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LIBRARY MODELS IN ACADEMIC LIBRARIES

A comparative case study: University of Cambridge and Anglia Ruskin University

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ABSTRACT

The idea for this thesis came from a librarian who works in a Faculty Library which is a part of the University of Cambridge. The client wanted to examine whether students from University of Cambridge have an academic advantage over students in universities with less library provision. This led to an idea to make a comparative study of two university libraries that have different library organisational models. Both universities were located in Cambridge, the United Kingdom.

The aim of this study was to examine the differences, pros and cons between centralised (Anglia Ruskin University Library) and decentralised (libraries within the University of Cambridge) library models through case study. The main issues that needed answers were: what could be achieved through different library models, were libraries and subject librarians still needed and did the comparatively large amount of library resources/provision offered by the University of Cambridge give students an academic advantage over their Anglia Ruskin University counterparts.

This study focused on librarians' viewpoints. The main research method used was qualitative partially structured theme interviews which were carried out in Cambridge during the summer of 2013. Because of the vast number of libraries within the University of Cambridge, eight sample libraries and their librarians were selected for the interviews. As the theoretical background for this thesis, material both in English and Finish about collaboration and organisational structures in academic libraries and also case studies of organisational changes especially in Finnish university libraries, was used.

The results proved that there is still a value for librarians and libraries. It could be also stated that the large amount of library provision gives the University of Cambridge students an academic advantage but that it is not only the amount of provision that contributes to this advantage but that other things also have an impact. Through the interviews many differences, pros and cons between the models arose. The most important of these included the importance of local needs that was emphasised in both models, the great amount of library provision and personality of each library in a decentralised model and the responsiveness to changing user needs and keeping the library staff's skills on a high level through a significant amount of staff training in a centralised model.

TIIVISTELMÄ

Idea tähän opinnäytetyöhön tuli eräältä kirjastonhoitajalta, joka työskentelee Cambridgen yliopistoon kuuluvassa tiedekunnan kirjastossa. Hän oli kiinnostunut selvittämään onko suuresta määrästä kirjastoresursseja (niin henkilö- kuin kokoelmaresursseja) Cambridgen yliopistossa etua yliopiston opiskelijoiden oppimiselle verrattuna yliopistoihin, joissa kirjaston kokoelmat ja muut kirjastoresurssit ovat pienemmät. Tästä tuli idea verrata kahta Cambridgessa, Englannissa sijaitsevaa yliopistokirjastoa, joiden organisaatiomallit ovat erilaiset.

Opinnäytetyön tavoitteena oli kartoittaa keskitetyn ja hajautetun kirjastomallien eroja sekä hyviä ja huonoja puolia. Tässä tapaustutkimuksessa Cambridgen yliopiston kirjastot edustivat hajautettua ja Anglia Ruskinin yliopiston kirjasto keskitettyä kirjastomallia. Pääkysymykset olivat: Mitä eri kirjastomalleilla voidaan saavuttaa? Onko kirjastoille ja kirjastonhoitajille edelleen tarvetta ja arvoa? Saavatko Cambridgen yliopiston opiskelijat suhteellisen suuresta kirjastoresurssien määrästä etulyöntiaseman verrattuna Anglia Ruskinin yliopiston opiskelijoihin?

Opinnäytetyö keskittyy kirjastonhoitajien näkökulmaan. Päätutkimusmenetelmänä käytettiin laadullisia puolistrukturoituja teemahaastatteluja, jotka tehtiin Cambridgessa kesällä 2013. Suuren kirjastomäärän vuoksi Cambridgen yliopiston kirjastojen joukosta valittiin haastatteluihin kahdeksan esimerkkikirjastoa ja näiden kirjastonhoitajia. Opinnäytetyön teoriapohjana käytettiin niin englannin kuin suomenkielistäkin materiaalia, joka käsitteli yhteistyötä ja organisaatiorakenteita korkeakoulukirjastoissa. Lisäksi teoriaosuudessa käytettiin tapaustutkimuksia organisaatiomuutoksista etenkin suomalaisissa yliopistokirjastoissa.

Tulokset osoittivat, että kirjastot ja kirjastonhoitajat ovat edelleen tarvittuja sekä arvostettuja. Voidaan myös todeta, että suuri määrä kirjastoresursseja antaa mahdollisesti etulyöntiaseman Cambridgen yliopiston opiskelijoille, mutta resurssien määrä ei kuitenkaan ole ainoa asia, joka vaikuttaa opiskelijoiden mahdolliseen etulyöntiasemaan ja oppimiseen. Haastattelujen myötä nousi esiin myös monia kirjastomallien eroja sekä hyviä ja huonoja puolia. Tärkeimpiin kuuluivat: paikalliset käyttäjien tarpeet, joita painotettiin kummassakin mallissa, suuri määrä kirjastoresursseja sekä jokaisen kirjaston omaperäisyys ja palvelun henkilökohtaisuus hajautetussa mallissa, sekä käyttäjien muuttuviin tarpeisiin vastaaminen ja kirjastohenkilökunnan korkean taitotason ylläpitäminen kirjaston henkilökunnan koulutuksen kautta keskitetyssä mallissa.

Asiasanat: Cambridge (Englanti), organisaatiomuutokset, keskitys, hajautus, yliopistokirjastot, kirjastonhoitajat, haastattelututkimus, opiskelijat, oppimiskokemukset

CONTENTS

1   INTRODUCTION

The idea for this thesis came from Ms Susanne Jennings who works as a Faculty librarian in the Faculty of Architecture and History of Art Library that is a part of the University of Cambridge. I was known to Susanne Jennings previously, so I asked if the Architecture and History of Art Library might have a possible thesis subject to offer me. Jennings was interested to discover whether centralised and decentralised library models have significant differences between them and if a library model has an effect on students' learning experience. Therefore this case study compares two very different university libraries in Cambridge, UK that have different library models. The aim of this study is to find out pros, cons and differences between centralised and decentralised library models. In this case study the libraries within the University of Cambridge represent a decentralised library model and Anglia Ruskin University Library represents a centralised model. Another question arising from this line of enquiry was whether there is still a need for physical libraries and a justification for hiring professional subject librarians.

As mentioned already, by comparing these two library models it is aimed to find out the differences, pros and cons between the models. Thus the aim is not to provide an answer as to which of the models is better but to observe the differences and give libraries some guidelines of good procedures used in different library models. The main questions for this research are: What can be achieved through different library models? Is there still a need and a value for libraries and subject librarians? Is having a significant number of subject librarians still justified? Does the comparatively large amount of library resources/provision offered by the University of Cambridge give students an academic advantage over their Anglia Ruskin University counterparts? Of course, the last question mentioned could be best solved by doing a questionnaire for the students. To have a little student perspective to the results, two students were asked a couple of key questions about the effects of the library model on their studies. Of the two students questioned, one studies in the University of Cambridge and the other has experience in studying in Anglia Ruskin University.

The organisational structure of libraries has been the source of discussion lately because of the cuts in financial and other resources of libraries. Also, new technologies and thus new teaching and learning methods are changing the information needs of people and this causes challenges

especially for academic libraries. Libraries have to consider what kind of services they provide for their users and how they offer those services to the library users.

Kautto and Niemitalo (1996, 15) have grouped library organisational models roughly into four categories:

1) One-level model that has only the main library.
2) Two-level model that includes the main library and some separate libraries.
3) Three-level model that has the main library and also (several) faculty and department libraries.
4) Decentralised model that has not a main library but only a group of separate libraries.

Of these four categories, number one and two can be defined as centralised library models whereas categories three and four fall into a definition of decentralised library models. What is more, the centralisation or decentralisation can be physical, administrative or functional. In this study, libraries of University of Cambridge exemplify the three-level model and Anglia Ruskin University Library represents the two-level model. According to Kautto and Niemitalo (ibid.) the category two can be defined as a centralised library model when there are only a few separate libraries. Anglia Ruskin University Library has two main campus libraries and one smaller campus site that has its own library as well.

In this case study, partially structured theme interviews were used as the main survey method. Furthermore, some observation and discussions were used especially with Anglia Ruskin University Library. The interviews were carried out in a qualitative manner. Also, the results include some quantitative background information to support the qualitative information gathered. In this study, the viewpoint was chosen to be that of the librarians because there is an affiliation process going on within the libraries of the University of Cambridge and through the interviews the librarians could bring their thoughts forward about this matter as well. The interviews were carried out in Cambridge during the summer 2013, mainly in July.

2 BACKGROUND

This chapter introduces the two Universities and their libraries of this case study. The first lower chapter is about the libraries of University of Cambridge representing the decentralised library model. Anglia Ruskin University Library which represents the centralised library model in this study, is introduced in chapter 2.2.

2.1 University of Cambridge

The University of Cambridge is an old university, its roots dating back to the early 1200s (University of Cambridge 2013a, date of retrieval 9.9.2013). It is a confederation of 31 Colleges, six Schools and various Faculties and Departments. Although the Colleges are governed separately from the University, they are a fixed part of the structure of the University. (University of Cambridge 2013b, date of retrieval 9.9.2013.) The University has around 18 000 students of which 12 000 are undergraduates and 6000 are postgraduates (Coonan 30.7.2013, e-mail message).
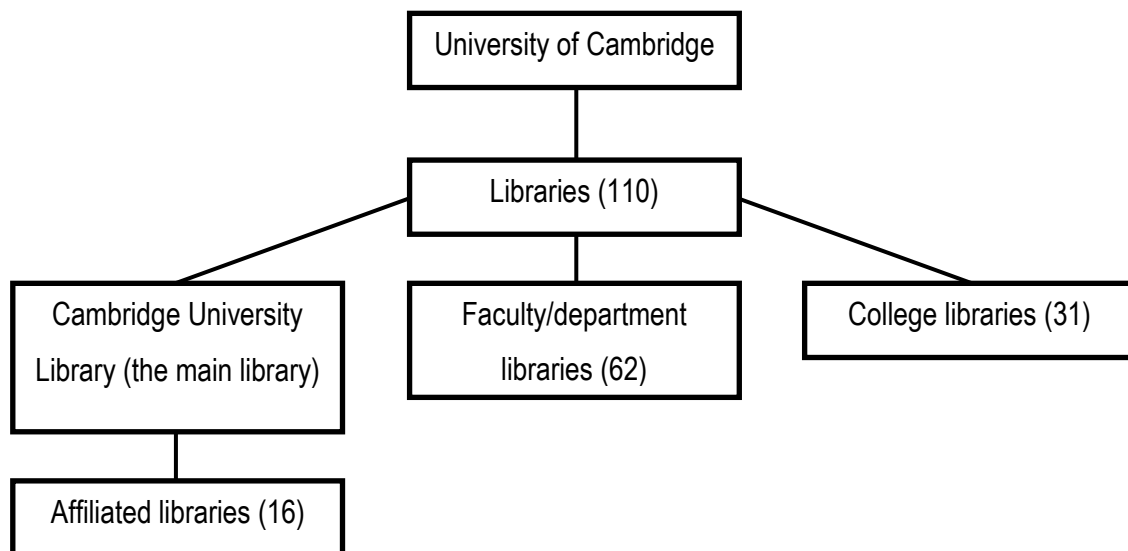
FIGURE 1. Structure of the libraries of the University of Cambridge.

A simplified structure of the Cambridge University libraries can be seen from the figure 1 above. There are over one hundred libraries in the University of Cambridge, roughly 110 in total (Coonan 22.10.2013, e-mail message). They include College, Faculty or Department and Affiliated libraries and the main library, the Cambridge University Library. The library system is thus called a three-tier system. Libraries in the University of Cambridge are not centralised and all the libraries have their own rules and procedures. Of course, librarians and libraries do co-operate but mainly on an informal basis. (Smith 12.7.2013, discussion; Libraries@Cambridge 2011, date of retrieval 9.9.2013.) The number of librarians within the University's libraries was asked but the exact number proved to be inconclusive.

According to Charlotte Smith, the assistant librarian at the Modern and Medieval Languages Library, what could be reckoned as centralised among the libraries would be that all the libraries have minimum standard cataloguing rules and there will be new cataloguing rules for every library in the University: Resource Description and Access (RDA) (Smith 12.7.2013, discussion). It is "the new standard for resource description and access designed for the digital world" (American Library Association 2010–, date of retrieval 12.7.2013). Smith (4.10.2013, e-mail message) says that the new rules will apply to cataloguing from scratch "and also to downloaded records already in RDA that need to be edited to meet Cambridge standards". Each library has still to do its own cataloguing.

In order to avoid duplicates in journals, both print and electronic, a Journals Co-ordination Scheme (JCS) was developed between the libraries in 2003. The management of journals subscriptions are therefore centralised because the JCS is used by all the Schools of the University. (Smith 12.7.2013, discussion; Cambridge University Library 2009, date of retrieval 12.7.2013.) However, this did not originally include the College libraries but only the Faculty/Department and Affiliated libraries and the main library. The libraries have also an annual conference that all members of library staff can attend. Additionally, there are networking lunches organised monthly. According to Smith, there is some training and courses for the librarians for example on cataloguing and teaching skills organised by Libraries@Cambridge, a group that brings together all libraries within the University of Cambridge and that has a joint web-page to help new students navigate through the many libraries of the University. Some libraries have formal training for students and some have not. At the start of their studies, students have only the introduction to their own library or libraries but according to Smith it would be good to have a

bit more formalised teaching for the students by the librarians about information search skills, using catalogues and so on. (Smith 12.7.2013, discussion.)

According to Smith (ibid.), some libraries use Camtools which is a kind of a virtual learning environment to provide some electronic material for students. Still, Camtools is not centralised and there have been some discussions about replacing Camtools with a Moodle-based virtual learning environment. Some libraries use JANET.txt which is a text messaging system to send messages to the library users (for example about recalled books) but the usage of the system has to be paid for from the libraries' own budgets and this has an effect on deciding whether the library needs the service that much so that they would pay for it (Smith 4.10.2013, e-mail message).

2.1.1 Cambridge University Library and Affiliated libraries

All students and staff of University of Cambridge can use the main library, that is, the Cambridge University Library (CUL or UL). Also, the library can be used by external researchers and students but only for reference. Some of the external users need to pay a fee to get access to the library's resources. (Cambridge University Library 2009–2012a, date of retrieval 9.9.2013.) There are six legal deposit libraries in the UK and CUL is one of them. It means that the library houses most books published in the UK and Ireland. There are many special collections in CUL in addition to the legal deposit books and the general collection. The total number of volumes in the main library is over seven million. (Cambridge University Library 2009–2012b, date of retrieval 9.9.2013.) Figure 2 shows a picture outside the main library.
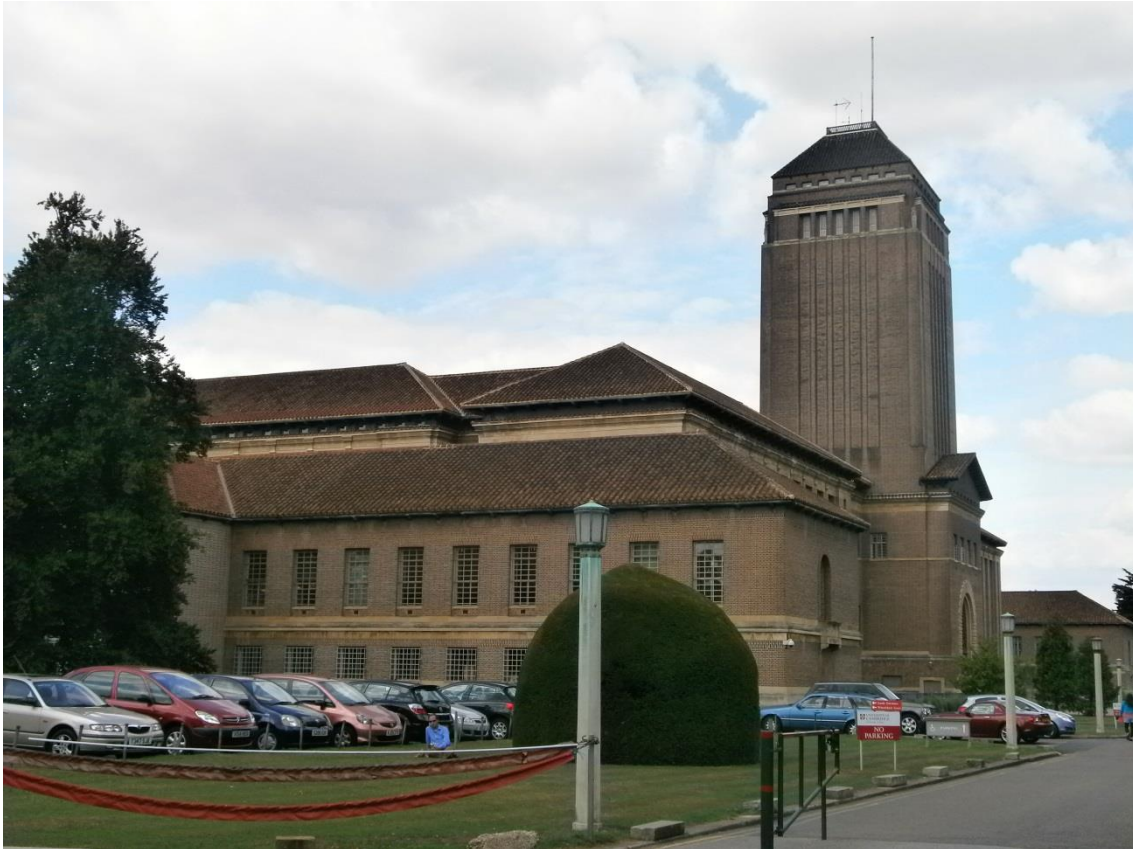
FIGURE 2. Legal deposit library CUL houses a collection of over seven million items in West Road, Cambridge.

There are a number of Affiliated libraries in addition to the CUL that house subject-focused material in different locations in Cambridge (Libraries@Cambridge 2011, date of retrieval 9.9.2013). At the moment, the Faculty and Department libraries are in process of closer affiliation to the main library. So the Affiliated libraries are Faculty libraries that have already been affiliated to the CUL and are under the management system of the main library. (Smith 4.10.2013, e-mail message.)

2.1.2 Faculty and Department libraries

Faculties and Departments are under six different Schools in the University. The Schools are Arts and Humanities, Biological Sciences, Clinical Medicine, Humanities and Social sciences, Physical Sciences and Technology. (University of Cambridge 2013b, date of retrieval 9.9.2013.) Therefore, the budget for the libraries comes from the School and/or the Faculty to which the library belongs. In terms of acquisitions, the Faculty and Department libraries have some self-selection but mainly

they do the acquisitions according to the undergraduate reading lists and recommendations from the academics. It is common for Faculty and Department libraries to get material that is taught, studied and used at the moment and then weed the unnecessary material in co-operation with the academics. Because Faculty libraries are more grounded in teaching than research, they get multiple copies of texts more often when research libraries invest in having all material that is published within the subject of the library so the research libraries usually have one copy of a book. Still, many Faculty libraries have significant research collections so the difference between Faculty and research libraries is not always so definite. (Smith 12.7.2013, discussion; Smith 4.10.2013, e-mail message.)

2.1.3   College libraries

The Colleges are financially and governmentally separate from the University so they have a considerable amount of independence in deciding the College libraries' budget amongst other things. The College libraries loan only to their own students and the libraries are meant to be used solely by the students of a specific College. Also, some Colleges do not use Voyager as their library system because they have the freedom to choose their own system (other systems in use within the Colleges include Heritage and Liberty). Most other libraries of the University use Voyager. Collections of every library can be found via LibrarySearch and Newton catalogues but as some of the College libraries do not use Voyager, the information on the material, for example whether the item is on shelf or not, is not visible from the search results. Then again, this is not a big problem when the College libraries are used mainly by students who belong to a specific College and the libraries do not usually give borrowing rights other students than their own. (Smith 12.7.2013, discussion; Smith 4.10.2013, e-mail message.)

2.2   Anglia Ruskin University Library

Anglia Ruskin University (ARU) has four different campuses in the East of England in Cambridge, Chelmsford, Peterborough and Fulbourn, the first two mentioned being the main campuses. Each campus has different course focuses. (Anglia Ruskin University 2013a, date of retrieval 5.9.2013.) However, according to Roddie Shepherd (17.7.2013, interview), the Assistant director of customer services division of Anglia Ruskin University Library, the Fulbourn campus is closing

down and will be merged with the Cambridge campus. So after the closure of the Fulbourn site, there will be three different campuses remaining in ARU.

Anglia Ruskin University received university status in 1992 but the foundations of the University date back to 1858 when art critic John Ruskin opened a School of Art at Cambridge (Anglia Ruskin University 2013b, date of retrieval 5.9.2013). Anglia Ruskin has four faculties: Arts, law and social sciences, Health, social care and education, Lord Ashcroft international business school and Science and technology (Anglia Ruskin University 2013d, date of retrieval 5.9.2013). The University provides courses both on undergraduate and postgraduate degrees. It offers a variety of professional qualifications as well.

Anglia Ruskin is one of the largest universities in the East of England and it has about 31 000 students from Britain and numerous students from abroad as the University has a lot of networking contacts with institutions all over the world. (Anglia Ruskin University 2013c, date of retrieval 5.9.2013.) The student number divides so that in Cambridge there are about 11 000 students and in Chelmsford around 10 000, the rest being distance learners or students in partner institutions both in UK and abroad (Shepherd 17.7.2013, interview). Moreover, Cambridge campus has a lot of young full-time academic subject students while Chelmsford campus has more mature part-time students with vocational courses that are related to a professional job (Cefai 17.7.2013, interview).

All the campuses have a University Library, although as mentioned before, the Fulbourn site's library will be merged to the Cambridge campus library during January 2014 (Shepherd 9.10.2013, e-mail message). The libraries have both on-site resources and online digital resources with large collections of e-journals, e-books and databases and they are available 24/7 via the University Library's website. The collections include course-relevant materials and each library has a variety of study spaces and facilities which consist of different study areas like group work zones and silent study areas. Furthermore, the Chelmsford and Cambridge libraries have 24 hour opening during semester time. (Anglia Ruskin University Library 2013a, date of retrieval 5.9.2013.) Figure 3 shows the entrance of the Cambridge Campus Library.

FIGURE 3. Entrance to the Cambridge Campus Library. Students and staff of Anglia Ruskin University can entry the Library with their library card at any time during term-time.

