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Theme Issue
The librarian of the future: education, skills, expectations

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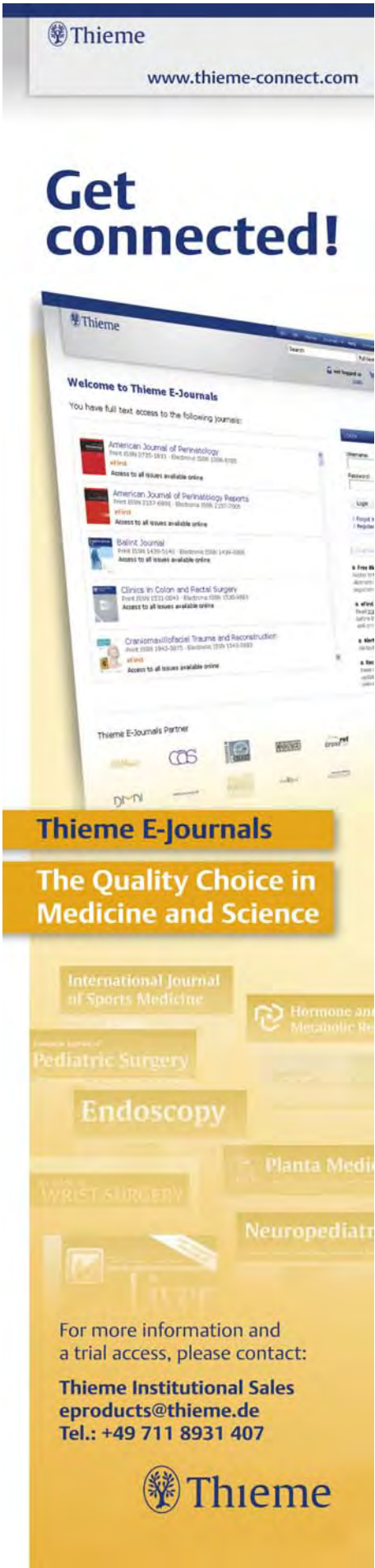

Editorial

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Editor-in-Chief

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Hello Everyone,

The 14th EAHIL Conference in Rome was a great success in all aspects, scientific and social and our last issue's content is witness to this. The reports of the Rome Conference Continuing Education Courses are presented in this issue and make very interesting reading. Also we have information regarding the EAHIL workshop in Edinburgh in June 2015 which I am sure everyone will be pleased to have. At the same the new EAHIL Scholarship Award Scheme procedure for 2015 with a revised eligibility and evaluation criteria devised by the EAHIL Executive Board will be announced.

The theme of this issue is *The Librarian of the Future* a fitting theme for the end of 2014. We have some excellent articles on this subject and I would like to thank Oliver Obst for commissioning most of these articles and also the authors who have submitted these articles. Oliver has also devised a survey in order to assess the use and usefulness of the Journal of EAHIL, please go to: http://www.formdesk.com/eahil/JEAHIL-survey2014.

The last survey was about ten years ago and we agreed that with the changing times and the online preference for many associations it was the time to see what the EAHIL members wanted.

It also leads me on to saying that after 15 years as Chief Editor of first the EAHIL Newsletter and then the Journal of EAHIL I have finally decided to retire. I retired from medical libraries last year and I think it is time to hand over to the very capable hands of Federica Napolitana, our Assistant Editor. She will guide the Journal onto new pathways with the help of a very efficient Editorial Board. I have enjoyed my time very much as Editor of the JEAHIL and also attending the many EAHIL workshops and conferences but my time is increasingly being taken up with my other career in paralympic sport, both as President of the National Paralympic Committee, Romania as well as Chair Europe of the International Blind Sports Association (IBSA). In 2015 we have the IBSA World Games in Seoul, Korea and in 2016 the Paralympic Games will take place in Rio de Janeiro, Brazil. I think I shall be kept very occupied!

I have so enjoyed my correspondence with all the contributors to the Journal and I shall miss the many friends I have made over these years but I hope to keep in touch with you all online. Let me take this opportunity to wish you all a very Happy Christmas and a wonderful New Year.

Sally

The library of the future is present

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Abstract
The library of the future is an elusive, ever-changing goal. Creating it is a challenge in an environment of resource constraints that force difficult decisions. However, change has been constant in the history of information and libraries. Throughout the changes, the librarian has remained central to the library as an expert information manager who adds value in her collaborations and partnerships with faculty, staff, students, and care providers. In the future, people will displace collections and space as the key aspect of a library.

Key words: librarians; libraries, medical; professional role.

There are two meanings to the title of this article. The first is that while discussions about the library of the future have been in progress, the future has become the present as many if not most health sciences libraries are already implementing it. The second is that the library of the future will be people, not collections or space, and we already have talented, forward-thinking people present in our libraries.

For evidence of the "future" state already present in health sciences libraries, one need look no further than the October 2013 issue of the *Journal of the Medical Library Association (JMLA)* [1], which is devoted to new roles for health sciences librarians. McClure presents the traditional role and its evolution [2] while Cooper and Crum discuss emerging present roles through a systematic review [3] and survey [4]. Martin's editorial shares the story of transition from traditional to new roles [5], and my own editorial in the January issue of *JMLA* (written before the October issue was published, and therefore without the benefit of its contents) gives an overview of the possibilities and an optimistic take on the future of libraries and librarians in the health sciences [6].

If future services and future professionals are already here, why do we talk about the future as a goal yet to be achieved? Because our future is not a static state. As soon as we get our libraries to the future we saw yesterday, we are challenged to take them to the new future we see today. The future is a moving target, one that cannot be defined and mapped to a twenty, ten, or even five-year strategic plan that lays out the road ahead. Instead, we have many futures and many roads, all of them under construction. In the most ambitious and most rewarding paths, the bricks may be laid under our feet even as we take our steps. In all ways forward, the future remains beyond the end of the current road, with no map to show the terrain ahead or how we should proceed. There are no rest stops, only constant, forward motion. As is true for some sharks, libraries that stop moving will die.

To complicate our efforts, we have finite resources and growing demands. In the United States, for example, there is pressure on higher education to lower costs, declining investment in scientific research by the government, and increased demand on health systems and hospitals to provide affordable care to additional people. Combined with increasing costs for information resources, these environmental factors mean that it is unlikely if not impossible to acquire new funds for new activities. If the future we aim for is compelling, we can only pay for it by taking funds from a less compelling activity.

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It is at this point in the discussion that talk of babies and bathwater arises. To be sure, no library should arbitrarily discontinue one service and start another, but that happens seldom. The challenge is not keeping the baby, which all agree is a good thing, but rather identifying what is baby and what is bathwater. It does not disrespect the past to adopt new methods for acquiring, managing, and using information, to define a broader scope for information within the library's purview, or to change the container within which information resides.

Historical precedent supports this view. Both the transition from wax tablets to paper and from hand-lettered manuscripts to printed books brought change to the way information was recorded and shared, but did not end the need to preserve information and make it accessible for reference and reuse. Similarly, moving from print to digital will neither remove that need nor the need for information expertise. As McClure noted, "The roles of the librarian will continue to evolve and change as our institutions and practices change to support the needs of our faculty, staff, researchers, and students, but the librarian will continue to be the intellectual engine that makes it so. What will not change is that the fundamental role of the librarian is to seek and discover knowledge and in whatever ways possible to provide that knowledge to others." [2]

The reality is that the need for expertise has changed, or rather, the information work requiring expertise is not that same as it once was. The gateway to medical information has moved from *Index Medicus* to PubMed to Google, and Google has put the keys to the gate in everyone's hand. It is true that students, residents, physicians, and other healthcare providers do not uniformly execute well-constructed searches that retrieve all the relevant articles, and that they often overestimate their information retrieval expertise. It is also true that every request for information is not a request for an exhaustive bibliography. Sometimes, one article or a simple answer is all that is needed, and the non-librarian searcher will defend his or her efforts as good enough for the purpose.

"Good enough" could be interpreted to mean "mediocre," but I prefer to think of it as meaning "appropriate." Clayton Christensen describes the evolution of products and services beyond the capacity of customers to use [7]. Rather than pay an increased price for unnecessary functionality, the customers turn to a good enough solution that meets their needs and costs less. Producers and remaining customers of the original may view the competition as inferior while the adopters of the new solution see it as appropriate. As time passes, additional features of the original become more and more esoteric and less and less necessary for most people. Market share shrinks, prices increase to offset, and over time the original producer implodes. In the context above, one group sees "good enough" as an insult and the other as a compliment, but it is the second group that thrives.

Pragmatism comes into play as well. What value does the library add when librarians do work that anyone can do for himself or herself? If a student or clerical assistant can run a good enough search, why pay a higher cost for a librarian to run one? This may sound like a lose-lose situation, or the librarian's dilemma, but it is not. There is opportunity at the intersection of pragmatism and good enough.

By identifying work that does not require librarian expertise and shifting that work to other library staff or outside the library entirely, we free the resources we need to construct our endless road to the future. It is in constructing our new road that we need to call on the librarian's expertise. Health sciences librarians must look up from where they are placing their feet to see the entire map before them, and identify the future and the direction of their parent organization. Our libraries cannot have stand-alone missions; they must see the mission of the hospital or university as their mission, and strategize how to achieve that overarching goal through their work.

The big picture view and the alignment with organizational mission are the path; what are the steps? Each institution is different, but listed below are ideas from my own experience and that of colleagues.

- Stop trying to sell library services and resources. Instead, get to know the faculty, staff, and students and understand what goals they are working to achieve and what problems they need to solve. Show what you bring to the table as a partner in achieving goals and solving problems;

- Think broadly about what contributions librarians can make to the work of the institution. Where can they add value? What can they do that is not good enough when done by someone less knowledgeable and less skilled?
- Think of the library as a partner and collaborator, not as a support service, and use language and act in ways that reflect that;
- Think of librarians as equal partners with faculty, having unique but equally valuable expertise, and use language and act in ways that reflect that;
- Think of the library as a dynamic collection of people, knowledge, and expertise, not as a collection of information resources and a space to access them;
- Be part of the curriculum rather than teach stand-alone classes; be part of the entire scholarly communication research and funding cycle rather than waiting for a question or a request; be an author and not an acknowledgement;
- Be bold;
- Be prepared to fail, learn from failure, and take the next bold step;
- Do not take rejection personally.

The overall themes are collaboration, engagement, relevance, and expertise, all invoking actions that require a librarian rather than a building or a collection. This brings me back to the opening paragraph and the definition of the library as people: that library is present now, in librarians who work in health sciences libraries every day. Those librarians are building the roads forward. They are creating the future, and they are the future.

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Feature Article

The encouragement of the open access movement: an essential realm for health information professionals in the 21st century

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Abstract
According to the Bethesda Statement on Open Access Policy for libraries and the recommendations of the BOAI10, libraries and librarians have an important role to fulfil in the encouragement of open access. Taking into account the Competencies for Information Professionals of the 21st Century, elaborated by the Special Libraries Association, and the Librarians' Competencies Profile for Scholarly Publishing and Open Access, we shall identify the competencies and new areas of knowledge and expertise that have been involved in the process of the development and upkeep of our institutional repository (Repositorio SSPA).

