General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

The second full meeting of the Implementation Steering Group will be held at 3pm on 26 May 2009 in the Academic Secretary's office in the Old Schools.

AGENDA

1.   **Minutes**

The Minutes of the first full meeting of the Implementation Steering Group (ISG) held on 15 December, with accompanying work plan as at December 2008 (ISG1a), are circulated for information.

2.   **Consultation on the Review Report and Implementation**

The Group are informed that members of the ISG have been involved in further consultation with interested parties since the previous full meeting.

Circulated here are:
- notes of a meeting with the Director and Chair of the Management Committee of the Language Centre held on 9 March 2009;
- notes of a meeting with Departmental Librarians held on 12 March 2009;
- notes of a meeting with the Director of the University Computing Service held on 20 March 2009;
- notes of a meeting with the Director of CARET held on 12 May 2009.

Also circulated are notes of a meeting between the University Librarian and the Director of the University Computing Service held on 3 April 2009.

A report on progress from the University Librarian will follow.

The Group are invited to outline a timetable of actions.

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

Note of the first meeting of the Implementation Steering Group held on Monday 15 December 2008.

Present: Professor AD Cliff (Chair), Professor JM Rallison, Professor RL Hunter, Dr N Bampos and Professor SJ Young, with Mr GP Allen and Mr JG Evans.

1. Minutes

The Minutes of the fourth meeting of the Review Committee held on 9 June 2008, and extracts of the Minutes of the General Board meetings of 9 July and 8 October 2008, were circulated for information.

2. Consultation on the Review Report and Implementation

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

A draft table was 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 were circulated for information. (Paper ISG2)

The Group agreed to proceed as summarised in the attached table (ISG1a) edited to reflect the discussion at the meeting.

GB Review of Teaching & Learning Support Services: Implementation Steering Group (ISG) framework December 2008

	Recommendations of Review Committee	Consultation feedback and/or ISG response	Next steps
1	The role of the University Librarian should be rapidly developed to become de facto Director of Library Services 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.	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 (inc. Cliff, Hunter, Allen) to schedule an open meeting for Faculty/Dept. Librarians in February 2009. ISG to consider creation of Teaching & Learning Services Steering Group at a future meeting. ISG recommends that Heads of 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 single Syndicate 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.	Recommended structural template for management to be outlined and discussed at Librarians' open meeting as (1) above. Also, on the same occasion, the extent to which Dept. Librarians are currently providing e-learning support is to be established.

	Recommendations of Review Committee	Consultation feedback and/or ISG response	Next steps
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.	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. 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.	ISG members (inc Cliff, Allen, Evans) to meet Director CARET in January 2009 to consider the most appropriate timing for the re-assignment Funding for CamTools to be considered in the current Planning Round.
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	ISG notes a mixed response to this proposed rationalisation in the consultation. ISG remains of the view that this should be the policy. ISG notes request for a Review.	ISG members (inc Cliff, Hunter, Bampos, Allen, Evans) to meet Director and Chair Management Committee Language Centre in January 2009 to consider the most appropriate timing for the re-assignment and assess the need for a Review.
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 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.	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: (1) JCSC review the demand for paper versions of journals, and consider the benefits of embracing e-books, during 2009/10. (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. (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.	ISG (Evans) to facilitate discussions between JCSC and the two Schools not yet in the Scheme. (1) JCSC (2) ISG members (Cliff, Allen), with JCSC representative, to meet with Cambridge College Libraries Forum (CCLF) in Lent term 2009. (3) Heads of Schools

	Recommendations of Review Committee	Consultation feedback and/or ISG response	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 members (Cliff, Young, Rallison, Allen, Evans) to meet with Director UCS in January 2009 with a view to setting up a Review in Lent 2009 and undertaking in during 2009/10.
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 Head PRAO.

	Recommendations of Review Committee	Consultation feedback and/or ISG response	Next steps
10	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</u> 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.	ISG recommends that consideration be given to making provision for additional funding for the UL to enable the University Librarian to revive a second Assistant Librarian post if necessary. 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.	Take into account in current Planning Round – PRAO. Await new University Librarian.

ISG membership

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

JGE
19 Dec 2008

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

Note of a meeting held on 9 March 2009.

Present: Professor Andrew Cliff (Chairman), Dr Nick Bampos, Professor Richard Hunter with Graham Allen and Julian Evans.

Professor Peter McNaughton and Anny King attended the meeting.

Consultation with the Language Centre

One of the actions agreed at the meeting of the Implementation Steering Group (ISG) on 15 December 2009 was that the Director and the Chair of the Management Committee of the Language Centre should be invited to meet members of the ISG to consider the most appropriate timing for the reassignment of the Language Centre (LC) to the University Library (UL) and to assess the need for a Review of the LC.

The meeting mainly considered the Reply from the Management Committee of the Language Centre to the General Board Review of Teaching and Learning Support Services (McNaughton to Allen 5 November 2008).

During the course of the discussion, the following were amongst the points made:
- The reassignment was not necessarily inappropriate, but the Report may not have been sufficiently clear on why it had been considered the best option.
- The "fit" between UL and LC hinged partly on how far the UL was considered a repository with a minor pedagogic role whilst the LC was considered an active pedagogic provider with minor repository role.
- General Board (GB) had considered it more appropriate and pragmatic to act through existing structures than to create a new Directorate for Teaching and Learning Support Services (T&LSS).
- Director LC was content to have a more clearly defined line of management, and voice.
- GB would not be keen to launch another Review.
- The Committee which had undertaken the Review of T&LSS had seen many positive aspects of the work of the LC.
- LC feared financial pressure within a UL structure and UL priorities.
- LC saw their activity as serving non-specialist language learners using pedagogic methods, and something the UL doesn't do – but they may not have grasped the vision of what the UL might be.
- The Report had proposed the creation of a T&LSS Steering Group under PVC (E) – this should be a powerful body responsible for planning for its units.
- Implementation Steering Group (ISG) members concluded that the views of the LC and the ISG were not that far apart and there appeared to be no substantive reason not to proceed.
- ISG members noted that the timing of transition of the LC to the UL should be part of a coordinated plan devised in consultation with the incoming Librarian..

Next steps for ISG:
- open meeting with Departmental Librarians 12th March;
- ISG members meet with Director UCS 20th March;
- convene ISG thereafter.

JGE
18 March 2009

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

Note of an open meeting held on 12 March 2009.

Present:	Professor Andrew Cliff (Chairman), Professor John Bell, Professor Richard Hunter, Professor Jeremy Sanders, Mrs Anne Jarvis, Mr Graham Allen and Mr Julian Evans with the 32 Departmental Librarians listed in the attached annex.
Apologies were received from:	Professor Ann Dowling, Professor Patrick Sissons, Professor Ian White.

Consultation with Departmental Librarians

One of the actions agreed at the meeting of the Implementation Steering Group (ISG) on 15 December 2009 was that all Faculty and Departmental Librarians should be invited to meet members of the ISG.

Professor Cliff opened the meeting by outlining the background to the Review, its main conclusions and the reason for this meeting being that it formed an element of the consultations which the Implementation Steering Group (ISG) had been charged with undertaking. It had been agreed that there was a role for the University Library in the coordination of the delivery of teaching and learning support materials, the first example of this was the Journals Coordination Scheme, but also the Faculty and Departmental Libraries had a crucial role to play. The Report was not intended to be a threat to the Faculty and Departmental Libraries but an enabling framework within which more effective communications might be developed.

The Academic Secretary added that the Report indicated a direction of travel; implementation was expected to take several years and there would be many opportunities for the Librarians to be consulted as it progressed. There had been responses to the initial consultation in the summer of 2008 and these were being taken into account by the ISG. The ISG had since paused to await the appointment of the new University Librarian.

The University Librarian-elect emphasised that she did not expect there to be a universal one-size-fits-all solution. She was keen to find ways to reduce the duplication of effort, to bring the skills developed by the Librarians out further into the academic community and to find ways in which the Librarians might work more closely together with the University Library.

During the course of the discussion, the following were amongst the points made:
- the Librarians were wary of the process which Oxford had gone through;
- pedagogic support does already take place in Departmental Libraries;
- there was still a demand for printed materials, and likely to be so for a number of years, and it was important that these were made available as locally possible;
- there was a need for an organised document supply system and there already existed some isolated examples of pilot trials of scanning;
- it should be recognised that there will a cost to implementing a more coordinated structure;
- the Council of the School of the Humanities and Social Sciences, for example, was already considering ways of coordinating Library resources;
- the Librarians would appreciate more direct communications from the Implementation Steering Group than had been the case with the Review prior to this meeting and the

University Librarian undertook to seek advice on the best mechanisms for communicating with them on a group basis;

- ISG working documents containing suggestions to the General Board, which had in the event not been taken up, had been had been distributed more widely than intended and this had led to some misunderstandings;
- Faculty and Departmental Libraries did also support Research, counter to the simplistic model suggested by the Review Report;
- many students now use Faculty and Departmental Libraries as a convenient study space as much as anything;
- some areas had non-standard student populations, e.g. those with a high proportion of part-time postgraduate students, and it was important to bear particular needs in mind;
- the University Library intended to work with the Schools to consider staffing structures when the opportunities arose;
- the framework had been accepted but the pace and detail of implementation was to be determined, the process needed sufficient time and was expected to take a number of years;
- there was a need to consider the professional development of Faculty and Departmental Librarians but there was not expected to be a wholesale and rapid change of line management structures;
- the ISG hoped to be in a position to report progress to the General Board in the middle of Easter term.

JGE
15 April 2009

Annex

General Board Review of Teaching and Learning Support Services

Departmental Librarians attending Open Meeting Thursday 12 March 2009

Name	Library
1. Bailey, Lyn	Faculty of Classics
2. Baker, Aidan	Haddon Library of Arch & Anth
3. Battison, Judith	Chemical Laboratory Library
4. Brown, Madeleine	Faculty of Architecture & History of Art
5. Castle, Clair	Department of Zoology
6. Cleary, Liisa	Language Centre
7. Cobby, Anne	MML
8. Cutler, Nicholas	Computer Laboratory
9. Cutts, Angela	Faculty of Education
10. Dunstan, Petà, Dr	Faculty of Divinity
11. Eggington, Tim	Whipple Librarian, Department of History and Philosophy of Science
12. Glanfield, Marilyn	Centre of African Studies
13. Gower, Mary	Radzinowicz Library, Institute of Criminology
14. Hurn, Mark	Institute of Astronomy
15. Lecky-Thompson, Jenni	Faculty of Philosophy
16. McOwat, Hilary	Department of Engineering
17. Morgan, Peter	Head of Medical & Science Libraries, Addenbrooke's Hospital
18. Nicholas, Julie	Faculty of Politics, Sociology & Int'l Studies
19. Nobis, Yvonne	Betty & Gordon Moore/Central Science
20. Pensaert, Anna	Pendlebury Library of Music
21. Preston, Ian	Mill Lane Library
22. Priestner, Andy	Judge Business School
23. Roper, Kay	Department of Pathology
24. Rowe, Rachel	Smuts Librarian for South Asian & Commonwealth Studies
25. Simmons, Francoise	Faculty of Asian & Middle Eastern Studies Library
26. Stevens, Alan	Department of Materials Science and Metallurgy
27. Thomas, Rowland	Facuty of Economics
28. Thompson, Jim	Department of Chemical Engineering and Biotechnology
29. Tilley, Libby	Faculty of English Library
30. Thurley, Wendy	Mill Lane Library
31. Washington, Linda	Faculty of History
32. Zheng, Hazel	Department of Biochemistry

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

Note of a meeting held on 20 March 2009.

Present: Professor Andrew Cliff (Chairman), Professor John Rallison, Professor Steve Young with Graham Allen and Julian Evans.

Dr Ian Lewis attended the meeting.

Consultation with the University Computing Service

One of the actions agreed at the meeting of the Implementation Steering Group (ISG) on 15 December 2009 was that the Director of the University Computing Services should be invited to meet members of the ISG to consider the role of the UCS is pedagogy and to assess the need for a Review of UCS.

During the course of the discussion, the following were amongst the points made:
- the ISG was engaged in further consultation on the Report of the Review Committee and this meeting was a element of that consultation'
- the ISG hoped to be able to establish some key milestones for implementation by the end of the calendar year 2009;
- to enable UCS to support the UL through the delivery of e-content, it would be useful if the Directors of UCS and CARET could discuss potential management models with the new University Librarian – one option would be for UCS to set up an "aligned support group" for the purpose but there was a need to air some of the fundamental details of such a group (e.g. where they were nest based and managed) at an early stage;
- Director UCS agreed that developing mechanisms for UCS to deliver pedagogic materials from the UL (including CARET) was crucially strategically important.

Actions:
- Director UCS to meet Anne Jarvis (and, if the latter willing, John Norman) and report back to the ISG;
- Director UCS and University Librarian to be invited to attend meetings of ISG;
- convene a meeting of ISG once USC have reported back;
- this meeting suggests that a full Review of UCS would not be advantageous at this point in time.

JGE
15 April 2009

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

Note of a meeting held on 12 May 2009.

Present: Professor Andrew Cliff (Chairman) with Graham Allen and Julian Evans. Mr John Norman attended the meeting.

Consultation with CARET

One of the actions agreed at the meeting of the Implementation Steering Group (ISG) on 15 December 2009 was that the Director of CARET should be invited to meet members of the ISG to consider the most appropriate timing for the reassignment of CARET to the University Library (UL).

During the course of the discussion, the following were amongst the points made:
- the RMC, in October 2008, had 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;
- the ISG, in December 2008, had noted general support for the reassignment of CARET to the University Library (UL), in the consultation on the Report of the Review Committee, and the need for an appropriate level of core funding for the support of key elements like CamTools to be included in the transition;
- following a recent meeting of ISSS at which preparations for Planning Round 2009 submission were beginning, amongst other things, the Director of CARET sought clarity on whether CARET should be planning to join the UL with effect from 2010/11 (as had originally been envisaged by the Review) and therefore should be planning as part of the UL in the forthcoming Round;
- there was thought to be some nervousness on the part of the UL concerning whether CARET would be accompanied by sufficient recurrent Chest resource;
- current expenditure on CamTools was of the order of £350k p.a. but there was a lack of clarity on a precise level of need for chest funding given the other sources of funding available, some flexibility in the level of development expenditure, and the cross-over between other CARET activities – ISSS had, however agreed to provide £100k in addition to the CARET core allocation for 2009/10 from the Technology Development Fund;
- the UCS were working on a plan to phase out, or develop, the Public Workstation Facilities but any resource released should not be recycled in isolation rather brought into the general discussion of the delivering of pedagogic materials (under the envisaged Teaching & Learning Services Steering Group or similar);
- the ISG was aiming to bring forward to the University any structural changes necessary for implementation during Michaelmas Term 2009;
- the PVC expected the UL and CARET to produce a joined-up submission to Planning Round 2009 - the submission should inform, and be informed by, UCS planning where it relates to implementation of the recommendations of the Review of Teaching & Learning Support Services.

Actions arising:
- PVC Cliff to discuss CARET further with University Librarian;
- Mr Norman, in consultation with Mr Evans, to produce simplified outline of CARET income and expenditure.by activity, including CamTools operation and development.

JGE
12 May 2009

Notes of discussion held on 3 April 2009
(Ian Lewis - UCS and Anne Jarvis – UL)

1) For the purposes of the discussion, the following issues emanating from the T&L report were raised:

i) UL and UCS should work more closely together
ii) UL should have a more pro-active role in the organisation of Faculty and Departmental Libraries
iii) CARET should become a sub-department of the UL
iv) The Language Centre should become a sub-department of the UL

2) Most of the discussion centred around (i).
The UL is progressing with (ii); (iii) Engagement with CARET is at an early stage; (iv) is a less critical priority at this stage and will be addressed in due course.

3) As part of its strategic direction the UL is keen to enhance its e-content capabilities particularly in the areas of e-books, e-journals, e-learning objects etc. Opportunities to work with CARET recognised, especially in the investigation of new technologies. For example, a particular opportunity with CARET could be the possibility of 'clicking through' from CamTools to appropriate e-resources in the Library.

4) The UCS design and provision of the Lapwing wireless network has been well suited to use within the UL, particularly the ease-of-use, visitor access, and reporting of usage. The UL was the pilot institution for this initiative in 2006.

5) The DSpace project as a joint effort of the UL and UCS has led to perhaps the most successful implementation of a persistent digital archive in the industry. A notable success of the current phase of the project is the growing number of adopters from departments and faculties across Cambridge.

The structure of the DSpace project, with dedicated project resources in both the UL and the UCS, provides benefit of proximity to relevant experience and expertise (e.g. digital content and systems design), but has stretched the communications lines at times. With the current resources that structure may be optimal but we would both like to improve the effectiveness of the relationship. One line of discussion that could be developed further was the possibility of resources in the UCS being better organisationally 'aligned' to the UL, though it was recognised that this could be difficult to achieve with the current scale of the support.

6) The UCS has a continued strategy of providing data-driven web applications in support of the services provided, and in this regard each application is required to deliver information to end-users and institutional administrators rather than concentrate purely upon the UCS-internal administrative function.

7) IL commented that he did not see a need for a group to do 'innovation' in its broadest sense within either the UL or the UCS. A roadmap for enhanced information dissemination in the University is usually simple enough to understand that the real challenges are in design, implementation and support. The comment was not intended to diminish the importance of great design.

8) IL interested in having a better understanding of the IT workload and opportunities within the UL. Various solutions were discussed.

It was agreed that this was a useful initial discussion and that a number of the issues raised could be progressed in order to ensure an effective and efficient working relationship between the UL and UCS.

Anne Jarvis   Ian Lewis
University Librarian   Director
                                              Computing Service

CAMBRIDGE UNIVERSITY LIBRARY

GB Review of Teaching and Learning Support Services

Report to the Implementation Steering Group

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1. PROGRESS WITH LIBRARIES -

Following the Implementation Steering Group's meeting with Faculty and Departmental Librarians two groups of librarians have met with the University Librarian and Acting Deputy Librarian.

School of Humanities and Social Sciences

In light of the fact that the Council of the School of the HSS is already considering ways of coordinating library resources it was felt that this was an opportune moment to examine models for working together.

Action - the Librarians from the Faculties of Economics and History and the Institute of Criminology have agreed to begin work on proposed models for working with the University Library. The first meeting will take place on 28 May 2009.

School of Arts and Humanities

The Librarians from A&H have also agreed in principle to begin work on proposed models for working with the University Library. Though they were invited to work with the Librarians from HSS they stated that they would prefer to work separately.

Action – following the retirement of the Head of Music in the UL, the Librarian and Acting Deputy have had useful initial discussions with representatives from the Faculty of Music. Dr Martin Ennis, Head of Dept. will be taking a recommendation to Music Faculty Board that discussions should begin between the UL and Faculty on how a joint library service would function.

School of Technology

The Librarian and Acting Deputy Librarian have had an initial exploratory meeting with the Librarian and Deputy from the Judge Business School. Clear emphasis was placed on the unique service provided by the Library staff to the faculty and students of the Judge. It should also be noted that the Judge has recently purchased a commercial e-learning platform, TOPYX and will no longer use CamTools.

2. PROGRESS WITH CARET –

The Review recommended that, assuming it has established permanent core funding, CARET should be placed within two years under the umbrella of the UL, by adopting the sub-department model of governance. The Librarian has been informed by the chairman of the Implementation Steering Group that sufficient permanent chest funding will be in place to facilitate a joint CARET and UL submission to the Planning Round 2009. Discussions to date, however, have identified challenges in relation to implementing this recommendation. In particular, the UL requires further clarification of CARET staffing, project-planning and funding models.

3. SUMMARY -

Consultation is of course ongoing, but some positive strands can already be identified. There is clear institutional receptivity to greater co-ordination within the School of Humanities and Social Sciences and CARET. The precise form of future arrangements will inevitably vary across the schools, but to some extent this is fully compatible with the model of an integrated service.

It is important to note however that as these dialogues develop, some serious strategic and logistical challenges are emerging. Whilst imposing a 'one size fits all' partnership model across the university library service would be neither desirable nor feasible, the more variegated the models adopted become, the greater the management challenges that are imposed on the UL, and the latter has a finite capacity to meet these challenges under current funding models. Logistical co-ordination promises to be no more straightforward, particularly since it is already clear that even with the limited number of libraries consulted to date, resource allocation and the use of technology is extremely uneven across the centre: a good example is the absence of a common e-learning platform.

4. PROPOSAL -

As we try to establish a framework for implementing the recommendations, the need to have a clear business strategy in place is becoming apparent. The Libraries will have to be organised to ensure that a teaching and learning services strategy can be efficiently and effectively delivered and there will be a need to provide funding to enable restructuring. The current resources will be unable to facilitate progress. To this end we would like to suggest that as a first step an independent analyst/consultant be commissioned to draw up a business case that would ensure a successful outcome beyond the initial discussions. A strategy/framework can be put in place but critical success factors will be dependent upon an analysis of the full economic cost of the libraries clearly identifying the additional recurrent costs of providing aligned processes across a merged service. A key consideration in bringing forward the recommendations is the need for transparency. It is critical that a common approach is taken where possible.

Anne Jarvis
University Librarian

21 May 2009

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

The third meeting of the Implementation Steering Group will be held at 9am on Thursday 26 November 2009 in the Academic Secretary's office in the Old Schools.

AGENDA

Note agenda and papers are circulated electronically as a single file with papers indexed by page number [p1-41] in the agenda.

1. **Minutes**

   The Minutes of the second meeting of the Implementation Steering Group (ISG) held on 26 May 2009 [p3], with accompanying work plan as at May 2009 (ISG1b) [p5-8], are circulated for information.

2. **Matters arising**

   The Group are informed that there was a Discussion on a Topic of Concern regarding the July 2008 Report of the Review Group.

   The transcript of the Discussion on 7 July 2009 is available in Reporter of 15 July 2009 at: http://www.admin.cam.ac.uk/reporter/2008-09/weekly/6157/30.html

   Circulated for information are papers (GB 09.A.26 [p9] and 09.A.26b [p10]) received by the General Board at their meeting on 4 November 2009 on the subject.

3. **Progress with implementation**

(1) Recommendation 3: Libraries integration

   The Group are informed that a report has been produced, by Dr MacDougall, dated October 2009, on a framework for developing the working relationship between the University Library and the Libraries of the Faculties, Departments and other institutions.

   Circulated here are:
   - the draft MacDougall report [p11-32];
   - a note of meeting between representatives of the Faculties of Economics and History and the Institute of Criminology, the University Librarian and the Head and Secretary of the School of Humanities and Social Sciences, held on 12 November 2009 to discuss the report [p33-34];
   - a letter from the Faculty of Economics dated 11 November 2009 [p35-41].

(2)   Recommendation 4: CARET and the UL

The Group are informed that the UL and CARET aim to prepare independent plans and sum them together to create a joint submission for Planning Round 2009. Subsequently they will work together to draw up a more integrated plan that will be developed during the implementation process, to be completed in June 2010. A request for £100K funding for five years for the running costs of CamTools has been submitted to ISSS under the UL.

(3)   Recommendation 6: journals and the colleges

The Group are informed that the Cambridge Colleges Libraries Forum (CCLF) Journals subgroup under the chairmanship of Dr Mark Nicholls (Librarian, St. John's College) plan to recommend to the CCLF that 'the interests of College libraries appear in principle to be best served by greater integration with or full membership of the Journals Co-ordination Scheme'. The CCLF agreed to nominate Dr Mark Nicholls as the Colleges' nominated representative on the Journals Co-Ordination Scheme Steering Group.

(4)   The Group are invited to review progress and outline a timetable of next actions.

JGE
23 November 2009

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

Minutes of the second meeting of the Implementation Steering Group held on Tuesday 26 May 2009.

Present: Professor AD Cliff (Chair), Dr N Bampos, Dr I Lewis, Mrs A Jarvis, Professor JM Rallison, with Mr GP Allen and Mr JG Evans.

Apologies: Professor RL Hunter, Professor SJ Young.

3.   Minutes

The notes of the first full meeting of the Implementation Steering Group (ISG) held on 15 December, with accompanying work plan as at December 2008 (ISG1a), were circulated for information.

The Group noted that Professors Hunter and Young were on leave, the former for more than one term, and they agreed that the Chairman and Academic Secretary should review the membership of Professor Hunter. The Group also noted that the University Librarian and the Director of the University Computing Service had been co-opted.

4.   Consultation and implementation

The Group were informed that members of the ISG had been involved in further consultation with interested parties since the previous full meeting.

