think of our own strengths, weaknesses and interests.”

“The capstone module has successfully encouraged me to reflect on my professional development. It has helped me to identify gaps in my knowledge and how I might remedy this. It has also prompted me to scrutinise my professional interests and personal preferences for my career as an LIS professional.”

“The reflective paper allowed me to look back on all of my modules and really assess all that I have learned over the year.”

One mid-career professional found the professional development portfolio especially useful, and expressed satisfaction in being able to take stock of their career to date:

“Midway through my career, it was lovely to take the time to reflect on successes and gaps in my knowledge and expertise.”

Students who rated the module as ‘moderately successful’ expressed concerns about the timing of the Reflection on Learning component, which is submitted at the end of the year. One suggested that ‘Having more frequent, smaller reflections might have been a better way to inculcate reflection overall,’ thus giving us some food for thought about the module structure.

Room for Improvement

Students were also asked to describe ways in which they felt the capstone could be improved going forward. Some of the students' comments raised concerns about apparent inconsistencies between academic supervisors in terms of how the Professional Issues Paper should be written, and clearer guidelines were requested to resolve this: 'supervisors had differing opinions on how this should be handled'; 'A more unified approach to the paper with more specific ideas of what was required would be incredibly helpful.' This is a useful point which we have taken on board for the current year. Another comment suggested that more frequent class meetings would provide opportunities for the students to share the ongoing progress with their work. Other concerns focused on the lack of contact with fellow students during the Summer when the bulk of the work is carried out, in addition to the lack of structure which made it difficult to maintain momentum; 'Perhaps something could be put in place to keep students connected over the Summer period. In some ways, I felt cast adrift once lectures finished.' As socialisation with peers is an important driver of professional identity formation, we take this point seriously.

One student suggested that the module, at least in its current format, may be of less benefit to professionals already in employment: 'The capstone was not as useful to those who are already working where they want to be or have their career already decided on.' Finally, other

comments expressed dissatisfaction with 'Mahara', which proved difficult to use, due to a number of technical glitches throughout the year.

International Trendsetters?

As Head of School of ICS, the only Information School in Ireland, Kalpana Shankar (one of the co-authors) serves as the School's representative to the European i-Schools caucus and thus has had the opportunity to discuss the capstone and other dimensions of the MLIS programme with colleagues in other European countries. Although anecdotal, it has been heartening to hear positive feedback from colleagues who see this self-guided approach to a culminating experience in an MLIS programme as an important trend in the field since it incorporates reflection, desk research, evaluation of sources, and planning for Continuing Professional Development while still in school. Furthermore, the new capstone structure encourages students to immerse themselves in professional discourse and further their networks during their academic programme instead of waiting till the academic year is finished. Again somewhat anecdotal, but LIS academics and professionals often express frustration that many of their students do not realise the necessity of engaging in the profession and leave that "for later", only to find that those networks would have been useful for job seeking and career planning.

Moving forward

All in all, the first year of the new capstone module proved to be a generally positive experience for

both staff and students, although there are several issues to be addressed, as highlighted above.

Some of the key takeaways from our first year include the following:

- The reflective aspects allowed students to identify strengths and weaknesses, as well as skill and knowledge gaps with regard to their career objectives
- Students displayed a generally high level of external engagement with the profession through attending and volunteering at events throughout the year
- The professional issues paper enabled students to increase their awareness of the LIS landscape, and to hone their critical-analytic skills
- Mid- or late-career MLIS students may not reap the same benefits from the current capstone model as the entry-level students
- Clear consensus from all staff with regard to the module requirements is needed, and to communicate this clearly to the students.

One major change we have introduced for 2017-2018 is the inclusion of an additional component: a 25-item Annotated Bibliography worth 20% based on the research carried out for the Professional Issues Paper. Based on

feedback, we have also chosen to discontinue use of Mahara. While the long-term impact of the new module will not be evident for several years, it is our hope that the combination of practical career planning, reflection and focused research will give our MLIS graduates an excellent head start in a very competitive employment market.

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Healthy Ireland at Your Library

Sheila Kelly

Abstract

The article outlines how the **Healthy Ireland at Your Library** project has been implemented and progressed nationwide. Details of a case study in collaboration with Health Librarians, Public Librarians and researchers from UCD as part of the HEAL (Health Education and Libraries) group is documented. Analysis and observations from a Public Libraries survey conducted by the HEAL team are included.

Keywords: Health Information, Patient Information, Public Libraries, Ireland





Healthy Ireland Initiative

Healthy Ireland is a Government – led initiative aimed at implementing a strategy to improve health and wellbeing with a focus on prevention, individual awareness and keeping people healthy for longer.

In 2013 the Department of Health published *Healthy Ireland: A Framework for Improved Health and Wellbeing 2013 to 2025*¹ outlining a national framework for action to improve the health and wellbeing of Ireland over the coming generation. The strategy focuses on a vision “where everyone can enjoy physical and mental health and wellbeing to their full potential, where wellbeing is valued and supported at every level of society and is everyone’s responsibility.”²

While the strategy concentrates on physical health and mental wellbeing there is an acknowledgement that health information literacy needs to be addressed.

In 2016, in order to progress the implementation of the strategy, the Government approved the creation of a Healthy Ireland Fund with an initial allocation of €5 million approved in Budget 2017 to support the implementation of Healthy Ireland programmes and projects in a variety of settings. The funding was allocated in two strands and managed by Pobal. In August 2017 the Local Government Management Authority (LGMA) Libraries Development successfully acquired funding in the second strand. An implementation plan was devised for actions to be completed by 31st March 2018.

¹ Department of Health(2013). *Healthy Ireland A Framework for Improved Health and Wellbeing 2013-2025*. Stationery Office, Dublin

² Ibid. 5.



Healthy Ireland
at your Library

Healthy Ireland at Your Library

The Healthy Ireland at Your Library service is currently in place across the public library network nationwide. The implementation plan comprised of a range of resources, services and supports to individuals and communities including the following:

- **Book Stock:** A comprehensive collection of books on health and wellbeing to be made available in all public libraries.
- **Online resources:** New e-books, e-audio books and e-magazines to be accessible in every library and by remote access.
- **Health information service:** Trained staff able to provide information guidance and direction to users with health and wellbeing queries and promote health awareness in the community.
- **Branding and Promotion:** National and local campaigns, promotional materials including roll-up banners and bookmarks, and online promotion through the Libraries Ireland website and social media.
- **Programmes and Events:** Talks, discussions and workshops with a focus on physical health, mental health and health literacy.
- **Staff Training:** Training sessions for each local authority will build the knowledge and skills of library staff to meet user needs for health information and to respond confidently to user requests and provide direction to relevant health resources.

Healthy Ireland at Your Library Progress

A core collection of book stock has been distributed to all branch libraries nationwide. This stock, approved by the Department of Health, focuses on the themes in the Healthy Ireland strategy – Healthy Childhood, Healthy Eating and Active Living, Wellbeing and Mental Health, Positive Ageing, Alcohol, and Tobacco free. This stock collection will be supplemented with guidance from the Department of Health and a National Steering Group set up by Libraries Development, LGMA.

Book displays promoting the Healthy Ireland stock were exhibited in branch libraries nationwide. These were supplemented by branded leaflets, posters, bookmarks and marketing materials.



