

General Board

Review of Teaching and Learning Support Services

There will be a meeting of the Review Committee from 2:30pm to 4pm on Monday 9 June 2008 in Graham Allen's office at The Old Schools, Trinity Lane, Cambridge.

AGENDA

1. Minutes

The Minutes of the third meeting of the Review Committee held on 29 April 2008 are circulated.

Arising from the third meeting, the Committee are reminded that they expressed an interest in additional background information as follows:

(1) *University Computing Service*

(i) The Committee noted that the data on Public Workstation Facility usage and Lapwing deployment gave no indication of the costs associated with these and the other services provided by the UCS. The IT Syndicate Annual Report (Appendix 3 attached) provides some information on expenditure by activity. Note that expenditure on Lapwing was not distinguished from Network Systems and Network Installation at the time, but will be in future years. (Paper 8a)

(ii) The Committee sought comparative data on expenditure on Computing Services in other HE institutions. The Director of UCS is currently chairman of the Russell Universities Group of IT Directors (RUGIT) and has been asked to supply some data.

~~(Paper 8b, to follow)~~

(2) *Language Centre*

The Committee sought information on those Departments running their own specific language courses. The Language Centre undertook a survey on the subject in 2005; the report is attached. (Paper 8c)

2. Draft Report

A draft final report is circulated (Paper No.9).

Members unable to attend the meeting may submit comments on the report, to be included in the discussion, to the Assistant Secretary* with a view to finalising the report for the meeting of the General Board on 9 July 2008.

*To Julian Evans at the Old Schools or jge24@cam.ac.uk by 10am on Monday 9 June please.

General Board

Review of Teaching and Learning Support Services

Minutes of a meeting of the Review Committee held on 29 April 2008.

Present: Professor Andrew Cliff (Chairman), Dr Nick Bampos, Mr Peter Coulthard, Mr Simon Lebus, Professor Melveena McKendrick, Professor John Morrill, Ms Jan Wilkinson, Professor Steve Young with Graham Allen and Julian Evans.

Apologies were received from: Professor Tony Badger.

6. Minutes

The Committee approved the minutes of the meeting held on 6 March 2008.

7. Comments from the Chairman

The Committee were informed that the University Librarian intended to retire at the end of March 2009.

8. Supporting information received

8.1 Arising from the second meeting

- (1) The Committee were reminded that, at the March meeting, the following documents had been received for information:
 - (a) notes from the Director of the Language Centre emailed to the Committee on 4 March 2008 (Paper 5a);
 - (b) the Director of the Computing Service had tabled papers of statistical information (Paper 5b);
 - (c) the Director of CARET had tabled a paper "CARET eLearning Strategy" (Paper 5c).
- (2) The Committee were informed that, as requested at the March meeting, the following had been received and were circulated for information:
 - (d) notes from the Associate Director e:Learning at ICE (Paper 5d);
 - (e) notes from the Director of CARET (Paper 5e).
- (3) The Committee were reminded that at the first meeting of the Committee, held on 11 February 2008, they had sought additional background information, now circulated as follows:
 - (a) more comprehensive data on expenditure on subscriptions for 2005/06 and 2006/07, with source of funds, across the University (Paper 5f);
 - (b) further information on Library expenditure in Cambridge during 2006/07, including Departmental and College Libraries (Paper 5g);
 - (c) information on UK University Library expenditure 2005/06, extracted from SCONUL (The Society of College, National and University Libraries), for comparability (Paper 5h);

- (d) information on the current UL staffing (Paper 5j);
 - (e) information on the location of PWF and Managed Clusters, and on the roll out of the Lapwing wireless service (Paper 5k);
 - (f) information on usage of the Language Centre by Department (Paper 5m).
- (4) The Committee were reminded that, at the first meeting, they had also agreed that a Notice should be published in *Reporter*, informing the University of the establishment of the Committee and inviting comments. The Committee were informed that a Notice had been published on 20 February 2008, submissions requested by 31 March, and the following three had been received and were circulated:
- (a) a paper from the Director and Deputy Director of the University Computing Service (Paper 5n);
 - (b) a paper from Bob Dowling of the UCS (Paper 5p);
 - (c) a paper from the Director of the Centre for Excellence in Teaching and Learning (Paper 5q).
- (5) The Committee considered all of the papers received above and noted, in particular, the following points:
- (a) *University Expenditure on journals*
Expenditure on journal subscriptions across the University was about £3.7M in total (2006/07) of which:
 - (i) about 80% was made by the University Library and its dependants;
 - (ii) about £1.5M was made through the Journals Coordination Scheme (JCS);
 - (iii) about £600k was made outside the JCS by Faculties and Departments, £400k from Chest funds and £200k from non-chest sources.
 - (iv) in the light of (iii) above, centralising all subscriptions would imply reallocating chest funding of the order of £400k from Schools to the JCS.
 - (b) *College expenditure on journals*
Data on expenditure on journal subscriptions in the Colleges were very patchy but expenditure of the order of £200k in total was indicated.
 - (c) *Electronic journals*
It was not straightforward to separate expenditure on electronic journal subscriptions from that on paper based provision (and only 10% of journal expenditure had actually been coded as "electronic") as:
 - (i) publishers commonly offered paper-plus-electronic packages;
 - (ii) some journals, used for the support of teaching, were only offered on paper for the first year;
 - (ii) electronic-only licences were thus far not frequently purchased because there was still some demand for paper and VAT was charged on electronic-only format.
 - (d) *Cambridge total library expenditure*

(i) Total library direct expenditure in the University and Colleges was over £20M (as above, the data on College expenditure was patchy, but it did indicate a proportionally greater spend on books), within the University about 75% of the £18.5M expended (2006/07) and 75% of the 440fte staff, were in the UL and its dependent libraries.

(ii) SCONUL data extracts (2005/06) indicated that library expenditure at Cambridge, per user or student, was second only to Oxford¹ and significantly higher than most. Expenditure on library staff at Cambridge, as proportion of total library expenditure, was average.

(The Committee observed that the Library expenditure as a proportion of total expenditure was likely to be understated, relative to Oxford for example, in the SCONUL published data. It appeared that total institutional expenditure data for Cambridge, at £880M, included UCLES and CUP. If the more correct figure of £560M total institutional, for "little u", were used, Cambridge library expenditure was 3.7% of total, well above average and closer to that of Oxford (at 4.6%, and where total expenditure appeared to be correctly stated). Oxford's library expenditure was known to be high; the library system at Oxford was currently operating in large deficit.)

(e) *Computing Service (UCS)*

(i) The data on Public Workstation Facility usage and Lapwing deployment (paper 5k) gave no indication of the costs associated with these and the other services provided by the UCS. The IT Syndicate Annual Report was thought to provide some information on expenditure by activity; the Assistant Secretary was asked to investigate.

(Action: JGE)

(ii) The submission from the UCS in response to the invitation in *Reporter* (paper 5n) offered a useful summary of the core services provided in support of pedagogy. The Committee noted that the paper focussed on functional operations; there was a lack of strategic vision for how UCS might improve support for academic activity. The Committee sought comparative data on expenditure on Computing Services in other HE institutions (from UCS membership of the Russell Universities Group of IT Directors, RUGIT, for example).

(Action: JGE)

(f) *Language Centre*

The Committee noted that participants on the CU Language Programme, and usage of the Language Centre, was spread across students from a wide range of disciplines, not just those from Arts, Humanities and Social Sciences areas. The Committee sought information on those Departments running their own specific language courses, Engineering for example, not represented in these data.

(Action: JGE)

(g) *Centre for Excellence of Teaching & Learning*

¹ Except two institutions of a different nature, Cranfield and SOAS, also scored highly by this measure.
GBRTLSS Mins Third Meeting 29Apr08

The Committee considered the paper on CETL (Paper 5q); they noted that it was not clear what value the project brought to the University or what its future would be beyond 2010.

8.2 Other supporting documents received

- (1) The Committee were informed that the University Librarian had provided copies of two reports on the future of publishing and the transition to electronic media, circulated as follows:
 - (a) *Publishing Output to 2020*, The British Library/EPS Ltd, January 2004 (Paper 6a);
 - (b) Extracts from *The E-only Tipping Point for Journals*, Johnson & Luther, Association of Research Libraries, 2007 (Paper 6b)
- (2) Also circulated for information were the following:
 - (a) Extracts from *Review of HEFCE Funding for Research Libraries*, Professor Sir Ivor Crewe, March 2008 (Paper 6c);
 - (b) a letter from the Project Manager: Graduate Education Review, dated 2 April 2008 (Paper 6d).

The Committee noted the information, particularly with regard to forecasts about on-line access to academic publications, and the not-unrelated comments regarding the availability of resources for graduate students

9. Discussions

The Committee were informed that the following had been invited to attend individually for discussions.

Dr Andrew Brown (Managing Director, Academic and Professional Publishing, Cambridge University Press);

Professor Sir Richard Friend (as Chairman of the Journals Coordination Steering Committee).

Paper No. 7a presented the issues which the visitors had been asked, by email a week before the meeting, to consider.

Professor John Bell (Chairman of the GB Committee on Libraries) had been invited, but unable, to attend. He had provided a note for the Committee (Paper 7b).

Professor Bell's comments were noted; a summary of each discussion follows.

9.1 Dr Andrew Brown: Cambridge University Press (CUP)

The CUP had observed how resilient the book had proved to be, contrary to predictions of 15 years ago. Pure electronic provision currently makes up only 2% of CUP revenues, though there are a range of dual format paper/electronic products; digital printing makes up 15% of revenues.

Journals are in the forefront of pure electronic provision; a high proportion cover scientific subjects as demand for arts, humanities and social sciences is lower. CUP offer all their publications as "Ebooks" but the take up is low; these are simply electronic versions of works which published and printed on paper in the normal way.

CUP consider products which are "born digital", effectively on-line databases, to be more interesting. The Oxford Dictionary of National Biography was a high profile example. These databases can be accessed and searched in different ways to an Ebook, but it is not yet clear whether the development costs can be recouped. CUP has discontinued its Bibliographic reference of English literature, as it was not found to be desirable.

The nature of research was changing to take advantage of wider access to materials. Some researchers and students were content to make use of materials which can be accessed free of charge, for others the recognised publishers and journals with associated peer review networks indicated a level of quality.

The demand for electronic provision was expected to accelerate; the development and adoption of a popular Ebook reader would be a catalyst.

9.2 Professor Sir Richard Friend: JCS

The Journals Coordination Scheme has developed, in response to the rising cost of journals, the incentives publishers offer for large scale licences and the inefficiencies of distributed purchasing and collections, to include the Schools of Biological Sciences, Physical Sciences and Clinical Medicine; Technology and Humanities and Social Sciences are expected to join in 2009 and discussions are underway with Arts and Humanities.

Cambridge was thought to spend less on journal subscriptions than comparable institutions; without an effective coordination scheme provision would be significantly impaired.

There may be benefit, in the future, in extending the remit of the JCS or equivalent to encompass Ebooks, and to the Colleges, though this had not yet been considered. The widest institutional level negotiation was important in order to be able to offer value for money.

With more coordinated online access to materials, Departmental libraries, especially in the sciences, appeared to be becoming more like spaces populated by PCs to facilitate access to the network. Some were moving journals out to central libraries to provide social workspace. Wireless access, which would be an alternative for provision of this nature, had been very slow to pervade and this had caused serious frustration.

The Committee agreed:

- (a) that the UCS should be asked to provide a timetable for the roll out of their wireless service across the University and Colleges to include details on prioritisation and resourcing;

(b) that the case for the continued provision of PWF should be audited, to included realistic estimates of full costs and benefits with alternatives.

10. Summary of main recommendations emerging from the Committee's deliberations and discussions

The Committee recommends:

- (1) The role of the University Librarian should be rapidly developed by the successful applicant to become *de facto* Director of Library Services. This role should have responsibility for ensuring the provision across the University not only of electronic resources, which are rooted in the traditional activities of the University Library (e-journals and e-books), but also the wide spectrum of web-based e-learning resources available over the internet. Close collaboration with the Education Committee will be essential to ensure that the provision of pedagogic support services is congruent with the teaching and learning mission of the University.
- (2) Two implications follow from this extension of remit:
 - (a) Consideration should be given to merging the work of the University Library Syndicate and the General Board's Committee on Libraries into a single Syndicate which is able work with and develop with the University Librarian a strategic vision which will ensure the University Library can deliver the e-information and learning support for the University's institutions.
 - (b) The Librarian will need to work with the library staff in the faculties and departments to ensure that faculty and departmental libraries can deliver the e-learning support to their users; different methods of delivery, working environments and management should be considered.
- (3) The governance structure of CARET should be changed, along with its basis of funding, to ensure the longer term future of this organisation which develops critical pedagogic support to staff and students. It is proposed that CARET should be placed within two years, along with core funding, under the umbrella of the University Library by adapting the sub-department model of governance (Statutes and Ordinances, p.595). This would give CARET an ability to run its own affairs and budget within the constraints of overall report to the University Librarian. A consequence is that the Management Committee for CARET should be revised.
- (4) To facilitate congruence between the work of CARET and other institutions, and the general oversight of pedagogic support articulated through the University Librarian, a "Teaching and Learning Services Steering Group"
- (5) The Language Centre had developed a distinctive method for delivering teaching and learning, part on-line and part face-to-face; there was thought to be potential for extending this to other subject areas. The Language Centre should be considered for reassignment to the University Library under the same sub-Department model proposed for CARET.
- (6) The role of the University Computing Service in pedagogy should be reviewed, in consultation with ISSS and the Education Committee, to include consideration of a strategy for improving support for academic activities and not least access to on-line resources for all students. The former would be enabled by the development of a culture more receptive to external innovation. The latter would be accelerated by rapid widespread pervasion of the Lapwing wireless service and the development of mechanisms by which non-matriculated students can gain access thorough Raven authentication.

- (7) The (academic) Staff Development section of the HR Division has a role to play in helping to deliver staff training in pedagogy. It is recommended that the University Librarian and the Director of HR should be invited to work with the PVC Education to report on how this might be achieved.
- (8) In the interests of efficiency and cost, the purchase of all subscriptions for journals (and, in time, electronic books) should become the responsibility of the University Librarian. It is recommended that chest funds currently distributed to Schools for these purposes should be reallocated to the University Library. The University Librarian should be invited to work with the Colleges to extend the work of the University's Journal Co-ordination Steering Committee to the Colleges, thereby greatly reducing journal duplication and cost across the Cambridge library system.

11. Next meeting

The Committee agreed that a first draft report should be prepared for consideration by circulation and then, if possible, at a meeting to be scheduled for the second half of May, with a view to presenting it to the General Board at their meeting on 4 June 2008.

Computing Service Expenditure

Table 1 shows the estimated expenditure within the various sections of the Computing Service broken down by type as follows:

Centrally Funded: UEF, Equipment Grant, PC 4
Cost Recovery: Recovered from service charges

Figures are for the financial year 2006/07 in units of £1k.

TABLE 1 – SECTION EXPENDITURE

	Centrally Funded			Cost Recovery		Combined Total
	Staff	Equip.	Other	Staff	Equip./Other	
Directorate	174	0	3	0	0	177
Administration	87	34	33	0	0	154
Finance	67	0	3	29	0	99
Building Services	127	1	22	0	0	150
ADMINISTRATION & FINANCE	455	35	61	29	0	580
INSTITUTION LIAISON	131	9	5	19	0	164
Information & User Administration	259	7	12	59	0	337
Sales, Reception & Print Room	221	7	15	69	575	887
LLCC	124	1	3	0	0	128
PandIS	91	0	8	79	245	423
USER SERVICES	695	15	38	117	820	1,775
Hardware Support	206	16	12	112	22	368
Software Support	498	36	18	0	3	555
Help Desk	189	10	12	0	0	211
Training	116	3	4	5	34	162
TECHNICAL USER SUPPORT	1,009	65	46	117	59	1,296
GBN	9	0	2	35	73	119
Network Installation	196	1	7	0	141	345
Network Systems	250	9	10	58	342	669
Network Support	176	1	7	2	0	186
PWF Systems	152	82	116	166	35	551
Managed Clusters	212	41	7	55	6	321
Operations	207	2	11	0	0	220
NETWORK DIVISION	1,202	136	160	316	597	2,411
Web Systems	112	2	23	0	0	137
Unix Support	205	94	16	0	8	323
Electronic Mail	113	109	7	0	0	229
Central Unix Service	107	8	8	0	0	123
Database & Archiving	61	1	2	0	0	64
DSpace	102	2	1	0	0	105
Software Development	116	1	5	0	0	122
eScience Support	141	8	4	10	0	163
UNIX SYSTEMS DIVISION	957	225	66	10	8	1,266
TOTAL COMPUTING SERVICE	4,449	485	376	698	1,484	7,492

Analysis of Survey on Non-Tripes Language Provision in the University

Introduction

Questionnaires were sent to 95 faculties and departments at the end of April. The deadline given was May 16th. A nil response was requested whenever appropriate. Nearly all institutions returned the questionnaire.

Executive Summary

The survey reveals the following:

- 10 institutions are offering non-Tripes language courses;
- One institution offers courses to undergraduates only, four institutions offer courses to postgraduates only, courses in one institution are open to the general public and the other four institutions offer courses to both undergraduates and postgraduates;
- Courses are overall available to non-Faculty/Departmental members;
- Sixteen different languages are taught (including Latin and Ancient Greek);
- Most courses are taught at Basic, Intermediate and Advanced levels; a few are taught at Basic or Advanced level only;
- A mixture of different skills is taught across departments. Four departments teach all 4 skills, the other six teach speaking and listening or reading or listening, speaking and reading;
- Most courses are delivered through classroom teaching only, only two offer a mixture of classroom teaching and CALL/online learning material;
- Contact time varies from 1 hour weekly to 2 hours weekly and courses' duration vary from 10 to 20 weeks;
- All courses are optional, except for the Faculty of Education where courses are 'compulsory by mutual consent'; the Institute of Continuing Education failed to give the required information;
- Number of students registering on the courses varies from 1 (Social Anthropology) to 404 (Language Unit, Engineering Department);
- Completion of course varies from 100% (Institute of Education) to 20-25% (Oriental Studies); the average seems to be between 50 and 60%;
- Responsibility for the courses is varied: it lies either with a UTO, a CTO, a Language Assistant, a native language speaker or other (not specified);
- Half the institutions assesses the courses and half do not;
- Courses are funded in eight institutions and students pay for themselves in the other two.

Analysis of Survey on Non-Tripes Language Provision in the University

1. Teaching of languages

Do you teach non-Tripes languages within your Faculty/Department?

We received 56 'nil returns' and ten institutions answered positively. They are:

School of Technology

- Engineering Department: Language Unit
- Engineering Department: Manufacturing Division (MET)

School of Humanities and Social Sciences

- History and Philosophy of Science
- Social Anthropology

School of Arts and Humanities:

- Classics
- Education
- History
- MML: German Dept, Other Languages, Slavonic Studies
- Oriental Studies: Arabic, Chinese, Hebrew, Korean

Other:

- Institute of Continuing Education

Who are the courses mainly aimed at?

Here is the breakdown according to departments:

Undergraduates only:

- MET

Postgraduates only:

- Education
- History and Philosophy of Science
- History
- Social Anthropology

Both undergraduates and postgraduates:

- Classics
- Engineering Department, Language Unit
- MML: German, Other Languages, Slavonic Studies
- Oriental Studies: Arabic, Chinese, Hebrew, Korean

General Public:

- Institute of Continuing Education

Are the courses available to non-Faculty/Departmental members?

7 Faculties/ Departments answered 'Yes'. They are:

- Classics
- Engineering Department, Language Unit
- History and Philosophy of Science
- MML: German, Other Languages, Slavonic Studies
- Oriental Studies: Arabic, Chinese, Hebrew, Korean
- Social Anthropology
- Institute of Continuing Education

3 Faculties/ Departments answered 'No'. They are:

- Education
- Engineering Department, MET
- History

Which languages are taught?

There is an interesting spread of languages taught.

They are the following:

Asian Languages

- Chinese
- Japanese
- Korean
- Mongolian
- Tibetan

Classical Languages

- Latin
- Greek

European Languages

- Dutch
- French
- German
- Italian
- Modern Greek
- Spanish

Semitic Languages

- Hebrew

Slavonic Languages

- Polish
- Russian

At what level?

The following levels were mentioned:

Basic level only:

- Arabic and Korean in OS
- Polish in MML

Advanced level only:

- Ancient Greek, German and Latin in History and Philosophy of Science
- French, German and Spanish in the Faculty of Education
- German in MML

Basic and Intermediate levels:

- Ancient Greek in Classics
- Chinese in OS
- German and Spanish in MET

- Latin, French, German, Italian and Spanish in History

All three levels:

- French, German, Japanese and Spanish in the Department of Engineering, Language Unit
- Mongolian and Tibetan in Social Anthropology
- French, German, Italian, Modern Greek, Russian, Spanish in the Institute of Continuing Education
- Hebrew in Oriental Studies

Which skills are taught?

There is a variety of responses on this question.

- *All four skills (listening, speaking, reading and writing) in the following departments:*
 - Engineering Department, Language Unit for French, German, Japanese and Spanish
 - Social Anthropology for Mongolian and Tibetan
 - Institute of Continuing Education for French, German, Italian, Modern Greek, Russian, Spanish
 - MML for Dutch, German, and Modern Greek
 - Oriental Studies for Chinese and Hebrew
- *Three skills (listening, speaking and reading) in the following departments:*
 - MML in Polish
 - Oriental Studies in Arabic and Korean
- *Two skills (listening and speaking) in the following departments:*
 - Engineering Department (MET) for German and Spanish
 - Education Department for French, German and Spanish
- *Reading only in the following departments:*
 - History and Philosophy of Science for Ancient Greek, German and Latin
 - Classics for Ancient Greek
 - History for Latin, French, German, Italian and Spanish

How are they taught?

All of the courses are *classroom taught only* with the exception of the Engineering Department, Language Unit, MML and Oriental Studies (for Chinese only) who state that there is integration of classroom teaching and online.

From my understanding and knowledge of these courses, I would not call this 'integration of classroom teaching with online learning', where receptive skills are mainly taught online and productive skills mainly taught in the classroom but rather use of CALL and/ or online for students' homework.

How long are the courses?

Most of them run for 20 weeks with courses running for 10 weeks (e.g. Education Department), for 14 weeks (e.g. Engineering Department, Language Unit) or for 16 weeks (e.g. Social Anthropology and History).

But this is not very indicative and there is a wide variety in the delivery of the various courses, as some courses run for 1 hour weekly (in Social Anthropology, Education, History) and others for 2 hours weekly. In the case of MML, Other Languages, the

situation is even more complex as 1 hour is offered for Modern Greek on the slow course, but 4 hours for Dutch on the Certificate or Diploma, but only 3 hours for Modern Greek on the Diploma. Oriental Studies offer 1 hour weekly in Arabic and Hebrew and 2 hours weekly for Chinese and Korean. And finally History and Philosophy of Science offer weekly seminars of 1.5 hours' duration during term time.

How is the course attendance?

All are optional, with the exception of Education stating 'compulsory by mutual consent'.

How many students register on the course?

The number of students registering on these various courses varies dramatically, from 404 registering in the Engineering Department, Language Unit to 1-4 in Social Anthropology. On the whole numbers are small.

The overall number by department is as follows (with breakdown by language indicated where known):

- Classics: TBC
- Education: 16
- Engineering, LU: 404
- Engineering MET: 21
- History: varies (no number indicated)
- History and Philosophy of Science: 8-12
- Institute of Continuing Education: 6-25
- MML: 36 (with 18 for German; 6 for Dutch; 10 for Modern Greek)
- Oriental Studies: 85 (35 for Arabic; 30 for Chinese; 25 for Hebrew and 5-10 for Korean)

How many students complete the course?

The completion rate varies enormously, from 100% (Education) to 20-25% in Oriental Studies for Arabic.

The breakdown by department is as follows:

- Classics: TBC
- Education: 100%
- Engineering, LU: 53%
- Engineering, MET: 85%
- History: varies
- History and Philosophy of Science: did not indicate
- Institute of Continuing Education: 95%
- MML: 50% for German; 60% for Dutch and Modern Greek
- Oriental Studies: 25% for Arabic; 40% for Korean; 50-75% for Chinese' 75% for Hebrew

In what year does the teaching happen?

For most courses, the teaching happens in any one year, with the exception of the MET courses which are on offer only to 4th year undergraduates, the courses in Social Anthropology on offer to 1st year PhD students and the courses in History open to MPhil or 1st year PhD students. Obviously this is not applicable to the Institute of Continuing Education.

2. Quality Assurance

Who is responsible for the curriculum design and the delivery of the courses?

For most departments, it is a UTO or a CTO, with the exception of Social Anthropology stating 'native language teachers who have had a long acquaintance/ collaboration with the department', and History stating 'other' and adding that the teachers have been 'inherited from previous Directors of Graduates over many years'. Other departments using native speakers recruit them through a formal interview, with the exception of Oriental Studies for Korean, which is done 'through word of mouth'.

Are the courses assessed?

Half the institutions assess the courses and half do not. The breakdown is as follows:

- Institutions assessing the courses:
 - Engineering Department, LU
 - Engineering Department, MET
 - Institute of Continuing Education
 - MML for Dutch, German and Modern Greek (except Greek slow course)
 - Oriental Studies for Chinese only
- Institutions not assessing the courses:
 - Classics
 - Education
 - History
 - History and Philosophy of Science
 - Social Anthropology

Are the courses certified?

Those institutions who assess courses certify them internally, with the exception of Engineering Department, MET who have their courses externally certified by FLIC (Foreign Languages for Industry and Commerce) through the London Chamber of Commerce and Industry.

The criteria for the certification vary from the 'traditional' examination¹ (Certificate or Diploma) in MML, to continuous assessment² for the Language Certificate in the Engineering Department, LU to 'successful completion' of course in Chinese signed by the Professor of Chinese in Oriental Studies.

3. Funding

Are the courses free to students?

All courses are free to students, with the exception of Mongolian and Tibetan courses (Social Anthropology) who are paid by the students themselves³ and the language courses in the Institute of Continuing Education.

The source of the funding for the other institutions is as follows:

¹ 50% in written examinations and oral

² Passmark is 40%, all 6 elements of course must be taken and there must be 80% attendance

³ Sometimes students are aided by college grants or other.

- Faculty funds:
 - Classics;
 - Engineering Department, LU⁴;
 - Engineering Department, MET;
 - Oriental Studies for Arabic, Chinese and Hebrew.

- Other funds:
 - AHRB Graduate Training Fund for History and Philosophy of Science and History;
 - Teacher Training Agency for PGCE, Education;
 - Recurrent grant for MML;
 - Grant from the Polish Foreign Ministry⁵ for Polish course to be introduced next Michaelmas in MML, Slavonic Studies Department;
 - Funds from the Centre of Middle Eastern and Islamic Studies for Arabic;
 - Donations to promote Korean Studies.

Anny King
27th July 2005

⁴ The Engineering Department, LU charges £250 per student to the Chemistry, Material Science and Chemical Engineering Departments.

⁵ Grant via the Polish Embassy

General Board

Review of Teaching and Learning Support Services

DRAFT final report

Contents

- 1. Introduction**
- 2. Process**
- 3. Overview of institutions involved**
 - 3.1 The University Library
 - 3.1.1 Background
 - 3.1.2 Resources
 - 3.1.3 Quality of services
 - 3.1.4 Support for teaching and learning
 - 3.2 The University Computing Service
 - 3.3 The Language Centre
 - 3.4 Centre for Applied Research in Educational Technology (CARET)
 - 3.5 Other institutions
- 4. Changing environment**
 - 4.1 Background
 - 4.2 External factors
 - 4.3 Internal developments
 - 4.4 Future capability
 - 4.5 Need and opportunity to reconfigure
- 5. Summary of recommendations**
- 6. Proposed structure and governance**
- 7. Future work**
- 8. Appendix: list of papers received by the Review Committee.**

1. Introduction

At their meeting on 6 June 2007 the General Board considered proposals from the Pedagogic Support Providers Coordinating Group for the greater coordination of central support for teaching currently provided, albeit in a fragmented way, by various institutions including: the Language Centre, the University Computing Service, Centre for Applied Research in Educational Technologies (CARET), Staff Development and the Academic Division. In particular the Board considered whether to set up a Pedagogic Steering Group, as a first step, as recommended by the Education Committee. The Board agreed not to proceed immediately with that recommendation, but to await the outcome of further discussions by the officers about the appropriate structure, taking account also of the review of the future of CARET which is coming to the end of its current phase of funding.