Circulated were the following:
- notes of a meeting with the Director and Chair of the Management Committee of the Language Centre held on 9 March 2009;
- notes of a meeting with Departmental Librarians held on 12 March 2009;
- notes of a meeting with the Director of the University Computing Service held on 20 March 2009;
- notes of a meeting with the Director of CARET held on 12 May 2009.

Also circulated were notes of a meeting between the University Librarian and the Director of the University Computing Service held on 3 April 2009, and a report on progress from the University Librarian dated 21 May 2009.

In the light of the above, the Group reviewed progress on each of the recommendations of the Review Committee and, as far as possible, outlined a timetable of next steps, with a view to presenting an update to the General Board meeting scheduled for 8 July 2009. The conclusions are summarised in the revised work plan attached to these notes (ISG1b).

GB Review of Teaching & Learning Support Services: Implementation Steering Group (ISG) workplan May 2009

	Recommendations of Review Committee	Consultation feedback and status	Next steps
1	The role of the University Librarian should be rapidly developed to become *de facto* Director of Library Services 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.	The University Librarian suggests that it will be some time before sufficient progress has been made to conclude that declaring *de facto* Director of Library Services is realistic.	ISG to consider creation of Teaching & Learning Services Steering Group at a future meeting.
2	Consideration should be given to merging the work of the UL 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, amongst other things, that the UL can deliver the e-information and e-learning support for the University's institutions.	The University Librarian does not recommend proceeding with this merger until close links with a mass of Faculty/Department Libraries were more generally established.	

	Recommendations of Review Committee	Consultation feedback and status	Next steps
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.	ISG members held an open meeting for Faculty/Dept. Librarians in March 2009. The University Librarian was engaging initially with the Librarians in the School of the Humanities and Social Sciences, with the support of the Council of the School - the first phase would focus on the Sidgwick Site Libraries in the School. There were individual areas in the School of the Arts & Humanities which were also receptive. The Science and Technology Schools had not yet been approached. The University Librarian favoured a strategy of integrating one School (HSS) successfully first before extending the model to others.	(1) The University Librarian to establish generalised oversight of all of the Libraries in HSS for the start of the 2010/11 academic year, with a view to them all being fully integrated effective 2011/12. (2) The University Librarian to bring forward request to RMC for non-recurrent funding for supporting consultant to develop business case for integration and develop assimilation models.. (3) ISG Chairman and Academic Secretary to meet Head of Arts & Humanities to discuss more coherent approach in that School.
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.	ISG members met Director CARET in May 2009 to consider the most appropriate timing for the re-assignment to the UL.	CARET to submit to Planning Round 2009 in conjunction with UL with a view to integrating effective 2010/11. The appropriate level of recurrent funding for CARET, including CamTools, to be considered as an element of this process.

	Recommendations of Review Committee	Consultation feedback and status	Next steps
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	ISG members met Director and Chair Management Committee Language Centre in March 2009. ISG reiterated that integration with UL remained an aim but that this was not the most urgent priority.	Academic Secretary to review the membership of the Committee of Management to facilitate links with the partners involved in implementation.
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 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.	The recurrent transfer of UEF funding for journals subscriptions is to be effective 2009/10. Developing links with the Colleges had become a priority to reduce the potential for cancellation of journals paper copies by the Colleges generating penalties for University journals purchasing arrangements. Council of the School of the Humanities and Social Sciences had agreed to include the University Librarian when any Library vacancy is under consideration with a view to determining priorities in consultation with the University Librarian.	The University Librarian to highlight the severity of the issue to the Colleges Committee.
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.	ISG members met with Director UCS in March 2009. The UL and UCS had held two meetings, and more were planned, with a view to developing ways of working together including defining an aggregate support function in the UCS for the UL teaching and learning activities and considering how such a support function could extend to being a service delivery group encompassing UCS, UL, CARET and LC.	The UCS submission to Planning Round 2009 to include at least an annex on support for this element of the UL's work.
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.	The Centre for Personal and Professional Development was evolving.	

	Recommendations of Review Committee	Consultation feedback and status	Next steps
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 Council of the School of the Humanities and Social Sciences was encouraging the University Librarian to consider consulting, as soon as was practically possible, on the potential for accommodating the libraries of the intended occupants of 7 West Road on or closer to the Sidgwick Site on a timescale parallel to the completion of the new building.	Head PRAO to remain aware of other potential opportunities to reconfigure space in support of implementation.
10	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.	ISG notes that consideration must be given to making provision for additional funding for the UL to enable the University Librarian to implement this general program of work.	Take into account in Planning Round 2009 – UL/PRAO.

ISG membership currently:

PVC Cliff, PVC Rallison, Professor Hunter, Professor Young, Dr Bampos, Mrs Jarvis, Dr Lewis, with Mr Allen and Mr Evans.

JGE
28 May 2009

Business Committee of the Council

Extract of minutes

1015. Discussion 7 July 2009

   Topic of concern: review of Teaching and Learning Support Services

The Committee received a Notice which stated the views of the General Board. The Committee were informed that a member of the Council had requested that the matter be referred to the Council, and in particular had asked the question whether such review reports should be published should be considered. The Committee shared this concern, and it was also suggested that the General Board should be invited, in the comments in the Notice, to address the substantive issues which had been raised. The Committee therefore agreed that the draft Notice should be referred back to the General Board for consideration, and that the Council should be informed of the position at a meeting.

The Administrative Secretary pointed out that Departmental and similar review reports would be unlikely to be releasable under FOI.

(Subsequent note: at Council meeting on 19 October 2009, Chairman of BC just informed the Council that the GB was to consider and that GB's response would come back to Council/BC.)

Discussion on a Topic of Concern: Notice

The Council has received the remarks made at the Discussion of a topic of concern: The unpublished report from the committee reviewing teaching and learning support services (*Reporter* 2008-09 p. 988) and has referred them to the General Board who have commented as follows.

The Board are grateful for the remarks of those who spoke in the Discussion. Those remarks which relate to the substance of the recommendations of the review committee will be considered, together with the responses from authorities and other bodies, by the Implementation Steering Group. With regard to the procedure followed by the Board, they do not accept the assertion of a number of speakers that the report should have been published immediately; nor do they agree with the proposition that all such reports should be routinely published. The Board, each year, establish numerous review groups, and other bodies, to undertake investigation of institutions and activities under the Board's supervision. The Board's normal practice after considering the reports of such bodies is to seek comments from the Councils of the Schools and other bodies concerned including the institution(s) under review; in the light of the comments received, and any subsequent modification of the proposals, an implementation plan is drawn up and, where necessary, the approval of the University sought for legislative or structural changes. To publish such reports routinely would, in the Board's view, detract from the effectiveness of the review process.

As stated in Professor Cliff's remarks in the Discussion, once they have come to a considered view on the report and on the substantive changes needed to implement the report's proposals, the Board will report, as necessary, to the University.

A number of speakers drew attention to the publication of the report on an internet site, following a request under the Freedom of Information Act. The Board regret the publication of the report in this way. However, the Board have agreed that the report should be published for the information of the University (*Reporter* 2009-010 pp...).

A draft report on the implementation of the General Board's Review of Teaching and Learning Support Services with specific reference to a framework for the working relationship between the University Library and the Libraries of the Faculty, Department and Other Institutions

Commissioned by Implementation Steering Group

October 2009

Dr Alan F MacDougall JP, MA, PhD, FRSA
MacDougall Consulting Ltd
afmacdougall@macdougallconsulting.com
02075887520

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ACKNOWLEDGEMENTS

The contribution of all those who spared valuable time to see the Consultant is acknowledged with thanks. The three Librarians of the Faculties of History, Economics and Institute of Criminology who offered advice and counsel are especially thanked.
The Report, however, is the sole view of the Consultant and might, or might not, necessarily be the views of those three Librarians or any of the staff interviewed.
Grateful thanks are also due to the University Library Secretariat, in particular Charlotte Ross and Anna Maria Ercolani, who made sure that everything went to plan and to time.

EXECUTIVE SUMMARY

The remit of this study was:

> To explore and consider the most apposite framework/ model and the steps required to implement the requirements of The General Board's Review in which, amongst other things, *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.
>
> In doing so, to carry out appropriate discussion and research so as to:
> - indentify the critical success factors
> - provide a framework in which the implementation could be delivered
> - bear in mind the scalability beyond the initial three libraries
> - make recommendations and suggest a timescale

In carrying out the study the Consultant was mindful that agreement had already been reached that the three Librarians of The Faculties of History and Economics and the Institute of Criminology, all in the School of Humanities and Social Sciences, would be involved in initial discussions about their Libraries becoming part of a federal library service for the University of Cambridge.

The Consultant, in addition to the discussion with the three Librarians, interviewed a further 16 members of the University staff who could either be involved in any realignment of service, or, might be able to offer some insight.

Arising out of this discussion, desk research and analysis of best practice and experience the study identified some 25 recommendations which would help the University to move towards The General Board's wish that:

> "*de facto* Director of Library Services and the UL should be become responsible for the provision and dissemination of materials for teaching and learning across the University"; that "The Librarian will need to work with the library staff in the faculties and departments to ensure faculty and departmental libraries can deliver e-learning support to their users." And in doing so should bear in mind the "different methods of delivery, working environments and a closer managerial relationship with the UL".

The recommendations referred particularly to the three Libraries but were shaped with scalability to the fore since there was the potential for another 43 Libraries to become part of the new federal arrangement.

The study recommended that the three Libraries should be known as Affiliate Libraries and would be part of a newly aligned Library service with a wider term than University Library; the University Librarian, to be known also as Director of Library Services; the Director to assume responsibility for the Affiliate Libraries; the Director in turn would report to Library Syndicate (or what ever term is decreed for the new body recommended by General Board); the necessary current funding including Trust, Donations and internal trading accounts, be transferred to the Director of Library Services and that the University authorities consider the new affiliate relationship in the Planning Round for 2009. Safety-net provision should also be put in place. It would be important that the Affiliate Librarians remained embedded in the Faculty and Institute structures. Overall, the Director of Library Services would recognise one size does not fit all in any federal arrangement and would look for a flexible and light touch.

A range of recommendations were also made about the need for there to be a change of mindset from an building-centric approach to one of provision of services for teaching and learning across the University and the Affiliate Libraries. This would be carried through by potential restructuring; a new approach to subject specialisation; rethinking about the technical services provision; the potential for staffing continuity; succession planning and the significant opportunity for the Affiliate Libraries, together with the University Library staff, to contribute and influence the strategic and operational service across the University Libraries. The report emphasises the key importance of protecting the future services to the student and staff and ensuring the accessibility and availability including opening hours, appropriate selection, organisation and deployment of materials.

As noted by The General Board, the significant potential for effecting long term efficiencies and economy might require short or medium term injection of additional funds; reference is made to that need as well.

SUMMARY OF RECOMMENDATIONS

Recommendation 1
That the Economic, History and Institute of Criminology Libraries be designated "Affiliate Libraries" and that this title should be used for all subsequent Libraries that become part of the proposed federal Library arrangement. Further, that the University Librarian (henceforth known as Director of Library Services as recommended by the General Board) considers a change of terminology for the presently titled "dependent libraries" since there may be little reason to differentiate between the new designated Affiliate Libraries and the dependent libraries.

Recommendation 2
That the Director of Library Services may wish to reflect upon the new relationship with Affiliated Libraries by adopting an inclusive over-arching title to reflect the new wider Library service

Recommendation 3
That the overall responsibility for the governance will be assumed by the new Syndicate (NB the recommendation of the General Board Review was that the present University Library Syndicate should be merged with the General Board's Committee on Libraries) through the Director of Library Services. The Chair of Faculty would therefore no longer have the responsibility for a Faculty, Department or Institute Library.

Recommendation 4
That the Faculty, Department or Institute be encouraged to retain the Affiliate Librarians within the existing School structures/committees

Recommendation 5
The Affiliate Librarians should report through an appropriate senior Library officer to the Director of Library Services

Recommendation 6
That the opportunity afforded by the incorporation of Affiliate Libraries be used to encourage a new culture of thinking and purpose across the libraries

Recommendation 7
That the Director of Library Services considers the potential for a subject approach which would embrace the Affiliate Libraries as well as the University Library

Recommendation 8
That the potential for placing appropriate legal deposit items within the Affiliate Libraries be considered

Recommendation 9
That the Director of Library Services should, at an early stage, consider setting up a working group, including representation from the Affiliate Libraries, University Library, and others of relevance, and with appropriate terms of reference, to make recommendations on a more effective redeployment of materials and resource for the pursuit of better accessibility and availability to the student and staff community across Cambridge University

Recommendation 10
That, in any review and restructuring, the potential for creation of posts as Heads of area which take into account subject groupings be considered

Recommendation 11
That the effective and efficient redistribution of materials to provide an improved coordinated coverage, accessibility and availability, be accompanied by appropriate additional resource

Recommendation 12
That the Director of Library Services explore the potential with the University Library and Affiliate Libraries for agreed optimum opening hours which would protect the accessibility and availability of material within cost effective resource provision.

Recommendation 13
That the Director of Library Services, in any subsequent strategic review, which would include affiliate representation, should bear in mind the potential for a realignment of front-of-house and back- of- house across the new library service arrangement (that is including the Affiliate Libraries)

Recommendation 14
That the Director of Library Services be mindful of the specialist expertise that the University Library staff and Affiliate Library staff would bring to the new service, the potential for promotion, training and development opportunities and the enrichment of service to the staff and students of the University by involvement in the planning of the future service and the benefit for continuity of service and succession planning

Recommendation 15
That attention will need to be given to the provision of additional resource for human resources and financial administrative support as the number of Affiliate Libraries increase

Recommendation 16
That the funds presently granted to the Faculty, Department and Other Institutions (calculated over the average expenditure over the past 5 years) be transferred to the Director of Library Services for the financial year 2010 -2011 onwards. The sum should include provision for the finance given from Trust Funds, Donation Funds and internal trading accounts

Recommendation 17
That the Director of Library Services should receive safety-net funding to protect against the shortfall of funding for the University Library and Affiliate Libraries should a reduction or 0% increase be applied to its budget in the coming years

Recommendation 18
That where appropriate service level agreements concerning heating, lighting, cleaning, maintenance of the building, fixtures and fittings, furnishing be identified and future funding agreed with the Faculty, Departments and Other Institutions and that whatever arrangements made to ensure that the University Library would not be able to take on such commitments without guaranteed recurrent funding

Recommendation 19
That the type and cost of IT equipment, associated maintenance and computing support be identified and agreement reached with the Faculties, Departments and Other Institutions. The University Library would not be able to take on this additional cost without recurrent financial subvention

Recommendation 20
That the Director of Library Services consider the desirability of providing clear and transparent on-going information about the new services following the addition of the affiliate libraries.

Recommendation 21
That the Director of Library Services may wish to consider the desirability of a new logo being commissioned which more accurately reflects the new service provision

Recommendation 22
That, with regard to the detailed arrangements required for the new relationship, the Director of Library Services draws upon the expertise from the University Library staff and the Affiliate Library staff through the medium of working parties and ad hoc working groups with appropriate terms of reference

Recommendations 23
The Economics, History and the Institute of Criminology Libraries assume Affiliate status in August 2010 and that the time before then be used to progress the detailed requirements to ensure a smooth transition

Recommendation 24
That the University authorities be requested to consider the three Affiliate Libraries, in conjunction with the University Library, for the 2009 Planning Round (referring to the year 2010-2011)

Recommendation 25
That the new Library Board give consideration to the closer working relationship between the newly formed wider Library Service and the College Libraries

1. INTRODUCTION AND BACKGROUND

1.1 The General Board's Review of Teaching and Learning Support Services

The General Board's Review of Teaching and Learning Support Services examined the University's provision for the support of teaching and learning and made recommendations for the future which included: the provision of high quality and cost effective pedagogic support services. The July 2008 report covered the UL, the UCS, the Language Centre and CARET as well as the coordination of pedagogic support.

One specific area of the review was the development of the University Library system. The Report stated that "The UL has traditionally supported the research needs of postgraduate students and academics whilst the Faculty and Departmental Libraries have primarily supported undergraduate teaching". The point was made that this distinction had been breaking down especially with regard to electronic books, journals and online access to some teaching materials.

The Report observed "the current structure of independently run Faculty and Departmental 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"

The Review, inter alia, reported that it considered:

(i)   The role of the University Librarian should be rapidly developed to become a *de facto* Director of Library Services and the UL should be become responsible for the provision and dissemination of materials for teaching and learning across the University.

(ii)   Consideration should be given to merging the work of the UL Syndicate and the General Board's Committee on Libraries into a single Syndicate which is able to 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.

(iii)   The Librarian will need to work with the Library staff in the Faculties and Departments to ensure 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.

There were also a number of other recommendations more geared towards UCS, CARET and the Language Centre.

The Review also recognised that economies of scale would be possible and that it was likely there would be a need to provide some funding to enable restructuring in the short and possibly the medium term.

Recommendation 5 stated:
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 Librarian acting as Director of Library Services.

1.2 Implementation Steering Group and the present study

The Implementation Steering Group was then to translate the General Board's Review of Teaching and Learning Support Services in to a practical reality. It identified, in light of the fact that the Council of the School of Humanities and Social Sciences was already considering ways of coordinating Library resources, that this was an opportune moment to examine models for working together. Consequently, the Librarians from the Faculties of Economics and History and the Institute of Criminology agreed to begin work on proposed models for working with the University Library.

Taking into account the background above, MacDougall Consulting Ltd, which has previously carried out three reviews of sections within the University Library, and had acted as a facilitator to the strategic planning exercise, was asked to undertake a study

This present study concentrates on the aspects above and does not deal with matters related to UCS, CARET, or The Language Centre which are the subject of separate consideration.

1.3 The terms of reference
The terms of reference required for this report were as follows:

To explore and consider the most apposite framework/ model and the steps required to implement the requirements of The General Board's Review in which, amongst other things, *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. In doing so, to carry out appropriate discussion and research so as to:
> **-indentify the critical success factors**
> **-provide a framework in which the implementation could be delivered**
> **-bear in mind the scalability beyond the initial three libraries**
> **-make recommendations and suggest a timescale**

The report is to be submitted to the University Librarian by the end of the first week in October 2009.

2. CONTEXT
The total Library direct expenditure in the University and Colleges is presently over £20 million p.a. Within the University Libraries about 75% of the £18.5 expended (2007/08) and 75% of the 440 FTE staff are in the University Library and its four dependent Libraries. Outside the University Library and its dependents, 46 Faculties, Departments and other institutions have their own Libraries. The College Libraries form their own constituency.

The comprehensive fulfilment of the implementation of the General Board's report would involve potentially 46 Libraries. It would be a large undertaking which would be difficult to achieve in one step; the initial smaller grouping of three Libraries, identified by the Implementation Steering Group, is a sensible first step. Matters of potential scalability could also then be taken into account.

Accordingly, this study, carried out between June 2009 and September 2009, concentrated on a framework for integrated and joined-up thinking covering three Faculty, Departmental and Institute Libraries in the School of Humanities and Social Sciences. All three Libraries are geographically close to the University Library being located on the Sedgwick site. The Libraries mentioned above *viz*: the Libraries of the Faculties of History and Economics and Institute of Criminology were identified and agreement was given to be part of the study. Detailed financial profiles are listed the table in Section 5.5 below. The Libraries offer a blend and range of services to research and undergraduate communities; a combination of online digital and traditional print material; collections which have patterns of intensive and quiet periods of use over the year and all have professionally qualified Heads of Libraries. In the School of Humanities and Social Sciences there are presently thirteen Libraries: in addition to the three Libraries in the review a further three have professionally qualified Librarians at their head and a further seven are overseen by unqualified staff. The seven Libraries could include part time and/or casual members and may offer a more limited range of services. All thirteen Libraries in the School are individually striving to offer the best service possible within the constraints of the financial resource base.

3. METHODOLOGY

The consultant carried out desk research, gathering together relevant documents and information. This was followed by meetings with a range of interested parties and key stakeholders within the constraints of time available to undertake the study. Finally, time was allocated to review and report writing.

3.1 Meetings

The meetings are summarized as follows:

3.1.1 University Library staff and dependent Library staff

In the first instance, meetings were held with the University Librarian and the Acting Deputy Librarian. During the study, six separate meetings were also held with University Library staff who were either already involved, or, were likely to be involved, in close collaboration and cooperation with the libraries of the faculties and departments. In addition, interviews were held with two staff from the dependent Libraries of the University.

3.1.2 School of Humanities (Librarians within the study)

The General Board had already obtained the agreement of the three out of the thirteen Libraries in the School. Accordingly, MacDougall Consulting Ltd worked closely with these Librarians from Faculty of History, Faculty of Economics and the Institute of Criminology. The extremely helpful discussion, advice and support during the span of the research from the three Librarians should not be inferred as anything but the Librarians acting in the highest professional manner looking to ensure that there would be a balance, informed and considered report. This Report, however, is the considered view of the Consultant and might, or might not, necessarily reflect the opinions of the three Librarians.

3.1.3 School of Humanities and Social Sciences (Officers)

Meetings were also held with other key people who could inform the process: these included the present and incoming Chair of the School of Humanities and Social Sciences and the Secretary of the School. Invitations to discussion were passed through the Librarians of Economics, History and Criminology to the Chairs of the Faculty and Institute. The Librarians reported back that their Heads would be content for the discussion to continue to take place between Librarian and consultant during the compilation of the Report.

3.1.4 Chairman of Review Committee

A meeting was held with the Chairman of the General Board's Teaching and Learning Support Services Review

3.1.5 Librarians from other Libraries

In addition, those with useful experience were also met, for example, the Librarian of the School of Education and the Librarian of the Business School who had also been the Faculty Librarian in Oxford and thus added knowledge of the Oxford experience of assimilation of schools and faculties within a realigned Library service.

In all some 19 members of the staff of Cambridge University were interviewed at least once during the course of this study.
(**See Appendix A** for a list of names).

4. CRITICAL SUCCESS FACTORS

The terms of reference for the study required the detailing of critical success factors. Without understanding or recognition of the critical success factors the implementation process might be somewhat hindered but if accepted would help to smooth the way to a successful integration of the various Libraries.

Notwithstanding, it emphasises that in the final instance any implementation plan would require of only the but-in and commitment of the School and the Heads of Faculty, Departments and Other Institutions but also the Library staff involved in the process. It is these staff who can make and break any arrangement, however well crafted and detailed. The need to register the Library staff aspirations and motivations within the overall demands of the staff and student community is therefore borne in mind when compiling the critical success factors detailed below.

The critical success factors were derived from the detailed discussion with staff and the experience of best (and worse) experience elsewhere.

4.1 Student experience, expectation and need

Above all, there must be recognition that the delivery of a seamless and integrated teaching and learning service, under the aegis of a Director of Library Services, has to be driven by the students' experience, expectation and need within a realistic financial framework

4.2 One size does not fit all

There has to be a transparent recognition and declaration that, in any process of seamless integration, a one size solution cannot fit all circumstances. In other words there is a requirement to recognise local day-to-day operation and the need to have an agreed level of local autonomy within a wider framework of a Library service for the University. The presently named "dependent Libraries " offer some insight into the way that the procedure works at present, Clearly, there will need to be core standards but the light touch from the Director of Library Services will continue to be required along with need to capture and retain valued informality and flexibility.

4.3 Framework clarity and transparency

Notwithstanding, there will need to be clarity and transparency within an overall framework of governance and operational processes; a framework which is clear, both to the benefit of the potential user, and to the Library staff supplying that need. It would need to be teased out and promulgated.

4.4 Protect availability and accessibility

There needs to be recognition of the reality of economic constraints; stagnation is not an option, and the risk of the consequences of "death by a 1000 cuts". It will be necessary to act proactively to protect the availability and accessibility to a comprehensively maintained range of services and materials thus ensuring the continuance Cambridge University's world-class status. This prioritisation will best serve to ensure that community's needs are protected.

4.5 Embedded in the Faculty, Department and Institutes structure

There will be a continuing need to ensure those Libraries which become part of the integrated service remain embedded in the structure of the Departments, Faculties and other Institutions within which they are located.

4.6 Equality of treatment

All of the Library staff regardless of their affiliation (University Library, Faculty, Department and Other Institutions) are of equal status in the provision of the service and share the role in satisfying the need of the University's community. All Library staff in Cambridge will need to rethink their audience *viz* thinking inclusively about the needs of a unified Cambridge rather than exclusively about one specific area.

4.7 Overcoming the building-centric mindset

The understandable present building-centric perception/mindset of service by Library staff has to be overcome in favour of a coordinated University-wide access and availability to comprehensive information /materials (and differing structures). The days of attempting to provide comprehensive access and availability of resource within one building is over, notwithstanding the benefits offered by electronic provision. There will need to have some recognition that, on occasions, the user will have to travel to more than one Library for their service.