DolphinsBarn_HI

A **Healthy Ireland** section has been added to the menu bar on the Libraries Ireland website.³ Information provided includes an outline of the Healthy Ireland initiative, services available, links to eBooks and Audio Books, the Healthy Ireland at Your Library Booklist and news and updates. Additionally the Borrowbox App for e-lending has supplemented the health section with a special category “Healthy Ireland” for browsing and borrowing.

Libraries Development, LGMA has provided staff training sessions and a framework is in place with Healthy Ireland co-ordinators in each library authority.

Branch Libraries have been provided with promotional materials including posters, banners, stands and bookmarks.

All library authorities have committed to delivering a series of programmed events to support Healthy Ireland at Your library, before 31st March 2018.

Local and national events have taken place to launch Healthy Ireland at your Library including one on 2nd October with An Taoiseach, Leo Varadkar T.D., Simon Harris, T.D., Minister for Health, and Catherine Byrne, TD, Minister of State for Health Promotion. A very successful national radio marketing campaign took place in December.

To date, Healthy Ireland at Your Library has been very successful, garnering interest in health issues and providing a realistic avenue through which the Healthy Ireland Framework can be realised.

Outputs from Healthy Ireland at Your Library will be monitored and evaluated in conjunction with the Department of Health and Libraries Development, LGMA.

³ <http://www.librariesireland.ie/healthy-ireland/>



Case Study: The HEAL (Health Education and Libraries) Project

HEAL is a pilot project run by the public and health library sector within the Dublin area since 2016. The partners participating in this project on health literacy are: three Librarians from St Vincent's Healthcare Group, researchers from the UCD School of Nursing, Midwifery and Health Systems and the four public library authorities in Dublin: Dublin City, Dun Laoghaire-Rathdown, Fingal and South Dublin County Council.

The aim of HEAL is to support and promote health education and literacy by guiding the general public to reliable health information which is approved by the health sector, is free and is easily accessible.

At the outset clear roles were identified by all the partners. Health librarians are trained in identifying quality health information and where to find it. They are familiar with evolving trends on health apps and social media in health. They are in a position to promote awareness and participation in HEAL amongst health professional colleagues.

Public libraries are neutral, supportive and non-judgemental spaces, strategically located throughout the country. Public librarians are well positioned to be health literacy champions through the faith and goodwill they engender in the public, their previous experience with health promotion



HEAL

such as Bibliotherapy, their community focus and branch library network

The research participants from UCD School of Nursing, Midwifery and Health Systems have expertise in project management and research analysis. They also have the requisite status to apply for national grants funding and have built up a network of community partners who are a good fit with HEAL.

HEAL is a partner with UCD "IGNITE" Public Patient Involvement Project, a network of academic and practice partners which aims to embed Public and Patient Involvement in health-related research, education and training.

There are opportunities to work on short-life projects with other IGNITE partners, and to oversee the adoption and development of HEAL outputs. Through this partnership public libraries in Dublin will have the opportunity to share best practice and involve members of the public in clinical and health related research material. Public libraries, with health librarians, health stakeholder groups and academics can provide opportunities for community engagement in progressing Public Patient Involvement.⁴

HEAL also supports the SAFE: A Systematic Approach to improving care for Frail Older patients. This project is aimed at co-designing a frail older person's pathway. The project responds to identified gaps by co-designing educational resources that will enhance the implementation of the pathway.

⁴ Professor Thilo Kroll, UCD School of Midwifery and Health Systems: PPI Ignite Award, University College, Dublin. Available from <https://www.nmhs.ucd.ie/clinical-engagement/ppi-ignite-award-%E2%80%93-university-college-dublin> [Accessed 29 Jan 2018]

The HEAL team works in an excellent partnership with a Strategy and Business Plan in place, equity of objectives, generosity of professional experience and expertise, and a common purpose and passion to achieve.

HEAL Public Libraries Survey

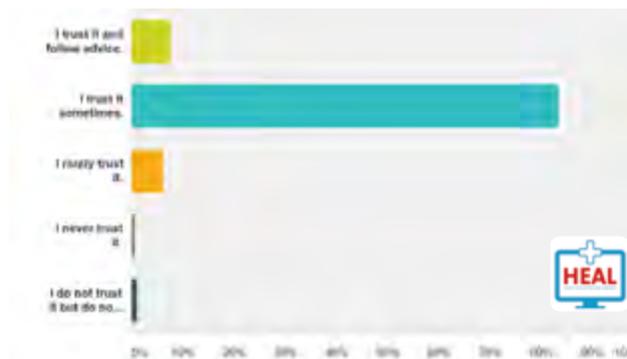
In May 2017 the HEAL group worked together to conduct an online and print survey through branch libraries in the four public library authorities and online. The two week survey was very successful with 1,350 responses indicating a high level of interest. Below are some observations which might inform and assist public librarians to optimise our services.

Of all the respondents 90.97% had searched for information online. Respondents used online searching and advice from their Doctor.



General Online Health Information

While 62% of people said they found health information easy to find online only 10% trusted it and followed advice and 83% trusted it only sometimes. This implies a clear need for signposting accurate reliable online information.



- 1st Trust it ONLY SOMETIMES
- 2nd I trust it and follow advice
- 3rd I rarely trust it
- 4th I do not trust it but do not know where else to look
- 5th I never trust it

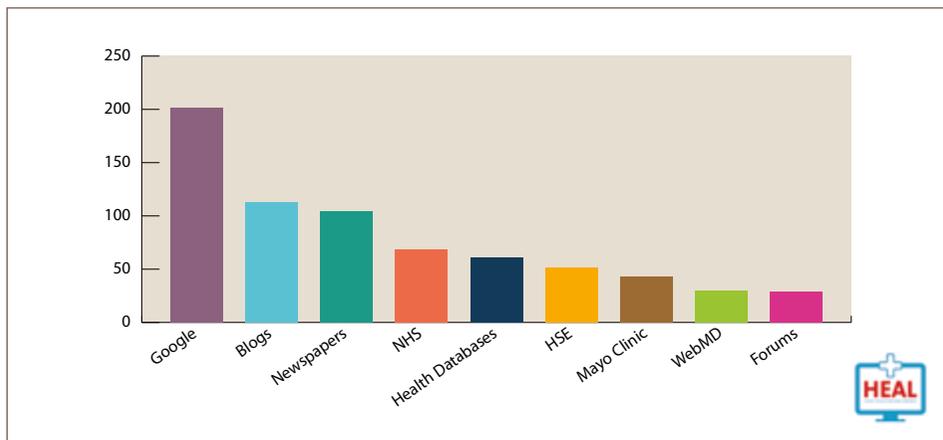
Online Searching for Health Information

When searching online the general consensus was one of being overwhelmed by the vast amount of information available coupled with a distrust of the content creator e.g. intention to sell products or promoting a particular stance/point of view. Open text summaries reveal that the main concerns were a) distrust of the source b) feeling that the information was put up to sell products, c) unreliable advice d) conflicting information.