In the course of 2006-07 an Advisory Committee was commissioned by the Vice-Chancellor to advise her on the future development of the University Library, in the context of the University's development programme. The Committee's principal strategic recommendations were:

- a) the need for greater integration of the University's libraries and to accelerate progress towards a single Cambridge library system managed through a Director of Library Services; and
- b) that a rapid expansion of the use of e content should become a key objective for the University Library and that consideration should be given to broadening its role to become a learning resource for undergraduates as well as the research community.

While not a prerequisite for future fund-raising, the Advisory Committee were of the view that opportunities for fund-raising would be enhanced if these recommendations were adopted.

The Board, reminded of the above at their meeting on 10 October 2007, set up a committee to review teaching and learning support services in the University. The scope of the review principally concerned activities currently supported by the University Library, the University Computing Service, the Language Centre, and Centre for Applied Research in Educational Technologies, as well as the coordination of pedagogic support.

The Terms of Reference were to review the University's provision for the support of teaching and learning, and to make recommendations for the future having particular regard to:

- the provision of high quality, cost-effective pedagogic support services to students and staff of the University
- ensuring a leading and innovative role in the use of e-media in support of learning at both the undergraduate and graduate level
- the physical location of these activities and possible infrastructural requirements
- resource requirements and opportunities for fund-raising
- future arrangements for the organisational structure and governance of these activities
- the development of the University library system.

The membership of the Committee was:

Professor Andrew Cliff (Chairman)	(PVC Human Resources and Chairman of the Library Syndicate)
Professor Tony Badger	(Chairman of the Colleges Committee)
Dr Nick Bamos	(Senior Tutor, member of the Council and General Board)
Mr Peter Coulthard	(Academic Affairs Officer, CUSU)
Mr Simon Lebus	(Chief Executive, Cambridge Assessment)
Professor Merveena McKendrick	(PVC Education)
Professor John Morrill	(Library Syndicate member)
Ms Jan Wilkinson	(University Librarian and Director of the John Rylands Library, University of Manchester)
Professor Steve Young	(Chairman ISSS, and of the Management Committees of the Language Centre and CARET, member of the Council)
Graham Allen (Secretary)	(Academic Secretary)
Julian Evans (Assistant Secretary)	(Academic Division)

2. Process

The Review Committee held four meetings between February and June 2008. They considered a wide range of documentary evidence (listed in Appendix 1) including submissions received following the publication of a Notice in *Reporter* on 20 February 2008.

The following individually attended a meeting with the Review Committee, to discuss their perspective on the terms of reference:

- Mr Peter Fox, University Librarian;
- Professor Richard Taylor, Director of the Institute of Continuing Education;
- Mrs Anny King, Director of the Language Centre;
- Dr Ian Lewis, Director of the University Computing Services;
- Mr John Norman, Director of the Centre for Applied Research in Educational Technologies (CARET);
- Dr Andrew Brown (Managing Director, Academic and Professional Publishing, Cambridge University Press);
- Professor Sir Richard Friend (as Chairman of the Journals Coordination Steering Committee).

3. Overview of institutions involved

3.1 The University Library

3.1.1 Background

The Standard Review of the University Library (2004) highlighted a number of key issues to the General Board. The main recommendations were that: a post be created to coordinate journal purchasing and the sharing of resources across the University and, in time, to find ways in which the entire library system can be streamlined and more effectively coordinated; the Library Syndicate and the Committee on Libraries be merged; the Library be spared further funding cuts even if this resulted in a further drain on other resources. In the longer term it was thought that more radical solutions were likely to be necessary to address the perception of the under-resourcing of critical services.

The submission from the UL to Planning Round 2007 reiterated the concerns about funding in particular the need for the above-inflation increases in the costs of journals and staff. The Journals Coordination Scheme is now in operation in three Schools, and two more Schools are expected to join in 2008/09; some cancellations have been made and duplication eliminated reducing the impact of rising prices.

3.1.2 Resources

Total library direct expenditure in the University and Colleges is now over £20M¹. Within the University libraries about 75% of the £18.5M expended (2006/07) and 75% of the 440fte staff, are in the UL and its four dependant libraries. Outside the UL and its dependants, 46 Faculties, Departments and other institutions have their own libraries.

Oxford's library expenditure is known to be relatively high, reported at £28M in 2005/06.

SCONUL² data extracts (2005/06) indicate that total library expenditure at Cambridge, per user or student, is second only to Oxford³ and significantly higher than most⁴. Expenditure on library staff at Cambridge, as proportion of total library expenditure, is average for UK HE institutions.

Expenditure on journal subscriptions across the University of Cambridge is about £3.7M in total (2006/07) of which:

- (i) about 80% is made by the University Library and its dependants;
- (ii) about £1.5M is made though the Journals Coordination Scheme (JCS);

¹ the data on College expenditure is patchy, but it does indicate a proportionally greater spend on books

² Society of College, National and University Libraries

³ Except two institutions of a different nature, Cranfield and SOAS, also scored highly by this measure.

⁴ Cambridge Library expenditure as a proportion of total expenditure is likely to be understated, relative to Oxford for example, in the SCONUL published data. It appeared that total institutional expenditure data for Cambridge, at £880M, included UCLES and CUP. If the more correct figure of £560M total institutional, for "little u", were used, Cambridge library expenditure was 3.7% of total institutional expenditure, well above average and closer to that of Oxford (at 4.6%, and where total expenditure appeared to be correctly stated).

(iii) about £600k is made outside the JCS by Faculties and Departments, £400k from Chest funds and £200k from non-chest sources.

3.1.3 Quality of Services

The recent review of HEFCE funding for research libraries (Professor Sir Ivor Crewe, March 2008), for example, presented Cambridge UL in a strong light as follows:

"Cambridge

The scale, distinction and uniqueness of the Cambridge University Library collection are reflected in the quality of the services and facilities it offers external users. Particularly strong features include the complete digitisation of, and thus remote on line-access to, the main catalogue and all rare books, the almost complete digitisation of the manuscript catalogue (at the collection level), the ambitious rolling programme of digitisation of special collections and the extensive volume of e-journal subscriptions. The immensity of CUL's holdings restricts open access to about 30% of its collection but this is mitigated by an on-line advance ordering system and a rapid fetching time (18 minutes). Comment from external users in the consultation was overwhelmingly positive (all 46 user-respondents rated it 'excellent' or 'good'), with particular reference to the quality and depth of the collection. Opening hours (59.25 hours a week for most of the year), which exclude Sundays and mid/late evenings, are more restricted than in some other major research libraries. CUL participates in the inter-library loan system but does not permit borrowing by external users (for which some respondents expressed disappointment) and has not joined the two main national borrowing schemes, *UK Libraries Plus* and *SCONUL Research Extra*, on the grounds that it would be overwhelmed with borrowing requests were it to do so."

"Oxford

The world stature of Oxford's library collections is reflected in the feedback from the user-respondents in the consultation exercise, who in most cases emphasized the depth and uniqueness of material available. However, in contrast to Cambridge, LSE and Manchester, some features of Oxford's library services and facilities were found wanting, notably the combination of closed access (73% of the main collection) and very slow fetching times (almost two hours for same day requests from the main stack, half a day from the repository and 2-3 days from store). Users expressed disappointment at the absence of borrowing rights: the Bodleian is a reference-only library and in parallel with Cambridge does not belong to the two national borrowing schemes. External users were also frustrated by the limited opening hours, especially at weekends and out of term. A partly compensating feature of OULS is the comprehensive on-line catalogue comprising almost the entire Bodleian collection and the significant future digitisation programme for holdings, including the Oxford-Google Digitisation Project (one million items alone), by far the most ambitious of any of the research libraries."

3.1.4 Support for Teaching & Learning

The UL has traditionally supported the research needs of postgraduate students and academics whilst the Faculty and Departmental Libraries have supported undergraduate teaching. Progress with electronic books and journals and on-line access to some teaching materials mean that this distinction is breaking down. The UL is coordinating the majority of electronic journals purchase, and would like to move into electronic books; Faculty and Departmental Libraries are operating mainly with print and commonly pass electronic materials in their field over to the UL. The UL is keen to take a greater role in the support of teaching and learning, the time period in which this would be possible depends on the speed of the transfer to electronic publishing and the will of the University to make the change. The UL has the structures in place to enable the development of a broader perception of the provision of materials for the support of teaching, learning and research.

3.2 The University Computing Service

The University Computing Service provides the information technology and communications infrastructure to support both the academic and administrative needs of the University and its Colleges. In addition, the Service provides many centrally managed services and facilities to support the teaching and research activities of the University, including teaching rooms, public access facilities, training programmes, the provision of consultancy and advice and the management of software site-licensing for the University as a whole.

The operation of the Service was until recently governed by the Information Technology Syndicate (ITS), and it manages the jointly owned Granta Backbone Network (GBN) on behalf of the University and Colleges, overseen by the GBN Management Committee. In addition, through the incorporation of the Telecommunications Office, it has also assumed overall responsibility for the telephone network of the University. Following a recent report of the Council and General Board on the governance of information strategy and services within the University and the subsequent grace, the ITS, GBN and JTMC have been replaced by a single overall committee, the Information Strategy and Services Syndicate (ISSS), which also encompasses the remit of the former separate Information Strategy Group.

The mission of the Computing Service is to provide coordinated information technology services in support of the academic activities of the University, as well as the necessary Information Technology infrastructure to support both its academic and administrative IT activities. These services are critical to the success and reputation of the University and its Colleges, and the Computing Service delivers these services and facilities maintaining the cost-effectiveness and the efficiencies of scale achieved by the centralisation of shared services.

The support provided by the Computing Service for teaching and learning can be broadly classified into three categories: the infrastructure which underpins much of the IT operation of the University, specific targeted facilities which are available for use by individual users and institutions, and general support for students and staff in their daily work.

Information Technology is an extremely rapidly developing field, and to ensure that the University is able to take advantage of these developments for its teaching and

learning activities, in a professional, co-ordinated and well supported way, the combined skills and experience within the Computing Service are of paramount importance. As an academic institution under the General Board it is well placed to provide the support necessary for its teaching and learning activities.

The normal annual operating expenditure of the Service in recent years has been approximately £7.5m, of which about a third comes from income raised from charges directly to the customers of its services. This has increased significantly since 2006/07 following the incorporation of the telecommunications activities; the total income to UCS in 2007/08 is forecast to be about £10M, of which almost half is provided by the Chest and the balance of the majority is associated with trading. The UCS currently has about 140 staff, including the telecommunications office.

3.3 The Language Centre

The Language Centre's mission is:

- to provide language learning opportunities for all members of the University and for the staff of the University;
- to provide taught courses aimed at non-specialist language learners and EAP courses to overseas students;
- to provide support and advice for the teaching of languages in the Faculties of the University;
- to promote the application of new technology to all aspects of language learning.

The Centre supports four main activities:

- general language training for students and staff (CULP);
- English for Academic Purposes (EAP);
- services tailored to specific Departments' needs;
- E-programmes, considered strong in French and Spanish.

The Centre has developed a distinctive method for delivering teaching and learning, part on-line and part face-to-face. Language teaching demands a high proportion of face-to-face teaching, but all courses have some on-line provision. Courses at advanced level have a greater proportion of on-line provision whereas the more basic courses incorporate the study skills training needed to enable students to work at a distance further into their programme. This structure makes best use of limited human resource, where it can be most effective; it is potentially transferrable to other disciplines and discussions along these lines are ongoing with the Department of Engineering and the Faculty of English, for example.

Much of the intellectual development takes place in-house. The Centre brings in writers and computer developers as necessary to create courses; it creates products but there has not been great success in marketing those products externally. The Centre considers itself to be pioneering, ahead of competitors like Oxford, and the Director has a vision for language learning in the UK. But the Centre also undertakes marginal activities, intended to serve audiences outside the University, which divert resource from its core purpose, and it does not always have sufficient resource to support innovations at the operational stage.

Income to the Language Centre is of the order of £1M p.a., two-thirds of which comes from the UEF. There are about 16 core UEF funded staff.

3.4 Centre for Applied Research in Educational Technology (CARET)

CARET is an interdisciplinary innovation group the aims of which are:

- to develop and provide innovative support services for learning, teaching and research;
- to evaluate current practice and user and stakeholder requirements and help formulate university Learning, Teaching and Research strategy in the future;
- to sustain and embed innovative services through engagement and partnerships with other parts of the university and the handover of maturing technologies;
- to be recognised as an international player and world leader in this area.

CARET supports teaching and learning in the University through:

- infrastructure for access-controlled collaborative workspaces (mainly CamTools) to support courses, research and course evaluation;
- fee or project funded development of special teaching applications;
- individual self-paced learning provision for school-University transition (in development).

Income to CARET is of the order of £1.5M p.a., of which one quarter currently comes from the UEF; the core UEF funding is formally non-recurrent, pending the resolution of its future.

CARET is a small independent organisation which meets a need to support innovation; the latter is encouraged in an organisation which is able to respond rapidly to opportunities and is willing to take risks. But like the Language Centre, there is a need for good transfer mechanisms if a developed product is to be passed on to another organisation to deliver once it is in full operational use.

CamTools is an example of innovation in teaching support which, despite some criticism, is widely used. It is the only available option for the majority of teaching staff and it is rapidly becoming embedded across the University whilst there is no official University policy to provide a facility like CamTools and no explicit support for it.

3.5 Other institutions

The Institute for Continuing Education (ICE) currently offer online support for 20-30% of their programmes. The majority of their professional programmes are supported by online resources or are blended courses i.e. teaching takes place both face to face and online. The international summer schools are supported by the delivering of information, pre-study materials and learning resources online, but all teaching takes place face to face. Several of their MSt's are supported online and some of the regional/public programmes are offered totally online. ICE aim to have the majority of their courses and all credit bearing courses with online support and/or teaching by 2009/10.

The Centre for Excellence of Teaching & Learning (CETL) collaborates with London Metropolitan and Nottingham Universities in an externally funded project. At Cambridge the key activities are: staff reward and development; Generative Learning Object (GLO) tool development; pedagogical design and support; practitioner-based workshops; evaluation and dissemination; liaison with HE Academy and Subject Centres; fundraising, bid-writing and brokerage. The future of the project beyond the funded period to 2010 is not clear.

The Staff Development section of the HR Division have four teams in academic staff development supporting professional development for each staff group:

- the Graduate Development Programme for graduate students;
- Researchers Development Programme, for contract researchers;
- Pathways in Higher Education (PHEP), for newly appointed University and College Teaching Officers;
- "CAPCam", for experienced academics throughout their careers.

4. Changing environment

4.1 Background

One of the issues emerging during the consultation on a revised version of the University's Teaching & Learning Strategy (Lent 2006) was the need for better coordination of the current providers of pedagogic support, and better communication between those providers and the Faculties and Departments.

Following this, the Report of the Pedagogic Support Providers' Co-ordination Group (May 2007) to the Education Committee recommended the formation of a structure which would seek to build on cross-disciplinary and cross-functional networks in order to foster developments that will benefit student learners and their teachers. The specific proposals of the report have been put on hold pending the outcome of this review.

4.2 External factors

The Review Group sought to develop a better understanding of the rate of change of the balance between hard copy and electronic publishing. They noted how resilient the book has proved to be, contrary to predictions of 15 years ago. Journals are in the forefront of pure electronic provision; a high proportion cover scientific subjects as demand for arts, humanities and social sciences is lower. The nature of research is changing to take advantage of wider access to materials.

A survey commissioned by the British Library in 2004⁵ forecast, amongst other things, that:

- published titles will continue to grow (at about 3% p.a. to 2020) because of short run print technology and growth in electronic publishing - more content will be generated in smaller packages;
- the migration to e-publishing will depend on the type of publication and its intended audience;
- few new monographs are published solely in e-format

⁵ Paper 6a, referenced in Appendix 1.

- parallel publishing is expected to grow with only 12.5% of new titles being uniquely in print by 2020;
- the proportion of new titles uniquely in electronic form is expected to rise to 10% by 2014 then more steeply to 40% by 2020;
- for monographs in the UK, print will not die out completely in the foreseeable future – by 2020 18% of publishing output is still expected to be available only in print;
- in the UK, the migration to electronic delivery for journals is well ahead of monographs – it is expected that the leading publisher will switch less popular titles to e-only in 2009 and this will accelerate the transition.

A more recent study⁶ finds that 60% of the total 20,000 active peer-reviewed journals are now available in electronic form. Many, typically younger and scientific users prefer the convenience of electronic provision, others insist on access to paper copies. Libraries and publishers continue to support the expense of hybrid provision.

It is currently not straightforward to separate expenditure on electronic journal subscriptions from that on paper based provision, however, as:

- publishers commonly offered paper-plus-electronic packages;
- some journals, used for the support of teaching, are only offered on paper for the first year;
- electronic-only licences are thus far not often desirable because there was still some demand for paper and VAT is charged on electronic-only format.

4.3 Internal developments

Once electronic delivery of materials becomes the norm, the only sensible option is to centralise provision, and the continued growth of Faculty/Department based print collections becomes questionable. The current structure of independently run Faculty/Department libraries does not permit the delivery of a coherent strategy, and those libraries are keen to maintain their independence. They have considerable resource, including staff resource, which could be redirected in response to changing needs if necessary; similar skills in organising information were thought to be required in an electronic environment. Extending centralisation to the numerous College libraries is desirable but may be complex in practice.

Progress with Virtual Learning Environments (VLE) is piecemeal at present, there being no overall structure; it is centred on CARET involving some Departments where individual academics have developed an interest. There is a range of activities which VLE might support, and the UL is one of the places where it might be located, but opinion is divided on whether a University-wide VLE is desirable. One potential scenario is starting small and growing as required i.e. putting the infrastructure (hardware and staff support) in place to be used as it is taken up by academics in Faculties and Departments.

CamTools is the VLE developed by CARET following the recognition that Cambridge was behind others in making use of technology in education. It is now in widespread use and in need of an operational platform. CARET believe that they have the potential, over time, to develop their own products, better than those on offer

⁶ Paper 6b, referenced in Appendix 1.

elsewhere. Cambridge may be slightly late to make the most of open courseware, but there could be opportunities in open teaching.

There is potential for closer links between the UL and CARET; the latter could provide the necessary technical services if the UL were to take on a role in the development of pedagogic support. One of the strengths of CARET is that it is small, "hungry", able to move fast and take risks; it would need to maintain the freedom to operate in this way to encourage innovation. But it does not have the infrastructure to roll out the delivery of large scale operations once the R&D is complete, and it is not clear in what forum strategy for CARET is developed.

The UCS Public Workstation Facilities (PWF) provide commercial software to meet Departmental requirements. 98% of undergraduate students now arrive in Cambridge with their own laptops but wireless technology is not yet sufficient to deliver the software packages provided to the PWFs; it was estimated that this would change over the next 5-10 years and the PWF "Clusters" would all be unnecessary

With more coordinated online access to materials, Departmental libraries, especially in the sciences, appear to be becoming more like spaces populated by PCs to facilitate access to the network. Some departments are moving journals out to central libraries to provide social workspace. Wireless access, which would be an alternative for provision of this nature, had been slow to pervade and this has caused some frustration.

The Review Group identified a specific problem for students at the Institute of Continuing Education (ICE): electronic access is currently not available as it depends on access through the Raven authentication system managed by UCS who will only service matriculated students. The same barrier may apply to some Education and CPI students. Access to the electronic resources of the UL would be of huge benefit to ICE students. The issue of access to Raven for non-matriculated students must be resolved.

4.4 Future capability

Teaching and Learning in the future is expected to depend increasingly on the following requirements:

- teaching materials including e-Books, video, and multimedia delivered on-demand anywhere in the University;
- web tools for teachers to manage all aspects of course delivery, students to manage their learning experience, researchers to collaborate both within and across institutions, for on-line assessment and to create a web of social networks covering many aspects of university life;
- integration of student record data with teaching and learning tools;
- remote access to course-specific licensed software packages (eg CAD tools);
- a mechanism for ensuring that every student has a capable personal computing device with wireless networking.

The pace of change is expected to accelerate and is unlikely to reach a stable position in the foreseeable future. To meet the above requirements, the following challenges must be addressed:

- the University must put in place a strategic implementation plan which can deliver the above requirements;
- Library and IT support institutions must be organised to ensure that a teaching and learning strategy can be efficiently and effectively delivered;
- to ensure that Cambridge is at the forefront of teaching and learning in a period of rapid change, our ability to innovate must be protected and encouraged;
- there must be a mechanism which allows a smooth transition from innovation to service delivery;
- there is a gap in the institutional capacity to be able to deliver the necessary strategic objectives.

4.5 Need and opportunity to reconfigure

In 2004, the Standard Review of the UL highlighted the impact that lack of resource was having on some services and emphasised the need to find ways in resources could be shared and the entire library system could be streamlined and more effectively coordinated.

During 2006/07, the General Board were alerted to the need to consider increased coordination of central support for teaching by the Pedagogic Support Providers Coordination Group. At the same time, the Visiting Committee of the UL, in its first annual report to the Library Syndicate, reflected on the future development of the University Library. Its observations included the need for: greater integration of the University's libraries; accelerated progress towards a single library system managed through a Director of Library Services; the rapid expansion of the use of e-content; and that consideration should be given to broadening the UL's role to become a learning resource for undergraduates as well as researchers.

The UL has traditionally supported research whilst the Faculty and Departmental Libraries have supported undergraduate teaching. Progress with electronic books and journals and on-line access to some teaching materials mean that this distinction is breaking down. The quality of the services currently provided by the UL is recognised to be high.

The UCS is perceived by some to be inward-looking and risk averse. UCS currently have no plan for the delivery of pedagogic support; they aim to provide a responsive service aligned to Faculty and Departmental needs. They offer a platform used by numerous individuals but make little intellectual input to develop teaching and learning support. UCS does provide transferrable skills training mainly in the form of courses on software.

The Language Centre has developed a distinctive method delivering teaching and learning, combining on-line and face-to-face provision. The makes the best use of limited resource and is potentially transferrable to other disciplines. But the Centre struggles to support innovations beyond the development phase and some of its resources are diverted in the support of marginal activities.

CARET has been successful in meeting a need to support innovation and has examples of innovation in pedagogic support in widespread use. But, like the Language Centre, it is fragile, does not have the structures to be able to manage and

deliver products in volume at the operational stage, and tends to operate without strategic steer from the University.

The migration to electronic publishing is accelerating and over 70% of the University's journal purchasing is already managed by the Journals Coordination Scheme. The continued independent growth of Faculty and Department based paper collections is now questionable.

The time is now therefore ripe for the UL to become responsible for the provision and dissemination of materials for teaching and learning across the University. The UL can provide the structure necessary for the management of all content, whether provided centrally and electronically or, whilst it remains appropriate, lodged in Faculties and Departmental libraries. The UL could oversee and focus innovation in the Language Centre and CARET, without restricting the ability of the smaller organisations to manoeuvre. In this way, the UL would coordinate the development and maintenance of the necessary pedagogic support to be delivered over the networks maintained by the UCS.

Following the announcement by Mr Fox of his intention to retire from the Office of Librarian with effect from the end of March 2009, it is important to consider the future of that role. The Committee considers that the role of the University Librarian should be rapidly developed to become *de facto* Director of Library Services to oversee the broader remit of all the University libraries in pedagogic support that this report recommends.

A long term strategic plan must encompass the provision of content and the IT infrastructure needed to deliver it; the latter will require the involvement of all of the abovementioned organisations. Whilst the new Information Systems and Strategy Syndicate (ISSS) aims to supervise the University's information strategy, the current autonomy of the organisations involved is likely to hinder progress. The proposed new role for the UL would aim to overcome some of the barriers and improve communications and cooperation.

There should therefore be a rolling development programme of pedagogic support and innovation implemented by the UL but steered by a new *Teaching & Learning Services Steering Group* (TLSSG) to be a joint sub-committee of Education Committee, determining policy, and ISSS, setting IT Strategy.

5. Summary of Recommendations

The Committee recommends:

- (1) The UL should become responsible for the provision and dissemination of materials for teaching and learning across the University.
- (2) The role of the University Librarian should be rapidly developed to become *de facto* Director of Library Services⁷. This role should have responsibility for ensuring the provision across the University not only of electronic resources, which are rooted in the traditional activities of the University Library (e-journals and e-books), but also the wide spectrum of web-based e-learning resources available over the internet. Close collaboration with the Education Committee will be essential to ensure that the provision of pedagogic support services is congruent with the teaching and learning mission of the University.
- (3) Consideration should be given to merging the work of the University Library Syndicate and the General Board's Committee on Libraries into a single Syndicate⁸ which is able work with and develop with the University Librarian a strategic vision which will ensure, amongst other things, that the University Library can deliver the e-information and learning support for the University's institutions.
- (4) The Librarian will need to work with the library staff in the faculties and departments to ensure that faculty and departmental libraries can deliver e-learning support to their users; different methods of delivery, working environments and management should be considered.
- (5) The governance structure of CARET should be changed, along with its basis of funding, to ensure the longer term future of this organisation which develops critical pedagogic support to staff and students. It is proposed that CARET should be placed within two years, along with core funding, under the umbrella of the University Library by adapting the sub-department model of governance (Statutes and Ordinances, p.595). This would give CARET an ability to run its own affairs and budget within the constraints of overall report to the University Librarian. A consequence is that the Management Committee for CARET should be revised.
- (6) The Language Centre has developed a distinctive method for delivering teaching and learning, part on-line and part face-to-face; there is potential for extending this to other subject areas. The Language Centre should also be reassigned to the University Library under the sub-Department model proposed for CARET.
- (7) In the interests of efficiency and cost, the purchase of all subscriptions for journals (and, in time, electronic books) should become the responsibility of the University Librarian. It is recommended that chest funds currently distributed to Schools for these purposes should be reallocated to the University Library for 2009/10 onwards. The University Librarian should be invited to work with the Colleges to extend the work of the University's Journal

⁷ in accordance with the recommendation of the last Standard Review of the UL and the response from the Library Syndicate; the latter supported the view that the time may soon be ripe.

⁸ also as recommended by the Standard Review; at the time the Library Syndicate believed the merger should take place in the wake of other changes, or when such changes are agreed and are to be implemented

Co-ordination Steering Committee to the Colleges, thereby greatly reducing journal duplication and cost across the Cambridge library system.