4.8 Transparent collections and services information

A recognition that there is a continuing blurring of research and undergraduate collections and that it is no longer possible to segregate collections and materials along these lines but, notwithstanding, there is a need to provide a clear and transparent collection and information resource policy, namely the availability and accessibility of the material so that the community have a clear understanding of where collections, regardless of format, are located.

4.9 Inclusivity
That Library staff, becoming part of an integrated University-wide service provision, will all have the potential to be part of the strategic and operational development of the entire service and are thus part of the strategic and operational planning and development process.
4.10 Trust and honesty
The success of any such affiliation has to be based on trust, honesty of intention and confidence.
4.11 Scalability
Any model or framework for the introduction of the implementation will need to be scalable and relevant to the Libraries beyond the initial three Libraries.

These critical success factors would have to be recognised and accepted if there were to be any real progress of implementation of The General Board's Review in Cambridge. The way forward and recommendations flow directly from these critical success factors.

5. THE CONSIDERATIONS AND WAY FORWARD
The first consideration is the relationship between the University Library and the Faculty, Departmental and Other Institution Libraries in any new arrangement recommended by The General Board.
The critical success factors highlight the importance of a framework, equality of treatment, the need to consider beyond the building-centric mentality and the requirement to rethink fundamentally the mindset concerning the availability and accessibility of comprehensive materials regardless of format and levels of service.
The objective would be to ensure that students and staff of the University will be entitled to a shared Libraries resource which offer a transparent and coordinated service delivered to relevant standards. Users will be demanding access to available material and services at the appropriate time and not barriers to access and success. The recommendations identified below go someway to meet that aspiration. An aspiration which will require new thinking, a radical shift, strengthening of availability, selection, acquisition , storage, accessibility of service and elimination of unnecessary duplication. This is all within the context of the potential for local services which still retain levels of agreed autonomy of action, flexibility and individuality of service. This presents the opportunity for proactive action both locally and across the new service rather than the risk of fragmented uncoordinated service divorced from consideration of cost benefit.

An impression may be created that the present deployment of resources between the University Library and the rest of the Libraries is fragmented. However, this is only partially accurate since there is an important degree of underlying infra-structural support provided by the University Library to the 46 Libraries and beyond. At the present time members of the staff of the University Library, at some cost, support the Departmental, Faculty and Other Institutional Libraries, for example, in respect of Voyager Library Management system and related activities.

Any new federal arrangement should be accompanied by appropriate titles and terminology, hence the first two recommendations.

5.1 Terminology
The University Library has to reflect on its new relationship with the intended libraries. It may wish to consider the term "Affiliate Libraries" as a more relevant and expressive term reflecting the new relationship. Further, this term might be extended to the presented named "dependent libraries". In doing so the University should also consider a more inclusive and comprehensive overarching title for the new arrangement; a term such as "Cambridge University's Library Services" or perhaps "University of Cambridge Library Services" might be considered but the decision should be left for the Director of Library Services to determine.

Recommendation 1
That the Economic, History and Institute of Criminology Libraries be designated "Affiliate Libraries" and that this title should be used for all subsequent Libraries that become part of the proposed federal Library arrangement. Further, that the University Librarian (henceforth known as Director of Library Services as recommended by the General Board) considers a change of terminology for the presently titled "dependent libraries" since there may be little reason to differentiate between the new designated Affiliate Libraries and the dependent libraries

Recommendation 2
That the Director of Library Services may wish to reflect upon the new relationship with Affiliated Libraries by adopting an inclusive over-arching title to reflect the new wider Library service

5.2 Governance, management and reporting considerations
The existing Library governance arrangements in Faculties, Departments and Institutes (see below) embed the Librarians in the relevant structures and committees. As such there are no specific Library committees but Library matters are considered in the appropriate committees on which the Librarian is either a member or in attendance. The Librarians are embedded in the life and work as members of the appropriate Board or committee, for example, management, academic, teaching and learning, research, strategic, resource, communications, student :staff committees. This had proved to be an excellent arrangement, and in any new integrated Library service, where the Director of Library Services would be the reporting officer with responsibility, it would be very important that committee attendance by the Affiliate Librarians would continue within the Faculties, Departments and Other Institutions structures so that valuable feed back and comment could continue to be guaranteed. This model should be used as the recommended starting point for other Libraries joining as an Affiliate Library.

Recommendation 3
That the overall responsibility for the governance will be assumed by the new Syndicate (NB the recommendation of the General Board Review was that the present University Library Syndicate should be merged with the General Board's Committee on Libraries) through the Director of Library Services. The Chair of Faculty would therefore no longer have the responsibility for a Faculty, Department or Institute Library

Recommendation 4
That the Faculty, Department or Institute be encouraged to retain the Affiliate Librarians within the existing School structures/committees

It would not be practical, or indeed sensible, in management terms, to have up to 46 Affiliate Librarians of varying levels and responsibilities reporting directly to the Director of Library Services but a measure of coordinated and efficient reporting procedures will be required The present University Library would need to analyse its operational efficiency within this new structure. It would need to embrace the possibilities within any strategic and operational review. In this event it would be important to ensure that the reporting structures are managerial effective and efficient. The reporting arrangements for the Affiliate Librarians would need to be developed taking into account new structures and the appropriate knowledge and skills base. Should the Director of Library Services opt for a new subject arrangement for staffing then this would influence the type of reporting and job possibilities (see section 5.3 below) but in any event it would prudent for the Affiliate Librarian to be reporting through a senior Library officer to the Director of Library Services. Similarly, it would not be appropriate for 46 Library staff to attend the Senior Management Team (SMT). Much will depend on the new

structure adopted by the Director of Library Services and it is not therefore appropriate to recommend any framework regarding SMT at this early stage.

Recommendation 5

The Affiliate Librarians should report through an appropriate senior Library officer to the Director of Library Services

5.3 Collections/materials regardless of format, accessibility, availability, location and organisation

The realignment of Libraries on becoming affiliates offer the University, its staff and students real potential of obtaining coordinated collections, better availability and accessibility of service provision. Succinctly, where appropriate, the Librarians of the Affiliated libraries and the University Library would become part of a coordinated Library service for the University rather than disaggregated collection of libraries with separately occupied discrete buildings and discrete collections.

More specifically:

The new Affiliate arrangement will permit the fostering of a new culture of thinking where all the Library staff, in the Affiliated Libraries, and all the staff in the University Library, would be regarded as being equal contributors in and to a unified service. As such all would be part of the fundamental thinking for any new operational and strategic plan

The newly integrated service would offer the potential, where appropriate skills and knowledge exist, for the new service to move towards a subject orientated approach, regardless of format, across the University Library and Affiliate Libraries. More specifically, Affiliated Librarians could be considered for a subject-wide responsibility across the Libraries. At this time the University Library does not cater for this approach. It relies on language specialists who might also have a vital role in any subject review. This would be particularly beneficial at a time when the division between teaching/learning and research is becoming increasing blurred in library materials terms (print and electronic). Also one might bear in mind that "teaching is research led". There could be grounds, in certain circumstances, for appropriate legal deposit material to be placed in the Affiliate Libraries. Collection development policies exist in the more established Faculty, Departmental and Others Institutional Libraries. These policies could be reviewed and blended in with the existing University Library collection development to form a new dynamic policy.

Recommendation 6

That the opportunity afforded by the incorporation of Affiliate Libraries be used to encourage a new culture of thinking and purpose across the libraries

Recommendation 7

That the Director of Library Services considers the potential for a subject approach which would embrace the Affiliate Libraries as well as the University Library

Recommendation 8

That the potential for placing appropriate legal deposit items within the Affiliate Libraries be considered

This new service would allow the potential scope for the collections to be re-examined across the Libraries with a view to providing comprehensive and appropriate coverage in times of diminishing resource. The case for a working

Party, with appropriate terms of reference, could be made to facilitate this process. It would also offer the opportunity to reduce unnecessary duplication, save space, reallocate space and materials and create space to allow additional faculty Library collections to be accommodated, or placed in close proximity, to other collections. This rationalisation would assist in the relevant accessibility and availability of collections to the University community. The opportunity provided by the addition of three Affiliate libraries would immediately offer the potential for a review of materials between the University Library and the Sedgwick site Libraries, and for other collections, if so deemed by the University authorities. In a report of this type the detail could not be defined but the Affiliate Librarians could be to the fore in shaping the future shape of the collection development. Nonetheless, there may be a case for the creation of posts as Heads of areas which take into account subject groupings.

Any fundamental review of this kind will inevitably involve the expenditure of resource both to restructure at a senior level and to obtain suitable help at lower levels, for example, to analyse

use, transfer of materials and re-catalogue/change records. The General Board made reference to the possible additional expenditure of resource to effect short term and possible medium term changes; this area would be a prime candidate for financial subvention.

Recommendation 9
That the Director of Library Services should, at an early stage, consider setting up a working group, including representation from the Affiliate Libraries, University Library, and others of relevance, and with appropriate terms of reference, to make recommendations on a more effective redeployment of materials and resource for the pursuit of better accessibility and availability to the student and staff community across Cambridge University

Recommendation 10
That, in any review and restructuring, the potential for creation of posts as Heads of area which take into account subject groupings be considered

Recommendation 11
That the effective and efficient redistribution of materials to provide an improved coordinated coverage, accessibility and availability, be accompanied by appropriate additional resource

In conjunction with the better redeployment of materials there would also be the opportunity to review and protect the services to the student community by ensuring coordinated opening hours between the University Library and the Affiliate Libraries.

At present there is an uncoordinated approach to the provision of opening hours.

The Affiliate status and reporting procedures could be used to good purpose so that a coordinated provision could protect and guarantee opening on an apposite and systematic basis. This has more relevance as more Libraries obtain the same online facility while there is some evidence to suggest that students wants quiet study space and not always specific material during the evening hours.

More specifically the University Library and the three Affiliate Libraries on the Sedgwick site could agree and source opening hours which would ensure agreed levels of availability and accessibility within optimum resource costs.

Recommendation 12
That the Director of Library Services explore the potential with the University Library and Affiliate Libraries for agreed optimum opening hours which would protect the accessibility and availability of material within cost effective resource provision

There would also be the potential to explore how the Affiliate Libraries could protect the front-of-house service support and explore the potential to reduce workloads that might be done more efficiently (economies of scale) by a technical support team employing appropriate technology within the overall new service. The potential for such matters as ordering, cataloguing, classification, standard of cataloguing records, standards in general, shelf-ready material as well as many other areas could be determined by this new grouping. In any such arrangement it would be necessary to ensure that Affiliate/subject material was not held up in backlogs and identified for fast tracking. It would also be hoped that the realignment of back-of-house services would allow a more targeted efficiency and might give an added impetus to increased standardization of cataloguing records and the possibility of a faster turn round time (a study would be needed).

Recommendation 13
That the Director of Library Services, in any subsequent strategic review, which would include affiliate representation, should bear in mind the potential for a realignment of front-of-house and back- of- house across the new library service arrangement (that is including the Affiliate Libraries)

5.4 General staffing considerations and benefits

The staff in the model being advanced should be afforded equal treatment whether in the University Library or affiliate libraries. It thus follows that the Affiliate staff who retain their contractual rights and conditions of service would also benefit from being afforded clearer and more obvious opportunities for promotion and, where appropriate, be able to be considered for transfer to other jobs to provide more rounded career opportunities and development. This should assist the service in underpinning the potential for continuity of staffing and succession planning. The University will therefore benefit from retaining and developing a wider pool of staff drawn from the University Library and Affiliate Libraries

The Affiliate Library staff would also be able to avail themselves of the support in the areas of human resources and administrative support. As more Affiliates join there will be a need to explore additional human resource and financial administrative support.

It would also be an excellent opportunity for staff in the University Library to acquire and share specialist information and advice from the Affiliate Library staff and vice versa.
The new service model will also offer Affiliate Library staff wider training and development opportunities and permit them to enrich the process by offering their expertise too.
Further, the new model with the inclusion of Affiliate Libraries will also enrich the strategic planning process for the new library services of the University.

Recommendation 14
That the Director of Library Services be mindful of the specialist expertise that the University Library staff and Affiliate Library staff would bring to the new service, the potential for promotion, training and development opportunities and the enrichment of service to the staff and students of the University by involvement in the planning of the future service and the benefit for continuity of service and succession planning

Recommendation 15
That attention will need to be given to the provision of additional resource for human resources and financial administrative support as the number of Affiliate Libraries increase

5.5 Finance and related transfers

The predicated new model and opportunities proposed above is not only dependant on the need for a Director of Library Services but also on there being a guaranteed and protected stream of revenue with which the Director can administer support to the new Library service. The University Library would not have sufficient funds within its own remit to support the newly designated Affiliate Libraries.

The thirteen Libraries of the School of Humanities and Social Sciences Libraries have had an allocation of the order of approximately £1.5 million annually and of that approaching £200,000 is ring fenced for the Journal Coordination Scheme, £1,200,000 for staffing, and the remaining allocated to other headings including materials. In addition funds are also allocated from Trust, Donations Funds and Internal trading accounts.

The 2008/2009 actual expenditure as provided by the School of Humanities and Social Sciences for the three Libraries (Economics, History and Institute of Criminology) is presented below in the table.

HSS 2008/09 actual

Economics Library

Budgets

Expenditure

Stipends ABAA	90,490.00	*89,454.00*
Wages ACAA	70,748.00	*78,539.00*
Other Costs AAAA	57,115.00	*60,061.00*

Income

Marshall Library Fund AAAA	-21,384.00
Other Costs Credits AAAA	-16,994.00

History Library

Expenditure

Stipends ABAA	56,093.00	*55,776.00*
Wages ACAA	87,657.00	*99,500.00*
Other Costs AAAA	35,244.00	*44,330.00*

Income

Seeley Fund AiA	-4,342.00

Criminology Library

Expenditure

Stipends ABAA	37,516.00	*41,216.00*	
			(CS5
Wages ACAA	39,642.00	*65,599.00*	Vacancy)
Other Costs AAAA	4,891.00	*4,431.00*	

Income

Trading GAAA	-153.00

An analysis of the three budgets would indicate that the overwhelming portion of the budget is absorbed by staffing. With the recent decision to deduct a sum for the Journal Coordination Scheme, which is administered by the University Library, a relatively small amount is left for purchase of other materials. Trust funds, donations funds and internal trading accounts are increasingly being used to support core material and balance the budget.

It is, therefore, of paramount importance that the necessary funds be transferred from the Faculties, Departments and Other Institutions to allow the effective and efficient running of the integrated service by the Director of Library Services. The allocation to be transferred must be fair and equitable. It should be based on an average allocation given over the last five years rather than the last year. Information from the School secretariat will need to be sought.

It will also be important to ensure that the necessary Trust funds, Donation accounts, and internal trading accounts are also transferred. It is recognised that Trust fund clauses need to be explored and honoured.

The University Library can only work with the money it is allocated. It has no spare funds to supplement the desirable new service proposal. Its major advantage will be that it can pool funds and service to make a more coherent cost effective service.

However, caution is required. Should an actual reduction, or, a 0% increase in the University Library budget for the coming years be equally applied to the new Affiliate Libraries then, in effect, there will be a double hit applied to the Director of Library Services who would then also be required to cover for any shortfall in funding particularly arising from the Affiliate staff budget. It is recommended that a safety-net provision be applied to increase costs caused by the addition of the Affiliate Libraries.

Recommendation 16
That the funds presently granted to the Faculty, Department and Other Institutions (calculated over the average expenditure over the past 5 years) be transferred to the Director of Library Services for the financial year 2010 -2011 onwards. The sum should include provision for the finance given from Trust Funds, Donation Funds and internal trading accounts.

Recommendation 17
That the Director of Library Services should receive safety-net funding to protect against the shortfall of funding for the University Library and Affiliate Libraries should a reduction or 0% increase be applied to its budget in the coming years

There are additionally two areas in this model which will require further discussion, clarification and resolution between the Library service and the Faculties, Departments and the Other Institutions.

Firstly, as part of the transfer of the Library service there may be a need to draw up a service level agreement together with appropriate payment/arrangements covering how the defined library service space will be paid for in terms of heating, lighting, maintenance, cleaning, fixtures and fittings and the fabric. Various arrangements both formal and informal exist at present within the Faculties and Departments and Other Institutions. It may be appropriate to decide on a one-to-one basis for the best way forward through a flexible solution which ensures recurrent funding. It is understood that minor works and structural matters are dealt with through Estates but it may be important to be assured of this arrangement before transfer. There would be no possibility of the University Library paying for the above from its existing funds

Recommendation 18
That where appropriate service level agreements concerning heating, lighting, cleaning, maintenance of the building, fixtures and fittings, furnishing be identified and future funding agreed with the Faculty, Departments and Other Institutions and that whatever arrangements made to ensure that the University Library would not be able to take on such commitments without guaranteed recurrent funding

Secondly, there will also need to be a resolution about the responsibility for delivering and financing, through recurrent subvention, IT equipment, staffing support and IT maintenance, the networks and equipment. Again, the University Library would not be able to pay for this additional cost from its own present budget. It might be wise to be mindful that local site service support is normally preferable to meet the needs of the staff and students.

Recommendation 19
That the type and cost of IT equipment, associated maintenance and computing support be identified and agreement reached with the Faculties, Departments and Other Institutions. The University Library would not be able to take on this additional cost without recurrent financial subvention

5.6 Publicity, promotion and logo

The model which combines the University Library with the Affiliate Libraries would require for there to be much clearer and transparent information about the availability and accessibility of the collections and service levels. The whole student and staff community would be entitled to know of the services available across the libraries.

It would be incumbent on the Library service to promote and publicise the types and levels of service to be enjoyed by the community.

In order to signal the equality of opportunity and equality of service it may be timely for the University Library, as well as deciding on a new title to describe the service, to consider the commissioning of a new logo which more accurately represents the Library service rather than sustain the building-centric perception.

> **Recommendation 20**
> **That the Director of Library Services consider the desirability of providing clear and transparent on-going information about the new services following the addition of the affiliate libraries.**

> **Recommendation 21**
> **That the Director of Library Services may wish to consider the desirability of a new logo being commissioned which more accurately reflects the new service provision**

5.7 Working parties and ad hoc working groups

Once the framework for a new federal model for Library services of the University is agreed between the University Library and Affiliate Libraries, there will be a need to get down to a level of complexity concerning the detailed implementation (beyond the scope of this report). However, it is important to recognise that the extent of the success of this new working arrangement will be dependent on this detailed examination of each of the areas. The Faculty and Departmental and Other Institutional Library staff, together their Heads, and the staff of the University Library, share the onus to deliver solutions. The Library staff will be the key to the identifying and proposing of such solution. No one solution will necessarily suit all. It is therefore imperative that a range of working parties and ad hoc groups, with appropriate terms of refernce, be established to address the work programmes and resolve details, standards, rules, regulations and make further informed recommendations and decisions.

Empirical evidence will be required and such information can be derived from user surveys and use data, for example, the Arcadia Studies at Cambridge University Library or individual use studies such as that of Faculty of Economics Library which measured number of uses of collections.

> **Recommendation 22**
> **That, with regard to the detailed arrangements required for the new relationship, the Director of Library Services draws upon the expertise from the University Library staff and the Affiliate Library staff through the medium of working parties and ad hoc working groups with appropriate terms of reference**

5.8 Timescale

5.8.1 Affiliates

The sections above provides a framework which demonstrate the potential and benefits to be derived for the staff and students of the University and for the Library staff, from the creation of a new service consisting of University Library and Affiliate Libraries. The time is now right to offer an integrated and seamless service and work towards its delivery. The alternative is a reactive approach with the risk of stagnation and death by a thousand cuts.

The genuinely proactive approach advocated in this Report pools the resources to protect the collections, availability and accessibility to the Cambridge community. The student is not interested in who offers the service but rather that his or her needs are readily available and accessible at the right time and will support their teaching and learning endeavour (research is not the subject of this report).The Report demonstrates that there is sufficient symbiosis to offer services of quality in a time of diminishing resource. This is not the moment for inward looking service provision but rather a time to ensure that there is a joined-up service.

However, to achieve this will require a change of culture in which the wider service demands across the University are foremost rather than specific building-centric approach. It has to be a type of thinking which recognises that no building can be self-sufficient. The only sustainable way forward is to share and coordinate resource and utilise the existing staff experience across the University, reduce unnecessary duplication and protect the student learning and teaching experience.

Accordingly, it is now time to act. Officers of the University should be alerted to the desirability of the three Affiliate Libraries being included with the University Library in the 2009 Planning Round (for 2010-2011). Further that these three Libraries assume Affiliate status in August 2010.

During, and following the smooth transition of the first tranche of Affiliate Libraries, it is envisaged that there would be a timely, coordinated and systematic programme, in conjunction with the Schools and their Departments, Faculties and other Institutions, to increase the number of Affiliate libraries. Early and prioritised admission to the new arrangement might be desirable at it could increase the potential for the Affiliate Librarians to contribute to the future operational and strategic direction.

This process is likely to be time consuming and the Director of Library Services, although not expressed as a recommendation, might wish to give some detailed consideration as to the staffing required to ensure the process is overseen and achieved in a seamless and timely manner.

Recommendation 23
The Economics, History and the Institute of Criminology Libraries assume Affiliate status in August 2010 and that the time before then be used to progress the detailed requirements to ensure a smooth transition

Recommendation 24
That the University authorities be requested to consider the three Affiliate Libraries, in conjunction with the University Library, for the 2009 Planning Round (referring to the year 2010-2011)

5.8.2 College Libraries
It will be important for the newly configured university-wide Library service to enter into even closer liaison with the College Libraries over the extent of provision and availability of resources between the two groupings. (Colleges were not part of this study). It is recommended that the new Board which replaces The General Board Committee on Libraries and the Library Syndicate will deliberate on this matter and provide some guidance.

Recommendation 25
That the new Library Board give consideration to the closer working relationship between the newly formed wider Library Service and the College Libraries

6. THE WAY FORWARD
It is suggested that, at the appropriate time, this Report be circulated, *inter alia*, to all appropriate authorities and to the Library staff of the University Library and the Library staff of the three Faculty, Departmental and Institute Libraries.

The staff in those three Affiliate Libraries can be involved in influencing the strategic and operational developments and any restructuring requirements. Subsequently, more Affiliates will join on a coordinated and consistently agreed basis with the Schools.

The framework in this Report has been proposed which offers an incremental and coordinated approach. It is one that ensures a proactive approach will be taken and the service protected for the good of the entire University of Cambridge community. It is not designed to protect only one group but offer economies of scale and a pooled resource to all the staff and students of the University.

Finally, in view of the express need to keep the staff fully informed, it may be appropriate for a facilitated session to be convened to discuss the Report in the event that such a demand becomes apparent.

7 October 2009 AFM /JJM

Appendix A

List of those interviewed one or more times for this study

Professor John Bell	Past Chair, Council of the School of Humanities and Social Sciences
Professor Willie Brown	Chair, Council of the School of Humanities and Social Sciences
Professor Andy Cliff	PVC, Human Resources and Chairman Review of T and L Support Services
Emma Coonan	Research Skills and Development Librarian, University Library
Angela Cutts	Librarian, Faculty of Education
Julian Evans	Secretary of School of Humanities and Social Sciences
Mary Gower	Librarian, Institute of Criminology
Tony Harper	Head of Reader Services, University Library
Anne Jarvis	University Librarian
Huw Jones	Systems Support Librarian, University Library
Patricia Killiard	Head of Electronic Services and Systems, University Library
David Lowe	Head of European Collection and Cataloguing, University Library
Sue Mehrer	Acting Deputy University Librarian
Yvonne Nobis	Librarian Central Science Library
Andy Priestner	Librarian, Judge Business School
Hugh Taylor	Head of Collection Development and Description, University Library
Rowland Thomas	Librarian, Economics Faculty
Dr Linda Washington	Librarian, History Faculty
David Wills	Librarian, Law School

Note of a meeting held on 12 November 2009 to discuss the working relationship between the University Library and the Libraries of the Faculties, Departments and Other Institutions.

Present: [Names redacted.]

Apologies: [Names redacted.]

The meeting was convened to discuss the draft report by Dr Alan MacDougall (October 2009) on the implementation of the General Board's Review of Teaching and Learning Support Services. The report focussed on the Libraries of the Faculties of Economics and History and the Institute of Criminology. The Faculty of Economics had also provided a response to the report in a letter dated 11 November 2009.