Roddie Shepherd relates that the University is moving a lot towards research when previously the University used to focus more on teaching. This is naturally causing challenges for the University Library at Anglia Ruskin, too. The challenges include such things as providing resources to support researchers. In the Library they think that it is important to have physical sites for students but the electronic resources and the Library's websites are as important as the physical sites because plenty of information today is available electronically. The importance of the websites is highlighted even more because of the amount of the distance learners in the University. (Shepherd 17.7.2013, interview.) Figure 4 shows a simplified structure of the Anglia Ruskin University Library (ARUL). As the virtual library is a vital part of the Library, it is included in the figure.
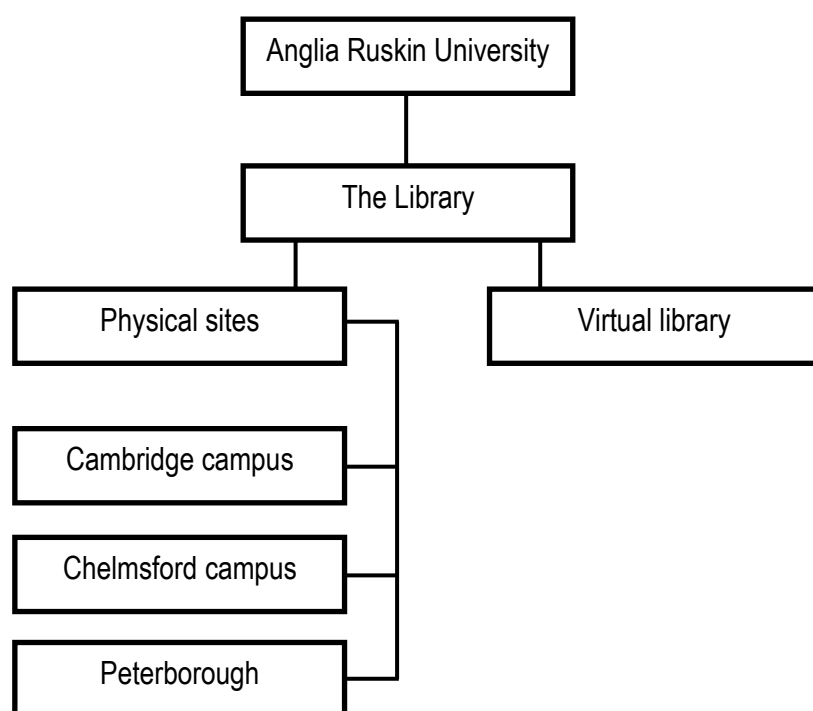
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                    ┌─────────────────────────────┐
                    │   Anglia Ruskin University  │
                    └──────────────┬──────────────┘
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                    ┌──────────────┴──────────────┐
                    │          The Library        │
                    └───────┬──────────────┬──────┘
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        ┌──────────────────────┐ │
        │   Cambridge campus   │─┤
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        ┌──────────────────────┐ │
        │  Chelmsford campus   │─┤
        └──────────────────────┘ │
                                  │
        ┌──────────────────────┐ │
        │     Peterborough     │─┘
        └──────────────────────┘
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FIGURE 4. Structure of Anglia Ruskin University Library.

The whole University Library's management system or structure is quite straightforward as it includes the University Librarian who has three Assistant directors who report to the University Librarian. The Assistant directors' divisions are academic (including things such as information skills, academic liaison and collection development), central (including websites, digital resources, library management system, IT systems and IT support) and customer services with two customer services managers, one in Cambridge and one in Chelmsford. The management used to be more campus-based but in 2008 it changed to become more centralised although, in a way, the Library has always worked in a centralised manner. The change was done in order to create a more integrated service across the whole University. So now the assistant directors have responsibility covering the whole University Library as in the campus-based system they mainly had responsibility over the campus. (Shepherd 17.7.2013, interview.)

According to Shepherd (ibid.), the physical stock of the Library is relatively small and it has been discussed whether they should increase the amount of stock. At the moment, the libraries' total number of a physical collection that includes audio visual material is around 293 000 and in addition to this, there are a lot of electronic materials. Then again, the number of electronic material, e-journals and e-books, is growing constantly. In particular, electronic journal

subscriptions are becoming more the norm. The electronic resources are also heavily used as the number of e-journal full text article requests was about 4,5 million and e-book requests over two million in 2011–2012. (Anglia Ruskin University Library 2013c, date of retrieval 10.9.2013.) In order to benchmark with other libraries, the Library has key performance indicators of facilities, financial issues and usage of the resources. These figures prove that even if the physical collection's usage is reducing, the electronic resource usage is growing. For example, in 2009–2010 there were almost 82 loans per a full-time equivalent student (FTE student) and in 2011–2012 only a little less than 61. But then again, e-book usage per FTE student has grown from 2009–2010 to 2011–2012 from 83.40 to 136.15. (Anglia Ruskin University Library 2013b, date of retrieval 5.9.2013.) Of course, Shepherd (17.7.2013, interview) points out that it has to be remembered that it counts as usage when one only opens an e-book but does not necessarily read it. The total number of library staff across all campuses is 92 and of them, 29 are part-time (Cefai 15.8.2013 & 15.10.2013, e-mail message). A more exact distribution of the library staff can be seen from table 1 below.

TABLE 1. Library staff in Anglia Ruskin University Library, all campuses (ibid.).

Library staff in Anglia Ruskin University Library	Amount
Academic Services Managers	2
Assistant Librarian Trainees	2
Central Services (electronic resources, acquisitions, bibliographic services)	12
Customer Services Managers	3
Customer Services Supervisors	4
It Support Assistants	8
It Support Manager	1
Library assistants (including 2 Graduate Trainees)	33
Office Administrator	1
Personal Assistant	1
Senior Management Team	4
Shelvers	8
Site manager for Peterborough	1
Subject Librarians	11
Training and Quality Co-ordinator	1
Total	92

The Library is in the process of converting to RFID (Radio Frequency Identification) system. This will be carried out by September 2013. The Library is also introducing web-based reading list software called Talis Aspire to improve the quality and consistency of the reading lists that the lecturers provide. The software helps for example in showing which items are core texts. The library uses the Ex Libris -based ALEPH library system. Now the Library is contemplating a change to a new system called ALMA. These projects and new services are contemplated and carried out in order to better support the objectives of researchers and the whole University. Furthermore, the physical space especially in the Cambridge campus is causing challenges because the Fulbourn site is closing and merging with Cambridge. Naturally, this will increase the number of students in the Cambridge campus. There had been plans to build a new University building for the Cambridge campus but it has proved to be too expensive. Now the University and its Library have to contemplate other options like expanding the study places somehow to meet the needs of a growing student population in the campus. (Shepherd 17.7.2013, interview.)

3   ORGANISATIONAL MODELS IN ACADEMIC LIBRARIES

Currently, there is not much literature that concentrates on library organisational structures and models. In the past couple of years, however, literature focusing on these matters has started to expand and some books and especially case studies on the subject have been published. There are quite a lot of reports that can be found which have been written about centralisation processes that have been done in academic libraries. In this chapter, some texts and books that have been written about library organisational models are introduced. Moreover, at the end of this chapter there are presented a couple of merger processes that have been done in Finnish university libraries.

Alire and Evans have written a book called Academic Librarianship that concentrates on U.S. academic libraries but some chapters of the book can be generalised to be of international context and importance. In particular, the chapters that ponder the future of librarianship and libraries include something about library models as well. The book highlights four big issues that should be taken into account by academic libraries now and in the future when they plan their organisational structure:

- change in people, technology, structure and strategy,
- communication skills (both personal and external),
- governance and
- collaboration (Alire & Evans 2010, 291–292).

A change in an academic library system that has been most significant in recent years is the flattening of libraries' organisational structure and the growing use of different kinds of teams. This has resulted in less layers of management and the flattening has also had an impact on what new skills a good academic librarian needs. Library internal and external collaboration is also affecting the way an academic library provides its services and creates new funding resources. (Ibid., 300–301, 306.)

Matters of organisational structures in academic libraries are also touched upon in chapter 16, Leaders look toward the future. This chapter goes through the essays of 21 librarians who were asked to write an essay about the future of academic libraries and librarianship by the authors of

the book. In the essays, many different challenges for academic libraries in the future are mentioned and in 19 essays out of 21, it was mentioned that some kind of structural change will be essential for academic libraries. (Alire & Evans 2010, 328–330.)

Another book that highlights the need for change and more collaboration between libraries is Collaboration in Libraries and Learning Environments (2012). The book is a compilation of ten essays from the UK, USA, Canada and Australia. The essays in the book concentrate greatly on collaboration between libraries and the learning community. The environmental change in higher education has brought on a need for new innovations, shared services and greater collaborative networks. The essays also present many case studies. In the introduction to the book it is said that even if the writers are from different countries, professions and roles in their work place, the essays tend to raise the same themes such as collaboration between different units, leadership, what staff skills are needed and "a clear commitment to placing the student or client at the centre of service delivery" (Collaboration in libraries and learning environments 2012, xviii).

Strategic planning in UK academic libraries is pondered in Sarah McNicol's paper The challenges of strategic planning in academic libraries (2005). The paper describes the outcomes of a project, funded by the Higher Education Funding Council for England (HEFCE), that investigated strategic planning in UK's academic libraries. In her article, McNicol emphasises the importance of the collaboration between the university and its library, and also the importance of taking the library to the decision making processes of the whole university in order to bring forward the importance of the library to the university and its learning community, and to justify the library's existence. What are considered to be the most important functions of the strategic planning of a library is that through planning a library can plan its future better and can be prepared for big changes that the future may bring (McNicol 2005, 499). In terms of strategic planning, according to the project's results the main issues which need to be addressed by academic libraries include:

> The involvement of library staff; communication of library aims and plans externally; the level of active involvement in institutional and departmental planning; evaluation and target setting; and involvement in more "difficult" institutional aims such as income generation and widening participation (ibid., 509).

As mentioned before, some case study reports of libraries' organisational change or merger processes can be found. One of these is from Australia: Wells has written a report A prototype

twenty-first century university library: a case study of change at the University of New South Wales Library (2007) that goes through the organisational restructuring of the University of New South Wales Library (UNSW). In Australia, the reasons and the need for organisational changes and mergers in academic libraries do not differ from those of the European academic libraries. Among other things, the reasons mentioned in the report include financial issues, the modern technologies and new information needs of people. By restructuring, the UNSW aimed to integrate collections, rationalise service points, make a more consistent user experience, enhance digital services and have a more outward-looking focus from the library to the university. (Wells 2007, 451–453.)

Graham Walton, Liz Burke and Margaret Oldroyd investigate the management function of second tier posts in Australia and the UK university libraries in their study Managing University Libraries: A cross Australian/UK study of second tier managers in university libraries (2009). The study provides some information about university library organisational structures as well.

Mel Collier has done a PowerPoint presentation of the key issues that arose from a study done in 2006 which investigated the convergences of academic libraries across the world and their frequency at the time the study was carried out. It gives the main points of the converge experiences in different parts of the world and also states that in 2006, the convergences were not yet common within the libraries. (Collier 2006, date of retrieval 23.5.2013.) Of course, this has changed since 2006. Finland was mentioned as one of the most active developers in convergences at the time the study was being conducted (ibid.).

A similar library system to that of the University of Cambridge is of Oxford University's Bodleian Library. The library system in Oxford University has gone through a major process of organisational change. Reg Carr is a librarian who has worked in big university libraries in the UK and has written a book entitled The Academic Research Library in a Decade of Change that was published in 2007. The book chronicles the changes the academic libraries have faced during the last 10 to 15 years but looks into the future as well. It mentions a lot of challenges the academic research librarians face all over the world. Among other things already mentioned in this chapter, Carr (2007, xvi–xvii) lists some further challenges such as the Internet and commercial search engines, the globalisation of digital information, changes in information retrieval habits, changing expectations of library users, a need for organisational structure that would enable delivering old and new services effectively, issues in law, open-access and long-term digital preservation. The

book includes a couple of case studies from Oxford University's Library where Carr has worked as well and one of the case studies goes through the organisational change of the massive Oxford University Library.

3.1 Moving towards centralisation of academic libraries

University libraries around the world have been under stress for the last few years wherein the economic downturn has reduced the resources of the universities and thus their libraries. Therefore, libraries have needed to make decisions and try to adapt in the ever changing world. In addition to the recession, the digital age and explosion of electronic publishing have had a major impact on services, collections, skills, structures and different resources of university libraries (Sinikara 2010, 34).

The importance of university libraries and librarians has not always been acknowledged. Still, the need for them especially in this digital age is inevitable. When publishing is easier, the amount of information increases unavoidably. Naturally, this causes the need for weeding out the relevant information. At this point, the librarians step in: they can help and ease the navigation through the massive amount of information. Libraries are a big part of universities in controlling and organising information and librarians play a significant role as teachers to researchers and to students on how to search and evaluate information. When there is a lot of data on Internet, it is easy to just use information that can be accessed the simplest and easiest way, without thinking about the quality and the reliability of the information concerned. These issues arose in many texts and case studies I read in the course of working on this thesis.

3.2 Organisational changes in Finnish university libraries

There are many things that have contributed to the organisational changes in Finnish university libraries. The biggest reasons for needing more unified libraries include fast progress of the electronic world, including for example e-resources and e-learning, the University Act that came into effect in Finland in 2010 and the economic downturn that has been on-going for years.

Jylhä-Pyykönen's article gives an insight into developments of Finnish university libraries especially from the 1990s onward until the start of the 2000. Jylhä-Pyykönen (2002, 109) states

that a Committee was appointed in 1999 to examine the university library system and to propose an action programme to develop the library system in Finnish universities due to technological progress at that time. Finnish universities' structure has usually functioned so that it has had a main library and faculty and/or department libraries and the basic services and collections are free to all citizens in Finland (Jylhä-Pyykönen 2002, 111).

As Finland is a small country of around six million people, it is necessary and also reasonable to centralise some library services. Still, it has to be remembered that not all library services can be centralised but that there has to be a reasonable dividing between centralised and local services. (Ibid., 117.) The Committee appointed in 1999 made some recommendations for the development and centralisation of the Finnish university libraries. The recommendations included for example organising flexible and economic library services for the whole country through networking and promoting centralised services when possible and reasonable. Networking between both academic and public libraries was also emphasised. The Committee's recommendations were taken mostly positively by the universities and their libraries, and actions to achieve the recommended changes started taking place in Finnish university libraries at the beginning of the 2000. (Ibid., 122–123, 127.)

Universities in Finland used to be state-owned but the new University Act made universities independent from the state (Laki yliopistolain voimaanpanosta 559/2009 1:4.1 §). The universities needed to organise administration and other support services so that they could start their operation as a whole according to the new University Act as a new university when the Act came into force. The Act also says that the universities that will be merged were responsible for arranging the mutual operations together. (Laki yliopistolain voimaanpanosta 559/2009 1:6.1 §.) Without a doubt, the Act sped up the organisational changes of the Finnish universities and their libraries considerably. It seems that now the Finnish universities are profiling strongly either as research universities or as regional universities. When research universities, for example Helsinki University, are trying to achieve international quality, regional universities like the University of Eastern Finland build education and research units by gathering together different operators from a specific region. (Haarala & Sinikara 2010, 218.)

Centralisation of the university libraries have definitely been made easier by the Council for Finnish University Libraries. It was established already in 1996 and all of the university libraries in Finland are represented in the Council. The Council coordinates and develops the network within

university libraries in Finland. Originally, the Council was established especially in order to help organising joint library systems for the university libraries and also to prepare joint licences for electronic material. (The Council for Finnish University Libraries 2003, date of retrieval 4.7.2013; Haarala & Sinikara 2010, 216.) The Finnish academic libraries have always more or less been engaged in networking with each other (Jylhä-Pyykönen 2002, 111; Haarala & Sinikara 2010, 215). The impact of library operations and libraries' mutual services is made visible through the Council. The tasks the Council undertakes include initiating development projects, making statements, bills and proposals, conducting surveys and appointing joint representatives of the university libraries for various organs. What is more, it observes development in the library field and in the operational environment as well. Co-operation within the libraries is made on local, national and international levels. (The Council for Finnish University Libraries 2003, date of retrieval 4.7.2013.) Co-operation between the Finnish university libraries has been close through the activity of the Council and it has produced many joint ventures and clearances (Haarala & Sinikara 2010, 216).

Sinikara sums up in her article (2010, 34–35) the environment changes that have fed the need for centralisation and organisational restructuring especially in Finnish university libraries. There are both internal and external reasons for the need of centralisation. In the 1990s there was an economic downturn that started the process of changing towards more unified university libraries in Finland. Also, the State wanted universities to rebuild and clarify their structures and of course this affected their libraries as well. Automation of libraries had strengthened co-operation between libraries, and also the need for advancement of a new distribution of work and coordination nationally and inside the university. Internet and electronic publishing have had a huge impact on libraries since the 1990s: the need for new services and new work skills in librarianship were required and still are. Growth in digital material and services caused the need for adapting to a new cultural environment. Also, the increasing international co-operation between libraries all over the world has had an impact on the libraries' need for reorganisation. (Ibid.)

The work of unifying the Finnish university libraries that began over ten years ago has concluded into a many positive outcomes. The Finnish university libraries have now become more unified than ever before. In the lower chapters of this section there are a several cases of merging and centralising university libraries in Finland.

3.2.1   Helsinki University Library

Helsinki University Library's merging process has been handled in two books. The first one is Rajapinnassa: uusi Helsingin yliopiston kirjasto (In an interface: the new Helsinki University Library) which was published in 2010, and in Kaisa-talo: Helsingin yliopiston pääkirjasto (Kaisa House: Helsinki University Main Library) published in 2012. The book In an interface: the new Helsinki University Library goes shortly through the history of the Helsinki University Library but the main objective of the book is to go through the library's major organisational change that has happened. The completion of Kaisa House which is the main library of the Helsinki University Library, was kind of a conclusion for the whole organisational change in the Library and therefore the book Kaisa House was published. Its focus is largely in the main library's architecture and how it was built but the book also describes the Library's new services and collections.

History of the Helsinki University Library goes all the way back to the 1700 and 1800s. There used to be around 160 separate libraries and book collections in the University. There was the big main library and then there were separate departments with their faculty and department libraries. When there were so many different libraries, there was not any communal coordination responsibility. Helsinki University Library started working as a single organisation in the very beginning of 2010. (Sinikara 2012, 16.) Now the 160 libraries have been merged into one organisation that has five service units. This major organisational change was done over the course of fifteen years from 1998 to 2012. The five service units have new facilities and all of them offer the needed discipline-specific services to their users. (Ibid., 25; Sinikara 2010, 35.)

As mentioned, the merging process took a lot of time and effort and it was not a fast change, having taken fifteen years altogether. When the planning of the new Helsinki University Library began, there was a lot of involvement of the library and academic staff, and the students of the University and other users of the Library as well during the whole merging process. The involvement was done greatly through different kinds of projects. For example, researchers and academic staff were involved in the Library's service planning through a project that was called Knotworking between 2009 and 2011 in order to increase the co-operation between the academics and the librarians. Knotworking is a method that requires a lot of time and effort but the results of the project have been positively welcomed. (Engeström, Kaatrakoski, Laitinen, Myllys, & Rantavuori 2012, 73–74, 83.) The library users have been involved in the planning for example by joint queries and joint brainstorming sessions through a project called Smart design,

and due to the project there was the implementation of ten new services (Lantto 2012, 69; Lammi 2010a, 210).

There has been much in the way of educating the library staff. The campus libraries have trained their own librarians separately and since the middle of 2000 there has been centralised coordination of the education and training services. (Karppinen 2010, 161.) What is more, the coordination of international connections to libraries around the world has been eased through the centralisation of the libraries although the previously separate libraries have always been quite active through having global networking (Lammi 2010b, 223).

The organisational change in Helsinki University Library created new centralised digital services, new distribution of work, a new organisation of administration and also new facilities for the five campuses (Sinikara 2010, 35). The centralisation of the functions and leadership of the libraries have had several effects. Amongst other things it has strengthened the possibilities of doing research in interfaces of different sciences and with new partners. It has enhanced library use and the coherent accumulation of collections. Furthermore, the library staff have been able to improve their skills and specialisation especially in digital publishing, e-science and in the area of special needs of different disciplines. (Sinikara 2012, 17, 25.)

From the centralisation and the major organisational change done it is hoped that it will give the University Library possibilities and abilities to serve the research university as a developer and a partner in the ever changing data environment. In the end, a library is an important partner in implementing the university's objectives. Of course, only the future will show the real effects of the reorganisation that has been done in the Helsinki University Library. (Sinikara 2010, 35.)

3.2.2   Three merger processes

The article Bringing order out of chaos: benchmarking tools used in merging university libraries in Finland (2011) goes through the merger processes in the university libraries of Turku, Helsinki (Aalto University) and Eastern Finland and it reports the different viewpoints of those processes. As Muhonen, Nygren and Saarti (2011, 183) note in the abstract of their article, the cases of the university library mergers and their results can be helpful for other libraries in similar situations although these cases were located in Finland. The results can give examples and tools for

restructuring and reorganising libraries (Muhonen, Nygren & Saarti 2011, 183). All of the three universities and their libraries started function officially in the beginning of 2010.

There were four factors that fed the need for a change in the organisation of these universities and their libraries. Naturally, as in all of Finland, the University Act was the primary reason. Secondly, universities' management became more professional when university boards included members not only from the academic community but also noteworthy individuals from business, the arts and society. This also involved the libraries management: no longer were the library directors top professionals of their own field but they needed to be professionals, for example, in human resources management and marketing as well. (Ibid., 185.) The third reason was the economic downturn and the fourth, quite clearly, information and communication technologies (ICT). In the article it is also referred to Saarti's article From printed world to a digital environment: the role of the repository libraries in a changing environment (2005) that this digital age moved especially university libraries' emphasis from a collection-based identity to a service and access-based one. Naturally, the aim of the merger processes was to make some economic savings but at the same time to increase quality and effectiveness of the academic world of Finland. (Muhonen et al. 2011, 190–191, 202.) The organisational changes made in the three universities are looked through separately in this section's lower chapters.

3.2.2.1   Aalto University Library

At Aalto University the merger process began in 2006 by the introduction of an idea to merge three different libraries into one. A working group was nominated and in 2007 it suggested that the University of art and design, Helsinki School of economics and Helsinki University of technology would be made into one unified university. Three library directors of these university libraries began planning as soon as the planning of the merging of the universities began in 2007. (Muhonen et al. 2011, 186.)

In the beginning of the merger processes all of the universities and their libraries used working groups to plan for the shared future. Aalto University used task forces and of these, 13 work groups concentrated on library and information services (ibid.). Also used were brainstorming sessions together with the library staff from all the three libraries. The sessions led to the nomination of six working groups which focused on different aspects in the library: users, library

systems and university publishing. Brainstorming sessions were held after the working groups were nominated and a service portfolio was also created. (Muhonen et al. 2011, 191.)

In Aalto University the main things that were learned from the process included that it is not necessarily a benefit to start planning the library structure straight at the beginning of a merger process before the university's plans are ready or even taking shape. In Aalto University the Library was the first unit within the University to have their plans ready for the future merging. Other units of the University followed one year later in finalising their plans. Because of this long hiatus in between the process the Library's personnel lost some momentum and they had to remind themselves about the importance of the future change and the reasons for the planning they had done before. (Ibid., 191, 198.)