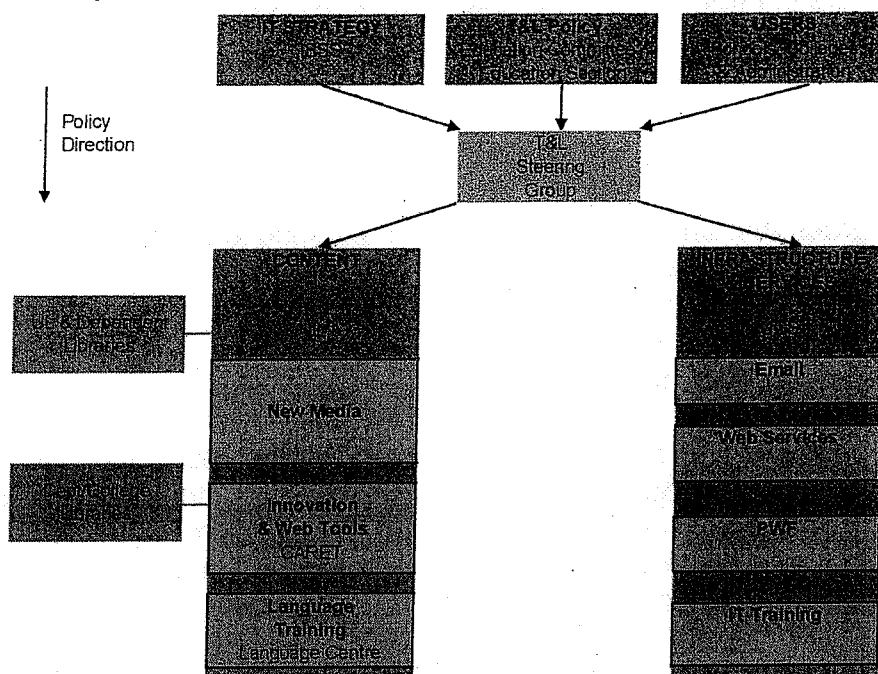
The Board has been made aware of the constraints under which the UL and the other institutions are operating and will understand that some resources will inevitably be required to realise this strategic vision. The Visiting Committee will have a role in generating funding in the longer term, and some economies of scale will be possible, but it is likely that there will be a need to provide some funding to enable the restructure in the short and possibly medium term.

6. Proposed structure and governance

The Committee agrees that an effective strategy for teaching and learning support should include the following elements:

- (1) There should be a rolling development programme for pedagogic support steered by a *Teaching & Learning Services Steering Group* (TLSSG) to be a joint sub-committee of Education Committee, determining policy, and ISSS, setting IT Strategy.
- (2) The TLSSG should have representatives from all stakeholders including "users" and "suppliers" and consideration should be given to how the Teaching and Learning Services Steering Group would interface with the University Library Syndicate and the General Board's Committee on Libraries (or the proposed single combined Syndicate).
- (3) The UL should be responsible for *providing content*: e-Books, electronic Journals, multimedia, interactive learning programs, etc. to include procuring content from external sources, digitising local content, and promoting the generation of new content within Cambridge.
- (4) The UL should be given a more pro-active role in the organisation of department libraries and liaising with College libraries with the aim of providing cost-effective, high-quality delivery of library and e-information services through the Director of Library Services.
- (5) The UCS should be responsible for delivery of services throughout the University and Colleges to include identity management, a high quality network (both wired and wireless) easily accessible by all staff, students and *bona fide* visitors, enabling web technologies and support for the specific software components agreed by the TLSSG.
- (6) CARET should become a sub-dept of the UL. Its primary role should be to support innovation in teaching and learning including the investigation and development of new technologies, advice on pedagogical issues and engagement with individual academics to develop new teaching.
- (7) Congruence between the work of CARET and other institutions, and the general oversight of pedagogic support articulated through the University Librarian, would be overseen by the "Teaching and Learning Services Steering Group" outlined above.
- (8) CARET should take a leading role in promoting innovation, there should be a permanently established Teaching & Learning Innovation Fund managed by CARET which can provide "pump-priming" for innovative academic-led teaching and learning projects.
- (9) The UL, UCS the Language Centre and CARET must form a partnership with a clear commitment to execute the policies agreed by the TLSSG.

Figure 1. Organisation of teaching and learning support



7. Future work

- (1) The role of the University Computing Service in pedagogy should be reviewed, in consultation with ISSS and the Education Committee, to include, for example, consideration of a strategy for improving support for academic activities and not least access to on-line resources for all students. The former would be enabled by the development of a culture more receptive to external innovation. The latter would be accelerated by rapid widespread pervasion of the Lapwing wireless service and the development of mechanisms by which non-matriculated students can gain access thorough Raven authentication.
- (2) The (academic) Staff Development section of the HR Division has a role to play in helping to deliver staff training in pedagogy. It is recommended that the University Librarian and the Director of HR should be invited to work with the PVC Education to report on how this might be achieved.

8. Appendix: list of papers received by the Review Committee

1. Membership of the Review Committee.
2. Background to the establishment of the Committee and Terms of Reference.
- 3a. Report of the GB Departmental Reviews Committee Standard Review of the University Library (May 2004).
- 3b. University Library: Planning Round 2007 statement and annual report.
- 3c. University Computing Service: Planning Round 2007 statement and annual report.
- 3d. Language Centre: Planning Round 2007 statement and annual report.
- 3e. Centre for Applied Research in Educational Technologies (CARET): Planning Round 2007 statement and annual report.
- 3f. Summary table of funding for the above four institutions.
- 3g. Report of the Pedagogic Support Providers' Coordination Group (May 2007).
4. Questions put in advance to the visitors to the March meeting of the Committee.
- 5a. Notes from the Director of the Language Centre emailed to the Committee on 4 March 2008.
- 5b. The Director of the Computing Service's tabled papers of statistical information at the March meeting.
- 5c. The Director of CARET tabled a paper "CARET eLearning Strategy" at the March meeting.
- 5d. Notes from the Associate Director e:Learning at the Institute of Continuing Education (ICE) arising from the March meeting.
- 5e. Notes from the Director of CARET, arising from the March meeting.
- 5f. Data on expenditure on subscriptions for 2005/06 and 2006/07, with source of funds, across the University.
- 5g. Information on Library expenditure in Cambridge during 2006/07, including Departmental and College Libraries.
- 5h. Information on UK University Library expenditure 2005/06, extracted from SCONUL.
- 5j. Information on the current UL staff profile.

- 5k. Information on the location of PWF and Managed Clusters, and on the roll out of the Lapwing wireless service.
- 5m. Information on usage of the Language Centre by Department.
- 5n. A paper from the Director and Deputy Director of the University Computing Service in response to the Notice published in *Reporter* on 20 February 2008.
- 5p. A paper from Bob Dowling of the UCS in response to the Notice published in *Reporter*.
- 5q. A paper from the Director of the Centre for Excellence in Teaching and Learning in response to the Notice published in *Reporter*.
- 6a. *Publishing Output to 2020*, The British Library/EPS Ltd, January 2004.
- 6b. Extracts from *The E-only Tipping Point for Journals*, Johnson & Luther, Association of Research Libraries, 2007.
- 6c. Extracts from *Review of HEFCE Funding for Research Libraries*, Professor Sir Ivor Crewe, March 2008.
- 6d. A letter from the Project Manager: Graduate Education Review, dated 2 April 2008.
- 7a. Questions put in advance to the visitors to the April March meeting of the Committee.
- 7b. A note from Professor John Bell (as Chairman of the GB Committee on Libraries).
- 8a. UCS Expenditure by service: appendix 3 extracted from Report of IT Syndicate for 2006/07.
- 8b. [Expenditure on IT services in the Russell Group or similar, paper to be finalised]
- 8c. Language Centre report on survey of departmental language teaching courses 2005.
- 9. Draft final report.

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

The first meeting of the Implementation Steering Group will be held at 10.30am on Monday 15 December 2008 in the Academic Secretary's office in the Old Schools.

AGENDA

1. Minutes

The Minutes of the fourth meeting of the Review Committee held on 9 June 2008 are circulated for information.

Extracts of the Minutes of the General Board meetings of 9 July and 8 October 2008 are circulated for information.

2. Consultation on the Review Report and Implementation

The Group are informed that the Report of the Review Committee was circulated to interested parties including the institutions involved, the Councils of the Schools and the Library Syndicate on 6 August 2008 for consultation.

A table is circulated summarising the recommendations of the Report and the responses to the consultation, for discussion. (Paper ISG1)

The Report and the responses to the consultation are circulated for information. (Paper ISG2)

General Board

Review of Teaching and Learning Support Services

Minutes of a meeting of the Review Committee held on 9 June 2008.

Present: Professor Andrew Cliff (Chairman), Dr Nick Bampos, Mr Peter Coulthard, Professor Melveena McKendrick, Professor John Morrill, Ms Jan Wilkinson, Professor Steve Young with Julian Evans.

Apologies were received from: Graham Allen, Professor Tony Badger and Mr Simon Lebus.

12. Minutes

The Committee approved the minutes of their third meeting held on 29 April 2008.

Arising from the third meeting, the Committee were reminded that they had expressed an interest in additional background information as follows:

(1) *University Computing Service*

(a) The Committee received Paper 8a being an extract from the IT Syndicate Annual Report (Appendix 3) providing some information on expenditure by activity. The Committee noted that expenditure on Lapwing was not distinguished from Network Systems and Network Installation at the time, but will be in future years.

(b) The Committee were informed that the Director of UCS, who is currently chairman of the Russell Universities Group of IT Directors (RUGIT), had advised that RUGIT do not keep comparative data on expenditure on Computing Services in other HE institutions.

(2) *Language Centre*

The Committee received Paper 8c being the report on a survey undertaken by the Language Centre, in 2005, of Departments running their own specific language courses.

13. Draft Review Report

A draft report had been circulated (Paper No.9) and was discussed in detail. The Committee's comments were noted. Professor Badger had sent a message indicating his support for the recommendations of the draft report.

The Committee agreed to receive a final edition for approval by circulation with a view to the report being presented to the General Board at their meeting on 9 July 2008.

Review of Teaching and Learning Support Services

General Board 9 July 2008

The Board were reminded that at their meeting on 10 October 2007 they had agreed to set up a committee to review teaching and learning support services in the University and they received the Report of the Committee (Paper No. 08.B.16).

Professor McKendrick introduced the Report and commented on the principal recommendations contained within it. The following were amongst the substantive points in the subsequent discussion:

- The proposed development of the University Librarian's role in teaching and learning support should not be at the expense of the Library's role in supporting research, particularly in the arts and humanities.
- While noting the loss of autonomy arising from the proposed coordination of journal subscriptions, Professor Friend welcomed the clear recommendations for action contained within the report.
- Professor Hunter commented on the need for careful implementation of the governance recommendations so as to safeguard the level of service provided by Faculty and Departmental libraries.
- There was an opportunity for those libraries which were embedded in Faculties and Departments to benefit from interaction at certain levels.
- Further work was needed in relation to the role of the University Computing Service in pedagogy.
- The creation of a single supervisory body, incorporating the function of the Library Syndicate and the Board's Committee on Libraries, was strongly supported.

The Board agreed to approve, in principle, the recommendations as set out in Chapter 6, and to consult with the authorities concerned on the detailed implementation of them. The Board agreed to receive proposals for an implementation steering group at their next meeting.

General Board 8 October 2008

The Board noted that at their last meeting they had agreed to receive proposals for the establishment of an implementation steering group. The Secretary suggested the following membership for the group:

Professor Cliff (Chair), Professor Rallison, Professor Hunter, Dr Bamos and Professor S J Young, with the Academic Secretary.

The Board agreed to approve the membership

GB Review of Teaching & Learning Support Services: Implementation Steering Group (ISG) framework

	Recommendations of Review Committee	DRAFT consultation feedback and/or ISG response	DRAFT next steps
1	The role of the University Librarian should be rapidly developed to become <i>de facto</i> Director of Library Services and the UL should become responsible for the <u>provision and dissemination of materials for teaching and learning across the University</u> . This role should have responsibility for ensuring the provision across the University not only of electronic resources, which are rooted in the traditional activities of the UL (e-journals and e-books), but also the wide spectrum of web-based e-learning resources available over the internet. Close collaboration with the Education Committee will be essential to ensure that the provision of pedagogic support services is congruent with the teaching and learning mission of the University.	Some respondents noted that Departmental Librarians were not consulted before the report of the review was received by the GB. The ISG recognises the need to implement with all parties involved. Some respondents expressed concern that paper-based libraries would be compromised and that small subjects often depended more on print based materials as on-line provision was limited in these areas. The ISG confirms that this was never an intended outcome of the Review. ISG notes that moves towards greater coordination of provision centrally must not result in the University losing sight of its diverse needs.	ISG members to offer to attend further meetings with those involved e.g. members of the School of Arts & Humanities and representatives of existing Librarian groups. ISG to consider creation of Teaching & Learning Services Steering Group. ISG recommends that Schools remain mindful of minority needs when prioritising provision.
2	Consideration should be given to merging the work of the UL Syndicate and the General Board's Committee on Libraries into a <u>single Syndicate</u> which is able work with and develop with the University Librarian a strategic vision which will ensure, amongst other things, that the UL can deliver the e-information and e-learning support for the University's institutions.	Some respondents questioned the assumption that Departmental libraries were primarily teaching resources. The ISG notes that the management strategy for the University Librarian must be clearly defined and take account of the synergies between teaching and research.	Await new University Librarian.
3	The Librarian will need to work with the library staff in the faculties and departments to ensure that faculty and departmental libraries can deliver e-learning support to their users. Different methods of delivery, working environments and a closer managerial relationship with the UL should be considered.	Some respondent sought clarity on what this might mean in practice. The ISG recommends the development of a structural template which might usefully follow the model of Academic Division administrators assigned to Faculties and Departments. There would thus be a professional reporting line from Departmental Librarian to the University Librarian, but day to day operations would remain managed within the Department.	ISG to consult?

	Recommendations of Review Committee	DRAFT consultation feedback and/or ISG response	DRAFT next steps
4	<p>The governance structure of CARET should be changed, along with its basis of funding, to ensure the longer term future of this organisation which develops critical pedagogic support to staff and students. It is proposed that <u>CARET should be placed within two years, along with permanent core funding, under the umbrella of the UL by adopting the sub-department model of governance (Statutes and Ordinances, p.595). This would give CARET an ability to run its own affairs and budget within the constraints of overall report to the University Librarian. A consequence is that a Management Committee for CARET would no longer be required.</u></p>	<p>ISG notes that RMC in October 2008 agreed to extend the non-recurrent core funding to CARET for a further three years (i.e. up to and including 2011/12) in order to maintain key activities and provide some assurance to staff whilst the outcomes of this Review were finalised and implemented.</p> <p>ISG notes general support for this rationalisation in the consultation and the need for an appropriate level of core funding for the support of key elements like CamTools to be included in the transition.</p>	<p>ISG to consider the most appropriate timing for the re-assignment.</p>
5	<p>The Language Centre has developed a distinctive method for delivering teaching and learning, part on-line and part face-to-face and there is potential for extending this to other subject areas. To exploit this potential, the <u>Language Centre should also be reassigned to the UL within two years, together with its allocation, under the sub-Department model. As with CARET, a Management Committee for the Language Centre would no longer be required</u></p>	<p>ISG notes a mixed response to this proposed rationalisation in the consultation</p> <p>ISG remains of the view that this should be the policy.</p>	<p>ISG to consider the most appropriate timing for the re-assignment.</p>
6	<p>In the interests of efficiency and cost, the purchase of all subscriptions for journals (and, in time, electronic books) should become the responsibility of the University Librarian in consultation with the Journals Coordination Steering Committee (JCSC). It is recommended that <u>UEF funds currently allocated to the UL and Schools for these purposes should be transferred to a separate fund under the control of the University Librarian for 2009/10 onwards.</u> The University Librarian should be invited to work, in the future, with the Colleges (through the Cambridge College Libraries Forum) to improve the coordination of library services across the Cambridge library system.</p>	<p>ISG notes that JCSC and RMC are currently considering the details of the implementation of the recurrent transfer of UEF funding for journals subscriptions to be effective 2009/10. ISG recommends that:</p> <p>(1) JCSC review the demand for paper versions of journals, and consider the benefits of embracing e-books, during 2009/10.</p> <p>(2) JCSC develop their links with the Colleges, esp. as Senior Tutors have expressed some enthusiasm for coordinated provision and Colleges are already benefiting from the University's expenditure on electronic resources.</p> <p>(3) School Councils consider setting budgets for the remainder of UEF Departmental Library funding at School level for 2009/10 onwards. Schools could then determine their priorities annually in consultation with their Libraries and the University Librarian.</p>	<p>JCSC</p> <p>JCSC</p> <p>RMC</p>

	Recommendations of Review Committee	DRAFT consultation feedback and/or ISG response	DRAFT next steps
7	The role of the UCS in pedagogy should be reviewed, in consultation with ISSS and the Education Committee, to include, for example, consideration of a strategy for improving support for academic activities and access to on-line resources for all students. The former would be enabled by the development of a culture more receptive to external innovation. The latter would be accelerated by the rapid spread of the Lapwing wireless service and the development of mechanisms by which non-matriculated students can gain access through Raven authentication.	The ISG recognises the urgency in commencing the review of USC in tandem with the other developments under the remit of the Group.	ISG recommends GB set up Review Committee? Under PVC (E)?
8	The (academic) Staff Development section of the HR Division has a role to play in helping to deliver staff training in pedagogy. The University Librarian and the Director of HR should be invited to work with the PVC (Education) to report on how this might be achieved.		Alert new Director HR. Await new University Librarian.
9	When planning for the redevelopment of the central sites, consideration should be given to the potential benefits of co-locating some of the many small units discussed in this report including CARET, the Language Centre and, where appropriate, Faculty and Departmental Libraries.	ISG notes support from some Schools but the need to remain in touch with interested parties, including the institutions and Departments involved.	Alert PRC, SMAG?

	Recommendations of Review Committee	DRAFT consultation feedback and/or ISG response	DRAFT next steps
10	<p>The General Board has been made aware of the constraints under which the UL and the other institutions are operating and will understand that some resources will inevitably be required to realise this strategic vision. While some economies of scale will be possible, it is likely that there will be a <u>need to provide some funding to enable the restructure in the short and possibly medium term</u>. This might include provision for the costs of:</p> <ul style="list-style-type: none"> ▪ rationalisation of paper versions of low use materials which are available electronically to include, potentially, re-housing, cataloguing and the need for a destination space; ▪ the software and hardware necessary to support the development of pedagogic support materials, as well as the additional cost of those resources themselves; ▪ staffing needed to support and manage these methods of pedagogic support, which may be additional to those currently provided by either the UL or Faculties and Departments, and/or may require training, development and reorganisation to maintain skills in step with developments. 	<p>ISG recommends that consideration be given in the current Planning Round to making provision for additional funding for the UL to enable the University Librarian to revive a second Assistant Librarian post if necessary.</p> <p>ISG notes that there is a need for a more thorough costing of the implementation of the recommendations of the Review which must rapidly follow clarification of the scheduling of the principal elements of the process with the Incoming Librarian.</p>	<p>Await new University Librarian.</p>

ISG membership

PVC Cliff
PVC Rallison
Professor Hunter
Professor Young
Dr Bampos
with Mr Allen
and Mr Evans.

JGE
2 Dec 2008

E4 128
08 AUG 2008*memo*

To Librarian
Directors of the University Computing Service,
Language Centre, CARET
Secretaries of Councils of Schools
~~Mrs A. Benton~~ (Senior Tutors' Committee and
G.B. Education Committee)
Ms D. Jones (G.B. Committee on Libraries)
✓ Secretary Information Strategy & Services
Syndicate

**UNIVERSITY OF
CAMBRIDGE****Academic Division****ACD.0808.0033****From** G.P. Allen**Date** 6 August 2008**Subject** General Board Review of Teaching and
Learning Support Services

Dear Colleague,

In the Michaelmas Term 2007 the General Board appointed a Committee to undertake a review of Teaching and Learning Support Services in the University (*Reporter* 2007-08 p.526).

I enclose a copy of the Review Committee's Report which was received by the Board at their last meeting. The Board have agreed to approve, in principle, the recommendations of the Report and to give further consideration to the detailed implementation during the Michaelmas Term. The Board would be glad to receive any comments on the Report from the body of which you are Secretary by 7 November 2008. If it would be helpful Professor Cliff, as Chair of the Review Committee and I would be willing to attend meetings at which the Report is discussed.

Yours sincerely,

G.P. Allen

Encl.

The Old Schools
Trinity Lane
Cambridge
CB2 1TT

E.mail: gpa13@cam.ac.uk

General Board**Review of Teaching and Learning Support Services****Report****July 2008**

Contents	Page
1. Introduction	2
2. Process	3
3. Overview of institutions involved	4
3.1 The University Library	
3.1.1 Background	
3.1.2 Resources	
3.1.3 Quality of services	
3.1.4 Support for teaching and learning	
3.2 The University Computing Service	
3.3 The Language Centre	
3.4 Centre for Applied Research in Educational Technology	
3.5 Other institutions	
4. Changing environment	9
4.1 Background	
4.2 External factors	
4.3 Internal developments	
5. Future direction	11
5.1 Teaching and learning support online	
5.2 Summary: the need and opportunity to reconfigure	
6. Summary of recommendations	14
7. Proposed structure and governance	16
8. Appendix: list of papers received by the Review Committee.	18

1. Introduction

At their meeting on 6 June 2007 the General Board considered proposals from the Pedagogic Support Providers Coordinating Group for the improved coordination of central support for teaching currently provided, albeit in a fragmented way, by various institutions including: the Language Centre, the University Computing Service (UCS), Centre for Applied Research in Educational Technologies (CARET), Staff Development and the Academic Division. In particular the Board considered whether to set up a Pedagogic Steering Group, as a first step, as recommended by the Education Committee. The Board agreed not to proceed immediately with that recommendation, but to await the outcome of further discussions by the officers about the appropriate structure, taking account also of the review of the future of CARET which is coming to the end of its current phase of funding.

In the course of 2006-07 an Advisory Committee was commissioned by the Vice-Chancellor to advise her on the future development of the University Library (UL), in the context of the University's development programme. The Committee's principal strategic recommendations were the need for greater integration of the University's libraries and that a rapid expansion of the use of e-content should become a key objective for the UL. While not a prerequisite for future fund-raising, the Advisory Committee were of the view that opportunities for fund-raising would be enhanced if these recommendations were adopted.

At their meeting on 10 October 2007, the General Board set up a committee to review teaching and learning support services in the University. The scope of the review principally concerned activities currently supported by the UL, the UCS, the Language Centre, and CARET, as well as the coordination of pedagogic support.

The Terms of Reference were to review the University's provision for the support of teaching and learning, and to make recommendations for the future having particular regard to:

- the provision of high quality, cost-effective pedagogic support services to students and staff of the University
- ensuring a leading and innovative role in the use of e-media in support of learning at both the undergraduate and graduate level
- the physical location of these activities and possible infrastructural requirements
- resource requirements and opportunities for fund-raising
- future arrangements for the organisational structure and governance of these activities
- the development of the University library system.

The membership of the Committee was:

Professor Andrew Cliff (Chairman)	(PVC Human Resources)
Professor Tony Badger	(Chairman of the Colleges Committee)
Dr Nick Bampos	(Senior Tutor, member of the Council and General Board)
Mr Peter Coulthard	(Academic Affairs Officer, CUSU)
Mr Simon Lebus	(Chief Executive, Cambridge Assessment)
Professor Melveena McKendrick	(PVC Education)
Professor John Morrill	(member of the Library Syndicate)
Ms Jan Wilkinson	(University Librarian and Director of the John Rylands University Library, University of Manchester)
Professor Steve Young	(Chairman ISSS, and of the Management Committees of the Language Centre and CARET, member of the Council)
Graham Allen (Secretary)	(Academic Secretary)
Julian Evans (Assistant Secretary)	(Academic Division)

2. Process

The Review Committee held four meetings between February and June 2008. They considered a wide range of documentary evidence (listed in Appendix 1) including submissions received following the publication of a Notice in *Reporter* on 20 February 2008.

The following individually attended a meeting with the Review Committee, to discuss their perspective on the terms of reference:

- Dr Andrew Brown (Managing Director, Academic and Professional Publishing, Cambridge University Press);
- Mr Peter Fox, University Librarian;
- Professor Sir Richard Friend (as Chairman of the Journals Coordination Steering Committee);
- Mrs Anny King, Director of the Language Centre;
- Dr Ian Lewis, Director of the UCS;
- Mr John Norman, Director of CARET;
- Professor Richard Taylor, Director of the Institute of Continuing Education.

3. Overview of institutions involved

3.1 The UL

3.1.1 Background

The Standard Review of the UL in 2004 highlighted a number of key issues to the General Board. The main recommendations were that: a post be created to coordinate journal purchasing and the sharing of resources across the University and, in time, to find ways in which the entire library system can be streamlined and more effectively coordinated; the Library Syndicate and the Committee on Libraries be merged; the Library be spared further funding cuts even if this resulted in a further drain on other resources. In the longer term it was thought that more radical solutions were likely to be necessary to address the perception of the under-resourcing of critical services.

The submission from the UL in the Planning Round 2007 reiterated the concerns about funding in particular the need for the above-inflation increases to meet the rising costs of journals and staff. The Journals Coordination Scheme is now in operation in three Schools, and two more Schools are expected to join in 2008/09; some cancellations have been made, and duplication eliminated, reducing the impact of rising prices.

3.1.2 Resources

Total library direct expenditure in the University and Colleges is now over £20M¹. Within the University libraries about 75% of the £18.5M expended (2006/07) and 75% of the 440fte staff, are in the UL and its four dependent libraries. Outside the UL and its dependents, 46 Faculties, Departments and other institutions have their own libraries.

Oxford's library expenditure is known to be relatively high, reported at £28M in 2005/06.

SCONUL² data extracts (2005/06) indicate that total library expenditure at Cambridge, per user or student, is second only to Oxford³ and significantly higher than most⁴. Expenditure on library staff at Cambridge, as proportion of total library expenditure, is average for UK HE institutions.

¹ The data on College expenditure is patchy, but it does indicate a proportionally greater spend on books.

² Society of College, National and University Libraries

³ Except two institutions of a different nature, Cranfield and SOAS, also scored highly by this measure.

⁴ Cambridge Library expenditure as a proportion of total expenditure is likely to be understated, relative to Oxford for example, in the SCONUL published data. It appeared that total institutional expenditure data for Cambridge, at £880M, included UCLES and CUP. If the more correct figure of £560M total institutional, for "little u", were used, Cambridge library expenditure was 3.7% of total institutional expenditure, well above average and closer to that of Oxford (at 4.6%, and where total expenditure appeared to be correctly stated).

Expenditure on journal subscriptions across the University of Cambridge is about £3.7M in total (2006/07) of which:

- (i) about £2.9M is made by the UL and its dependents, including the £1.5M though the Journals Coordination Scheme (JCS);
- (ii) about £600k is made outside the JCS by Faculties and Departments, £400k from University Education Fund (UEF) monies and £200k from non-UEF sources.

3.1.3 Quality of Services

The recent review of HEFCE funding for research libraries (Professor Sir Ivor Crewe, March 2008), for example, presented Cambridge UL in a strong light as follows:

"Cambridge

The scale, distinction and uniqueness of the Cambridge University Library collection are reflected in the quality of the services and facilities it offers external users. Particularly strong features include the complete digitisation of, and thus remote on line-access to, the main catalogue and all rare books, the almost complete digitisation of the manuscript catalogue (at the collection level), the ambitious rolling programme of digitisation of special collections and the extensive volume of e-journal subscriptions. The immensity of CUL's holdings restricts open access to about 30% of its collection but this is mitigated by an on-line advance ordering system and a rapid fetching time (18 minutes). Comment from external users in the consultation was overwhelmingly positive (all 46 user-respondents rated it 'excellent' or 'good'), with particular reference to the quality and depth of the collection. Opening hours (59.25 hours a week for most of the year), which exclude Sundays and mid/late evenings, are more restricted than in some other major research libraries. CUL participates in the inter-library loan system but does not permit borrowing by external users (for which some respondents expressed disappointment) and has not joined the two main national borrowing schemes, *UK Libraries Plus* and *SCONUL Research Extra*, on the grounds that it would be overwhelmed with borrowing requests were it to do so."