The meeting noted that:
1.   The environment was changing and it was necessary to find a framework within which the University's Libraries as a whole could provide best service.
2.   The report had been compiled in very general terms and the details were thus as yet unclear.
3.   The consultant had spent some time with the Librarians of the three libraries which were the main focus of this pilot study, to gain an understanding of their characteristics and differences, as it was thought to be especially important that the Librarians were clearly a part of the process – each Librarian saw the sense in rationalisation but were proud of what they currently provided.
4.   The text book was still important to undergraduate students, the transition to electronic textbooks and other materials was slow, but the vision was to be able to provide a virtual teaching and research environment and eliminate duplication of materials in the process.
5.   The Faculty of Economics were concerned at the detailed recommendations in the report and surprised at some of the proposals, but they were also aware of replication of materials and that Economics students made use of the UL's online services. They stressed that there had not been any consultation within the Faculty on the proposals. The Faculty also emphasised that there should be financial savings as a result of any restructuring.
6.   The Faculty of History were generally enthusiastic but keen to work further on the details.
7.   The Institute of Criminology were not yet convinced of the benefits and were concerned that their current provision may be diluted by distanced management arrangements.
8.   All three Faculties considered that their libraries currently delivered an excellent service to students and staff, and feedback surveys supported this. It was important that any restructuring should enhance, rather than jeopardise this.
9.   There was general agreement that economies of scale should be possible through affiliation of Libraries and that other clear advantages for the site included the potential for arrangements for extended hours and for a coordinated approach to rethinking the nature of Library space.

The meeting agreed that:
1.   There was a need to clarify the most important details, i.e. resources, governance and operation, to enable the proposals to be subject to effective discussion.
2.   There were lessons to be learned from current successful examples, e.g. The Squire, and the Squire Librarian could be asked to present on how that arrangement works in practice.
3.   When the report is received by the General Board's Implementation Steering Group the meeting were keen that it be to provide a basis for discussion, only, and that it had been noted that all participants had concerns about some of its recommendations.
4.   There should be formal consultation with the institutions involved, probably during Lent Term, and the consultation document should be clear on the reasons for, and costs and benefits of, change and the important details noted above.
5.   If there were found to be insufficient time for the three Libraries to be affiliated effective 2010/11, there may be some transitional phase which could introduced then for full implementation to follow in 2011/12.

JGE
13 November 2009

Professor Hamid Sabourian
Chairman of the Faculty of Economics

Mrs Anne Jarvis
University Librarian
University Library
West Road

UNIVERSITY OF CAMBRIDGE

Faculty of Economics

11 November 2009

Dear Mrs Jarvis

Thank you for forwarding a copy of the report written by Dr Alan Macdougall, commissioned by the Implementation Steering Group, following the General Board's Review of Teaching and Learning Support Services.

The Marshall Library is a thriving, successful and essential part of the faculty, valued by students and staff for its specialist collection and high service levels. The Marshall Library is consistently rated extremely highly by students in survey returns and we are naturally anxious that any proposals should not affect this success.

Our main concerns are the following:

- What would the governance/management structure look like? How would students and staff feed into this? What role would the faculty play in the proposed new structure?

- What level of service could students and staff expect following any agreement? In particular, does the proposed rationalization mean a reduction in the service level?

- What are the implications for the use of the space currently occupied by the Marshall Library? The faculty is planning to use the Stats room in the Library for graduate students due to the current and future planned increases in MPhil and PhD student numbers. The faculty is not in a position to commit additional space within the building, including additional space in the basement area.

- That faculty/library reserve balances and trust fund investments cannot be committed to this proposal. The trust funds are linked explicitly to the Marshall Library and the other reserves are part of the faculty's general reserves.

- In terms of chest funding, the faculty (for its part) would agree to support the status quo in terms of current staff members and their existing grades, but there is concern over the suggestion in the proposal of promotions prospects as part of this re-structure, at this financially-difficult crossroads. The faculty has recently seen a 15% reduction in expenditure on stipends and wages due to pressure on the chest budget. Any re-structuring should help with achieving savings, particularly on staff costs, not lead to an increase in expenditure on salaries.

- It is unrealistic to expect the Marshall Library to achieve affiliate status by August 2010. The Faculty Board has not yet had the opportunity to discuss or comment on this report.

Appended to this letter are some of the specific recommendations from the report which we seek further clarification on.

Yours sincerely

Hamid Sabourian
Chair of the Faculty of Economics

A draft report on the implementation of the General Board's Review of Teaching and Learning Support Services with specific reference to a framework for the working relationship between the University Library and the Libraries of the Faculty, Department and Other Institutions

Recommendation 3

That the overall responsibility for the governance will be assumed by the new Syndicate (NB the recommendation of the General Board Review was that the present University Library Syndicate should be merged with the General Board's Committee on Libraries) through the Director of Library Services. The Chair of Faculty would therefore no longer have the responsibility for a Faculty, Department or Institute Library.

If the governance is to be assumed by the new Syndicate, by what mechanism does the faculty have input into the governance of the Marshall library.

Recommendation 4

That the Faculty, Department or Institute be encouraged to retain the Affiliate Librarians within the existing School structures/committees

Minor clarification: In what sense would they be in the School structures? As committee members?

Recommendation 5

The Affiliate Librarians should report through an appropriate senior Library officer to the Director of Library Services

Currently the Marshall Librarian reports directly through to the Chair of the Faculty and therefore to the Faculty Board. What is the detail of the vision of the governance and management structure under this proposal for affiliate libraries?

For instance, currently if the tripos or the MPhil or a research area of the faculty wishes to pursue new areas, the Marshall Library purchases the materials.

By what mechanism could the Faculty Board be assured that the Marshall Library would be able to properly support new courses or new MPhil programmes? The faculty is currently reforming its MPhil programme so this is pertinent at the present time.

Recommendation 6

That the opportunity afforded by the incorporation of Affiliate Libraries be used to encourage a new culture of thinking and purpose across the libraries

Currently, the Marshall Library has a culture of supporting the faculty's students as well as staff (teaching and research) to a very high standard and this is consistently demonstrated in student feedback. How would that culture

differ under this proposal and is there a risk that service to economics students and staff would suffer under these proposals?

Recommendation 8

That the potential for placing appropriate legal deposit items within the Affiliate Libraries be considered

If there is the possibility that legal deposit items are to be transferred to affiliate libraries this might lead to issues with space in the Marshall Library. The faculty would wish to retain and develop the Stats room in the Marshall Library for graduate student space, particularly due to the current and forecast rise in graduate student numbers.

Recommendation 9

That the Director of Library Services should, at an early stage, consider setting up a working group, including representation from the Affiliate Libraries, University Library, and others of relevance, and with appropriate terms of reference, to make recommendations on a more effective redeployment of materials and resource for the pursuit of better accessibility and availability to the student and staff community across Cambridge University

It might be reassuring to faculties and department if such a working group, were set up in advance of any commitment to these proposals, so that faculties could be assured that any recommendations would not be of detriment to their library?

Recommendation 10

That, in any review and restructuring, the potential for creation of posts as Heads of area which take into account subject groupings be considered

Are there funding implications in this recommendation?

Recommendation 11

That the effective and efficient redistribution of materials to provide an improved coordinated coverage, accessibility and availability, be accompanied by appropriate additional resource

Is this redistributing materials down to affiliate libraries in accordance with subject specialism? Is the Marshall Library expected to commit its own funds as appropriate additional resource to take on materials from the University Library (and or other departmental libraries)?

Recommendation 12

That the Director of Library Services explore the potential with the University Library and Affiliate Libraries for agreed optimum opening hours which would protect the accessibility and availability of material within cost effective resource provision.

What input would the faculty staff and students have in such explorations? And at what stage would they happen?

Recommendation 13

That the Director of Library Services, in any subsequent strategic review, which would include affiliate representation, should bear in mind the potential for a realignment of front-of-house and back- of- house across the new library service arrangement (that is including the Affiliate Libraries)

What might this mean, in practice, for any faculty library staff? Is it a centralization at the UL of functions such as purchasing, cataloguing etc?

Recommendation 14

That the Director of Library Services be mindful of the specialist expertise that the University Library staff and Affiliate Library staff would bring to the new service, the potential for promotion, training and development opportunities and the enrichment of service to the staff and students of the University by involvement in the planning of the future service and the benefit for continuity of service and succession planning

Many faculties and departments are currently facing severe cuts to their stipends budget and also facing the possibility of not filling crucial teaching and research posts. This faculty has recently seen a 15% cut in its stipends and wages expenditure

At a time with salary and pension costs rising at an alarming rate across the university, (with no easy solutions) is this, politically a sensible time to consider potential promotion and development opportunities among the university's cohort of library staff? And if so, faculties might expect that any additional costs of the re-structuring be found among savings from the re-structure. The faculty would be looking for value for money from any re-structuring proposals at this time.

Recommendation 15

That attention will need to be given to the provision of additional resource for human resources and financial administrative support as the number of Affiliate Libraries increase

It is not obvious there is additional resource to be provided for this activity, which (presumably) is carried out presently in faculties (and/or central HR). How is it proposed that this be resourced?

Recommendation 16

That the funds presently granted to the Faculty, Department and Other Institutions (calculated over the average expenditure over the past 5 years) be transferred to the Director of Library Services for the financial year 2010 -2011 onwards. The sum should include provision for the finance given from Trust Funds, Donation Funds and internal trading accounts

The Marshall Library has two trust funds, donations and internal trading accounts. This forms a substantial part of the faculty reserves. Is this recommendation requesting the total sum of all these accounts (including investments and library reserves) or just the average expenditure from these accounts over the last five years? It is not clear how the current service to staff and students from the Marshall Library could be improved by this recommendation. And the faculty would not acquiesce to release balances of

reserve accounts which are presently being committed to support faculty activity.

Recommendation 17
That the Director of Library Services should receive safety-net funding to protect against the shortfall of funding for the University Library and Affiliate Libraries should a reduction or 0% increase be applied to its budget in the coming years

At the current time, no faculty or department is immune to shortfalls in funding. The case does not seem to be made that the UL ought to be considered a special case. It is also not clear, if the UL *is* treated differently, what negative impact this might have on other activities within faculties/departments.

Recommendation 18
That where appropriate service level agreements concerning heating, lighting, cleaning, maintenance of the building, fixtures and fittings, furnishing be identified and future funding agreed with the Faculty, Departments and Other Institutions and that whatever arrangements made to ensure that the University Library would not be able to take on such commitments without guaranteed recurrent funding

At present, many faculties are attempting to maintain and where possible, improve services with increased efficiency, whilst having either zero-inflation budgets for consumables or falling expenditure budgets for stipends. Utilities costs (along with pensions costs) are expected to continue on a sharp upwards trajectory in the future.

If, for instance, the Marshall Library opening hours were to be lengthened, or staff numbers/salaries increased, this would create additional costs to faculties, that would not be acceptable.

Recommendation 19
That the type and cost of IT equipment, associated maintenance and computing support be identified and agreement reached with the Faculties, Departments and Other Institutions. The University Library would not be able to take on this additional cost without recurrent financial subvention

Equipment budgets have fallen drastically in the last few years and are not currently sufficient. It is not clear where additional resource would be found.

Recommendation 20
That the Director of Library Services consider the desirability of providing clear and transparent on-going information about the new services following the addition of the affiliate libraries.

It would be helpful if this information could be made available in these proposals. Currently, it is difficult to see clear benefit from these proposals to a faculty such as Economics.

Recommendation 21
That the Director of Library Services may wish to consider the desirability of a new logo being commissioned which more accurately reflects the new service provision

Is this of relevance to this consultation? Cambridge University Library is already a well-established brand. But more importantly, it would be helpful at this stage, to know what the new service provision would consist of.

Recommendation 22
That, with regard to the detailed arrangements required for the new relationship, the Director of Library Services draws upon the expertise from the University Library staff and the Affiliate Library staff through the medium of working parties and ad hoc working groups with appropriate terms of reference

It seems that the detail will be all important in these proposals and it is difficult to make an informed decision about the best way forward for the Marshall Library without knowing the detail.

Recommendations 23
The Economics, History and the Institute of Criminology Libraries assume Affiliate status in August 2010 and that the time before then be used to progress the detailed requirements to ensure a smooth transition

Given that November is the first opportunity that faculty chairs will have to consider this document, at what stage would Faculty Boards be asked for their input? This report helpfully focuses attention on many questions, but they are yet to be discussed, and it seems at this preliminary stage, much greater detail will be required. It is unrealistic to expect this transition to occur by next summer.

Recommendation 24
That the University authorities be requested to consider the three Affiliate Libraries, in conjunction with the University Library, for the 2009 Planning Round (referring to the year 2010-2011)

The 2009 planning round has already happened at the initial stage between faculties and the School, so it seems this is too late for consideration with faculties.

Recommendation 25
That the new Library Board give consideration to the closer working relationship between the newly formed wider Library Service and the College Libraries

This would seem sensible.

General Board

Review of Teaching and Learning Support Services

Implementation Steering Group

Minutes of the third meeting of the Implementation Steering Group held on Thursday 26 November 2009.

Present: [Names redacted]

4.   Minutes

The Minutes of the second meeting of the Implementation Steering Group (ISG) held on 26 May 2009, with accompanying work plan as at May 2009 (ISG1b), were circulated for information.

5.   Matters arising

The Group was informed that there had been a Discussion on a Topic of Concern regarding the July 2008 Report of the Review Group. The transcript of the Discussion on 7 July 2009 was available in Reporter of 15 July 2009 at: http://www.admin.cam.ac.uk/reporter/2008-09/weekly/6157/30.html

The Group received General Board papers (GB 09.A.26 and 09.A.26b) from the meeting of 4 November 2009 for information. The Group was informed that Council, at their meeting on 23 November 2009, had approved the Notice for publication.

6.   Progress with implementation

(1)   Recommendation 3: Libraries integration

The Group was informed that a report has been produced, by Dr MacDougall, dated October 2009, on a framework for developing the working relationship between the University Library and the Libraries of the Faculties, Departments and other institutions.

The Group received:
(a)   the draft MacDougall report;
(b)   a note of meeting between representatives of the Faculties of Economics and History and the Institute of Criminology, the University Librarian and the Head and Secretary of the School of Humanities and Social Sciences, held on 12 November 2009 to discuss the report;
(c)   a letter from the Faculty of Economics dated 11 November 2009.

The Group noted that:
(a)   the consultant had spent some time with the Librarians of the three libraries which were the main focus of this pilot study and they were reported to be keen to proceed with affiliation;
(b)   the draft report had been compiled in very general terms, and the details were thus as yet unclear, and there was a need to clarify the most important details, i.e. resources, governance and operation, before the proposals could be subject to effective discussion;

(c) the draft report did not make explicit any of the benefits of affiliation which should include improved effectiveness, efficiency and better value for money;

(d) the draft report formed a basis for this discussion but the Group did not accept its recommendations in their present form and wider circulation would not therefore be constructive.

The Group agreed that:

(a) a model governance structure should be developed for an Affiliated Library (action: Librarian, Academic Secretary);

(b) an implementation plan should be produced to forecast the financial outcomes and benefits of the affiliation of departmental libraries, starting with the Humanities and Social Sciences examples (action Librarian, Secretary HSS);

(c) the above items should support consultation with the institutions involved, during Lent Term 2010, and the consultation document should be clear on the reasons for, and costs and benefits of, change (action: Librarian);

(d) the Council of the School of Humanities & Social Sciences should consider, as a transitional measure for 2010/11, identifying and isolating agreed budgets for the three Libraries earmarked for affiliation (action: Secretary HSS).

(2) Recommendation 4: CARET and the UL

The Group was informed that the UL and CARET aimed to prepare independent plans and sum them together to create a joint submission for Planning Round 2009. Subsequently they would work together to draw up a more integrated plan to be developed during the implementation process and completed in June 2010. A request for £100K funding for five years for the running costs of CamTools had been submitted to ISSS under the UL.

The Group agreed:

(a) that it would be helpful to explore the possibility of seconding the Director of CARET to the UL for a period to create an opportunity for him to develop a vision of electronic services in the UL (action: Librarian, Academic Secretary);

(b) that consideration should be given to the reconfiguration of the CARET Management Committee as a University Library E-services Committee or similar (action: Librarian, Academic Secretary);

(c) that a clear business plan for CamTools should be developed to inform discussions about its future funding (action: Librarian, Director CARET).

(3) Recommendation 6: journals and the colleges

The Group was informed that the Cambridge Colleges Libraries Forum (CCLF) Journals subgroup under the chairmanship of Dr Mark Nicholls (Librarian, St. John's College) planned to recommend to the CCLF that the interests of College libraries appear in principle to be best served by greater integration with or full membership of the Journals Co-ordination Scheme. The CCLF had agreed to nominate Dr Mark Nicholls as the Colleges' nominated representative on the Journals Co-Ordination Scheme Steering Group.

The Group welcomed the inclusion of college representation on the Journals Co-Ordination Scheme Steering Group but they noted that the lack of a mechanism for managing journals subscriptions, and in particular cancellations and duplications, across the whole University including the Colleges was wasteful and very costly.

The Group agreed that a paper should be produced to highlight the issues to Bursars etc. including proposals for pragmatic solutions for the benefit of Cambridge as a whole (action: Librarian).

(4)   Other recommendations

The Group reviewed progress on the other recommendations and agreed that the creation of the Teaching & Learning Services Steering Group should be a priority for the General Board in the Lent Term.

7.   Procedure of the Group

The Group noted that it was to be the final meeting under the Chairmanship of Professor Andrew Cliff and thanked him for the energy and drive he had put into its work.

The Group noted that the Pro-Vice-Chancellors (Planning & Resources and Education), with the Academic Secretary, would make a recommendation about future chairmanship of the Group.

JGE
30 November 2009

NOTICES BY THE GENERAL BOARD

General Board review of teaching and learning support services: Notice

The General Board have set up a committee to review teaching and learning support services in the University. The scope of the review principally concerns activities currently supported by the University Library, the University Computing Service, the Language Centre, and the Centre for Applied Research in Educational Technologies, as well as the co-ordination of pedagogic support.

The Terms of Reference are 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 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 organizational structure and governance of these activities
- the development of the University library system.

The membership of the Committee is:

Professor Andy Cliff (Chairman)
Professor Tony Badger
Dr Nick Bampos
Mr Peter Coulthard
Mr Simon Lebus
Professor Melveena McKendrick
Professor John Morrill
Ms Jan Wilkinson (University of Manchester)
Professor Steve Young

Graham Allen (Secretary)
Julian Evans (Assistant Secretary)

Members of the University are invited to send any comments on the review, before 31 March 2008, to the Assistant Secretary, Julian Evans, at jge24@admin.cam.ac.uk, or to him at the Academic Division, The Old Schools, Cambridge, CB2 1TT.

SEE PARA 3

Annual Report of the General Board to the Council for the academical year 2007-08

1. Introduction

1.1. The General Board present this Annual Report to the Council summarizing their activities during the academical year 2007-08. Major tasks of great importance to the University completed in the course of the year include:

- The satisfactory outcome to the Institutional Audit by the national Quality Assurance Agency (QAA) (para. 2.1);
- The completion of the Board's review of Teaching and Learning Support Services (para. 3.1);
- The completion and submission of the University's return to the 2008 Research Assessment Exercise (RAE) (para. 11.1).

1.2. Turning to the institutions under the Board's supervision, the Board proposed the establishment of the HRH Prince Alwaleed Bin Talal Centre of Islamic Studies, supported by a most generous gift of £8m from His Royal Highness (*Reporter*, 2007-08, p. 568). The amalgamation of the Department of Chemical Engineering and the Institute of Biotechnology, forming a unified Department of Chemical Engineering and Biotechnology, was approved (*Reporter*, 2007-08, p. 440). The Cambridge Programme for Industry was incorporated as an institute with the School of Technology (*Reporter*, 2007-08, p. 957).

1.3. During the course of the year the Board approved the adoption of Standing Orders; arrangements for Visiting Committees across the University; student representation on the Councils of the Schools; and guidelines for the appointment of Heads of Schools.

2. Internal and national arrangements for quality assurance and enhancement

2.1. The University's educational provision was subject to a QAA Institutional Audit in February 2008. The QAA judged that 'confidence can reasonably be placed in the soundness of the University's current and likely future management of the academic standards of its awards and the management of the quality of the learning opportunities available to students'. The audit report highlighted the following areas of good practice:

- the work of the Senior Tutors' Committee;
- the Board's learning and teaching review process;
- the quality of Cambridge's published information; and
- the range of admissions-related initiatives, especially those promoting widening participation.

In the light of the report's recommendations the Board's Education Committee is developing a framework for conversion of the credit-bearing certificates and diplomas currently awarded by the Institute of Continuing Education into University awards, with a view to the Board reporting to the Regent House in the Michaelmas Term 2008. The Report will also encompass awards offered by other University institutions. The Board, through their Education Committee, will be looking at ways to develop quality statements to gather qualitative evidence and good practice from local reviews of courses. The Board have agreed that all postgraduates who teach should receive appropriate training. The full audit report is available at the QAA website (http://www.qaa.ac.uk/reviews/reports/instIndex.asp).

2.2. A number of the University's teaching programmes are subject to scrutiny by professional statutory and regulatory bodies. During the year the Board were pleased to note the positive reports on aspects of the University's provision from: the General Medical Council, the Engineering

Accreditation Board, European Quality Improvement Systems (Judge Business School), the British Computer Society, and the Institution of Engineering and Technology.

2.3. The Board's Learning and Teaching Reviews are now an established part of the University's quality assurance arrangements, and were commended by the QAA as 'comprehensive in scope and fit for purpose'. The following institutions were reviewed in 2007-08: the Departments of Architecture, History of Art, and Physiology, Development, and Neuroscience, the Faculties of Classics, Economics, and Archaeology and Anthropology, and Judge Business School. Reports of the reviews of the following institutions were considered and the recommendations arising from them taken forward: the Departments of Biochemistry, Chemical Engineering, Geography, Zoology, and the Scott Polar Research Institute, the Institute of Continuing Education, and the Faculties of Divinity, Education, and Social and Political Sciences. The Board have commissioned a Strategic Review of the Institute of Continuing Education to report by January 2009.

2.4. Part of the publicly available data about universities is the National Student Survey (NSS). The Board recognize the importance accorded to the Survey by Government and the Higher Education Funding Council for England (HEFCE) in allowing potential applicants to make comparisons between institutions via the Unistats website, as well as being used in league tables. Following extensive discussions, Cambridge University Students Union (CUSU) altered their stance on the Survey and, for the first time since its inception in 2004, the response rate from Cambridge final-year undergraduates exceeded the threshold (50%) for publication of university-wide data. The results of the 2008 survey were published on the Unistats website (www.hero.ac.uk/uk/inside_he/education_quality_and_standards/unistats.cfm) in September. The Education Committee has access to a more detailed analysis of the data which will be reviewed in the Michaelmas Term 2008.

3. Teaching, learning, and assessment

3.1. The Board set up a Review Committee in October 2007 (*Reporter*, 2007-08, p. 526) to look at Teaching and Learning Support Services, which reported in July 2008. The scope of the review principally concerned activities currently supported by the University Library (UL), University Computing Service (UCS), Language Centre, and Centre for Applied Research in Educational Technologies (CARET). The principal recommendations of the report concerned:

  (i) developing the role of the University Librarian as Director of Library Services, responsible for all Library provision in the University;

  (ii) accelerating the process of centralizing journal subscriptions, to become the responsibility of the University Librarian, working in consultation with the Journals Coordination Steering Committee;

  (iii) bringing the management arrangements for CARET and the Language Centre within the remit of the Librarian, and the abolition of the separate formally constituted management Committees;

  (iv) the formation of a new body, 'the Teaching and Learning Services Steering Group (TLSSG)', responsible for pedagogic support, reporting to the Education Committee (for policy) and the Information Strategy and Services Syndicate (in relation to IT strategy); and

  (v) the role of the University Computing Service in pedagogy to be the subject of future review.

The Board will consider comments on the proposals and make substantive recommendations, where the University's approval is required, in the course of 2008-09.

3.2. During 2007, the Education Committee consulted Faculty Boards and other authorities on a number of issues relating to the structure of the undergraduate Tripos. As a result, a draft consultative Report is being prepared for publication in 2009, proposing that the award of the B.A. Honours Degree should require candidates to have passed a Part II examination. This move was endorsed by the QAA in its audit report, as necessary to ensure that the Cambridge B.A. is consistent

with the Qualifications Framework for Higher Education.

4. Degrees, courses, and examinations

4.1. The Board approved numerous proposals for the revision of teaching programmes. Amongst the most significant changes were the creation of a new Asian and Middle Eastern Studies Tripos to replace the Oriental Studies Tripos for new students in October 2008; the introduction of a full three-year Linguistics Tripos to commence in October 2010; and the introduction of an Executive M.B.A. course from October 2009.