Key words: librarians; professional competence; access to information; library technical services; libraries, digital.

Introduction

The first time the term "open access" (OA) with regard to scientific literature was used was in 2002 by the Budapest Open Access Initiative (BOAI) (1). The goal was to get OA to peer-reviewed journal literature, through two complementary strategies: the deposit of the refereed journal articles in open electronic archives by authors, known as self-archiving; and the publication in OA journals. Ten years later, in 2012, this Initiative and the experience gained over a decade led the participants attending the meeting to mark the tenth anniversary (BOAI10), to reaffirm that making scientific literature open access continues to remain necessary and essential. It also led them to write a set of recommendations for the next ten years. Those recommendations were addressed to institutions of higher education, research funding agencies, research institutions, scholarly publishers, researchers and libraries. They were concrete steps on institutional policy; licensing articles under CC-BY or equivalent licenses; repository infrastructure and sustainability; and advocacy and coordination to spread and strengthen the message about OA (2).

However, there is a specific and important milestone in this subject for health libraries. In 2003, during a meeting on Open Access Publishing held at the Howard Hughes Medical Institute in Maryland, a document known as the Bethesda Statement on Open Access Publishing was drafted. It intended *to stimulate discussion within the biomedical research community on how to proceed, as rapidly as possible, to the widely held goal of providing open access to the primary scientific literature" and "to agree on significant... steps that all relevant parties... can take to promote the rapid and efficient transition to open access publishing.* In addition to the working definition of open access publishing, the document included the reports of three working groups, one of which was composed of libraries and publishers. In it, the libraries proposed to develop and support mechanisms to make the transition to open access publishing; to teach their users about the benefits of open access publishing and OA journals, and to highlight these journals in the catalogues and other relevant databases (3).

According to both initiatives and the Librarians' Competencies Profile for Scholarly Publishing and Open Access (4), health libraries have an important role to fulfil in this subject:

- to promote OA and its benefits for their institutions and among researchers, authors, users and citizens;
- to advise on author rights and intellectual property;
- to provide guidance on OA options to authors and researchers, including the criteria and code of conduct followed by OA Journals to assess their quality;

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- to develop and manage open and interoperable repositories and to encourage self-archiving;
- to help authors to comply with the OA institutional policy and requirements of the funding agencies.

In response to the OA movement and the requirements of the National Spanish Law 14/2011, of June 1st, on Science, Technology and Innovation (5) and the FP7 Cooperation Work Programme: Health 2013 (6), the Regional Health Government entrusted the Andalusian eHealth Library (Biblioteca Virtual del Sistema Sanitario Público de Andalucía, BV-SSPA) with the creation of an Institutional Repository. It would collect all the scientific output generated by the Andalusia Public Health System professionals, resulting from their medical care, research and administrative activities. This repository was part of the strategy of the Regional Government to support and encourage research in Health Sciences.

The process of the development and management of the Andalusian Public Health System Repository (Repositorio SSPA) has required the acquisition of new knowledge and skills by the librarians who have taken part in it (7).

According to the Special Libraries Association (SLA), information professionals *"play a unique role in gathering, organizing and coordinating access to the best available information sources for the organization as a whole. They are also leaders in devising and implementing standards for the ethical and appropriate use of information"* (8).

These information professionals, among which librarians are included, require two types of competencies:

Professional competencies, *which relate to the practitioner's knowledge of information resources, access, technology and management, and the ability to use this knowledge as a basis for providing the highest quality information services.*

Personal Competencies, *which represent a set of attitudes, skills and values that enable practitioners to work effectively and contribute positively to their organizations, clients and profession. These competencies range from being strong communicators, to demonstrating the value-add of their contributions, to remaining flexible and positive in an ever-changing environment.*

Above all, there are two core cardinal competencies. They are the acknowledgment of the value of developing and sharing their knowledge and the observance of the ethics of the profession.

While the SLA's document follows the usual structure for a Competency Map, the Librarians' Competencies Profile for Scholarly Publishing and Open Access has a different approach, more focused in content and new fields of knowledge. Therefore it does not include either professional or personal competencies, but it establishes as Core Competencies that *"librarians will need to have a broad perspective and understanding of the traditional (commercial, society) and open access models of publishing, intellectual property issues, and economics of scholarly publishing. And other core competencies are knowledge, expertise and awareness in the following areas: 1. Scholarly publishing Services,… 2. Copyright and open Access advocacy and outreach,… 3. Scholarly resource assessment…"* (4).

Despite their differences, both documents may help us to identify the competencies and new areas of knowledge and expertise that have been involved in the process of the development and upkeep of our institutional repository (9).

The fact that the Regional Government entrusted it to the Andalusian eHealth Library is directly connected with the professional competencies *(A. Managing Information Organizations Information professionals manage information organizations ranging in size from one employee to several hundred employees.* In our case, the Andalusian Public Health System consists of many different kinds of institutions and centres which carry out activities such as health care, research, administration and professional training, which are run by more than 100,000 professionals).

Therefore as an institutional repository, it has special features that have determined its development:

1) It has to give visibility to each institution and centre. *(A.1 Aligns the information organization with, and is supportive of, the strategic directions of the parent organization)*

2) It must not gather only scientific journal articles and monographs published by the Health System, but also a very specific set of document types. These included plans and health programs, guides, health care protocols, clinical practice guidelines, research projects, brochures to help patients to make decisions and citizen education handouts. *(B.4 Provides access to the best available externally published and internally created information resources…)*

3) Some of these specific documents remain unpublished but other important parts are produced in electronic formats and are scattered around many institutional or subject websites and intranets from the Health System. *(B. Managing Information Resources Information professionals have expertise in total management of information resources, including identifying, selecting, evaluating, securing and providing access to pertinent information resources.)*

4) Every document has to fulfil strict quality criteria related to format, content and legal aspects before being submitted to the repository. Each one is subject to the policy of the collection to where it may be sent *(A.8. Advises the organization on copyright and intellectual property issues and compliance)*

5) The software selected requires to meet some criteria (10): it has to be an open source tool, according to the Andalusian Government standards and policies; has to have a large community of users and developers and cover our main specifications. *(A.7 Gathers the best available evidence to support decisions about the development of new service and products. D. Applying Information Tools & Technologies. Information professionals harness the current and appropriate technology tools to deliver the best services).*

Once the software was chosen it was customized starting by defining an exhaustive metadata schema, simplifying the submission process, broadening the advanced search and integrating the MeSH Thesaurus (11). *(B.3 Demonstrates expert knowledge of the content and format of information resources, including the ability to critically evaluate, select and filter them).*

The policy of each collection was established taking into account the specific characteristics of each type of document and was agreed by a commission consisting of the repository managers and members of the Health System. *(B.6 Develops information policies for the organization regarding externally published and internally created information resources and advises on the implementation of these policies).*

Nowadays the upkeep of the repository rests on three different levels:

- the librarian network that consists of the information professionals who work in hospitals, institutions and centers of the Public Health System (7);
- the reviewer group;
- the management repository office.

The functions of the first group fall into the considered as new areas of expertise by the Librarians' Competencies Profile for Scholarly Publishing and Open Access (Scholarly Publishing services; Copyright and OA advocacy and outreach; scholarly resource assessment):

- to support the institutional repository- gathering information, promoting self-archiving, helping authors to submit their published and peer reviewed articles;
- to train users in open access, intellectual property and responsible use of information. To teach researchers criteria to choose where to publish, publisher copyright policies and self-archiving, requirements of the funding agencies and institutional open access policies;
- to submit published articles in the author's name;
- to ask for unpublished versions of articles from the author.

In addition to these functions, the reviewer group has specifically to:

- assess intellectual property and versions of manuscripts accepted;
- review submissions;
- evaluate the acceptance or not of submissions.

Finally, the mission of the management repository office is to supervise the upkeep of the repository; to support the technological development of the tool and plan the migration to new versions; to draw up tutorials and train librarians and users and to launch new services.

It is undeniable that, in order to carry out this project, the professionals involved in it have been challenged and their knowledge and skills have been put to the test, but at the same time, it has led them to become better able and prepared to meet the Competencies for Information Professionals in the 21st Century (12).

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Feature Article

The Bibliosan 2.0 project: online tools for librarians, researchers and health professionals*

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** This article is based on a poster presented at the 14th EAHIL (European Association of Health Information Librarians) Conference, held in Rome in June 2014.*

Abstract
This article describes the approach used by the Bibliosan 2.0 team (in a project funded by the Italian Ministry of Health) in developing the Bibliosan 2.0 website (http://bibliosan20.wordpress.com/) aimed at offering guidance and advice to our users for the use of Web 2.0 tools and technologies. To complement the website, we decided to deliver filtered information through Web 2.0 tools such as our blog, Twitter, Delicious and Zotero. To do so, we adopted a very targeted, strategic approach in selecting which tools to present, keeping in mind that our audience is made up of librarians, researchers and health professionals.

Key words: libraries, social media; Web 2.0.

Introduction

Social media and other Web 2.0 technologies offer the scientific community new tools that transform the way they collaborate and share their knowledge, but create potentially overwhelming flows of information. This is especially true since the growth of participation by scientists in these networks has been so rapid, even compared to what was expected just a few years ago [1]. As a consequence, the role of librarians has changed radically: they must be continuously abreast of new methods and techniques and keep informed regularly about new trends and approaches. This role can be especially important in situations where uptake of these new tools is slow, as has been the case in many sectors in Italy. In 2010 Bibliosan, a consortium made up of the main biomedical libraries in Italy and funded by the Ministry of Health, issued a prize in memory of the librarian Luigina Lazzari to fund projects related to the improvement of the resources and activities of its network. One of the winners was a project, called Bibliosan 2.0, aimed at the creation of a website to provide resources and tools of Web 2.0 to the personnel working in the institutions joining the Bibliosan network.

Development of the project started with the assumption that it is useful to aggregate in one place social media tools, both generic and targeted to the scientific community, offering a panoramic view of what is available and what use scientists already make of these resources. We identified librarians as the direct audience of the website in the light of their task in connecting and informing library users. Alongside with their traditional job duties, librarians should be more active participants in the processes which are reshaping scholarly communication, not only providing information on demand but proactively alerting their users to the existence of relevant information and facilitating the effective use of resources, technologies and information retrieval tools [2].

Methods

The project was developed, and is presently being carried out, by two members of the staff of the Library of the Italian National Institute of Health and a trainee. The project began with a preparatory phase, in which the team conducted a survey of potential readers and gathered information on the tools and materials available, in order to develop a strategy for the design and operation of the Bibliosan 2.0 website (http://bibliosan20.wordpress.com/).