"Oxford

The world stature of Oxford's library collections is reflected in the feedback from the user-respondents in the consultation exercise, who in most cases emphasized the depth and uniqueness of material available. However, in contrast to Cambridge, LSE and Manchester, some features of Oxford's library services and facilities were found wanting, notably the combination of closed access (73% of the main collection) and very slow fetching times (almost two hours for same day requests from the main stack, half a day from the repository and 2-3 days from store). Users expressed disappointment at the absence of borrowing rights: the Bodleian is a reference-only library and in parallel with Cambridge does not belong to the two national borrowing schemes. External users were also frustrated by the limited opening hours, especially at weekends and out of term. A partly compensating feature of OULS is the comprehensive on-line catalogue comprising almost the entire Bodleian collection and the significant future digitisation programme for holdings, including the Oxford-Google Digitisation Project (one million items alone), by far the most ambitious of any of the research libraries."

3.1.4 Support for Teaching & Learning

The UL has traditionally supported the research needs of postgraduate students and academics whilst the Faculty and Departmental Libraries have primarily supported undergraduate teaching. Progress with electronic books and journals and on-line access to some teaching materials means that this distinction is breaking down. The UL is coordinating the majority of electronic journals purchases, and would like to move into electronic books; Faculty and Departmental Libraries are operating mainly with print and commonly pass electronic materials in their field over to the UL. The UL is keen to take a greater role in the support of teaching and learning. The time period in which this would be possible depends on the speed of the transition to electronic publishing and the will of the University to make the change. The UL has the structures in place to enable the development of a broader view of the provision of materials for the support of teaching, learning and research than at present.

3.2 The UCS

The UCS provides the information technology and communications infrastructure to support both the academic and administrative needs of the University and its Colleges. In addition, the Service provides many centrally managed services and facilities to support the teaching and research activities of the University, including teaching rooms, public access facilities, training programmes, the provision of consultancy and advice and the management of software site-licensing for the University as a whole. The Service manages the jointly owned Granta Backbone Network (GBN) on behalf of the University and Colleges, overseen by the GBN Management Committee. In addition, through the incorporation of the Telecommunications Office, it has also assumed overall responsibility for the telephone network of the University.

Following approval of a recent Report of the Council and General Board on the governance of information strategy and services within the University, the ITS, GBN and JTMC have been replaced by a single overall committee, the Information Strategy and Services Syndicate (ISSS), which also encompasses the remit of the former separate Information Strategy Group.

The mission of the UCS is to provide coordinated information technology services in support of the academic activities of the University, as well as the necessary Information Technology infrastructure to support both its academic and administrative IT activities. These services are critical to the success and reputation of the University and its Colleges, and the UCS delivers these services and facilities maintaining the cost-effectiveness and the efficiencies of scale achieved by the centralisation of shared services.

The support provided by the UCS for teaching and learning can be broadly classified into three categories: the infrastructure which underpins much of the IT operation of the University, specific targeted facilities which are available for use by individual users and institutions, and general support for students and staff in their daily work.

Information Technology is an extremely rapidly developing field, and to ensure that the University is able to take advantage of these developments for its teaching and learning activities, in a professional, co-ordinated and well supported way, the combined skills and experience within the UCS are of paramount importance. As an

academic support service under the General Board it is well placed to provide the technical infrastructure support necessary for teaching and learning activities.

The normal annual operating expenditure of the Service in recent years has been approximately £7.5m, of which about a third comes from income raised from charges directly to the customers of its services. This has increased significantly since 2006/07 following the incorporation of the telecommunications activities; the total income to UCS in 2007/08 is forecast to be about £10M, of which almost half is provided by the UEF and the balance of the majority is associated with trading. The UCS currently has about 140 staff, including the telecommunications office.

3.3 The Language Centre

The Language Centre's mission is:

- to provide language learning opportunities for all members of the University and for the staff of the University;
- to provide taught courses aimed at non-specialist language learners and EAP courses to overseas students;
- to provide support and advice for the teaching of languages in the Faculties of the University;
- to promote the application of new technology to all aspects of language learning.

The Centre supports four main activities:

- general language training for students and staff (CULP);
- English for Academic Purposes (EAP);
- services tailored to specific Departments' needs;
- *E-programmes, considered strong in French and Spanish.*

The Centre has developed a distinctive method for delivering teaching and learning, part on-line and part face-to-face. Language teaching demands a high proportion of face-to-face teaching, but all courses have some on-line provision. Courses at advanced level have a greater proportion of on-line provision whereas the more basic courses incorporate the study skills training needed to enable students to work at a distance further into their programme. This structure makes best use of limited human resource, where it can be most effective; it is potentially transferrable to other disciplines and discussions along these lines are ongoing with the Department of Engineering and the Faculty of English, for example.

The Director has a vision for language learning in the UK and the Centre considers itself to be pioneering, ahead of competitors like Oxford. Much of the intellectual development takes place in-house. The Centre brings in writers and web developers as necessary to create courses; it also creates products notably for French and Spanish in cooperation with the BBC. However, it has not so far been possible to develop a sustainable funding model which can be extended to cover a large range of languages. The Centre also undertakes activities intended to serve audiences outside the University and whilst these are invariably worthy, there is a concern that they divert resource from its core purpose. Finally, as the range of on-line courses expands, there is a growing need to provide routine maintenance support which is beyond the current resources of the Centre.

Income to the Language Centre is of the order of £1M p.a., two-thirds of which comes from the UEF. There are about 16 core UEF-funded staff.

3.4 The CARET

CARET is an interdisciplinary innovation group the aims of which are:

- to develop and provide innovative support services for learning, teaching and research;
- to evaluate current practice and user and stakeholder requirements and help formulate university Learning, Teaching and Research strategy in the future;
- to sustain and embed innovative services through engagement and partnerships with other parts of the university and the handover of maturing technologies;
- to be recognised as an international player and world leader in this area.

CARET supports teaching and learning in the University through:

- infrastructure for access-controlled collaborative workspaces (mainly CamTools) to support courses, research and course evaluation;
- fee or project funded development of special teaching applications;
- individual self-paced learning provision for school-University transition (in development).

CARET is a small organisation which meets a need to support innovation; the latter is encouraged in an organisation which is able to respond rapidly to opportunities and is willing to take risks. But like the Language Centre, there is a need for good transfer mechanisms if a developed product is to be passed on to another organisation to deliver once it is in full operational use.

CamTools is an example of innovation in teaching support which, despite some criticism, is widely used. It is the only available option for the majority of teaching staff and it is rapidly becoming embedded across the University. However, there is no official University policy to provide a facility like CamTools and consequently no explicit resource to support it.

Income to CARET is of the order of £1.5M p.a., of which one quarter currently comes from the UEF; the core UEF funding is formally non-recurrent, pending the resolution of the Centre's future.

3.5 Other institutions

The Institute of Continuing Education (ICE) currently offer online support for 20-30% of their programmes. The majority of their professional programmes are supported by online resources or are blended courses i.e. teaching takes place both face to face and online. The international summer schools are supported by the delivery of information, pre-study materials and learning resources online, but all teaching takes place face to face. Several of their MSt courses are supported online and some of the regional/public programmes are offered totally online. ICE aim to have the majority of their courses and all credit bearing courses with online support and/or teaching by 2009/10.

The Staff Development section of the HR Division have four teams in academic staff development supporting professional development for each staff group:

- the Graduate Development Programme for graduate students;
- Researchers Development Programme, for contract researchers;
- Pathways in Higher Education (PHEP), for newly appointed University and College Teaching Officers;
- "CAPCam", for experienced academics throughout their careers.

4. Changing environment

4.1 Background

One of the issues emerging during the consultation on a revised version of the University's Learning & Teaching Strategy (Lent Term 2006) was the need for better coordination of the current providers of pedagogic support, and better communication between those providers and the Faculties and Departments.

Following this, the Report of the Pedagogic Support Providers' Co-ordination Group (May 2007) to the Education Committee recommended the formation of a structure which would seek to build on cross-disciplinary and cross-functional networks in order to foster developments that will benefit student learners and their teachers. The specific proposals of the report have been put on hold pending the outcome of this review.

4.2 External factors

The Review Group sought to develop a better understanding of the rate of change of the balance between hard copy and electronic publishing. They noted how resilient the book has proved to be, contrary to predictions of 15 years ago. Journals are in the forefront of pure electronic provision, most notably in scientific subjects as demand in arts, humanities and social sciences is lower. The nature of research is changing to take advantage of wider access to materials.

A survey commissioned by the British Library in 2004⁵ forecast, amongst other things, that:

- published titles will continue to grow (at about 3% p.a. to 2020) because of short run print technology and growth in electronic publishing - more content will be generated in smaller packages;
- the migration to e-publishing will depend on the type of publication and its intended audience;
- few new monographs are published solely in e-format
- parallel publishing is expected to grow with only 12.5% of new titles being uniquely in print by 2020;
- the proportion of new titles uniquely in electronic form is expected to rise to 10% by 2014 then more steeply to 40% by 2020;
- for monographs in the UK, print will not die out completely in the foreseeable future – by 2020 18% of publishing output is still expected to be available only in print;

⁵ Paper 6a, referenced in Appendix 1.

- in the UK, the migration to electronic delivery for journals is well ahead of monographs – it is expected that the leading publisher will switch less popular titles to e-only in 2009 and this will accelerate the transition.

A more recent study⁶ finds that 60% of the total 20,000 active peer-reviewed journals are now available in electronic form. Many, typically younger and scientific users prefer the convenience of electronic provision, others insist on access to paper copies. Libraries and publishers continue to support the expense of hybrid provision.

It is currently not straightforward to forecast expenditure on electronic journal subscriptions separately from that on paper based provision, however, as:

- publishers commonly offer paper-plus-electronic packages;
- some journals, used for the support of teaching, are only offered on paper for the first year;
- there remains some demand for paper copies;
- at present, VAT is charged on electronic-only format, but not paper or paper-plus, making electronic-only currently less desirable.

4.3 Internal developments

Once electronic delivery of materials becomes the norm, the only cost-effective option is likely to be to centralisation of electronic provision. The continued growth of Faculty and Department based print collections may become questionable in the longer term. The current structure of independently run Faculty and Department libraries does not permit the delivery of a coherent strategy, and those libraries are often keen to maintain their independence. They have considerable resource, including staff resource, which could be redirected in response to changing needs if necessary; similar skills in organising information were thought to be required in an electronic environment. Extending coordination of materials to the numerous College libraries may be desirable but is likely to be complex in practice.

Progress with Virtual Learning Environments (VLE) is piecemeal at present, there being no overall structure; it is centred on CARET and involves a number of Departments where individual academics have developed an interest. CamTools is the VLE developed by CARET following the recognition that Cambridge was behind others in making use of this type of technology in education. CamTools is now in widespread use and consideration should be given rapidly to how it may be properly supported as an operational service.

There is potential to develop closer links between the UL, CARET and the Language Centre. CARET could provide the necessary technical services, and the Language Centre continue to develop innovative courses, whilst the UL take on a role overseeing the development of pedagogic support. One of the strengths of the smaller organisations is that they are small, "hungry", able to move fast and take risks; they would need to maintain the freedom to operate in this way to encourage innovation. But they do not have the infrastructure to roll out the delivery of large scale operations once the R&D is complete, and it is not clear in what forum their strategy is developed.

⁶ Paper 6b, referenced in Appendix 1.

The UCS Public Workstation Facilities (PWF) provide access to the major software packages needed by Departments and Colleges. However, whilst 98% of undergraduate students now arrive in Cambridge with their own laptops capable in principle of hosting these packages, current wireless technology and licence management is not yet sufficient to deliver them directly to laptops. It is estimated that this will change over the next 5-10 years and the PWF "Clusters" may then become unnecessary.

With more coordinated online access to materials, some Departmental libraries, especially in the sciences, appear to be becoming more like spaces populated by PCs to facilitate access to the network. Some departments are considering moving paper journals out to the UL and its dependent libraries to provide social workspace. Wireless access, which could become the main channel for the delivery of pedagogic support materials to students' laptops, has been slow to spread and this has caused frustration in some areas.

The Review Group identified a specific problem for students at the Institute of Continuing Education (ICE): electronic access is currently not available as it depends on access through the Raven authentication system managed by UCS who will only service matriculated students. The same barrier may apply to some Education and CPI students. Access to the electronic resources of the UL would be of huge benefit to ICE students. The issue of access to Raven for non-matriculated students must be resolved.

5. Future direction

5.1 Teaching & Learning online

Teaching and Learning in the future is expected to depend increasingly on the following requirements:

- teaching materials including e-Books, video, and multimedia delivered on-demand anywhere in the University;
- web tools for teachers to manage all aspects of course delivery, students to manage their learning experience, researchers to collaborate both within and across institutions, for on-line assessment and to create a web of social networks covering many aspects of university life;
- integration of student record data with teaching and learning tools;
- remote access to course-specific licensed software packages (eg CAD tools);
- a mechanism for ensuring that every student has a capable personal computing device with wireless networking.

The pace of change is expected to accelerate and is unlikely to reach a stable position in the foreseeable future. To meet the above requirements, the following challenges must be addressed:

- the University must put in place strategic and implementation plans to deliver the above requirements;
- Library and IT support institutions must be organised to ensure that a teaching and learning services strategy can be efficiently and effectively delivered;
- to ensure that Cambridge is at the forefront of teaching and learning in a period of rapid change, our ability to innovate must be protected and encouraged;

- there must be a mechanism which allows a smooth transition from innovation to service delivery;
- the current gaps in our institutional capacity to deliver the necessary strategic objectives must be closed.

5.2 Summary: the need and opportunity to reconfigure

In 2004, the Standard Review of the UL highlighted the impact that lack of resource was having on some services and emphasised the need to find ways in resources could be shared and the entire library system could be streamlined and more effectively coordinated.

During 2006/07, the General Board were alerted to the need to consider increased coordination of central support for teaching by the Pedagogic Support Providers Coordination Group. At the same time, the Visiting Committee of the UL, in its first annual report to the Library Syndicate, reflected on the future development of the UL. Its observations included the need for: greater integration of the University's libraries; accelerated progress towards a single library system managed through a Director of Library Services; the rapid expansion of the use of e-content; and that consideration should be given to broadening the UL's role to become a learning resource for undergraduates as well as researchers.

As noted in section 3.1.4, the UL has traditionally supported research whilst the Faculty and Departmental Libraries have supported undergraduate teaching. Progress with electronic books and journals and on-line access to some teaching materials mean that this distinction is breaking down. The quality of the services currently provided by the UL is recognised to be high.

The UCS provides the information technology and communications infrastructure to support the academic needs of the University. UCS provide a responsive service aligned to Faculty and Departmental needs and a platform used by numerous individuals but do not aim to develop teaching and learning support materials. They also provide transferrable skills training mainly in the form of courses on software for students and staff.

The Language Centre has developed a distinctive method of delivering teaching and learning, combining on-line and face-to-face provision. This makes the best use of limited resource and is potentially transferrable to other disciplines. However, the Centre is struggling to replicate on-line materials across a large range of languages and it does not have the resource to support service delivery beyond the innovation phase.

CARET has been successful in meeting a need to support innovation and has examples of innovation in pedagogic support in widespread use. However, it operates without a clear strategic steer from the University and, like the Language Centre, it does not have the resources to manage and deliver products in volume as operational services.

The migration to electronic publishing is accelerating and 80% of the University's journal purchasing is already managed by the UL, including the Journals Coordination Scheme. The time is now therefore ripe for the UL to become

responsible for the provision and dissemination of electronic materials for teaching and learning across the University. The UL can provide the structure necessary for the management of all content. The UL could oversee and focus innovation in CARET and the Language Centre without restricting the ability of the smaller organisations to manoeuvre. In this way, the UL would coordinate the development and maintenance of the necessary pedagogic support to be delivered over the networks maintained by the UCS.

Following the announcement by Mr Fox of his intention to retire from the Office of Librarian with effect from the end of March 2009, it is important to consider the future of that role. The Committee considers that the role of the University Librarian should be rapidly developed to become *de facto* Director of Library Services to oversee the broader remit of all the University libraries in pedagogic support that this report recommends.

A long term plan for teaching and learning support must encompass the provision of content and the IT infrastructure needed to deliver it; the latter will require the involvement of all of the organisations described in section 3 above. Whilst the new Information Systems and Strategy Syndicate (ISSS) aims to supervise the University's information strategy, there nevertheless remains an urgent need for greater coordination and integration of effort. The proposed new role for the UL would contribute importantly to improved communications and cooperation.

There should therefore be a rolling development programme of pedagogic support and innovation implemented by the UL but steered by a new *Teaching & Learning Services Steering Group* (TLSSG) to be a joint sub-committee of the Education Committee, determining policy, and the ISSS, setting IT Strategy.

6. Summary of Recommendations

The Committee recommends:

- (1) The role of the University Librarian should be rapidly developed to become *de facto* Director of Library Services⁷ and the UL should become responsible for the provision and dissemination of materials for teaching and learning across the University. This role should have responsibility for ensuring the provision across the University not only of electronic resources, which are rooted in the traditional activities of the UL (e-journals and e-books), but also the wide spectrum of web-based e-learning resources available over the internet. Close collaboration with the Education Committee will be essential to ensure that the provision of pedagogic support services is congruent with the teaching and learning mission of the University.
- (2) Consideration should be given to merging the work of the UL Syndicate and the General Board's Committee on Libraries into a single Syndicate⁸ which is able work with and develop with the University Librarian a strategic vision which will ensure, amongst other things, that the UL can deliver the e-information and e-learning support for the University's institutions.
- (3) The Librarian will need to work with the (library) staff in the faculties and departments to ensure that faculty and departmental libraries can deliver e-learning support to their users. Different methods of delivery, working environments and a closer managerial relationship with the UL should be considered.
- (4) The governance structure of CARET should be changed, along with its basis of funding, to ensure the longer term future of this organisation which develops critical pedagogic support to staff and students. It is proposed that CARET should be placed within two years, along with permanent core funding, under the umbrella of the UL by adopting the sub-department model of governance (Statutes and Ordinances, p.595). This would give CARET an ability to run its own affairs and budget within the constraints of overall report to the University Librarian. A consequence is that a Management Committee for CARET would no longer be required.
- (5) The Language Centre has developed a distinctive method for delivering teaching and learning, part on-line and part face-to-face and there is potential for extending this to other subject areas. To exploit this potential, the Language Centre should also be reassigned to the UL within two years, together with its allocation, under the sub-Department model. As with CARET, a Management Committee for the Language Centre would no longer be required.
- (6) In the interests of efficiency and cost, the purchase of all subscriptions for journals (and, in time, electronic books) should become the responsibility of the University Librarian in consultation with the Journals Coordination Steering Committee (JCSC). It is recommended that UEF funds currently allocated to the UL and Schools for these purposes should be transferred to a separate fund under the control of the University Librarian for 2009/10 onwards. The

⁷ In accordance with the recommendation of the last Standard Review of the UL and the response from the Library Syndicate; the latter supported the view that the time may soon be ripe.

⁸ Also as recommended by the Standard Review; at the time the Library Syndicate believed the merger should take place in the wake of other changes, or when such changes are agreed and are to be implemented

- University Librarian should be invited to work, in the future, with the Colleges (through the Cambridge College Libraries Forum) to improve the coordination of library services across the Cambridge library system.
- (7) The role of the UCS in pedagogy should be reviewed, in consultation with ISSS and the Education Committee, to include, for example, consideration of a strategy for improving support for academic activities and access to on-line resources for all students. The former would be enabled by the development of a culture more receptive to external innovation. The latter would be accelerated by the rapid spread of the Lapwing wireless service and the development of mechanisms by which non-matriculated students can gain access through Raven authentication.
 - (8) The (academic) Staff Development section of the HR Division has a role to play in helping to deliver staff training in pedagogy. The University Librarian and the Director of HR should be invited to work with the PVC (Education) to report on how this might be achieved.
 - (9) When planning for the redevelopment of the central sites, consideration should be given to the potential benefits of co-locating some of the many small units discussed in this report including CARET, the Language Centre and, where appropriate, Faculty and Departmental Libraries.

The General Board has been made aware of the constraints under which the UL and the other institutions are operating and will understand that some resources will inevitably be required to realise this strategic vision. While some economies of scale will be possible, it is likely that there will be a need to provide some funding to enable the restructure in the short and possibly medium term. This might include provision for the costs of:

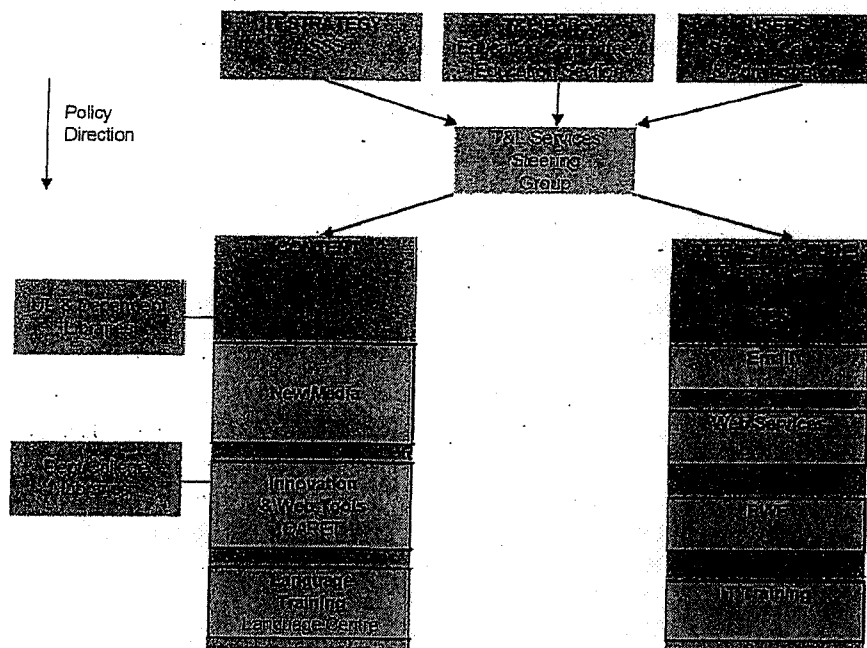
- rationalisation of paper versions of low use materials which are available electronically to include, potentially, re-housing, cataloguing and the need for a destination space;
- the software and hardware necessary to support the development of pedagogic support materials, as well as the additional cost of those resources themselves;
- staffing needed to support and manage these methods of pedagogic support, which may be additional to those currently provided by either the UL or Faculties and Departments, and/or may require training, development and reorganisation to maintain skills in step with developments.

7. Proposed structure and governance

The Committee recommends that an effective strategy for teaching and learning support should include the following elements:

- (1) There should be a rolling development programme for pedagogic support steered by a *Teaching & Learning Services Steering Group* (TLSSG) to be a joint sub-committee of the Education Committee, determining policy, and the ISSS, setting IT Strategy.
- (2) The TLSSG should be chaired by the PVC (Education) and have representatives from all stakeholders including "users" and "suppliers". Consideration should be given to how the TLSSG would interface with the University Library Syndicate and the General Board's Committee on Libraries (or the proposed single combined Syndicate).
- (3) The UL should be responsible for *providing content*: e-Books, electronic Journals, multimedia, interactive learning programs, etc. to include procuring content from external sources, digitising local content, and promoting the generation of new content within Cambridge.
- (4) The UL should be given a more pro-active role in the organisation of Faculty and Departmental libraries and liaising with College libraries with the aim of providing cost-effective, high-quality delivery of library and e-information services through the University Librarian acting as Director of Library Services.
- (5) The UCS should be responsible for delivery of services throughout the University and Colleges to include a high quality network (both wired and wireless) easily accessible by all staff, students and *bona fide* visitors, enabling web technologies, support for the specific software components agreed by the TLSSG and identity authentication.
- (6) CARET and the Language Centre should become sub-departments of the UL. CARET's primary role should be to support innovation in teaching and learning including the investigation and development of new technologies, advice on pedagogical issues and engagement with individual academics to develop new teaching. The Language Centre should continue to fulfil its core mission of delivering language teaching whilst seeking to pool its on-line development expertise with the wider support for teaching and learning.
- (7) Congruence between the work of CARET, the Language Centre, and other institutions, and the general oversight of pedagogic support articulated through the University Librarian, would be overseen by the "Teaching and Learning Services Steering Group" outlined above.
- (8) There should be a permanently established Teaching & Learning Innovation Fund managed by the TLSSG which can provide "pump-priming" for innovative academic-led teaching and learning projects.

Figure 1. Organisation of teaching and learning support



8. Appendix: list of papers received by the Review Committee

1. Membership of the Review Committee.
2. Background to the establishment of the Committee and Terms of Reference.
- 3a. Report of the GB Departmental Reviews Committee Standard Review of the UL (May 2004).
- 3b. UL: Planning Round 2007 statement and annual report.
- 3c. UCS: Planning Round 2007 statement and annual report.
- 3d. Language Centre: Planning Round 2007 statement and annual report.
- 3e. CARET: Planning Round 2007 statement and annual report.
- 3f. Summary table of funding for the above four institutions.
- 3g. Report of the Pedagogic Support Providers' Coordination Group (May 2007).
4. Questions put in advance to the visitors to the March meeting of the Committee.
- 5a. Notes from the Director of the Language Centre emailed to the Committee on 4 March 2008.
- 5b. The Director of the UCS' tabled papers of statistical information at the March meeting.
- 5c. The Director of CARET tabled a paper "CARET eLearning Strategy" at the March meeting.
- 5d. Notes from the Associate Director e:Learning at the Institute of Continuing Education (ICE) arising from the March meeting.
- 5e. Notes from the Director of CARET, arising from the March meeting.
- 5f. Data on expenditure on subscriptions for 2005/06 and 2006/07, with source of funds, across the University.
- 5g. Information on Library expenditure in Cambridge during 2006/07, including Departmental and College Libraries.
- 5h. Information on UK University Library expenditure 2005/06, extracted from SCONUL.
- 5j. Information on the current UL staff profile.
- 5k. Information on the location of PWF and Managed Clusters, and on the roll out of the Lapwing wireless service.
- 5m. Information on usage of the Language Centre by Department.
- 5n. A paper from the Director and Deputy Director of the UCS in response to the Notice published in *Reporter* on 20 February 2008.
- 5p. A paper from Bob Dowling of the UCS in response to the Notice published in *Reporter*.
- 5q. A paper from the Director of the Centre for Excellence in Teaching and Learning in response to the Notice published in *Reporter*.
- 6a. *Publishing Output to 2020*, The British Library/EPS Ltd, January 2004.
- 6b. Extracts from *The E-only Tipping Point for Journals*, Johnson & Luther, Association of Research Libraries, 2007.
- 6c. Extracts from *Review of HEFCE Funding for Research Libraries*, Professor Sir Ivor Crewe, March 2008.
- 6d. A letter from the Project Manager: Graduate Education Review, dated 2 April 2008.
- 7a. Questions put in advance to the visitors to the April March meeting of the Committee.
- 7b. A note from Professor John Bell (as Chairman of the GB Committee on Libraries).
- 8a. UCS Expenditure by service: appendix 3 extracted from Report of IT Syndicate for 2006/07.
- 8c. Language Centre report on survey of departmental language teaching courses 2005.

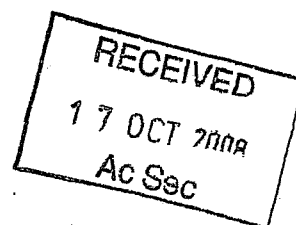
Miss Karen Douglas
Secretary



UNIVERSITY OF
CAMBRIDGE

School of the Biological
Sciences

16 October 2008



G.P. Allen
Academic Division
The Old Schools
Trinity Lane
Cambridge CB2 1TT

Dear Graham,

General Board Review of Teaching and Learning Support Services

The CSBS discussed the Review Committee's Report on 13 October, 2008.

While agreeing that there is a need to reduce duplication, members were exercised by the following:-

- expenditure on journal subscriptions should be considerably higher than only ~ 20% of library expenditure;
- there appeared to be an acceptance that continued expenditure on paper copies, space, storage etc. was a legitimate priority (the Council had hoped to see the Library adopting inhouse measures to effect greater savings from internal rationalisation);
- Departments are now being asked to meet up-front journal costs as well as increasing open access costs associated with publication;
- not all departmental library funding can be made available for transfer given existing needs beyond UL provision.