3.2.2.2   *Turku University Library*

In addition, the process of merging the University of Turku and the Turku School of economics libraries (TSEL) began in 2006. The union of these two universities aimed to improve high-quality research in the Turku region. The actual acts of preparing the merger began in 2008 and, in terms of the libraries' merger, not until 2009, just half a year before the official merging of the universities. (Muhonen et al. 2011,187.) The University of Turku has had a statutory free copy position since 1919. This means that the library houses all material published in Finland. This started causing lack of space during the first decade of 2000. Also the 19 separate library units in the Turku region needed to be more unified. This lead to the nomination of an expert reviewer and he suggested a consortium of the University of Turku and TSEL in order to help in the creation of uniform procedures for the libraries. (Ibid., 192.)

A steering group was used in the University of Turku to revise the management system and the organisational structure of the library as well as to create a policy of balanced sharing of resources. The Library took the scientific community, students and the entire library staff to the planning process for the common library. A LibQual survey was conducted in 2010 for users in order to get information on how the students and other users of the Library benefit it and what was to be considered in the old and new services of the Library. Library personnel then analysed the results of the customer feedback. The Library used also common development days to motivate, engage and to unify the library staff. (Ibid., 187, 193, 197.)

In Turku University a surprising result was found when they conducted the LibQual survey. Users of the Library were quite dissatisfied of the library's services and resources. This led that the library staff learned to have more co-operation with the users of the Library and also with academics of the University. The librarians understood the benefit that could be achieved from the scientific community's expertise in different fields. The query also revealed that the dissatisfaction of the users with electronic resources was the result of poor marketing of library services. It is most important to convince the students and researchers about the many benefits of a university's library services. Some kind of a communication strategy should therefore be developed. (Muhonen et al. 2011, 199, 201.)

3.2.2.3   *University of Eastern Finland*

University of Eastern Finland (UEF) started its restructuring in 2007 and contrary to the University of Turku, the library was taken into the process straight from the very beginning. The new University consists of three campuses in Joensuu, Kuopio and Savonlinna. Year 2008 passed planning the organisational structure and strategy. The Library received funding from the University's management to carry out two projects: creating a unified database and developing a common policy for information literacy and tutoring. (Muhonen et al. 2011, 188–189.)

In the UEF socialising and familiarising of the library staff members with each other was done mostly by using new technologies such as videoconferencing. Remote meetings, sharing of ideas and documentation were also done mostly by exploiting web technologies. Usage of technologies was necessary in the case of UEF because of the distance between the campuses. (Ibid., 198.) Team structure and library staff involvement in the planning process of the services of the Library in the UEF was created using an adapted version of a quality management system based on the ISO 9001 (ibid., 200). Lobbying needed to be learned as well when the University Act caused the independent financial situation so libraries had to compete for resources with other units of the whole university (ibid., 202).

In the UEF the main thing that was gained was learning how to lobby. As in Turku, in the UEF Library they learned that some kind of a communication strategy should be created as well within the library and with the users as well. In the UEF it was also noticed that management and

communication only via electronic technologies can be hard and lead to misunderstandings. A common language has to therefore be created. The University Act that changed the status of Finnish universities to independent meant that university libraries had to compete for resources with the other units of the university. This meant that library personnel had to learn to provide facts to university managers especially when considering the budget of the university and its library in order to get proper funding for the library and to reassure managers about the importance and efficiency of the library. (Muhonen et al. 2011, 201–202.) In contrast to Aalto University, the quick decision making of the leaders of the merger process done in the UEF was important. That helped the library staff to stay focused during the merger process. (Ibid., 193.)

3.2.2.4   Summary

In short the methods that were used in all of the university libraries were largely focused on working in co-operation and communicating with each other concerning every viewpoint of the merging of the libraries. Listening and sharing the hopes and views of all of library and academic staff as well as the customers were important methods in planning. Teams and working groups were broadly used in all three libraries. Benchmarking was also used especially in developing the services: best practices were taken into action or alternatively completely new working procedures were constructed (Muhonen et al. 2011, 198).

All in all, the merger processes' key results that emerged were the importance of rapid decisions about different things, involving the library staff and the customers to the merger process, to define the strategy and organisation of the library, constructing personnel management as for example to define tasks and roles of individuals and building a new organisational culture for the library by actual meetings of the librarians from different libraries, and benchmarking the services, innovating new ones and weeding the unnecessary services. One area that many libraries would need to improve in was communication, marketing and lobbying. As key results in this area it was learned that close co-operation with the academic staff and students and building relationships with administrators of the university were vital. Some kind of communication structures should be decided. It was also seen that using new technologies such as blogs, apps and wikis would enhance marketing and communication. (Ibid, 203.)

4   RESEARCH PROBLEMS AND METHODOLOGY

The aim of the study is to compare two different library models through the medium of a case study. A decentralised model is represented by the University of Cambridge and its libraries and a centralised model is represented by Anglia Ruskin University Library. By comparing these libraries it is aimed to discover the differences, pros and cons between the models. The most important research questions are:

1)   What can be achieved through different library models?

2)   Is there still a need and a value for libraries and subject librarians? Is having a significant number of subject librarians still justified?

3)   Does the comparatively large amount of library resources/provision offered by the University of Cambridge give students an academic advantage over their Anglia Ruskin University counterparts?

The research aims to observe the differences between the models and give libraries some guidelines of good procedures used in different libraries with different organisational models. Through the study the impressions, opinions and experiences of librarians are brought forward in order to survey the issues mentioned.

This study uses a qualitative method, the main survey method being partially structured theme interviews. The interviews are carried out in a qualitative manner but the study uses also quantitative aspects about some information. Interview research uses often other qualitative or quantitative methods side by side or as a support with the interview method. Also, quantifying and different numerical manners of representation of the data gathered add the validity and transparency of the research. (Ruusuvuori, Nikander & Hyvärinen 2010, 11, 26.) This is why this study uses some quantitative information for example about bookings and attendances in research skills courses. Also, the study uses some observations. The quantitative and qualitative methods are used side by side (Hirsjärvi & Hurme 2000, 30). The methods were chosen in order to have a diverse viewpoint to the issues at hand.

The qualitative manner was chosen to be the directional method for the study. This is justified as the research problems have no precise form (Hakala 2007, 20). Although this study has its main questions that need to be answered, the subject of this thesis is so complex and diverse that the questions asked in the interviews needed to be versatile. In observing library organisational models and structures, a number of different things and viewpoints have to be taken into account. Half structured theme interviews are used to find out the opinions and experiences of the librarians. Theme interviews have set topics but the form and order of the questions are not necessarily exact. (Eskola & Vastamäki 2007, 25–27.) In this study though, the questions were constructed beforehand and they were same to all. Still, there were no set answer options but the interviewees could answer the questions in their own words. There was also sent a short open-ended questionnaire to two students from both universities via e-mail. This was done to receive some insights from the student viewpoint as well.

5   RESULTS

This chapter discusses the answers of the interviews and discussions carried out in Cambridge, England during summer 2013. Questions asked in the interviews can be seen in appendices 1 and 2. The results from the two universities are handled separately in their own chapters. Chapter 6 sums up both of the results alongside the conclusions. More comprehensive and accurate summaries of the interviews can be seen from appendices 3 and 4.

As mentioned in the introduction, a couple of key questions were asked of two students, one with experience studying in University of Cambridge and another with experience from Anglia Ruskin University. Those answers revealed that both of them still saw great value in having subject librarians because they could lead students towards relevant and good information resources. Also, both students thought that the physical library still counts a lot for students to have a place dedicated for studying. The ARU student pointed out that in the present hectic way of living, an environment where a student can focus mainly on studying is vital. Both students found the libraries within the two universities well-stocked.

The ARU student could not answer the questions about the centralised and decentralised library models. The student from the University of Cambridge thought that the three-tier library system in the University of Cambridge gives students more opportunities to gain information resources. In the student's experience, however, the system's main downside was that sometimes the needed resources were housed in a different library and the student thought that it would be convenient to have everything under one roof. Furthermore, the student thought that because the CUL has the free copy status, it gives Cambridge University students a real advantage. All questions and answers from the two students can be seen from appendix 5.

5.1   University of Cambridge libraries

The results from the libraries within University of Cambridge are presented in separate chapters in order to make the results appear clearer. Eight sample libraries and their librarians were chosen for the interviews from the University of Cambridge. Nine interviews were carried out in total.

5.1.1 Cambridge University Library and one Affiliated library

Naturally, one of the interviewed librarians was from the main library, the Cambridge University Library (CUL or UL). It is open to all members of the University of Cambridge. The Criminology Library or Radzinowicz Library was chosen as an example library from the Affiliated libraries. The Radzinowicz Library was founded in 1960 and it houses the most extensive criminology collection in the United Kingdom. It has a librarian and an assistant librarian. Like the CUL, the Radzinowicz Library is open to all members of the University of Cambridge. (Radzinowicz Library 2013, date of retrieval 30.9.2013.) Librarian Stuart Stone from the Radzinowicz Library was not asked all of the questions because the interview was carried out earlier than the other interviews and thus all questions were not yet finalised at that time. I contacted him later via e-mail in order to ask the rest of the questions but an answer was not received.

Research skills and development librarian Emma Coonan from the UL runs information skills training and teaching and also user education in the main library. She has her own programme called the Research Skills Programme (RSP). It offers training and support to library users at every level, from undergraduates to researchers (Cambridge University Library 2009-2012c, date of retrieval 17.10.2013). The University of Cambridge does not have a particular baseline of provision in this area across the University. Coonan (23.7.2013, interview) mentions the current three-tier system the libraries have and that they are moving towards affiliating some libraries. At the moment, all the libraries operate practically independently so the level of research skills and information supervision varies considerably across the board because there is not baseline or coordination between what different libraries do. This is why Coonan is trying to promote "a visible standard" in training and teaching research skills within the libraries in the University and other libraries can adopt or ignore her Programme. When she was appointed to her current job five years ago, she tried to refocus it from teaching students about the UL's information resources to teaching about all academic information resources the students could benefit from and to finding the most appropriate information resources for them. This marked a kind of a shift of context from the University's provision to the student's viewpoint.

Coonan has done a research project with a librarian from the London School of Economics and Political Science (LSE) about information research skills to create the RSP for the University Library. They undertook research around what the curriculum for information skills teaching would be like that was to be taught in an adapting way across the whole student's academic life cycle.

At the moment, most of the students in UK universities have only one course at the beginning of their studies for example about searching databases and similar things. With the research Coonan did with the librarian from the LSE, they wanted to emphasise that learning about information skills is an on-going process and cannot be achieved in one session but bit by bit. Both students and staff of the University of Cambridge can attend her courses. She points out that she does not teach library referencing but research type referencing. Her Programme is not made in collaboration with any particular faculty or department so it has to be adaptable to any study subject and to any person who is interested in participating in the courses. Thus, she has to contemplate how she describes the courses and for what level it will be suitable. She is trying to run every course multiple times during a year so they will be accessible many times within one academic year.

Coonan has a Master's Degree in librarianship and the librarian Stuart Stone from the Criminology Library is in the process of working towards that degree. Stone is subject qualified because he has a Degree in criminology. Coonan from the UL has also three different degrees in subjects other than librarianship. She mentioned the formal ways of collaborating with other libraries and librarians through Libraries@Cambridge but said that her way of collaborating with them was mostly informal and she tries to collaborate with other librarians as much as possible. Stone from the Criminology Library also achieved a good level of co-operation with other libraries and librarians within the University of Cambridge for example through meetings. The Criminology Library also achieved a good amount of co-operation with the academics. Stone (28.6.2013, interview) added that the library and academic staff knew each other well.

In contrast to the Criminology Library, Coonan said that there was not enough collaboration with the academics. She thought that there was still a traditional strong divide between the academics and administrative support and that libraries were seen as serving in the provision of administrative support. This might be the situation in the main library still but when I interviewed the College, and especially the Faculty and Department librarians, it seemed that this kind of attitude was not that prevalent in the smaller libraries within the University. Coonan thought it was hard to attain co-operation with the academics but that there should definitely be more collaboration between them and the Library. She still believed that the academics saw the importance of the library but said that it was not enough to ask if the library was important; rather, it should have been asked what was important about the library. Coonan thought that some academic members saw the library as a provider and not as a partner. Naturally, Coonan's job

has a really strong teaching element as she runs the RSP. Stone said that he also had a teaching element in his job but that it was not formalised.

Stone thought he had enough autonomy in his job at the Criminology Library. This was an interesting point because many of the librarians within the University of Cambridge feared the loss of far too much autonomy through the affiliation process. Then again, Stone pointed out that the process was not complete yet so there could still be some alterations to the independence situation. Coonan, too, thought that she had quite a lot of autonomy within her small job area within the big University Library. She has total autonomy over her Programme, for example she decides what comes to it and when and how she programmes it and with whom. But then again, she hasn't a budget and that creates some restrictions for her job. For instance, she cannot book external speakers.

Coonan thought that the distinctiveness of the Cambridge University library system was the autonomy of the libraries. She said it was not a positive thing because she saw many problems generated by this, for example duplication in staff and materials and also a worrying possibility of conflicting messages that the students may get between the libraries when the libraries lack mutual procedures and teaching methods. Stone said that the diversity that has developed from the long history of the University was the most distinctive thing of the library system in the University of Cambridge.

A more unified library system according to Stone would include advantages such as saving money and technological improvements, and along with this, the centralisation of information. Coonan said that agreed shared standards would be the biggest advantage. Disadvantages of a more unified system would include in Stone's mind the danger of losing the autonomy and diversity of the libraries. Coonan feared the loss of an element of a built-in value of knowing the library's users in a decentralised library model. She said that in a library there should always be somebody who knew the user community inside out and who was actively maintaining really strong and built-in links to the community. This could be lost in a centralised library model.

Coonan could not say if there was any evidence if the large amount of library provision gave an academic advantage to Cambridge students and she thought that a lot of other factors might affect to this as well. Interestingly, she thought that a lack of support to the students in the baseline services in information skills or in helping the students making transition from school to

university conventions could contribute to the edge because the students had to actively learn to find out about different things by themselves when they necessarily did not have that much support from the library. Still, she did not think it was a good thing that they do not offer this support to the students. In Stone's mind, the present library system of the University of Cambridge gives an academic advantage to the students. More uniformity within Cambridge University libraries was seen as a positive thing from the student point of view by both of the librarians. Still, Stone thought that this was a difficult question to answer to because there were so many different kinds of libraries. Coonan thought that the students' life could be made easier with a more standardised approach across the whole University and its libraries. She added that if it was important to retain local variations on a practical level, it could be done but that it had to be made more transparent to make it clearer to the students. Both of the librarians agreed that the students used several libraries within the University. Furthermore, another one pointed out that it should not be just assumed that for example undergraduates would use only their College libraries. The librarian said that there was a lot of data proving this but it was not just delivered properly.

Stone thought that the increase in e-resources just highlighted the need for information specialists so that they could advise library users how to benefit from the library's resources as much as possible. In Coonan's mind, the need for subject librarians and libraries depended on how people saw their role: did the librarian work with the collections or with the users of the library and its collections? She says: "If you only define yourself as a guardian of that space [library] then there is no reason to have subject information experts there." At the end of the interview, Coonan added about the role of librarians that "supporting teaching and learning is enormously important". She continued that librarians should be a part of library provision and that they were actually a key part of it. It was not all about the access to information but it was also about creating knowledge. She thought that skills like teaching would surely be needed even more in the future. In the UK, the library and information studies' focus is at the moment on the collections and not on the people using them. In Coonan's mind, there should be adjustments in this side of the library studies.

In the Criminology Library, Stone talked to 10–20 people per day and then there were enquiries via e-mail. Number of attendances in Coonan's research skills classes was affected by several factors. She does not define too closely to whom her courses are designed for because there is a

wide variation in people's age and class level that go to her classes. Table 2 below shows statistics of her Programme last year.

TABLE 2. Statistics of the Research Skills Programme in 2012 (Coonan 30.7.2013, e-mail message).

RSP statistics in 2012	Amount
Bookings	1391
Participants (of which individuals)	1265 (1077)
Available courses	72
Given sessions	210

Coonan was the only one from the interviewed within the Cambridge University libraries who had experience in working in an academic library with a more centralised focus. She worked for a few years in the University of York Library. She said it was smaller and more compact. In her mind, the organisational structure did not support students' experience. She thought that the organisation in the University of York was structured so that the tasks in the Library focused on the collections instead of on the people and what people would do with the material in the Library. In her mind, students should have been better served with a smaller library, and whether they were better served, it was only because the library was smaller so its staff was more aware of what was going on in the University's organisation.

A decentralised library model was seen more flexible by Stone because with a model like that local needs could be taken better into account. Coonan was more hesitant and said that flexible meant two things: keeping up-to-date and taking the community's demands into consideration. She thought that sometimes in a decentralised model people could have too much autonomy on deciding things and this could sometimes end up in not keeping up-to-date. She also said that sometimes a centralised model could be more flexible if there was balance between a clear, formal central guidelines and autonomous implementation.

In areas of librarianship, to have autonomy in anything that affects the library (for instance budget, purchases, day-to-day functions and staff decisions) was seen important by Stone. Coonan saw a same kind of importance in the local needs: "I think you need to have autonomy to

speak with your users in a way that works best for them and to teach in a way that best suits you and them." She said that same teaching methods cannot be applied to all subjects and their students because they have different approaches to teaching and learning the subjects but that a set of common standards and guidelines could be found to all library staff to give best service to all students across the whole University. So, there should be uniformity in overall aims and objectives and also in learning outcomes and after that there should be autonomy in deciding the certain community's needs. Stone was the only one who mentioned that uniformity in matters of employment and staff working conditions would be useful.

Both of the librarians thought that there would be more unification within Cambridge University libraries and it was even seen to be needed. Still, both thought that it would be very important to keep flexibility in the system and have a balanced system so that local needs of different libraries could be taken into account as well. Coonan added that without the political pressure, most of the librarians might agree that more alignment would be good and that there needed not to be necessarily centralisation but more joining and working together.

5.1.2   Faculty and Department libraries

For sample libraries in this category, two Department libraries and one Faculty library were chosen. The Psychology Library is a part of the Department of Psychology, which again is a part of the School of the Biological Sciences (University of Cambridge 2013c, date of retrieval 30.9.2013). The Department of Psychology has roughly just under 300 undergraduates and around 50 postgraduates. The Library is quite small and it has one full-time librarian and at times some part-time workers to help with some specific tasks in the Library. The Geography Library is a part of the Department of Geography which is a part of School of the Physical Sciences. Similarly to the Department of Psychology, the Department of Geography has around 300 undergraduates and around 50 postgraduates. The Geography Library has also one librarian and a full-time library assistant during term-time. The Faculty of English is a part of the School of Arts and Humanities. The Faculty of English has mostly undergraduates like most of the faculties and departments. There are around 700 undergraduate and roughly 200 postgraduate students. The English Faculty Library has four full-time librarians and in term-time there are two part-time assistants sharing one job. The librarians interviewed were Diane FitzMaurice from Psychology Library, Robert Carter from Geography Library and Elizabeth Tilley from English Faculty Library.

All of the three librarians were professional librarians with a Master's Degree in librarianship. Carter was also subject qualified as he had a Degree in geography. Two other librarians did not have the exact subject degrees although they did have other degrees in subjects other than librarianship and they felt that those degrees had helped them in their jobs as librarians. All three librarians said that they attended to the courses the CUL arranges. Moreover, they do evaluation in the English Faculty Library about the skills the staff needs and in which areas they would like to develop every year. Two of the librarians thought there could be a little bit more staff training as one of the librarians thought there was enough training and that there would not even be more time to attend training sessions. The answer to the question about collaboration with other libraries and librarians was that all three libraries co-operated a lot with other libraries within the University of Cambridge and within their School libraries but that the level of co-operation varied.

Collaboration with the academics in all three libraries was seen important as well. Especially Tilley (30.7.2013, interview) from the English Faculty Library seemed to collaborate a lot with the academics in several informal ways and on top of the informal relationships, she also thought that it was important to have a formal co-operative framework with the academics. In the Department libraries there was not a formal co-operative framework but more like an informal collaboration with the academics for example via e-mail. Still, the librarians of the Department libraries took part in the Committees of their Departments to keep on track what was going on in their Department and School. One of the three librarians really believed that the academics saw the importance of the library. The other two librarians thought that the majority of the academics saw the importance of the library but there was still some who did not.

Interestingly, the Department librarians said that the teaching element was not strong in their post while the Faculty librarian said that the element was very strong in her post. Then again, Tilley has a Degree in teaching and she added that she had introduced teaching programmes in the Library. English Faculty Library therefore offers a lot of teaching sessions to the students. Still, also the Department libraries have some teaching sessions other than only the introduction to the library at the beginning of a new term.

All librarians felt that they had sufficient autonomy in decision making. In the Department libraries, the Library Committee was where the big decisions were made but the minor decisions were done by the librarians more independently. Tilley felt she had enough autonomy at the moment

but she had a fear that the independence would change in some ways when they became affiliated to the UL. All three librarians mentioned that the distinctiveness of the Cambridge University library system was to do with the number of the libraries within the system. One of the librarians went further and said that the distinctiveness was the result of the large number of the libraries: the number of the library staff and its value to the students.

All three librarians believed that Cambridge students have an academic advantage over students from universities with less library provision. The familiarity of the library's collections to the staff, students knowing the librarians of their library and the personalised service the students got from them were issues that were mentioned to affect on the academic advantage of the University of Cambridge students.

When the librarians were asked what would be the advantages of a more unified library system, there were mentioned matters like stopping duplication and possibly simplifying decision making processes. Centrally managed library system (for example cataloguing, book ordering) and thus easier collaboration and process making were mentioned as well. Also, one librarian pointed out that a more conventional library system could be understood more easily. Disadvantages then again included answers like losing the autonomy to decide about the local needs and the gains of independent library units, losing of identity or character of a certain library, threat of losing the expertise of many subject librarians, and losing of personalised service. Also, wasting time on hierarchic decision making was mentioned by one librarian.

Both Department librarians thought that there was probably no need for more uniformity within Cambridge University libraries although another added that it could help students learn to use the libraries faster. The Faculty librarian thought that uniformity in web sites and access to all libraries would be good. Apart from the major work, one of the three librarians saw that same classification system would be possible within Cambridge University libraries. The students in all three libraries used various different libraries.

The services used by the students varied between the sample libraries: the English Faculty Library had a lot of different kind of usage of the services the Library provided. In Geography Library there were not a lot of complex enquiries and Carter (31.7.2013, interview) said that the students tended to be quite independent anyway. FitzMaurice (1.8.2013, interview) could not quantify how much the library services were used but said that it was busy in term-time. The

Department libraries did not have a user survey but they got feedback in other ways. The English Faculty Library did a big user survey every three years for undergraduates and also some other user surveys in order to get feedback.

The three librarians agreed that there was still a need and a value for subject librarians and libraries. Study space and housing the books were naturally reasons to have physical libraries but Carter from Geography Library added that the future would show what would happen to the library space as time went on and more e-resources would become available. One of the librarians pointed out that using electronic resources had to be put in context with the subject that the student was studying. One librarian tackled the issue of the need for (subject) librarians: she said that there would always be a need for people because even if there were only virtual libraries and virtual resources, those would still need promoting and teaching, and people would need to be encouraged to use them.

