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CONTENTS

Collaborative Virtual Reference Service: Should Jamaican Libraries be in a National Consortium?

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Abstract
With the advent of information and communication technologies (ICTs) and the Internet there have been several innovative developments in librarianship that have had a tremendous impact on reference services. Reference services have become more dynamic, social and collaborative. Consequently, library users are no longer restricted to fulfilling their information needs face-to-face or over the telephone as in previous decades, but now have the opportunity to liaise with librarians virtually and to have their queries answered immediately anytime, anywhere, and via current applications such as Instant Messaging (IM), Short Messaging Service (SMS) and commercial tools.

The model in which libraries collaborate in the provision of reference services has drawn much attention in academia and is regarded as a viable option for libraries seeking innovative solutions to the problems of budgetary constraints, social exclusion and a lack of visibility. Notwithstanding the benefits associated with a collaborative reference service, the issues of cost, quality control and the commitment of member libraries are a few of the constraints that are yet to be overcome. By presenting a review of the scholarly literature supported by the views of an experienced practitioner, this paper seeks to explore the advantages and disadvantages of a collaborative virtual reference service (VRS) as well as the implications of implementing such a service at the national level in Jamaica. It is hoped that the paper will encourage librarians to participate in a collaborative VRS in Jamaica.

Introduction and Background to the Problem

There are those who question the relevance of libraries and librarians in the digital age. However the literature confirms that librarians still play a pivotal role in the dissemination of information; and a reference service remains a key component of this activity. The Pew Report, published in March 2013, states that 80% of Americans consider a reference librarian "very important" to help people find the information they need (Zickuhr, Rainie, and Purcell). The provision of reference services remains a major building block in the field of librarianship even in the digital era (Wan Dollah, and Singh 3). Singh states that with the advent of ICTs, there are many opportunities for enhanced reference services, including virtual reference (1). In fact, Lam argues that "virtual reference is important and inevitable in this information age" (31). The concern

therefore is not whether libraries should offer VRS, but rather, should they offer a VRS on their own or as part of a consortium?

Jamaica and the VRS Consortium

Hunte points to the need for the Caribbean to deliver quality education through a variety of delivery modes (qtd. in Howe viii). His view is supported by Jamaica's Minister of Education who posits that the country has a strong ICT platform and therefore the insertion of information technology into the educational system should not be at the high schools only, but should also incorporate the lower grades at the primary or elementary levels and indeed wherever possible into the early childhood level, "so that habits are formed and the competencies are developed" (Jamaica Information Service). According to Beyond Access, the Jamaica Library Service (JLS) has introduced new computers into over 100 public libraries. "Some of these libraries have even reported a doubling of computer and Internet usage over the previous year, in part due to targeted technology training for youth and seniors" (3). One initiative used to strengthen the ICT capacity of Jamaican libraries is the Universal Service Fund (USF) of the Ministry of Science, Technology, Energy and Mining. In 2012 the USF donated 400 computers and provided uninterruptable power supply and application software to the JLS (Jamaica National Building Society). Given these and other initiatives, it can be assumed that Jamaica has the requisite technological backbone and technically educated market to support a VRS service.

In Jamaica and other parts of the Caribbean many individuals are enrolled in distant education programmes. These programmes sometimes militate against students receiving a library service comparable to that received by their counterparts in traditional face-to-face programmes. This view is supported by Watson and Cassell who state that at The University of the West Indies, while equity of access to library services is desirous, the University is cognizant of the fact that its face-to-face students are better served than those enrolled in distant programmes (3). Nicholas argues that a VRS consortium would go a far way in better serving Jamaican students enrolled in distance education ("Desk to Desktop" 28). These students would not only be able to access their institution's library services, but would also have access to the services of other librarians in the consortium.