Members did, however, appreciate the need for the new Librarian to have a measure of control over library provision.

There were no other substantive comments.

Yours sincerely,

K S Douglas

17 Mill Lane
Cambridge
CB2 1RX

Telephone: 01223 766894
Fax: 01223 332355
E-mail: kd234@admin.cam.ac.uk

Mr RG Fishwick
Acting Secretary of the Faculty Board of Law

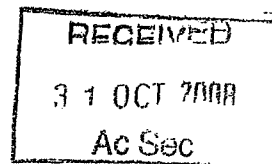
Mr. G.P. Allen,
Academic Secretary,
Academic Division,
The Old Schools,
Cambridge.
CB2 1TT



UNIVERSITY OF
CAMBRIDGE

Faculty of Law

23rd October 2008



Dear Graham,

General Board Review of Teaching and Learning Support Services

At its meeting on 9th October 2008 the Faculty Board of Law considered the Report enclosed with your letter of 6th August 2008. The Board was much assisted in its deliberations by the attendance of Professor J.R. Spencer at the meeting.

The Board welcomed the Report. It noted that the position of the Squire Law Library as a dependent library of the University Library meant that the Faculty is, in many ways, already a part of the larger picture envisaged in the Report. The Board took the view that the general thrust of the recommendations was in the right direction. It did, however, sound a note of caution about the lack of any information on the resource implications of the Report, whether financial or staffing. The Board expressed the hope that it would be consulted on a further iteration of the Report that included a section on resources, though expected that this would be after Mr. Fox's successor had had the opportunity to be involved in discussions.

On a lighter note, the Board particularly welcomed such a clearly written Report, eminently free of jargon.

Yours sincerely,

Cc Dr KA Allen
Dr MC Elliott, Academic Secretary
Professor DJ Feldman, Chair of the Faculty Board
Professor DJ Ibbetson, Deputy Chair of the Faculty Board

Faculty of Law
10 West Road
Cambridge CB3 9DZ

Janet Milne

From: Alison Burgess
Sent: 23 October 2008 16:37
To: Andy Cliff @ CAM; Graham Allen
Cc: Mark Wormald (mark.wormald@pem.cam.ac.uk)
Subject: General Board Review of Teaching and Learning Support Services

Dear Professor Cliff, Mr Allen

As you know the General Board's Review of Teaching and Learning Support Services was considered by Senior Tutors' Standing Committee on Education on 3 October. Obviously, as you presented the item you will know what was said, but I thought that I had better let you both have the formal Minute, as detailed below. Please do contact me if you need any further clarification.

Best wishes

Alison

7 General Board Review of Teaching and Learning Support Services

The Committee noted that in the Michaelmas Term 2007, the General Board had appointed a Committee to undertake a review of Teaching and Learning Support Services within the University (*Reporter* 2007-8, p.526). Comments had been invited by 7 November 2008. The Committee received a copy of the report [ED.09.06] and welcomed Professor A Cliff (Pro-Vice Chancellor, Human Resources) and Mr G Allen (Academic Secretary) to the meeting. Professor Cliff explained that the Review had stemmed from a growing unease about the fragmentation of pedagogic support across the University, and precipitated by the announcement of the University Librarian's intention to retire in March 2009. The Committee broadly supported the recommendations within the paper, and commented as follows:

- (a) Dr Wallach reported the comment of the General Board's Education Committee that the valuable role of the University Libraries in supporting research was not prominent in the report and that research might be included in the aims of the Library Services in Recommendation 1. The Committee supported this recommendation.
- (b) The Librarian should work with library staff in Colleges as well as faculties and departments to ensure that they could deliver e-learning support to users.

Professor Cliff and Mr Allen were thanked for attending the meeting and for presenting this interesting paper.

Action: Ms Burgess

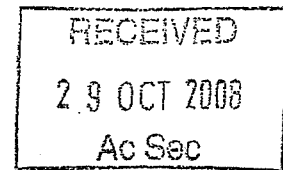
Alison Burgess
Administrative Officer
Education Section
223 (3)32354



UNIVERSITY OF
CAMBRIDGE

Council of the School of
Arts and Humanities

Professor R Hunter
Head of School



Mr G P Allen
Academic Secretary
Academic Division
The Old Schools

Our Ref: CSAH.0810.14

Your Ref: ACD.0808.0033

28 October 2008

Dear Graham

General Board Review of Teaching and Learning Support Services

Your memorandum of 6 August 2008, together with the Review Committee's Report was considered by the CSAH at their meeting on 21 October 2008, alongside individual Faculty responses.

The Council of the School recognised both the need to move towards enhanced integration of services supporting research and teaching and the potential value of merging the Library Syndicate with the General Board Committee on Libraries. There was appreciation too of the advantages to be gained from central purchasing of journal subscriptions, provided that decisions continued to be made by experts in the disciplines involved.

However, discussion raised a number of concerns that the Council of the School agreed should be drawn to your attention:-

- It was disappointing that there had not been more formal and systematic consultation with Faculty Librarians; the general call for comments published in the *Reporter* was clearly insufficient in a matter of this importance;
- Very large amounts of fundamental primary research material in the Arts and Humanities are available in printed or manuscript form only and are unlikely to be made accessible in electronic format, even in the medium term;
- The report makes disappointingly little mention of research or the crucial interface between research and learning and teaching; the University Library and Faculty Libraries within the School are very clear models of the importance of that interface;

17 Mill Lane
Cambridge CB2 1RX

Tel: +44 (0) 1223 766222
Fax: + 44 (0) 1223 766221
Email: rlh10@cam.ac.uk
www.csah.cam.ac.uk

- Faculty Libraries provide a crucial, dedicated resource for the support of teaching, learning and research. The expertise of local library staff is central to the provision of a user-orientated service;
- The teaching and research requirements for visual material, foreign language publications, and 'small' subjects without rich electronic provision must be fully considered in any reforms;
- General unhappiness among members of the Council concerning the appropriateness of establishing the Language Centre as a sub-department of the University Library.

The Council of the School also agreed that I should forward to you the dossier of Faculty and Department responses and I enclose it herewith.

Best wishes



Professor R Hunter

Encs.

Department of Architecture

3.10.2008

Dear Mary,

General Board Review of Teaching and Learning Services

There has been a certain amount of discussion within the Department of the impact of the proposals on the principal services that we use, UCS, CARET and the University Library. In addition, however, there has also been some debate of the overall approach adopted by the Review Committee.

Visual Material

Like our sister department we note the absence of any central strategy for visual material whether slides, video or film. Given the importance of the issue for so many subjects, we find the omission surprising. Here in the Department, concerns about the bureaucratic nature of the service and the high prices charged by the UL have been vigorously expressed; whatever their shortcomings, we welcome the flexibility and ease of access provided by our own local services.

CARET and the UCS

Members of the Department have welcomed working with CARET and have made use of its 'Camtools' facilities. We are surprised that the report should recommend that CARET be assigned to the UL. We think the 'fit' between CARET's activities and the UCS is far stronger and more appropriate than with the UL and fail to understand the rationale for the arrangement.

The Committee's General Strategy

Generally, however, we felt a lack of sympathy with the strategy recommended by Professor Cliff's committee. We recognise that from the perspective of the General Board this approach with its reinforcement of the role of the UL has the great advantage that it obviates the need to deal with a number of relatively small institutions, each with its own director and its own management committee. We understand too that the UL has proved most effective in distributing information of all kinds and that, given the absence of any discussion of new resources for what is proposed, there may well be economies of scale in centralising provision.

However what does not appear to have been considered is the UL's suitability as an organisational umbrella for teaching organisations like the Language Centre or CARET which works closely with those who use its services. The report acknowledges (§ 4.3) that 'one of the strengths of the smaller organisations is that they are small, 'hungry', able to move fast and take risks' but conspicuously fails to show how these qualities would be preserved. The traditional management committee structure had the advantage of not only allowing the staff to hear directly from those they served but also allowed these committees to allocate their very

limited resources in response to new initiatives. Without a mechanism that can be more sensitive to the needs of the users of the different services than the proposed 'TLSSG', it is difficult to see how directors of bodies like CARET or the Language Centre can maintain the freedom of initiative that even the committee appears to value. Section 7, Proposed structure and governance, passes over these issues in silence, the proposed TLSSG is inadequate for the task assigned to it. A 'top down' system of provision based on the UL may prove very efficient for the distribution of knowledge of various kinds but seems ill judged as a basis for organisations that are teaching or developing teaching innovation. The UCS, with its greater experience of teaching, seems a more natural 'home' for bodies like this.

Professor Cliff's committee's report suggests an enthusiasm for the centralisation of management; I imagine that champions of dirigisme from Walter Ulbricht to Lord Stokes would draw comfort from his report.

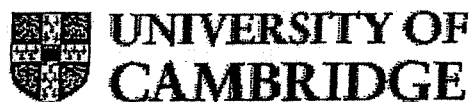
Best wishes,

Nick Bullock

History of Art

Head of Department
Professor Deborah Howard
MA PhD FRSE FSA FSA Scot HonFRIAS

Ms Mary Chalk,
Council of the School of Arts and Humanities,
17 Mill Lane.



Department of History of Art

3rd October 2008

Dear Mary,

General Board Review of Teaching and Learning Services

The Department of History of Art welcomes the close attention given to the support of pedagogic innovation in the document. We hope that the new structure will facilitate progress, rather than create a cumbersome and hierarchical administrative structure. Given the extremely rapid development of IT, the new structure must be as flexible and responsive as possible. If CARET is to fall under the remit of the UL it is essential that it maintains a close liaison with UCS.

From the point of view of this Department, we miss any discussion in the document to **image-based resources** (whether still or moving images). This is, of course, crucial to Teaching and Learning Support in this Department, but it is also central in a wide range of other fields - from Astronomy to Pathology. CARET has been involved in the Cambridge Images Project, in collaboration with the Fitzwilliam Museum, but this is a pilot project which has not yet become a useful tool for teaching.

There is a huge range of issues to consider in the provision of image-based technology for teaching. To cite just a few examples:

- the files tend to be very large and need enormous memory capacity on servers;
- copyright legislation is punishingly obstructive, and the University needs to tackle this issue at the highest level;
- the University Library and the Fitzwilliam Museum charge extremely high tariffs for their images, even when these are to be published in a scholarly work by a member of the University.

Yours sincerely,

Deborah Howard

Professor Deborah Howard.

cc. Dr Nicholas Bullock, Dr Adam Strange, Dr François Penz.

1 Scroope Terrace,
Cambridge CB2 1PX.
tel. 01223 - 332977/332975
fax. 01223 - 332960
e-mail: djh1000@cam.ac.uk

Mary Chalk

From: Hans van de Ven [hvj10@cam.ac.uk]
 Sent: 03 October 2008 18:05
 To: Mary Chalk; Y Suleiman @ CAM; Roel Sterckx @ CAM; Mary Howe @ CAM
 Subject: GB Review of Teaching and Learning Support Services

Dear Mary,

Thank you for your letter of 1 September about the General Board Review of Teaching and Learning Support Services.

My first point is a procedural one. You asked for a reply by 7 October which as you say is before the next meeting of the FAMES FB. Given that the issues in the Review are far-reaching and are bound to provoke widespread discussion both about the general direction outlined and many of the individual measures mentioned in it, I believe it important that any School response is fully informed by FB discussions. I will put the Review on the agenda of the FAMES FB meeting of 14 October and write a paper as soon as possible afterwards setting out the FB's consensus. I would be most grateful if you could still include that with the School Council's papers.

I have circulated the GB Review to all FB members and have had a few responses. The main points that have so far emerged are:

1. The relationship of the Language Centre to the UL. The UL does not seem a natural place for the Language Centre, although it does appear right that its activities are better integrated with other teaching support agencies in the University. The relation of the Language Centre and other institutions which provide language teaching such as FAMES should also be included as an issue in future discussions.
2. The relation of Faculty Libraries and the UL. This is a sensitive issue, as will be clear from the joint Response that a number of Faculty Librarians have written to the Chair of the General Board Committee on Libraries. There are plusses and minuses in terms of acquisitions policies, personnel systems, and decision making processes to the integration of Faculty Libraries into an integrated library system that will need to be thought through carefully. Most of the responses I have received indicate concern about this, although the need for rationalisation is acknowledged by many. It will be important to ensure that academics continue to shape acquisitions policies.
3. Funding. In our case, Trust Funds provide significant support to our Library and their managers no doubt would like to see that ringfenced.
4. The Review notes rightly that Libraries face an unstable situation as a result of the rapid increase web-based facilities and materials for learning. It is difficult to predict what the future will look like. It is important that a future new strategy takes account of uneven developments across the world. For instance, J-STOR contains little or no German material, a result as far as I am aware of different IP case law there. Yet German scholarship for instance for Chinese Studies is of increasing importance. While I am less familiar with the French situation, the same may well apply in that case. It is also true that whereas China has embraced digitization and many important texts and much scholarship is now available online, Japan and Korea have been slower. The responses I have received suggest a general concern for the future in the UL of material in other languages than English.
5. Wireless access. While I have not received any responses about this, I personally fully endorse the Review's statement that the spread of wireless access has been too slow in the University.

Best wishes,
 Hans

Chair
 Faculty of Asian and Middle Eastern Studies

Professor of Modern Chinese History
 Department of East Asian Studies

Dr Holly Kinnear
Administrative Officer/Secretary of the Faculty Board

Mary Chalk
Secretary to the CSAH

6 October 2008



UNIVERSITY OF
CAMBRIDGE

Faculty of Classics
When replying please quote:

Dear Mary,

General Board Review of Teaching and Learning Support Services

Please find attached the Officers' response to the General Board's Review of Teaching and Learning Support Services. The review will be considered at the next Faculty Board meeting on 16 October 2008. I will forward any additional comments to the School no later than Friday 17 October.

Best wishes

Holly

Sidgwick Avenue
Cambridge, CB3 9DA

Telephone: 01223 335193
Fax: 01223 335409
E-mail: hk292@cam.ac.uk



Response to the Report of the General Board Review Committee on
Teaching and Learning Support Services from the Library's
perspective

The recommendations in this report are broad and the details of any new structures are non-specific so it is difficult to know exactly what is planned and its possible affects on the teaching and learning support provided by faculty and departmental libraries. In particular, as no faculty and departmental librarians were formally involved in the process, it is unclear what is intended and the future role of our libraries. The timing of the release of the report in vacation makes it impossible to have a full consultation. The Faculty received the report in September when staff were away and the response to the School is by the 6 October. This is before it is possible to convene the Teaching Committee, Faculty Board or Library Committee in order to obtain proper feedback. It is hoped that before the recommendations below are finalised there will be substantial input from those directly affected including faculties and their librarians.

The Recommendations

- (1) *The role of the University Librarian should be rapidly developed to become de facto Director of Library Services.*

A unified library service could lead to greater co-operation and communication between libraries but at the same time the benefits that the small, subject-specific independent libraries offer to their users could be lost.

Some of the important issues for faculty libraries and faculties are:

- a. Would the Director of Library Services be the *de facto* line manager to whom faculty and departmental librarians refer and are directly responsible? What then would be the role of the current line manager, the chair of the faculty? It would be important to ensure that faculties still have a major input into how their libraries are run.

It is a weakness of large structures that decision-making can be delayed, especially by the creation of hierarchies. Faculty librarians currently can react immediately to the changing needs of teaching within their faculties whether this is books for new courses, transferring heavily in-demand items to short loan collections or delivering training on subject-specific e-resources.

- b. Will there be a unified libraries' budget? If so, the process by which resources are allocated to each faculty should not disadvantage smaller subjects. The maintenance of collections for these is vital to the university's research profile

and also the success of its teaching and learning. This is one of the main reasons why faculties have traditionally guarded the independence of their own libraries. We also have the flexibility to manage our budget according to the local needs, including determining when duplicate copies are needed and receiving donations directly from visitors and academics who have made use of the library. We can also react quickly to suggestions for new books and if required have new items available for borrowing within days.

- c. In addition, smaller subjects tend to have fewer of their required resources online, and therefore need to buy more print items. The report (p.9) shows that for the foreseeable future printed material will still be produced and required by students and academics and yet the recommendations only discuss e-resources and do not mention print budgets. Printed materials are still vital to undergraduate teaching, and loans are going up year by year in many libraries. In Classics over the last 5 years loans have increased by 34% for printed books and in term on average we have a minimum of 100 books reserved on desks by graduates and academics who use them in conjunction with their laptops and online resources. The method of work here combines the use of different resources which requires online access, printed materials and a study space. These needs are met by the Classical Faculty Library which provides lapwing, periodicals, books, electronic resources and study desks. The Library is not just a space with PCs (4.3, p.11, para. 2).
- d. If there is restructuring then it is important that the flexibility gained by the local independence of faculty/departmental libraries which has proved good for students and their Cambridge experience is not lost. Readers relate to their faculty or department's library staff and it is easy for them to discuss their needs, knowing they can have a quick response or decision. Student feedback supports this view while the report (p.5) on quality of service from the UL only mentions the positive feedback from external users and not members of the University. The faculty/departmental libraries are providing their own form of support for teaching and learning matched to the requirements of their faculties. This need is not currently met centrally at the UL.
- e. Staff relations in a library are of critical importance, especially where there are perhaps only two or three members of staff. It is vital that the appointment of staff for a particular library should remain in the hands of that faculty/department and its librarian. The faculty/department should also retain the ultimate decision over the appointment of its librarian. A unified system could facilitate staff helping out in other libraries in emergencies, but it would be counter-productive if appointments were expedited by the imposition of staff from outside. Any new structure should not affect the tenure, terms and conditions of faculty and departmental library staff.
- f. The subject expertise of faculty and departmental librarians is one of the great strengths of the current structure, and they provide a stable and specific source of advice and support. Good local communications, developed over time, allow for the long-term build-up of knowledge and confidence. How would this advantage be retained in any broader library services' structure? The librarian works closely with faculty boards and other internal committees. This relationship is crucial to the provision of a high quality service, responsive and in tune with the faculty or department's specific needs, and should not be lost. Communication between libraries could be improved but this does not

necessarily involve restructuring. At Classics we take a pro-active role by liaising closely with the UL on expensive purchases and standing orders so that the burdens are shared and not duplicated. Contrary to 3.1.4 (p.6) of the report we have our own electronic subscriptions as well as sharing the costs of others with the UL.

(2) Consideration should be given to merging the work of the UL Syndicate and the General Board Committee on Libraries.

Would this proposal produce a committee which has both authority to make decisions and the resources to implement them? Would faculties still be able to make their own decisions on borrowing, opening hours and access? There would need to be significant representation on such a committee from librarians in all Schools.

(3) The Librarian will need to work with the library staff in the faculties and departments to ensure that faculty and departmental libraries can deliver e-learning support to staff and students.

The delivery of e-learning support is already widespread in the university's libraries and is undertaken in faculty libraries. At Classics the relationship between the library and directors of studies enables them both to be involved in arranging inductions for all new students which ensures a high attendance level. This is not always the situation in UL run courses which are just open to anyone and not always timed to suit students. As the library is located in the Faculty we can respond directly to training needs and provide face-to-face help with subject specific resources as the needs arise and not just at timetabled sessions.

(6) The purchase of all subscriptions for journals (and in time electronic books) should become the responsibility of the University Librarian in consultation with the Journals Coordination Steering Committee.

The Journal Coordination scheme is moving towards all Schools joining in the near future and therefore this proposal would fit the scheme into the new structure. Again the main issue for faculty and departmental librarians is the one of representation. It is essential that their views are heard and that is best expedited by librarians serving on the School consultative committees and on the JCSC. The Classics library receives about a third of its journal titles on exchange for *The Cambridge Classical Journal* and would expect to have these titles available in the Faculty. If material was located centrally then there would be little incentive to provide exchanges.

Summary of what faculty libraries offer

The faculty libraries are compact and report to their own faculties. This means they are in the best position to respond to the teaching and research needs of their subject. The current management structure enables the Classics library to provide the following:

- Flexibility to react quickly to changes e.g. new courses, enquiries on print and electronic resources.

- Direct support for teaching and learning in our faculty whether via buying materials, providing subject-specific training or promotion of new resources.
- A direct line of contact for academics and students, a place where they know they can get an answer and request help on locating resources whether internal or external to the University.
- On site support for access to electronic resources, used in conjunction with printed sources, help with lapwing etc. Our statistics go up every year for the average number of users in the library and loans of printed material. Our students use online and print in conjunction as verified by the number of reserved books on tables.
- 24 hour access for our graduates and academics to the resources they need, including print. This facilitates a strong graduate and research community and many graduates use the library as their main study area.
- The Classical Faculty Library is an important research collection that is recognised internationally and attracts visiting scholars from around the world. This enhances the Faculty's research profile and raises income. This is partly achieved by having a subject collection located in one place that can be browsed, rather than scattered throughout a larger collection with a restrictive classmark system. Our collection supports teaching and research needs and it is not just an undergraduate lending collection.
- Majority of our stock is borrowable and on open access unlike the UL.
- Liaison with the UL on expensive purchases and electronic resources (some of the latter purchases are shared between the UL and Faculty). We have built up a good communication so that recommendations are made to both libraries and supported by academics with the required subject knowledge.

Dr R.A.W. Rex
Reader in Reformation History
Chairman of the Faculty Board of Divinity

Miss M. P. Chalk
CSAH
17 Mill Lane



UNIVERSITY OF
CAMBRIDGE

Faculty of Divinity

4 September 2008

Dear Mary,

GB Review of Teaching and Learning Support Services

The section of the report dealing with the UL is highly helpful and informative. It is clear from the report that the University Library is underfunded yet superbly efficient in comparison with Oxford's. The Faculty of Divinity recommends that this be addressed by an immediate funding increase, to be directly funded by an increase in Cambridge research overheads percentage to bring it nearer to the overheads percentage current at Oxford. Some, but not all, of this increase should be devoted to electronic and online resources. Without immediate action in this area there is a long-term risk that the University's research resource base, and thus future research earning potential, will be compromised.

The report is less helpful with regard to UCS. Certain key issues seem not to have been addressed, notably the University's poor record in recent years over the introduction of new administrative software. Thus the key strategic issue of in-house vs outsourced software development is not discussed. But the success of the collegiate (in-house) CamCORS system contrasts favourably in both cost and effectiveness with the story on CUFS, CAMGRAD, and the outsourced software used for examinations registration and the UL online catalogue (a rare blip in the UL's generally excellent record). Off-the-shelf software from outside does not suit the Cambridge system well, seems expensive, and is often slow to improve. The current telecoms project, that said, seems very successful. Possibly UCS should focus on hardware and network issues, abandoning student administration to a college consortium. It is possible that the colleges might take on that role in return for chunk of the money currently spent in that area. Given the record of recent years, to repeat the point, the UCS role should in fact be slimmed down to concentrate on its areas of proven strength – hardware and networking, and perhaps site-licensing (though this might become a UL role) – rather than expanded into new

The Divinity School
West Road
Cambridge CB3 9BS

Telephone: 44 (0) 1223 763034
Fax: 44 (0) 1223 763003
E-mail: rawr1@cam.ac.uk

Dr R.A.W. Rex
Reader in Reformation History
Chairman of the Faculty Board of Divinity

areas related to those in which recent experience has not been so encouraging (software development).

The Language Centre might consider an attempt to carve out a profitable business from the EFL market in Cambridge over the vacations, especially the Long Vacation, with a view to using this to fund its term-time university operations. Cambridge badged and assessed EFL courses would seem to have a significant potential market. Co-operation with ICE and Cambridge Assessment might help here.

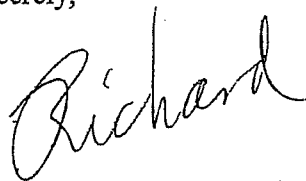
On the PWF, we suggest that the University and Colleges actively pursue and encourage secure wireless access throughout the university domain; and in the meantime that they promote individual computer ownership and wired access with a view to achieving economies by winding down PWF clusters as soon as possible.

The issue of Raven access for non-matriculated students should be resolved at once. It would be reasonable to charge an appropriate service fee for non-matriculated students.

On the specific recommendations at the end of the report, the suggestion that CARET and the Language Centre become part of the UL portfolio (4, 5) came as something of a surprise. However, given the general success of the UL in recent years, there may well be much to be said for this – as long as micro-management does not set in and compromise the future subordinate institutions. The centralisation of journal subscriptions and of the purchase of electronic books (6) in the UL seems to make sense. But the system thus established must be transparently responsive to the research needs of faculties and departments – especially of smaller institutions, which might well get the short end of this deal if due care is not taken.

The UCS should probably be kept out of pedagogy (7) and focus on hardware and network. Pedagogy should be left to departments and CARET. The academic staff development aspects of HR (8) would probably fit better in the Education Department. HR should focus on pay and conditions, contracts, etc, and not be invited to expand its portfolio until it can run its core operations effectively.

Yours sincerely,



The Divinity School
West Road
Cambridge CB3 9BS

Telephone: 44 (0) 1223 763034
Fax: 44 (0) 1223 763003
E-mail: rawr1@cam.ac.uk

Miss M P Chalk
Council of the School for Arts and Humanities

2 October 2008

Dear Mary

General Board Review of Teaching and Learning Support Services

I enclose response from Libby Tilley, ably summarizing from the point of view of the Faculty Library the arguments for and against the proposed revision of the role of the University Librarian. I would concur with the important reservations and anxieties she expresses. I also enclose a response from Henriette Hendriks giving a perspective from the RCEAL.*

There are some further points to be made. I am confident that the Faculty Board would support moves that ensured the long-term future of CARET and the development of Virtual Learning Environments. We would also support with vigour moves that put the funding of the Language Centre on a more secure long-term basis. However I am not convinced that in its understandable eagerness to capitalize on the possibilities of electronic, online and virtual learning environment initiatives, the Review Committee has kept fully in view the paramount need to integrate these developments with traditional, face-to-face, interpersonal methods. Henriette strikes a note of caution about the transferability of the Language Centre's distinctive method of delivering learning and teaching. My own view however is that the model developed by the Language Centre, to which this principle of integration is central, is one from which other Faculties and Departments could learn a great deal, even if it is not directly transferable.

A further related thought is that there is a particular constituency of students within the University for whom no amount of electronic, online and virtual learning environment initiatives can meet their need for traditional, face-to-face, interpersonal methods of learning: non-native speakers of English – normally, though of course not always, graduate students. The Language Centre provides learning opportunities in all languages but not the least important is the language in which students must conduct their everyday academic work. In this respect the Language Centre's programme 'English for Academic Purposes' is of immense significance, in that it provides the live cultural experience without which their work (and life) in Cambridge cannot flourish. Our 'foreign' or 'international' or 'overseas'

9 West Road
Cambridge CB3 9DP

Tel: +44 (0) 1223 767308
Fax: +44 (0) 1223 335075
Email: chair@english.cam.ac.uk
www.english.cam.ac.uk

* to be circulated on receipt



UNIVERSITY OF CAMBRIDGE

Faculty of English

students represent the extreme case that serves to focus the risks entailed *for everyone* by the pursuit of e-initiatives that are insufficiently integrated into the world of everyday social and cultural interaction. As a University that strives to maintain its status in the world at large it is essential that we not only maintain this programme but develop it further.

I hesitate to make promises on behalf of the Faculty Board, but we are after all the Faculty of English, and it may be worth exploring further in due course the possibility of our involvement in putting on a firmer and more extensive basis the provision of learning support *in English* across the University as a whole. Needless to say, we could not begin to think about this without the prospect of significant additions to our existing resources.

Yours

Adrian Poole

Response to the Report on the Review of Teaching and Learning Support Services

Elizabeth Tilley, Librarian, Faculty of English

Summary statement

The proposal to unify library services under one head has some benefits for faculty and departmental librarians. It could assist in rationalising financial resources, especially with respect to electronic resources, and reduce duplication. It could facilitate greater co-operation between libraries. It is only sensible to have co-ordinated approaches, for example, in using the same library management system.