None of the librarians had experience working in a library with a more centralised focus but two of them had worked in other libraries within the University of Cambridge. Two of the librarians had an idea about how the Anglia Ruskin University Library (ARUL) system worked. One of them thought that there might be a lot of competition for the books in the ARUL. Another thought that there were advantages in the ARUL model from the student point of view but also disadvantages compared to Cambridge University model like not having so much time and staff to engage with the students that personally. The same librarian thought also that Cambridge University students could play the system more for example to find the best study places for them. When it was asked if a decentralised library model was more flexible than a centralised one, one of the librarians hesitated a moment but in the end, all three librarians thought that it was more adaptable because in a small, independent library you could serve the local needs better and more quickly.

All three librarians saw it as important to have autonomy in library matters that affected the library on the local level such as opening times, the length of borrowing periods and fining. Autonomy in finance was mentioned as well by two of the librarians. Having uniform procedures in the whole library system was seen important in cataloging procedures, acquisitions, clerical finance work, training of library users and to have one registration for the libraries both for students and staff. One of the librarian summed up that if a centralised process produced a service faster, it was then a good thing.

The librarians believed that there would be more unification in the future within the Cambridge University libraries. They all feared losing something due to the affiliation of the libraries. For example, they mentioned either losing completely some libraries or losing some librarians' tasks, or at least that the role of the librarian would change somehow. Two of the librarians said that they believed that the management system would be done more centrally in the future. One of the librarians thought that the centralisation within the Cambridge University libraries was not needed. Another librarian pointed out that a helpful level of unification could be achieved without destroying the system beyond recognition.

5.1.3   College libraries

The three sample College libraries chosen for this study were St John's College, Wolfson College and Trinity Hall. In Trinity Hall, I was able to interview two librarians although another one of the interviewed was asked only a part of the questions.

St John's College, founded in 1511, is one of the largest and oldest Colleges in Cambridge (St John's College 2013a, date of retrieval 30.9.2013). It has two libraries: the New Library, opened in 1994, and the Old Library, built in the early 1600s that houses the College's rare books, personal papers and historic manuscripts. The new, so called working library is a modern library that has the resources mainly for undergraduate courses. The College has around 800 under- and postgraduate students, mostly undergraduates. (St John's College 2013b & 2013c, date of retrieval 30.9.2013.) The Library has four professional librarians and then there are some library assistants. The librarian interviewed at St John's College was Janet Chow. A picture inside the New Library is shown in figure 5 below.

FIGURE 5. The New Library of St John's College had a big and light library space with a lot of different kinds of study space opportunities.

Trinity Hall is also an old College, founded in 1350. It has around 600 under- and postgraduates. (Trinity Hall 2012a, date of retrieval 30.9.2013.) Like St John's College, Trinity Hall has an Old Library and a so called working library, Jerwood Library. The Old Library was built in the end of the 1500s and it houses historical and special collections. Jerwood Library was built in 1999 and it houses the contemporary material for the Trinity Hall students. (Trinity Hall 2012b, date of retrieval 30.9.2013.) The Library has two librarians who take care of the two libraries and the daily work tasks. Naturally, the working library takes most of their work time. The librarians interviewed at Trinity Hall were Dominique Ruhlmann and Helen Murphy. Figure 6 shows the entrance hall of the Jerwood Library.

FIGURE 6. Trinity Hall's Jerwood Library had many floors. Entrance hall leading to different floors and study spaces of the Library.

Wolfson College was founded in 1965 and the Lee Library, as Wolfson College's Library is called, was opened in 1994 (Wolfson College 2013a & 2013b, date of retrieval 30.9.2013). The College is a bit different from the other Colleges within the University of Cambridge. It has more mature (over 21 years of age) postgraduate students than undergraduate students and it also takes in a lot of part-time students. Moreover, a large proportion of the students are international. The College has around 150 full-time undergraduates and around 500 full-time postgraduates. Still, the Lee Library is used mostly by the undergraduates even if they represent the smallest part of the College's students. The Library has one professional librarian and a part-time library assistant. The librarian interviewed at Wolfson College was Jenny Sargent. Figure 7 shows the first floor of the Lee Library.

FIGURE 7. The Lee Library had two floors. The Ground Floor was mainly meant for computer users while the collections are housed on the upper floor.

All four librarians interviewed were professional librarians: they had a Master's Degree in information and library studies. The College libraries had not formalised staff training within their own libraries but they trained the new workers to do the daily routines in the library themselves. The librarians said that they attended some staff training the CUL organised and then they mentioned the College librarians' own quarter that ran some courses for the College librarians: Cambridge College Libraries Forum (CCLF). The CCLF was also mentioned by three librarians when they were asked if there was a co-operative framework with the other librarians and libraries within the University. One of the librarians emphasised also informal and personal relationships with other libraries and librarians within the University as an important part of the collaboration with other libraries in the University. Collaboration with the academics in every

College library was handled mainly informally because none of the College libraries had formal co-operative framework with them. The academics made a lot of recommendations for acquisitions in all of the three example libraries. Also, the College librarians benefitted from the subject knowledge of the academics when they purchased material. One of the College librarians thought that the academics saw the importance of the library as they used the library a lot. The other two thought that some academics saw the importance while other academics did not. There was not a strong teaching element in the posts of the College librarians. They did not have any formal teaching sessions for the students because the CUL and the faculties and departments have their own courses among things such as research skills and using information resources. Naturally, all the librarians would help students individually if they had any problems with such things. The first year students would be arranged an introduction to their College Library at the beginning of their studies in every example College Library.

Ruhlmann (29.7.2013, interview) from Trinity Hall felt that she was very lucky as she had a lot of autonomy in decision making about the library's and its users' needs. Also the Lee librarian thought that she had enough autonomy because she was trusted in the College that she could handle the Library as a professional librarian. In St John's College Library, the decision making was by means of a lot of a two-way communication between the Library and its users, the students, and it seemed that the Library made the decisions largely on the basis of the Library Committee's meetings and decisions.

Cambridge University library system's distinctiveness was asked from four librarians and they all said that it was most distinctive that the University had such a large amount of different libraries. On top of that, one librarian mentioned further that it was the independence the libraries had which was very distinctive. Another librarian also added that because of the amount of the libraries, there was not necessarily that much competition of the resources and also there could be a lot of resources that were not found in any other libraries.

Advantages of a more unified library system included answers such as easier and better communication, consistency and common policies in loan periods, fines and so on that would help the students get the most out of the library system. All in all, the librarians thought that in a more unified library system, simplicity to students would increase. As disadvantages of a more unified library system the librarians mentioned things such as fear of losing the "personality" or character of the service and the place, and less independence in deciding on local level things

like having the ability to set the library's own policies in line with its specific culture and environment.

One of the librarians thought that greater uniformity in Cambridge libraries would definitely be better from the student point of view although she did not see a unified classification system possible because different schemes fitted better to different libraries. Another librarian thought that more unification would be better, too, but that also the certain level of independence should be kept. The third librarian thought that uniformity was not needed and it would not matter if there was more uniformity as long as the students were taught how a particular library worked. All three librarians agreed that the students used various libraries within the University.

The academic advantage point was asked from all of the four interviewed College librarians. The answers divided in half so that two answers were more hesitant about the issue than the other two. One of the librarians pointed out that the academic advantage resulted more on the quality than on the quantity of the resources and on the system which supported them. She continued that it was dependent on the student as well if she or he would seek the help of a subject specialist. Still, all four librarians thought that probably Cambridge University students did have an academic edge over students from universities with less library subject specialisation, just with some variation in the firmness of the answers. Two College librarians were asked if College libraries would need subject librarians. One of them thought not because the academics were there to help with the decisions on purchases and they were the subject specialists in the Colleges. Another librarian did not turn down completely the prospect of subject librarians in College libraries. Still, she thought it could not be justified to have subject librarians in College libraries because a College library was a library that covered various subjects and thus a College librarian needed to have a good all-round education instead of in-depth knowledge about the subjects.

Interestingly, the amount of enquiries varied a lot between the sample libraries. Wolfson College and Trinity Hall did not have a lot of enquiries but during term-time in St John's College Library, there could be even around 200 enquiries per day. It was quite surprising especially when Trinity Hall and St John's students were quite similar to each other. In the Lee Library though, the amount of enquiries did not surprise as much because the majority of the students were mature postgraduates. All four librarians thought there was still a need for libraries and librarians despite the increased amount of electronic resources. According to the College librarians, students still

preferred print books but e-journals had taken over the printed journals a lot. One librarian said that what kind of resources the student used depended also on the student's study subject. One of the librarians pointed out about the librarian's role that subject librarians were needed even more with the increased amount of electronic information.

Three out of four of the librarians had some kind of an idea how Anglia Ruskin University Library worked. Two of the librarians mentioned some advantages and disadvantages they thought the library models of both ARUL and Cambridge had. The advantages of the library system of the University of Cambridge included things like a "pastoral" or "home" element of the libraries and the number of libraries to go to for information resources. Disadvantages then again included things such as poor communication, complicated structure and duplication in cataloging that resulted in inefficiency. What were thought as pros in the ARUL system included things such as making most of the different resources the library had and also another of the librarians thought that a centralised system might have a clearer understanding of how decisions in one library affected the other libraries in the system.

There were three hesitant answers and one firm answer to the question about greater flexibility of a decentralised library model. One librarian said that the flexibility was more dependent on the people than on the system and whether the people in the system were good at strategising. Another librarian believed that a decentralised model could probably save time in decision making. Then again, she also said that there could be a slower response time to the changes like new technologies in bigger or decentralised organisations.

In librarianship, the College librarians thought that autonomy should be in budgetary issues and in matters that affected libraries locally. One of the librarians thought that total autonomy over everything was the best option and she could not think of any area in librarianship where uniform procedures would be better. Three other three librarians mentioned that uniformity in things such as catalogues and cataloguing, records that were online, circulation (for example borrowing and loan periods) and user education would be good. Two librarians mentioned also the same opening times for all the libraries within the University of Cambridge but both agreed that it would be too hard to arrange and make work in the end.

Recarding the future all the librarians agreed that probably more centralisation would take place within the libraries of the University of Cambridge but that it would take its time especially with

College libraries because the Colleges were independent from the University with the Colleges assuming autonomy over their budgets and operations. One of the librarians thought it would be better to keep the independence from the University while another librarian said that people were starting to see the benefits of more uniformity and collaboration but that of course there was still uncertainty what centralisation would eventually mean for some libraries' budgets, IT support and similar matters.

5.2   Anglia Ruskin University Library

Results from Anglia Ruskin University Library (ARUL) were gathered during a day I spent in the Cambridge Campus Library. During that day I interviewed two Assistant directors of the customer services division. All questions were not asked from both of the librarians. Moreover, I was able to follow the daily work in the Library and to attend a Business librarians' subject team meeting.

One of those interviewed was a Staff learning and development manager Jenny Cefai. She described her job during her interview (Cefai 17.7.2013, interview). She has strategic overview of the development of the library staff. She goes to senior management meetings and helps the University librarian with the learning and development part of the strategic plan so she has to be aware of the developments the Library is undertaking and what implications they might have for learning or development for the staff. Many universities do not have a role or job position such as Cefai's. Although people in other universities are doing the job Cefai does, they are doing it alongside other jobs. When the Library undertook restructuring last year, a post for a training and quality co-ordinator was created. The person in that post runs the training and Cefai works with him and they plan the training together. Cefai has to think about the needs of staff learning and training according to which direction the Library is going in and what developments are happening so that the staff is fully equipped to deal with changes both current and in the future. She also looks at individual staff needs: they have yearly development discussions with staff members in the Library. She also listens to the wishes of the library staff about what kind of training they need and ask for, and then tries to put those needs into action. Cefai also has a budget for her job so she can have for example external people to do some training for the staff.

Another interviewed was Roddie Shepherd, an Assistant director of customer services division as mentioned in the introduction of the ARUL already. Furthermore, there was a discussion session with three subject librarians who had a team meeting.

ARUL has subject librarian teams in different subjects. Some of the librarians can be a subject librarian in more than one subject. The subject librarians are responsible for arranging research skills training for the students. Students can book a 30 minute appointment with a subject librarian of their own subject area (Anglia Ruskin University Library 2013d, date of retrieval 19.7.2013). According to Cefai, the usage of the service has increased a lot. According to the members of the business subject librarians' team (17.7.2013, discussion), students of different subjects use this service very differently. For example, business students use it quite rarely compared to nursing students who use it quite a lot. In 2011/2012 there were run 733 "Book a librarian" appointments and 1456 information skills sessions across all sites, and the number of attendants at Study skills, which are generic drop-in sessions, was 690 in 2012/2013 across all sites (Cefai 15.8.2013, e-mail message). The number of information skills sessions is the number of hours of teaching information skills and it includes both subject specific and generic sessions (ibid.). On top of the "Book a librarian" service, the Library provides for example generic sessions on referencing, accessing journals and information skills. These are drop-in sessions where students can come without an enrolment and it does not matter what is the study subject of the student.

The subject librarians do not have to have a degree in the subject areas they support in order to work as subject librarians. According to Shepherd (17.7.2013, interview) "any good librarian can learn enough about information resources in any subject area to provide support and learn enough about the subject to talk the language with the academics". Of course, a degree in a relevant subject to the work can contribute to the hiring of a person but it is not essential. One member of the business subject librarians' team had a Degree in business but the rest of the team hadn't a degree in the subject(s) they supported. The team was very pleased that the Library offered numerous staff development opportunities. They also felt that they could work quite independently as subject librarians.

When asked about how many meetings the subject teams had, the answer was that they usually met every six weeks and they used distance conferencing, and sometimes when it was appropriate to all members of the team, face-to-face meetings. Because there were subject librarians in the Chelmsford Campus too, it was convenient to have distance meetings via video

conferencing. In the business subject librarians' meeting, the librarians went through for example their budget and they discussed about new services for students and if they would be beneficial and worth paying and implementing to the Library.

The subject librarians said that they had also team briefing every week and team days twice a year where they had some training and they discussed about topical issues at the moment. In addition to research skills training, the subject librarians produce online subject guides for specific subject areas that can be accessed through the Library's web pages. The subject guides introduce information resources for a large number of subjects taught at the Anglia Ruskin University. The Library also provides guides for academic staff and guides referring to such things as research, copyright and databases. The subject librarians' tasks included also going through reading lists of their subject fields and ordering books. They had also working groups and projects.

It arose from the discussion with the subject librarians that they tended to liaise closely with the academic staff to ensure that they could provide as much benefit as possible for the students, academics and researchers. It seemed that the collaboration between the academic and library staff was seen strong in ARUL also when I interviewed Shepherd. He stated that the subject librarians were given an opportunity to have more time to co-operate with the academics through the recent restructuring in the Library. Shepherd thought that part of the academics saw the importance of the Library and wanted to liaise with the staff in the Library while some academics were not that keen to co-operate with the librarians. Still, Shepherd said that the Library tried to work on enhancing the collaboration with the academic staff. According to Shepherd, in terms of things like reading lists, information skills and student needs it was vital to have close co-operation between the academics and the Library.

Shepherd thought that most of their students used Anglia Ruskin University's libraries but some of the students also used other university libraries. He believed that especially the distance students benefitted from the SCONUL access. SCONUL (Society of College, National and University Libraries) is a representative of all university libraries in the UK and Ireland (Sconul 2013, date of retrieval 25.10.2013). ARUL has not a strong relationship with Cambridge University libraries. Shepherd stated that they talked with each other but the connection was not that strong.

Shepherd thought that there was enough autonomy in decision making for the needs of the Library and its users. He thought that more funding to the Library would be needed but added that the Library had their own budget and the librarians had a full autonomy over using it. Of course, as Shepherd pointed out, even if they had full freedom to use the budget as they liked, naturally the freedom included the responsibility of using the money wisely.

Both of the interviewed librarians were asked what was most distinctive about ARU's library system. Both of them had the same answer that the Library focused largely on library users' needs and devoted to high customer service. Cefai said that the Library was responsive to the changes in the learning environment and that was why the Library restructured every now and then to ensure that it gave the library users the best possible user experience and was prepared to meet their learning needs. Shepherd added that in order to support high and updated customer service, the Library provided a lot of staff training and staff development. According to Shepherd, it was important to have uniformity in the libraries from the student point of view. ARU's libraries are wanted to be seen as one consistent service.

Cefai told that there was a national student survey done each year in which all universities of the country participated. Anglia Ruskin University has also its own individual survey called "Student experience survey", usually carried out every other year. This year's survey results told that the satisfaction for the Library had gone down almost ten percentage. When the results were looked through more closely, it turned out that the dissatisfaction applied to print copies that were available. So even if there were electronic copies available, the students still wanted print copies. Cefai said that the results of the survey would be used positively to demonstrate to the decision-makers that the Library needed more funding. Cefai pointed out that also this was a part of the distinctiveness of the ARUL: it reacted to the needs of the library users and they worked to offer what was needed as good as they could.

The Library developed a Reading Resource Strategy (RRS) in order to notify students which core texts they needed to buy because the Library could not provide enough copies for all students. The collections had mostly books that were used in courses and they did not house any unique resources. The physical space available for the material was also an issue that restricted what the Library purchased. The Library had not any extra storage places. Cefai told that they had a zero growth policy: they weeded as much as they purchased. Books that were not borrowed in three years would be listed and gone through by sections by the subject librarians. Before the

decisions of what would be weeded, the lists would be given to the academics of the subject so that they could say if some books were still needed in the future.

Shepherd thought that there was still a need and a justification for subject librarians. He summed up the issue like this: "The fact that everything is available online underlines the need for subject librarians, for information skills and for guidance and support for students." About physical libraries he said that the need for them depended on whether people used them or not. Still, he added that at the moment they were needed because the level of usage of the physical libraries for studying was high.

Shepherd was asked if he thought that the students in the University of Cambridge had an advantage over Anglia Ruskin University's students because of the large amount of provision in different resources. In his mind it was quite hard to compare the two universities and their influence on learning of the students. Shepherd's cautious thought was that their Library might not reach as many students as it wanted to because a lot of that depended on the relationship with the academic staff and if they saw the Library's importance. The answer to the question therefore was that maybe ARUL was scattered in terms of how well they could train students' information, research and learning skills.

Both of the interviewees were asked if they knew how the libraries in the University of Cambridge worked. Shepherd did not know exactly but he had an impression that the system was quite complicated. Cefai had a clearer idea of the system. She mentioned a disadvantage that the ARUL model had in comparison to the Cambridge University system. According to Cefai, ARUL had never enough money when the University of Cambridge had a long history and a lot of the Colleges were wealthy and they often got collection donations as well. Cefai said that ARU's funding came partly from the government and the amount of funding depended among other things on how many students the University took in every year. This had an effect on the fact that the University had to market quite a lot to get the students in and then to keep them as well. Because of this aspect, there is a business driven approach to a University like Anglia Ruskin's that is relatively new and was founded by merging colleges, polytechnics or similar institutions together. Cefai felt that if an institution was funded by government, one was using the money of the public so they had to make the most of it and this had an effect on ARU being so business driven.

Cefai was asked if she had any experience in working in a library with a decentralised model. She said that she had been working at ARUL for 20 years so her career had been there. Still, her job position had changed through the years because she has worked in customer services, academic services and now she works with library staff training and development. Cefai thought that there might be an opportunity to be more flexible with a decentralised library model but she said that a particular library model was not right and that every model had its advantages and disadvantages. According to Cefai, one must always be looking into the future and they must be ready and aware of the changing needs of people. The Library has to write a strategic plan each year and the goals have to match with the goals of the University. Although the Library's plan is written just for one year, they have to look further into the future because the University's corporate plan is for five years, and if the Library wants to go through some big projects, the planning has to be started earlier than the year they are going to do it because bigger projects are expensive and the Library's budget is not sufficient for them.

Shepherd thought that the question about autonomy and uniform procedures in librarianship was a difficult one. He thought that it was about getting somehow the balance right between common objectives and autonomy. He emphasised the importance of co-operation and gave an example about the subject librarians: they had to respond to the needs of the areas they were serving but they also needed to work together as a team and they had to work towards common goals and objectives.

When asked about the future, Cefai thought that at least ARUL would still need some centralisation especially now in the time of recession. She said that the centralisation was about creating efficiency and saving money. She also added that it was important to look around at what was developing both in the library and the scholarly world both locally and nationally. Shepherd said that the libraries have always had at least some co-operation and he thought that it brought a lot of benefits. For example, ARUL staff have been visiting other libraries in the region nearby, including libraries within University of Cambridge, and Shepherd felt that they learned a lot from those visits. Then again, he felt that the co-operation between universities could sometimes be a challenge because of the competition between the universities.

6   SUMMARY AND CONCLUSIONS

This chapter does not only include the conclusions but also sums up the interviews and discussions from the both university libraries. This study aimed to bring up differences, pros and cons between centralised and decentralised library models through a case study. In this study, Anglia Ruskin University Library (ARUL) was the representative of a centralised library model while the University of Cambridge libraries were representative of a decentralised library model. The main questions of this study were: What can be achieved through different library models? Is there still a need and a value for libraries and subject librarians? Is having a significant number of subject librarians still justified? Does the comparatively large amount of library resources/provision offered by the University of Cambridge give students an academic advantage over their Anglia Ruskin University counterparts? Qualitative partially structured theme interviews were used as a main survey method in this study. From the interviews, there arose some pros, cons and differences between the two models, some of them greater and some of them lesser. With Cambridge University libraries there were a lot of same kinds of answers to the questions.

What was perhaps the biggest difference between the universities and their libraries was the distinctiveness of the library system. All of the librarians within the University of Cambridge said that their library system's distinctiveness was based around the fact that the system has a great amount of libraries and thus a lot of resources available (both in terms of material and human resources). One of the librarians interviewed thought that the autonomy of the libraries was very distinctive but that it was not entirely a good thing because it contributed to problems like duplication and possible conflicting messages to students. In ARUL, the distinctiveness was devotion to high customer service and responsiveness to the changing learning environment and the users' needs. The librarians in ARUL highlighted the importance of looking forward to the future and keeping on track with new developments and in which direction the learning needs and people's information habits were going. Moreover, of course the most distinctive difference between the libraries was the amount of library provision they provided. A couple of librarians from the University of Cambridge thought that ARUL might have a lot of competition for the books. This seemed to be true because another librarian interviewed at ARUL said that this year's student survey had revealed that more print copies of books were wanted and needed by the users. It could be said that the University of Cambridge is keen to keep its own unique system that has developed over hundreds of years while ARUL is more modern and would restructure

every now and then. Of course, this does not mean that the Cambridge University libraries could not be modern and that they could not go in new directions because some of the libraries within the University of Cambridge are very modern.