Responses to searching for health information from a selected list indicated that Google and blogs were the most searched online resources, which is worrying. However, other health sites were mentioned including NHS, HSE,

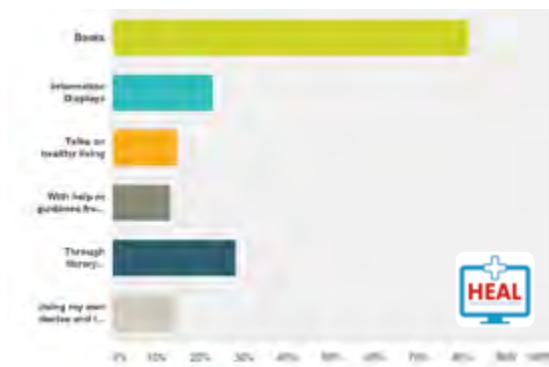
1 st	Symptoms
2 nd	Information on Nutrition
3 rd	I have asked my Doctor for advice for me and my Family
4 th	I have found Natural remedies online
5 th	I have found information on local classes and groups
6 th	I have a fit bit or other health app
7 th	I have looked up whether my family or I should get the flu jab
8 th	I have bought prescription drugs/supplements online
9 th	I have joined an online support group for a health condition

Mayo Clinic, and WebMD. Newspapers rated highly with an emphasis on health supplements mentioned later in comments.



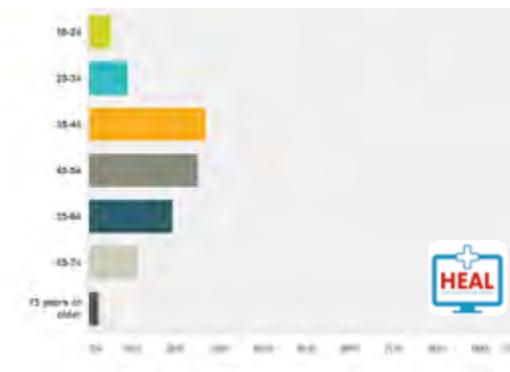
Using a Library for Health Information

Of the participants who responded to a selected list 39.54% used a library to find health information and of these 81.64% found information in books. There are very important implications here for library book stocks in terms of accuracy and currency.



Age Groups of participants

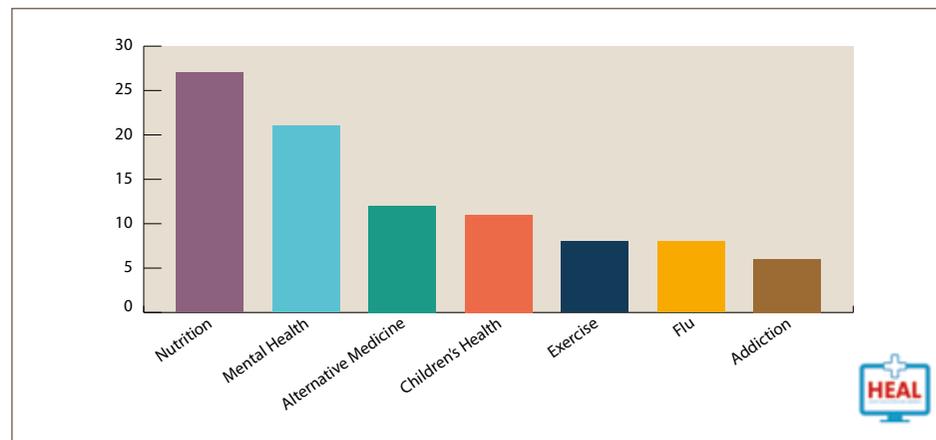
All ages were represented in the survey



Health Topics

40.77% of participants offered ideas about how to improve health information in libraries, which was a very positive rate given that this was an open text option.

Throughout the survey respondents listed a need for information in common areas and these may be helpful to librarians in developing health collections, sourcing online resources and events programming. Common subjects were:

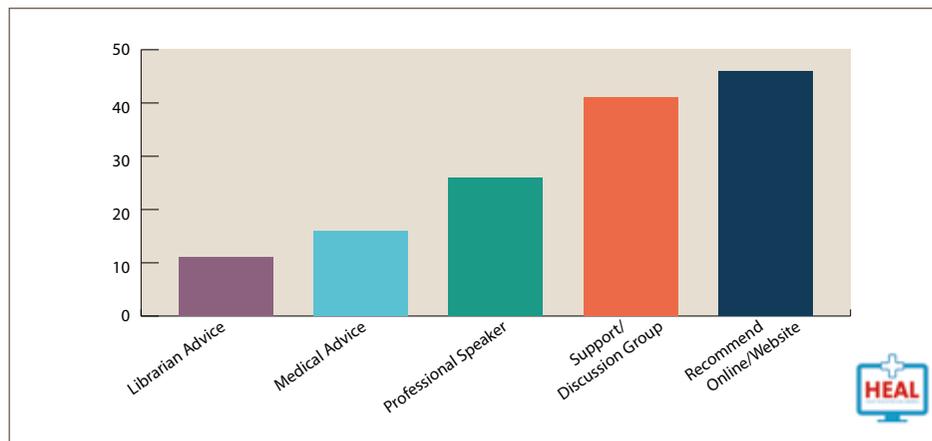
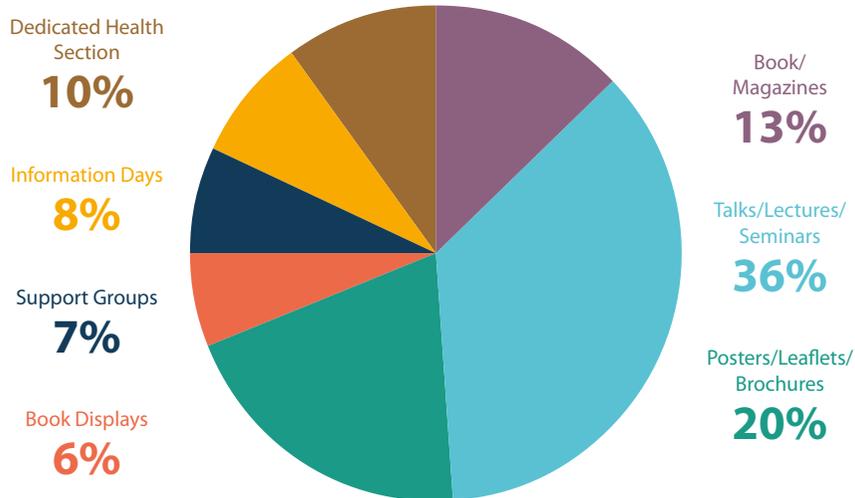


Textual analysis indicated that respondents searched for Mental Health issues, Exercises, Cancer, Symptoms, Diabetes, Asthma and the side effects of medications.

Specific Information for what Libraries can do.

Responses to the question of how libraries can assist in providing access to health information can be grouped as follows:

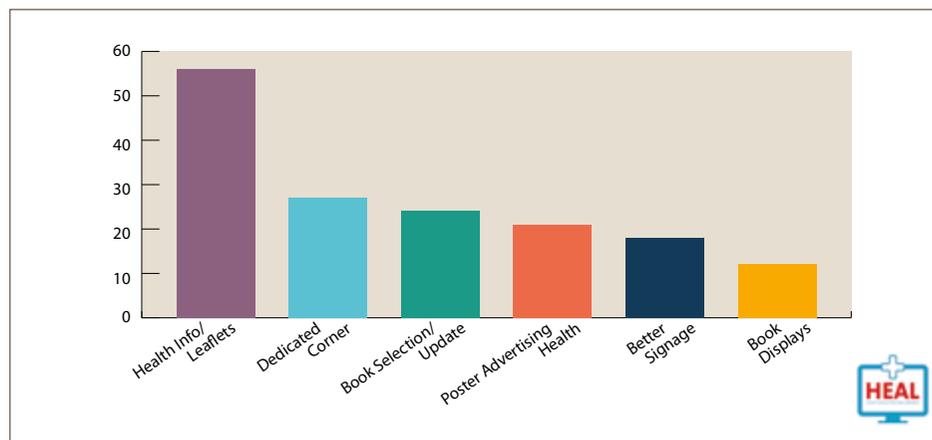
How we can improve health information in libraries



In terms of Library Services the highest response rate was for recommended online sources which may prove a crucial role for Public Librarians in the future.