4.2. The Social and Political Sciences Tripos was re-named Politics, Psychology, and Sociology for candidates entering in October 2008, to clarify the range of disciplines offered in the Tripos particularly for undergraduate applicants. New papers were created in the Modern and Medieval Languages Tripos to introduce students to Modern Greek and to Ukrainian. A new undergraduate student exchange scheme was established between Engineering and the Ecole Centrale Paris.

4.3. The Board approved the withdrawal of the Diploma in Computer Science and Part II (General) of the Computer Science Tripos, and the indefinite suspension of the Double Maître option in the Law Tripos from 2009.

4.4. New M.Phil. courses were approved in Environmental Science, Modern South Asian Studies, and Advanced Computer Science. In addition, the Board approved the conversion of the M.St. in Latin American Studies to the first part-time M.Phil. course.

5. Undergraduate admissions

5.1. In addition to the Undergraduate Admissions Committee's ongoing role in liaising with the Colleges in monitoring admissions numbers, and reviewing admissions targets, procedure, and practice, it has given particular attention to several areas.

5.2. On the recommendation of the Committee, in October 2007, the Board endorsed a proposal that the general examination requirements for matriculation be replaced with subject-specific requirements; the Grace was approved on 23 April 2008.

5.3. The Committee also endorsed a refocused Widening Participation Strategy for 2007-10, and a formal protocol was drawn up to assist with closer monitoring of admissions numbers.

5.4. In March 2008, a proposal to establish a new post within the Unified Administrative Service (UAS), of Director of Undergraduate Recruitment, was approved. One of the Director's first tasks, in liaison with the Director of Admissions for the Colleges, will be the effective deployment of a most welcome £4m benefaction from Mr Harvey McGrath to support the University's recruitment and schools liaison activities. The increase in the proportion of students admitted from the state education sector to 59% from the start of the 2008-09 academical year reflects much hard work and commitment throughout the collegiate University to recruitment and widening participation activities.

6. Graduate education

6.1. The Steering Committee, established by the Board to implement the Action Plan arising from the Board's Review of Graduate Education and chaired by the Pro-Vice-Chancellor (Research), has taken forward those recommendations which commanded sufficient support across the University and amongst the intercollegiate bodies. It is overseeing two pilot projects (in the Department of Physics and the Graduate School of Life Sciences) testing the advantages (or otherwise) of devolution of admissions and other aspects of graduate student administration. The Steering Committee has also established a group to review the procedures for dealing with student examination appeals and complaints, as well as a group on graduate student funding arrangements. Good progress has been made in refocusing the agenda of the Board of Graduate Studies, to enable it to concentrate on strategic matters, with all Schools now represented on that Board.

7. International matters

7.1. The Board considered proposals for numerous international collaborations, among them schemes for research capacity development with the National University of Singapore and the King Abdullah University of Science and Technology (KAUST). They noted and endorsed the memoranda of understanding and research collaborations in India which underpinned the Vice-Chancellor's visit to India in January and advised on possible similar activity in the Gulf. Such proposals require careful consideration of both the opportunities for, and reputation risks to, the University.

7.2. Through the work of the International Office they approved new funding from the Banco Santander both for students from the Iberian Peninsula and Latin-America and for students studying those areas. Similarly they noted the increase in activity under the Erasmus Scheme and the International Summer Programmes through the International Alliance of Research Universities (IARU) as part of increased student mobility. The Board expect to give further consideration to International Strategy in the coming year.

8. University finance and planning

8.1. The Board, through the Planning and Resources Committee, were closely engaged in the consideration of the annual budget and the financial planning process. The next planning round will reinforce the devolution of budgets to Schools, with clear - slightly enhanced - potential expenditure envelopes, within which Schools (and others) will be expected to manage pay costs. With the anticipated level of pay increase due in October 2008 under the most recent national pay agreement that may be difficult but is expected to be achievable.

8.2. The financial representation of School Plans is rooted in plans developed by Schools and other bodies. The Board take the opportunity annually to review the School Plans, this year based on summaries developed by Schools within a common format.

9. Capital programme

9.1. The Board are engaged in discussions about a strategy to optimize the use of the capital funds made available by HEFCE for the period 2008-11 in relation to both academic needs and the revisions of the University's estate plan.

10. Establishment of Professorships

10.1. As a result of generous benefactions raised through the 800th Campaign, or other external funds, the Board proposed the establishment of the following Professorships:

- the Alborada Professorship of Equine and Farm Animal Science
- a Professorship of Cancer Therapeutics
- the A.G. Leventis Professorship of Greek Culture

10.2. The following Professorships were established with the support of prestigious competitive awards from the Wellcome Trust and the Royal Society:

- a Professorship of Protein Crystallography
- a Professorship of Immunology and Cell Biology
- a Professorship of Experimental Neuroscience
- a Professorship of Astronomy

10.3. In addition, the following Professorships were established supported on general University funds by the reallocation of recurrent funding within the Schools concerned:

- a Professorship of Education
- a Professorship of Macroeconomics
- a Professorship of Health Services Research
- a Professorship of Nuclear Medicine

11. Research policy and the Research Assessment Exercise (RAE)

11.1. The University's 2008 RAE return was submitted successfully three weeks after the HEFCE census date of 31 October 2007 and one week before the official deadline. The return comprised 47 submissions from 59 Departments covering the research outputs and achievements of 2,289 staff assessed by Faculty and Departmental RAE Committees as fulfilling both HEFCE and their own academic criteria. The Board's RAE team handled centrally as much of the work as possible, but Faculty and Departmental staff with designated RAE responsibilities also faced a very heavy burden. The Board are grateful to these staff for their invaluable support. The ensuing audit by HEFCE has concentrated mainly on eligibility for inclusion with particular reference to non-University staff included on the basis of their close affiliation with a Faculty or Department. Across the whole University submission only four University staff have been judged by Panels as too junior for inclusion. This excellent outcome has justified the Board's approach of including as many as possible of our academic staff at an early stage in their academic career. The results of the Exercise will be released in mid-December 2008.

11.2. The Board are concerned, however, that for most STEM subjects (science, technology, engineering, and medicine), the results of the RAE 2008 will only fully inform the HEFCE block grant for two financial years. This follows HEFCE's announcement in May 2008 that the RAE will be replaced by a metrics-based Research Excellence Framework (REF) involving the use of citation indicators, wherever these are readily available, to inform assessments. Within the proposed REF programme, HEFCE are to hold a bibliometrics assessment exercise in STEM subjects in 2010; the results will influence funding allocations in these areas from 2011-12. The 2010 exercise is to be followed by a full assessment exercise for all subjects in 2012-13 in which quantitative indicators will play a major role but with light-touch peer review incorporated for those subjects where citation analysis is not appropriate.

11.3. HEFCE have identified their broad approach to constructing REF citation indicators but many details are unresolved. The University is one of twenty-two Higher Education Institutions participating in a pilot to support the development of the new arrangements. Although the pilot is an unwelcome burden in a very restricted timescale the experience gained should be of considerable benefit to the University in its planning for the 2010 and subsequent exercises.

11.4. The Board are advised on policy issues arising from the funding and conduct of research within the University by their Research Policy Committee. As well as reviewing the preparations for and execution of the RAE in 2008 and monitoring developments for the REF, the Committee received reports on the progress on strategic initiatives (such as Neuroscience, Conservation, Infectious Disease, Energy). The Committee also took the opportunity to review the Service Plan and Goals of the Research Services Division overall and in particular the operation of the Partnership Group.

11.5. Standing items for the Committee include reviewing reports and analysis on research applications, awards, and expenditure, the impact of Full Economic Costing (fEC), and the progress of specific interdisciplinary projects and major bids. Cambridge Enterprise reported on its progress and presented its business plan. Members who are associated with funding bodies were invited to update the Committee on their funding body's programme. Reports were received about the Research Council UK (RCUK) visit and the delegation who visited the University from the Engineering and Physical Sciences Research Council (EPSRC).

11.6. During 2007-08 a small working group met to identify the scope of pricing and costing issues related to industrial research. This work continues and the group will report in 2008-09. The Committee also considered the process by which limited number calls for proposal were put forward by the University.

11.7. Following a recommendation from the Research Policy Committee, the Board have consulted Councils of Schools on the need for a University Research Ethics Committee which would be responsible for codifying a common University research ethics policy and for maintaining and overseeing the work of established local committees. This proposal has received unanimous support and the Board will establish this Committee in the near future.

12. Human Resources (HR)

12.1. The Personnel Committee, a Joint Committee of the Council and the Board, was renamed the Human Resources Committee. Members of the Board were closely involved in consultations which had led to a major restructuring of the Human Resources Division to ensure the strengthening of the HR service, through the provision of a dedicated HR team to each School and the UAS/Non School Institutions (7 in total), thus allowing greater accessibility to HR expertise. In addition the review has also resulted in the approval of a consolidated HR Business Service Unit and dedicated strategic support and policy development area.

12.2. Policies on Disability Equality and Gender Equality were approved by the University (*Reporter*, 2007-08, pp. 211 and 243 respectively). The Equality and Diversity area remained focused on developing the University's equality schemes and promoting best practice in all areas, in particular through compliance and the use of impact assessments to assess recruitment of staff and students. The staff development function was renamed the Centre for Personal and Professional Development (CPPD) and continues to provide training programmes (both practical and academic) across the University.

12.3. Training and development opportunities for academic and research staff and for graduate students have continued to grow, often in partnership, with a variety of contributors drawn from across the Collegiate University. 2007-08 saw the successful pilots of programmes for new and aspiring Principal Investigators and a 'Teaching Associates Programme', accredited by the Higher Education Academy and providing a nationally recognized qualification in teaching and learning in higher education for graduate students and early-career post-doctoral researchers. The Graduate Development Programme exemplifies strengthening relations with the Schools, Faculties, and Departments.

12.4. Governance and oversight arrangements were reviewed during the year and an Equality and Diversity Committee established which held its inaugural meeting in July 2008. The objectives of the Committee included recommending and overseeing the strategic direction and implementation of equality and diversity policies and practices within the University.

12.5. The University's policy on the retention of staff after retirement was reviewed in the light of the experience of two cycles of operation and a revised document approved by the Board. Work on the revision of Statute U, following a consultation exercise in 2007-08, will be carried forward in the coming year.

13. Health and safety

13.1. The University continued to attract attention from the enforcement authorities and regulators due to its prominence in the higher education field. A measure of how successfully safety issues were managed by the University with the support of the Health and Safety Division (the 'Safety Office') is the continued low level of intervention by all of the statutory enforcement agencies compared to a relatively high level of inspection. This continues to be achieved through the comprehensive provision of guidance and policy documents (including web-based support), accredited training, internal auditing, professional advice, and ongoing support by Safety Office staff. The ongoing re-structuring of the Safety Office will involve greater de-centralization of safety management, providing more 'risk-focused' support at School and Department/Institution level to enable the University to maintain legislative baselines and robust systems for health and safety management as part of the overall risk management process.

14. Libraries

14.1. The Board's Committee on Libraries has noted the continuing progress of the scheme for the co-ordinations of journals, which now encompasses all Schools except the School of Arts and Humanities, and that discussions are proceeding about the duplication of journals between the Colleges and between the Colleges and the University. It has however registered its concern that funding for the scheme has not increased at a rate sufficient to permit new acquisitions.

14.2. Other areas of advancement over the past year include the establishment of the Librarians' Development Day as an annual event and the increasing importance of the eBooks project.

14.3. The Committee has maintained its rolling programme of visits to Faculty and Departmental libraries in the University, and is pleased to report continuing evidence that a good service is being provided.

12 November 2008	ALISON RICHARD, *Vice-Chancellor*	TOM BLUNDELL	RICHARD HUNTER
	A. P. BAGSHAW	W. BORTRICK	D. W. B. MACDONALD
	NICK BAMPOS	WILLIAM BROWN	J. RALLISON
	GRAEME BARKER	PHILIP FORD	PATRICK SISSONS
	JOHN BELL	RICHARD FRIEND	I. H. WHITE

REPORT OF DISCUSSION

Tuesday, 7 July 2009

A Discussion was held in the Senate-House. Deputy Vice-Chancellor Professor John Rallison was presiding, with the Registrary's deputy, two Pro-Proctors, and thirty-three other persons present.

The following Reports were discussed:

Report of the General Board, dated 3 June 2009, *on the establishment of a Professorship of Musical Performance Studies* (*Reporter*, p. 857).

No remarks were made on this Report.

Topic of concern: *The unpublished report from the committee reviewing teaching and learning support services* (*Reporter*, 2007-08, p. 526). ≥ *The Notice on 20/2/08*

Mr J. P. KING (read by Mr J. WARBRICK):

Mr Deputy Vice-Chancellor, my name is Julian King, I am a member of the Regent House. I organized this topic of concern. I am also employed within the University Computing Service.

I started this process having realized that there had been a failure to operate under a sound open governance process. This was highlighted by the realization that the only way to find out what had happened was through a number of Freedom of Information requests.

I am sure that other speakers will raise many issues. Many of these issues will be concerned with specifics of the recommendations in the report. I am not concerned with these specifics. They may be right, they may be wrong. My concern is that there is no way for a normal member of the Regent House to be able to weigh up the evidence and come to a conclusion. The University is intended to be managed by the members of the Regent House, and if we fail to have an open process then this intent will clearly fail.

The General Board initiated a review into teaching and learning support services.[1] The review did not consult widely enough as is apparent from the responses to the General Board when the unpublished report was distributed to even a relatively modest set of interested parties.[2]

It is likely that this happened because of the commonly identified problem of poor communication within the University.

Clearly the General Board could not have been aware prior to receiving these responses that the consultation was not wide enough. I suspect that due to perceived time pressures the decision was taken to press ahead with the implementation, rather than to check its conclusions.

The observation that there were significant failings in the process seems to be well supported by the documented evidence.[3] It would seem appropriate that steps are taken to rectify these failings, not just for this particular process but for future processes. Indeed, given these failings, can anyone be truly surprised that the government is pressing us to reform our governance? If we wish to avoid ill-considered outside measures then surely we must take measured steps to change ourselves.

Thus I urge the General Board to issue a statement of intent that they will adhere to a much more open practice with regards major decisions in the future. Specifically, that they will always publish findings of future reviews in the *Reporter*, hopefully followed by a response to this by the General Board shortly afterwards. It would seem appropriate that the Council issued a parallel statement of intent.

Furthermore it would seem appropriate that the General Board and Council make all papers that could be requested under the Freedom of Information Act publicly available as a matter of course.

As for the specific matter addressed by this report, I am confident that this will be dealt with appropriately since the General Board, at the very least, will bring a Grace to the Regent House as per their statement of intent in this regard. Indeed, given the responses indicated that affected parties were disenfranchized, would it not make sense for the General Board to ask the review panel to restart the consultation process, before publishing an amended report?

[1] http://www.admin.cam.ac.uk/reporter/2007-08/weekly/6103/10.html

[2] Comments on the report were invited from: Councils of Schools, University Librarian, Director of the University Computing Service, Director of the Language Centre, Director of CARET, Senior Tutors' Committee, Education Committee, Committee on Libraries, ISSS. See http://www.whatdotheyknow.com/request/11169/response/30945/attach/3/FOI-2009-56%20-%20ISG2.pdf

[3] A timeline to put most of the facts into context can be found at: http://www-uxsup.csx.cam.ac.uk/~mbb10/TLSS/analysis_of_responses_to_report.html

Mr N. M. MACLAREN (read by Mr J. WARBRICK):

Mr Deputy Vice-Chancellor, the events that forced us to call for this Discussion are truly baffling, but not as baffling as the way this Discussion has been arranged. None of the report involves confidential matters, or even potentially embarrassing material. Why was it not published as a draft report for internal University access when the Discussion was scheduled?

This ridiculous level of secrecy has led to some serious flaws in the report, of which I shall mention just one. It is an omission of a very important area of pedagogic support, probably because the Committee and those it contacted did not think of it, and most of the people who might have reminded them did not see it.

It is common for research students and members of staff to encounter problems that need the academic skills of other disciplines, at a level that is taught in a Tripos, diploma or similar. Many of these are mathematical in nature, especially statistics, advanced algebra, numerical analysis, and several aspects of computer science. In some cases, a consultancy with an expert will be enough but, in others, the person needs to develop a solid understanding of the area (i.e. not just use formulae).

The provision of such support is clearly something that falls within the Terms of Reference of this report. Before considering the report, let me describe how it has been provided in the past.

The first step is clearly a student's supervisor or colleagues within the same Department. However, that often fails because there is nobody with both the relevant skills and the time and inclination to help out. This is particularly common when the person is pursuing an innovative line of research - surely something that we should be encouraging.

Beyond that, the support has been provided from two sources. One is to find a helpful expert in another Department, who is unlikely to get any credit for the effort involved. A few people have formally taken on such tasks, such as Dr Altham of the Statistical Laboratory and Dr King of the Computer Laboratory, but not many; the former has retired and the latter is about to. The second is the Computing Service, which may surprise some people.

From about 1970 to 1985, the Computing Service provided formal advice on and teaching of statistical and numerical analysis, some other branches of mathematics, and what was later to become computer science; several people were appointed specifically to provide such support. For various reasons, the service was reduced, but we have never entirely stopped providing it on a 'best efforts' basis, and often uncredited.

So much for the history and background. What does the report say? It does not seem to mention this area, and the Committee seems to be unaware of this pedagogic requirement.

Section 3.3 paragraph 1 quotes the Language Centre's mission, which includes this, but says no more. Section 3.2 paragraph 1, section 5.2 paragraph 4 and section 6 point (7) refer to the Computing Service only as a provider of infrastructure and courses on software. Section 3.4 paragraphs 1 and 2

state that CARET's aim and function are in the support of teaching, not its provision, and section 6 point (4) recommends its transfer to the University Library. Section 3.5 paragraph 2 and section 6 point (8) state that the Human Resources Division has some teams supporting this area.

The 'Next steps' entries of the Implementation Steering Group's summary confirm that the report's recommendations have been accepted, and that there should be a review of the Computing Service. There is no mention anywhere of how teaching and advice at the level I am referring to would be provided, or even which organization would take responsibility for it.

I sincerely hope that the General Board do not consider that research students and members of staff should be able to teach themselves other disciplines to degree level or above without assistance. If that were reasonable, we could dispense with most of our teaching and simply tell the students to learn what they need to!

It is fairly obvious that CARET and the Human Resources Division have a role in enabling teaching, learning, and advice, but will not have the specialist skills to provide it themselves. Is the intention to outsource such support? And, if so, to whom? If we can improve our services by outsourcing graduate and staff level teaching and advice on our own disciplines to an external body, why don't we do that for all of our teaching?

So what should be done about such pedagogic support? There are many reasonable options, and the General Board should take action to ensure that they are considered in a revised report.

Mrs A. N. KING:

Mr Deputy Vice-Chancellor, I want to take this opportunity to outline the Language Centre's position on the General Board review and its recommendation vis-à-vis the Language Centre. This paper represents the view of my Management Committee, and has the full support of the Chair of my Management Committee.

The Language Centre would like to reiterate that it is *not* in favour of becoming a sub-department of the University Library (UL) for the main reason that there is little academic synergy between these two organizations, 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.

On budget issues, it has been suggested that the budget of the UL is large, and some could perhaps be diverted for the Language Centre initiatives. There would, however, be no guarantee that this would happen, as the UL has different funding priorities and is unlikely, in our thinking, to be inclined to divert funds to the Language Centre.

On management issues, it has also been argued that having the Head of the University Library as line manager of the Language Centre would give the Language Centre 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.

We do have a position, we're not just against - we have ideas in the Language Centre: The Language Centre instead favours the formation of a Directorate of Teaching and Learning, which, like academic Schools, would have a Head, a Council, and a budget. The Directorate should embrace all teaching and learning support services, and the Head would be specifically asked to ensure that they worked together to ensure optimal delivery of support services.

The review raised a number of points regarding the Language Centre which may give a misleading impression and we feel that it is essential to rebut these.

Comment 1:

> ... it has not so far been possible to develop a sustainable funding model which can be extended to cover a large range of languages

Let me put that in context: we do have online provision for six languages. The online provision has been developed by Language Centre in-house staff, and contract staff, and the funding has been

sought and found externally. 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 170 languages for which online resource support is offered. There is no way, neither would it be possible, nor would it be effective, to do that. It is certainly true that there is not enough income from the General Board 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.

Comment 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

This comment appears to refer mainly to the Junior CULP programme. CULP, for those of you who may not be familiar with it, stands for Cambridge University Language Programme. It is an institution-wide language programme for language learning for local schools, taught on Language Centre premises on a few Saturdays. We would like to stress once more that the non-core activities serve the local community, particularly local schools, on a cash flow neutral basis. Other external activities provide the funding that supports the core activities.

The provision of Junior CULP, which, by the way, is an award-winning programme, appears to us to represent a valuable outreach activity which could be used to defend the University against allegations of elitism.

Furthermore, the Centre's recent successful biddings to become the East of England Regional Language Support Centre for schools and FE Colleges within the DCSF-funded Links into Languages Project, and be a major partner within the Open School for Languages DCSF-funded Project, have again emphasized that the Language Centre's expertise and experience of supporting teaching and learning have been recognized nationally, and indeed internationally. In addition, the Centre will be raising much needed revenue from these two recent initiatives. I don't think you can be entrepreneurial enough, if you see what I mean.

Comment 3:

> 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

Our answer? We agree that a closer link with CARET in the provision of online resources 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'.

Comment 4:

> 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

It is true, we say, that the Language Centre has always relied on attracting external funding to develop its online provision, and the Centre should be congratulated for this, and not hit on the head. 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. To date the Language Centre has developed online provision in Chinese, French, Italian, and Spanish. It is updating its German online provision and thanks to both DCSF-funded projects cited above, we will have the necessary funding to develop Arabic and Japanese.

Finally, we note that there is much reservation about the proposal from other University institutions, not least from the UL itself, which states in its 6 November 2008 response to the General Board review (point 5) that:

The Syndicate wishes to record its reservations regarding the 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.

I have a few more quotations, which I think are extremely revealing. Here are other reservations:

From the response of the School of Arts and Humanities on 28 October 2008:[1]

General unhappiness among members of the Council concerning the appropriateness of establishing the Language Centre as a sub-department of the UL.

From the response of the Department of Architecture on 3 October 2008:[2]

What does not appear to have been considered is the UL's suitability as an organizational umbrella for teaching organizations like the Language Centre ... which works closely with those who use its services. The report acknowledges that 'one of the strengths of the smaller organizations is that they are small, hungry, able to move fast and take risks', but conspicuously fails to show how these qualities would be preserved.

From the response of the Faculty of Asian and Middle Eastern Studies on 3 October 2008:[3]

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 further discussions.

From the response of the Chairman of the Faculty Board of English on 2 October 2008:[4]

We would 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 capitalise on the possibilities of electronic, online, and virtual leaning environment initiatives, the Review Committee has kept fully in view the paramount needed to integrate these developments with traditional, face-to-face, interpersonal methods. My own view is that the model developed by the Language Centre, to which the 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. 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) cannot flourish.

From the response of the Faculty of Modern and Medieval Languages on 6 October 2008:[5]

The Faculty shares the view of the Director of the Language Centre that no genuinely convincing case has been made for bringing the Language Centre, with its extensive teaching role, under the wing of the UL.

Ladies and gentlemen, Deputy Vice-Chancellor, I would like to conclude by reiterating that we are not in support of the General Board recommendation to reassign the Language Centre within the UL for all the reasons outlined above. However, we support a Directorate of Teaching and Learning to ensure optimal cooperation amongst all University pedagogical providers.

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1 http://www.whatdotheyknow.com/request/reports_of_the_implementation_gr#incoming-30945 under FOI-2009-71 (Beckles).pdf

2 ibid.

3 ibid.

[4] *ibid.*

[5] *ibid.*

Mr R. J. DOWLING:

Mr Deputy Vice-Chancellor, I am a member of Council but I am speaking here in a personal capacity as a member of the Regent House.

Our story begins in the *Reporter* of 20 February 2008[1] with a Notice from the General Board that it had set up a committee to review teaching and learning support services in the University. The Notice gave terms of reference, membership, and a request for comments.

So far, so good. This is how reviews should be launched.

But now we move forward to the *Reporter* of 2 December 2008 and the Annual Report of the General Board.[2] Section 3.1 says that the Review Committee was set up in October 2007, but I can forgive them some delays as they sort out membership etc., and quotes its five principal recommendations. This section 3.1 dominates the teaching, learning, and assessment element of the Annual Report. It is no small deal.

But where was the report? It had not been published, and perhaps I should have raised these concerns at the Discussion. I apologize for my oversight.