As mentioned, libraries within the University of Cambridge offer an enormous amount of library provision compared to ARUL. If the students benefit from this provision, then it would be almost certain that they do have an academic advantage over their ARUL counterparts. Interestingly, there were no other qualifications than a Degree in librarianship demanded to be able to work as a subject librarian. This was the case in both universities and their libraries. Therefore, it is justifiable to conclude that a sufficient subject qualification can be achieved alongside the practical work in the library. Of course, a university or an academic librarian must have personal experience in studying at higher education level in order to understand the needs of the students and researchers.

Six out of nine librarians from the University of Cambridge thought that Cambridge University's library system gave an advantage over a more conventional university library model. The other three who offered the rest of the answers, were a bit more hesitant and it could be said that those answers were that Cambridge University's system might give an advantage but that it was not a self-evident truth. When this was asked of Shepherd from the ARUL, he felt that it was really hard to compare the two universities and their organisations' influence on the students' learning. He thought that it was dependent more on other things than the amount of library provision offered. It could be well said that a large amount of library provision is a thing that surely contributes to an academic edge to students but only if the students see and value this provision. Also, in terms of library's organisational structure, there could be gained a different kind of an advantage to the students through the library model if there was a clear system and the right amount of balance between unification and local needs.

Among the interviewed librarians, there was only one librarian who had experience in working in a library with a different model than that present in the recent work place. This librarian thought that the library model was not the thing that affected the students' learning but that it was more dependent on whether the librarians concentrated more on the library users and what they would do with the collections instead of concentrating only on the collections. This librarian thought that the librarians were a key part of the provision in the libraries because librarians were there to help

the users and she added also that librarians should see their role as something more than just providers of information: they should be creating knowledge as well.

It seemed that local needs were of a high priority in smaller, separate libraries. Of course, smaller libraries have more specific user groups so it is a lot easier to take their specific needs into account whereas in a big and centralised library, the needs of all users must be considered equally and it cannot be assumed that the library can offer everything for everyone. This leads to another pro that a decentralised library model has according to the interviews carried out: a personalised service and a unique feel to each library. In a smaller and more independent library it is easier to modify the library in a personal and unique way to reflect the library's subject or subjects. Figure 8 gives an example of a personalised touch each library has within libraries in the University of Cambridge. These things were mentioned in many interviews and it was also feared that the personality would be lost if the library system was centralised in an unbalanced way. This leads to the fact that was said in most of the interviews within both university libraries: there should be uniform procedures in things that were reasonable and beneficial to be centered, and then there should be autonomy to take local needs into account.
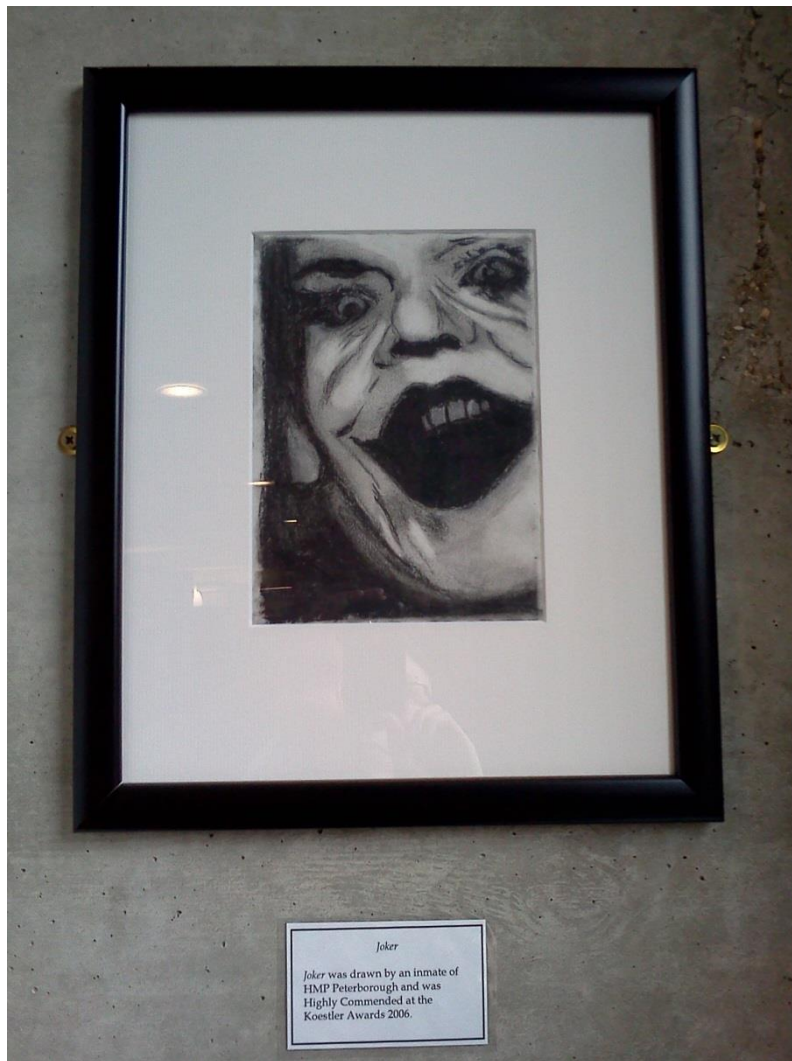
FIGURE 8. Work of art in Criminology Library. As one way of manifesting the personalised touch and the subject-focus of this Library, art made by prisoners was displayed in the library space.

Outi Hyttinen (2010, 77), a research student from Helsinki University writes in her article that fluency, clarity and user-friendliness were the really important aspects for most of the users of the university library's services and that little inconveniences could have an effect on distracting attention from an otherwise high level of operations. It was revealed that from the student or library user's point of view, the ARUL's system appeared clearer to students while many of the librarians within the University of Cambridge felt that the students were confused about the library system in the University of Cambridge because the libraries hadn't common standards or procedures. Some librarians felt that some unification would be needed within the libraries. Some of the librarians pointed out that the services and differences should be made clearer, more visible and transparent to students. At least in one interview, there was a mention about how the

libraries could be made to seem a little clearer to students: there could be library categories which could have uniformity between them. For example, similar Faculty or Department libraries could have uniform fines, loan periods and so on.

Autonomy was one thing that was surprisingly on a par in both library models according to the interviews and discussions. It could have been assumed that separate small libraries would have a lot more autonomy than that of big centralised libraries. Interestingly, this was not the case. In ARUL, the subject librarians within the Business subject team felt that they had sufficient autonomy to do their jobs. Also Shepherd from ARUL said that the independence for example of using the Library's budget was completely under the control of the librarians. Of course, the autonomy in a centralised and big library is different in that way that the autonomy covers usually only the specific work tasks every person has; for example cataloguers have autonomy over cataloguing. The librarians in the University of Cambridge thought that they, too, had a lot of autonomy to do their job as they saw fit. And within libraries in the University of Cambridge, the librarians had more autonomy over all functions taking place in their libraries. Independence can be a pro and a con because if there is too much autonomy, it can result in a library that is not keeping up to date and not considering local, and also national and international, needs enough. There can be a possibility that with too much autonomy, a librarian or librarians can start to see the library in isolation from other libraries and think that there could not be any better ways of working than the present way of doing things although there could be benefits gained from collaboration and more uniform procedures. When it comes to the autonomy in terms of decision making, it seemed that in both universities, there was more freedom on deciding small scale things while bigger projects were discussed in Committees and in ARUL, big projects were mentioned in the Library's yearly strategic plans in order to carry them out in the future.

The interviews revealed some other differences, pros and cons between the library models as well. In ARUL, there seemed to be a lot of both formal and informal collaboration between the librarians and external people, such as the academics. This leads to good communication. In contrary, it appeared from the interviews that within the libraries of the University of Cambridge, communication was not always clear and working although there were some libraries that placed a lot of emphasis on the importance of collaboration especially with the academics. Also, coordination in some things was felt poor by some librarians. Walton, Burke and Oldroyd (2009, 243–244) write about their research results:

A key point was made by a respondent working in a non-converged university library about working relationships with colleagues outside the library: the library and IT services enjoy a good informal relationship and work together on a number of matters. This highlights that effective collaboration is not necessarily dependent on formal organisational structures.

The same observation could be made from the results of the Cambridge University libraries: a lack of formal organisational structures did not necessarily mean that there was not good co-operation. This proves that the level of co-operation depends more on people and their own activity than on the structures of the organisation or the library's organisational model.

ARUL had a lot of formal staff training and development in order to improve and keep the staff's skills up to date. Cambridge University libraries did not have that much formal training and if there was some, it was more scattered. For example, some of the training could be only for a part of the librarians within the system, like the CCLF that ran courses only for College librarians. It could be stated simply that a centralised library could keep up to date more easily than a decentralised one but it is not that simple. It appeared that in the decentralised representative of this study, it was more dependent on the librarians and their own activity whether they were keeping up to date. Still, it seemed that in a more centralised model, new developments could be introduced and implemented more easily to different libraries because of the high level of coordination within the system. In the centralised ARUL, it seemed that it was easier to attend staff training more because some of the librarians within the University of Cambridge pointed out that there would not be more time to attend staff training because of both time and staff limits. This was mentioned by the librarians who worked in a library with only one or two persons in the library staff. It appears that it might be easier to get equal staff training and development opportunities in centralised, or at least bigger, libraries. It can be concluded that with a centralised library model, it is easier to gain more staff training and development because there are more staff and thus time to do so. Moreover, there may be more equality to gain the same amount of staff training across the whole library staff in a centralised model.

Both of the universities and their libraries had naturally information skills training to the students. What the difference was in this was that in ARUL this was more coherent and equal to students while in the University of Cambridge the situation was more scattered because there was not baseline provision in this area across the whole University, as Coonan from the main library mentioned. Coonan's Research Skills Programme could be a great way of making the information

skills training more coherent across the whole University and its many libraries. Of course, it already does it in some ways but Coonan thought that everyone did not even know about her service. Her Programme is already there so it should be acknowledged a lot more. If the librarians in other Cambridge University libraries did not want to formally train information retrieval skills to the students, they could direct students to her courses.

In a centralised model, efficiency and saving money is always highlighted. In ARUL this was true as well. The University's different campus libraries were one consistent service and they had common standards and procedures. Efficiency into the work tasks was brought by this consistency. Moreover, when there are high expectations by the users and a lot of needs that need to be fulfilled, efficiency of using the money on right and needed things is surely done as well. Of course if there is not a lot of money, there is less choice. The efficiency of using the library space as well as possible is another thing that might be taken into careful consideration even more in a centralised library because there are a lot of different kinds of users under one roof. A couple of librarians within the University of Cambridge assumed this when they were asked about the advantages of a centralised library. Also another of the ARUL librarians mentioned that with a government funded organisation, there was a feel that one must do everything to utilise the different resources as efficiently as possible. Figure 9 shows the floor plan of the ARUL. Efficiency and saving money is closely related to the fact that ARUL has a heavily business driven approach on their decisions and actions. This seems to be the case with the most centrally managed libraries.

In comparison, efficiency within the libraries in the University of Cambridge was not always good. There was efficiency in the e-resources as it had been managed centrally but, for example cataloguing was mentioned many times as an example that would need more unification. If it was done more centrally, it would save precious work time and also the online catalogues could be easier to browse from the user's point of view. Also, it was mentioned a couple of times that unification of the introduction of Cambridge University libraries to the students should be more consistent to avoid conflicting messages for example about where to find information and to offer equal service across the whole University.
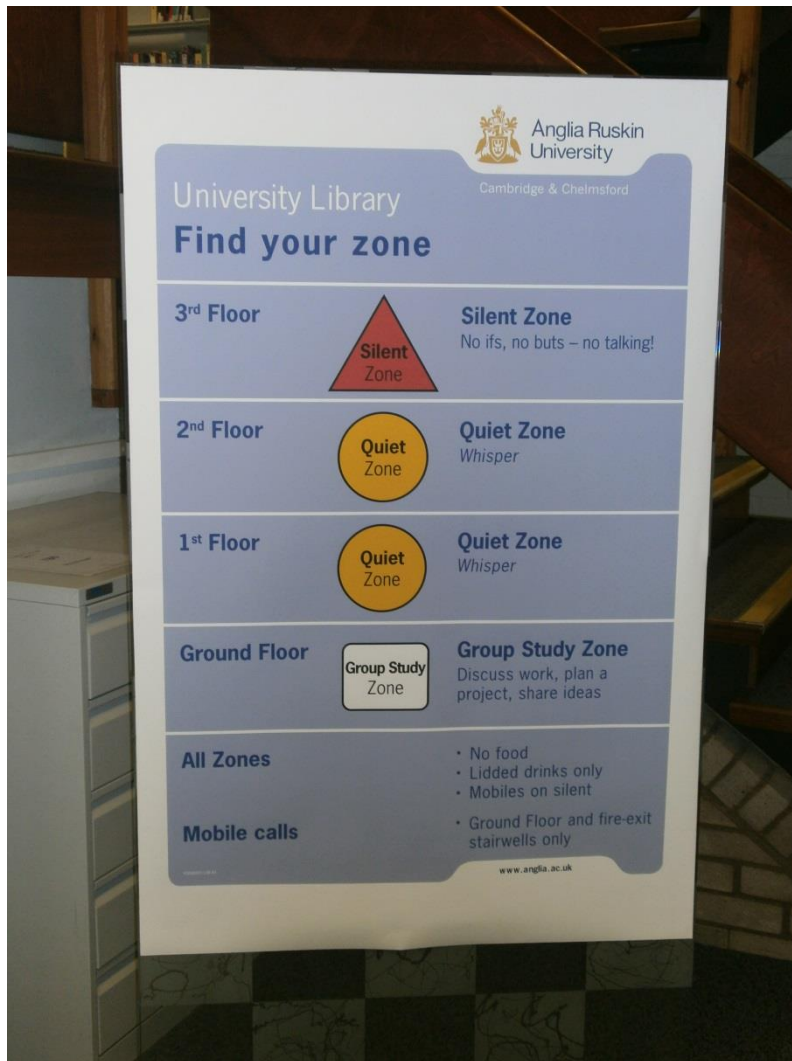
FIGURE 9. ARU's Cambridge Campus Library has different zones for different study purposes. The ground floor is mainly for computer users and group workers while other floors have more slots for individual work.

It is a good thing to have a lot of different libraries and also different library models, and like Cefai from the ARUL said, there is not one right library model for all. In Cambridge University libraries, the students have the possibility to choose the best study places for them. It is possible to have different kinds of study spaces in a big, centralised library as well as figure 10 from ARU's Cambridge Campus Library prove. Sometimes it can be even easier to have more different study places in a big library than in a small one where there is not always room for all kinds of study spaces.

FIGURE 10. Quiet zone allows hushed conversations and individual slots are ideal for individual reading and studying.

No matter the library model, all the librarians from both of the universities felt that libraries and librarians still had a value and a need regardless of the increase in e-resources, although in some interviews there was some speculation on how the need for physical library space would change in the future. Eight out of nine librarians within the University of Cambridge thought firmly that there was still a need and a value for librarians and libraries. It could be said that the ninth thought this, too, but she was not that straightforward to say firmly that they are needed but questioned the role of libraries and librarians and how people saw them. Half of the interviewed librarians in the University of Cambridge thought that the academics saw the importance of the libraries as well, and the other half and another librarian from ARUL thought that some of them saw it. One librarian from the University of Cambridge said that it was more important to ask what was seen important in the library than ask whether the library was important.

The answers from the two students both from Anglia Ruskin University and University of Cambridge proved that librarians and physical libraries were still valued and justified. Of course,

only two responses to this matter is not enough to describe the student point of view but these student opinions give a directional insight. Further study to survey the student or user point of view could be a next step in this area to investigate whether the library model does really have a major influence on learning experiences and how the students see the role of librarians and libraries these days. Still, literature proves that at least some students do see the value also according to the book Rajapinnassa: uusi Helsingin yliopiston kirjasto (In an interface: the new Helsinki University Library), where a voice is given for a group of students from different subjects to give their insights about the merger process in Helsinki University Library. In all of the articles, the importance of librarian's role is emphasised in easing the navigation through the ever growing amount of information and in organising information unities into smaller and more comprehensive bits. What is interesting, Sinikara (2010, 32) says that students have pointed out the benefits of centrally managed service more often than researchers. Although, this could be dependent on the subject the student was studying. Students in the subject fields of humanities wanted to preserve a so called faculty identity and these students would not emphasise central library services that much as students from other subject fields. (Ibid.)

Provision for disabled students was done on an individual basis in all of the libraries within University of Cambridge. Most of the libraries did not have a list of "things to do" and some libraries were informed by the Faculty, Department or School if there was a student with a disability while others were not. The librarian from the CUL mentioned that the University had a Disability Advisory Center and that it ran some courses on educating the staff in the University around supporting students with special learning difficulties. It was interesting to notice that the libraries were more modern in Sidgwick Site, which is one of the University of Cambridge's areas where a lot of Faculties are housed, while in the Downing Site, another area of the University of Cambridge, the buildings were older and not that adaptable for example for physically disabled people. Of course, buildings on the Downing Site have been built earlier whereas the Sidgwick Site is a newer area. The differences between the library spaces can be seen from figures 11 and 12. In Anglia Ruskin, the University looks after the needs of students with disabilities so the Library has a really basic provision for students with a disability or a learning disorder. If a disability was acknowledged to the University and thus to the Library as well, it was handled on an individual basis. With a recognised disability, the Library got notification so that special arrangements like extended loan periods could be arranged. The University had also a transcription service which was run by an ex-student.

FIGURE 11. Both sample Department libraries at Downing Site had quite compact and old library spaces and it would be quite hard to adapt them for example for a student in a wheelchair. Geography Library.

It could be concluded that there is not a library model that would offer the best solution for all universities because all models have their pros and cons. Like previous research has proved as well, a flexible model that has centrally managed tasks which are reasonable and efficient to have them that way, and on the other hand a balance has been made into the library's structure so that local needs can be taken into account, would be an ideal library model. It was asked if the librarians thought that a decentralised library model would be more flexible compared to a centralised one. Five out of nine librarians in the University of Cambridge thought that it was but there were four answers that said that it was not necessarily more flexible. Also a librarian from ARUL thought that a decentralised model was not necessarily more flexible than a centralised model. One librarian pointed out that flexibility was more focused on people than on the structure. She thought that flexibility depended more on the people and how good they were figuring out what would happen and how good they were at strategising. So with right people and jobs, same results could be achieved in both models.

FIGURE 12. English Faculty Library at Sidgwick Site was light and spacious with three different floors. Moreover, the space was adabtable. Criminology Library, which locates in this Site as well, was similar to the English Faculty Library.

Within University of Cambridge libraries it seemed that some librarians were more positive about affiliation and understood the benefits of it while others were more suspicious about it and the possible poor changes it would bring. Still, joint effort was surely believed and hoped from all of the librarians within the University of Cambridge. In ARUL, the subject teams the subject librarians had, seemed to help the librarians with their work because they received more support from people who were doing the same work. Librarians own and joint active involvement in the planning of the library especially in times of change is crucial in order to ensure that their opinions

are heard by the decision makers. In big decisions and processes, a joint effort is always more profitable than scattered individual opinions.

It cannot be denied that it is a wealth and a benefit that the University of Cambridge has many different libraries but as the interviews partly proved, another kind of an advantage could be achieved by more unification in some services and procedures. After all, more standardised procedures could give the students more equal service level across the whole University and also improve the students' library experience. Benchmarking has been done in ARUL and this could work even within the Cambridge University libraries as well to achieve the best possible results and to implement the best practices through joint effort. A couple of librarians from the University of Cambridge thought that it would be a good thing that librarians moved within the libraries of the University to see what was happening outside their own libraries.

The introduced case studies from Finland prove that any kind of centralisation process, whether it was comprehensive or only partial, is a slow process and can take many years. It could be stated that one must be willing to change and look into the future but on the other hand, it should not be forgotten that lessons can be learned from the history as well. In terms of planning the organisational structure of a library, collaboration, internal and external communication and the changes in people, technology, structure and strategy seem still very important as Alire and Evans wrote in 2010. With different library models, different objectives can be gained. In university libraries, the most important aim is to support the needs of the students and researchers and to keep on track on the changes especially in the higher education sector. The aims that a university and its library want to achieve should be taken into account in the organisational model as well. In the end, a university library always reflects the way the university works and the library also reflects the objectives held by the university. This was very apparent in this study's cases as well. Moreover, the main conclusion that can be made from the results is that a major influencer on how the library can affect the students experience and the functions of the library in a decentralised model is the individuals in the library because there is not that much coordination and standard ways of working. By contrast, in a centralised library, functions of the library are more standardised and there is more coordination so the influence on the library as a whole is more dependent on the structures of the main organisation and of the library. Moreover, a centralised library has a clearer understanding of the services provided because they are coherent. Table 3 sums up the pros and cons that were mentioned in most of the interviews and

discussions. Issues mentioned in the table were the most important differences between the libraries in this study.

TABLE 3. Major pros and cons between the ARUL and the libraries within the University of Cambridge according to the interviews. It cannot be said that the pros and cons are black-and-white facts but that some of them can sometimes be a pro and a con at the same time.

Major pros and cons between the library models			
Anglia Ruskin University Library		Cambridge University libraries	
+	-	+	-
High level of collaboration	Less resources	Great amount of resources (librarians and collections)	Collaboration level varies
Good communication and coordination	Less personalised service and less unique library spaces	Personalised service and unique library spaces	Poor communication and coordination
Efficiency in work tasks (for example cataloguing)	Competition of resources	Resources are more easily available due to the amount of libraries	Inefficiency in some work tasks
Great amount of staff training and development possibilities	Every user group needs to be considered equally	Local and specific needs in high notice	Scattered staff training
Common standards		Autonomy	No common standards
Clearness to users			Complexity to users
			Duplication

Rebecca Davies (2012, 15) says in her article that universities are competing between each other in every level: local, national and international. She also brings up environmental factors that have an effect on the services the university libraries will have to think of: emerging globalisation, the edgeless nature of knowledge access and exchange, and growing expectations from the students (Davies 2012, 14–15). A worrying possibility of too much competition between the universities and forgetting the local needs of the university's users in Finnish universities was brought forward in a recent article by Sami Moisio (2013, K2 4). He was worried about the universities' growing efforts and pressures around internationality. Increasing orientation to an international environment can weaken the universities' significance as locational and regional

forces. (Moisio 2013, K2 4.) This is brought up in the book Rajapinnassa: uusi Helsingin yliopiston kirjasto (In an interface: the new Helsinki University Library) (2010, 3) as well: the environmental change is not the only thing to be considered but the local academic community and its needs, priorities, challenges and working methods have to be taken into account first and foremost to see what works and what does not work in the services. So in addition to the issues already mentioned, in terms of a fluently working library model it seems that a balance between local needs and uniform procedures to create an agile library cannot be highlighted too much.

7   DISCUSSION

The aim of this study was to find out differences, pros and cons between centralised and decentralised library models through case study. The main questions for this study were: What can be achieved through different library models? Is there still a need and a value for libraries and subject librarians? Is having a significant number of subject librarians still justified? Does the comparatively large amount of library resources/provision offered by the University of Cambridge give students an academic advantage over their Anglia Ruskin University counterparts?