Health Information Signposting

Responses to health information signposting can be grouped in the order below:



Summary

The outstanding finding from the survey was that 83% of respondents using online sources trusted these “only sometimes”. There are serious implications here for librarians and information professionals and I think a clear function for public libraries is to signpost and facilitate access to reliable accurate and current online health information. Librarians too can play a major role in progressing health literacy skills for individuals and communities

Regarding library layout a dedicated health section featured strongly with good signage, posters, brochures, leaflets and book displays. The need to have current and accurate book stock is imperative, as indicated by the numbers using books as information sources.

A large number of respondents suggested targeted programming in line with the annual health calendar- e.g. Operation Transformation, Daffodil Day and Mental Health in May. Talks by medical professionals and health practitioners were very popular. Linking with local community health groups was also highlighted as was the opportunity to provide spaces for support/discussion groups. One final observation - respondents to our survey did not view the library as a source of health activities but as an information sign poster supporting and facilitating access to quality information in a community setting.

The HEAL team continues to work in collaboration with the four Dublin Public Library Authorities developing innovative ways to engage with members of the public in progressing health literacy for everyone.

Through Healthy Ireland at Your Library and the HEAL project public libraries have the opportunity to contribute to individual, community and national health, an exciting and challenging role. Both projects have progressed professional development and training to assist staffs to deliver on this vital role placing the public library at the centre of health signposting and information provision.

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Performance Measurement in Libraries Conference 2017

Oxford, UK: 31 July–2 August 2017

Mary Dunne

The 12th Annual Performance Measurement in Libraries Conference took place from 31 July to 2 August 2017. We were fantastically fortunate to have Oxford as a base, as the historic setting inspired a learning mindset appropriate to the occasion. Over the course of three days, librarians and library assessors from across Europe, the US, Canada, South Africa and elsewhere, shared thoughts and experiences of performance and measurement within libraries.



Over the course of this report, I will give a flavour of the event with some of my highlights. Perhaps there's no better place to start than the first two presenters: Ayub Khan, (Vice-President of CILIP) and Judith Broady -Preston (Aberystwyth University) who both focused on the current and future status of our profession.

[Ajub Khan's opening keynote](#) had an optimistic tone as he outlined some of the positive outcomes that libraries deliver, from cultural and cognitive enrichment to stronger, more resilient communities. He emphasised the importance of measuring our performance in order to counter misperceptions of our role in this era of mass data and tight budgets. We need evidence to demonstrate that we are adapting to these challenges and providing both social and economic value.

The [plenary presentation by Judith Broady Preston](#) had a more critical tone as she encouraged us to question is there a 'we' anymore? Is there a unified tribe of librarians? Perhaps the type of work we do now is so diverse we have more in common with other professions than we do as librarians (though maybe it's not so much our skill set that binds us together, but our values). Judith also emphasised the need to consider the shifting nature of what we do. She likened the realignment of the role and purpose of libraries and librarians to the divergent, convergent and transform-fault boundaries found at Earth's tectonic plates. How we proceed will determine the future landscape in which we operate.

From these general, thought-provoking, opening sessions we moved to presentations more specifically focused on library measurement. For example, [Damon Jagers and DeElta Jones](#) (Ohio State University) spoke about their agile planning framework which required continual conversations with stakeholders to ensure strategy was highly aligned with their organisation. [Lisa Horowitz](#) (Massachusetts Institute of Technology) also recommended using an iterative approach, where metrics are primarily used as conversation starters within organisations. MIT are moving away from traditional metrics that do not talk about what they want to achieve or show their skills and value to stakeholders.

The [final keynote by Colleen Cook](#) (McGill University) highlighted the good, the bad, and the ugly of library assessment. The bad and the ugly elements often involve the misuse of statistics. As librarians we have an opportunity to use our knowledge to produce our own meaningful statistics, but also to challenge poor or misleading use by others.

Colleen gave us some practical tips on undertaking assessment, which is measuring performance against your goals:

- make sure you use a valid and reliable measure
- know what you want to say and know your priorities
- begin with a story and back it up with numbers
- tailor to your audience and use interesting visuals
- be practical – get people together and collect the 'low hanging fruit' that's easy to collect.

I can only provide the briefest summary of the conference, which delivered over 70 presentations and workshops. And, as usual, it was in the *cracks in-between* (during breaks and official gatherings) that much of the learning took place. We were particularly fortunate that our drinks reception took place in the 17th Century Divinity School of Oxford's Bodleian Library, and the conference dinner was held in Blackwell Hall of the Weston Library, which was hosting a Jane Austen exhibition. How could one not be inspired in the city of gleaming spires!

The slides of all presentations may be viewed at the conference website <https://libraryperformance.org/presenters/>

Mary Dunne is Information Specialist, Health Research Board

Photos: <https://www.flickr.com/photos/157559726@N05/with/35677923963/>

[R]evolution: Re-imagining the Art Library

ARLIS UK & IRELAND Conference: Dublin 12-14 July 2017

Andrea Lydon



The Art Libraries Society (ARLIS) UK & Ireland 2017 was the result of a successful collaboration between the Royal Dublin Society, Dublin Institute of Technology, National College of Art and Design/NIVAL, National Gallery of Ireland and the Royal Irish Academy. It had been many years since Ireland had hosted the annual gathering of art librarians. An enthusiastic committee, under the chairmanship of Gerard Whelan (RDS) came together to start planning the event, devising the conference theme, programming and organising sponsorship.

[R]evolution: Re-imagining the Art Library focused on new developments in collection management, public engagement and library buildings and spaces. The speakers at the conference were from a variety of Irish, European and North American institutions.

Contributors were asked to consider how art libraries, at this time of significant disruption and change, should evolve; how art libraries should continue to justify their worth and remain relevant, and how should they house collections and deliver services now and in the future. Tours and presentations on relevant Irish collections and library projects also featured in the programme. The conference was jointly hosted by the Royal Dublin Society, the Royal Irish Academy and, the recently refurbished National Gallery of Ireland.

The keynote speech from Dr. Stephen Bury, Andrew W. Mellon Chief Librarian of the Frick Art Reference Library, New York got proceedings off to a good start with his fascinating paper entitled *'The Energy of Delusion Revisited: The future of Art Librarianship'*.

The morning session continued addressing new developments and directions in libraries. Speakers covered artists' residency programmes, the development of maker-spaces in US art libraries and the importance of creating an inviting library environment for your students. Presentations relevant to museum libraries covered fundraising, promotional and outreach activities and presented case studies from the Dayton Art Institute, National Library of Wales and the National Gallery of Ireland.

The afternoon sessions focused on new roles for art librarians with talks on visual literacy and education, digital humanities and digital collections. The need for improved advocacy skills in the profession emerged as a theme. A series of illuminating lightning talks brought the first day's presentations to an end. These were on a variety of topics covering digitisation projects, care of collections, auction catalogues, artists books, promotion and changing user needs.