However I have some misgivings. There is evidence that similar unified services at other UK Russell Group Universities may have resulted in rationalisation and economies in one area. As a direct result, however, the **quality** of teaching and learning support by the library service at the individual Faculty/Department level has dropped. I would urge the new Director of Library Services not to make the same mistakes in Cambridge. This could be an opportunity to create a unique model where the best of centralization/unification and the best of current local distinctiveness and 'added value' evident in so many of the Cambridge libraries, could be brought together in balance.

In principle, the report's recommendations have been approved by the General Board, and it is therefore the next stage - the implementation - that will be highly crucial, needing the involvement of all parties affected. A concept of a unified library service is all well and good, but it will founder if the details are not considered thoroughly enough.

The Process

One of the striking features of the process that produced this report is the lack of participation by faculty and departmental librarians. The very limited consultation that has taken place has been informal. Given how the proposals will affect the faculty and departmental libraries, this is a regrettable omission.

Whilst the review, as it relates to libraries, is welcome, I would very much hope that any future decision-making would include detailed consultations with Faculty and Departmental librarians.

The Proposals – from the Summary of Recommendations

1. *The role of the University Librarian should be rapidly developed to become de facto Director of Library Services.*

i. Would the Director of Library Services be the *de facto* line manager to whom faculty and departmental librarians refer and are directly responsible? What then would be the role of the current line manager, the chair of the faculty? It would be important to avoid librarians being responsible to two managers, who might have differing perspectives on policy.

ii. A weakness of large structures is that decision-making can be delayed, because of the creation of hierarchies. Would faculty and departmental librarians have direct access to the DLS in the way that they currently do to the chair of the faculty? The current structure in faculties and

departments with librarians working with faculty boards, Chairs of Faculty, Faculty administrators, and library committees results in speedy local changes and highly valued 'good will' generated between library support services and those they directly support. A profusion of intermediate office-holders would be counter-productive and a unified structure could quickly become cumbersome with poor lines of communication. Autonomy in the day-to-day running of the library will help preserve high-quality services. Overall it is essential that there is transparency in any decision-making within the structure as a whole.

iii. Will there be a unified libraries' budget? The report does not mention print budgets: printed materials are still vital to undergraduate teaching in the English Faculty, and loans are going up year by year (2006-7: 60,000, 2007-8: 67,000). How would the continuing need for printed items be safeguarded in any unified library budget? A high % of resources for English are only available in print format. If the budgets are centralised, would the faculty and departmental librarians be given the freedom to make decisions relevant to their subject areas, especially in the matter of non-electronic resources? Being able to respond quickly to requests for items at faculty library level (both from students and academics) is a great boon of the current set-up. This has been actively cultivated at the English Faculty Library resulting in a high standard of teaching and learning support. If a complex structure of 'permissions' were required (once the overall parameters of spending are set), this would destroy one of the main advantages of faculty-based libraries. It would affect adversely both teaching and research.

iv. Staff relations in a Faculty library are of critical importance. It is vital that the appointment of staff for a particular library should remain primarily in the hands of that faculty/department and its librarian. It should also be the faculty's right to have the prime say in the appointment of its librarian. A unified system could facilitate staff helping out in other libraries in emergencies, but it would be counter-productive if appointments were expedited by the imposition of staff from outside. Staffing levels and also job gradings must be considered for satisfactory manning of libraries.

v. The subject expertise of faculty and departmental librarians is one of the strengths of the current structure, and they provide a stable and specific source of advice and support. The library staff/student ratio is extremely good in Cambridge and this could be an excellent promotional aspect for teaching and learning support that the University provides. Good local communications, developed over time, allow for the long-term build-up of knowledge and confidence. How would this advantage be retained in any broader library services' structure? Local distinctiveness in terms of circulation policies, skills required for the job etc should be retained in order to provide our users with excellent, timely support.

2. *Consideration should be given to merging the work of the UL Syndicate and the General Board Committee on Libraries.*

The current GBCL is weak in that it has very little power to effect change. This proposal therefore could work well. However, any new Syndicate would have a large influence on the work of faculty and departmental libraries. Therefore, it is essential that faculty and departmental librarians have significant (not token) representation on the new committee.

3. *The Librarian will need to work with the library staff in the faculties and departments to ensure that faculty and departmental libraries can deliver e-learning support to staff and students.*

The delivery of e-learning support provided by the Faculty Library is already happening. It is worthwhile noting that experience has led me to believe that local Library-implemented learning support is often more productive than more generic support. However, a co-ordinated strategy would be welcome to enable us to develop this further and to take advantage of each other's experience.

6. *The purchase of all subscriptions for journals (and in time electronic books) should become the responsibility of the University Librarian in consultation with the Journals Coordination Steering Committee.*

The Arts and Humanities School Libraries are moving towards joining this scheme which would then mean all Schools are taking part. This proposal would fit into the new structure. Again the main issue for faculty and departmental librarians is the one of representation. It is essential that their views are heard.

8. *The (academic) Staff Development section of the HR Division has a role to play in helping to deliver staff training in pedagogy.*

Staff Development now has a scheme in place for staff training, instigated by Dr. P. Dunstan, Divinity Faculty Librarian as part of her role on the GBCL.

9. *When planning for the redevelopment of the central sites, consideration should be given to the potential benefits of co-locating some of the many small units ... and, where appropriate, Faculty and Departmental Libraries.*

I do not anticipate this as an issue for the immediate future for the English Faculty Library. However the basis and principles upon which decisions are made about such ventures is crucial to set in place at the outset. Librarians should be asked to contribute at an early stage to any discussions.

Librarians are professional people who have the skills and experience to provide expert advice on matters of necessary space, the type of storage area that would be required, and other crucial issues.

Many of the comments noted above were discussed and agreement reached in response to the report's recommendations, by a group of Faculty Librarians meeting Sept 25 2008. A summary of this response has been made by Dr. P. Dunstan, Divinity Faculty Librarian. Grateful thanks to Dr. Dunstan for permission to reproduce some of that summary report here.

E. Tilley.

Mary Chalk

MML

From: Ravit Capauner [rc264@hermes.cam.ac.uk]
Sent: 06 October 2008 15:46
To: Mary Chalk
Cc: Nicholas White
Subject: General Board Review Committee on Teaching and Learning Support Services
Attachments: GBResponseAEC2.doc; ATT1668390.htm

Dear Mary,

General Board Review Committee on Teaching and Learning Support Services

Thank you for your letter of 1 September 2008. Having liaised with our outgoing Faculty Chairman, the Heads of Department, the University Language Centre, and the Faculty Library, I write to offer a few comments which might contribute to the School's submission to the General Board.

Although we appreciate the work that has gone into this document, the Faculty is concerned about some of its implications, not least with regard to library provision. It strikes us that the speed of transfer to electronic publication, including journals, may be overestimated. In many parts of the world that we study and relate to, print is likely to remain the norm for the foreseeable future. We are, moreover, keen that Faculty and Departmental libraries should preserve a degree of independence, because they have the expertise and the flexibility to respond quickly to local needs. In short, we are concerned that increased centralisation of library facilities should not exacerbate existing inequalities of resource allocation. Our Faculty librarian has kindly provided her own response, based on the consultation between Sidgwick librarians, and I enclose her documents, which develop the above points.

The Faculty also shares the view of the Director of the Language Centre (who is, I understand, preparing her own response to the Review) that no genuinely convincing case has been made for bringing the Language Centre, with its extensive teaching role, under the wing of the University Library.

In more general terms, the Faculty would like to underline the principle that the additional resources required for enhanced central provision of support services should not lead to a reduction of funding for face-to-face teaching, which must remain central to the educational process.

I look forward to reading the School's response to the General Board.

Yours sincerely

Nick White

06/10/2008

Comments on the Report of the General Board Review Committee on Teaching and Learning Support Services (2008)
Anne Cobby, MML Faculty Librarian

A group of Sidgwick Site librarians, representing a range of arts and humanities subjects, met on 25 September to discuss this report and has prepared a joint response for the General Board Committee on Libraries. I attach that response (possibly still subject to minor revision), preceded by some comments of my own.

I believe that increasing communication and collaboration between the libraries of the University is beneficial and necessary, but I am very concerned about any proposal which would weaken local accountability and responsibility, and so the ability of faculty libraries to respond to the needs of their faculties. I have seen during 15 years' employment at another university and a decade of contact with it since (not Oxford, where centralisation also seems to be causing a great deal of dissatisfaction and demoralisation) how a distributed, multi-site system became, under financial pressures, more and more centralised over time. Faculties and departments which had enjoyed an excellent service from their libraries, which knew them, understood their specific needs, and were able to put them first and to respond to them directly, lost this level of service, and became very unhappy indeed. The close communications between faculty members (staff and students) and library staff, both personal and structural, on which the service was founded became impossible. Over time, senior posts were downgraded with an associated downgrading of skill and subject knowledge, experienced staff were moved to subject or technical areas in which they had less expertise and interest, some collections were removed from the faculty or department building, and services suffered greatly. Provided enough safeguards are in place, a change of structure such as that which is proposed need not have these effects; but robust safeguards are essential, and some are suggested in the attached librarians' paper.

Much in the GB document seems to come from a scientific perspective. It takes for granted that electronic publishing will be the norm (though it contradicts itself on the death of the book, e.g. 4.2 vs. 4.3) and says 'the continued growth of Faculty and Department based print collections may become questionable in the longer term' (4.3). For a faculty one of whose objects of study is literature, it is this attitude which is questionable. Primary literature is unlikely to be delivered electronically soon, or to be enjoyed in this medium. The experience of the e-books project (another area where the GB document is confused – 3.1.4 vs. 6.1) is that students access e-books to find out whether the physical book is worth borrowing. In MML, they borrow more and more: 53953 loans in 2006/07, and an annual rise in each of the last five years of around 10%. Much of our stock is, obviously, in foreign languages and not of interest to the UK providers and licence-negotiators. Some of the countries we buy from are unlikely to be in the forefront of electronic publishing; it is hard enough to source printed books from them.

There are hints that the University Library should itself provide (on its own site?) the materials needed by undergraduates. It is very hard to see how this could be done, given the UL's need to conserve its sole archive copy, undergraduates' need for multiple copies and their use of books to destruction, the UL's loan policies, and indeed its responsibility to the research community, both in acquisitions and in services. Could it keep its focus on research while also responding to student needs?

I conclude with just one recent example of how a faculty library can react easily, rapidly and, I hope, sensitively to changing needs, as a large, still less a standardised, structure cannot do. The study of film in this faculty and in others, including but not limited to the MPhil in Screen Media and Culture, led to requests that non-MML readers be allowed to borrow films from the MML Library. After consulting Faculty Library Committee I changed the rules mid-year, allowing this but at the same time, because of the pressure of demand, reducing renewal rights to once only for all.

26 September 2008

To: the Chair of the General Board Committee on Libraries

Response to the Report of the General Board Review Committee on Teaching and Learning Support Services (2008)

This report contains some interesting and helpful recommendations to be welcomed by faculty and departmental libraries. Understandably, however, the report's conclusions are broad and are giving an overview; the details of any new structures to implement them have yet to be decided. To help in those future decisions, we would like to raise particular issues for consideration.

The Process

One of the striking features of the process that produced this report is the lack of participation by faculty and departmental librarians. The very limited consultation that has taken place has been informal. The list of those called formally to 'give a perspective' does not include a single person from this group. Even the representative librarians serving on the General Board Committee on Libraries were not briefed on the process, nor were their views sought.

The release of the report has been haphazard and fragmentary. Sent to Schools in early August, the report has been sent on to faculties in an uneven pattern during a vacation period. As a consequence, some librarians saw the report at an early stage and in one faculty a meeting was held to discuss the matter by mid-September, whereas other librarians only came to know of the existence of the report at this time. At least one librarian was informed that the report could not be released to librarians until a much later date, despite it already being in circulation elsewhere.

In retrospect, it would have been appropriate to send a copy of such a significant document to each faculty and departmental librarian at the outset of the process of consultation. This would have avoided confusion and rumour. Librarians are a professional group who offer a significant expertise to the university in the area of learning resources and teaching support. Their participation can only be of benefit to this process.

Faculty and departmental librarians seek reassurance that the continuing consultation process and the making of final decisions will be conducted in a more open and consistent manner. A set of proposals that has their support will be implemented far more efficiently and productively, and is much more likely to gain support in faculties in general. As poor communication can be one of the flaws in the current system, we hope that the proposals, if properly implemented, could remedy this. So, whilst welcoming the review, we would hope there will be detailed consultation with each faculty and departmental librarian whenever the details of any new structures are being decided.

The Proposals

- (1) *The role of the University Librarian should be rapidly developed to become de facto Director of Library Services.*

This proposal to unify library services under one head has potential benefits for faculty and departmental librarians. It could rationalise financial resources and reduce duplication. It could facilitate greater co-operation between libraries. It is important, however, that these advantages should not be gained at the expense of the significant strengths that small independent libraries have. We suggest that some of the important issues are:

CLEAR LINE MANAGEMENT

- a. Would the Director of Library Services be the *de facto* line manager to whom faculty and departmental librarians refer and are directly responsible? What then would be the role of the current line manager, the chair of the faculty? It would be important to avoid librarians being responsible to two managers, who might have differing perspectives on policy.

It is a weakness of large structures that decision-making can be delayed, especially by the creation of hierarchies. If the new structure is implemented, faculty and departmental librarians should have direct access to the DLS in the way that they currently do to the chair of the faculty. A profusion of intermediate office-holders would be counter-productive and defeat one of the purposes of unifying the structure, so this should be avoided.

SAFEGUARDING BUDGETS

- b. Will there be a unified libraries' budget? If so, the process by which resources are allocated to each faculty should not disadvantage smaller subjects. The maintenance of collections for these is vital to the university's research profile and also the success of its teaching and learning. This is one of the main reasons why faculties have traditionally guarded the independence of their own libraries. In Oxford, when unification of library services was effected, promises were made that have not subsequently been able to be kept. Therefore, the proposed unified service should have adequate protection for small subject areas, so that they will not be squeezed disproportionately if financial constraints become even tighter.

In addition, smaller subjects tend to have fewer of their required resources online, and therefore need to buy more print items. Their resources also tend to be produced by smaller specialist publishers who are not yet able to develop e-resources. The report does not mention print budgets: printed materials are still vital to undergraduate teaching, and loans are going up year by year in many libraries. If there is a unified library budget, the continuing need for printed items must be safeguarded.

Some libraries contain special collections, including works of art, manuscripts and archives (film, photographic, paper and oral archives). Funding to preserve, develop and exploit these resources must be safeguarded too.

DECISION MAKING & EFFICIENCY

- c. If the budgets are centralised, faculty and departmental librarians need to retain the freedom to make decisions relevant to their subject areas, especially in the matter of non-electronic resources. Being able to respond quickly to requests for items at faculty library level (both from students and academics) is a great boon of the current set-up. If a complex structure of 'permissions' were required (once the overall parameters of spending are set), this would destroy one of the main advantages of faculty-based libraries. It would affect adversely both teaching and research.

The same can be said for services and practices. The flexibility gained by the local independence of faculty/departmental libraries has proved good for students and their Cambridge experience. Readers relate to their faculty or department's library staff and it is easy for them to discuss their needs, knowing they can have a quick response or decision. Student feedback supports this view. Whilst welcoming the advantages therefore that a unified structure would bring in providing online resources, it is important to preserve the strengths of the present teaching and learning experience.

TRUST FUNDS

- d. Some faculties have trust funds and donors who supplement chest moneys. They may hesitate to donate funds if what they gave was swallowed into a university-wide budget. These extra moneys would need therefore to remain under the local control of the faculty or departmental library.

STAFFING & APPOINTMENTS

- e. Staff relations in a library are of critical importance, especially where there are perhaps only two or three members of staff. It is vital that the appointment of staff for a particular library should remain in the hands of that faculty/department and its librarian. The faculty/department should also retain the ultimate decision over the appointment of its librarian. A unified system could facilitate staff helping out in other libraries in emergencies, but it would be counter-productive if appointments were expedited by the imposition of staff from outside. Any new structure should not affect the tenure, terms and conditions of faculty and departmental library staff.

PRESERVING SUBJECT EXPERTISE

- f. The subject expertise of faculty and departmental librarians is one of the strengths of the current structure, and they provide a stable and specific source of advice and support. Good local communications, developed over time, allow for the long-term build-up of knowledge and confidence. How would this advantage be retained in any broader library services' structure? The librarian works closely with faculty boards and other internal committees. This relationship is crucial to the provision of a high quality service, responsive and in tune with the faculty or department's specific needs, and should not be lost.

(2) Consideration should be given to merging the work of the UL Syndicate and the General Board Committee on Libraries.

Would this proposal produce a committee which has both authority to make decisions and the resources to implement them? The current GBCL is weak in this respect in that it has very little power to effect change. If a new structure is to be introduced, this proposal could work well and can be welcomed. However, any new Syndicate would have a large influence on the work of faculty and departmental libraries. Therefore, it is essential that faculty and departmental librarians have significant (not token) representation on the new committee.

(3) The Librarian will need to work with the library staff in the faculties and departments to ensure that faculty and departmental libraries can deliver e-learning support to staff and students.

The delivery of e-learning support is already widespread in the university's libraries. However, a co-ordinated strategy would be welcome to enable librarians to develop this further.

(6) The purchase of all subscriptions for journals (and in time electronic books) should become the responsibility of the University Librarian in consultation with the Journals Coordination Steering Committee.

The Journal Coordination scheme is moving towards all Schools joining in the near future and therefore this proposal would fit the scheme into the new structure. Again the main issue for faculty and departmental librarians is the one of representation. It is essential that their views are heard and that is best expedited by librarians serving on the School consultative committees and on the JCSC.

(8) The (academic) Staff Development section of the HR Division has a role to play in helping to deliver staff training in pedagogy.

This seems a helpful proposal. The current plans being developed by Staff Development, in co-operation with a librarian who is a member of the GBCL, for a course for library staff could incorporate relevant topics.

(9) When planning for the redevelopment of the central sites, consideration should be given to the potential benefits of co-locating some of the many small units ... and, where appropriate, Faculty and Departmental Libraries.

This as it stands (that is, 'a consideration') is an acceptable proposal. Again, however, if these decisions affect faculty and departmental libraries, the relevant librarians must be asked to contribute at an early stage to any discussions. Librarians have the skills and experience to provide expert advice on matters of space, layout, the type of storage area required, and other crucial issues.

The amalgamation of libraries that might result from this proposal would have profound implications for career structure and development. It is essential that there is transparency in any decision-making about these matters, as with the other issues raised in this response.

Lyn Bailey, Librarian, Faculty of Classics
Anne Cobby, Librarian, Faculty of Modern and Medieval Languages
Petà Dunstan, Librarian, Faculty of Divinity
Jenni Lecky-Thompson, Librarian, Faculty of Philosophy
Anna Pensaert, Librarian, Faculty of Music
Rachel Rowe, Librarian, Centre of South Asian Studies
Françoise Simmonds, Librarian, Faculty of Asian and Middle Eastern Studies
Rowland Thomas, Librarian, Faculty of Economics
Libby Tilley, Librarian, Faculty of English
Linda Washington, Librarian, Faculty of History

October 8, 2008

Ref: UTC 17.09.08-5

Dear Mary,

General Board Review of Teaching and Learning Support Services

The Report of the General Board Review of Teaching and Learning Services was discussed by the Undergraduate Teaching Committee at its meeting on 17 September 2008. Consultation then took place with the Faculty Librarian. I provide a summary of the Committee's and the Librarian's comments.

The Committee considered it disappointing that faculties were being asked to consider the important issues raised in the document over the summer vacation, when no Faculty Board meetings were scheduled. The Committee also expressed concern about the lack of representation by faculty and departmental librarians on the review panel.

The Committee's main concern, however, centred on the University Library's proposed move towards centralisation of library provision and on its desire to exert greater control over faculty and departmental libraries. The Committee considered that, for smaller subjects such as Music, the custom-made service that could be provided by a faculty library was invaluable to undergraduates, graduates and staff alike. The Committee was of the opinion that the Music Faculty Library provides a particularly important service for undergraduates, many of whom are nervous about using the University Library in their first year.

The Committee considered that the proposals outlined in the document were vague and did not make clear how centralisation might be achieved. In particular, the Committee sought clarification about the following:

- the relation of the Director of Library Services to faculty and departmental librarians;
- the allocation of any unified budget – the Committee was concerned that faculty and departmental librarians should retain the freedom to make decisions relevant to the needs of their subject area;
- the use of trust funds - the Committee would also like reassurance that Music Faculty trust funds used to supplement library budgets will remain under local control.

The Faculty Librarian also expressed the following concerns:

- that the appointment of staff should remain in the hands of the Music Faculty and of its Librarian;
- that any decisions reached centrally should not jeopardise the good local communications between faculty and departmental librarians and the needs of the communities they serve;

Faculty of Music
West Road
Cambridge, CB3 9DP

Telephone: 01223 762057
Fax: 01223 335067
E-mail: scr25@cam.ac.uk

- that faculty and departmental librarians should have significant representation on any committee formed to discuss merging the work of the UL Syndicate and the General Board Committee on Libraries and Journal Coordination;
- that librarians should be asked to contribute at an early stage to any discussions concerning 'co-locating' faculty and departmental libraries.

Two final observations:

- Ms Pensaert, the Music Faculty's Librarian, argued that the Pendlebury Library already co-operates well with the University Library, for example over the introduction of e-books and the rationalisation of journal provision and collected works.
- The Committee agreed that interactive teaching and learning resources, such as those provided by CARET or the Language Centre, might more appropriately be supported by the University Computing Service rather than come under the direction of the University Library.

I should be grateful if all these points could be considered in future discussion of the proposals.

Best wishes,

Mary Chalk

From: Jane Heal [bjh1000@cam.ac.uk]
 Sent: 18 September 2008 09:50
 To: Mary Chalk
 Cc: Alex Oliver; Heather Sanderson @ CAM
 Subject: General Board Review of Teaching and Learning Support Services

Dear Mary,

It has proved difficult to consult much with colleagues, given the time of year. So what follows represents mainly my own opinions. But I have run a draft of this reply past my successor, Alex Oliver, and believe he is broadly in agreement with the views expressed.

Some general points to start with:

(a) Subjects are widely varied in the style of teaching and learning appropriate to them. In some subjects new technologies enable familiar and essential content to be presented much more effectively, or allow for presentation of important new kinds of content, or open up opportunities for beneficial new kinds of learning. But in other subjects these technologies may be much less applicable. So we would all, doubtless, agree that thinking about possible new methods and technologies, keeping colleagues abreast of them, enabling those who are interested to learn about them, and sharing best practice are all admirable, and are worth supporting. But it is important that the University does not move in the direction of a 'one size fits all' strategy, or in the direction of being overly prescriptive about pedagogical methods.

(b) Implementation of the proposals will take resources. Our Faculty is already operating under a funding regime which encourages more spending on equipment and less on posts than is appropriate for our subject. If there is a choice between spending money on academic posts and spending it on further kinds of e-technology with e-experts to run it, we would prefer the first - at least in our area of the University. Where substantial costs are involved, it is to be hoped that those parts of the University which are deriving the most substantial benefits are the ones who will pay.

(c) In view of the magnitude of the likely outlay needed, any new systems need to be researched and tested with great thoroughness, for their robustness, user friendliness and real usefulness. We would urge the University to be extremely cautious in moving to set up new, large, complex and expensive systems. The University does not want an e-learning CAPSA or an e-learning CAMSIS.

Some comments on the Summary of Recommendations:

(1) The job envisaged for the new University Librarian seems a very large and wide-ranging one. Is it feasible for one person?

(3) We are somewhat uneasy at the idea, which seems implicit in the wording of this paragraph, that managerial responsibility for Faculty Libraries might shift to the UL. We are, of course, warmly in favour of co-operation between libraries and best use of resources. But currently management of their libraries is with the appropriate Faculties and we would hope that it would remain there.

(6) We recognise the need to co-ordinate journal subscriptions. We would like more detail about the new structures and processes of consultation for spending the UEF funds which are envisaged to be diverted from School budgets. Any replacement scheme needs to be structured in such a way that it is transparent that the interests of all users are fairly represented.

(7) (8) It is not clear what 'the development of a culture more receptive to external innovation' or 'staff training in pedagogy' mean. We hope these phrases do not indicate something inappropriately directive and top-down, as regards teaching methods.

(9) Some support staff need to be located together in central units.

But in general the most effective location for them is out in the Faculties and Departments whose work they are to enable. That way they understand more realistically the circumstances of the academics and students whom they are to help, they get to know them, are on site to be consulted easily and interact with them more effectively. It is not clear what kinds of move of Faculty or Departmental Libraries are

contemplated here. But it is difficult to see that there could be any circumstances in which it was appropriate to locate a Faculty Library anywhere other than with its Faculty.

Some comments on the proposed structure and governance:

(4) Cf comment on Recommendation (6) above. We would welcome clarification of the envisaged new role for the UL, vis a vis Faculty libraries.

(8) Is there a need for a pump-priming fund - and management committee - of this kind separate from CARET? Why not include a fund of this kind in CARET's budget and encourage CARET to keep in touch with academics and invite ideas from them? In any case there would need to be close liaison between the envisaged oversight of this fund and CARET, or duplicate projects might be undertaken.

With best wishes

Jane

Dr R.A.W. Rex
Reader in Reformation History
Chairman of the Faculty Board of Divinity

Professor Richard Hunter
Chairman of the CSAH
17 Mill Lane



UNIVERSITY OF
CAMBRIDGE

Faculty of Divinity

21 October 2008

Dear Richard,

General Board Review of Teaching and Learning Support Services

The Faculty Board of Divinity discussed this review at its meeting on 16 October 2008. This is the minute of its discussion

4 General Board Review of Teaching and Learning Support Services

The Board received a letter from the Secretary of the Council of the School, dated 1 September 2008, the report of the Review of Teaching and Learning Support Services (FBA 2), the response from Dr Rex, (FBA 3) and the response of some librarians (FBA 4). In discussion the following points were raised:

i) The report contained many sensible proposals. However, some Faculty Librarians were concerned about the possible centralisation of library budgets under the control of the Director of Library Services. This could mean that smaller subjects would come under financial pressure. There was a further danger that in making general decisions, particular local issues would not be addressed. The Director of Library Services could become the line manager of Faculty and Departmental Librarians, and it was not clear that this change was needed nor that it would be beneficial for Faculties and Departments. There was concern at the possibility that the Sidgwick Site Faculties and Departments might be compelled to merge their libraries under a single roof.

ii) The University needed to make savings in the provision of library services. Sensible opportunities to make savings should be taken, but not to the detriment of provision in Faculty Libraries. Some duplication of provision might usefully be avoided, but duplicate copies of some books would be needed across and within different Faculties. However, greater co-operation between Faculty libraries could be encouraged.

The Divinity School
West Road
Cambridge CB3 9BS

Telephone: 44 (0) 1223 763034
Fax: 44 (0) 1223 763003
E-mail: rawr1@cam.ac.uk

Dr R.A.W. Rex
Reader in Reformation History
Chairman of the Faculty Board of Divinity

iii) Faculty Boards had not been consulted properly or in a timely manner about the proposed changes. Although the report hinted at significant changes, its proposals were often vague.

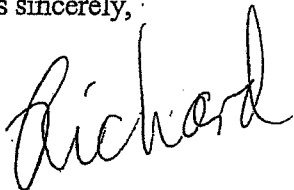
iv) It was important to have libraries close to where staff and students worked.

v) There was a growing trend in these proposals and elsewhere towards centralisation of management which could mean the marginalisation of Faculty Boards, and which should not necessarily be equated with rationalisation. Tendencies towards centralisation ran counter to devolution to institutions.

vi) The variety of provision of library resources in Cambridge was one of the University's strengths and needed to be preserved.