The section of the Annual Report closes with the sentence that

The Board will consider comments on the proposals and make substantive recommendations, where the University's approval is required, in the course of 2008-09.[3]

But where was the report? Presumably comments were only welcome from the people the report was sent to.

Also note that the Board gave notice that it would seek the University's approval where it was required on individual actions. Each would be discussed in isolation. The Regent House was denied the right to see the greater picture that linked these actions together.

Where was the report?

I do not understand the General Board's decision not to publish. It has inspired only suspicion. Nobody would have blinked if it had been published in the *Reporter*. A few extra comments would have been made in Discussion, and the Board would have proceeded on with the full set of comments from the Regent House as well as its favoured committees. Such a Discussion could be referred to in any future Graces deriving from the report. It would only have brought benefits. So why didn't they publish it?

Publishing the reports of review committees is the default action. It must have been a conscious decision of the General Board not to publish. Will they please tell us why?

[1] *http://www.admin.cam.ac.uk/reporter/2007-08/weekly/6103/10.html*

[2] *http://www.admin.cam.ac.uk/reporter/current/weekly/6130/2.html*

[3] *ibid.*

Dr J. P. MCDERMOTT:

Mr Deputy Vice-Chancellor, my name is Dr Joseph McDermott, of the Faculty of Asian and Middle Eastern Studies. I also serve as Honorary Keeper of Chinese books at the University Library. The 'Report of the ad hoc Faculty Library Committee' makes sad reading. Its authors claim to have written it up after a review of informed opinion in the University on the future of library services for senior

and junior members. When actually reminded that a large number of un-consulted Faculties and Faculty members shared serious doubts about its broad conclusions, the Committee then held an 'open meeting', to which it invited librarians of concerned Faculties. It next heard their views, the majority of them dubious or negative, and then it did nothing but say that it had heard their views. Its original conclusions stood, as if nothing had happened, as if the entire process of critical reflection on an issue vital for the next generation of our students and teachers had had zero impact on their conclusions. No reasons for the continuation of this stance were given, and one was led to conclude that the Committee had reasons it either could not or would not air even at an 'open meeting'.

It is not only this rushed and abridged process of decision-making, however, that saddens me. Libraries constitute an irreducible core of any serious university's facilities, and yet they clearly are not receiving the attention and funding they merit from the central administration and this Committee. We all know that the traditional services and functions of libraries around the world are being challenged today by new forms of information technology, databases, and other types of digital information that require funding previously expended solely on printed materials. The University Library, obliged now to purchase electronic versions of materials it had grown accustomed to acquiring free of charge thanks to its status as a copyright library, faces serious financial troubles that refuse to diminish. Instead, however, of taking this critical opportunity to review the University Library's options, and to lay out reasoned policies for dealing with these challenges in the future, the Committee has issued a series of rushed and ill-considered recommendations worthy merely of a government in chaotic decline. In fact, the Library Syndicate has written it a polite reply strongly advising it to reconsider key recommendations about library services, expertise, and book holdings.

At a time when a thoughtful full-scale report on Cambridge University libraries would be welcomed by the academic community at large - when the global position of this University and its library system could thereby be recognized and re-affirmed - we instead have received a report with proposals that, if implemented, will do serious damage to the University Library's ability to function effectively and efficiently for its readers. I strongly urge the Vice-Chancellor to set up a committee that will undertake a far more thoughtful review of the future of the Library's services, the traditional as well as the new, and that will lay out a reasoned policy for their development over the coming century. Otherwise, I fear we will go the way of Oxford and Stanford, universities similarly anxious to reduce cost and duplications, and yet in the end oblivious of the scorn and opprobrium that have rightly greeted their ill-considered and wasteful responses to these universal challenges.

Professor P. F. KORNICKI (read by Professor R. P. GORDON):

Mr Deputy Vice-Chancellor, I share the view of those who have called for this Discussion that the report arising from the review of teaching and learning support services in the University carried out in 2008 is a matter of such importance to all who teach and study in the University that it ought to be published and properly debated. Why all the furtiveness if there is nothing to hide? Why engage in a consultation process that was so transparently designed to restrict the time available for comment and consideration by sending the review document to Secretaries of Schools in August? And why state in the covering letter that the recommendations had already been 'approved in principle' by the General Board, before any responses from Faculties had actually been received? These procedural peculiarities can only arouse disquiet, as does the fact that the Chair of the Review Committee is now acting as Chair of the Library Syndicate.

But there is more to this than procedural oddities, disquieting enough though they may be. The report itself, which I first saw as a member of the Library Syndicate, is marred by the failure of the Review Committee to come to grips with the various ways in which teaching and learning support services are provided across the University, or with the needs which Faculty libraries strive to meet, and it is precisely for this reason that it has come in for considerable criticism, not least from the Library Syndicate itself. The General Board have described the received responses from the Schools as offering a 'broad level of support', but this interpretation of the responses does not reflect the clear discomfort expressed. A few examples out of many will make this clear. The Department of Architecture stated that:

Generally, however, we felt a lack of sympathy with the strategy recommended by Professor Cliff's committee;

the Department of History and Philosophy of Science that:

The report takes little account of the important role that 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;

and the Department of Engineering that:

The consultation concerning library service provision appears to have had input from the University Library alone, with none from Faculty and Department librarians.

If criticisms like this can be described as 'broad support', then clearly the General Board have mistakenly taken a leaf out of Gordon Brown's book.

Deputy Vice-Chancellor, the matters covered in the report are far too important both to those who provide, and to those who depend upon those services, in other words virtually the whole University, to be treated in the rather cavalier fashion that we have seen. I am not impressed by a kind of consultation that pre-empts criticism by stating that the recommendations have already been approved in principle, or one that attempts to airbrush out the criticisms by describing them as 'broad support'. A major rethink is needed here, otherwise it is clear to me that both teaching and learning in this University will suffer, and none of us want that.

Dr S. KEARSEY:

Mr Deputy Vice-Chancellor, the Director is unable to be here this afternoon, but as the Deputy Director I would like to say, on behalf of the University Computing Service, that we welcomed the report on the review of teaching and learning support services last year. We are currently working towards implementing those recommendations pertaining to the Computing Service itself and we are working closely with the University Library to help make further progress in this area.

We would have no objection to the publication of the report, if that were felt to be in the interests of the University.

Professor G. R.EVANS (read by Mr M. B. BECKLES):

Mr Deputy Vice-Chancellor, in July, both attendance and readership of the published account may be expected to be down in comparison with normal term-time impact. But I hope the speeches made today will be read and carefully pondered. This Discussion implicitly raises not one but two topics of proper concern for the Regent House, both of supreme importance. The first is some apparent slippage in the operation of the decision-making process in the University, which has led to the 'report' in question remaining unpublished. The second is the future of those 'learning resources' which used to be known as libraries in Cambridge, and their relationship with other 'resources', particularly the electronic.

The way decisions are made

The last century has seen a number of adjustments to the decision-making process. The Wass Syndicate which gave Cambridge its present constitution was not the first body to flag up the problem that democracy is slow and hard to control, and administration (or 'management') is eager to get on and have things decided in the way it wants them decided. The proposals in the unpublished report (and the eagle-eyed will notice the lower-case initial 'r' when this speech is published) are of that sort.

In areas of the University's business where the Regent House retains the right to approve changes, it has an unfortunate habit of waking up when least expected and growling a 'no' before returning to its light slumber. The astute and experienced administrator therefore busily puts things through a series of committees and out to 'consultation' in the hope that no-one will notice the full implications of what is intended and object. This is easily achieved. It is usually enough to be able to point to work in hand, dates of meetings, if anyone asks what is going on.

The General Board set up a committee in October 2007, with the apparently vague remit of 'reviewing' 'teaching and learning support services'. Motherhood and apple pie. This got a mention in a Notice in the *Reporter*, though not until February 2008.[1] One wonders whether someone had indeed

asked what was going on.

The committee reported, though it did not apparently take evidence from the librarians and library-users who were going to be most affected. The General Board received the report in July 2008 and acted on it, but it did not report to the University about the changes it was now actively taking forward. The General Board approved the recommendations of this report in July 2008 (Minute 08.07.B1). It then, and only then, it seems, asked for comment from various bodies in the University, but still without making the Regent House aware of the proposals. The opportunity for comment even from the bodies 'consulted' was limited, since the call went out in August 2008, and the deadline set was 7 November 2008, not long into Full Term. The first the Regent House heard was a short section in the General Board's Annual Report for the year published in the *Reporter* of 1 December 2008, where it learnt (still without sight of the report to the General Board) that:

3.1. ... The scope of the review principally concerned activities currently supported by the University Library (UL), the University Computing Service (UCS), Language Centre, and the Centre for Applied Research in Educational Technologies (CARET).[2]

The report has still not been published, but has been made available under the Freedom of Information Act, and may be read online.[3]

Meanwhile, the post of University Librarian was advertised with a closing date of 7 November 2008, in terms whose careful neutrality looks more 'loaded' in the context of the proposals we now glimpse, namely that the Librarian should take over the duty to supervise a vastly enlarged empire. I quote from the advertisement:

Candidates should have an outstanding academic record and substantial experience of strategic leadership and institutional management, at a senior level, within a major academic library or comparable organization. They should also have a detailed understanding of current developments in libraries, information services, and the provision of library services to an academic community.[4]

Further details of the appointment sent to candidates on request strongly suggest that it was being taken for granted that the proposals would be implemented, for the appointee was to 'work with the appropriate University bodies to ensure the smooth and transparent implementation of the recommendations of the 2008 Review of Teaching and Learning Support Services' ('Transparent!', I hear you choke).

The appointment was duly made and announced in January 2009:

Anne has been Deputy Librarian at Cambridge University Library since 2000. Her main professional interests include emerging information technologies, succession planning, change management, and digital preservation.[5]

Enthusiasm in the news coverage because the new Librarian was to be a woman seems to have distracted attention from the change in the remit of the post.

The promise in the General Board's Annual Report was that 'The Board will consider comments on the proposals and make substantive recommendations, where the University's approval is required, in the course of 2008-09';[6] we are now at the end of the academical year, and nothing has appeared. Yet the thing appears to have become a fait accompli, with the new Librarian all set for the new duties. I have sent her a draft of this speech in case she wants an opportunity to comment in this Discussion.

The General Board's powers to make Ordinances under Statute C can make such a behind-the-scenes proceeding as I have outlined here especially problematic. There has been an apparent assumption throughout this process that the proposed enormous changes broadly lie within the General Board's remit, and it need not bother to consult the Regent House unless there are recommendations which expressly require its consent. No-one has yet identified these in any document I have seen.

Perhaps I am being unfair. Perhaps the failure to consult and the lack of transparency have merely been an inadvertent slip on the part of busy officers.

Libraries and learning resources

I turn now to what is proposed, the plan to bring together hitherto distinct areas of provision in a single administrative area. This Cambridge scheme should be read beside the story of the parallel process in Oxford of planning for the future of its libraries, on which the latest announcement appeared in the *Gazette* of 26 June, where potentially very considerable policy decisions about 'learning resources' are likely to be taken just below the surface of the text.[7] So what are the questions?

1. Does the Regent House want to go the same way as Oxford and centralize all library services? (further, actually, since there are hints of a wish to try to bring in the College libraries too).

2. Does the Regent House want to bring CARET under the control of the University Librarian?

3. Does the Regent House want to merge the Language Centre with the University Library? (the available responses to the consultation of 'bodies' suggest that neither the University Library nor the Language Centre itself favours this plan).[8]

4. How are these incorporations and amalgamations going to affect the style of library provision?

5. And where does all this take us in the matter of the balance to be struck between electronic and paper resources, and rights of access to facilities, in a period when there is a national trend, backed by HEFCE, towards destruction of multiple copies and low-use materials and a move from paper to screen, tables and desks to armchairs, and the concept of a library as social space?

What does the Regent House want, and should it not be asked, in a detailed Report for Discussion explaining what is proposed?

[1] *http://www.admin.cam.ac.uk/reporter/2007-08/weekly/6103/10.html*

[2] *(i) developing the role of the University Librarian as Director of Library Services, responsible for all Library provision in the University; (ii) accelerating the process of centralizing journal subscriptions, to become the responsibility of the University Librarian, working in consultation with the Journals Coordination Steering Committee; (iii) bringing the management arrangements for CARET and the Language Centre within the remit of the Librarian, and the abolition of the separate formally constituted management Committees; (iv) the formation of a new body, 'the Teaching and Learning Services Steering Group (TLSSG)', responsible for pedagogic support, reporting to the Education Committee (for policy) and the Information Strategy and Services Syndicate (in relation to IT strategy); and (v) the role of the University Computing Service in pedagogy to be the subject of future review.*

[3] *http://www.whatdotheyknow.com/request/review_of_teaching_and_learning*

[4] *http://www.admin.cam.ac.uk/reporter/2008-09/weekly/6122/6.html*

[5] *http://www.admin.cam.ac.uk/news/dp/2009012601*

[6] *http://www.admin.cam.ac.uk/reporter/2008-09/weekly/6130/2.html*

[7] *Academic Strategy for Oxford University Library Services: http://www.ox.ac.uk/gazette/2008-9/weekly/260609/notc.htm#5Ref*

[8] *http://www.whatdotheyknow.com/request/reports_of_the_implementation_gr#incoming-30945*

Mr M. B. BECKLES:

Mr Deputy Vice-Chancellor, my name is Bruce Beckles. I am one of the members of the Regent House who helped to organize this topic of concern. I am employed within the University Computing Service (UCS), one of the institutions covered by the unpublished report from the Review Committee under discussion today.

I believe there have been a number of issues in the review process and in the handling of the

subsequent unpublished report[1] that make it difficult to describe these as 'open' or 'transparent'. I think these will be adequately addressed by others in the course of this Discussion, in particular Professor Evans and my colleague Julian King. I shall therefore say no more about this and turn instead to the contents of the unpublished report itself and its recommendations.

The main thrust of this report concerns library provision, and I hope that there will be a number of librarians and library-users speaking at today's Discussion. They will be better placed than I to comment on library provision in the University and the report's recommendations in this regard. However, having carefully read both the report[2] and the comments on the report made available by the University in response to my Freedom of Information request,[3] it seems to me that the report's recommendations are not without significant problems and should be reconsidered in light of those comments. My analysis[4] of the 31 responses to the report from various committees, etc. is that only 13 per cent seem to be in favour of the proposals regarding centralizing library provision, with 68 per cent having significant reservations.

It also seems strange to me that the report does not consider the role of College libraries in the teaching and learning of the University. When I was an undergraduate (1991-1994), in my subject, Mathematics, my library requirements and those of my fellow subject peers were entirely met by our College library. In addition, anecdotal accounts from fellow undergraduates reading different subjects indicated that the College library was also their primary library resource. Undoubtedly the role of the College library has evolved since then, but it seems unlikely that it would have ceased to be of any importance to the undergraduate teaching of the University. Given that not only does the report fail to consider the role of College libraries, but the Review Committee seemingly did not receive any evidence from Faculty, Departmental or College librarians, it is hard to believe that it has considered this area as thoroughly as is needed. Perhaps, therefore, now that these inadvertent oversights have been brought to light, this area could be revisited in a revised (and, one hopes, published) report.

Another of the report's principal recommendations is that the Language Centre should become a sub-department of the University Library (UL). As I am not familiar with the services provided by the Language Centre, I shall rely on others to speak in detail about this. However, I note that the report advances no good reasons for such a merger. Further, since neither the UL nor the Language Centre appear to be in favour of this recommendation, it seems perverse to carry it out without, at least, providing convincing arguments as to why the opinions of the institutions most directly concerned should be ignored.

The report also recommends that the Centre for Applied Research in Education Technologies (CARET) should become a sub-department of the UL. I find this also somewhat perverse since the report describes CARET as

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[5]

It is hard to see how the virtues of being a small organization can be preserved by becoming part of a much larger organization. Further, it seems to me that whatever benefit is conferred by embedding CARET within the UL will not come without some associated costs. As a sub-department of the UL, it seems likely that CARET's priorities will, of necessity, be closely aligned with those of the UL. This means that those for whom CARET currently fulfils some need may find that they have to look elsewhere in the future.

Whilst it may well be the case that, on balance, it is better for CARET to be a sub-department of the UL than not, it should be made clear what the likely costs of doing this are, as well as the possible benefits. However, I also share the bemusement of some of those who have commented on this report that it does not even discuss the possibility of placing CARET within the UCS, since even a cursory inspection of these organizations suggests that CARET has more in common with the UCS than with the UL. I also find it curious that this report does not mention the other virtual learning environments (VLEs) in the University that are used in preference to CARET's CamTools offering, such as those used by the School of Clinical Medicine and the Institute of Continuing Education[6] (particularly in the latter case as the Institute was one of the institutions considered by the Review Committee).

Finally, I would like to turn to what the report has to say about the UCS. It seems more than passing strange that the report considers the UCS's role in teaching and learning support to be almost exclusively the provision of network services and, to a lesser extent, software packages, particularly given that some of our courses are required components of the University's degrees.[7] It also overlooks the fact that many of our courses are specifically designed to cater to the needs of graduate students and new researchers,[8] and that we provide specialist advice and assistance in the area of academic computing (as my colleague Nick Maclaren notes in his remarks). But it is where the report considers our provision of software packages (the Public Workstation Facility (PWF)) that it is most in error in this area.

Section 4.3 of the report (page 11) states that:

> 98% of undergraduate students now arrive in Cambridge with their own laptops capable in principle of hosting these packages.

(Interestingly, no source is given for this figure, which is perhaps just as well, since reports from the different Colleges have estimated the number of their undergraduates with laptops as varying widely, between 65 per cent and 96 per cent). Based on this figure of 98 per cent, however, the report suggests that, as wireless technology and licence management improve, the PWF will become unnecessary. Unsurprisingly, many reading this report have taken this as an indication that the PWF is to be (or is being) phased out.[9] But this analysis completely overlooks the role of computers in teaching. Even if 100 per cent of students had their own laptops, there would still be a need for classrooms of computers that provided a consistent, coherent environment that course tutors can customize as necessary (e.g. by pre-configuring the application(s) being used during the course). Even those Departments who do not have computer classrooms managed by the UCS, such as Engineering, still need this sort of environment for their teaching, as is shown by their provision of their own computer classrooms similar in function and purpose to the PWF.

It seems clear that this report has not properly understood the role of the UCS in this area. Some may feel that, given that the report recommends that the role of the UCS in pedagogy be reviewed, this is not such a serious problem. However, suppose a review of the role of the UCS in pedagogy concluded that the interests of pedagogy in the University would be best served by merging CARET and the UCS. Since the University is actively pursuing the merger of CARET and the UL, by the time a review of the UCS's role in pedagogy was complete, it would be difficult to act on such a recommendation. In any case, the most recent minutes of the implementation steering group for this report reveal that there is apparently no longer any intention to review the role of the UCS in pedagogy, and instead the UCS and the UL will have some meetings with

> a view to developing ways of working together including defining an aggregate support function in the UCS for the UL teaching and learning activities.[10]

Whilst the UL and the UCS working more closely together is undoubtedly a good thing, it is hardly a substitute for a review of the role of the UCS in pedagogy.

Furthermore, there are (and will be) other reviews of teaching and learning in the different subject areas taught in the University,[11] and these may well recommend changes to those aspects of IT support related to teaching and learning in their area. We are therefore faced with the real possibility that, bit by bit, the role of the UCS in relation to pedagogy is gradually transferred to other parts of the University without anyone ever considering the larger picture: whether this is in the interests of the University as a whole. It therefore seems to me that, no doubt inadvertently, we have ended up in a situation where the role of the UCS is not being properly considered at the level at which it should be considered if the best interests of the University are to be served.

I feel that most of the issues with this report I have mentioned are likely to be due to the lack of consultation and openness with which it was produced, rather than any deliberate intention on the part of its authors. I would therefore hope that the General Board will now revisit this area in a more open, consultative manner, and in due course publish a revised report, and give the University as a whole the opportunity to comment on it before any of its recommendations are approved or implemented.

Indeed, for such large changes, it may be appropriate to follow the established practice of publishing a preliminary report without recommendations, and basing any recommendations on the feedback to the report. In any case, I trust that, bearing in mind the comments already received on the unpublished report[12] as well as the contributions from today's Discussion, the General Board will honour their Statement of intention[13] and ensure that, at a minimum, a Grace is initiated that enables the Regent House to express its opinion on the report's substantive recommendations.

[1] *As should be apparent from the account of this process (particularly the timeline) that I've compiled at: http://www-uxsup.csx.cam.ac.uk/~mbb10/TLSS/analysis_of_responses_to_report.html*

[2] *Provided by the University in response to my Freedom of Information request here: http://www.whatdotheyknow.com/request/review_of_teaching_and_learning*

[3] *http://www.whatdotheyknow.com/request/reports_of_the_implementation_gr#incoming-30945*

[4] *http://www-uxsup.csx.cam.ac.uk/~mbb10/TLSS/analysis_of_responses_to_report.html#analysis*

[5] *Section 3.4 (page 8) of the unpublished report (provided in response to my Freedom of Information request cited earlier in footnote 2).*

[6] *It may also be worth noting that Judge Business School has recently purchased a commercial eLearning solution, TOPYX, and will no longer be using CamTools.*

[7] *For example, our 'Unix:Introduction...' courses form part of the 4 Year Ph.D. Programme in the CIMR: http://www.cimr.cam.ac.uk/study/cimr.html as noted in the Outline of Terms timetable for the 2008 intake for this Programme: http://www.cimr.cam.ac.uk/study/cimr/timetable_outlineofterms_2008.pdf*

[8] *Primarily the courses in our 'Scientific Computing' series of courses: http://training.csx.cam.ac.uk/theme/scicomp?scheduled=all such as the extremely popular 'Unix: Building, Installing and Running Software' course: http://training.csx.cam.ac.uk/course/unixsware*

[9] *As can be seen from some of the comments made in response to the report (cited earlier in footnote 3).*

[10] *See point 7 in the revised work plan (ISG1b) attached to the note of the second meeting of the implementation steering group, held on 26 May 2009, supplied by the University in response to my Freedom of Information request: http://www.whatdotheyknow.com/request/reports_of_the_implementation_gr#incoming-32333*

[11] *See, for example, the Notice in the Reporter about the current 'Review of provision for teaching, learning, and research in the social sciences and the organizational arrangements for that provision': http://www.admin.cam.ac.uk/reporter/2008-09/weekly/6152/12.html*

[12] *Cited earlier in footnote 3.*

[13] *Ordinances, Chapter I (p. 117).*

Dr A. C. AITCHISON:

Mr Deputy Vice-Chancellor, I have been the Computer Officer for DPMMS (Department of Pure Mathematics and Mathematical Statistics) for nearly thirteen years.

Firstly, I would like to know why the General Board have approved a report on the review of teaching and learning support services, but not published it. They invited submissions to the report, but have not allowed Regent House to see the conclusion. As the recommendations include moving institutions around (e.g. CARET and the Language Centre into the University Library), and adding significantly to the role of the Library, I would like to understand: how can implementation be easier if the rest of

the University doesn't know what is happening?

Secondly, a home appears to be needed for the work of CARET as it evolves from research into supported services delivered by computer. The report fails to explain why it failed to recommend the obvious solution of moving this work to the institution tasked with supporting computing services - the University Computing Service.

Thirdly, although this is outside my expertise, I am surprised that the choice of journal subscriptions is to be taken away from the academics who read them.

In summary, this is an important report, and it is ridiculous that it has been approved yet not made available to those whose work it could improve.

Dr D. R. DE LACEY:

Mr Deputy Vice-Chancellor, we are here today because the General Board appear to be implementing major changes on the basis of an unpublished report which has been discussed by Faculty Boards but not by the University. The General Board have spun the responses of the Faculties as offering 'a broad level of support', but that is to say the least disingenuous.

To take a response almost at random: The response of the Faculty Board of Archaeology and Anthropology begins:

> 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;

and it ends:

> We do hope that this is helpful.

The Discussion today amply demonstrates just how little extra transparency or good management were injected into the process despite sentiments such as these, and the hope expressed at the end appears to be futile in the light of what appear to be decisions already made before the review got as far as consultation,

I am no longer a Regent, but I am a user of University research facilities, in particular the University Library, Faculty libraries and my College library. And, like others, I note the grave weaknesses in the proposed report in the area of research. To quote again at random, the Department of History and Philosophy of Science comment:

> 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.

I note also that the Management Committee of the Language Centre are of the opinion that the proposals 'will not tackle the central problem' the Centre faces.

Yet this is all incidental and almost irrelevant to the failures of process which this report embodies. Please may we see a revised report - it needs a great deal of amendment in the light of comments particularly from librarians, and no, less, Mr Beckles's incisive comments today - presented to the University as soon as possible, with a proper consultation in the revision process, proper arguments in support of proposed changes, a Discussion, and proper approval by vote, before these half-baked proposals are any further implemented.