The evening reception was held in the Atrium of the National Gallery of Ireland and sponsored by Cambridge University Press. The **Art Libraries Journal Digital Archive** was launched by editors Erica-Foden Lenahan (Staatliche Akademie der Bildenden Künste Karlsruhe, Germany) and Gustavo Grandal Montero (Chelsea College of Arts). As a special treat for delegates, access to the popular exhibition, *Vermeer and the Masters of Genre painting: Inspiration and Rivalry*, had been arranged.

Day 2 started with a focus on library buildings in a session entitled 'Suitable Spaces'. Case studies from the USA and Canada were presented, as were two Irish library projects. Shelley McNamara (Grafton Architects), Grainne Shaffrey (Shaffrey Associates Architects) and Angela Cassidy (Dublin City Libraries) provided a fascinating insight into the new Cultural Quarter planned for Parnell Square; and Dr. Philip Cohen (Head of Library Services, Dublin Institute of Technology), chronicled DIT's experience to date with his engaging presentation *'False Dawns and Premature Endings: The New DIT Library at Grangegorman.'*

The conference provided an opportunity to showcase some of the collections in Dublin and in the afternoon delegates had the option of a tour of the Distillers

Press in NCAD, the Irish Architectural Archive or the Chester Beatty Library, or a visit to the NGL's Conservation Studio, Prints and Drawings collection or the Library and Centre for the Study of Irish Art.

The Gala Dinner that evening took place in the beautiful surroundings of the RDS Library, and entertainment was provided by the RDS Jazz singers.

On the final day the conference moved to the Royal Irish Academy where there was a series of presentations on developments in Irish art libraries followed by a focus on *Art and Architecture of Ireland*, published by the RIA in 2015. Finally, the conference finished with a visit to Francis Bacon's Studio in the Hugh Lane Gallery with a captivating tour from their Head of Collections, Jessica O'Donnell.

The conference presented many of the challenges affecting art libraries today and explored what art librarians can do to respond to the ever-changing environment. Many of the presentations demonstrated how art libraries could leverage new technologies, build partnerships and collaborations in a way that worked for both users and collections. Over one hundred delegates attended with backgrounds in librarianship, archives, museums, curatorship, digital humanities and publishing. The multidisciplinary nature of the group added to the success of the conference. Institutions and libraries represented at the conference included: Yale Centre for British Art, New Haven, Tate, Christies, Cornell University, Fitzwilliam Museum, Cambridge, Centre St. Martin's CA, Goldsmiths, National Library of Wales, NMI, NG(London,) Vassar College NY, Frick Gallery, NY, National Galleries of Scotland, University of Cambridge, RCA, National Museum, Oslo, Courtauld, UCL, Rhode Island School of Design, UCD, TCD, Dublin Public Libraries, LIT, NCAD, NIVAL, NGL, RDS, DIT etc. It was a wonderful three days of sharing, learning and connecting with people with common interests and passions.

The conference committee is indebted to colleagues, institutions and sponsors for their good will and help in bringing this event to fruition. On behalf of the committee I would like to extend our sincere thanks to all those that assisted and contributed to the successful three days. Feedback has been very positive with many that attended saying it was the best ARLIS conference in some time.

Andrea Lydon is Head of Library & Archives, National Gallery of Ireland

Proving our worth: Evidence and Data in Acquisitions



**National Acquisitions Conference (NAG) Conference,
6-7 November 2017, Leeds**

#NAG17

Gillian Kerins

Thanks to a bursary from the Acquisitions Group of Ireland (AGI), I was a first time delegate at the 2017 UK's National Acquisitions Group (NAG) conference. NAG is a professional organisation for people responsible for or interested in the acquisition, management and development of library resources in libraries of all types. This two-day conference in Leeds included presentations from both academic and public libraries on the following theme: "Proving our worth: Evidence and Data in

Acquisitions". The full programme is available at <http://www.nag.org.uk/news/2017/09/full-programme-for-nag17/> and had five papers and a workshop each day. In this short report, the focus is on the keynote, workshops and panel discussions, and those presentations in receipt of NAG awards, the slides for the other presentations from the conference are available on glisser at <https://audience.glisser.com/#/live-view>.

After a welcome address by Andrea Eillison (Chief Librarian, Leeds Library and Information Service), Ian Anstice (*Public Libraries News*) gave the opening keynote address entitled “An Aquarium without fish? The importance of stuff” spoke about library use and the importance of properly selected and sufficient stock. He touched on how spending power, inflation and decreased budgets in the UK correlate with the decline in public library usage. The big decline in the UK from 48% (2005) to 34% (2016/17) in public library usage does not seem to be happening to this extent in other developed countries in the world. On a positive note, in the last year across Great Britain, there were more visits to public libraries (250 million) than trips to the cinema, to the theatre, live gigs or UK Top 10 Tourist attractions. Ian highlighted how we as librarians need to advocate for libraries with evidence, taking in to account our audience and to choose books in the same way.

Robin Armstrong Viner described the University of Kent’s (winners of the NAG award 2016) case study on their European Study Centres. The goal was “to enable discovery of and provide access to high quality content, supported by excellent services for all students who chose to study at any one of our European Centres”. Using evidence-based practice and data driven decision-making, they went about achieving this goal. Acting with knowledge, they set about creating a sustainable model and now have enacted a European collection development policy, Patron Driven Acquisition (PDA), streamlined interlibrary loans, and customised discovery layer for their European Study Centres.

The panel discussion entitled “Are you being served?” with a liaison librarian, a public library user and a student covered a broad range of themes: influencing what books are purchased for their library, promoting eBook use, visibility on library resources spend, subject librarians, the best thing about the library, new library services, impact of funding and resources cuts.

On each day of the conference, delegates had a choice of workshops.

I chose the workshop on “Preparing and delivering an impactful elevator speech” as this is something I would like to be better at. Campbell Storey (Storey

Communications) provided us with some very helpful templates to use to get our point across. The key to an effective elevator pitch is to have a collection of issues, policy, projects, products/services ready to go, don’t try to come up with something on the spot! Be consistent in your message, look for common ground with your audience and most importantly have evidence. The main takeaway from Storey’s workshop is that great communicators *speak on behalf of those who use your service*, not the service.

At the “eBook accessibility audit workshop” (winners of the NAG award 2017) we had a brief overview of the eBook accessibility audit project (<https://sites.google.com/site/ebookaudit2016/>) and then we completed a brief audit of an eBook through our own organisations where we checked for text reflow, text-to-speech and accessibility information (<http://bit.ly/ebookauditquestions>). The key theme of this workshop was the importance of accessibility as a factor in eBook procurement. I would recommend any library with eBooks to complete this brief audit of their eBook resources.

The mix of presentations from the different library sectors is an excellent format for the area of library acquisitions. What struck me was that both sectors are dealing with similar issues but may be using different tools that suit their sector. Evidence based collection management was a core element in the programme and the presentations reflected this for both sectors, for example, the presentations on **Copac Collection Management Tools** (academic) and **CollectionHQ** (Public). I found that no matter which sector the presentation was from I got something from it.

I am grateful to the Acquisitions Group of Ireland for awarding me the chance to attend NAG. It is a specialised conference and though small in comparison to other international conferences (approx. 80 delegates), it was very well organised, it highlighted key topics for the library acquisitions community, and I made many valuable contacts for the future. Thank you AGI!