Dr Rex undertook to write to the Council of the School setting out these concerns.

Yours sincerely,



The Divinity School
West Road
Cambridge CB3 9BS

Telephone: 44 (0) 1223 763034
Fax: 44 (0) 1223 763003
E-mail: rawr1@cam.ac.uk

Mary Chalk

From: Hans van de Ven [jiv10@cam.ac.uk]
Sent: 17 October 2008 13:41
To: Mary Chalk
Cc: Mary Howe @ CAM
Subject: GB Review of Teaching and Learning Support Services

Dear Mary,

When I first wrote you about the Faculty's response to the GB Review of Teaching and Learning Support Services, I noted that I would submit the Report to the FAMES FB for discussion. This we did on Tuesday 14 October. Besides the Report itself, the FB had before it the response of SAH Librarians as well as a memorandum of the Faculty's Library Committee. The main points that emerged from the discussion were:

1. The report is far ranging and suggests measures that if implemented will have serious implications. While we understand the imminent resignation of the University Libraries has created the need for quick action, we also believe that the failure to consult Faculty Librarians has been a serious flaw. We noted that while the Review is eloquent about the high-quality service provided by the UL, it does not discuss the benefits of Faculty Libraries, including open access, speedy response to local needs, specialized help to students, and flexibility in responding to teaching needs. We wondered whether a review of Faculty Libraries might not be needed before further decisions are reached.
2. The Board agreed with many points made in the response of Faculty Librarians. It further noted that Faculty Libraries are not just important academically, but also because they enhance the sense of community of a Faculty.
3. The Review leaves many questions unanswered about the future relationship between the Director of Library Services and Faculty Librarians. It states that 'the role of the University Librarian should be rapidly developed to become the de facto Director of Library Services'. We wondered what is meant by de facto and what the future role of the DLS might be in the appointment of Faculty Librarians.
4. The Board expressed concern about the suggestion that 'the periodicals budget of all Faculty Libraries be transferred to the UL by September 2009'. While that may be appropriate or desirable in the sciences, where leading periodicals will be in English and available online, the Board nonetheless urged caution in implementing this proposal. Not many of our periodicals are duplicated in the UL. Many periodicals not in English are not included in JSTOR but are nonetheless important to our subjects.
5. The Board expect that printed monographs will continue to be the mainstay in the near future and that it will be some time before all will be available as an e-recourse. It will be important to ensure that multiple copies are easily available for large classes, including of very recent publications. Cataloguing in the UL is slow. Paul Ricouer's On Translation was published in 2006 but is still not on Newton. This is a technical issue, but an important one to address if our teaching is to remain up-to-date with the most recent developments in our fields.
5. The Board was concerned that the Review did not address the issue of how to handle periodicals and books in other languages than English. Scholarship in Chinese, Japanese, Arabic, Persian, etc not only remains critical to our fields but in many cases has become increasingly so. In some areas of the world, such as China, digitalization of books and periodicals is probably ahead of the UK. In others areas, including much of the Middle East, Japan, and Korea, this is not true, in part because of different legal contexts in which publishers and academics operate. While it is only right that the UL seeks to exploit the convenience of e-resources, the Board nonetheless was concerned that the Review was not sufficiently informed about the realities of academic publishing in our fields.

hope that these further comments can be tabled at the meeting of the School next Tuesday.

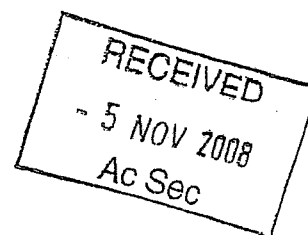
Best wishes,
Hans



UNIVERSITY OF CAMBRIDGE

School of the Humanities
and Social Sciences

memo



To Graham Allen
From Julian Evans, Acting Secretary of the School
Date 3 November 2008
Copy to Professor John Bell, Head of the School
Subject General Board Review of Teaching & Learning Support Services

Pages 10 (inc)

Further to your memo dated 6 August 2008 (ACD.0808.0033) the Council of the School, at their meeting on 17 October 2008, agreed that I should compile the response from this School.

It comprises contributions (attached) from:

The School Learning and Teaching Committee
Faculty of Archaeology and Anthropology
Department of Archaeology
Faculty of Economics
Faculty of Education
Faculty of History
Department of History and Philosophy of Science.

As you will see, the respondents are broadly supportive. Many express content with the proposals regarding CARET and the Language Centre but seek reassurance that the essence of their local libraries will not be lost. The School has some concerns about the total level of UEF expenditure on its Libraries.

Julian Evans

17 Mill Lane
Cambridge
CB2 1RX

Tel: +44 (0) 1223 338161
Fax: +44 (0) 1223 760433
Email: jge24@admin.cam.ac.uk
www.cshss.cam.ac.uk

Professor Graeme Barker, FBA
Head of Department

Julian Evans
Acting Secretary
School of Humanities and Social Sciences



UNIVERSITY OF
CAMBRIDGE

Department of Archaeology

31 October 2008

Dear Julian

General Board Review of Teaching and Learning Support Services

The Faculty of Archaeology and Anthropology's Library Committee discussed the document and its comments were discussed at a meeting of the Faculty that I could not attend - I assume the Faculty Secretary is reporting its conclusions to you. As far as the Department of Archaeology is concerned, with reference to Summary of Recommendations and Proposed Structure and Governance sections of the report:

- we can see the logic of the governance proposals regarding expanding the role of the University Librarian to be Director of Library Services, with the resultant expansion of responsibilities relating especially to electronic resources for teaching and learning; of the single Syndicate; the proposed move of CARET and the language centre; and the proposed Teaching and Learning Services Steering Group.
- our main concern is that the proposed 'more pro-active role' (Section 7.4) in the organisation of Faculty and Department libraries does not reduce the ability of the latter to respond to local needs and opportunities. To make this work so that staff and students do indeed get 'cost-effective high quality delivery of library and e-information services', as I am sure the new University Librarian would be the first to say, the local librarians need to be consulted and listened to, not marginalised!

Yours sincerely,

Graeme

Department of Archaeology
Downing Street
Cambridge CB2 3DZ
Telephone: 01223 339340
Fax: 01223 333536
E-mail: gb314@cam.ac.uk



UNIVERSITY OF CAMBRIDGE

School of the Humanities
and Social Sciences

University of Cambridge

Council of the School of the Humanities and Social Sciences

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee was held on Wednesday 15 October 2008.

1. General Board Review of Learning and Teaching Support Services

The Committee considered the report of the above review, dated July 2008 (GB Paper 08.B.16) and made the following observations:

- The summary of recommendations in the report could broadly be accepted;
- The absorption of the School into the University Library Journal Co-ordination Scheme had resulted in a contribution to central journal subscriptions of £240,808. The remaining global library budget was almost entirely consumed by staff costs. In joining the scheme it was important that the location of paper copies and access to back issues was resolved;
- The School incurred direct expenditure on libraries of around £1.1m per annum. A priority for the School, within the context of this Review, would be to ensure that a coherent and appropriate level of service was achieved across all Library facilities;
- Some form of geographical co-ordination of library activities, by site, might be a useful means of moving towards the 'Library Services' ethos recommended by the Review.

Julian Evans

From: Jane Fisher Hunt [jfh24@cam.ac.uk]
Sent: 29 October 2008 16:51
To: Julian Evans
Subject: Faculty response to the GB's Review of T and L SS
Follow Up Flag: Follow up
Flag Status: Green

Dear Julian

REPORT FROM THE GENERAL BOARD'S REVIEW OF TEACHING AND LEARNING SUPPORT SERVICES

The Faculty Board of Archaeology and Anthropology and its Library Committee have both discussed this document at meetings held in October 2008. The Library Committee, which acts as the management committee of the Haddon Library of Archaeology and Anthropology, also considered an (unofficial) response made to the Report by certain faculty and departmental librarians.

The Board would like to make three points.

1 Libraries

The main thrust of the review, so far as faculty and departmental libraries seem to be concerned, is a call for a move towards greater integration with the UL. The proposals are worthy of consideration, but would, in order to be effective, require more transparency and good management than has been shown in the preparation and distribution of the review.

The Board recognizes the need for the efficient use of limited (and already stretched) financial resources, but its members value the Haddon Library's specialist nature, ease of access, and responsiveness to local needs. They are anxious that these matters should only be improved, rather than endangered, by any such greater integration with the UL.

2 CARET and the Language Centre

The Faculty Board is happy to endorse the recommendations made concerning CARET and the Language Centre

3 Teaching and Learning Services Steering Group

The Faculty Board endorses the proposal that this group should be convened and should steer the development programme of pedagogic support and innovation to be implemented by the UL.

We do hope that this is helpful.

Best wishes

Jane Fisher-Hunt

==

Mrs Jane Fisher-Hunt
Secretary to the Faculty Board and Faculty Administrator
Faculty of Archaeology and Anthropology
Pembroke Street
Cambridge CB2 3QY

Telephone 01223 762847

Please note that Jane is only in the office on Mondays, Tuesdays and Wednesdays. Thank you.

Professor Hamid Sabourian
Chairman of the Faculty of Economics

Mr Julian Evans
Council of the School of Humanities and Social Sciences
17 Mill Lane



UNIVERSITY OF
CAMBRIDGE

Faculty of Economics

30 October 2008

Dear Julian

Report of the General Board Review Committee on Teaching and Learning Support Services.

Our Faculty Board discussed the recommendations made in this report at its recent meeting and a number of points were raised. It is unfortunate that Faculties and Departments did not have the opportunity of commenting at an earlier stage, the Board noted that the General Board has already accepted the Report's recommendations in principle.

The Board noted that the role of the University Librarian would be developed with the University Library becoming responsible for the Faculty and Department Libraries. The Board appreciates the advantages and efficiencies that will accrue from the central organisation and delivery of ejournals and ebooks, and of staff training especially in pedagogy, but is concerned that implementation could result in significant disadvantages in other areas.

The Marshall Library is a major asset to the Faculty, it is used by as many as 700 students each day and serves students from many other faculties, especially the Judge Business School and Land Economy. The General Board Committee on Libraries and the Teaching and Learning Review committee commented very positively on the Library during the year, and students provide extremely positive feedback in Faculty surveys. The Librarian, who attends Faculty Board and other subcommittee meetings, provides subject specialist knowledge and an extremely responsive service to both students and academics.

The Report does not provide detail about the way the new structure will be implemented, but the Faculty Board feels very strongly that the new structure should not be at a cost to the service provided by the Marshall Library to the Faculty at present. Specifically, the Faculty should continue to be involved in the appointment of library staff, particularly the post of Faculty Librarian. There needs to be very clear understanding about line management, and to whom the Faculty Librarian would be responsible. The Faculty needs to continue to have

Austin Robinson Building
Sidgwick Avenue
Cambridge CB3 9DE
UK

Telephone: 01223 335223
Fax: 01223 335475
E-mail: hamid.sabourian@cam.ac.uk

freedom to organise services, opening hours, fine levels etc, and the Librarian to make purchases relevant to our subject area in a timely and efficient manner. The Faculty also feels that that the process of allocating resources to libraries in future should not disadvantage the faculty, its trust funds and donation accounts should remain under its control, and that funding to preserve, develop and exploit its special collections should be safeguarded. Also, that the Faculty will be adequately represented in the new committee structure.

I understand that the School will be submitting its comments on the Report to the General Board and I look forward to receiving a copy of this in due course.

Yours sincerely

Hamid Sabourian

Hamid Sabourian

Julian Evans

From: Marina Ballard [mb346@cam.ac.uk]
Sent: 30 October 2008 13:33
To: jge24 @ CAM
Cc: J.E. Dearman
Subject: Review of Teaching and Learning Support Services

Follow Up Flag: Follow up
Flag Status: Green

Dear Julian

General Board Review of Teaching & Learning Support Services

Thanks for the opportunity to comment upon the above review. We have discussed this at Faculty Board and also sought the views of relevant staff here including our librarian and an instructional designer involved in the development of CAMTOOLS in conjunction with CARET.

Our Faculty Board welcomed the move towards a resolution of the issue of access to electronic resources for non-matriculated students. The Faculty has around 700 students on part-time course each year who are not matriculated and who do not therefore have access to electronic resources under the current system. Future reliance on the use of electronic information and teaching support service would impact on this group of students so we would hope for a speedy resolution to this issue.

Generally, we saw potential benefits of greater integration of the library and information provision services across the entire university, particularly in the area of reducing duplication of resources and delivery of electronic services. However, we do have some concerns in respect of any future centralisation of library services and would seek to be reassured that Departmental and Faculty libraries are able to maintain flexibility to enable them to be responsiveness to local needs and that departments and Faculties continue to benefit from specialists skills and knowledge which currently resides in their library staff. The existing line management structure of our librarian reporting directly to Head of Faculty on library matters means that library opening hours, stock and user training can respond quickly to changing needs within the Faculty. We have a large number of part-time students on MEd and PPD courses plus PGCE students who are away from the Faculty on school placement and our library service is very responsive to their needs. We would want to be reassured that a more centralised approach to delivering library services would be able to take into account distinctive 'local' needs. As the Faculty is located some distance* *from the central university facilities, a greater geographical centralisation of services could result in resources for Education students being some distance from the site on which they are taught and this too is of some concern. We would hope that future developments of the University's library services would done in consultation with departmental librarians and library users.

We are supportive of improved strategic direction for CARET and security of funding for the development of technologies for the delivery of teaching and learning and the involvement of UCS in the delivery of the infrastructure to do this.

With regards

Marina

EDUCATION

RECEIVED

23 OCT 2008

UNIVERSITY OF CAMBRIDGE
FACULTY OF HISTORY

Dr Elizabeth Haresnape
Secretary of the Faculty Board



West Road
Cambridge
CB3 9EF
Tel: 01223 335303
Fax: 01223 335968
E-mail: eh273@cam.ac.uk
<http://www.hist.cam.ac.uk/>

Mr JG Evans
Acting Secretary
School of the Humanities and Social Sciences
17 Mill Lane
Cambridge
CB2 1RX

22 October 2008

Dear Julian,

General Board Review of Teaching and Learning Support Services

The Faculty Board of History considered the General Board Review of Teaching and Learning Support Services (dated July 2008) during its meeting held on 7 October 2008. Its discussions were further informed by an initial response prepared by ten Librarians for the General Board Committee on Libraries, and a covering letter to the Chairman of the Faculty Board drafted by Dr Linda Washington.

"The Faculty Board received the General Board Review of Teaching and Learning Support Services Report July 2008 [HFB10197], together with a draft response from the librarians [HFB10198]. Faculty Board broadly welcomed the report, which recommended that the role of the University Librarian should be developed to become *de facto* Director of Library Services and the University Library should become responsible for the provision and dissemination of materials for teaching and learning across the University. While noting that the librarians were generally supportive of the proposals, the Board sympathised with their concerns about the need to fine tune some of the practicalities" [Minute 8, unconfirmed].

Yours sincerely

Elizabeth

Julian Evans

From: Isobel Humphrey
Sent: 13 October 2008 13:04
To: Julian Evans
Subject: FW: Response to the report of the General Board Review of Teaching and Learning Support Services (2008)

HPS response to GB T&L review consultation

Best

Isobel

-----Original Message-----

From: Tim Eggington [mailto:tje25@cam.ac.uk]
Sent: 13 October 2008 12:35
To: Isobel Humphrey
Cc: th10001 @ HERMES
Subject: Response to the report of the General Board Review of Teaching and Learning Support Services (2008)

Dear Isobel,

Please find below the response to the report of the General Board Review of Teaching and Learning Support Services (July 2008) from the Department of History and Philosophy of Science (for this week's CSHSS meeting).

Tim

=====

The Department History and Philosophy of Science welcomes moves to streamline library services and improve e-content across the university. It also supports the move to gather together and preserve independent services such as CARAT and the Language Centre under the umbrella of the UL.

The centralisation of journals provision, which has already occurred through The Journal Coordination scheme, is something that HPS has supported and it is important that departments and faculties retain representation when decisions concerning the acquisition of electronic resources are made. In particular, the expertise of academic staff in Departments should be exploited in the selection of electronic resources, and structures must be put in place to ensure all subject areas are fairly represented. These requirements are best achieved by the system already put in place in the Journal Coordination Scheme.

The report confirms that printed materials continue to be central to humanities information provision and are likely to remain so indefinitely, however, this conflicts with the report's underlying assumption, which is that e-content has now superseded print to the extent that the UL can takeover the support of undergraduate teaching. Whilst we agree that electronic journals are best coordinated centrally, print based teaching materials remain fundamental to our teaching and are still best provided by our departmental library.

The report takes little account of the important role departmental libraries currently play in information provision generally, thereby overlooking a dimension that should be central in planning changes in library provision. It also ignores the benefits associated with departmental libraries, whose integration in departments allows for collections and services more user-oriented than is possible in large university libraries. Moreover, the Whipple collections, like those of many other departments, are the result of informed collecting by academics of the Department over decades. The presence of a departmental library gives those involved with that department a stake in the collection and interest in its development. This frequently results in collections in some respects superior to those in large university libraries which often struggle to make themselves responsive to the Departments they are supposed to serve. Having the largest specialist library in the history and philosophy of science and medicine in the country in one place, located in the Department adds value to the Department. As

a teaching and research resource unrivalled in its field, the Whipple Library plays an integral part in the Department's activities, thereby contributing to the pre-eminence of Cambridge as a centre for the study of history and philosophy of science.

For these reasons and many others the Department seeks to retain its library in its present form alongside any proposed streamlining of library provision in the University of Cambridge.

~~~~~  
Dr Tim Eggington,  
Whipple Librarian,  
Department of History and Philosophy of Science, Free School Lane, Cambridge,  
CB2 3RH  
Tel: +44 (0)1223 334547 Fax: 334554  
~~~~~



UNIVERSITY OF
CAMBRIDGE

Department of Pharmacology

Prof. P.A. McNaughton
Sheild Professor and Head of Department of Pharmacology



Wednesday, November 05, 2008

Mr G.P. Allen
Academic Secretary
The Old Schools
Trinity Lane

Dear Graham

I attach a reply to the General Board Review of Teaching and Learning Support Services, on behalf of the Management Committee of the Language Centre, which I chair.

Yours ever

Peter McNaughton

Head of Department of Pharmacology

Tennis Court Road
Cambridge CB2 1PD
United Kingdom

Tel: +44 1223 334012
Fax: +44 1223 334100
E-mail: pam42@cam.ac.uk

CPA

Reply from the Management Committee of the Language Centre to the General Board Review of Teaching and Learning Support Services

Summary

The Review is driven by the need for a more unified structure for the delivery of pedagogic support in the University. The Language Centre (LC) concurs with, and strongly supports, the underlying aim of the Review. However, the proposed solution – subsuming the Language Centre and CARET into the University Library (UL) as Sub-Departments – will not tackle the central problem and in some respects will be a retrograde step for the Language Centre. The UL, whose primary function is as an information provider, is not well placed to provide leadership for the Language Centre, whose primary function is pedagogy. We propose instead the creation of a Directorate of Teaching and Learning Support Services, comprising as a minimum the UL, the University Computing Service (UCS), the Language Centre and CARET, with a director and governing structure empowered to ensure efficient delivery of services, and in particular to ensure that functions are well integrated across the boundaries of the constituent organisations.

The Perspective of the Language Centre

The Language Centre (LC) has developed over the past 18 years from being a passive provider of language teaching materials to providing a well-developed programme of language learning through the Cambridge University Language Programme (CULP), which is delivered partly face-to-face and partly online, and is backed up by an IT-oriented teaching strategy. The online learning materials have been developed in-house, but using funds raised externally. Students attending CULP courses come mainly (but not exclusively) from non-Arts Schools. The LC provides face-to-face teaching and bespoke online resources in French and Spanish at all levels, German and Italian to upper intermediate level, and Chinese and Russian at basic level. There are also specialist courses in French and German for historians. The LC provides learning materials in approximately 150 other languages for which it is not possible to provide face to face teaching. In addition the Centre caters for the needs in English language for overseas students through its English for Academic Purposes (EAP) pre and in-session courses. It is important to mention that through EAP the Centre plays a central role in the University – in the admission process, by maintaining the University's high admission standards at graduate level, and in the provision of tailored language support to enable a rapidly increasing number of overseas graduate students to fulfil the requirements of their degree programmes. The Centre is increasingly becoming involved in the assessment of undergraduate students' levels of English and in their support. The LC is also involved in a number of self-financing external activities e.g. Junior CULP, an outreach language teaching programme for local schools which has won several awards, and *Routes into Languages*, a DCSF-funded project that will allow the Centre to promote the flexibility of Junior CULP-type courses in schools across East Anglia.

The Centre's core funding comes directly from the General Board. However, funding from the University is not adequate to support its activities, and it relies on external soft money both to support its core activities and to extend the range of its teaching through new initiatives.

Many of the LC's functions have wider strategic implications within the University, for example:

- * Transferable skills for graduate students (communication in other languages, in English etc).
- * Preparing undergraduates for a changing (more international) workplace.
- * Developing novel approaches to language teaching.
- * Involvement in a number of income-generating activities to subsidise its core functions.
- * Language teaching to schools / outreach.

Being part of a wider teaching and learning support organisation could bring the Centre benefits in two main areas which are currently urgent needs:

- 1) Financial muscle. A larger organisation could put up funding to kick-start new ventures, such as the development of new online language teaching packages which could then recoup the initial funding through external sales, as is being attempted with *Languages at Your Fingertips* that have been developed in cooperation with the BBC;
- 2) Computing expertise. Membership of a larger organisation including the Computing Service would allow transfers of staff and expertise across current departmental boundaries, and would also allow the recruitment of high-quality staff by offering improved promotion prospects.

For these reasons, the Language Centre would strongly support the creation of a Directorate of Teaching and Learning Support Services, under a proactive Director and charged with integrated delivery of learning and teaching support services. We propose that the governing structure of the Directorate could be modelled broadly along that of existing Schools, with a Council chaired by the Director.

Critique of the General Board proposals

The General Board Review proposes that the LC and CARET should become sub-Departments of the UL, using existing Ordinances which were laid down for a few science Departments having closely related entities within them (e.g. sub-Dept of Animal Behaviour within Zoology). There is also a proposal for the merged UL/LC/CARET, plus the UCS (maintained as a separate organisation), to be overseen by a Teaching & Learning Services Steering Group chaired by the PVC for Education.

Merging with the UL as a sub-Department could go some way to addressing area 1) above. It has been suggested that the budget of the UL is large and some could perhaps be diverted for LC initiatives. There would, however, be no guarantee that this would happen, as the UL has different funding priorities and is unlikely to be inclined to divert funds to the LC. It has also been argued that having the Head of the UL as line manager of the LC would give the LC a voice, albeit indirect, on senior decision-making bodies such as the Resource Management Committee. However, there is no reason why the UL, with its main commitment to information provision, would have any particular sympathy with or understanding of the pedagogic function of the Language Centre. There is little academic synergy between these two organisations, and neither has much to gain by association with the other. The UL is not fundamentally in charge of *developing* (i.e. writing and commissioning) academic materials but of *hosting* them.

There would also be no gain under point 2) above because under the current General Board proposals the UCS would remain a separate organisation. The reason advanced for this seems to be that the UCS is soon to undergo a review, which may recommend other changes. The LC would like to propose that it too should be reviewed in the near future (in advance of the normal timetable) so that its position and (most particularly) its finances should undergo a close examination by senior members of the University.

Creation of a T & L Services Steering Group chaired by the PVC for Education seems to us a recipe for weak government and inaction. The PVC will have many other demands on his/her time. The proposed Steering Group appears to be an advisory body with no financial control and therefore no power. We favour a stronger central body with specific oversight responsibilities, financial muscle and a proactive Chair/Director.

A final important point is that the current Director of the LC has only a few years to go until retirement and in our view it is essential to position the organisation as attractive to a potential new Director. A role as a sub-Department of the UL will send out the wrong signals about the importance of the LC to the University and will be unattractive to applicants.

Other possible solutions

We have considered whether bringing the LC under the umbrella of the School of Arts and Humanities (SAH) would be a viable alternative solution and we have discussed this with Prof Richard Hunter, current Head of School. This structure has been adopted by many other leading Universities in the UK, including UCL, King's College London, and Bristol (but not Oxford). The main academic advantage would be the common purpose of language teaching, shared with Modern and Medieval Languages (MML) and other Departments within SAH. Much of the routine language teaching to students of SAH could become the responsibility of the LC. However, a disadvantage is that most of the language teaching currently carried out by the LC is to students outside SAH, and therefore a cross-School charging methodology would need to be developed. Funding allocations within SAH may also be more rigid than optimal for the LC. The SAH currently sees these as insuperable obstacles and, with some regret, we therefore agree that this plan is probably unworkable in current circumstances.

Response to detailed points raised in the General Board Review

The Review raises a number of points regarding the LC which may give a misleading impression and the Management Committee feels that it is essential to rebut these.

- 1) *"However, it has not so far been possible to develop a sustainable funding model which can be extended to cover a large range of languages"* (p. 7). As it stands this comment must be true under any realistic scenario – it will always clearly be impossible to extend face to face teaching to cover even a substantial fraction of the c. 150 languages for which resource support is offered. Conversations with some of the authors of the report revealed, however, that this comment is shorthand for a general unhappiness at the financial state of the LC. It is certainly true that there is not enough income from the GB to fund all core posts, and that some are funded on soft money. We do not see this as a point of criticism but rather as evidence of necessary entrepreneurship in the face of funding difficulties. It is also true that the Centre was in deficit last year and will be again this year. The main reason, however, is the upgrading of many posts, which occurred as a result of the recent HERA review, rather than any financial improvidence. The amount of the deficit (c. £9k last year) is not large, and while it is a matter that needs to be addressed, it does not seem to us of itself a major matter requiring fundamental management change. A more substantive point is that the LC does not currently have access to funds to develop activities which would, given adequate pump-priming, have a realistic possibility of developing into net income generators. Membership of a Directorate with more financial muscle could solve this problem.
- 2) *"The Centre also undertakes activities intended to serve audiences outside the University and whilst these are invariably worthy there is a concern that they divert resource from its core purpose."* (p. 7). This comment appears to refer mainly to the Junior CULP programme for language learning for local schools, taught on LC premises on a few Saturdays. This programme does not in fact divert resource, as income from subscribers fully covers the costs of teaching (except for potential fees for hire of rooms, which are unused for University teaching on Saturdays and are currently made available *pro bono*). The programme also enables extra hours of employment to be offered to part-time teachers, which aids in staff retention. It is therefore

not correct to say that resource is diverted by Junior CULP from the teaching of University students. The provision of Junior CULP appears to us to represent a valuable outreach activity which could be used to defend the University against allegations of elitism.

- 3) "...as the range of online courses expands there is a growing need to provide routine maintenance support which is beyond the current resources of the Centre" (p. 7). It is correct that the Centre has an urgent need for another Computer Officer and that there is no immediately available funding stream for this. Student fees for CULP have been increased this year, so the LC is already initiating proactive steps to address this issue.
- 4) "There is potential for developing closer links between the UL, CARET and the Language Centre. CARET could provide the necessary technical services, and the Language Centre continue to develop innovative courses, whilst the UL take on a role overseeing the development of pedagogic support" (pg. 10). We agree that a closer link with CARET in the provision of online resource could be useful. The UL, however, has no experience in developing new language teaching packages, if this is what is meant by the "development of pedagogic support"
- 5) "...the Centre is struggling to replicate online materials across a large range of languages and it does not have the resources to support service delivery beyond the innovation phase" (pg. 12). This relates to comment 3) above. It is true to say that the LC has always relied on attracting external funding to develop its online provision. That said, the Centre has established an enviable reputation nationally (2007 Dearing Report) and internationally (CUTE project for teaching English in Chinese universities) as a developer and provider in this field. It now has the knowledge and expertise to provide online a range of languages that are needed by a sizeable proportion of the University population (as highlighted in the LC's 1998 survey and confirmed by the Languages Nuffield Report of 2003). To date the LC has developed online provision in Chinese, French, Italian and Spanish. It is up-dating its German online provision and needs funding to develop Arabic and Japanese. Furthermore, as far as support service delivery is concerned, the LC is able to support all current users (1500 CULP students, and over 4000 registered users of its online services) and it sees no reason not to be able to do the same in the future, since it has been using the university VLE Camtools successfully to provide direct end user online support.