In order to select which tools to present, a very targeted, strategic approach was adopted, keeping in mind that our audience is made up of librarians, researchers and health professionals. In April 2012, we conducted, via SurveyMonkey, an online survey to determine the interests and informative needs of our target users and the obstacles that may prevent them from using these tools. The results supported the outlook with which we began the project: 60.9% of the respondents did not use 2.0 tools

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for their work, while 87% thought that such tools could be useful to improve their work as well as collaboration within the Bibliosan network. Answers to other survey questions showed that the respondents were interested in blogs, social network sites "to communicate and exchange information on different topics", social bookmarking tools, podcasts or videos and, in general, in tools to encourage communication, training and updating.

Having investigated several possible platforms, we decided on Wordpress, the free and open source blogging tool, as the basis for the site. We chose Wordpress because it is a simple and adaptable tool that allows us to build and maintain a website and a blog on the basis of our competencies and needs.

We decided to create the website in the Italian language, based on the observation that a significant portion of our user base is not fully comfortable with materials in the English language, a fact which appears likely to play a role in the selective uptake of some social networking tools in Italy. Effective use of these tools requires not just awareness of their existence or basic technical instruction, but some understanding of the strategies which can be employed to make the most effective use of them, and a language barrier can be an especially important obstacle to finding this kind of information.

At the conclusion of the preparatory phase, the website went online in April 2013. In October 2013, we conducted, via SurveyMonkey, a second online survey in order to assess our activity. The survey also inquired further into the difficulties our users were experiencing accessing information via social networks, either due to their lack of knowledge of these tools, or to their institutions' policies of blocking access to some social media from work computers.

Selection and organization of the resources

We decided to consider only free, reliable and regularly updated resources for inclusion in the website. To select and filter information for our users, some of the same tools that are being promoted to provide guidance to our audience were adopted: a blog, Twitter, RSS, Delicious to collect useful links, and Zotero to organize selected bibliographical references. Twitter is being used not only to convey information to our audience, but to a great extent also in order to remain up-to-date and find information to share and disseminate. The tools and information have been organized into two sections, "Risorse per l'aggiornamento" (resources for staying up-to-date) and "Risorse per la condivisione" (sharing resources), to help our audience in content retrieval.

The "Risorse per l'aggiornamento" section contains a link to our page on Delicious and our latest posts displayed through the Twitter timeline. The "Risorse per la condivisione" section is divided into four parts: reference management tools, research data repositories, collaborative editing sites, and professional social networks. Within each part, the resources are presented in a table to focus on their main features.

Fig. 1. *The Bibliosan 2.0 homepage*

In the "Strumenti di supporto" (help/tutorials) section, we provided a collection of tutorials related to the tools presented on the website, a glossary, and a bibliography which is regularly updated. *(Figure 1)*. Initially, we decided to convey our information primarily through a static website and consequently to not place the blog on the home page. After examining the results of our second survey (88% of our users found our blog topics useful and interesting), we decided to move the blog onto the homepage of the site to increase its prominence.

Statistics

By mid November 2014, the website had been accessed 11,842 times. The most frequently accessed parts of the website, apart from the blog posts, were the pages listing reference management tools and professional social networks. The blog is usually updated weekly, and as of November 2014, 71 posts have been posted. The posts were also tagged to be easily searchable: at the moment there are 81 tags. The most frequent tags are: Open Access, Altmetrics, e-science, peer review, research impact, e-research, Open Data *(Figure 2)*. The most viewed topics have been medical apps, altmetrics, e-science and news related to the Bibliosan network. Although the website is written entirely in Italian, it was accessed from 31 countries from all over the world. After Italy with 11,081 views, the next highest traffic levels were from the United States and the United Kingdom with respectively 117 and 73 views. *(Figure 3)*

Fig. 2. *Tag cloud*

Fig. 3. *Views by country*

Discussion

As new technologies develop, librarians should adapt, not only using those technology themselves but developing new teaching roles to help users to learn how to use these new tools.

We started the Bibliosan 2.0 project to address the present relative lack of knowledge of Web 2.0 tools in Italy, and to involve biomedical librarians in the promotion of their use to their patrons. As of today, the results are encouraging even if a lot is still to be done. We are registering a growing interest on the part of our users but we still encounter a widespread prejudice that Web 2.0 tools are merely recreational, as awareness of their potential in terms of information dissemination and retrieval is not widespread. To challenge this attitude, we have already organised training sessions on Web 2.0 and scientific research tailored to the users of our Library. The next step will be the organization of training sessions to educate librarians at other Bibliosan branches regarding Web 2.0 tools. With this perspective in mind, we have already placed a question regarding the interest on a possible course on Bibliosan 2.0 in our second survey. This received a favorable response, with 80% of the respondents expressing interest.

Our website is in a state of continuous development, as we rely on our users' feedback to select new tools and features. In selecting topics for posts, we try to be constantly aware of the main trends of scientific communication discussed online in order to determine which ones can be relevant to our users. As mentioned above, based on the results of our second survey, we decided to give more visibility to our blog also because, unlike Facebook or Twitter which are limited to small pieces of information, blogging allows us to discuss and disseminate more detailed content.

As part of our information dissemination efforts, we decided to introduce the Twitter timeline on our website homepage with the intent of promoting it to our audience. Much of our audience is unaware of Twitter or unable to connect to it from their workstations (as our second survey confirmed), and we believe that Twitter is an extremely effective vehicle for communicating up-to-the-minute news. We hope that in the near future all the institutions joining the Bibliosan Network will recognize the value of Twitter for professional activities, rather than viewing it only as a waste of time. We think also that our presence on Twitter is one of the reasons why our blog is followed by a significant number of people from foreign countries even though the site is written in Italian.

Conclusions

As librarians, we must always be aware of new information trends in order to be a reference point for our users on these issues. These are crucial years for our profession as we are in the middle of a transition from traditional duties to new challenges related to the ever changing nature of the information world. Our role is evolving and we must help our patrons at the point of need, in many cases anticipating which means of contact will be the most suitable to supporting them. We hope, through our website and blog, to give our audience some points to reflect on as a starting point for a deeper understanding.

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Health sciences libraries and public health education awareness in social media platforms

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Abstract
Information sciences in the current social media age cannot be thought of separately from social media platforms. The most popular of these platforms are Facebook and Twitter with regard to free and easy access and use. How can health sciences libraries and medical librarians help the users reach information services using these social media? The principal argument is that academic health sciences libraries should support their users by invoking public health education in social media platforms such as Facebook and Twitter. The Koç University School of Nursing Library's objective is to use Facebook's insight attribute in order to evaluate how many people can reach public health education information using social media. In order to develop our argument, the methodology was defined by analysing our goals and metrics. This study focused on subject titles such as: injections, breast cancer, diabetics, first aid, hypertension, air pollution, infectious diseases, tuberculosis, quit smoking, cervical cancer, birth control, AIDS, etc. and content management tools such as like, share, timeline, photo post. The aim of this analysis was to discuss how medical libraries can use social media efficiently.

Key words: public health; social media; education; health sciences; libraries; Web 2.0.

Introduction

Social networking, a cultural phenomenon among a wide variety of internet users, is considered a major development in the twenty-first century web (1). All social networks have different nature and distinctive, typical terms such as: wiki's, blogs, photo-video sharing, pinning, tagging sites, news feedings, etc. What do today's library users want? We asked what platform would our users prefer? Library users continue to want basic services – competence, reliability, responsiveness, timeliness, honesty and a caring approach and they want assistance with information access (2).

Social media and libraries

Facebook became a topic of research in library and information science scholarships in 2007, thus representing the scholar's interest in the emerging social phenomenon (3). Most of the articles found in library publications are written from a librarian's perspective, explaining the essence of Facebook, and describing different ways in which Facebook might be used by librarians to promote library services. Facebook has attracted researchers' interest in different subjects such as users' patterns regarding offline and online activities, online identities, technological capacities of social connections and cultural patterns, and social networking as an educational tool (4). The general consensus in the health care and public health community is that we need to pay attention to social media (5).

Many countries have decided to choose social media platforms as the best way to support public health education. Facebook country statistics reveal that Turkey has one of the highest ratings in Facebook and posts on Facebook are generally in Turkish. This study compared usage statistics through Twitter, Facebook, Youtube and Libguides. It is suggested that librarians should be aware of the Facebook phenomenon, and that those who are enthusiastic about social networking are encouraged to share their ideas for the use of Facebook in order to promote library services and events.

Reports

In this explanatory study the Facebook activity log was analyzed by options from the accessible page activity such as offers, events, notes, questions, post by others, comments, posts, photos, video, spam, about:

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- all post published can be analyzed;
- *Post reach* (the number of people who saw posts) compare average performance over time organic or paid;
- *Likes, comments* and *shares* (these actions will help you reach more people);
- *Hide, Report as Spam* and *Unlikes* (these actions will decrease the number of people you reach);
- *Total reach* (The number of people who saw any activity from the page including posts, posts by other people, *Page like* adverts, mentions and check-ins);
- where *Page likes* came from (the number of times the Page was *liked*, broken down by where and when it happened);
- insights *export* is changed to align with the new Insights: Export data directly to Excel (.xls) or comma-separated text format (.csv). Choose either *Page level data* or *Page post level data*. You may select any date range, with a maximum of 500 posts at a time. Select *data range* as *date / select export*. The new export is available to preview. You can use the old export through to the end of the year;
- promote posts: Easy to promote *posts* so more people see them in the newsfeed targeting the people and their friends who like your page or people can choose target;
- compare the performance (total page *likes*, new page *likes*, *posts* this week, engagement this week) of page and *posts* with similar pages on Facebook.

Conclusion

The aim of this study is to raise the awareness of users on the services and flexibility of the library by focusing the service offers to specific target groups according to the relevant users' need.

The library:

- concentrated on active online hours to improve social media experiences;
- defined the goals and set targets for accomplishment via social media efforts;
- decided on tactics to measure the success of the strategy;
- executed the strategy by defining and measuring;
- prepared a social media post calender monthly and maintained;
- adapted the adjustments from emerging best practices;
- designed a completed social media communication plan.

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The librarian as a leader: development of leadership in the library and information profession

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Abstract
A literature review was conducted to identify articles on leadership in the library and information profession since 2011. Articles identified were examined in terms of demand for leadership skills and supply of professional development opportunities. The leadership profile of skills and competencies is diverse: flexibility is the key within the rapidly changing landscape of the profession. Available training and development opportunities range from formal training programmes to low-cost approaches that can be easily implemented by individuals or within organisations.

Key words: leadership; libraries; staff development; librarians.

Background
In 2011, the authors published a training needs analysis (TNA) of Health Library and Information Managers (HLIMs) to identify leadership skills required and leadership styles (1). Leadership remains an important facet of professional practice; it has increased in prominence in recent years as the library and information profession has had to adapt within a time of rapid and fundamental change (2). In an era of recession and decreasing budgets, it is important to enhance the leadership skills of existing members of staff (3), and lead from "within" as recruitment to new leadership roles is becoming increasingly rare.

Leadership skills and competencies remain difficult to define, and there is a little consensus on the profile that makes for an effective leader (4). Unfortunately, in the absence of a "magic checklist" identifying potential leaders remains difficult (5). However, trying to reach a consensus on a single leadership profile may not even be appropriate within such an evolving field, an emphasis on flexibility and continual innovation and change may be a more appropriate approach (6).