Gillian Kerins, Institute Librarian, Institute of Technology, Tallaght



Let's Work Together: marketing, partnership and collaboration in the Public Library Communities

**LAI Public Libraries Conference
7-9 November, Tinakilly Country House Hotel**

Evelyn Cooley and Laura Sinnott

It was a pleasure to attend the Library Association of Ireland Public Libraries' Section Conference 2017 held in Tinakilly Country House Hotel, Co. Wicklow from 7th to 9th November.

Andy Priestner (a trainer and consultant specialising in analysing user experience in libraries) spoke on **"UX and Public Libraries: experience and possibility"**. This was an important study to undertake to see how patrons are using the library, what they like and don't like, which areas are popular and under-used, and how the library might change things to deliver an improved service and better meet the needs of their patrons.

Traditional methods of collating information about user experience can be misleading and unreliable. In surveys and focus groups, the respondents are usually already patrons and, therefore, the findings do not represent the needs of the non-user. The respondents will usually make statements complimenting the current practice; they are not in a strong position to imagine improved services and they cannot predict what they will want from their library in the future. Therefore, we need more rigorous research methods that collect data from both non-users and users.

How should we research this data? We should actively observe patrons in the library, shadow them while they attempt to complete tasks like find a book or print something. Practical suggestions include making a graffiti wall so the public can engage with you on a new and informal platform, greet external clubs to find non-users willing to communicate, conduct interviews. Always remember; what people say, what people do, and what people say they do, are all vastly different from each other!

Liz McGettigan, (CILIP Scotland) addressed the topic **“Connections not collections; Delivering the 21st Century”** and highlighted the way in which the world is changing and how that impacts on libraries – now that the average user is a competent information seeker, how libraries can stay relevant is a pressing issue. Libraries need to be relevant– there are now bookless libraries over the world, and it is proving a successful market. We need to emphasise our digital skills and services to stay relevant, and we must do so in exciting spaces that show libraries to be a fusion between technology and culture.

Statistics predict that by the year 2020 there will be 50 billion devices connected to the internet. One way in which we can embrace this is by supporting digital education. An example of this is virtual reality 3D anatomy programmes, which are an immensely helpful educational tool for medical students.

Douglas White, (Carnegie Trust UK) spoke about the publication **“Shining a Light – The future of public libraries across Ireland and the UK”**.¹ This is



the result of two surveys conducted, one in 2011 and another in 2016, with a total of over 10,000 participants from England, Ireland, Scotland and Wales. Some of the most interesting findings are as follows;

- Roughly half the population uses libraries, around 40% on a monthly basis.
- 75% of respondents stated they feel the library is very important for their community.
- Most popular library users are young, have kids, are prolific readers, or don't work full time.
- Improvements most desired by respondents were;
 - More events
 - More information on services available
 - Café on site

¹ <https://www.carnegieuktrust.org.uk/shining-a-light/>

Library usage fell between 2011-2016 which is hardly surprising considering the embargo on recruitment, drop in budgets etc.

Two findings from this report are notable:

- 30% of library users are non-readers, we should concentrate on our digital resources.
- A high percentage of respondents said that if they could order the book from home they would use the library more often. The fact that they can order the book from home but they are unaware of this service highlights the need for better communication with our borrowers.

While the second day was a half day, the conference managed to pack in a very informative range of speakers.

The Healthy Ireland initiative which is presently being rolled out in all the public libraries was the focus of the first two lectures. **Mary Jo Lavelle, (National University of Ireland, Galway (NUIG))** began with a talk on health and health promotion. She spoke about the different models and views of what it means to be healthy. The term health does not conjure up the same meaning for all. For example, for a young mother with very young children it may be about getting through the day; for a teenage boy or girl it might be all about fitness. Until recently, the dominant view of health promotion was a very negative one and it was associated with the treatment of pain and illnesses. Lately however, there is a more holistic, broader view of health which focuses on determinants of health. These wide-ranging determinants are factors that bring about a change in health, such as genetic make-up, environment, lifestyle, poverty and access to services which include libraries. It is these wider, social determinants that play a bigger role in a person developing a disease later on, and an individual's health is determined by the conditions in which they are born, in which they grow, live, play and age.

Greg Straton, (Department of Health) which is responsible for the implementation of the Healthy Ireland Framework 2013-2025 spoke about the

Healthy Ireland Initiative from a library perspective and the great potential and opportunity for libraries to expand their role in the promotion of health among its users, through the Healthy Ireland framework.²

Other topics covered include:

- **Ann Riordan and Eibhlín Cassidy** spoke about the autism friendly services Cork City Libraries offer, such as sensory friendly hours and social story presentations on the library website to prepare a child with autism for the library visit.
- Emma Tobin Coles, WWETB³ spoke about Snuggle Storytime. The aim of the programme is to develop a reading culture among families, and it was felt that partnership approach with other key agencies such as Tusla, Waterford Library Services, Foróige, WWETB and the HSE works best.
- Bernie Bradley, Social Inclusion Officer, Monaghan County Council spoke about the Age Friendly Information Programme in the Monaghan authority and the booklet they have produced, 'A Guide to Age-Friendly Communication'. The aim of the programme is to make Monaghan a better place in which to grow old.

Niall Murphy (Irish Autism Action) spoke about the work they do in delivering autism awareness and the 5 point vision plan 2017-2020 which outlines the organisation's vision for the future and how people living with autism can be supported.

The conference concluded with a wonderful panel discussion 'My Life in books' by Rick O'Shea (RTE Broadcaster and creator of 'The Rick O'Shea Book Club' on Facebook), Karina Melvin (author) and Andrea Carter (author) and chaired by Eddie O'Sullivan.

It was a perfect finish to a very well-run, informative conference in the lovely Tinakilly House.

Evelyn Cooley and Laura Sinnott, Kildare Library and Arts Service

² article on the initiative on pp16-23.

³ <http://waterfordwexford.etb.ie>

Fundamentals of electronic resources management Alana Verminski and Kelly Marie Blanchat

London: Facet Publishing, 2017. ISBN 978-1783302307. 251pp, £54.95, Pbk.

In this informative guide, Verminski and Blanchat provide a straightforward introduction to electronic resources management (ERM), which is suitable for information professionals at all stages of their career who wish to enhance their professional skills. Electronic resources management is a dynamic and ever-changing part of overall collection management. Verminski and Blanchat aim to provide the reader with an overview of the key concepts of ERM: evaluating resource content, negotiating with vendors, purchasing models, maintenance of access, evaluation of statistics and marketing of these resources. The book endeavours to give practical advice and provide workflow processes so that the reader can apply them to their specific environments.

Divided into ten chapters the book examines each aspect of electronic resources management. The chapters start from scratch looking at the background to ERM, the requirement for evaluation of resource content and the method by which to do this, before discussing how the traditional purchasing model does not necessarily align with current patron needs, such as demand driven acquisitions (DDA) and the pay per view (PPV) model. Chapters 3 and 4 evaluate electronic resource content and look at selecting and managing open access resources with very practical advice and explanations. The subsequent chapters examine negotiating licenses and maintaining access. The final section of the book looks at evaluating usage statistics and how to market your electronic resources. There are beneficial chapters on library/vendor relationship and the way in which electronic collections are evolving, with mergers between various vendors and examining the move towards Open Access models. The authors end the book discussing the



future of electronic resources management and collection development. They note how these new trends and mergers may affect collections for librarians aiming “to provide consistent access to relevant, high-quality research and scholarship” in this dynamic area of collection development.