The main research method used was qualitative partially structured theme interviews. Those interviewed were librarians from the university libraries of Anglia Ruskin and the University of Cambridge. In this case study, Anglia Ruskin University Library (ARUL) was the representative for a centralised library model and the University of Cambridge libraries represented a decentralised model. Also, there were sent a couple of open-ended questions about the libraries of this study to two students via e-mail. One student was from Anglia Ruskin University (ARU) and another from the University of Cambridge.

Through the interviews many differences, pros and cons of the two models arose. The most important observations included the importance of local needs that was emphasised on both models. In a decentralised model the great amount of library provision and personality of each library were emphasised. A centralised model's emphasis was on the responsiveness to changing user needs and keeping the skills of the library staff to a high level through a significant amount of staff training and development. The results proved also that there is still a value for librarians and libraries. It could be also stated that the large amount of library provision gives Cambridge University students an academic advantage over the ARU students but that it is not only the amount of provision that contributes to the advantage but also that several other things have an impact on the academic advantage of the students.

When I first decided to agree to doing this study, I was full of enthusiasm. Quickly after that I became uncertain when I realised, after some information retrievals and becoming acquainted with the subject, that this area of librarianship is not that much studied, or at least there was not that much straightforward material around the subject. Also, I came to realise that the subject was really multifaceted and that library's organisational model links in on almost all aspects of

librarianship. During the whole process, I was on an endless roller-coaster: my feelings could change in a matter of seconds from a joyful and rewarding sensation into frustration and fear of totally failing to complete the thesis. Still, the first and foremost feeling was the belief of completing the work and I am very thankful of all the help and support that Ms Susanne Jennings gave me during the whole process. Without her dedication, this thesis would have never been ready. Also, my supervising teacher and all my co-students helped and supported me a lot during working on this study. They gave me some great arguments and tips along the journey that were a priceless help. And last but not least, I want to thank every single person who contributed to this thesis in some way, especially the librarians that I interviewed or discussed issues with. I learned a great amount of things on librarianship and from every interview, I received some new and interesting information. I feel like I am ready to become a librarian myself now. As a librarian, it feels that you are never ready. There are always new skills and information to learn but it should not be thought that every librarian needs to know it all. My thesis is not an all-round research about the subject but I hope and believe it will give some new information for the client of this thesis and also on a more generic level, for other librarians and libraries. The results show some beneficial information on the biggest differences, pros and cons between centralised and decentralised library models. The results can also be adapted to be used and benefitted in practical operations of libraries.

I became a reasonably good interviewer during the interviews. With first interviews, for instance follow-up questions were something I could not act out particularly well but towards the last interviews, I became more accustomed to doing the follow-up questions and also the whole interviewing process was more fluent. Moreover, I have proved my knowledge of English by writing this thesis and doing the interviews in English. This thesis has been a lot of work but I am satisfied that I decided to do it on this subject and on this way I have carried it out. In a way, the results were different from what I had expected because before carrying out the interviews, I thought I would compare the libraries for example through different kinds of tables that somehow quantify the results. But after I had all the results from both of the university libraries, I realised that I could not present the results in the way I had thought I would. This proved and taught me that doing a research can be a tricky process with big changes along the way, and that it requires a certain amount of creativity in order to succeed. I am still a bit unsure about the way I have introduced the results but then again, I could not figure out together with my supervisors any better ways of presenting them.

When I interviewed the librarians within the University of Cambridge, it seemed that most of the librarians saw the benefits of more joining and working together to achieve a better quality service across the board. Naturally, there was still hesitation and uncertainty around what affiliation would mean to some libraries' functions or even to some libraries whole existence. To think about it, it would be beneficial if there was more collaboration and unification at least between Cambridge University libraries that are similar to each other to create more coherence and to become more user friendly. Also, like one of the interviewed librarians pointed out, there could be more staff interchanging between the University of Cambridge libraries so that people would see what was happening outside their own work places. It could also be a benefit for the librarians to see Anglia Ruskin University Library even if it is very different from University of Cambridge. By familiarising themselves with the ARUL, librarians within University of Cambridge could possibly see that a Library with a centralised focus can work very fluently as well and that every aspect of centralisation is not that bad after all. Also, staff from ARUL could gain some good aspects on their job by visiting libraries within University of Cambridge and in fact, the staff from ARUL have already done this because they use benchmarking quite a lot.

It is a good thing to look back to the history and to cherish it but in this pressure filled world brought by new technologies, internationality and economics, it is also very vital to keep your mind open to new things and ways of working in order to survive. With a joint framework and with active librarians a good and agile library model can be surely achieved. It is, after all, about finding a balance between local needs and reasonable amount of uniform procedures to create a coherent and sensible library service across the whole board of an organisation. If there are some libraries under threat of closure, it is hoped that those libraries' provision would not disappear completely and that they could be merged together. Especially smaller libraries and their collections merged together would probably even benefit the students more if they had more resources and staff available in one library.

I see it as a bonus to have different kinds of solutions in managing universities and their libraries. A student can choose a university that best suits his or her aims. It depends on whether the student wants to concentrate more on research or to achieve a vocational qualification what kind of university he or she chooses. In the end, a library reflects the university's way of being so if the university focuses more on research, so does its library. ARU is moving towards research when it used to be more into education. At this point I thought that the increase in e-resources actually contributes to this kind of change from education to research-orientated studying. After all, e-

resources can be reached more easily by more people. This is just my own speculation but it could be interesting to survey what kinds of influences the increase in e-resources has on the orientation of universities and their libraries. Is an increase in e-resources the biggest reason for universities efforts on the increasing trend of internationality? Also, an interesting topic for research would be an academic library's organisational structure and its effects on students' learning experiences. There has not been a lot of research around this and this could be an area that would need some research. In terms of studying organisational models in academic libraries, the viewpoint of librarians has been studied a little more than from the students' point of view. In addition to the viewpoint of students, it would be a good and beneficial to do research on how the academics see the role of university libraries and librarians: what is important about the libraries and how could they (libraries and librarians) support academics even better.

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QUESTIONS FOR LIBRARIES IN   APPENDIX 1

THE UNIVERISTY OF CAMBRIDGE

1. How do you see yourself as a (Subject) Librarian? What qualifications were required for your present post?

2. Is there staff training in the library? Which staff training do you attend? Is there enough staff training?

3. Is there a co-operative framework amongst the other librarians/libraries in the University? And among the librarians in your School?

4. Is there a co-operative framework between you and the academic staff at the Library? Do the academics see the importance of the Library?

5. Is there a strong teaching element in your post (i.e. research skills etc)?

6. Do you feel that you have sufficient autonomy (including budgetary responsibility) re decision-making for the needs of your library and those of library users?

7. What do you think is most distinctive about the Cambridge University library system?

8. What do you think might be advantages of a more unified library system along the lines of more 'conventional' academic libraries? What about disadvantages?

9. Do you think that the present system – e.g. with provision of Subject Librarians – gives Cambridge students an academic edge over students from universities with less library subject specialisation?

10. From the student point of view, would it be better to have greater uniformity in Cambridge libraries (i.e. one classification system)? Do students use other libraries or generally use their own library?

11. Do the students have an opportunity to use other university libraries (in the UK as well as outside the country)?

12. With increased provision of online resources/e-books and journals, is there really a need for libraries/subject librarians?

13. How much do students use the services you provide? How often do they call upon your expertise? (Do you have statistical data for increases/decreases in numbers of users over, say, the last 3 years?)

14. Does the library have library user surveys?

15. What is the composition of your readers (age range, undergraduate/ postgraduate/research)? Does what you offer as a Librarian differ widely according to age/degree level etc?

16. What library provision is made for students who have a disability/learning disorder (i.e. asperger's syndrome, dyslexia etc)?

17. Do you invest more in having one copy of specialised material than having multiple copies of core texts etc?

18. Do you make any weeding of the material in the library? If so, how much?

19. Have you experience of working in an academic library outside Oxbridge with a more centralised focus? If so, have you any comments about how students were helped or otherwise by this model?

20. Do you know how Anglia Ruskin University's libraries work? If yes, do you think there are advantages/disadvantages to the Cambridge University libraries' model?

21. Do you think that a distributed library model is more flexible especially when the world is changing so quickly?

22. In which areas of librarianship it is good/important to have autonomy? In which areas it would be better to have uniform procedures?

23. What will happen in the future? Do you think that more centralisation will be needed in Cambridge University libraries in the future?

INTERVIEW QUESTIONS FOR

ANGLIA RUSKIN UNIVERSITY LIBRARY

1. Has the library always worked in a centralised manner?

2. How many subject librarians do you have? What qualifications do they have in terms of subject specialism? Are there enough subject librarians?

3. How do you see yourself as a Subject Librarian? What qualifications were required for your present post?

4. What Undergraduate studies have you completed? Have you had an opportunity to use your subject knowledge in your work?

5. Do students use other (university) libraries a lot? Do they have an opportunity to do that? Are you part of the SCONUL scheme (co-operative use of other university libraries)?

6. Is there a co-operative framework amongst the other campus librarians/libraries in the University?

7. Is there a co-operative framework between you and the academic staff at the Library? Do the academics see the importance of the Library?

8. Is there a strong teaching element in your post (i.e. research skills etc)?

9. Do you feel that you have sufficient autonomy (including budgetary responsibility) re decision-making for the needs of your library and those of library users?

10. What do you think is most distinctive about the Anglia Ruskin library system?

11. Do you think that the present system – e.g. with provision of Subject Librarians – gives Cambridge students an academic edge over students from universities with less library subject specialisation?

12. From the student point of view, is it be better to have uniformity (i.e. one classification system)?

13. With increased provision of online resources/e-books and journals, is there really a need for libraries/subject librarians?

14. How much do students use the services you provide? How often do they call upon your expertise? (Do you have statistical data for increases/decreases in numbers of users over, say, the last 3 years?)

15. What is the composition of your readers (age range, undergraduate/ postgraduate/research)? Does what you offer as a Librarian differ widely according to age/degree level etc?

16. What library provision is made for students who have a disability/learning disorder (i.e. asperger's syndrome, dyslexia etc)?

17. Do you invest more in having one copy of specialised material than having multiple copies of core texts etc?

18. Do you make any weeding of the material in the library? If so, how much?

19. Have you experience of working in an academic library with a more distributed focus? If so, have you any comments about how students were helped or otherwise by this model?

20. Do you know how the Cambridge University's libraries work? If yes, do you think there are advantages/disadvantages to the Anglia Ruskin Library's model?

21. Do you think that a distributed library model would be more flexible especially when the world is changing so quickly?

22. In which areas of librarianship it is good/important to have autonomy? In which areas it would be better to have uniform procedures?

23. What will happen in the future? Do you think that more centralisation will be needed in university libraries in the future?

MORE COMPREHENSIVE SUMMARY OF THE RESULTS – CAMBRIDGE UNIVERSITY LIBRARIES

1. How do you see yourself as a (Subject) Librarian? What qualifications were required for your present post?

College libraries (4): All of the librarians have a Master's Degree in librarianship. Some of the librarians have other degrees as well.

Faculty/department libraries (3): All of the three librarians have a Master's Degree in librarianship. One of them has a degree in his subject (geography) as well. The other two do not have degrees in their subject but they have other degrees that have helped them in their job. Elizabeth Tilley from English Faculty Library does not see herself as a subject librarian first and foremost but as a library manager: she kind of manages how things work for a subject library and she uses her professional librarianship skills to find out a lot about the subject and how people work with the subject (what resources people need and so on). Diane FitzMaurice from the Psychology Library says that most of her work is to do with the undergraduates. She helps people in the physical library and today there is also the other side of the librarian's tasks that is to do with web pages and IT. Robert Carter from the Geography Library sees himself as responsible for maintaining the collections in the Library and providing library services to all students studying geography in all levels. One of the librarians mentioned the role of the librarian within the University of Cambridge. She said that there are a lot of trained librarians who could be running a library (especially a small one) but that she or he is not called a librarian by the job title but something else. That is sometimes an issue bothering and frustrating some librarians.

The UL: Emma Coonan from the Cambridge University Library (CUL or UL) has a Master's degree in librarianship and degrees in three other subjects than librarianship so she has a lot of research background and it has helped in her job. She thinks it is not enough to require only a library Master's Degree as a qualification for the job she does but she would stipulate for her post that one must have a postgraduate qualification in teaching adults or higher education.

Criminology Library: Stuart Stone from the Criminology Library has a Master's Degree in the subject of criminology. He is not yet library qualified but he is studying to have a Master's Degree in librarianship.

2. Is there staff training in the library? Which staff training do you attend? Is there enough staff training?

College libraries (3): New library staff is trained to do the in-house tasks on the job in every College library. The College libraries have also their own courses that are run only for College librarians. On top of that, there are some courses offered in the UL. In Trinity Hall, the College also sponsors the staff to go to conferences relating to libraries and librarianship. The librarians

thought there is enough staff training. One of the librarians said that there would not be even more time to spend on attending staff training sessions.

Faculty/department libraries (3): All the librarians attend staff training arranged by the UL. In the English Faculty Library, they do evaluation every year about the skills the staff needs and in which areas they would like to develop in. They attend some external courses as well. They also do in-house training depending on the needs of the staff. Carter thinks there is enough staff training and he points out that you can always enhance your skills in other ways than through formal training. Tilley and FitzMaurice thought that there could be a little more staff training.

The UL: According to Coonan, general staff training is available through PPD (Personal and Professional Development) department that does training which is mainly focused on something other than library specific training. PPD's courses are really wide ranging because they can be about things like managing or doing better presentations and they are meant for all staff in the University. The only specific library staff training sessions are those that the librarians put together themselves.

Criminology Library: -

3. Is there a co-operative framework amongst the other librarians/libraries in the University? And among the librarians in your School?

College libraries (3): The College libraries have co-operation with each other through Cambridge College Libraries Forum (CCLF) and they belong to Libraries@Cambridge that handles the IT of the Cambridge University libraries. Dominique Ruhlmann from Trinity Hall thinks that the community with other libraries in the University is very supportive and she adds that the librarians also tend to move around from Colleges to Departments so they have good informal links and networks just built by working with people.

Faculty/department libraries (3): Especially in the School that Psychology Library belongs to, the libraries have a lot of co-operation. The libraries in the School are trying really hard to liaise and co-operate with each other and for example they are in process of making the School libraries' web site. All three libraries also co-operate with other libraries within the Cambridge University but the level of co-operation varies. Tilley thinks that the level of co-operation sometimes depends on an individual determining to co-operate rather than having to co-operate.

The UL: Coonan tries to co-operate with other libraries and librarians as much as possible. There are structured ways of collaborating between libraries such as the Libraries@Cambridge but her way of co-operating is more informal and she tries to get involved with as many libraries or librarians as she can to find out what they are doing so that she could improve her practice and maybe see opportunities to work together. She does not have networks with all the libraries at Cambridge but she feels that she is doing reasonably well. Her job concentrates greatly on the fields of arts, humanities and social sciences while there are science libraries that look after and concentrate on law, science, technology and medicine. She adds that this has not made very clear to students.

Criminology Library: According to Stone, there is a lot of co-operation. Meetings are held especially now when affiliation of the libraries is on-going. Co-operation is not done only with the librarians of their own School but with other libraries and librarians as well.

4. Is there a co-operative framework between you and the academic staff at the Library? Do the academics see the importance of the Library?

College libraries (3): Co-operation is informal in all of the three College libraries. All the librarians say that the academics make purchase suggestions for the libraries. Jenny Sargent (25.7.2013, interview) from Wolfson College Library adds that it is important to have and maintain co-operation with the academics. Ruhlmann says that the co-operation is done mainly via e-mail. Two of the librarians say that some of the academics see the importance of the library while others do not. Still, they believe that the majority of them do see it. One of the librarians says that if you are not proactive, the academics can take the library for granted and another librarian says that even if the academics saw the importance, it would not always reflect to the actual activity of theirs (for example not responding to e-mails).

Faculty/department libraries (3): All the librarians have both formal and informal ways of co-operating with the academics. The formal ways include different Committees (for example a Teaching Committee). Informal way of liaising with the academics is done mainly via e-mail in the Psychology Library. In English Faculty Library, there seems to be really close liaison between the Library and the academics. Tilley always wants to build up a close relationship with a director of undergraduate studies because she sees him/her as an important person in terms of supporting each other: the Library and the Faculty. She says it is quite problematic that the director changes every two years so she always has to start the collaboration from the beginning. Then there are subject groups (for example a group of academics who look after medieval literature) and Tilley liaises with them, too. These groups change every year as well so she says that there has to be a good framework for establishing how to do things, for good liaison and for keeping the momentum for the work. She really thinks that the academics see the importance of the library. The other two librarians think that majority of the academics see the importance of the libraries but there is still some who does not see it.

The UL: Coonan thinks there is not a lot of co-operation with the academics. She thinks that the libraries in the University of Cambridge have remained as very traditional libraries and that there is a strong divide between academics and administration, and that libraries are seen as an administrative support. Still, she adds that there are some departmental libraries that have managed to build good relations with the academics. This is the case in the libraries where the librarians are most active working with their faculty. She thinks that she is not needed in these libraries to help with the teaching of information skills because the way the librarians are implementing their work with the academics is supporting teaching through the research skills. In some faculties, departments and colleges a librarian might sit in the education committee of the department or of the college but in some units this is not the case. She thinks that the attitude is not always favourable about librarians sitting in the education committee and this attitude comes not only from the faculty, department or college staff but sometimes from the librarians' own

attitude as well. In those libraries, she thinks there is more need for her help. She believes that the academics see the importance of the library but she says that it is not enough to ask if the library is important but it should be asked what is important about the library. A lot of academic members see the library as a provider and not as a partner. She thinks it is hard to get in co-operation with the academics but she thinks that there should definitely be more collaboration between them and the Library.

Criminology Library: Stone says that there is a lot of co-operation between the librarians and the academic staff. The academic staff makes a lot of requests to the Library and they have common committees. The academic and library staff knows each other well.

5. Is there a strong teaching element in your post (i.e. research skills etc)?

College libraries (3): All the College librarians say that they do not do any organised teaching in the College libraries because the faculties or departments and the UL arrange courses on learning information skills and things like that. In any case, all the College libraries have introductions to the library for new students at the beginning of their studies. Naturally, all the librarians would help students individually if they had any problems with catalogues, using the information resources or any similar problems. One of the librarians says that the Library has decided not to develop the teaching role in the Library because they have a small staff so maintaining the Library and its collections takes most of the work time and moreover, she felt that it seems to be sometimes quite difficult to engage students in that sort of activity. She thought that it can depend on the fact that the students have their faculties where they want to learn whereas College libraries are more like homes for them so they do not necessarily want to come on courses in their College library. She had discussed about this matter with other College librarians.

Faculty/department libraries (3): In departmental libraries, the teaching element is not strong but there is still some information skills teaching done in both libraries. In Tilley's post the element is really strong, even if teaching is not mentioned in her job description. Tilley has a Degree in teaching so she has introduced teaching programmes in the Library. She co-teaches with the academics one compulsory teaching session for all students. There are a lot of teaching sessions available for the students in different years of their studies in the English Faculty Library. In all libraries, there is naturally an introduction to the library for the new students.

The UL: There is a strong teaching element in Coonan's post.

Criminology Library: Teaching is not that formalised than in other libraries but there is still some formality in teaching especially in some points of the term.

6. Do you feel that you have sufficient autonomy (including budgetary responsibility) re decision-making for the needs of your library and those of library users?

College libraries (3): All the three libraries have Library Committees. All the librarians say that they feel that they have enough autonomy to decide about the things happening in the library.

Ruhlmann from Trinity Hall says that all College libraries are not that privileged as Trinity Hall's is because some College librarians cannot make any decisions before discussing with their Library Committee but Ruhlmann can organise the Library and make decisions first and then just report about the issues going on in the Library to the Committee. Janet Chow (18.7.2013, interview) from St John's College Library says that the students' recommendations for purchase are taken into account a lot and that the decision-making is a two-way communication. There are representative students in all of the three Colleges' Library Committees.

Faculty/department libraries (3): All three librarians feel they have sufficient autonomy in their jobs. In departmental libraries the major decisions are done in Library Committees but with minor decisions there is more freedom. English Faculty librarian believes that something will probably change in the future once they are affiliated to the UL. She thinks that the budget will not change significantly during the first few years but in ten years' time or so the situation could be different when the Faculty has not the power to say how much money should be spent on the Library. She says that the Library is important for the students and the UL might not see the importance (for example of duplicate copies, she would see the need for them because she is there at the Library). With two "masters", so to say, the Faculty (academics and their needs) and the UL (where the money comes from), conflicts may arise.

The UL: Coonan thinks that within her small area she has quite a lot of autonomy. She decides everything that comes into her Research Skills Programme, for example who contributes to it and when and how it is programmed. Then again, she does not have a budget (so, for example she cannot book external speakers or anything like that) and she does not have power over operations management in the building so she cannot always have the staff she would like to have involved with her Programme because they cannot be released from their day jobs. Also, she cannot have a say how the space is managed.

Criminology Library: Yes, there is enough autonomy.

7. What do you think is most distinctive about the Cambridge University library system?

College libraries (4): All four librarians mention the number of libraries and that of having the UL, College and Department/Faculty libraries. Furthermore, one librarian adds that the independence and that each library operates separately are parts of the distinctiveness. Helen Murphy from Trinity Hall brings out the student perspective: the students can choose to borrow from so many different libraries with so many different policies and because of so many libraries within the University, there are a lot of resources that might not be found from other places. She also thinks that there might be less competition for specific items because a lot of copies are available.

Faculty/department libraries (3): All the librarians mention the fact that there are so many libraries but Tilley adds that it is the result of that fact which creates the distinctiveness and a significant value to the students: the number of library staff compared to students. Tilley says: "The chances to our face-to-face engagement with people is very - high, with our students we need to make the most of all the face-to-face engagements and sometimes perhaps we don't

make it." FitzMaurice adds that compared with most of the UK universities, Cambridge has a long history thus the libraries have developed to meet the needs of the departments during the history.

The UL: Coonan says: "The autonomy of the libraries. - - There is not University of Cambridge, there are individual Colleges and individual Departments and your allegiance as a student is to your College and Department. - - The University as an entity comes way down the line." She mentions many problems that arise from this distinctiveness, for example duplication in staff and material. Also, she thinks there is a worrying possibility of conflicting messages that the students may get between the libraries.

Criminology Library: Stone says it is the diversity of the system. The long history of the University and its libraries results to diversity. The affiliation process has not been on-going that long yet and Stone hopes it will not harm the diversity of the libraries.

8. What do you think might be advantages of a more unified library system along the lines of more 'conventional' academic libraries? What about disadvantages?

College libraries (4):

Advantages: Three out of four of the librarians mention consistency and mutual policies in loan periods, opening times, fines and so on. Murphy says that it would be easier for students if the policies were a little more unified and she thinks that because of the complexity of the Cambridge University libraries, the students might not get everything out of the library system that they might otherwise. With one system, library card and so on it would be easier for students to navigate through the libraries of the University. Another librarian says that because funding comes from different sources, there is not communication that might make things easier sometimes. Chow thinks that with more unified library system more people would be able to use the libraries.