Objectives
This article aims to provide an update on the current demand for leadership skills and ways of supplying opportunities to meet these development needs.

Methods
A literature search was conducted on the Library and Information Science Abstracts (LISA) database via ProQuest in October 2014. Thesaurus and free-text terms relating to leadership skills, training, career and professional development in the library and information profession were utilised. The search was limited to publications from 2011-2014 to identify literature published since the authors' leadership article for *Health Information and Libraries Journal* (HILJ) in 2011 (1).

Results
293 references were retrieved from the literature search. The titles of all 293 references were examined, and 102 were identified as relevant. All 102 references were imported into Mendeley reference management tool, and further examined for relevance, particularly in relation to leadership skills and training and development opportunities. The themes identified are outlined below.

Leadership skills
When discussing leadership skills, authors often use the language of future planning, leaders are described as *"visionary"*, being able to see *"potential"*, and having the ability to think strategically (7, 8, 9). Leaders are required to innovate and to monitor future trends (8). Communication is the key, specifically the facility to engage with others. This may be through public speaking, which is noted as something good leaders do well, but it is an area in which many potential and experienced leaders feel themselves to be lacking (10). The art of storytelling can be particularly useful in this regard (10). Being able to empower others, understanding what motivates them, and leading by example are all noted as facets of leading a team (6). Leaders are required to have

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good mentoring skills, in order to assist library and information staff to develop their skills (11).

Mindfulness has received increasing attention in a professional context in recent years, and mindfulness in library leadership is no different. Mindful Leadership is defined as *"intentionally paying attention in a non-judgmental way and being present in the moment."* In this way, mindful leaders are able to influence others, a key leadership skill (5).

Relating to mindfulness, emotional intelligence is also referred to in this context (12). Leaders who are emotionally intelligent *"display self-awareness, self-management, social awareness and relationship management abilities"* (5). A study of public library branch managers in Northern Ireland found that being able to empathise with staff, being self-aware and being able to recognise emotions in staff were all considered to be important management traits (13).

When speaking of mindfulness and emotional intelligence in leaders, authors refer to the need to balance these qualities with what is described as "resonance". Resonant leaders *"manage their emotions, read individuals and groups accurately, and create a climate to move everyone together in a positive direction"* (5). Overall, there is no single model of what constitutes "a leader"; commentators frequently refer to the need for flexibility together with the ability *"to adjust one's vision"* (12).

Training and development opportunities

We encountered a wealth of suggestions on how to develop leadership skills when reviewing the recent library literature. Formal courses and training programmes range from in-house training through to collaborations across organisations with many professional associations offering leadership training programmes. However, in addition, we identified multiple low-cost, self-directed ideas that might easily be included within ongoing professional development, the focus of the remainder of the article.

Mentoring and coaching

As well as being highlighted as a leadership skill in its own right, mentoring is an important factor in enabling leadership (14). Note that mentoring does not necessarily need to be a face-to-face experience, The American Library Association (ALA) Library Leadership & Management Association (LLAMA) Mentoring Program launched a distance mentoring (e-mentoring) program in 2007 (15). Looking beyond the profession, business coaching is seen as a cost-effective way to enhance professional development (16).

Observation

Observing other leaders can offer a practical context to leadership skills. Potential leaders are advised to observe leadership mistakes as well as successes, to identify techniques that do not work and that they must therefore avoid (17).

Peer-support and networking

Engaging with your peers can be a very effective way of developing leadership skills. As with mentoring, this can take place in a face-to-face context (for example at meetings, events, conferences and other networking opportunities), or online. Turku University of Applied Sciences in Finland put together a training programme aimed at library directors, who made use of Facebook and the University's e-learning environment to network outside of the face-to-face meetings (18). Existing communities may offer the potential for networking, for example the Dow Jones Knowledge Professionals Alliance which *"aims to offer an opportunity for information professionals to share information and learn from each other"* (19).

Reading

Reading is often referred to as a useful way to develop leadership, particularly reading outside the library and information and profession (20). In addition to textbooks, potential library leaders are encouraged to read fiction and biographies to identify successes and mistakes (21). This may be an activity that you can share with others, your colleagues and peers. For example, staff at Brigham Young University in the USA hold professional development book clubs to develop professional and leadership skills (22).

Discussion

During the TNA of HLIMs conducted by the authors, leadership skills were mapped to the *Influencing Skills Styles Profile* by Manning and Robertson, which identifies four influencing styles (Opportunistic-Collaborator, Opportunistic-Battler, Strategic-Collaborator, Strategic-Battler) (1). In examining the recent literature, leadership style continues to be a topic that gains attention. Entrepreneurial leadership is seen as a valuable style to meet changing information needs in times of financial constraint (23). This particular style links to the focus in the literature on innovation and creativity (24), and the idea of being a "thought leader" (25). Innovation suggests new ways of thinking, so what will be the requisite competencies of the library and information leader of the future? The digital age will continue to exert an influence; transitional thinking is required, moving from initial awareness building to a full operation as we complete a shift towards becoming an *"information society"* (26). Jordan presents a list of research-based competencies, of

which *"demonstrating leadership"* is one, but others on the list map leadership skills identified from the current literature (27). This list could offer a good starting point for individuals or organisations planning their professional development in this regard.

Conclusion

Leadership continues to be an important part of the library and information professional role, and will become increasingly so as the profession continues to change rapidly. Library and information professionals will benefit from guidance on the competencies required and availability of professional development opportunities, including formal training and more informal activities and networks. Support from organisations and professional associations will be useful in identifying and developing future leaders from within the profession. Individual librarians, potential leaders of the future, may derive encouragement from the fact that many leadership skills can be observed, modelled or practised within low budget or resource hungry environments.

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EAHIL + ICAHIS + ICLC = 2015 Workshop
10-12 June 2015
Edinburgh, Scotland

The 2015 Workshop is being organised in collaboration with the International Conference of Animal Health Information Specialists (ICAHIS) and the International Clinical Librarian Conference (ICLC).

The theme of the Workshop is *Research-Minded: understanding, supporting, conducting research.*

Princes Street Gardens, Edinburgh

The primary aim of the Workshop is to equip participants with greater understanding of, and practical skills in, research approaches and methods.

The rationale for this aim is that understanding and experience of research makes us better able to support clinicians, researchers, teachers and students. It also equips us as reflexive practitioners to engage critically and analytically with the daily activities of our work, and develops our skills fundamental to taking an evidence-based approach to our professional practice. These skills are also necessary for measuring and demonstrating impact of our services.

Practical workshop sessions

The format of the workshop sessions will be participative and practical. As a delegate, you will have the chance to gain hands-on experience of a range of quantitative and qualitative methods as well as key areas of support such as advanced literature searching and research data management. You will have the chance to bring your current projects to get expert feedback and advice for taking the work forward.

Registration will open in February 2015 – look out for the announcements!

Scholarships will be available – a call for applications is announced in this issue of the Journal.

Workshop prizes

Because the workshop format does not have conference-like poster and oral papers, the candidates for best paper prizes will be articles submitted for publication in JEAHIL which demonstrate applying something learned at the 2015 Workshop. The articles must be submitted not later than the copy deadline for volume 12 issue 2 in 2016. The prizeis significant: a scholarship to attend a future EAHIL event!

McEwan Hall, University of Edinburgh

The Workshop will take place in the central campus of the University of Edinburgh, within 20 minutes walk of the city centre. Edinburgh, Scotland, is a beautiful European city with many attractions for visitors, and the University is a highly-ranked institution with excellent facilities.

Appleton Tower

The main venue will be the Appleton Tower, with several lecture theatres and seminar rooms. Lunches and coffees will be provided in the open concourse of the Appleton Tower, where Exhibitor tables will be located.
We will also use seminar and teaching rooms in the nearby Main Library, which has recently completed a major refurbishment and offers excellent facilities.

The welcome reception in the evening of 10 June will be in the Playfair Library inside the University's Old College. We will be welcomed with bagpipes played by the University Library's own piper extraordinaire, Charles Gray.

Main Library, University of Edinburgh

The Workshop dinner and ceilidh dance on 11 June will be in the stunning Grand Gallery of the National Museum of Scotland. The ceilidh will be a dance of Scottish country dancing led by Teannaich, a group who add a modern flavour to the traditional music and who will guide us through the steps of lively dances.

Playfair Library, Old College

Keep in touch!

- Website http://eahil2015.wordpress.com
- Twitter account to follow: @EAHIL2015
- Email: eahil-icahis-iclc-2015@ed.ac.uk

Just for fun!
A few Scottish words to prepare for your visit:

Braw /brɔː/ Good, splendid

Ceilidh /ˈkeɪlɪ/ A social event with music, dancing and traditionally with story-telling

Dreich /ˈdrēk̲/ dreary wet (of weather)

Piece /piːs/ sandwich

Scran /skræn/ Food

National Museum of Scotland Grand Gallery

To learn more Scottish words and hear audio recordings of pronunciations by Scottish children, visit this fantastic OorWullie website from the National Library of Scotland http://digital.nls.uk/oor-wullie/

Take a look!

[Collected during August to November 2014]

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The goal of this section is to have a look at references from non-medical librarian journals, but interesting for medical librarians (for lists and TOC's alerts from medical librarian journals, see: http://www.chu-rouen.fr/documed/eahil67.html). Acknowledgement to Informed Librarian Online.