Professor A. D. CLIFF (read by Mr G. P. ALLEN):

Mr Deputy Vice-Chancellor, I speak as Chair of the General Board's Review Committee for Teaching and Learning Support Services, and of the subsequently-appointed Implementation Steering Group. I believe that the recommendations of the review will strengthen the University's internationally recognized teaching excellence by enabling the resources of one of the world's great libraries, the Language Centre and the Centre for Applied Research in Educational Technologies (CARET) to become fully integrated via e-media into the learning experience of our students, while preserving the Library's traditional role as a paper-based research library. Central coordination of teaching and

learning support, which is currently provided in a fragmented way by many institutions across the collegiate University, will, in due course, become the responsibility of a single institution, while retaining the ability for individual Departmental and Faculty libraries to control their day-to-day independent operations.

It will be helpful in understanding the Discussion if I remind the Regent House of the purpose of the review and of the consultations which have been undertaken.

At their meeting on 10 October 2007, the General Board set up the Review Committee with the following terms of reference, namely 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 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 levels;
- the physical location of these activities and possible infrastructural requirements;
- resource requirements and opportunities for fund-raising;
- future arrangements for the organizational structure and governance of these activities;
- the development of the University library system, particularly in view of the fact that a search for a new University Librarian would shortly be launched.

The members of the Committee were: myself (Chair); Professor Tony Badger (Faculty of History and Chair of the Colleges Committee); Dr Nick Bampos (Senior Tutor, Trinity Hall); Mr Peter Coulthard (student representative); Mr Simon Lebus (Cambridge Assessment); Professor Melveena McKendrick (then Pro-Vice-Chancellor for Education); Professor John Morrill (Faculty of History and member of the Library Syndicate); Ms Jan Wilkinson (Director of the John Rylands University Library, Manchester); Professor Steve Young (Department of Engineering, former Chair of the Management Committees for CARET and the Language Centre, Chair of the Information Strategy and Services Syndicate, ISSS). The membership was carefully chosen to cover, as far as possible in a committee of manageable size, the broad range of student, University, and College interests in teaching and learning support which would establish a general direction of travel for the University to follow, but which also recognized that detailed implementation work would remain to be undertaken at the next stage.

The Review Committee first met in February 2008 and aimed to develop a high level report for a meeting of the General Board in the Easter Term 2008. The Board published a Notice (*Reporter* 2007-08, p. 526), announcing the establishment of the Review Committee and inviting comments from members of the University. Three responses were received. In addition to its own deliberations, the Review Committee had individual meetings with the Directors of the University Computing Service, CARET, the Language Centre, and with the then University Librarian (Mr Peter Fox). They also met others including the Chairman of the Journals Coordination Steering Committee, and a senior representative of the Cambridge University Press, and considered a wide range of relevant papers. Thus the Review Committee had a broad range of information upon which to base its recommendations.

The General Board received the report of the Review Committee at their meeting on 9 July 2008. The Board approved in principle the recommendations in the report and agreed to receive proposals for membership of an implementation steering group at their next meeting. The Board, at their meeting on 8 October 2008, approved the membership of the Implementation Steering Group (ISG) as follows: myself (Chair), Professor John Rallison (Pro-Vice-Chancellor for Education), Professor Richard Hunter (then Head of the School of Arts and Humanities and Chair of the Library Syndicate), Dr Nick Bampos, and Professor Steve Young. Dr Ian Lewis (Director of the University Computing Service) and Mrs Anne Jarvis (University Librarian) were subsequently added to the Group. The Board's Annual Report (*Reporter*, p. 226-7) at paragraph 3.1, contained for the information of the University a summary of the review's principal recommendations.

The Review Committee's report was circulated for comment both to institutions and bodies directly involved, as well as to the Councils of the Schools, in August 2008, inviting comments by November

2008. Thirty-one responses were received from institutions, together with a number of individual or collective responses. The institutions responding were as follows:

General Board Committee on Libraries
Council of the School of the Biological Sciences
Faculty Board of Law
Senior Tutors' Standing Committee on Education
Council of the School of Arts and Humanities
Department of Architecture
Department of History of Art
Faculty of Asian and Middle Eastern Studies
Faculty of Classics
Faculty of Divinity
Faculty of English
Faculty of Modern and Medieval Languages
Faculty of Music
Faculty of Philosophy
Council of the School of the Humanities and Social Sciences
Faculty of Archaeology and Anthropology
Department of Archaeology
Faculty of Economics
Faculty of Education
Faculty of History
Department of History and Philosophy of Science
Department of Land Economy
Committee of Management of the Language Centre
Council of the School of Technology
Department of Engineering
Judge Business School
Computer Laboratory
Library Syndicate
Information Strategy and Services Syndicate
Council of the School of the Physical Sciences
General Board Education Committee

The Implementation Steering Group has met twice in full during 2008-09. The Steering Group has so far considered the responses to the Michaelmas 2008 consultation, and its members have undertaken further discussions with the Heads of those institutions most closely involved, namely the University Library, University Computing Service, the Language Centre, and CARET. In addition, the Implementation Steering Group held an open meeting in March 2009 attended by 32 Departmental and Faculty librarians. The new University Librarian has had separate discussions with the librarians from the School of the Humanities and Social Sciences and the School of Arts and Humanities. She has also met with the College librarians at a meeting of the Cambridge College Libraries Forum and she has also met with a number of other Departmental and Faculty librarians on an individual basis. Thus those likely to be affected by implementation of the review are being fully involved in the development of the implementation phase which is being undertaken in a measured and collaborative manner. A progress report will be made to the General Board on 8 July 2009. The General Board indicated in their Annual Report for 2007-08 that they would where necessary seek the University's approval for the implementation of substantive changes arising from the implementation of the report; an undertaking that was repeated in the Council's response to the remarks made at the Discussion of the Annual Report of the Council and General Board (*Reporter*, p. 590). This remains the Board's intention.

http://www.admin.cam.ac.uk/reporter/2008-09/weekly/6157/30.html

SEE P4

CAMBRIDGE UNIVERSITY REPORTER

NOTICES

Calendar

28 November, *Saturday*. Congregation of the Regent House at 2 p.m. **(see p. 286)**

29 November, *Sunday*. End of the third quarter of Michaelmas Term.

4 December, *Friday*. Full Term ends.

8 December, *Tuesday*. Discussion at 2 p.m. in the Senate-House **(see below)**.

19 December, *Saturday*. Michaelmas Term ends.

Visit of Her Majesty The Queen on 19 November 2009

Her Majesty The Queen and the Chancellor, His Royal Highness The Duke of Edinburgh, KG, KT, were first received at King's College by the Vice-Chancellor and the Provost. After entering the College, Her Majesty attended a luncheon, hosted by the Chancellor, for long-serving members of the University's staff and their guests.

After the luncheon, a ceremony in the Senate-House took place, during which, in accordance with **Grace 1 of 14 October 2009**, the Chancellor presented the University's Address to Her Majesty the Queen.

Before the ceremony at 3 p.m. two processions were formed and then entered the Senate-House by the South Door. The first procession contained the Vice-Marshal, the Heads of the Colleges, the Regius Professors, the Regius Professor of Botany Designate, and the Pro-Proctors. The Chancellor's Procession then proceeded as follows:

> The Esquire Bedells
> The Chancellor   HER MAJESTY THE QUEEN
> The Chancellor's Train-bearer
> The University Marshal
> The Orator   The Vice-Chancellor   The Registrary
> The Proctors
> (University Constables)
> The High Steward
> The Deputy High Steward
> The Commissary
> The Pro-Vice-Chancellors
> The Nominated Members of the Deputation for the Address
> The Additional Pro-Proctor for Ceremonial Occasions

In accordance with the relevant regulations, the Chancellor was accompanied in the presentation of the Address by the Vice-Chancellor, the Registrary, the Orator, the Proctors, and by the following members of the University nominated by the Vice-Chancellor: Professor The Lord Rees (Master of Trinity College), Mrs Anne Jarvis (University Librarian), The Lord Watson (Alumnus), Mr Matthew Moss (Private Secretary to the Vice-Chancellor), Ms Jennifer Harcourt (President of the Graduate Union), and Mr Thomas Chigbo (President of Cambridge University Students Union). The Esquire Bedells and the University Marshal were in attendance.

The text of the Address, which was read by the Vice-Chancellor on behalf of the Chancellor, was as follows:

ADDRESS OF THE CHANCELLOR, MASTERS, AND SCHOLARS OF THE UNIVERSITY OF CAMBRIDGE ON THE OCCASION OF HER MAJESTY'S VISIT TO CAMBRIDGE ON THURSDAY, 19 NOVEMBER 2009, TO CELEBRATE THE UNIVERSITY'S EIGHT HUNDREDTH ANNIVERSARY

May it please Your Majesty:

We, Your Majesty's most loyal and devoted Subjects, the Chancellor, Masters, and Scholars of the University of Cambridge, offer our dutiful and heartfelt welcome as we mark the eighth century of our University, as we celebrate our history and achievements, and as we contemplate our future.

Francis Bacon, of Trinity College, wrote that scholars should enter upon learning 'to give a true account of their gift of reason, to the benefit and use of men'. This philosophy has indeed guided the University in our endeavours to encourage each generation of our students in their chosen disciplines, and to prepare them for their professions and for responsible citizenship. By the most rigorous research, we continue to further our understanding of the universe, and to improve the lot of humanity as a whole. Our forerunners have brought about world-changing advances in medicine, in the sciences and engineering, and in the arts and humanities; they have provided leadership in public life, both in Your Majesty's Kingdom and Realms, and in many countries beyond; and they have enriched the world's artistic and cultural experience. In this celebratory year, we happily commemorate their achievements, and we are confident that the present generation has the same potential to transform tomorrow.

Our long history has witnessed many changes, some imperceptibly slow, many breathtakingly quick. Our imprint on society gathered pace in our early years, until King Henry VI's great patronage made certain our consequence to the nation's education. Since then our involvement has been ceaseless, and our attainments abundant. This anniversary year presents the example of Charles Darwin, of Christ's College, born two hundred years ago, whose freedom to experiment at Cambridge led him to change the way we think about our planet, its plants and animals, and about our place in the world. Today we continue this commitment to challenge settled thinking, for the benefit of the world.

Your Majesty's royal forebears have been our generous benefactors and patrons throughout these eight hundred years. They have founded Colleges, they have established Chairs, and they have enriched the life of collegiate Cambridge in countless other ways. Your mother Queen Elizabeth was the first woman to be admitted to a degree in this Senate-House, and the University enjoyed Your Majesty's personal favour when you entrusted to us the education of Prince Charles and Prince Edward. We are profoundly thankful that Your Majesty has most graciously consented to be present with us today as we recall our history, acknowledge the legacy of our predecessors, and look forward to the future with confidence. We are deeply grateful for this opportunity to reaffirm our loyalty and devotion to the Throne and Person of Your Majesty.

After the Address had been presented, Her Majesty made the following gracious reply to the University:

I am very glad to accept the Loyal Address from the Chancellor, Masters, and Scholars of the University of Cambridge. My family has enjoyed a happy association with Cambridge over many years. My father studied here, as you say, my mother was the first woman to receive a degree here, two of our sons studies here, and my husband is honoured and delighted to serve as Chancellor.

I am pleased to be able to join you for part of the University's 800th anniversary celebrations. It is a wonderful occasion on which to reflect on the enormous contribution that Cambridge University has made to the life and well-being of this country, and many others throughout the world during the last eight centuries.

You have a long and proud history of service to teaching, to scholarship, and to research, and it is good to have this opportunity to acknowledge your achievements in the pursuit of learning, and the many advances in knowledge for which your graduates and academic staff have been responsible.

It is a happy coincidence that this year also marks the two hundredth anniversary of the birth of Charles Darwin, whose studies at Christ's College helped to inspire his passion for the natural sciences, which gave rise to major changes in our perception of life on earth.

The University's Department of Plant Sciences still holds all the botanical specimens which Darwin sent back to his mentor, the then Professor of Botany, John Henslow during his voyage in the *Beagle*. Mindful of this, and of the significance of these two important anniversaries, it gives me great pleasure to bestow upon the Office of Professor of Botany the style and title of Regius Professor of Botany in Our University of Cambridge.

Her Majesty then presented to the Chancellor a Warrant designating the Professorship of Botany as the Regius Professorship of Botany. The Chancellor then delivered the Warrant into the custody of the Registrary, who

presented Sir David Baulcombe, Regius Professor of Botany Designate, to Her Majesty. The new Regius Professor of Botany then took his place amongst the other Regius Professors.

The wording of the Warrant is as follows:

ELIZABETH THE SECOND BY THE GRACE OF GOD OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND AND OF OUR OTHER REALMS AND TERRITORIES QUEEN, HEAD OF THE COMMONWEALTH, DEFENDER OF THE FAITH,

to all to whom these Presents shall come, Greeting!

WHEREAS it has been represented to Us by Our Lord Chancellor that in the eight-hundredth anniversary year of the foundation of Our University of Cambridge it would be desirable for Us to confer upon the Professorship of Botany in Our said University of Cambridge founded and erected in the year of Our Lord One Thousand Seven Hundred and Twenty-four a mark of Our Royal Favour and Approbation.

NOW KNOW YE that We for divers good causes and considerations do hereby for Ourselves Our heirs and successors give and grant unto the said Office of Professor of Botany in Our University of Cambridge a mark of Our Royal Favour and Approbation,

AND it is Our Will and Pleasure therefore that the said Office of Professor of Botany in Our University of Cambridge shall be known during Our Pleasure by the style and title of Regius Professor of Botany in Our University of Cambridge.

GIVEN at Our Court at Saint James's the Nineteenth day of November Two Thousand and Nine in the Fifty-Eighth year of Our Reign

BY HER MAJESTY'S COMMAND

Her Majesty then witnessed the closure of the final box in a set of archive boxes containing 800 'Letters to the Future' written by the Vice-Chancellor and other members of the University, by Vice-Chancellors of partner universities in the United Kingdom and around the world, and by local schoolchildren. The boxes were then delivered into the custody of the Librarian.

Office of Vice-Chancellor: Notice

23 November 2009

In its Notice dated 21 January 2009 (*Reporter*, **2008–09, p. 402**) the Council announced that it had commenced the process for the appointment of a successor to Professor Alison Richard as Vice-Chancellor. It now gives notice that it is today submitting a Grace (**Grace 1, p. 286**) for the appointment of Professor Sir Leszek Krysztof Borysiewicz, *W*, B.Sc., M.B., B.Ch., *Wales*, Ph.D., *London*, FRS, FRCP, FRCPath, FMedSci as Vice-Chancellor for seven years from 1 October 2010. Sir Leszek has been Chief Executive of the Medical Research Council since 2007 and was, immediately prior to that appointment, Deputy Rector, Imperial College London. He is an Honorary Fellow of Wolfson College.

In submitting this Grace the Council wishes to record how, with the advice of its Advisory Committee, it has undertaken the process. The Advisory Committee was chaired by Professor Frank Kelly, Professor of the Mathematics of Systems and Master of Christ's College. The Advisory Committee appointed Perrett Laver to assist the University in its appointment of a Vice-Chancellor to take up office from 1 October 2010. Following a range of preliminary discussions, including an open meeting for members of the University, the office was advertised nationally and internationally and nominations and applications were invited. As a result, the Advisory Committee considered a long-list of 35 names (29M, 6F). The Advisory Committee held informal discussions, which also involved members of the Council and senior University and College officers, with six persons (4M, 2F) after which they put forward a list of two persons (2M, 0F) for consideration by the Council. The Council held a formal meeting with each of those two persons. The Council believes that as a result of the process that it and the Advisory Committee have followed, the University can have full confidence in the openness and inclusiveness with which their nomination to the University has been determined.

The Council took the view that on this occasion the office of Vice-Chancellor should be held for a single term of seven years rather than for a shorter initial period with the possibility of renewal. Accordingly it is recommending that the appointment of Professor Sir Leszek Borysiewicz be made for seven years under the provisions of Statute D, III, 2.

Amending Statutes for Wolfson College: Notice

23 November 2009

The Vice-Chancellor gives notice that she has received from the Governing Body of Wolfson College, in accordance with the provisions of Section 7(2) of the Universities of Oxford and Cambridge Act 1923, the text of a proposed Statute to amend the Statutes of the College. The current Statutes of the College and the amending Statute are available on the College's website (see **http://www.wolfson.cam.ac.uk/**); paper copies may be inspected at the University Offices until 10 a.m. on 7 December 2009.

Continuation of Discussion: Notice

The Discussion held at 2 p.m. on Tuesday, 24 November (see *Reporter*, **p. 230**) will continue at 2 p.m. on Tuesday, 1 December, in the Senate-House.

Notice of a Discussion on Tuesday, 8 December 2009

The Vice-Chancellor invites those qualified under the regulations for Discussions (*Statutes and Ordinances*, **p. 107**) to attend a Discussion in the Senate-House, on Tuesday, 8 December 2009, at 2 p.m., for the discussion of the Joint Report of the Council and the General Board on the introduction of a degree of Doctor of Education (the Ed.D.) (*Reporter*, **p. 281**).

Discussion of a Topic of Concern on 7 July 2009: Notice

9 November 2009

The Council has received the remarks made on 7 July 2009 at the Discussion of the following topic of concern: the unpublished report from the committee reviewing teaching and learning support services (*Reporter*, **2008–09 p. 988**); and has referred them to the General Board who have commented as follows.

The Board are grateful for the remarks of those who spoke in the Discussion. Those remarks which relate to the substance of the recommendations of the review committee will be considered, together with the responses from authorities and other bodies, by the Implementation Steering Group. With regard to the procedure followed by the Board, they do not accept the assertion of a number of speakers that the report should have been published immediately, nor do they agree with the proposition that all such reports should be routinely published. The Board, each year, establish numerous review groups, and other bodies, to undertake investigation of institutions and activities under the Board's supervision. The Board's normal practice after considering the reports of such bodies is to seek comments from the Councils of the Schools and other bodies concerned including the institution(s) under review; in the light of the comments received, and any subsequent modification of the proposals, an implementation plan is drawn up and, where necessary, the approval of the University sought for legislative or structural changes. To publish such reports routinely would, in the Board's view, detract from the effectiveness of the review process.

As stated in Professor Cliff's remarks in the Discussion, once they have come to a considered view on the review committee's report and on the substantive changes needed to implement the report's proposals, the Board will report, as necessary, to the University.

A number of speakers drew attention to the publication of the report on an internet site, following a request under the Freedom of Information Act. The Board have agreed that the report should be published for the information of the University (see **p. 260**).

The Council and the Board have agreed that the Registrary should consider the general policy on publishing such reports and advise the central bodies appropriately.

NOTICES BY THE GENERAL BOARD

Learning and Teaching Strategy, 2009–12: Notice

Review of Teaching and Learning Support Services Report July 2008

Learning and Teaching Strategy, 2009–12: Notice

The University's Learning and Teaching Strategy sets out University-wide priorities in teaching and learning; it is available at http://www.admin.cam.ac.uk/offices/education/strategy/index.html.

The General Board have overall responsibility for oversight of the strategy. Working through its Education Committee the Board will review the strategy each year, taking account of other University strategies which bear on teaching and learning. The General Board will agree and periodically review an action plan consistent with this strategy. The action plan will also be published on the Education Section's website (http://www.admin.cam.ac.uk/offices/education/).

Review of Teaching and Learning Support Services Report July 2008 [1]

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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), the 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 £20M.[1a] 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.

SCONUL[2] data extracts (2005/06) indicate that total library expenditure at Cambridge, per user or student, is second only to Oxford[3] and significantly higher than most.[4] 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 £2.9M is made by the UL and its dependents, including the £1.5M though the Journals Coordination Scheme (JCS);

(ii) about £600,000 is made outside the JCS by Faculties and Departments, £400,000 from University Education Fund (UEF) monies and £200,000 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 online-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 online 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 online 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 and 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 online 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 [Information Technology Syndicate], GBN, and JTMC [Joint Telecommunication Management Committee] 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 [University Education Fund] 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 online and part face-to-face. Language teaching demands a high proportion of face-to-face teaching, but all courses have some online provision. Courses at advanced level have a greater proportion of online 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 online 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 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 M.St. 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 and 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 2004 [5] 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;
- 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 study [6] 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.

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 [Cambridge Programme for Industry] 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 and 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 online 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 (e.g. 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 online 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 online 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 online 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 University 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 Services[7] 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 Syndicate[8] which is able to 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*, [2008] 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 online 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 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 online 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 thorough 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 online 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
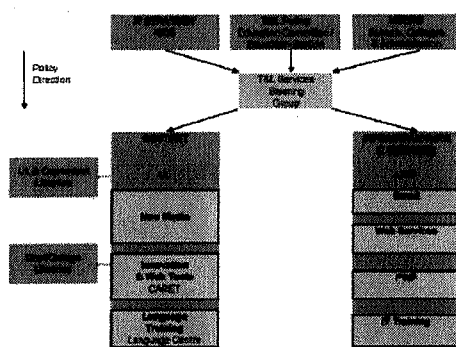
8. Appendix: list of papers received by the Review Committee

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.

Footnotes

1 See the Council's Notice, p. 256.

1a 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).

5 Paper 6a, referenced in Appendix 1.

6 Paper 6b, referenced in Appendix 1.

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

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ANNUAL REPORT OF THE GENERAL BOARD TO THE COUNCIL FOR THE ACADEMICAL YEAR 2008–09

1. Introduction

1.1. The GENERAL BOARD present this Annual Report on their work during the academical year 2008–09.

1.2. The announcement in December 2008 of the outcome of the Research Assessment Exercise (RAE) in which 71% of the University's submitted research was judged to be world-leading or internationally excellent, placed Cambridge at the head of the league tables into which the national media rapidly translated the results. While this was a cause of celebration across the University, the detailed feedback from the panels (of which there was much) signalled the need for review in a small number of subjects if the University's leading position is to be maintained. Against the background of pressures on public funding, as a consequence of the recession, further enhancing our research standing and improving our success rate in winning the external funds leveraged by the HEFCE 'R' grant will be vitally important and a high priority for the Board in the coming years.

1.3. Turning to teaching, the Board and their Education Committee have devoted much attention to the Institute of Continuing Education (ICE) including undertaking a strategic review and a major exercise to convert local awards to University awards within a revised quality assurance framework.

2. Internal and national arrangements for quality assurance and enhancement

2.1. Following the Quality Assurance Agency (QAA) Institutional Audit of the University's educational provision in 2008 work has continued, through the Education Committee, to consider the Audit's recommendations. Faculty and Departmental annual quality statements have been replaced by a 'quality update', from 2008–09, in response to the QAA's observation that quality statements were not sufficiently evaluative as a form of annual monitoring. The new process will also enable the Education Committee better to maintain oversight of current topics of interest, and to identify and consider issues which would benefit from a University-wide response in time for the following academical year.

2.2. In the light of another of the Audit's recommendations, the Education Committee developed a framework for conversion of the certificates and diplomas offered by ICE (and awarded to non-members of the University) into University awards, which was approved by the Regent House in February (*Reporter*, **2008–09, p. 476**). The arrangements also encompass qualifications offered by other institutions, including the Language Centre, the Faculty of Education, the Cambridge Programme for Sustainability Leadership (see 2.4), and the Faculty of Divinity. The Education Committee undertook an exhaustive review of local quality assurance procedures to bring them into line with those for other University awards. The revised framework includes an expectation that all courses are endorsed by the relevant Faculty Board or, for postgraduate provision, Degree Committee. The Board regard this as an important step towards the better integration of ICE's work within the wider University (as proposed following their Strategic Review of ICE (see 2.4)). The Board have approved 39 diplomas and certificates to be offered with effect from September 2009, and further proposals will be considered during the course of 2009–10.

2.3. The following institutions were the subject of the Board's Learning and Teaching reviews: the Institute of Astronomy; the Computer Laboratory; the Departments of Engineering, Land Economy, and Plant Sciences; the Centre of Latin-American Studies; the Faculty of Modern and Medieval Languages; and the Research Centre for English and Applied Linguistics. Reports of the reviews of the following institutions were considered during the year and recommendations arising from them taken forward: the Departments of Architecture, Engineering, History of Art, and Physiology, Development, and Neuroscience; the Faculties of Archaeology and Anthropology, Classics, and Economics, and Judge Business School. The Centre for Research in the Arts, Social Sciences, and Humanities was also subject to a review which led to the renewal of its core funding and its incorporation within the School of Arts and Humanities.