Disadvantages: Chow thinks that a central (and a big) library could be less personal and distant from the user. Sargent brings up this disadvantage too: as students think of their College as their home, they really like the idea of having "a home library" and with a more unified library system, there would be a fear of losing the personal touch. Also Murphy says that centralising everything could have an effect on slightly losing what makes the different libraries an individual, especially the department or faculty libraries. Murphy and Ruhlmann say that there could be less independence on deciding on things that are locally important as having the ability to set their own policies in line with their specific cultures. Also, Ruhlmann adds that the affiliation in Cambridge University libraries can lead to complexity in responsibilities. For instance, it can be problematic in terms of funding, for example a faculty could say that they do not have to deal with its library anymore because it is affiliated to the UL.

Faculty/department libraries (3):

Advantages: Carter mentions less duplication and easier decision making processes. Tilley says that a single library management system would help (to have that managed centrally cataloging,

book ordering and such things could be made simpler and easier). She has discussed with people that it would be easier to collaborate and do some specific processes through centralisation. FitzMaurice says that through centralisation, it would probably be easier to understand how the library/libraries work. She says that especially postgraduates (who have maybe have more experience of more conventional university libraries) have problems of adapting to the different libraries and their different procedures, at least at the beginning of their studies. Therefore, with a more conventional library it would be easier for people to understand it.

Disadvantages: Carter thinks that the major disadvantage might be that he would not be the person deciding about the needs of the Library and the library users but someone else who is not in the Library and thus does not have sufficient knowledge about the needs of the Library and its users would make the decisions instead of him. Tilley mentions this, too. FitzMaurice thinks that you would lose part of the character of the place with centralisation and she thinks that the library is a part of the training of the subject. She also ponders if you get a proper subject presentation with one big centralised library and says that the library would probably have a librarian who would cover a lot of subjects instead of many subject librarians. Liaising with the academic staff is another thing she ponders. On top of things already mentioned, personalised service in a centralised library could be lost. Furthermore, FitzMaurice thinks that the department would kind of lose a part of its identity if it lost its library. Tilley also says that a hierarchy of centralised line management and decision making could end up to wasting time if you have to go many levels up to make a decision.

The UL:

Advantages: Coonan mentions agreed shared/baseline standards (for instance in practical level it would be great to have the same photocopying system and one photocopying card. Information skills teaching has no agreed standards so some libraries do it all themselves, some send their students to Coonan, some libraries do not even know she exists so they would not send students anywhere and Coonan thinks that is not good service).

Disadvantages: Coonan says there has to be somebody in the library who knows the community inside out and who is actively maintaining really strong and embedded links to the user community. With a unified system one should not lose this provision but everybody within the University of Cambridge libraries are concerned that they might lose it: "That this element of embedded value might be not perceived by the management making the decisions until it's too late."

Criminology Library:

Advantages: Technological improvement and along with that the centralisation of information, saving money.

Disadvantages: Danger of losing the autonomy and diversity of the libraries (luckily, that has not happened at least yet).

9. Do you think that the present system – e.g. with provision of Subject Librarians – gives Cambridge students an academic edge over students from universities with less library subject specialisation?

College libraries (4): Two of the librarians thought quite firmly that Cambridge students have an academic edge but two librarians hesitated a little. Ruhlmann, who believes firmly there is an edge, says that there is a huge amount of specialisation in Cambridge University libraries and many options to choose from. Therefore the students have a much better chance of obtaining books than in institutions which have just one big library. She says: "They [subject librarians] work exclusively with material in their own field so that even a library assistant who isn't a trained librarian and a specialist will come to have a specialist knowledge of that area just by shelving the books, noticing which are the most popular books - - being able to direct people to particular areas in the library." More hesitant answers came from Sargent and Murphy. Sargent thinks it is a difficult question to answer from a librarian's point of view but she believes and hopes that if you make the most of the provision of the subject specialists' knowledge, there is an edge. Murphy believes that there is an edge in theory but from her point of view it depends more on the quality of resources and the system which supports them than on the quantity of the resources. She adds that it is also up to the students who can seek out the help of a specialist.

Do College Libraries need subject librarians?

Two College librarians were asked if College libraries need subject librarians. One of them thought not because the academics were there to help with the decisions on purchases and they were the subject specialists in the Colleges. Also, a College library usually needs only core texts of the subjects. Another librarian did not turn down completely the prospect of subject librarians in College libraries. Still, she thought it could not be justified as a College library is a library that covers various subjects and thus a College librarian need to know a little bit of everything and does not have to have in-depth knowledge about the subjects.

Faculty/department libraries (3): All of the librarians agree that the Cambridge University library system probably gives an edge to the students. FitzMaurice says that the fact that the library is close, it is more likely that the students come to it and use it and its resources. She adds that if the books were in one big library, they would be a lot harder to browse. She thinks that the department is keen to make sure that they have the information resources they need and they invest the money in the library. Carter mentions that it is also an advantage to have multiple copies of same texts in different libraries. Tilley thinks that the libraries are just reflecting the general way the teaching takes place in the University of Cambridge as a whole (a specialised supervision system): how students are taught in the University of Cambridge as a one-to-one or one-to-two basis, totally tailored, personalised just like the separate libraries of the University. She adds that of course there are lectures but especially subjects like English are taught in a personalised manner, one-to-one basis and through conversations with their supervisors in their College.

The UL: Coonan says this is a good question and it prompts questions in her such as: "If there is an edge, does that come from subject focus library as opposed to the librarian?" There is outstanding access to information. She cannot say if there is any proven link or evidence basis if

the library provision gives an academic edge and she thinks that a lot of other factors might affect that as well, like they do not have a baseline service in information skills or in helping the students making transition from school to university conventions. Interestingly, she thinks the lack of that support can contribute to the edge because the students learn to find out actively about different things by themselves. Still, she does not think it is a good thing at all that they do not offer that support to the students.

Criminology Library: Absolutely. Old students that have graduated earlier from the School and used the Criminology Library have later come back to the Criminology Library and said how they miss it because in the other libraries they have used after graduating, have not had that much specialised material on the subject.

10. From the student point of view, would it be better to have greater uniformity in Cambridge libraries (i.e. one classification system)? Do students use other libraries or generally use their own library?

College libraries (3): Ruhlmann thinks that it would be definitely better for students and so does Sargent, although she adds that keeping the independence of different libraries would be good but still some consistency would be advantageous in various things. Interestingly, Chow does not think that more uniformity would matter as long as the users can find what they are looking for and they are trained to use the different classification systems and different libraries. All the librarians think that one classification system would not be possible because different schemes can fit different libraries better and with more specialised material it is hard to break down classification into little bits. All the librarians agree that the students use various libraries within the University. Chow believes that the students rely a lot to their College libraries but use own Faculty libraries and the UL as well. One College librarian says that she tells the students that they cannot think their College library as isolation to other libraries available because the College library cannot provide everything they need.

Faculty/department libraries (3): Two of the librarians think that probably there is no need for more uniformity although another of them says that it could help students to learn to use the libraries faster. One librarian thinks that uniformity in web sites and access to all libraries, for example that they could borrow from any library and everything would be same in every library so that the students would not have to worry what they can and cannot do in different libraries, would be good. One of the librarians sees a same classification system possible within Cambridge University libraries. The librarians strongly believe that students in all three libraries use various different libraries.

The UL: According to Coonan the libraries could make the students' life easier in many ways by lining up their processes more and making them more accessible and transparent in some ways (like photocopying). A more standardised approach across the board would be good (and if it is important to retain local variations in practical level it could be done but it should be made more transparent to make it clearer). She points out that there are also many "hidden" special collections and archives within the University's libraries and that there is no way of accessing

them or even finding out that they exist. She sees an opportunity for a mutual classification system for Cambridge University libraries. She says that even if there are a lot of subject-focused collections, if you look the touch points of the whole University's needs and not only the specific Faculty's or subject community's needs, with having a unified classification system you would outweigh the benefits for the students from the disadvantages to the library staff. She thinks that the students use a lot of different libraries and that it should not be just assumed that for example the undergraduates would use only their College libraries or that postgraduates would not use them. There is a lot of data proving this but it is not just delivered properly.

Criminology Library: Stone says this is a difficult question. From the student point of view it would seem rather useful and beneficial to have one classification system but from another point of view there are so many different kinds of libraries and subject fields that it would be hard to have same classification to every library because the classification could not go into so much detail in all subjects. The unified classification system would become too complex. Criminology students use mainly their own library but also some others.

11. Do the students have an opportunity to use other university libraries (in the UK as well as outside the country)?

College libraries (3): The students can use other university libraries in the UK for reference. The librarians do not see that international connections would be important for College libraries.

Faculty/department libraries (3): For reference. Carter encourages students to use other university libraries if possible especially during vacation if they do not live in Cambridge. He thinks that it is important that the students would use the opportunity to use other university libraries. Two librarians thought it would be interesting, and maybe useful, too, to have international library connections.

The UL: In a limited way. Because the UL is open to all researchers but because it does not let outsiders borrow, Cambridge students cannot borrow from other university libraries either. She says that this is a problem because they have an increasing amount of distance learning and part-time students and they need access to libraries. Cambridge is a part of the SCONUL but it is a part of the restricted part (no borrowing rights). Coonan thinks that this should be mentioned more openly to distance learning students because they just cannot go to another university library and borrow.

Criminology Library: -

12. With increased provision of online resources/e-books and journals, is there really a need for libraries/subject librarians?

College libraries (4): All of the librarians think there is still a need for libraries and librarians. All of them say that print copies of books are still more popular than e-books but the usage of e-journals is growing constantly. Ruhlmann says that at the moment an e-book is an extra to the

hard copy of a book. In Chow's mind the students would look the e-book mainly when a hard copy is not available or they need a quick reference. One librarian says that a colleague librarian of hers who is closely involved with an e-book project has mentioned that when an e-book title is available, the printed copy often increases in circulation as well. Murphy says that it depends also on the student's study subject what kind of resources they use, for example engineers tend to use a lot of journals and historians tend to focus on physical books. Of the four librarians, only one brings out the fact that with the increased amount of information online, subject librarians are needed even more although another librarian points out that especially researchers need somebody they can go and talk to about e-resources and how to find and get them although the researchers are becoming more e-aware themselves and able to find things out.

Faculty/department libraries (3): All the librarians say there is a need. Carter says that there is always a need for study space and from his viewpoint, e-books are good for reading a chapter or two or checking something from it but reading a whole e-book is not popular, at least not yet. Tilley points out that the increase in e-resources has to be put in context with the subject that a student is studying, for example English students are required to read long books at length and they have to do close reading, not only browsing, so most students prefer print books. About the need for librarians she says that there will always be a need for people (even if the library worked only virtually) because the virtual resources need promoting and explaining because there are so much resources available online that people do not use. So the e-resources need promoting, teaching and encouraging so that people would use them more.

The UL: Coonan thinks it depends how one sees the role of a librarian and of a library: Is the librarian in the library to work with the material in the library (a provider) or with the people who use the library and its materials? Coonan says: "If you only define yourself as a guardian of that space [library] then there is no reason to have subject information experts there." She says that in order to justify the librarian's profession in the future, librarians must think carefully how they define their role and therefore they should think more about the people who use the collections and not the collections themselves. Librarians should support knowledge creation and this way it could be seen if there is a future for librarians as people who support teaching and learning as opposed to people who only collect information and manage it.

Criminology Library: According to Stone there is a need. Information specialists are needed and the librarians are there to guide the researchers and students so that they can learn to find the information and therefore benefit the library resources as much as possible. Librarians also teach the students to use the library themselves especially in the beginning of their studies.

13. How much do students use the services you provide? How often do they call upon your expertise? (Do you have statistical data for increases/decreases in numbers of users over, say, the last 3 years?)

College libraries (3): It is interesting that in one College library there can be even 200 enquiries per day in term time when in other two libraries there are a lot less enquiries even in term-time. In Trinity Hall, the librarian estimated that the number of enquiries during term-time is about 10 to 15

per day. At least in Wolfson College Library, the borrowing is quite high so the Library is used a lot. The low enquiry number in Wolfson's Library can be explained by the fact that it has a lot of mature students and thus they might be more independent.

Faculty/department libraries (3): FitzMaurice says it is hard to quantify it but that in term-time it is busy in the Library. Carter says that most students are quite independent after the introduction to the Library and they do not get a lot of complex enquiries. Tilley says that it is busy and there is a lot of different things going on (for instance teaching, one-to-one interviews, a lot of engagement with people who have problems with IT, engagement online) and some enquiries at the desk, too. In Tilley's mind, there could be more enquiries but she thinks that people can often face "a desk barrier".

The UL: Not all students come to the RSP classes because some of the students get focused classes in their subject libraries and Coonan would not know about those. Furthermore, some students can come for multiple classes and this affects the statistics as well. Because she is not allowed to direct advertise to anyone, some people do not even know that her service exists.

Criminology Library: Stone talks to 10–20 people daily especially about finding the material they provide in the Library. Moreover, there are enquiries via e-mail.

14. Does the library have library user surveys?

College libraries (3): In St John's College Library, they have a library user survey of their own once every four years. Trinity Hall has a yearly student survey as well and the results of the surveys help to show the importance of the Library to the College authorities. Ruhlmann also says that they use a lot of new technologies to attract students' interest and the staff is open to new experiments and things.

Faculty/department libraries (3): They do a big student survey in English Faculty Library every three years and in top of that, Tilley sends question surveys to students and they have focus groups with the students every year where they think about particular service areas that they want to discuss about. In other two libraries, the librarians do not do student surveys but they get some feedback in different ways. When asked about a common questionnaire for all libraries within the University of Cambridge, Carter thought that it could be a good idea to have the same library student survey they could use in different libraries within the University. FitzMaurice also saw that a common library survey could be a good idea.

The UL: -

Criminology Library: -

15. What is the composition of your readers (age range, undergraduate/ postgraduate/research)? Does what you offer as a Librarian differ widely according to age/degree level etc?

College libraries (3): In two Colleges there are mainly undergraduates who are from 18 to 21 years old. In Wolfson there are mainly postgraduates that are over 21 years old. In Wolfson quite few researchers use the Library so mostly the students who use the Library are doing a taught course. In terms of facilities used in Wolfson: the computer room is used by people who are writing their dissertations and research students using the computers and desk space but the researchers do not use the actual books and enquiries that much. Difference of the services provided according to the degree/age level in Wolfson: it is hard to answer to this but Sargent can say that there are different kind of enquiries from different levels (undergraduates often ask things like where they can find a book while researchers can ask for example how they can get hold of some particular article). Ruhlmann says that the services provided does not differ a lot depending on the age or degree level.

Faculty/department libraries (3): In all of the three libraries, there are mostly undergraduates and the libraries' focus is mostly on them. In Psychology and Geography libraries the students have a 24 hours access to the library although in Geography Library only the postgraduate students have this possibility. In English Faculty Library they do not have this service because it is not possible due to security issues. All the librarians thought that the services provided varied in some ways according to degree or age level. Tilley mentions that in terms of e-resources, it is undergraduates who usually recommend them to her so she goes to the academics to talk about those recommendations because the UL provides and pays the e-resources and they take less notice of undergraduates' recommendations and opinions compared to academics' opinions.

The UL: University of Cambridge has around 12,000 undergraduates and 6,000 postgraduates. The offered services vary according to user identification of where they are in their research process. She would not define too exactly for who her courses are because there is a wide variation in age and class level in the people that go to her classes. Of course, it depends also on how the individuals identify their needs. There is also a variation in IT skills between undergraduates and mature postgraduates as mature postgraduates can need more support with IT.

Criminology Library: There are about 14 postgraduates and around 140 other students.

16. What library provision is made for students who have a disability/learning disorder (i.e. asperger's syndrome, dyslexia etc)?

College libraries (3): The libraries have not a set policy for students with disabilities. In Trinity Hall they do not have a lot of students with physical disabilities because they cannot provide the proper accommodation for them because it is an old College. Other two College libraries have a lift. All the librarians say that if there is a student with special needs, they would be individually handled with and expectations for example in loan periods would be made. Ruhlmann has found

out that the students with physical disabilities they have had in Trinity Hall have not wanted to be treated any differently even though she had offered her assistance for them.

Faculty/department libraries (3): The provision is made on individual basis (flexibility in borrowing arrangements and so on) in every library. In terms of physical spaces, it is impossible to move with a wheelchair in the Geography Library and they do not have a lift. Carter thinks that they could do some more provision for disabled students but they do what they can. In Psychology Library, there is a lift in the building but the library space is quite narrow and the doors are heavy so there is almost impossible move with a wheelchair. In English Faculty Library there is a lift and they take notice on things such as furniture so that people can move around easily.

The UL: Coonan tells that the University has a Disability Advisory Center and it runs some courses that are staff facing around supporting students with special learning difficulties (for instance dyslexia). It is quite a throughout one-to-one service to support the needs of a student with a disability. The Disability Advisory Center runs courses on how the staff can support and work with students with disabilities. Coonan hopes that they would run such courses as well that concentrate not only on how to support students but that there would be courses on the staff's own expertise and on staff's pedagogic skills. Coonan says that what one does to support a student with a disability, should be what one did to support any student. All students should be supported well. To improve one's teaching skills could be done by looking what one does with teaching students with disabilities.

Criminology Library: -

17. Do you invest more in having one copy of specialised material than having multiple copies of core texts etc?

College libraries (3): Two of the librarians say that they normally have multiple copies of core texts. St John's College Library would have one copy but Chow adds that if there is a high demand for an item or the directors of studies recommend having multiple copies of some texts, they will have more than one copy of them. There has to be a really good reason for purchasing specialised material in Trinity Hall because the Library is quite generalised in subjects. In Wolfson College Library, the students are asked to go to their faculty libraries for more specialised material.

Faculty/department libraries (3): In the Psychology Library they have a policy of having multiple copies if it is on a reading list. In English and Geography libraries they get one copy of more specialised material and multiple copies of heavily used core or set texts are purchased.

The UL: The UL has a selection policy so that they take one copy of everything published in Britain and Ireland because it is a free copy or a legal deposit library. The UL buys also generally one copy of overseas material.

Criminology Library: Criminology is a research library so they invest in having one copy of

specialised material.

18. Do you make any weeding of the material in the library? If so, how much?

College libraries (3): All the libraries do weeding (for instance new editions replace old ones). In one library, weeded books are offered for the students to take out without payment. One librarian says that there is not an on-going weeding programme in the Library and that she has recently tried the directors of studies to come and help weed their subject areas because RFID is going to be implemented in the Library and the tags have to be put to the books so now would be a good time to weed material.

Faculty/department libraries (3): Two of the libraries do weeding usually on summer time and in the third one it is done in a particular time, too, but in the future she might do it more in an on-going way. This librarian would like to do more weeding because of the limited space but because different people value different things, it is hard to weed items because someone would say it is still needed and another would think it is not an important piece of work. Carter does not weed books that are not held anywhere else in Cambridge University libraries. He also offers the weeded books first to other libraries within the University of Cambridge and after that to individuals.

The UL: They do weeding in the UL in a very large scale and they generally do it in categories and not in one-by-one basis.

Criminology Library: -

19. Have you experience of working in an academic library outside Oxbridge with a more centralised focus? If so, have you any comments about how students were helped or otherwise by this model?

College libraries (4): None of the four librarians have experience in a library with a more centralised focus although Ruhlmann has worked in two faculty libraries within the University of Cambridge.

Faculty/department libraries (3): None of the three librarians have experience in a library with a more centralised focus but two of them have worked in other libraries within the University of Cambridge.

The UL: Coonan has worked in the University of York Library for a few years and she liked working there. It was smaller and more compact. It has one main building so it has only one workspace to be managed and she thinks you can do more with that because in one building you have to take into account all of the library users' needs. One is really involved with how to present the space to the users (for example different zones: quiet or loud). She thinks that the York Library was as equally "siloed" organisationally as Cambridge is. There were around 50 members of staff in the Library and their roles were divided (as the case usually is in centralised libraries) to specific things (cataloging, collection managers and so on) that were in line with the department

or with the organisation and not in line with the touch points that the user would find. In her mind, the organisational structure did not support the students' experience. She does not think that there was a huge difference in the way the model impacted to the students. She says that she thinks the problem was in some ways that the focus was on the material and not on the people. She thinks that the way the organisation was structured was around if the material was on print or electronic format and she thinks that that is the case in most of the libraries still. Even in a smaller library everybody had a certain job to do and the tasks were to do with the collections instead of that the tasks would have been to do with the people and what people would do with the collections. She thinks that students should have been better served by a smaller library and whether they were better served it was only because the library was smaller so the staff was more aware of what was going on in the organisation of the University.

Criminology Library: Stone does not have any experience in a library with a more centralised focus.

20. Do you know how Anglia Ruskin University's libraries work? If yes, do you think there are advantages/disadvantages to the Cambridge University libraries' model?

College libraries (4): Three of the librarians have some kind of an idea about the Anglia Ruskin University Library (ARUL) system. Definite advantages of the University of Cambridge system according to one of the librarians are the number of places to go for resources and a "pastoral" or a "home" element of the libraries. According to the same librarian, disadvantages of the Cambridge system includes duplication in collections (a lot of areas of overlapping for example in cataloguing the same book in several places and this leads to inefficiency) and poor communication. About advantages of ARUL she mentions: "When you have one unified library you make sure to make the best use of the resources and staff time." Murphy says that Cambridge system is quite peculiar and therefore complicated. The UL is the centre of Cambridge University libraries and if it makes changes it affects all the other libraries. According to Murphy, a centralised system might have a clearer understanding of how the decision of one library affects the other libraries whereas sometimes when things happen in Cambridge University libraries all of the libraries do not hear about it in some time so communication between the libraries does not always work. She adds that it can also be frustrating that students cannot be members of every library in the system. In College libraries especially, if there is only one copy of some specific item in the whole system, other than the members of the College cannot borrow it or in worst case not even access it.

Faculty/department libraries (3): Two of the librarians have a slight idea. Tilley thinks that University of Cambridge's advantage is that they can tailor specialised and personalised services more easily because there is probably more time and staff to do that and they have deep knowledge of the collections. They also probably are able to engage with students for longer periods of time. Tilley also thinks that it seems to her that most Cambridge University students think that the Cambridge library system is just a part of the "Cambridge experience" and they can play the system to decide the best places to study in. From the student point of view, she sees

advantages to Anglia Ruskin's model as well that are not apparent in the Cambridge University system. FitzMaurice thinks that there might be a lot of competition in the ARUL for the books because a lot of people are doing the same courses at the same time. Even though Carter did not know how the libraries work in ARU, he thinks that Anglia Ruskin is a very good institution and he thinks it could be possible to have closer contacts with them.

The UL: Coonan says she does not know that much about Anglia Ruskin University's libraries but she has heard positive comments about the attitude that they (ARUL) have around teaching, learning and supporting students and she finds it inspirational.