Free full text

1. Mohd Iqbal Bhat *et al.* **Dental medical students approach towards web resources and internet use: a survey of dental medical colleges of jammu**
   International Research: Journal of Library and Information Science Issue No. 3 (Sep. 2014), Volume No.4
   Internet is used for various reasons in the field of medicine and research, including teaching, diagnosis and the conduct of medical examination. Students can have the opportunity to undertake research and it helps them to go into the details of controversial topics by accessing expertise of specialists all over the world. Effective communication is established using chat rooms, video conferencing and interactive learning environment using animation and simulation methods. The use of computers is increasing among medical students, therefore we carried out a cross sectional study in two Dental medical colleges of Jammu, Jammu and Kashmir, with the objective of assessing the pattern of computer and internet use among undergraduate (BDS) medical students, faculty members and PG students . An attempt has been made to determine the present status of awareness and use of computers and websites available on internet. It was observed that use of computers and internet is still insufficient among the dental students of the dental medical colleges of Jammu in Jammu and Kashmir.
   Available from: http://irjlis.com/dental-medical-students-approach-towards-web-resources-and-internet-use-a-survey-of-dental-medical-colleges-of-jammu/

2. Kratochvíl J. **Measuring the impact of information literacy e-learning and in-class courses via pre-tests and post-test at the Faculty of Medicine, Masaryk University**
   Mefanet Journal 2014;2(2)
   Introduction: This paper aims to evaluate the results of the assessment and comparison of the impact of information literacy in e-learning and in-class courses at the Faculty of Medicine, Masaryk University, Czech Republic. The objective herein is to show that e-learning can be as effective a method of teaching IL activities as in-class lessons. Methods: In the autumn of 2012 and the spring of 2013, a total of 159 medical students enrolled in the e-learning course and completed the required pre-tests and post-tests comprising 30 multiple-choice questions on information literacy topics; another 92 PhD students from in-class courses took the 22-question test. The pre-test and post-test scores along with the number of students who correctly answered the questions were counted and the overall percentage was calculated. The final outcome was the extent of knowledge increase and

the number of students with correct answers, expressed in percentage. Results: On average, 95.5% and 92.5% increase in knowledge was recorded among the medical students and PhD students respectively; an average of 4.5% medical students and 7.5% of PhD students recorded low scores in the post-test. As for the number of correct answers, the average results of the 22 set questions shared among the study groups were as follows: 15 questions were answered correctly more often by medical students, 6 were answered correctly more often by PhD students and only 1 question was correctly answered in the same average percentage by both the groups. Discussion: The results point to the need for proposing several key revisions. Among these include an exercise to be included in both curricula on online search for an article (Web of Science or Scopus) without full text availability via link service, while instructions on manually creating bibliographic references shall be added to the PhD course. Additional search examples shall be added to the study materials and video records of in-class lessons shall be made available to the students for later revision. Some test questions require revision so that they are based more on practical examples rather than mere definitions. The results thus assembled, and the follow-up discussion, can then help in convincing the advocates of in-class teaching of the beneficial application of e-learning in information literacy education. Additionally, arguments based on such convincing outcomes can assist other librarians in their assessments and will serve to persuade the associated academic staff of similar professional competence towards educating university students in information literacy.
Available from: http://mj.mefanet.cz/mj-03140210

3. Saleh AA *et al.* **Grey literature searching for health sciences systematic reviews: a prospective study of time spent and resources utilized**
Evidence Based Library and Information Practice 2014;9(3)
Objective – To identify estimates of time taken to search grey literature in support of health sciences systematic reviews and to identify searcher or systematic review characteristics that may impact resource selection or time spent searching. Methods – A survey was electronically distributed to searchers embarking on a new systematic review. Characteristics of the searcher and systematic review were collected along with time spent searching and what resources were searched. Time and resources were tabulated and resources were categorized as grey or non-grey. Data was analyzed using Kruskal-Wallis tests. Results – Out of 81 original respondents, 21% followed through with completion of the surveys in their entirety. The median time spent searching all resources was 471 minutes, and of those a median of 85 minutes were spent searching grey literature. The median number of resources used in a systematic review search was four and the median number of grey literature sources searched was two. The amount of time spent searching was influenced by whether the systematic review was grant funded. Additionally, the number of resources searched was impacted by institution type and whether systematic review training was received. Conclusions – This study characterized the amount of time for conducting systematic review searches including searching the grey literature, in addition to the number and types of resources used. This may aid searchers in planning their time, along with providing benchmark information for future studies. This paper contributes by quantifying current grey literature search patterns and associating them with searcher and review characteristics. Further discussion and research into the search approach for grey literature in support of systematic reviews is encouraged.
Available from: http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/20629

Abstracts only

1. Adomi EE, *et al.* **Use and perception of Wikipedia among medical students in a Nigerian university**
International Journal of Digital Literacy and Digital Competence (IJDLDC). 2014;5:1-11
This study explored the use and perception of Wikipedia among medical students in a Nigerian university. Descriptive survey design was adopted using questionnaire as instrument to collect data from 60 medical students who were in their fourth year at Delta State University, Abraka, Nigeria. Data obtained were analysed with frequency counts and percentages. The study revealed that 91.7% of the medical students have used Wikipedia; 76.4% of them could not indicate precisely the number of times they have used it; 50.9% of the students use Wikipedia to complement lecture notes, 43.6% for research project as well as to complete class assignment, 14% of them use it to modify content of articles; a majority have good knowledge of the structure and content of the site; the challenges faced by the students are scantiness of information of some articles, unavailability of/inability to obtain articles on some topics from the site, and inaccuracy/unreliability of content of articles.
Available from: http://www.igi-global.com/article/use-and-perception-of-wikipedia-among-medical-students-in-a-nigerian-university/115894

2. Whitehead M.L. *et al.* **Circulation policies in academic medical libraries: a comparative study of allocation strategies, demographic analysis, service offerings, and implications for practice**
   Journal of Access Services 2014;11(4)
   The purpose of this study is to gain an understanding of current academic medical library circulation polices and examine methods libraries utilize to meet patron needs. Key informants were selected from five states. Statistics regarding financial practices, users, services, space access, and circulation practices were collected via survey instrument. Findings were analyzed to identify current services and differences in practice. Circulation practices among academic medical libraries vary, but common trends exist. Further study should compare strategies and policies in academic medical libraries with practices in other types of academic libraries to enhance service development and identify unique variables.
   Available from: http://www.tandfonline.com/doi/full/10.1080/15367967.2014.945117#.VFzcycmHNrI

3. Shih-chuan C. **Information needs and information sources of family caregivers of cancer patients**
   Aslib Journal of Information Management, 2014;66(6):623–639
   Purpose The purpose of this paper is to analyse the information needs of family caregivers of cancer patients. Information sources used by the caregivers were also examined. Design/methodology/approach– We interviewed 15 family caregivers (nine females, six males) in Taiwan for this study. The participants were aged from 23 to 67 years, and all except two had attained college or higher degrees. Their relationships with patients included spousal, parental, and that of son or daughter.Findings– Family caregivers' information needs varied along the cancer journey, and they used various information sources to satisfy these needs. Demographic variables affected the information-seeking behaviour of the family caregivers. Originality/value– The majority of studies on this topic have been based in western countries. This paper reveals the importance of considering cultural factors. The findings can assist researchers in gaining a greater understanding of the information-seeking behaviour of family caregivers of cancer patients worldwide.
   Available from: http://www.emeraldinsight.com/doi/abs/10.1108/AJIM-08-2013-0075

4. Goodwin C. **Web of Science**
   The Charleston Advisor 2014;16(2):55-61
   Web of Science (WOS) from Thomson Reuters (TR) is a multidisciplinary abstracting and indexing resource with 22 separate components to which institutions can subscribe in any combination. Journal indexing is cover-to-cover for 16,959 titles including 726 Open Access publications. As a follow-up to earlier reviews, this review focuses on the changes that Thomson Reuters has implemented to the platform, content, and search options since 2009.
   Available from:
   http://charleston.publisher.ingentaconnect.com/content/charleston/chadv/2014/00000016/00000002/art00017

5. Arroyo S.S. **Information literacy for health professionals: teaching essential information skills with the big6 information literacy model**
   Community & Junior College Libraries 2013;19:3-4
   Health professionals frequently do not possess the necessary information-seeking abilities to conduct an effective search in databases and Internet sources. Reference librarians may teach health professionals these information and technology skills through the Big6 information literacy model (Big6). This article aims to address this issue. It also exposes the possibilities of applying the Big6 model in health sciences libraries and other informational contexts, based on several instances of successful integration of this model into information literacy programs in health sciences environments as well as several instances of using the model for solving diverse information problems within this context. This model promises to be practical for reference librarians and information professionals who are interested in a different approach to instructional and information literacy work in health sciences libraries, thus the paper suggests to take a closer look at Big6.
   Available from: http://www.tandfonline.com/doi/full/10.1080/02763915.2014.953435#.VFuanhaHNrI

6. Khan A.M.*et al.* **Use of information technology and services by medical students: a case study**
   Library Hi Tech News 2014;31(8)
   Purpose. The purpose of this paper is to examine users' attitude towards the implementation of information technology on the library of Sanjay Gandhi Post Graduate Institute of Medical Sciences (SGPGIMS). The paper also aims to explore the hindrances and recommendations for IT enabled services and find out the present status of automation in the library of SGPGIMS. Design/methodology/approach. A well-structured questionnaire was designed to collect the data for the present study. A thorough survey of the literature was done to examine the findings of the earlier relevant studies. Findings. The results of the survey provide the important information regarding the state-of-the-art of the users of mentioned library. It also finds the barriers due to which overall implication of information technology is being delayed. The findings of the study bequeath measures to eradicate the barriers and get the fully automated medical library. Originality/value. The study will have important implications on policy makers, librarians and other higher authorities of SGPGIMS to improve the IT status of their library. It evaluates the users need and points out the measures which can improve the IT status of these libraries.
   Available from: http://www.emeraldinsight.com/doi/abs/10.1108/LHTN-06-2014-0044

7. Chimalizeni M *et al.* **Responding to outreach and training challenges in health information: a case study from Africa**
   New Review of Academic Librarianship 2014;20(3)
   This article shares the experience and lessons learned by Information Training and Outreach Center for Africa (ITOCA) in rolling out an on-line distance learning course. Key objectives were to explore the efficacy of online courses in increasing skills and awareness of electronic resources access initiatives. This is in the context of responding to limited funding alongside low awareness and usage of the resources. The initiative involved several stake-holders including ITOCA, Research 4 Life (R4Life), and the World Health Organization (WHO). The process used to set up the course and the results are described. Challenges and lessons learned are highlighted. Various recommendations for improving future courses are proposed. It is concluded that on-line learning is the fastest, least expensive, and most convenient mode of training and outreach, especially when compared with face-to-face delivery. It should be acknowledged that this mode of training requires much time, planning, and effective communication between the different parties.
   Available from: http://www.tandfonline.com/doi/full/10.1080/13614533.2014.919753

8. Jarvis C *et al.* **Books to bytes at the speed of light: a rapid health sciences collection transformation**
   Collection Management 2014;39(2-3)
   To meet the evolving demands of health care delivery, University of Utah Health Care is transforming at an unprecedented pace. The Spencer S. Eccles Health Sciences Library is supporting this transformation through strategic sharing of physical space and critical evaluation of the collection. Key partners have been invited to share library space. To accommodate these new partners, the library had to quickly eliminate most of its print collection. The de-accessioning of print materials afforded an opportunity to evaluate the way in which the library provides content to users and to explore creative alternatives that continue and enhance library services.
   Available from: http://www.tandfonline.com/doi/full/10.1080/01462679.2014.910150

9. Carey J. **The future in three stages: managing a health sciences collection through multiple moves in an urban setting**
   Collection Management 2014;39(2-3)
   For decades, the Health Professions Library at Hunter College served the college's health professions programs, all housed at one campus. In 2011, part of the library's collection moved to follow the public health department to a new location, and in 2015 the entire library will relocate to an interim space before moving on to its final home several years later in a shared building yet to be constructed. These moves, whether accomplished or anticipated, raise collection management issues in several areas: geographic dispersal of programs, structural reorganization of schools and departments, and collaboration with other departments or outside institutions.
   Available from: http://www.tandfonline.com/doi/full/10.1080/01462679.2014.908154