A closer relationship with UCS under our proposed Directorate of Teaching and Learning Support Services would, however, allow the importing of the necessary expertise and personnel to tackle this type of online provision. This aim is encapsulated in the final page of the Review which states that "*the Language Centre should continue to fulfil its core mission of delivering language teaching whilst seeking to pool its online development expertise with the wider support for teaching and learning*". We find ourselves in whole-hearted agreement with this aim, but we cannot see how it will be achieved by sub-Department status within the UL. We believe instead that it will only be achieved with the kind of joined-up package which we have proposed.



UNIVERSITY OF
CAMBRIDGE
School of Technology

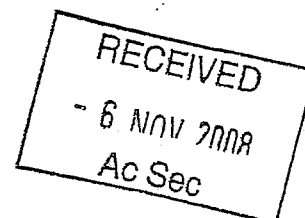
Professor Ian White
Head of School

Dr Shui Lam
Secretary of the School

Mr G P Allen
Academic Secretary
Academic Division
The Old Schools

5 November 2008

Dear Graham,



GB Review of Teaching and Learning Support Services

Thank you for your letter of 6 August 2008 with the Report of the General Board Review of Teaching and Learning Support Services. The Council of the School discussed this matter at its meeting on 24 October 2008, at which Professor Cliff was present.

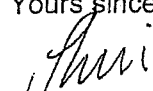
The Council of the School discussed the extent to which Departments and Schools had been able to respond to the Review, and the fact that some of the School's Librarians were concerned about increased central control. Professor Cliff assured the Council of the School that the Report's proposal constituted an enabling framework to push forward positive developments in pedagogic support, such as E learning, via Departmental Librarians, and that it did not imply an intention for the UL to take control of Departmental libraries, or to change the line management of the independent Departmental Librarians. The Council of the School would be grateful if this was made more explicit in future statements.

It was reported that the Chairman of the Technology Teaching Forum, Professor Prager, had noted that the interaction between Pedagogy and CARET had been successful and the links had worked well because of the involvement of enthusiastic academics and capable technical support. The School would be keen that the new scheme would maintain such excellent interactions.

To assist with the further consultation being undertaken by the General Board, I enclose the responses received from Faculty Boards and Departmental Librarians within the School.

The Council of the School is keen to be informed of any feedback on the issues raised here, and has asked to be updated on the process of consultation. I look forward to hearing from you.

Yours sincerely,


Shui T Lam

cc: The Council of the School

17 Mill Lane
Cambridge CB2 1RX
Tel: +44 (0) 1223 332795
Fax: +44 (0) 1223 332994
Email: shui@tech.cam.ac.uk
www.tech.cam.ac.uk

, Dear Shui,

Thank you for your letter regarding the General Board Review of Teaching and Learning Support. I hereby reproduce the minute of our 13 October Faculty Board meeting, regarding this matter:

08.114 General Board Review of Teaching and Learning Support Services

The Report of the General Board Review of Teaching and Learning Support Services was considered (FB 08.10.09). Professor Maciejowski queried how much the Department is charged for facilities such as the Language Centre and the Computing Service, given that the Department has its own analogous resources. The Secretary agreed to raise this with the Secretary of the Council of the School and to solicit the views of the Department's Librarian.

Our Departmental Librarian has expressed her intention to e-mail you later today with her comments.

I attach some comments from Professor Prager, our Deputy Head of Department (Teaching).

Best wishes,

Rachael

Rachael Tuley, M.Phil.
Teaching and Examinations Co-ordinator
Secretary of the Faculty Board

Here are my comments:

I believe that maintaining a strong focus on the needs of researchers and teachers is important. This relates to two issues:

1. User input needs to have a major influence on the priorities of the centralised services
2. We should maintain facilities and services at a Departmental level when it is clear that they operate best at that level.

Centralisation does not always bring efficiency. Even when it does bring efficiency, it also makes it harder for the service to be responsive to users needs and this can more than negate any efficiency benefit.

I agree that it would be sensible to centralise electronic journal subscriptions, but I don't see this as an argument for bringing the management of Departmental Libraries under centralised control. I think that Departmental libraries are facing a period of major change. They will develop more effectively to meet the needs of the teaching and research in their departments if they remain directly responsible to those departments. In teaching, it is often the practising lecturers who know the most about relevant pedagogical techniques rather than so-called experts. It is also the lecturers who know best when to adopt new technology and how it should best be used. I support Caret and believe it should be provided with a more stable source of funding. However, I believe that with this money, should come a much stronger responsibility to provide what teachers need rather than what the funding agencies are willing to fund. If a lecturer has to ask too many times for a particular computer

From: "H.M. McOwat" <hmm10@cam.ac.uk>
To: "Shui.T. Lam" <S.Lam@tech.cam.ac.uk>
Cc: "R.L. Tuley" <rlt23@cam.ac.uk>, Naomi Young <ney21@cam.ac.uk>
Subject: GB Review of Teaching & Learning Support

Dear Shui, Rachel

Re: General Board Review of Teaching and Learning Resources Report

My concern is with the library service provision aspect of the report.

The consultation concerning library service provision appears to have had input from the University Library alone, with none from Faculty and Department librarians. The recommendations and proposals are broad and details yet to be decided; I would hope that all Faculty and Department librarians will be given full opportunity to comment and help shape the detail.

The statement that Faculty and Department libraries have primarily supported undergraduate teaching (3.1.4) is not accurate in (at least) Engineering's case - we support both research and teaching.

Centralised journal subscriptions are probably a more efficient way to provide full text electronic journal access, however there are few savings left to be made and it may merely be a way to more effectively argue for extra funding. The increased provision of such resources needed to maintain Cambridge University's reputation for excellence requires proper funding.

Centralised management of libraries, or their disappearance into the centralised libraries, would not improve the service to departments.

Local knowledge of need and users and direct responsibility to the department form the most valued part of the local library service - the ability to provide "instant" and focused services in addition to the standard ones. This would be lost by centralisation of libraries and their staff.

In Engineering library staff are involved with the Department's Publications database, editing and validating all entries.

Local collections are still required (until the world is completely digital) and quiet study areas needed, in particular for undergraduates between lectures and researchers in need of a place for reflection.

- hope this is useful.

Hilary



CAMBRIDGE

Judge Business School

RESPONSE TO THE GENERAL BOARD REVIEW OF TEACHING AND LEARNING SUPPORT

Following discussion of the General Board review at the meeting of the Faculty Board of Business and Management on 7 October this is the response to the Council of the School of Technology, for consideration at its meeting on 24 October.

1. University Computing Service, the Language Centre and CARET

We have no substantive issues with the recommendations of the GB review in respect of these departments. The university has to maintain high standards in teaching & learning and needs to remain aware of developments in methodology and technology. Recognising these needs when reviewing organisation structure, management and allocation of resources is fully supported.

2. University Library

We have real concerns with the proposed centralisation of the library service. Business school libraries serve a distinctive population and their priorities are not well served by absorption within a larger, less specialised service. In the case of Judge Business School differentiation is notable in a number of areas:

- Significant expenditure on electronic data and information services, including the recent installation of Bloomberg terminals
- A recently implemented on-line portal to all electronic data sources. This portal (ORBIT) is an integral part of our learning services strategy
- A predominantly postgraduate student population, many paying premium fees and therefore having high expectations of service
- A largely self-funded budget, including contributions from external sources
- An enthusiastic participation in teaching students in how to access information and on the topic of plagiarism
- A highly customer-oriented approach

Beyond the Library itself Judge is already active in using other electronic means to support teaching & learning, viz:

- Use of CamTools as an online resource to taught programmes, including a student community, teaching materials and general student communication. Specific applications include:

Response from the Computer Laboratory:

From: Margaret Levitt
Sent: 21 August 2008 15:24
To: stl10@cam.ac.uk
Subject: GB Review of T&L Support

Shui -

The following are our informal comments on the GB's Review.

With regards the final point, our librarian reports that he senses a growing unease amongst users that they are not getting good service from the central libraries. Understandably, he fears that library provision will be totally centralised and is already giving some thought to how a case might be made for retaining departmental libraries.

Regards,
Margaret

We welcome the recommendations that permit the various parts of the University to work together in a more coherent manner.

With regard to e-tools, we note that there has been tension in the past between the technologically-minded departments that have developed their own tools, and central provision that is generally developed and rolled out later. The centre needs to be aware of which departments are likely to be technological innovators, so that good practice can be built on in the development of central provision. We note that one-size-fits-all solutions are unlikely to work.

With regard to electronic working, the CL is at the forefront, with almost all researchers depending on electronically-available journals and proceedings volumes. Resources such as the IEEE Electronic Library are vital to the research of the Faculty and must continue to be funded.

With regard to rationalisation of the many libraries in Cambridge, the CL needs to make best use of its library provision.

Subject: Review of teaching and learning support
From: Nicholas Cutler <ncc25@hermes.cam.ac.uk>
Date: Tue, 14 Oct 2008 16:51:28 +0100 (BST)
To: still0@cam.ac.uk
CC: mall10@cl.cam.ac.uk

Dear Shui,

The recent General Board report on Teaching and Learning Support (08.B.16) has been drawn to my attention, and accordingly as the departmental librarian in the Computer Laboratory, I wish to make the following remarks on the section relating to library services. Margaret Levitt has suggested that I send these to you directly given the timescale involved:

Comments relating to the Review of Teaching and Learning Support:

With regard to the specific points on library services raised in the General Board's report, it is interesting to note the comparison with Oxford. As I understand that there is much more central governance of libraries in the University of Oxford, the favourable comments made about Cambridge demonstrate that centralisation is not necessary to ensure an effective service provision. Similarly the financial figures quoted show that the more centralised services in Oxford already receive more funding than the equivalent facilities here. If there is a perception of under-resourcing, then it will not be solved by rationalisation.

Similarly, while the journals coordination scheme has so far lessened the impacts of rising prices with a round of cancellations, the remaining level of duplication, particularly within the School of Technology, is small. The scheme cannot, therefore, make a significant further impact on the cost of journals throughout the university without reducing the overall number of titles.

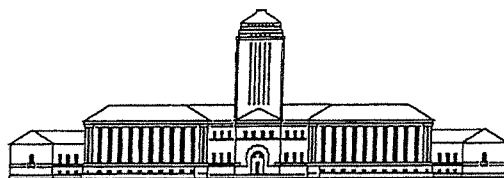
More seriously, my experience as a departmental librarian is that my readers, from undergraduates to departmental staff, are often dissatisfied with the service they receive from the central libraries. Similarly, one of the strengths of the system of autonomous departmental libraries is that they are able to offer a personal service, and respond quickly and effectively to the needs of their readers. My experience is that this is very much appreciated.

Although it is arguable that electronic resources lend themselves to a centralised model of library services, our experience is that important research resources in computer science, printed or electronic, are not being provided by the central libraries. Access to IEEE conference proceedings has only been made possible by considerable extra funding from the Computer Laboratory, while we remain without access to other important resources. Additionally, library users still find printed books easier to read, use, and access than the online counterparts, while printed books will continue to be important for some time yet. Furthermore, electronic information provision disadvantages those with poor computer and network access.

Ultimately, departmental librarians are already aware of the need to reduce duplication of resources and effort, and to provide an 'efficient' service. For that reason there is already considerable co-operation between departmental libraries, and duplication is not as great as is often supposed. Where it does exist it is arguably necessary to ensure that important resources continue to be available locally.

In summary, autonomous departmental libraries are able to provide a local service which is responsive and tailored to the needs of their readers. Unnecessary duplication is already minimal, and therefore savings from rationalisation and centralisation will not be significant, while it is unlikely that readers will continue to receive the level of service which they currently do. Although electronic resources will arguably become more important, there is still a need for printed materials too, and again for departmental libraries which are able to bring specialist subject knowledge.

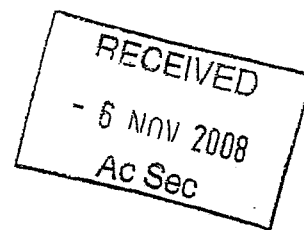
I thank you in advance for the opportunity of making these comments and hope



CAMBRIDGE UNIVERSITY LIBRARY

WEST ROAD CAMBRIDGE ENGLAND CB3 9DR

Telephone Cambridge 01223 333000 Fax 01223 333160



6 November 2008

Graham Allen
Academic Secretary
The Old Schools

Dear Graham,

General Board Review of Teaching and Learning Support Services

Your ref: ACD.0808.0033

At its meeting on 28 October 2008, the Library Syndicate considered the report of the General Board Review of Teaching and Learning Support Services. The Syndicate wishes to thank the General Board for the opportunity to consider the recommendations and has requested that I make the following comments on its behalf:

1. The Library Syndicate welcomes this timely report and broadly supports its recommendations. The Syndicate recognises that this is a strategic report, operating at a high level, rather than one which works in detail through the implications and implementation of the recommendations. In its discussions, the Syndicate had the benefit of the advice of Professor Morrill, who was a member of the review group. The Syndicate understands that the General Board has set up an 'Implementation Group' charged with taking the recommendations forward with the new Librarian, and it looks forward to hearing more about its future role and development.
2. The Syndicate strongly supports the recommendation that the role of the University Librarian be developed to become *de facto* Director of Library Services across the University. See, however, also 6 below.
3. The Syndicate further supports the recommendation that the University Library's role should be expanded to coordinate the development of pedagogic support across the University, as reflected by the provision and dissemination of electronic materials for teaching and learning.
4. The Syndicate welcomes the proposal that the Centre for Applied Research in Educational Technology (CARET) should be placed, along with permanent core

funding, 'under the umbrella of the UL', as there is clear synergy between the two services.

5. The Syndicate wishes to record its reservations regarding the proposed reassignment of the Language Centre to the umbrella of the UL. The report lacks evidence as to the existence of any clear synergy between the UL and the Language Centre, either currently or on any easily imaginable future scenario. Concern was expressed that this proposal could be construed as an attempt to deal with an operational issue in the University, rather than the result of strategic thinking about the development of teaching and learning support services.
6. The Syndicate notes that the report cites the need for financial resourcing to enable development and restructuring to take place but lacks a clear financial commitment to the provision of that resource. It is the view of the Syndicate that the traditional functioning of the UL must be protected and nurtured while the developments proposed are being implemented, and that there is a danger that this traditional role may suffer if the University Librarian will be spending much of his/her time in driving through change. Therefore, human and financial resources must be provided to ensure that the current quality library service does not suffer, while necessary change is being implemented. The Syndicate is very mindful of the unhappy experience of the Bodleian while analogous developments were taking place at Oxford, and it hopes that the Board and its implementation group will be very alive to the dangers; it is clear from their recent visit that the members of the UL Visiting Committee are aware of these dangers, as well as very supportive of the broad direction of the proposals.
7. The Syndicate hopes that the expertise of the UL and Faculty/Departmental Libraries staff will be recognised and that the restructuring process will be communicated to all concerned as an opportunity to develop new skills and to enhance pedagogical support provided to the Cambridge University community, with, e.g., subject and language specialists working hand-in-hand. The scientists on the Syndicate, for example, stressed that there is still a critical need in the sciences for Departmental Libraries and expert librarians. These proposals must be and must be seen to be a splendid opportunity to preserve and expand the utilisation of expertise, not a way of depriving ourselves of that expertise.
8. The Syndicate noted an emphasis in the report on the provision of electronic information, (e-journals and e-books), and regrets the absence of attention to print resources. Though accepting that the following issues will indeed be considered by the new Librarian, it notes that there was no consideration of the fact that printed books and journals are still going to be necessary in all areas of teaching and research for the foreseeable future, no apparent recognition that there is still a very strong demand by science undergraduates for the use of printed books, as well as an enormous and growing publishing industry in the field of scientific textbooks and monographs, and no consideration of the role of printed material in many areas of research, where the existence of electronic versions often does not remove the need for printed versions as well.
9. The Syndicate regrets the absence of any reference and clear steer in the report in relation to the Colleges, which have been benefiting from the University's expenditure on electronic resources and yet have provided little or no financial support.

- Yours ever,

Yours ever,
Richard

Librarian: D.K. Fawcett, 1000 D. St. N.E., Box 100, Seattle, WA 98101

Janet Milne

From: Ian Hodge [idh3@cam.ac.uk]
Sent: 06 November 2008 15:21
To: Graham Allen
Cc: Julian Evans; Laura Smethurst @ CAM
Subject: GB Review of Teaching and Learning Support Services

Attachments: GB Review of Teach and Learn 6-11-08.doc



GB Review of Teach
and Learn 6...

Dear Graham

I attach some comments on the GR Review of Teaching and Learning Support Services from the Department of Land Economy.

b...wishes
Ian

Ian Hodge
Department of Land Economy
University of Cambridge
Tel: 01223 337134
Fax: 01223 337132

Professor Ian Hodge
Head of Department



UNIVERSITY OF
CAMBRIDGE

Graham Allen
Academic Division
The Old Schools

Department of Land Economy

Your Reference: ACD.0808.0033

6 November 2008

Dear Graham

General Board Review of Teaching and Learning Support Services

I am writing in response to the invitation to comment on the Review Committee's Report. This arrived after the first meeting of the Board of Land Economy this term and you have asked for comments before our next meeting. The Report has thus been considered by the Department's Strategy and Research Committee. It was also discussed at a recent meeting of the Mill Lane Library Committee.

The Mill Lane Library Committee received a copy of the response to the Report from Faculty and Departmental Librarians. We share their disappointment that no librarians had been consulted at the various stages of the Review and that it had been conducted without the librarians' knowledge or input. In addition, the Report had only recently been circulated to them, and there had been no invitation to comment at an earlier stage. Nevertheless, the Librarians were generally in favour of the general thrust of the Report, provided that the recommendations were implemented in the correct way. There was concern the some degree of discretion should be retained within individual Libraries, especially where funds are provided to top-up the limited finds available from the University. It was also noted that smaller Faculty and Departmental libraries maintain close contacts with student requirements, such as with regard to acquisition and holdings of multiple copies, and have specialist knowledge of their own subject areas. This local communication and knowledge must not be lost through the centralisation that is implicit in the Report's conclusions.

The Department of Land Economy Strategy and Research Committee similarly generally supported the objectives of the Review in promoting better co-ordination across the various activities and institutions involved in delivering Teaching and Learning Support Services. It is appropriate for the University Librarian to have oversight across the range of services provided.

19 Silver Street
Cambridge CB3 9EP
Tel: 01223 337134
Fax: 01223 337132

It was noted that the provision of online journals within the University was lamentable compared to provision at other UK Universities and efforts to enhance this through the journal co-ordination scheme were welcomed. This is a very dynamic area, potentially both in terms of supply and demand, and it is critical that the scheme is properly staffed and funded in order to make the best use of the opportunities that are available at any particular time. The movement of the decision-making away from Departments raises the risk that decisions may not reflect the priorities of the students and staff within those Departments. There must be clear, simple and transparent mechanisms for taking and responding to recommendations for journal acquisition. The same sorts of concern relate to the direction taken by CARET or the Language Centre: they must be open and responsive to academic requirements.

It is less clear quite what degree of co-ordination and centralisation into the University Library is being proposed or what this might mean in practice. The co-location of services seems less critical in view of the increasing predominance of electronic provision. The issue will depend on which types of face-to-face contact are of most importance, with other University service providers or with the staff and students who make use of the services. It seems likely that the latter will continue to be of more significance.

Along similar lines, it remains unclear what would be the cost associated with the recommendations that are made. These must be considered before final decisions are taken.

Yours sincerely

Jan Argye

Janet Milne

From: Ian Troupe
Sent: 06 November 2008 16:58
To: Graham Allen
Subject: ISSS Feedback to the GB on the Review of T & L Support Services

Attachments: ISSS Comments on the General Board Review of Teaching and Learning Support Services.doc

Dear Graham,

Please find attached feedback from the ISSS on the GB on the Review of T & L Support Services.

Do you need a covering letter or will this e-mail suffice?

Regards,

Ian

Ian D Troupe MA MSc
Senior Assistant Registry
Secretariat
University of Cambridge
University Offices
The Old Schools
Cambridge
CB2 1TN

Tel: +44 (0) 1223 332323
Fax: +44 (0) 1223 332332

Senior Secretary: Molly Hughes
Tel: +44 (0) 1223 764142
Fax: +44 (0) 1223 332332
E-mail: mlh45@admin.cam.ac.uk



ISSS Comments on
the General B...

ISSS Comments on the General Board Review of Teaching and Learning Support Services.

The relevant Minute is reproduced below.

Recommendations

Recommendation 1 – the role of the Librarian should include research e.g. “.....the provision and dissemination of materials for teaching, learning and research across the University”.

Recommendation 3 – states that the Librarian will need to work with Library staff. Some departments deal with teaching and learning in different ways. Additionally there is no mention of the Colleges. This point needs to be clarified. Perhaps delete the word “Library” and add “colleges” so the recommendation reads, “The Librarian will need to work with the staff in faculties, departments and colleges to ensure.....”. It would also be useful to elaborate how the new e-learning service will interact with the Colleges.

Recommendation 6 – journals should be online in order to have the widest access possible. By and large the current arrangements work; there is a danger of over centralisation.

Recommendation 7 – the ISSS has noted the requirement to work more closely with the Education Committee.

Other

Last paragraph of page 10 – there is nothing in the recommendations to address the difficulty of rolling out innovations by smaller organisations. Resourcing is not addressed.

Minute – ISSS Meeting 4, held 9 October 2008.

40. Report of the General Board's Review of Teaching and Learning Support Services

The Syndicate received the General Board's report and was asked to comment (ISSS Paper 51/08).

The Syndicate discussed the report briefly and made a number of comments. The Secretary would submit the comments to the Secretary of the General Board.

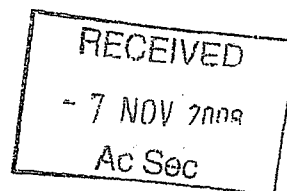
Action: Secretary



UNIVERSITY OF
CAMBRIDGE

School of the Physical
Sciences

Dr John Dalton
Secretary of the School
Our Ref: CSPS.0811.JD42



Mr G P Allen
Academic Division
The Old Schools

6 November 2008

Dear Graham

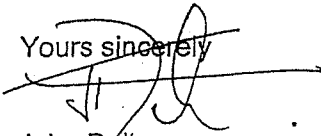
General Board Review of Teaching and Learning Support Services

Thank you for sending the School a copy of the GB Review Committee's Report on Teaching and Learning Support Services. The Council of School discussed this Report when it met on the 30th October.

The School Council welcomed the Report and was broadly supportive of the proposals. It was clear that there was a case for change, agreeing that support services for teaching and learning were too dissipated across the University and that the retirement of Peter Fox as University Librarian provides an opportunity to consider the responsibilities of that role. In this respect CSPS supports the recommendation that the role of the University Librarian should be broadened to become Director of Library Services and that the UL should become responsible for the provision and dissemination of materials for teaching and learning across the University. CSPS recognised the need to reassign both CARET and the Language Centre to the UL, under the sub-Department model, and hopes that this will lead to tighter management control and strategic focus. There was optimism that bringing smaller operations such as CARET under the UL umbrella should be a step towards non-Schools operating along the same lines as Schools whereby activities had to compete for resources and continuation or discontinuation of activities tested in a transparent way. CSPS hoped that the new arrangements would provide the appropriate management structure to ensure that pedagogic support activities were engaged with the needs of Schools and Departments. CSPS also welcomed the opportunity for a much needed consideration of the many small Department and Faculty libraries that currently existed.

Finally the CSPS raised the role of the University Computing Service in providing teaching and learning support. The reassignment of CARET and the Language Centre to the UL and the consequent broadening of the role of the UL should prompt consideration of the role of the UCS in supporting the academic activities of the University, and perhaps an opportunity now existed to do so.

Yours sincerely


John Dalton

17 Mill Lane
Cambridge CB2 1RX

Tel: +44 (0) 1223 334199
Fax: +44 (0) 1223 764301
Email: jad55@cam.ac.uk
<http://www.cam.ac.uk/about/physsci/>

Janet Milne

to go with
1/2 of R. Allen
copied h Jy.

From: John Dalton
Sent: 27 November 2008 15:36
To: Graham Allen
Cc: Andy Cliff @ CAM
Subject: GB Review of Learning and Teaching Support

Attachments: 3452_ GB Review of Teaching and Learning Support Services.pdf

Dear Graham

I'd previously written giving CSPA views on the review and as the minutes from our discussion have now been confirmed we thought it would be useful for you to see the full minute as attached.

Best wishes
John

John Dalton
Secretary of the School
School of the Physical Sciences
University of Cambridge

jad55@admin.cam.ac.uk
01223 334199
07884495092



3452_ GB Review
of Teaching an...

3452 General Board Review of Teaching and Learning Support Services
Doc.PS.08.116

In 2007 the General Board set up a committee to review teaching and learning support services across the University, chaired by Professor Cliff. The Report of the Review Committee (Doc.PS.08.116) was discussed by the General Board in July 2008 and the recommendations of the Review Committee and a new structure for the organisation of teaching and learning support (sections 6 and 7 of the Report) were approved in principle. Comments are now being sought from Schools and other stakeholders by 7th November.

Does CSPA wish to comment on the Report?

The Chairman welcomed Pro-Vice-Chancellor Professor Cliff and Mr Graham Allen, Academic Secretary, to the meeting.

Prof. Cliff began by saying that there were essentially two drivers behind the review. First, the recognition that support services for teaching were too dissipated across the University and the benefits of bringing these closer together needed to be explored. Second, the University Librarian, Mr Peter Fox, would be retiring next year and this presented an opportunity to understand the role of the University Librarian and the role of the UL in supporting teaching and learning going forward. The Visiting Committee of the UL had, in a report to the Library Syndicate in 2006-07, observed the need for greater integration of the University's libraries, the rapid expansion of the use of e-content and the possibility that the UL could take a more prominent role as a learning resource for undergraduates. At the same time it had become clear that the role of other institutions providing pedagogic support such as CARET and the Language Centre needed reviewing, to ensure that they had clear direction and were predominantly supporting core activities in addition to other work. The recommendations of the Review Committee were given on pages 14 and 15 of the Report, principally that the role of the University Librarian should be broadened to become Director of Library Services and that the UL should become responsible for the provision and dissemination of materials for teaching and learning across the University. It was further proposed that both CARET and the Language Centre would be reassigned to the UL, under the sub-Department model. The Colleges were supportive of the proposals.

The Chairman welcomed the Report commenting that there was a clear case for change and CSPA was no doubt supportive of the proposals. It was the case that bringing smaller operations such as CARET under the UL umbrella should be a step towards non-Schools operating along the same lines as Schools whereby activities had to compete for resources and continuation or discontinuation of activities tested in a transparent way. CSPA hoped that the new arrangements would provide the appropriate management structure to ensure that pedagogic support activities were engaged with the needs of Schools and Departments. Prof. Cliff reassured CSPA that this would be the case. Mr Allen added that the proposals would also provide an opportunity for a much needed consideration of the many small Department and Faculty libraries that currently existed.

The role of the University Computing Service in providing teaching and learning support was discussed. It was noted that though the UCS has a very important role in the support of Learning and Teaching through its provision of network and other computing resources, in this respect its operation is very indirectly controlled, and would remain so under the new proposals. Concern was expressed for example that LapWing has been deployed too slowly to support easy on-line access to journals etc across the university. In the light of this, the Council considered that it may be appropriate to review operation of the UCS.

The Chairman thanked Prof. Cliff and Mr Allen and they left the meeting.