Criminology Library: -

21. Do you think that a distributed library model is more flexible especially when the world is changing so quickly?

College libraries (4): One of the librarians is sure that a distributed library model is more flexible compared to centralised libraries. The other three are more hesitant. Although one of these three librarians sees the advantage of having multiple locations but because they are all "independent in terms of their funding and things so they cannot necessarily make the most of that flexibility because they are all reporting to different people with different agendas". In the current set-up of the libraries she does not see it as flexibility but something they can all utilise because they are all separate from each other. From Murphy's viewpoint the flexibility is more focused on people than the structure: flexibility depends more on the people and how good they are figuring out what will happen and how good they are at strategising. So in her viewpoint, if there are right people and jobs, same results can be achieved no matter what the library model is. Ruhlmann thinks that because the University of Cambridge is such a big university, the flexibility comes from the distributed system of the organisation. If they all were under the UL, and because the University is such a big university, it would take a long time to make decisions, involving a lot of committees and things like that. She adds that in a smaller university, there can be a good response time for example to changing technologies that can be a bit slower in bigger or distributed organisations.

Faculty/department libraries (3): All three librarians think that a distributed model is more flexible because you can serve the local needs better and more quickly. Tilley points out that the University of Cambridge system allows to address individual needs of different subjects and provides probably adaptability. In terms of information resources, FitzMaurice thinks that Cambridge model is quite flexible because they have collaboration in one level (e-books and e-journals) and then there are the physical collections running alongside of the e-resources handled centrally by the main library CUL.

The UL: Coonan thinks that a distributed model should be more flexible but it is complex because flexible implies two things (keeping up-to-date and the demands of the user community). She adds that flexibility demands also a desire to change. With a distributed model the problem can be that if people have too much autonomy to do just how they see fit in the library and if there is some forces against any changes, it can result to people who are not keeping up-to-date at all.

For example, she has been asked by other librarians to teach their students about electronic resources because they have said they do not do that kind of things. She thinks that sometimes a centralised model can be more flexible or agile if there is a balance between a clear, formal central guidelines and then autonomous implementation.

Criminology Library: Yes because local needs of a library is taken more accurately into account in a distributed model.

22. In which areas of librarianship it is good/important to have autonomy? In which areas it would be better to have uniform procedures?

College libraries (4):

Autonomy: One of the librarians thought that autonomy would be good to have in everything and that having control over all things is the best way of handling things. Two librarians mentioned that autonomy over budget is important. Three librarians mentioned that autonomy in collection development is important. They also say that the librarians in specific libraries understand and know best the needs of the relevant community. One of the librarians mention also autonomy in things such as loan policies because if something is not working it should be able to be changed quickly.

Uniform procedures: One of the librarians did not think that uniform procedures would be good in anything. The other three librarians mention that more uniformity or consistency in things like loan periods, fines and circulation would be good. Two of them mention uniformity in catalogues and another of them adds that a uniform way of helping students to understand those kinds of things would be good. The librarian also thinks that it would be great if students could borrow from any library they want but with opening hours she thinks it would be tricky to have uniformity. Another librarian said that it would be great to have 24 hours access to all libraries although she knows it is not possible in every library for various different reasons.

Faculty/department libraries (3):

Autonomy: Circulation, finance and any decisions that have an impact on the local environment because the person at the place knows which changes are needed and when. FitzMaurice says that it would be important to have a say about what kind of an atmosphere and fell the library has (for example if the library is relaxed or not).

Uniform procedures: FitzMaurice mentions different things that would be good to have uniformity in: one registration to the libraries both for students and staff or then a joint registration to certain libraries that would be useful for different students studying different subjects (categories of libraries). She also says that training of users would be good to have uniformity in because for instance there are now two catalogs, Newton and LibrarySearch, and she thinks that this creates problems when different people tell different things about where to find material. Tilley thinks it would be an advantage to have uniformity in lower level things like in cataloging procedures across the board. She says that if a centralised process produces things quicker, it is then a good

thing. Carter mentions acquisitions (a clear policy in terms of expenditure) and the same library system. There was a good observation about interchange of staff from him. He thinks that interchanging would be good so that people would get different viewpoints and experiences through working a few months in other libraries within the University of Cambridge. It would also give people greater awareness of what is happening outside their own library. When it was asked from FitzMaurice if staff interchange within libraries in University of Cambridge would be a good idea, she answered that there can be a lot to be gained at looking how other libraries do things. She thinks that you would not even need to go to work to a different library, but that talking about the work would already teach a lot. Having moved from library to another has been useful for her. Sharing the best practices and understanding how other people work is always useful.

The UL:

Autonomy: Coonan says: "I think you need to have autonomy to speak with your users in a way that works best for them and to teach in a way that best suits you and them." A set of common standards and guidelines, for example whole staff having the same staff training to be able to give the best service to all students across the board. Even if the same teaching methods cannot be applied to different subjects and their students because they have different approaches to teaching and learning them, in Coonan's mind "you can identify the learning outcomes that you want all the students to take away" (for example being aware of the appropriate information sources in their area, handling and managing information references, that they know what the academic expectations are in their area). She says that you need autonomy to implement how you see fit to get the students to the learning outcomes.

Uniform procedures: Overall aims and objectives, learning outcomes and a broad identification of where students should be supported. After these things autonomy is vital.

Criminology Library:

Autonomy: In anything that affects the library (for example the budget, deciding what the library purchases, operational day-to-day functions and staff decisions).

Uniform procedures: In matters concerning employment and staff working conditions because these kind of matters need to be equal within the whole University.

23. What will happen in the future? Do you think that more centralisation will be needed in Cambridge University libraries in the future?

College libraries (4): Chow thinks that it would be better to keep the independence that the libraries have. She fears that if everything is centralised, it will reduce the need for library staff. Chow thinks that if Cambridge University's libraries became more unified, it would be quite hard to manage the libraries. Two of the librarians think that more centralisation will happen to Cambridge University libraries but they think that College libraries will maintain their independence from the UL still for a long time. Ruhlmann points out that Colleges will maintain their libraries still for a long time because it is important to attract students to your College and a

library in the College is a valuable resource. Murphy thinks that people are starting to see the benefits of more uniformity. Of course, among some other than College libraries there is uncertainty what the centralisation would mean for instance for their budgets and IT support. Murphy thinks that eventually more centralisation will happen but it will take its own time. One of the interviewed sees the advantages of the uniformity and "maybe even the need for it but whether it will actually happen is another thing". She adds that "there would be good reasons and arguments for some centralised services but it is very difficult when one is dealing with Colleges that are independent from the University". According to her, it would therefore be difficult to work together in some ways. She states also that people's expectations are growing but she is not sure if the University of Cambridge is able to facilitate all those needs in its current way of being.

Faculty/department libraries (3): All the librarians say that more centralisation will happen in the future and Tilley hopes that any centralisation would have a very light touch. She thinks that centralisation is not needed in many instances but she can see that it might be helpful in some circumstances where either librarians have left the library or when something needs to happen to the library. Two other librarians think that in the future there will be increasing centralisation in the management structure of the libraries. FitzMaurice also thinks that they might lose some of the small libraries and they could be missed afterwards. She thinks that you could achieve a level of unification that might be helpful without destroying the system beyond recognition. She is quite confident that the thriving for the centralisation is the economics rather than that the uniformity would be the goal of the change.

The UL: Coonan thinks it is needed. There is a lot of political uncertainty going on around the affiliation of the Cambridge University libraries. She hopes there will be some uniformity in practical level like photocopying and more transparency because they are needed. But in the same time it is important to retain the value of embedded subject specialists and the local practices to support the local community. Everybody is just worried that they would not end up to a balanced, agile library model. She thinks that without the political pressure most of the librarians would probably agree that more alignment would be a good thing, not necessarily centralisation but more joining and working together.

Criminology Library: According to Stone, the balance must be kept between the local needs and the things that need to be centralised. The University is in the middle of the affiliation process and it will take years to be completed. He thinks that from years now the political and technological environment will be very different from what it is at the moment.

MORE COMPREHENSIVE SUMMARY OF THE RESULTS –
ANGLIA RUSKIN UNIVERSITY LIBRARY

1. Has the library always worked in a centralised manner?

Shepherd: The Library has always worked more or less in a centralised manner. In a way, the restructuring in 2008 made the Library even more centralised because now the campus libraries are doing same things in same ways.

2. How many subject librarians do you have? What qualifications do they have in terms of subject specialism? Are there enough subject librarians?

Shepherd: The subject librarians do not have to have a degree in their subject areas they support in order to work as subject librarians. According to Shepherd, "any good librarian can learn enough about information resources in any subject area to provide support and learn enough about the subject to talk the language with the academics." Of course, a degree in a relevant subject to the work can contribute to the hiring but it is not essential. Shepherd thinks that there are enough subject librarians. Part of the restructuring was to appoint additional staff to the subject librarians. They offer two year posts in the Library for trainees who have just graduated.

3. How do you see yourself as a Subject Librarian? What qualifications were required for your present post?

This question was not asked because the librarians interviewed were not subject librarians.

4. What Undergraduate studies have you completed? Have you had an opportunity to use your subject knowledge in your work?

This question was not asked because the librarians interviewed were not subject librarians.

5. Do students use other (university) libraries a lot? Do they have an opportunity to do that?

Shepherd: Most students use Anglia Ruskin libraries. SCONUL access is used mainly by the distance students. Shepherd does not think that the numbers of those using SCONUL access is huge but it is vital for those students who are distance learners and do not have an ARU Library

nearby and the SCONUL access is mainly about physical libraries. ARUL hasn't a strong relationship with Cambridge University libraries. They talk with each other but the connection is not that strong. One reason for that is because the libraries are so different from each other. Anyway, they work with librarians in College libraries where Anglia Ruskin courses are taught. They talk to other libraries similar to theirs within the region as well.

6. Are you part of the SCONUL scheme (co-operative use of other university libraries)?
Is there a co-operative framework amongst the other campus librarians/libraries in the University?

Shepherd: The Library is a part of the SCONUL. The Library is one service so it is not about co-operation but the ARU's campus libraries are seen as one consistent service.

7. Is there a co-operative framework between you and the academic staff at the Library? Do the academics see the importance of the Library?

Shepherd: Co-operation with the academic staff is seen as vital. The subject librarians are given an opportunity to have more time to talk with the academics through the recent restructuring. A part of the academic staff see the importance of the Library and they want to liaise and co-operate with the staff in the Library whereas some academics are not that keen to co-operate with the librarians. The Library is still trying to work on enhancing the collaboration with the academic staff. Shepherd adds that in terms of things like reading lists, information skills and student needs it is vital to have close co-operation with the academics.

8. Is there a strong teaching element in your post (i.e. research skills etc)?

Shepherd: Shepherd's post hasn't a strong teaching element. He says that the responsibility of teaching of information research skills and similar things belongs to the academic services division and to the subject librarians.

9. Do you feel that you have sufficient autonomy (including budgetary responsibility) re decision-making for the needs of your library and those of library users?

Shepherd: Shepherd thinks that in order to expand the information resources the Library provides, there would be a demand for more funding for the Library. Still, the usage of the budget is controlled by the Library so the librarians have the full freedom over how they use the money they are provided with. They have autonomy over the budget but naturally with the freedom comes the responsibility of using the money wisely.

10. What do you think is most distinctive about the Anglia Ruskin library system?

Cefai: Responsiveness to library user needs. This is why the Library restructures every now and then to change the physical stock and layout due to the development of digital resources. Restructuring is made to ensure that the Library gives the library users the best possible user experience and meets their learning needs.

Shepherd: ARUL aims to a high customer service provision so the distinctiveness is about the support they give to the students and the emphasis on customer service and development, and updating the skills of the library staff. According to Shepherd, the Library is good at this so they want to maintain and enhance it. The students also appreciate the amount of help and support the Library offers for them and their studies. Also, in order to support high customer service, the Library provides a lot of staff training and staff development. This is why there is a post for planning and managing the staff training and development. Shepherd says that the Library does not house anything unique in their collections because the objective is just to meet the current, specific needs of the students and the academics. The collection is therefore quite ordinary.

11. Do you think that the present system – e.g. with provision of Subject Librarians – gives Cambridge students an academic edge over students from universities with less library subject specialisation?

Shepherd: In Shepherds mind it is quite hard to compare the two universities and their effect on learning of the students. He says that they "attach importance to accompanying students with learning skills so that they can learn themselves and they can find information for themselves and they know how to handle information". Shepherd's cautious thought is that they might not reach as many students as they would want to because a lot of it depends on the relationship with the academic staff and how they see the Library's importance. The answer to the question therefore is that maybe they are sporadic in terms of how well they can train students' information, research and learning skills.

12. From the student point of view, is it be better to have uniformity (i.e. one classification system)?

Shepherd: In Shepherd's point of view, consistency is important. As an example, when Anglia Ruskin University merged with the sites of Fulbourn and Peterborough (they used to be separate nurse education institutions) they had different classification system in their libraries. The Library wanted to have uniformity and changed their classification to Dewey which was used already in the campuses of Cambridge and Chelmsford. They wanted the students to see the libraries as one service.

13. With increased provision of online resources/e-books and journals, is there really a need for libraries/subject librarians?

Shepherd: According to Shepherd, it is really important to have subject librarians because finding information in databases is not simple. Of course, finding information for example from Google can be easy but to know what information is good and reliable and what is not, is not easy. He mentions also another aspect to the role of subject librarians and what makes them important: the liaison between the librarians and the academics. Through the academic liaison the subject librarians become intermediaries to what is taught to students and what they need. He says: "The fact that everything is available online underlines the need for subject librarians, for information skills and for guidance and support for students." When it comes to physical libraries, he thinks that it depends if people still use them. If they did not, it would be the end of them but at the moment the level of the usage of their Library and the comments they get from the students prove that there is still a need and desire for dedicated places for studying.

14. How much do students use the services you provide? How often do they call upon your expertise? (Do you have statistical data for increases/decreases in numbers of users over, say, the last 3 years?)

Cefai: According to Cefai, the booking of a librarian service usage has increased a lot. They have also generic sessions on referencing, accessing journals, information skills and so on, and those are a sort of drop-in session where a student can come without an enrolment and it does not matter what is the study subject of the student.

15. What is the composition of your readers (age range, undergraduate/ postgraduate/research)? Does what you offer as a Librarian differ widely according to age/degree level etc?

Cefai: Cambridge campus has mostly young full-time academic subject students while Chelmsford campus has more mature part-time students with vocational courses that are related to a professional job.

Shepherd: There are about 30 000 students in total in the ARU: Cambridge campus has 11 000, Chelmsford 10 000 students and the rest are distance learners or they study in partner institutions of the University both in UK and abroad.

16. What library provision is made for students who have a disability/learning disorder (i.e. asperger's syndrome, dyslexia etc)?

Cefai: The Library has a really basic provision for students with a disability or a learning disorder because the University looks after the needs of the students with disabilities. The needs of each

student with an acknowledged (to the University and the Library) disability is individually handled. With a recognised disability, the Library gets notification of that so it can arrange special arrangements like extended loan periods and book fetching. The disabled students have personal teaching assistants as well. The University has also a transcription service which is run by an ex-student. They turn a printed book into large print, audio book or another format that is required. The service is not owned by the University but it is also a commercial enterprise.

17. Do you invest more in having one copy of specialised material than having multiple copies of core texts etc?

Shepherd: Because the Library cannot provide enough copies for all students, they have developed a Reading Resources Strategy (RRS) in order to notify the students which core texts/books/resources they would need to buy for themselves. But still, there is an expectation that the Library would provide multiple copies.

18. Do you make any weeding of the material in the library? If so, how much?

Cefai: They have a zero growth policy so they weed as much as they purchase. Growth in the stock is not possible because the Library has not extra storage space. They weed material that have not been borrowed in three years. The library staff makes lists of those books not used in three years. The lists are divided in Dewey numbers and the particular librarian of a subject goes through the list. Before they do that they give the lists to the academics of the subject so they can say if some items will be needed later and thus cannot be weeded. In subjects in which information do not date that much, like literature, the zero growth policy has sometimes become a problem when part of the staff would have wanted to keep the material. Also, if a journal is available electronically, the Library will not hold the printed version for long. Cefai says that the problem with some journal titles is that if you have a subscription for an electronic journal, you might also get the printed copy of it even if you did not want it. In these cases, ARUL keeps the printed copies for one to two years and of course the Library keeps older volumes of the journals that are not available electronically.

19. Have you experience of working in an academic library with a more distributed focus? If so, have you any comments about how students were helped or otherwise by this model?

Cefai: Not really, Cefai has been working in ARUL for 20 years so her experience and career have been in ARUL although she has been in three different jobs within the Library and thus has seen many sides of the work: customer services, academic services and now library staff training and development.

20. Do you know how the Cambridge University's libraries work? If yes, do you think there are advantages/disadvantages to the Anglia Ruskin Library's model?

Cefai: Cefai has an idea of them. She liaises with librarians from the University of Cambridge because Anglia Ruskin University has graduate trainees in Cambridge University libraries. Disadvantage of ARUL according to Cefai is that they have never enough money when University of Cambridge has a long history and a lot of the Colleges are wealthy and they often get collection donations, too. ARU's funding comes partly from the government and the amount of funding depends also on how many students the University takes in every year. This affects that the University has to market quite a lot to get the students in and then to keep them. Because of this aspect, there is a business driven approach to a University like Anglia Ruskin that is relatively new and was founded by merging colleges, polytechnics or similar institutions together. Cefai thinks that sometimes the money driven model goes against the traditional ethos of a library of building up a great collection that is there to stay but ARUL does not have money nor space to do that. She feels that in an institution funded by government, you are using the money of the public so you have to make the most of it and this affects that Anglia Ruskin University is so business driven.

Shepherd: Shepherd does not know exactly how the Cambridge University libraries work but he has an impression that the libraries are quite different and that it is quite a complicated set-up.

21. Do you think that a distributed library model would be more flexible especially when the world is changing so quickly?

Cefai: Cefai thinks that with a distributed library model you probably have an opportunity to be flexible but she thinks there are both advantages and disadvantages and that any particular model is not right. According to her, you must always look into the future and you cannot just say that "we have always done it like this" because you have to be aware of the changing needs. The University has a corporate plan (a sort of a vision for the University for the next five years) and because the Library is one of the University's support services, it has to write a strategic plan each year and the goals have to match with the goals of the University. Although the Library's plan is just for one year, they have to look further into the future because the corporate plan is for five years. If the Library wants to go through some major projects (like the RFID), planning of big projects has to be started earlier than the year they are going to do it because they are expensive and the Library's budget is not sufficient for major projects. For instance, planning for RFID was started two years ago although it was put into action and the money for the project was given this year (2013). She also adds that it is not enough to keep track of the academic library sector but one must follow the other library sectors as well in order to know about new innovations and what could be implemented in an academic library for example from a public library sector.

22. In which areas of librarianship it is good/important to have autonomy? In which areas it would be better to have uniform procedures?

Shepherd: Shepherd thinks this is a difficult question. He says it is about getting the balance right. For example the subject librarians have to respond to the needs of the areas they are serving but they also need to work together as a team and they have to work towards common goals and objectives. He says: "As long as you have common sets of goals, objectives and everybody is working towards that, within that framework you can then have autonomy." He adds that co-operation and teamwork are important.

23. What will happen in the future? Do you think that more centralisation will be needed in university libraries in the future?

Cefai: In ARUL, there are still a couple of things that need centralisation because in Cefai's mind, the main points of centralisation are creating efficiency and saving money. She continues about ARUL's future that even if the Fulbourn site is closing, the Peterborough site is growing. Both sites started as nurse education institutions but now Peterborough has other students as well for example from business and accounting. She adds that it is important to see and keep on track on what is developing nationally but also locally.

Shepherd: Shepherd thinks that co-operation can be quite a challenge between universities because they are all in competition with each other. Still, he points out that libraries have always co-operated in some level, for example the SCONUL is an example of that collaboration in the UK. He thinks that they will continue the co-operation because it has many benefits: they learn from each other by going on visits to other university libraries and others learn from ARUL when they visit them. In Shepherd's point of view they are all getting better through benchmarking because this way they all can keep up with the best practices. International work with the libraries is something they have not done that much.

Student from University of Cambridge

Is there a value to subject librarians?
"Yes. Someone with a good knowledge of the subject is well-placed to make sure that the library has a relevant collection and to point students towards appropriate resources."

How important is the physical library space? What about the online/virtual library space? Are they equally important or is one or the other more important to students nowadays?
"Both are important. Notwithstanding the fact that we are in the digital age, students still seem to make extensive use of Cambridge's physical libraries."

Has a three-tier library system/model worked for you personally? What are the strengths and weaknesses of the model?
"A multiplicity of libraries gives students more chances of gaining access to/ being able to borrow the books they need. The downside, in my experience, is that sometimes I've been settled into one library and realised that I needed to consult something in another library. Having everything under one roof would be more convenient."

Is there enough subject expertise and material in the libraries and do you feel supported in your studies by the libraries/librarians?
"The library collections in my subject are strong, and the librarians in my department are extremely supportive and encouraging."

How does your experience at Cambridge compare with other academic libraries you have used in the past?
"Cambridge's collections are much more extensive."

Do you think that the affiliation of the Cambridge University libraries will have an effect to the students' experience in studying?
"The fact that the Cambridge UL is a copyright library (ie, it is meant to receive all books published in the UK) is a real advantage for students."

Student from Anglia Ruskin University

Is there a value to subject librarians?
"Absolutely, particularly in a university environment. Cutting time and find good references is all important when writing multiple essays with short deadlines! Subject librarians can make sure the student is pointed to the right place with reliable sources. "

How important is the physical library space? What about the online/virtual library space? Are they equally important or is one or the other more important to students nowadays?
"It's very important to have a good environment to work in. Particularly in the modern world with technology, it is so easy to be distracted from work, an environment where you can focus entirely on your work is vital. Places to discuss with groups of other students and teachers, self-study areas with private cubicles and good supply of desks and computers are important for a good library environment.

With technology playing such a big part in our lives now, being able to use resources online aswell is a popular choice for students today. Forums, online catalogues, e-books and journals are all heavily used by the student in the library as well as out, in their student rooms etc.

I believe both online and virtual library spaces are equally important, even today. Technology and the online world does not answer all questions and sometimes, a book is the best way to go. Also, if the library is well thought out, then it can be a rare, peaceful environment for the student to go and study, particularly if they live in accommodation."

Has a centralised library system/model worked for you personally? What are the strengths and weaknesses of the model?
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Is there enough subject expertise and material in the library and do you feel supported in your studies by the library/librarians?
"I found the Anglia Ruskin University library a well stocked library, whilst I was not a regular user due to studying an Arts Degree, I never had trouble with finding books I needed. There seemed to be a wide range of study material and it was kept tidy. We were all given a presentation and tour of the library and its system when we joined the University."

Have you used a library with a more distributed focus? If yes, how did it differ from a centralised library? What was most distinctive in the distributed library?
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