The Librarian of the Future

Oliver Obst

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Who do you think "Librarians of the Future" are? How would they behave and what would they look like? In my imagination they are like a space hero, a Flash Gordon-like figure with almost magical cyber librarian skills nobody ever has heard of. But hold on – many of us practice such skills already. Every time I listen to some of my colleagues from abroad I'm deeply astonished about the diversity of tasks they perform, the services they have invented, and the kind of non genuine library task they manage. (Maybe that's the reason why every year I'm more content to be a librarian, and I cannot imagine a more powerful and amazing work.) Let me demonstrate some of the tasks and skills that I have come across:

- **Authority for tablet computers**, e-book readers, and respective apps (medical as well as productive). Handles mass sync and restore of hundreds devices as well as volume purchases of apps with casualness;
- **Budgetary expert** and fund raiser. The library budget is not set in stone; if you want to develop interesting projects, you have to look for money, write proposals, and know how to take money out of the pockets of your boss;
- **Embedded librarian.** Show up at the point of care, support doctors and nurses, looking for clinical outreach, being liaisons, and acting at roadshows;
- **Impact firefighter.** Performing scientometric analyses on the spot. An expert in every kind and database of measuring impact. Know your h-index in your sleep;
- **Lawyer** with a profound knowledge in copyright, plagiarism, and detection tools. Negotiates publication rights with publishers;
- **Lecturer** for group and personal training to create a positive climate that encourages team building and openness for change;
- **Lobbyist** and networker at task forces, Faculty Boards, Deans, committees, advisory boards, both inside and outside the organization;
- **Marketing manager** for user needs assessment, performing SWOT analyses, doing surveys, interviews, focus groups, public and customer relation, stakeholder reporting, and exploring the return of each euro invested in the library for the organization;
- **Master of Medical Education**, multimedia, and e-learning. Web sites, magazines and leaflets are an important part of library marketing, so librarians could be journalists, editors, designers. They could be lectures, presenters, and motivators as well. For example, the Cushing Library at Yale has an instructional design librarian employed, who helps faculty with their video lectures;

- **Program manager of Open Access**, technical manager of Open Access repositories, press person for publishing on demand, expert in megajournals and APCs; (1)
- **Teaching librarian.** Deeply embedded into the curriculum he teaches each customer on every occasion. He masters lecturing and is the gate keeper for Information literacy at his organization;
- **The Visionary** develops enthusiastically strategies for the library of the future and experiments (2).

The demand for such sophisticated tasks is extremely high and many faculty members regard librarians as skilful experts for many of them, as the computer scientist Daniel Lemire noticed:

Fig. 3. *Instructional design librarian*
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So I think that librarians should move on to more difficult tasks. For example, we badly need help with what I would call "meta-science". We need help tracking data sets, their transformation and so on. In effect, I would push librarians into data science. That's the next frontier. In science, we badly need help from people whose main goal is not to contribute new quanta, but rather keep track of what is happening. Students are awful at managing documents, citing them, finding relevant work, and so on. I think that a lot of librarians already help, but we might need what I would call "teaching librarians". I have yet to see a librarian on a Ph.D. committee in science, but I think it could be a good idea. (3)

It is my sincere hope that librarians will always be open for such honorable expectations and never fail.

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1. Frank Norman: Megajournals [http://occamstypewriter.org/trading-knowledge/2012/07/09/megajournals/ accessed] Nov, 11th 2014

2. T. Scott Plutchak: Breaking the barriers of time and space: the dawning of the great age of librarians. J Med Libr Assoc. Jan 2012; 100(1): 10–19. doi: 10.3163/1536-5050.100.1.004

3. Daniel Lemire: Let us be clear. August 29, 2012 [http://scienceblogs.com/confessions/2012/08/28/an-open-access-thought-experiment/#comment-1920] accessed Nov, 11th 2014

News from EAHIL

Letter from the President

Marshall Dozier

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Dear Colleagues,
I'd like to begin this letter with a thanks to Sally Wood-Lamont, who with this issue of Journal of EAHIL, announces her resignation as Chief Editor. Sally has been instrumental in shaping the Journal and its growth from a newsletter - she has had wonderful vision, creativity, energy and impressive powers of logistical coordination. Sally will be giving more time to work with the Paralympic teams - they are exceptionally lucky to have her leadership, and we wish Sally and the teams every success. On behalf of all EAHIL members, I thank you, Sally! We will miss you very much!

With this issue we also welcome to new Councillors for the term 2015-2018. From January 2015, new Councillors will be added to the website and also email distribution list at eahil-council@list.ecompass.nl. The Council is an advisory group for the EAHIL Board and acts as a link between the members in their country and the Association. Council members also have an important role in publicising EAHIL and recruiting new members. The Council usually meets formally once a year at the time of the annual EAHIL conference or workshop.

Unfortunately, in this Council election, there were several vacancies for which there were no candidates. If you are not a Council member but would like to observe a meeting to get a feel for the work of the group to see if you would like to stand in future elections, it would be welcome - just contact the secretariat so that you can be sent the details of the meeting (eahil-secr@list.ecompass.nl).

As I write this letter, my mind is full of planning for the 2015 workshop. This week we had a very busy and fruitful International Programme Committee meeting here in Edinburgh. I'm delighted that EAHIL is closely collaborating with the International Conference of Animal Health Information Specialists and also the International Clinical Librarian Conference.

We ran a consultative survey on a 'menu' of possible workshop session topics to get feedback on how interesting the topics would be to members. With 111 responses, we got lots of very useful feedback and suggestions for session topics, all of which were considered in the IPC meeting. We are now working to finalise arrangements and are following up on IPC decisions with those who proposed workshops.The 2015 workshop is intended to be a participative, challenging and thought-provoking event, in the same mould as the very inspiring Stockholm Workshop in 2013 - we hope you will love it!

Looking further ahead, I am delighted to report that the Board has accepted excellent applications to host future events: Veronica Juan Quilis, Laura Munoz Gonzalez and colleagues submitted a successful application to host the 2016 Conference in Seville, Spain; Louise Farragher, Aoife Lawton and colleagues submitted a successful application to host the 2017 Workshop in Dublin, Ireland. Dates and more details will be announced in due course, but I'm sure you're as thrilled as I am with the prospect of spending time with EAHIL colleagues in these cities.

Finally, I would like to wish you a very pleasant and joyful holiday season and the very best of good luck, good health and good fun for 2015.

All best wishes
Marshall

EAHIL Council Elections 2015-2018
Outcome of elections

This summary table presents EAHIL countries, number of Council, vacancies for the 2015-2018 term, candidates for election, number of votes received for each candidate, and confirmation of successful candidates. Congratulations and welcome to our new and returning Councillors! In one case there is a tie in the number of votes between two candidates (Sweden). According to our rules of procedure (5.b.), 'Where two or more candidates receive the same number of votes, the election shall be determined by lot' so a well-witnessed drawing of lots will take place at the next EAHIL Board meeting in February 2015.The voting was conducted electronically over the period 25 October until 14 November 2014. We are very grateful to Suzanne Bakker, Secretariat Supervisor, who managed the online system used for the vote, and to our Election Committee members, Helena Buzkova, Katri Larmo and Linda Lisgarten, who audited the process, system and outcomes.

Council places and candidates by country

Country	Vacancies for 2015-2018	Candidates & votes received	Elected to Council 2015-2018
Austria	1 vacancy	*No candidate*	
Belgium	2 vacancies	Inge Discart – 8 Abstain – 1	Inge Discart
Croatia	Term continues	-	-
Czech Republic	Term continues	-	-
Denmark	2 vacancies	Jette Frost Jepsen – 3	Jette Frost Jepsen
Estonia	Term continues	-	-
Finland	3 vacancies	Tiina Heino – 9 Elise Johansson – 5 Minna Liikala – 6	Tiina Heino Elise Johansson Minna Liikala
France	3 vacancies	Gaetan Kerdelhue – 6	Gaetan Kerdelhue
Germany	2 vacancies	Sabine Buroh – 3 Ulrich Korwitz – 9	Sabine Buroh Ulrich Korwitz
Greece	1 vacancy	*No candidate*	
Hungary	Term continues	-	-
Iceland	Term continues	-	-
Ireland	2 vacancies	*No candidate*	
Italy	1 vacancy	Valeria Scotti – 13	Valeria Scotti
Latvia	Term continues	-	-
Lithuania	1 vacancy	Daiva Jurksaitiene – 15 Lina Kociene – 4	Daiva Jurksaitiene
Moldova	1 vacancy	*No candidate*	
Netherlands	1 vacancy	Ingeborg van Dusseldorp – 13	Ingeborg van Dusseldorp
Norway	3 vacancies	Hanne Dybvik – 3 Regina Küfner Lein – 8 Jannicke Rusnes Lie – 3	Hanne Dybvik Regina Küfner Lein Jannicke Rusnes Lie
Poland	1 vacancy	*No candidate*	
Portugal	Term continues	-	-
Romania	1 vacancy	Octavia-Luciana Madge – 3	Octavia-Luciana Madge
Russian Federation	1 vacancy	Larisa Zhmykhova – 2	Larisa Zhmykhova
Slovenia	1 vacancy	Vesna Cafuta – 2	Vesna Cafuta
Spain	2 vacancies	Rebeca Isabel Gómez – 6 Alicia F Gómez – 17 Verónica Juan-Quilis – 24 Virgili Páez – 10 Abstain – 2	Alicia F Gómez Verónica Juan-Quilis
Sweden	3 vacancies	Sara Janzen – 3 Marie Folkesson Jonsson – 4 Yvonne Hultman Özek – 2 Helen Sjöblom – 11 Margareta Sundin – 6 Linda Thorn – 4	Helen Sjöblom Margareta Sundin To be decided by lot in February 2015 between: Marie Folkesson Jonsson Linda Thorn
Switzerland	1 vacancy	*No candidate*	
Turkey	1 vacancy	Mesra Sendir – 1	Mesra Sendir
UK	3 vacancies	Deirdre Beecher – 6 Anne Donnelly – 2 Janet Harrison – 2 Isla Kuhn – 7 Helen Buckley Woods – 4	Deirdre Beecher Isla Kuhn Helen Buckley Woods

EAHIL/EBSCO Scholarships for the Edinburgh Workshop 2015

Deadline for applications: 16 January 2015

The EAHIL Executive Board is pleased to announce the availability of EAHIL-EBSCO Scholarships to be awarded to worthy individuals to attend the EAHIL Workshop in Edinburgh, Scotland, on 10-12 June 2015. The scholarships, which are partly sponsored by the generous support of EBSCO, will each be 500 euros maximum. The Board hopes to award a minimum of six scholarships, but reserves the right not to award the full number of scholarships if there are insufficient applications of the required standard.

The Board will welcome applications from all those who are eligible (see below for further details on eligibility), including those who are newly registered as members. If you wish to register as an EAHIL member you may do so via this link: https://fd8.formdesk.com/EAHIL/membership.