2.4. The Board approved the report of a Strategic Review of ICE (*Reporter*, **2008–09, p. 812**) and will be implementing the main recommendations of that review in cooperation with the incoming Director of the Institute and its new Strategic Committee. The Board agreed to retitle the Cambridge Programme for Industry (CPI), as the University of Cambridge Programme for Sustainability Leadership (CPSL).

2.5. A number of the University's teaching programmes are subject to scrutiny by professional, statutory, and regulatory bodies. During the year the Board were pleased to note the positive reports on aspects of the

University's provision from: the Royal College of Veterinary Surgeons, the British Psychological Society, the Association of Masters of Business Administration, and the Office for Standards in Education.

3. Degrees, courses, and examinations

3.1. A consultative Report of the Board and the Council proposing that the award of the B.A. Honours Degree should require candidates to have passed a Part II examination was published (*Reporter*, **2008–09, p. 647**). This proposal was endorsed by the QAA as necessary to ensure that the Cambridge B.A. is consistent with the national Qualifications Framework for Higher Education. A Report proposing the necessary legislative changes (*Reporter*, **2008–09, p. 1010**) will be discussed early in the Michaelmas Term 2009.

3.2. The Board approved numerous proposals for the revision of teaching programmes, including the suspension from the Modern and Medieval Languages Tripos of Modern Greek and Dutch, with effect from October 2010 and October 2011 respectively, as languages which applicants may choose on application to the University; and the introduction of new Part III courses in History and Philosophy of Science and in Systems Biology within the Natural Sciences Tripos.

3.3. Following the pattern of the four-year integrated Masters' courses in the Chemical Engineering, Engineering, Manufacturing Engineering, and Natural Sciences Triposes, the Board and the Council published a Report (*Reporter*, **2008–09, p. 338**) proposing that: the fourth year (Part III) of the Mathematical Tripos should lead to a new Master's Degree, the Master of Mathematics; and the Certificate of Advanced Study in Mathematics (awarded to students who come to Cambridge to take Part III Mathematics not for honours), be replaced by a new Master's qualification, the Master of Advanced Study. In parallel, some Part III subjects within the Natural Sciences Tripos will be made available to students from outside Cambridge for the Master of Advanced Study. Following approval of the Report, the introduction of the two new degrees is subject to Privy Council approval.

3.4. New M.Phil. courses were approved in: African Studies; Conservation Leadership; Multidisciplinary Gender Studies; and Translational Medicine and Therapeutics. In addition, the Board approved the first M.Res. course, in Photonic Systems Development. The M.Phil. course in Chinese Studies was rescinded with effect from 2010–11.

4. Graduate education

4.1. The Annual Report of the Board of Graduate Studies (BGS) for 2008–09 will be published at a later date but the Board take this opportunity to include a summary of key business considered by the Board in 2008–09.

4.2. In line with recommendations made by the Committee for the Review of Graduate Education, the BGS approved three new pilot schemes for the partial devolution of the admissions process in the Department of History and Philosophy of Science, in the Faculty of Music, and in the Schools of the Biological Sciences and Clinical Medicine.

4.3. The BGS agreed, in response to a small number of particular concerns, that the general issue of graduate supervision and reporting should be addressed as a priority. A project to improve the online supervision reporting system, CamGRAD, was agreed for phased implementation in 2009–10. Following consultation with Degree Committees the BGS Code of Practice will be revised and formally adopted with effect from 2009–10, requiring *inter alia* that the supervisors of Ph.D. students report termly.

4.4. The BGS also approved guidelines for the conduct of examinations by remote means and made provision for the appointment of independent Chairs for Ph.D. examinations. The Board approved in principle the introduction of electronic submission of Ph.D. theses and will work with the University Librarian in pilot schemes. A common marking scheme for M.Phil. examinations will be adopted from 2010–11.

4.5. In response to the regrettable announcement in summer 2008 by HEFCE of the termination of the Overseas Research Studentship (ORS) Awards Scheme, the BGS, working in collaboration with the Cambridge Overseas and Commonwealth Trusts, introduced the Cambridge International Scholarships Scheme (CISS). In the 2009 competition the CISS Committee awarded 76 scholarships, providing full support for fees and maintenance, to the most outstanding applicants nominated by Degree Committees.

4.6. In 2008 the University received 54 fewer Arts and Humanities Research Council (AHRC) awards than in the 2007 competition. This reduction was partially compensated by increased contributions from the Isaac Newton Trust, the University, and the Colleges which enabled 25 additional students in AHRC subjects to be funded through the Domestic Research Studentships (DRS) scheme. The AHRC Block Grant to the University announced in the course of the year resulted in Cambridge receiving fewer awards than expected as a result of the AHRC reducing its national allocation. Given current funding difficulties, it is the case that the University will have to look to is own resources, both internal and external, to sustain the flow of outstanding research students on which the University's research excellence depends. Accordingly, schemes such as CISS and the DRS will have an important role to play in ensuring that as many Ph.D. students as possible, including students from subjects not eligible for Research Council support, are funded.

5. International activities

5.1. The Board considered and supported proposals for various international collaborations, including a collaboration between Judge Business School (JBS) and the Karachi Education Initiative in Pakistan and an initiative to develop capacity building in the JBS to provide executive training in Abu Dhabi. They approved the renewal of the University's membership of the International Alliance of Research Universities (IARU) for the next three years. The Board reiterated the need to assess thoroughly both the opportunities for the University and reputational and other potential risks when considering new international activity. A protocol setting out criteria for the consideration of future proposals will be developed during 2009–10.

5.2. Through the work of the International Office, the Board noted that activity under the Erasmus scheme had increased five-fold since 2005, and that a second cohort of students had been selected to participate in the IARU Global Summer Programme.

6. University finance and planning

6.1. The Board engaged in discussion based on a series of presentations by Heads of Schools of their respective December 2008 planning round submissions. These discussions are an important opportunity for Heads to explain their Schools' distinctive contributions and concerns, and for the Board to consider any common themes as a basis for future work.

6.2. Throughout the Lent and Easter Terms the Board were closely engaged in the preparation of the Budget Report 2009 and the University's consideration of its response to the worsening financial climate because of changes in the national and external environment (including pay, pensions, and energy costs). Without action, there would be a significant Chest deficit from 2009–10 rather than the surpluses envisaged only a year earlier. The Board endorsed immediate measures to control appointments to signal that 'business as usual' was not an option and the likelihood of the need for future action to balance expenditure and income.

7. Capital programme

7.1. The Board have endorsed the academic cases for: the relocation of more academic departments to West Cambridge (particularly Materials Science and Metallurgy, and Chemical Engineering and Biotechnology); and the proposal for a new building on the Sidgwick Avenue Site that would bring together the Department of Politics and International Studies with CRASSH and five Centres, currently housed in a variety of buildings in central Cambridge.

8. Establishment of new senior positions

8.1. As a result of a generous benefaction raised through the 800th Campaign the Board proposed the establishment of a Tata Professorship of Metallurgy.

8.2. With the support of an award from the Arts and Humanities Research Council the Board proposed the establishment of a Professorship of Musical Performance Studies.

8.3. In addition, the following Professorships and a Readership were established supported on general University funds by the reallocation of recurrent funding within the Schools concerned:

- a Professorship of Statistics in Biomedicine in the Clinical School
- a Professorship of Veterinary Diagnostic Pathology in the Department of Veterinary Medicine
- a Professorship of Molecular Pathology in the Department of Pathology
- a Professorship of Clinical Microbiology (together with funding from the Health Protection Agency) in the Clinical School
- a Readership in the Department of Chemistry.

8.4. The Board recommended the retitling of the Professorship of Botany as a Regius Professorship.

9. Research policy and the Research Assessment Exercise

9.1. The outcome of the 2008 RAE for the University announced in December 2008 was very satisfactory overall and the results justified the University's decision to be as inclusive as possible in selecting staff for inclusion. Following the receipt of more detailed feedback in January 2009, individual results for certain subjects were reviewed by Heads of Schools with the Pro-Vice-Chancellor (Research) and their recommendations to the Board led to the establishment in the Easter Term of Committees to review separately the submissions to the History of Art, Veterinary Medicine, and Sociology RAE Panels. The Review Committees for the first two subjects have already reported to the Board and follow-up actions are under way at the School or Departmental level. In the case of Sociology, the Board agreed to an early recommendation from the Review Committee that the remit be extended to consider the provision of research, teaching, and learning in the social sciences in the

University as a whole (*Reporter*, **2008–09, p. 802**). A separate Committee was set up for this purpose and has met five times to date with the intention of producing a preliminary report to the Board before the end of the Michaelmas Term 2009.

9.2. In last year's Report, the Board reported that HEFCE intended to hold a bibliometrics assessment exercise for STEM (science, technology, engineering, and medicine) subjects in 2010 which was to influence funding allocations in these areas from 2011. In the event, HEFCE decided that the results of their bibliometrics pilot exercise, in which the University participated, demonstrated that the UK HE sector was not sufficiently robust in terms of electronic research publication data collection and the 2010 exercise was cancelled.

9.3. A consultation exercise with the sector for the successor to the RAE, the Research Excellence Framework (REF), was launched by HEFCE on 21 September 2009 about the conduct of a full-scale REF exercise in 2013, with a census date in the autumn of 2012. For the first time, HEFCE will expect REF Panels in STEM subjects to take account of citation indices when assessing research excellence. All other Panels will be able to use such data at their discretion. A further proposed innovation is the introduction of research impact in place of esteem as one of the three determinants of research quality. Responding to the consultation will be a major task for the Board in the Michaelmas Term 2009.

9.4. As well as overseeing and responding to proposals for the development of the REF, the Board's Research Policy Committee has received regular management information to monitor research performance, reviewed policies and structures, and promoted a number of new research initiatives.

9.5. Research activity grew in 2008–09 compared to 2007–08, in particular:

(i) Research income grew by 11% compared to 2007–08. Most of this growth appeared in grants from the European Commission and the UK Government. The Research Councils and UK Charities continued to be the main sponsors generating 46% and 27%, respectively, of the University's total research income; and,

(ii) The value of the applications and contracts submitted to the funders increased by 14% to £1.2 billion. However, based on the applications submitted to the Research Councils over the years from 2005–06 to 2007–08, the success rate in the number of applications has fallen over these years. Nevertheless, according to the Research Councils' published data for 2008–09, Cambridge has the highest success rate when compared to its major competitors – Oxford, UCL, Imperial, and Manchester.

9.6. Following consideration by the Research Policy Committee, new procedures were implemented for the authorization of research grant applications and of eligible expenditure, with the result that the FAP (Financial Audit Programme) audit conducted by the Research Councils UK during the year produced a highly satisfactory report.

9.7. Over the past year, a key achievement has been the development of a policy for institutional recognition, and support for, strategic initiatives and networks. Current such initiatives include the Cambridge Conservative Initiative, the Cambridge Environmental Initiative, the Cambridge Infectious Disease Initiative, and the Physics of Medicine Initiative.

9.8. Finally, the Research Policy Committee endorsed the Director's proposals for the restructuring of the Research Services Division involving the formation of four school teams to support the Schools' and Departments' goals and objectives. The new school teams are Clinical, Biological, Arts and Humanities & Humanities and Social Sciences, and Physical Sciences & Technology.

10. Human resources

10.1. The Human Resources Committee reports jointly to the Council and the General Board. Major items of business considered by the Board included: the consultation on the reform of Statue U; policy on religion and belief; the Equal Pay report; the restructuring of staff development provision; and measures to improve the gender balance in academic posts. The Board issued guidance notes on the appointment of Heads of Departments and on the procedure for the elections of Professors. The Board initiated a review of the Senior Academic Promotions Procedure (*Reporter*, **2008–09, p. 908**).

10.2. The Board were pleased to note the success of the Heads of Institution Leadership Programme. Through the Heads of Schools the Board took a close interest in the restructuring of the Human Resources Division, in particular the formation of six School-focused operational teams.

11. Health and safety

11.1. The Board continued to pay close attention to health and safety matters through the minutes of the Health and Safety Executive Committee, chaired by Professor Minson, in addition to his duties as Pro-Vice-Chancellor for Planning and Resources. The attention given to Health and Safety throughout the University is reflected in the decrease for a fourth consecutive year in the number of reportable injuries in the University, although enforcement authority inspections have remained at the same frequency as previous years including

pro-active visits by the HSE, rather than in response to accident and injury.

11.2. Following the appointment of a new Director of Health and Safety the remit and membership of the Consultative Committee for Safety and the safety sub-committees supporting it were revised to strengthen links with the recognized Unions, broaden employee consultation and maintain a 'risk-focused' approach to safety management.

11.3. The Safety Office was also restructured operationally into 'School Groups' with each designated officer assigned to one School with a remit to improve communication, liaison, and support at School and Department level whilst benefitting from the skills and experience of the Full-Time Safety Advisers located in certain Departments and the School Safety Advisers in the Biological Sciences and Clinical Medicine.

12. Teaching and learning support services

12.1. Following the Board's consideration of the report of the Review Committee for teaching and learning support services, an Implementation Steering Group, chaired by Professor Cliff, was set up by the Board to progress the implementation of the report, in the light of consultation with Faculties, Departments, and Schools.

12.2. The Group has so far considered the responses to the consultation and has held meetings with the Heads of those institutions most closely involved – the University Library, University Computing Service, Language Centre, and Centre for Applied Research in Educational Technologies. In addition, the Group held an open meeting in March 2009 with Departmental and Faculty Librarians.

12.3. The Board are clear that the review of learning and teaching support services is serving as a catalyst for the development of a framework for improved communication with Faculty and Departmental Librarians and that as a result, the strategic and logistical challenges involved in working towards a more co-ordinated structure are being identified and addressed by the new University Librarian. The Board are sensitive to the need for the transition to the new structures recommended by the review to be a consultative process, realistically paced.

12.4. The Board noted the successful integration of all Schools into the scheme for the co-ordination of journals and the creation of a central administered fund for journal subscriptions, which will be operational from the start of the financial year 2009–10. Discussions are proceeding about the duplication of journals between the Colleges and between the Colleges and the University.

19 November 2009	ALISON RICHARD, *Vice-Chancellor*	SIMON FRANKLIN	JEREMY SANDERS
	N. BAMPOS	ANDREW GAMBLE	J. G. P. SISSONS
	WILLIAM BROWN	RACHAEL PADMAN	I. H. WHITE
	PHILIP FORD	J. RALLISON	YANG XIA

Kirsty Allen

Dear Kirsty,

You asked about the process for the making of GB Ordinances. As I am sure you know the provisions are given under Statute C,I,2 (see below). As for the process, the General Board is advised by various bodies (Education Committee, BGS, HR Committee) when new or amended Ordinances are required. The Board receives and approves the minutes of these bodies and an action list is circulated after each GB meeting to the appropriate officers to take forward the recommendations (eg to appear in Reporter as a Notice; be submitted to the Council for a Report/Grace).

The Draftsman attends the General Board meetings and is routinely involved in preparing any Ordinance. The Draftsman is responsible for publication in Reporter once the Ordinance has been signed off by all the appropriate bodies. Inclusion of new or amended Ordinances in Statutes and Ordinances happens as part of the annual updating of the new edition, for which, again, the Draftsman is responsible.

Yours,
Nigel

Stat C, I, 2

2. Subject to the provisions of the Statutes, the General Board shall have power, after consulting other bodies, as appropriate, to enact Ordinances and to issue Orders relating to
(a) the administration and management of the institutions under its supervision other than the Schools and the Councils of the Schools;
(b) such University examinations, and such degrees, diplomas, and other qualifications as are specified in Schedule K;
(c) such other matters as may be delegated to it from time to time by Grace of the Regent House.
The University may make alterations in Schedule K from time to time by Grace.

Kirsty Allen

Dear Kirsty

One additional request if I may. Please can someone direct me to the procedure governing the making of General Board ordinances as this has so far eluded me in my perusal of the provisions governing conduct of business?

Thanks and best wishes

Eilis

--
Professor Eilis Ferran
Professor of Company and Securities Law
Law Faculty, University of Cambridge
10 West Road, Cambridge, CB3 9HW
██████████████████████████

From: Kirsty Allen
Sent: 15 January 2010 09:54
To: 'Eilis Ferran'
Subject: RE: K5 documentation

Dear Eilis.
I'll investigate/consult and get back to you. I am now out of the office at meetings for a couple of hours - but will be back at about 1pm.
K

Kirsty Allen, MA PhD
Senior Assistant Registrary
Secretariat
The Old Schools
Trinity Lane
Cambridge, CB2 1TN

Email:
Telephone (direct dial)
elephone (Secretary:

-----Original Message-----
From: Eilis Ferran [mailto:
Sent: 15 January 2010 09:46
To:
Subject: K5 documentation

Dear Kirsty

One additional request, if I may. Please can someone direct me to the procedure governing the making of General Board ordinances as this has so far eluded me in my perusal of the provisions governing conduct of business?

Thanks and best wishes

Eilis

--
Professor Eilis Ferran
fessor of Company and Securities Law
Law Faculty, University of Cambridge
10 West Road, Cambridge, CB3 9HW

From:
Sent: 15 January 2010 11:30
To: Kirsty Allen
Subject: GB Ordinances

Dear Kirsty

You asked about the process for the making of GB Ordinances. As I am sure you know the provisions are given under Statute C.I.2 (see below). As for the process, the General Board is advised by various bodies (Education Committee BGS HR Committee) when new or amended Ordinances are required. The Board receives and approves the minutes of these bodies and an action list is circulated after each GB meeting to the appropriate officers to take forward the recommendations (eg to appear in Reporter as a Notice: be submitted to the Council for a Report/Grace).

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Stat C, I, 2

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The University may make alterations in Schedule K from time to time by Grace.

Susan Bowring

Subject: FW: FW: GB Ordinances

-----Original Message-----
From: Kirsty Allen
Sent: 17 January 2010 14:30
To: Susan Bowring
Subject: FW: FW: GB Ordinances

Susan,
I spoke to Eilis about this on Friday. She is, essentially, looking for the flowchart through orders, graces, notices, graces, reports etc. She wants to know timescales, reporting structures etc. The parallel she drew was with the sort of briefing document which would be provided to civil servants about to make a statutory provision.
I'm happy to chat to you about our conversation.
K

1

Professor Alison Richard, ⸱⸱⸱⸱⸱⸱
The Vice-Chancellor

19 January 2010

~Dear~

I refer to your email of 13 January 2010.

I do not accept that it is in any way improper of me to have asked Professor Ferran, given the constraints on my time, to conduct an investigation and to make recommendations as to the decision to be taken. My own deliberations will still involve a full consideration of the facts and issues in question and the decision will remain mine.

The provisions of Statute K, 5 do not provide for you to b shown 'responses or discoveries' arising in the course of the consideration of your representation. Accordingly I cannot provide the assurance which you seek.

Yours sincerely,

Alison Richard

A F Richard

Kirsty Allen

From: ████████████
Sent: 20 January 2010 11 54
To: Kirsty Allen Jonathan Nicholls
Cc: ROLE Vice-Chancellor
Subject: FW K 5

●

From: ████████████████████████████
Sent: 20 January 2010 11:54
To: ROLE Vice-Chancellor
Cc: ████████████
Subject: K,5

Dear Alison,

Thank you for your letter of 19 January.

That you are too busy to make your own detailed inquiries is not in dispute. I am puzzled that you seem still not to be willing to appoint Professor Ferran as your deputy. As you may see from the 'Reporter' record of the Statute K,5 invocation which was considered by Lord Oliver when he was Commissary, the then Vice-Chancellor appointed him as deputy. He refers to:

'My instructions to act as the Vice-Chancellor's deputy'

(http://www.admin.cam.ac.uk/reporter/1997-8/weekly/5716/4.html)

He set out with great clarity the legal basis of that appointment under the Statutes. If you do not do so or delegate powers to Professor Ferran as K,9 now allows you to do, you inevitably expose your decision to challenge. [Now] Lord Justice Sedley commented in his judgement reported in the same 'Reporter' that 'the principle spelt out in Statute K. 9 represents a familiar doctrine of public law summarised in this way in de Smith. Woolf and Jowell. *Judicial Review of Administrative Action* (5th edition) para. 6-112 (2):

'The degree of control (*a priori* or *a posteriori*) maintained by the delegating authority over the acts of the delegate or sub-delegate may be a material fact in determining the validity of the delegation. In general the control preserved (e.g. by a power to refuse to ratify an act or to reject a recommendation) must be close enough for the decision to be identifiable as that of the delegating authority.[1]

It seems foolish to risk making the decision yourself when you have not conducted the investigation. since the decision could then be appealed to the Commissary.

As to allowing me to comment on any 'responses or discoveries'. no indeed the Statute is not explicit on that point. Lord Oliver comments on the fact that 'the Statute contains no provisions regulating the manner in which the Vice-Chancellor is to "inquire into the matter" nor is there any indication at all of the course which such inquiry is envisaged as taking'. It is however commonplace good practice and could help you avoid a subsequent appeal. and there is nothing in the Statute to prevent it. One would think it would be common sense to follow established good practice in the interests of justice.

████████████

From: Eilis Ferran ██████████████████ on behalf of Eilis Ferran ████████████
Sent: 25 July 2010 13:42
To: Kirsty Allen
Subject: Fwd: Re: Statutory power and public law

---------- Forwarded message ----------
Date: Wed, 20 Jan 2010 14:49:15 +0000
From: Eilis Ferran ██████████████████
To: ██████████████████
Subject: Re: Statutory power and public law

Thanks ██████ this is helpful. I'm sorry to bother you again but there are some follow on questions. If it would be easier to discuss them face-to-face I'm happy to drop by.

If, say (but you can guess where this is coming from), a University body has decided to pursue a course of action that involves re-organising departments or ancillary bodies, it should (of course) bear in mind that the changes may, eventually, need to be recorded in Ordinances but, generally speaking, it is up to it to decide when the time for Ordinances has come. When might an implied duty to exercise the power arise? Can you elaborate a bit on circumstances in which it might be wholly unreasonable not to exercise the power?

ever

Eilis

██████████ote:
> Dear Eilis,
>
> The general principle is that if the body has a discretionary power,
> then it is for the body to decide whether and how to exercise it. In
> general, then, there is limited scope for arguing that failure to
> utilise a discretionary power is a breach of the statute. However, I
> would qualify this in the following ways:
>
> 1.   On a true construction of the statute, there may be an implied
> duty to exercise the power in particular circumstances. But in
> relation to a legislative power, particularly if it is expressed in
> broad terms, this is highly unlikely.
>
> 2.   Circumstances may arise in which it may be wholly unreasonable
> not to exercise the power. But again, this is unlikely, given that the
> unreasonableness test is normally pitched at a very high level in
> public law.
>
> 3.   It would be improper to decide never to exercise the power.
>
> 4.   If a decision has been taken, or a policy formulated, concerning
> the exercise of the power, then that decision or policy would have to
> accord with the normal principles (eg taking account of all relevant
> factors, acting reasonably). (Eg if a particular issue had arisen, and
> consideration had been given to whether it was a matter requiring the
> enactment of an ordinance.)
>
> 5.   Failing to exercise a discretion may be negligent as a matter of
> private law. But I can't imagine that that sort of argument is
> relevant here.
>
> I hope this is of some use, but please do let me know if I can help
> further.
>
> Best wishes,
>
> ██████
>
> On 20/01/2010 12:28, Eilis Ferran wrote:

>> Dear ██████
>>
>> Can I ask you a basic point (which may sound entirely idiotic but I'm
>> being ultra cautious)? If a statute empowers a body to write
>> ordinances. is there any basis in public law for regarding a failure
>> to write an ordinance in particular circumstances as a breach of the
>> empowering statute? The argument seems wholly misconceived to me.
>>
>> As ever
>>
>> Eilis
>>
>
> --
> ██████████████
> /Senior Lecturer in Law/
> Faculty of Law, University of Cambridge ████████████████
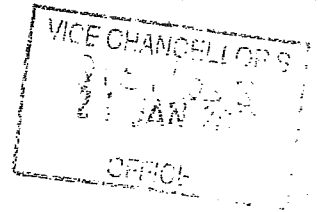> ██

--
Professor Eilis Ferran
Professor of Company and Securities Law
Law Faculty, University of Cambridge
10 West Road, Cambridge, CB3 9HW   ███████████████████████

Alison,

I have just remembered that you chair the General Board. In those circumstances you surely must recuse yourself and appoint a deputy. You cannot possibly properly determine a K,5 invocation which concerns your own actions. I am surprised that you did not realise this yourself at the outset, given the precedent of appointing a deputy set by Lord Oliver as a retired law Lord when he was Commissary in circumstances where the then Vice-Chancellor had chaired committees whose actions were being brought into question.

1