Fundamentals of Electronic Resources Management offers plenty of helpful information. I found this book informative and useful. As someone without a background in electronic resources management this guide provided me with excellent explanations of the key concepts of ERM. The title describes sensible and

practical workflows for the management of electronic resources. It offers step by step instructions on various aspects of the ERM process. While the language throughout utilises acronyms and jargon which I was not familiar with, the authors correctly point out that the use of precise on-the-job terminology is essential for successful communication between librarians and vendors. The book provides a valuable glossary for any terms or concept with which the reader may not be familiar. The appendix also provides a useful grading rubric for evaluating Open Access resources and a license review checklist adapted from that developed and used by the University of North Texas Libraries.

This book provides a valuable overview of the ERM process, and will appeal to both the newly graduated professionals and established electronic resources staff. I would highly recommend this title.

Amye Quigley is Executive Librarian, Kildare County Library and Arts Service

Marketing Your Library's Electronic Resources: A How-To-Do-It Manual For Librarians

Marie R. Kennedy and Cheryl LaGuardia

London: Facet Publishing, 2017. 240pp.. ISBN 978-1-78330-267-3. \$65.00. Pbk.

There's a story in this book about how one library, having spent \$30,000 dollars a year on electronic resources, felt compelled to implement a marketing plan to adequately market, exploit usage, and evaluate usage of a library's electronic resources. What is shocking, and although explicitly unstated, but clear given the existence of this book, is the fact that many libraries would spend a significant amount of money on e-resources *without* a plan for marketing, use and evaluation.

This book is a very practical guide, as evidenced from its subtitle, on how to produce a marketing plan for your library's e-resources. The first part takes you through the steps of how to create your own. It begins by discussing the purpose of your marketing plan, why you should be doing it, its benefits, the data you have to hand right now etc. Following this are two chapters, the first of which introduces the components of a marketing plan, taking you through each section and its practical purpose, before the latter chapter takes you through these again, illustrating them with real world examples. The latter three chapters of this part take you through the rest of the production – the first of these goes beyond telling how to write it, and takes you through constructing your marketing plan, talking about the components but also ensuring that you write with your audience in mind and set realistic goals. The final two chapters discuss the often-overlooked process assessment and updating your marketing plan; two hurdles which plans like this often fail, since people write the plan and never return to it, instead of viewing it as a living, working document.

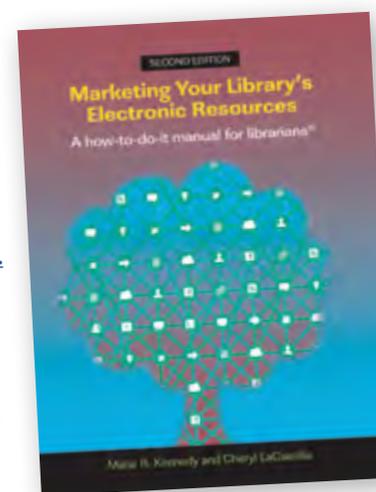
What is important to note in these chapters, as a reader, is that a lot of the processes and advice could easily apply to any and all library service that you are looking to market. I would heartily recommend that, even if you're not

interested or responsible for e-resources, that there is plenty to read, digest and use in this book.

The second half of the book contains seven complete marketing plans. They, helpfully, contain a whole range of plans from public libraries, university libraries, technical colleges, and even an all-electronic library. The depth and breadth of these plans shows that no matter the size of your branch or authority there is a plan that will fit your branch, and to further this, the authors have also organised a series of web extras (hosted at <http://www.alaeditions.org/web-extra-marketing-your-libraris-electronic-resources>) which include many of these marketing plans in their entirety. The prize of these web extras, however, is a brief 5 page document, a Marketing Plan Template, that you can use in your library to create your own Marketing Plan.

Given the amount of web extras online for free by the authors, is it worth buying the book? Yes. It simply, practically and clearly guides you through the whole process of not only creating a marketing plan for your library resource, but a lot of the ins and outs of library marketing, and would be a great resource for any library.

Mark Ward is Senior Library Assistant, South Dublin County Libraries



Librarian as Communicator: Case Studies and International Perspectives

Edited by Helen Fallon and Graham Walton

London and New York: Routledge, 2017. ISBN 978-1-138-63412-1. 252pp, £115, hbk.

Librarian as Communicator offers an insight into how Information Professionals around the globe are communicating. It is a research-informed volume comprised of a combination of review articles and case studies originally published in the [New Review of Academic Librarianship, volume 22, issues 2-3 \(2016\)](#). The case studies deliver practical advice for readers and complement the review chapters that provide a more theoretical examination of communication.

The book explores specific projects and services within libraries that seek to improve communication and could be replicated or adapted for our own institutions. There is also consideration given to the areas that librarians are naturally positioned to contribute to, such as digital scholarship and digitisation.

For library staff who want to develop online communication with their users, this book provides many ideas. Inspiration can be taken from the use of Pablo the Penguin (brand mascot at the University of Portsmouth (chapter 9). The mascot establishes a connection with library users that cannot often be replicated with increasing self-service approaches and changing staff in the Library.

The University of Liverpool describes the social media techniques used to raise the profile of their Library and connect with students (chapter 11). Advice is provided for the reader on how best to manage social media for maximum advantage. Another option to consider is the virtual enquiry service (chapter 6) established by libraries in the North of England.

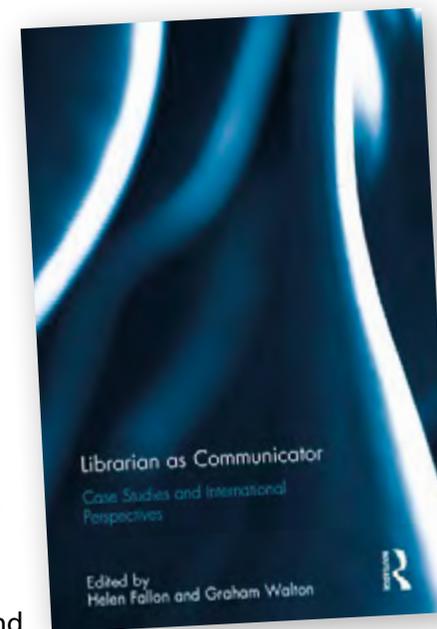
Social media can also be encouraged as an important part of a researcher's communication strategy as highlighted by Linköping University Library

(chapter 16). They have created a useful [web-based information package](#) for their researchers that can be drawn on by other libraries.

For institutions wanting to improve face to face communication, the pop-up library at Birmingham University (chapter 1) is an initiative that can be implemented to highlight key services to students. Traditional models of liaison are examined in chapter 5 and this will be useful for any institution wanting to evaluate their subject support communication.

As well as communication with user groups, the book also focuses on written communication produced by the library profession. The value of blogging for knowledge sharing, reflective practice and community engagement is highlighted in chapter 4 and could serve as encouragement for readers thinking of writing a blog. The collaborative blog, [Libfocus](#), may be particularly appealing to beginners who want to feel supported in the writing process.