The Aims of the Scholarship Programme are:

- To support EAHIL members in the early stages of their careers by encouraging them to attend EAHIL meetings
- To support EAHIL members who for economic or political reasons may have difficulty in attending
- To maintain a high and relevant quality of presentations/CECs at conferences and workshops

For 2015 please note that the Board, with these Aims in mind, has revised the criteria for eligibility. Scholarship applicants are required to observe *all* of the following conditions, and the Board will not consider any application that fails to comply with them.

(a) Applicants must be citizens of one of the member states of the Council of Europe
http://www.coe.int/en/web/portal/47-members-states
(b) Applicants must already be registered on the EAHIL Membership Database as an individual Full Member of EAHIL at the time of submitting their application.
(c) Applicants must not previously have received a scholarship or registration award from EAHIL.
(d) Scholarships are not awarded to members from the country hosting the conference or workshop.
(e) Applications must be made only on the official online application form. They must comply with all requirements regarding length of application. Supplementary material sent in addition to the application form will not be accepted.
(f) Successful applicants will not be eligible for any concurrent fee waiver offered to specified participants at the conference.

Please note that all applications will be considered in confidence. They will be judged on the merits of the case submitted by each applicant. In assessing each application the Board will be particularly keen to support those members who are still getting established in their professional careers, and will take into account a number of criteria, including:

- The applicant's number of years working in health information
- Will this be the applicant's first attendance at an EAHIL conference/workshop?
- How does the applicant intend to contribute to the Edinburgh Workshop
- How does the applicant expect to benefit from attending the Edinburgh Workshop?

Applications must be made using the online application form which is now available at https://www.formdesk.com/eahil/scholarship2015. Applications must be submitted online not later than the closing date of Friday 16 January 2015.

The EAHIL Executive Board will notify successful applicants not later than 2 February 2015.

(NB The timetable for Workshop registration will be: Registrations open: 9 February 2015. Deadline for early registration: 16 March 2015. Last day of registration: 30 April 2015.)

If you have any queries about the application process please address them to either Suzanne Bakker, EAHIL Secretariat Supervisor <eahil-secr@list.ecompass.nl> or Peter Morgan, EAHIL Past President <pbm2@cam.ac.uk>

Pre-Conference programme – Continuing Education Courses (CEC) What is Altmetrics? The impact of Altmetrics on researchers and on librarian's professional life. June 10, 2014

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To participate in the EAHIL 2014 Rome Conference, from June 11 to 13, our Library staff decided to submit four abstracts, two of which were accepted as posters, and the other two as oral presentations. From the Conference International Programme Committee we received the suggestion to merge the two oral presentations – both about Alternative Metrics – in one, and also to lead a Continuing Education Pre-Conference Course regarding the same topic.

Since it was my first experience at an EAHIL Conference and my first international work experience, when I was asked to lead a course I was both honoured and excited.

I knew that participants consider attending Continuing Education Courses at the start of EAHIL Conferences as a tradition. The problem was that I had to deal with something still progressing and changing. Actually, in the last year Alternative Metrics – the methodology also called Altmetrics that measures the impact of biomedical publications through the use of social media indicators – has totally evolved from the traditional ones, thus leading to new results and great interest in the scientific community and among biomedical librarians. Therefore I assumed that setting a title like *What is Altmetrics? The impact of Altmetrics on researchers and on librarian's professional life* for the CEC would have been a good starting point. The course was attended by a total of 12 participants.

I decided to start my CEC presentation with a brief history on the evolution of Bibliometrics during the last years, its emerging limitations and the consequent need for new metrics for the evaluation of researchers. Next, the presentation pointed out the role of social media in this evolution and the resulting development of new tools. It also showed the potential of these tools which are able to capture the impact both on scientific and public communities.

I then presented the main portals that aggregate data from social media into alternatives metrics. The end of the presentation highlighted librarians' present and future roles, suggesting that they could commute into researchers communication partners, and might also support researchers and institutions in maximising their own research efforts.

Before I knew it, the lesson was over. Even if I do not have a true picture of the satisfaction of participants, I was pleasantly surprised by their interest and involvement. I hope that everyone who took part enjoyed the course and improved their knowledge on Altmetrics.

I believe that librarians are compelled to look around and grasp the full dimension of our profession and, to my experience at least, leading this Altmetrics CEC course proved to be extremely enriching for me. It was also very interesting to listen to the various presentations of the Parallel sessions I sessions in particular, Parallel Session C2 - *Technology* and Parallel Session E1 - *Future of Libraries.*

I especially enjoyed the lecture by W.M. Bramer: *Removing duplicates in retrieval sets from electronic databases: comparing the efficiency and accuracy of the Bramer-method with other methods and software packages.* The algorithm he conceived to solve the problem of duplicates really impressed me.

I believe that attending an EAHIL Conference is a great opportunity to share work experiences and understand different settings in other countries. It is an essential opportunity to meet people who have like interests willing to share their knowledge and experience, and create a burst of new ideas. Joining the last EAHIL Rome Conference as a "first-timer" allowed me to improve my self-confidence and professional skills.

I wish to thank the Conference International Programme Committee which made it possible for me to lead a Continuing Education Course during the Pre-Conference programme. I also thank my director Moreno Curti and my colleague Alberto Perlini for their support.

I hope to meet you once again next year in Edinburgh!

Reports of the CEC Courses at the Rome Conference

Patient Information, Health Consumer/Patient Libraries Rome, 10th June 2014 – CEC04

Gaetana Cognetti
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Contact: cognetti.bib@ifo.it
Ivana Truccolo
CRO – National Cancer Institute Scientific and Patient Library, Aviano(PN), Italy
Contact: itruccolo@cro.it

The course provided participants with a basic introduction to delivering health information to patients and their relatives, which is an important challenge for medical libraries. The organization and management of libraries for patients/health consumers, in order to deliver tailored information and to overcome the Internet divide, was its objective.

The quality criteria for health information were described together with the most important websites for lay people in order to provide participants with the knowledge and tools necessary to identify the most appropriate information. Ivana Truccolo described ETHIC, Evaluation Tool of Health information for Consumers, produced by the libraries' joint venture of the of the Centro di Riferimento Oncologico (CRO) National Cancer Institute, Aviano and the Arcispedale Santa Maria Nuova IRCCS, Reggio Emilia.

In addition, ethical issues relating to patient information as part of the Patient Education & Empowerment concept were included. The case of Lorenzo's oil was discussed with a video excerpt from the famous movie. In 1984, six-year-old Lorenzo Odone was diagnosed with adrenoleukodystrophy – an incurable genetic disease which destroys the brains of young boys. His parents, Augusto and Michaela, refused to give up hope and with great determination set out to research the disease and find a cure. Within only a couple of years they had discovered an oil which was able to halt the progress of the disease and Lorenzo, thanks to the oil, lived a further 25 years. Many children affected by the same disease recovered thanks to Lorenzo's oil.

Another important topic discussed during the course was health information literacy:
"Studies have shown that 40-80 percent of the medical information received by patients is forgotten immediately and nearly half of the information retained is incorrect" (1).
"Improved health literacy might help patients successfully manage their disease, specifically their compliance with medication regimens" (2).

Information Rx is a project promoted in 2002 by the NLM and the American College of Physician (ACP) Foundation to enhance patient education. Patients are encouraged by health professionals and medical librarians to retrieve information about their illnesses on Medlineplus or, in the case of a genetic diseases, on Genetic Home Reference. The information is prescribed by the Physicians in the same way they prescribe a drug, using a prescription pad. In Italy, the CRO National Cancer Institute, Aviano developed in 1998 the first library for patients, as a section of the scientific library, in order to deliver scientific, updated, quality information to lay people. Other libraries, such as the Regina Elena National Cancer Institute Library, have followed the example or CRO. A network of libraries and information points for patients was built, providing statistics on patients' information needs too. A database for patient documentation in Italian language, Cignoweb.it (3) was also produced by CRO.

At the end of the course the participants agreed on the need to develop information tools for patients and that a European network of patient libraries should be established in order to permit access to vital health information to all European citizens in their own languages.

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Open Access (OA) capacity-building for Europe's libraries: 2020, EAHIL Open Access Policy and Training, June 2014

Vanessa Proudman
SPARC Europe Programme Manager
Paola de Castro, Elisabetta Poltronieri
Istituto Superiore di Sanità

The 2014 EAHIL course on Open Access gave participants the opportunity to get up-to-date on OA developments and to raise awareness of library opportunities in the light of the Horizon 2020 Open Access mandate and other policy developments. This session was jointly run by SPARC Europe and local Open Access experts from the Italian Istituto Superiore di Sanità (National Institute of Health).

Participants came from various types of institutions ranging from universities to health care knowledge centres. They were at different stages of Open Access implementation, with one participant still to implement an institutional repository (IR). Participants attended from Belgium, Italy, Latvia, the Netherlands and Norway.

Capacity-building in three tracks
Vanessa Proudman, Programme Manager to SPARC Europe, opened the half-day session with a short outline of what SPARC Europe does in its mission to make long-term change to scholarly communication. She explained that it lobbies for more Open Access to Europe's research results and helps libraries develop and implement policies to accelerate and increase Open Access to quality scholarly content.

The session started by bringing all participants up-to-date on OA policy and OA service developments from across the world particularly in the areas of increasing institutional impact and visibility.

The SPARC Europe workshop then went on to focus on two key areas: policy matters and OA advocacy.
Policy matters was opened by Paola De Castro from the Istituto Superiore di Sanità who described OA developments including the OA policy for the HORIZON 2020 Framework Programme for research in the health sector context directly relating to EAHIL health care information professionals. She then described training experiences carried out by the NECOBELAC project in Latin American / Caribbean countries in the years 2009-2012. These included over 50 training courses focusing on scientific writing and open access publishing and the development of a network of collaboration between European and Latin American academic and research institutions operating in the health sector. Paola then shared further international OA experiences with participants gathered since NECOBELAC in the environmental health and HIV/Aids sectors in Latin America and Africa.

Vanessa Proudman then informed participants of the new innovative Pasteur4OA and FOSTER EU projects as future projects to support them with OA policy-making and training. The short policy taster session ended with participants raising pressing questions. Though not specific to policy per se, the variety of questions that arose reflected the diversity of the group. They ranged from practical questions such as what type of APC (article processing charge) information do we need to provide to our authors, to infrastructure questions on what is likely to be the legal situation on OA 5 years from now, to more advocacy-related questions such as how to make the case for investing in Gold Open Access.

The short ***OA advocacy session*** focussed on authors in the form of a presentation by Elisabetta Poltronieri from the Istituto Superiore di Sanità. It guided the author through the publishing process, particularly on where to publish. The author-focussed presentation informed participants about journal audiences and readership, journal impact and quality indicators, publishing costs, and rights management issues including copyright and Creative Commons. Elisabetta also touched on predatory publishing. She then went on to look at some journal services to help identify journals in author fields such as www.journalguide.com or DOAJ.

The day ended with participants agreeing that lessons learnt and examples from the course had inspired them. They serve to raise more awareness about Open Access amongst their staff and authors and can potentially help them to implement and develop local policies in the future.

SPARC Europe looks forward to offering similar courses in the future. For more information, please contact sparceurope@arl.org

Library Research Support Services Worldwide
A snapshot of some of the world's examples at an EAHIL course in June 2014

Vanessa Proudman, Proudknow.eu

The 2014 EAHIL course on library research support services aimed to provide guidance and stimulation to participants intending on making improvements to their research support service offers. This included learning from good practices from libraries across the world and considering the diversity of your stakeholders as well as making essential strategic choices. The pre-conference half-day course was given by Vanessa Proudman from Proud2Know.eu on 9 June 2014 in Rome. Attendees mainly came from the North of Europe from universities in Finland, the Netherlands, Norway, and Italy.

Sweet research support

Vanessa Proudman started on a humorous note emptying a bag of sweets in front of the participants as a metaphor for research support. She invited participants to organise the wide selection of sweets in all shapes and sizes, tastes and colours. The sweets were then physically brought to each participant; some indulged whereas others declined and/or took sweets later when the sugar need was there. The fun went on to reveal a metaphor for the change in research support, and the need to organise and bring together attractive and appetising services for a wide array of tastes.

No two stakeholders are the same

The course began by looking at the wide selection of different stakeholders who have a need for or have a positive or negative influence on library research support services. Internal and external stakeholders need to be identified and analysed; they vary across a number of levels. For example, needs vary between professions such as doctors, practitioners or nurses; as do they across organisations such as the dean's office, research office or graduate schools right through to the institution's PR and communications unit. Participants concluded that no two stakeholders are the same and therefore need individual consideration and different approaches when discussing and designing research support services. The course leader pointed out that these differences need to be structurally considered from the outset before planning more comprehensive research support activities.

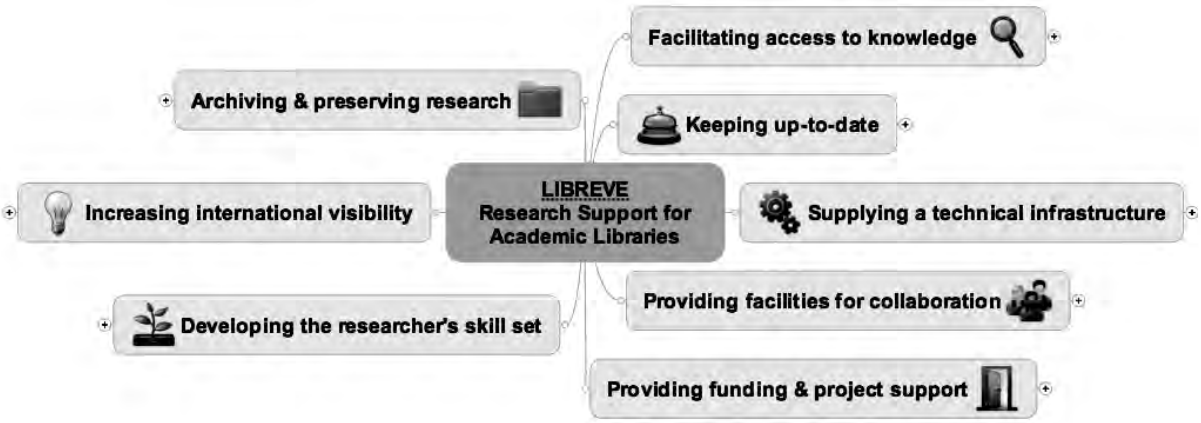
Strategic choices

The course then went on to highlight some of the strategic choices that need to be made when considering the introduction or development of research support services. These included: Who do you want to satisfy with your research support service offer: a particular discipline or as many disciplines as possible? Do you choose for quick wins as against longer term gains for example, which would mean focusing on low-hanging fruits versus new innovations. Do you want to develop sustainable or rather experimental or temporary projects or services to solve an immediate problem? Do you need or want to collaborate or do you want to develop things independently? Posing such questions at the beginning of your development stage will help sharpen your focus on what to do for whom.

Research support trends and examples

The course then shared numerous examples of library research support services from across the world from USA, Australia, Canada, Asia and Europe. This gave food for thought for the development of research support service

portfolios by highlighting existing library services and activities from across the world.. Services were listed under the following eight categories:



Vanessa Proudman outlined some of the international trends in research support services. These included OA publishing funding support and APC management, academic integrity and plagiarism, impact management, research data management, CRIS management, PhD research skills development, how to use social media as a research profiling tool, 3D printing and more. For more information, see www.proud2know.eu/libreve

Conclusions

The course combined critical thinking related to the motivations in developing research support with concrete good practices in research support from abroad. The course helped course members appreciate that not all stakeholders are the same and that a varied service approach and offer is therefore necessary to truly answer their needs.

For more information and access to the over 250 examples of research support service examples from across the world, don't hesitate to contact libreve@proud2know.eu

Obituary

Remembering Luisa Leone (1967-2014)

It is with great sadness that we share with you that our dear colleague and friend Luisa Leone passed away on October 16, 2014. After her college degree in Humanities, Luisa specialized in Library Science at the well-known Vatican School. She was an active member of EAHIL and contributed a number of publications to the Journal. She was awarded a scholarship for participating in the Helsinki Conference in 2008, where she was accompanied by Lavinia and Sofia, her young daughters, and by her husband Vincenzo. She was very thankful to EAHIL for this opportunity, and enjoyed the conference and the possibility of meeting colleagues from other European countries. Luisa worked from 2003 to 2014 in several Projects of the Istituto Superiore di Sanità (ISS), Rome, based in three different departments.

Luisa started working at the Documentation Service of the ISS in 2003 within the SIBIL (Sistema Informativo per la Bioetica in Linea) Project, writing the scope notes of the Italian thesaurus of Bioethics. She continued her professional pathway in the bioethics area contributing to the development of ETHICSWEB technical guides, a series of guidelines to implement XML schemas for sharing information on Document-Like Information Objects (DLIO), learning resources, knowledge organization systems, experts and training programs in the field of ethics and science. She also contributed in July 2012 to the draft of a project on health literacy, eventually funded by the Ministry of Health. Her presence was pivotal in the many and various events of the projects of the Documentation Service, thanks to her natural gifts of communication, savoir-faire and professional attitude. We shall always remember Luisa as a little strong woman, with deep black eyes, devoted to her family and determined to build up her working career. She didn't have less than four things to do at a time, always busy, always in a hurry, but she always had everything under control. Her background of humanities studies, coupled with a deep culture of arts and literature, have spurred her curiosity in pathways hard to find in a scientific Institute. Her contribution to the development of the activities of the Documentation Service made her an invaluable co-worker and, most of all, a dear friend.

Maurella Della Seta and all the colleagues of the Documentation Service of the ISS

I had the pleasure and honor to have Luisa as collaborator and friend from 2004 to 2006. I met Luisa at a difficult time of my scientific carrier. I had just returned from the USA where I had collaborated with the team coordinated by Dr. Pablo Rubinstein of the New York Blood Center that developed the storing criteria for the clinical use of cord blood, a previously discarded source of stem cells, for autologous and allogenic transplantation. When I left the USA, I mentally prepared myself to the challenges I had to face to initiate my research activity in Italy. I was aware that I had to change my research topic and adjust my expectations to a different economic environment. I was, however, sure that these challenges could be overcome by hard work, enthusiasm and a realistic attitude. However, no one maybe, is ever prepared for the day-by-day differences of communication codes in the working place of two nations so different as USA and Italy. And it was when the so called "system" had tested my self-confidence so badly that I met Luisa. She was looking for a job and I had a position opened that was tailored for Luisa.

The reputation I had gained working abroad had opened me the way to collaborate with several international working teams. These collaborations had assured me funding from the European Community to start my own research activity in Rome. This activity required support from a trustful collaborator that could manage the nuances required to maintain and foster fruitful interactions among scientists in a multicultural environment. I do not remember if I chose Luisa for the position or instead Luisa chose me as the person to devote her assistance. But I must say that with her cheerful character and positive attitude she helped me enormously regaining my confidence. I have several personal memories of that short period of collaboration. But there is also a tangible memory. Luisa and I organized together the 1st international workshop on "Molecular Control of Erythropoiesis" at the ISS from September 22nd to September 23rd of 2005. This workshop was sponsored by the Marie Curie Research training Network Eurython and included more than 15 speakers and 200 students from all over Europe. I may not say how much Luisa loved this project and how fondly

she devoted herself to it. She put her heart and soul in making this event the success that all the participants remember. She found the most suitable accommodation and transportation not only for the speakers but also for the students, with their limited budget. She also organized extra-meeting activities of the highest artistic level. Her assistance was so important for the success of this event that I asked her help again 6 years later, in 2011, when I organized another international workshop in Rome focused on the emerging field of blood farming, that is to make safe blood for transfusion in a test tube (International Workshop "Making blood from progenitors ex-vivo", Rome, ISS, September 19th, 2011).

I would like to take this opportunity to dedicate a few words to Luisa's family, her daughters and her husband. Her daughters in particular were too young at the time of my collaboration with Luisa to appreciate why their mother was enthusiastically helping me in our tasks, and dedicating to our projects a devotion much greater that my salary could ever compensate. I think Luisa had the highest esteem for a job well done. For her, a job was not a "fatigue" to keep far away from our personal daily life: it was something to do with pride and to be proud of. I hope that her daughters will have inherited this trait of Luisa. We are in great need for people with such a working discipline. It is the only talent I know that allows everyday persons to achieve great things in history.

Anna Rita Migliaccio, Research Director in Transfusion Medicine of the ISS

Luisa joined the Italian Arthroplasty Registry Project (RIAP) at the National Centre for Epidemiology, Surveillance and Health Promotion (CNESPS) of the ISS in October 2011. A new world, a mechanical engineer responsible for the project, new professionals, such as orthopaedic surgeons, and new topics such as epidemiology, orthopaedics and medical devices, did not make any difficulties for her, but in fact the contrary. Every morning she entered our room with new ideas and proposals to give added value to the project. Thanks to her natural facility in networking, she succeeded in achieving something that I had been trying to do but fruitlessly for several years: to start a close cooperation with the IT department, a collaboration that, today, is a keystone for the registry activities. She applied her background on bioethics to develop with Virgilia Toccaceli – the reference person for the protection of the confidentiality of the personal data in the project Steering Committee – the informed consent document currently in use in the hospitals participating in the RIAP data collection. She was also included as a scientific secretary and lecturer in the bioethics course organized by CNESPS. But her particular attention was for the patients. She often reminded me to keep in mind that the final aim of the project was to make the patient informed and to develop the health literacy. With this aim, she included in the project website a page dedicated to patients; this work was presented as a poster in the last EAHIL Conference held in Rome in June 2014. She enjoyed her life and her enthusiastic character injected a positive harmony in our group boosting the project development. As her husband Vincenzo told me, she was able to make stones smile!

We are lucky because we have had the opportunity to share her these past years. Although knowing she was ill, she never stopped being interested in her job. We will never forget her smile, her elegance and all she gave us as a colleague and, most important, as a dear friend.

Marina Torre and all the colleagues of the RIAP project of the ISS

Colophon

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