Starting with a less formal medium of communication such as blogging could encourage librarians to publish formally in a journal or book. Chapter 8 reviews the published research output of academic librarians from higher education institutions in Ireland and suggests that research activity by



academic librarians should be fostered. Academic writing can increase the visibility of the library, encourage community collaboration and raise the individual's profile. For those working in Research Support or Scholarly Communications it would be especially useful to understand the publishing process that researchers face and how to support them.

For anyone working with Postgraduate Research (PGR) students, chapter 13 from De Montfort University will be useful. Library staff carried out a research project to determine better ways of communicating with this student group. They identified the key crisis points experienced by PGRs and suggest ways that librarians can intervene with targeted support.

Librarian as Communicator is suitable for anyone working in a library who wishes to improve institutional or personal communication, or is seeking development areas for their Library Services. Whilst there is a lot of material covered in the book, one of the strengths of *Librarian as Communicator* is that it can be approached as a series of standalone chapters rather than a continuous read, making the book accessible and crucially manageable from a time commitment point of view.

Eimear Evans is Institution Repository Officer, Queen's University Belfast.

Kathleen O'Rourke, Wexford County Librarian 1971-1996



Kathleen O'Rourke, FLAI, former Wexford County Librarian, died peacefully in Cork, on 6th November 2017. Originally from Cork, Kathleen began her library career with Cork Corporation where, from 1949 – 1971, she gained extensive experience in public service and as Assistant Librarian for nearly ten years developed significant expertise in cataloguing.

Kathleen moved to Wexford as County Librarian in September 1971. At that time the library service was delivered via small public libraries but primarily via c 40 book collections based in schools and community centres countywide. As County Librarian, Kathleen oversaw the introduction of a mobile library service in 1980. Other modernisation included the provision of the current library buildings, in New Ross in 1981 and in Enniscorthy in 1994. In 1987, the Wexford town library and the service's administrative headquarters were moved from the County Council campus to a larger public facility in Abbey Street.

It was always a priority of Kathleen's to ensure that every school had access to books for their pupils. Literacy development and reading for pleasure were core concerns. Also in particular, local historians and educators valued Kathleen for her unwavering commitment to Wexford's local heritage and the protection of its printed record. She was instrumental in laying the foundations for the Wexford Local Collection. She also introduced audio-visual and ephemera collections, microfilm services and, for example, was involved in the initiation of the Wexford Festival Opera Archive in 1991 which was housed originally in the County Library.

A conscientious librarian, loyal and hardworking, Kathleen is remembered vividly by her former colleagues also for her wit and for her wicked sense of humour.

Fionnuala Hanrahan, former Wexford County Librarian

Ed. It is hoped to publish an obituary for the late Charles Benson, formerly TCD, in the next issue.

NEWS from the STACKS

People

Congratulations to those who have moved to new positions:

- Fintan Bracken (Deputy Librarian) IT Carlow;
- Ronan Cox (Business Librarian), DCU
- Jane Burns (Manager), Irish Hospice Foundation;
- Jim O'Hagan, (Chief Executive), Libraries NI;
- Mary Stuart (Head), Libraries Development.
- Kildare County Library and Arts Service has several new appointments: Evelyn Cooley, Betty Maguire, Bridgette Rowland, Amye Quigley, Laura Sinnott and Shona Thoma.

LAI Awards

At the recent LAI AGM (2018) held in Cork City Library, Grand Parade, Cork the following candidates received ALAI awards.



Michelle Breen (UL), Yvette Campbell (MU), Helen McGonagle (Cork City),
Ciaran Quinn (MU) and Shona Thoma (Kildare County Libraries).

The following received ALAI awards *in absentia*:

Celine Campbell (DCU) and Noreen McHugh (RCSI/Rotunda).

Inspiring People, Inspiring Libraries

CILIP Ireland/LAI Annual Joint Conference and Exhibition

19-20 April 2018 • Canal Court Hotel and Spa, Newry



Registration has opened for the 2018 CILIP Ireland/Library Association of Ireland Annual Joint Conference and Exhibition.

The programme consisting of inspirational library and information professionals and cross-sectoral updates on best practice will engage and challenge us to be dynamic and innovative in delivering quality services.

Learn, discuss and be empowered through keynote presentations, plenary lectures and participative learning sessions. Confirmed speakers include Jim O'Hagan, Chief Executive of Libraries NI and Martina McChrystal, Director of Library Services at the University of Glasgow.

The conference and exhibition regularly attracts delegates from all sectors of the library and information world throughout Ireland and the UK and is a rewarding and enjoyable professional development opportunity.

To register, or for more information and to view the conference programme, please click here:

<http://www.cilip.org.uk/events/EventDetails.aspx?id=1074257>

We look forward to seeing you in Newry!

Forthcoming Conferences

- BAD** <https://www.bad.pt/eventos/13-bad-oradores/>
- BIALL** <https://biail.org.uk/annual-conference/conference-2018-birmingham/>
- EAHIL** <https://eahilcardiff2018.wordpress.com>
- EBLIDA** <https://eblida2018.sciencesconf.org/program>
- Grey Literature:** <https://nrgl.techlib.cz/conference/11th-conference-on-grey-literature-and-repositories/>
- IAML** <http://www.iaml.info/congresses/2018-leipzig>
- IFLA 2018:** <https://www.ifla.org/annual-conference>
- QQML2018** <http://qqml.org/event/qqml2018/>

Forthcoming Local Conferences

- CILIP Ireland/LAI Joint Conference 2018** <https://www.cilip.org.uk/events/EventDetails.aspx?id=1074257&group=201287>
- CONUL 2018** <http://conference.conul.ie>

Copyright News

EBLIDA has created a dedicated Copyright Reform webpage where you can keep up to date on Copyright Matters: <http://www.eblida.org/copyright-reform2.html>

Department of Business, Enterprise and Innovation(Ireland) has recently published <https://dbei.gov.ie/en/What-We-Do/Innovation-Research-Development/Intellectual-Property/Copyright/Copyright-and-Other-Intellectual-Property-Law-Provisions-Bill-2018/>

The progress of the bill can be followed on the Oireachtas website: <http://www.oireachtas.ie/parliament/>

International News

European Union has published the Final Report of the High Level Expert Group on Fake News and Online Disinformation. Details are available here: <https://ec.europa.eu/digital-single-market/en/news/final-report-high-level-expert-group-fake-news-and-online-disinformation>

GDPR- General Data Protection Regulation comes in to effect on 25 May, 2018. Details available here: <http://gdprandyou.ie>

IFLA has published its Global Vision Report Summary: <https://www.ifla.org/node/34321>. The full report will be launched at IFLA 2018.

IFLA has announced an award that should be of interest to those who have recent new public library buildings. Details are available here: <https://www.ifla.org/node/29019?og=49>

CPD Opportunities

CILIP Ireland: https://www.cilip.org.uk/events/event_list.asp?show=&group=201287

LAI: <https://libraryassociation.ie/events>

UCD: <http://www.ucd.ie/ics/study/>

DBS: <https://www.dbs.ie>

Ulster University: <https://www.ulster.ac.uk/courses/201819/library-and-information-management-16059>

Libraries in the News

Chambers Ireland Excellence in Local Government Best Library Service Award 2017 has been won by Kildare County Library and Arts Service. The award was for the Support to Secondary Schools Scheme.

Innovation at Maynooth University Library: <https://www.irishexaminer.com/breakingnews/ireland/students-at-maynooth-university-will-be-able-to-take-naps-in-the-library-829944.html>