In support of cooperation among libraries in the Caribbean, Peltier-Davis and Renwick contend that "Library cooperation can be seen as the panacea to many of the challenges currently faced by Caribbean libraries" (xxii). Given the financial constraints faced by Jamaican libraries, collaborative VRS would facilitate further sharing of resources. For example, the College Library Information Network (COLINET), part of the larger Jamaica Libraries Information Network (JAMLIN), has been in existence since 1985 (See fig.1). More than thirty private and public tertiary institutions presently collaborate in database subscription and other areas of resource sharing. Therefore, while it is no secret that the formation of a collaborative VRS may be more technical and difficult to manage, the past history and present culture of pooling and sharing resources are evidence that a structured VRS initiative can be successfully implemented in Jamaica. The Social and Economic Information Network (SECIN), which is also a member of JAMLIN, recently identified a national information gap that might best be satisfied with an innovative service such as VRS and appealed to the Library and Information Association of Jamaica (LIAJA) for direction. LIAJA, believing that it had a role to play in enabling the introduction of such a service, approached the Library of The University of the West Indies (UWI) Mona Campus for support since the Library has been operating a VRS using the Online Computer Library Centre (OCLC) software, QuestionPoint, since 2008. OCLC and The UWI Mona Library agreed to allow LIAJA to use the QuestionPoint base management environment of the Library for six months to provide the support that was needed for librarians in Jamaica to practice and develop their competencies.
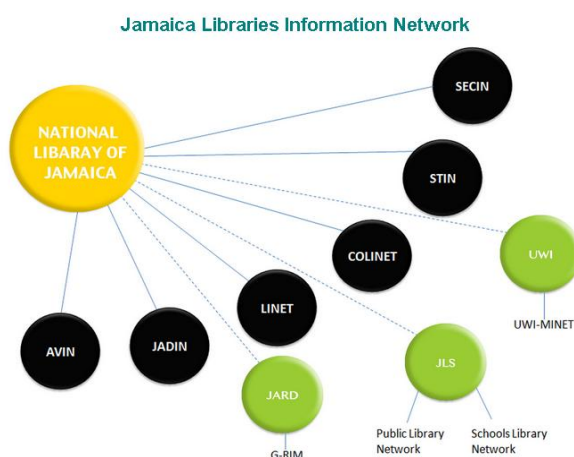
Fig. 1. Jamaica Libraries Information Network (JAMLIN)
Source: National Library of Jamaica

Against this background, this paper seeks to determine the potential value of a VRS consortium of libraries in Jamaica. An overview of the related literature, as well as an interview with the manager of the Mid-York Library System, highlights the benefits and challenges of a collaborative VRS. The final section addresses these issues as they relate specifically to the Jamaican setting.

Objectives

The objectives therefore were to:
1. Determine the benefits of collaborative VRS;
2. Determine the challenges of collaborative VRS;
3. Discuss the implications of implementing a collaborative VRS at the national level in Jamaica.

Research Questions

The questions that guided this paper were:
1. What are the benefits of collaborative VRS?
2. What are the challenges of collaborative VRS?
3. What are the implications of the benefits and challenges for the delivery of a collaborative VRS at the national level in Jamaica?

Literature Review

The Basics of VRS

A review of the literature identifies a number of terms used interchangeably with virtual reference service including: digital reference service, live reference, online reference, electronic reference, remote reference service and real-time service. In this paper virtual reference service (VRS) is the preferred term. VRS has been defined in a number of similar ways. For example the Reference and User Services Association (RUSA) defines it as a library service initiated electronically, in real time, where patrons employ computers or other Internet technology to communicate with reference staff without being physically present. Janes explains that it is the use of digital technology and resources to provide direct, professional assistance to people who are seeking information wherever and whenever they need it (12).

Types of Virtual Reference Service

There are two basic models of VRS: the asynchronous or delayed service model and the synchronous or real-time model. The literature also describes these models as the traditional (e-mail) versus the contemporary (those made accessible through ICTs) services. Asynchronous reference services, such as online pathfinders and Web forms, have communication taking place in one direction at a time (see fig. 2).
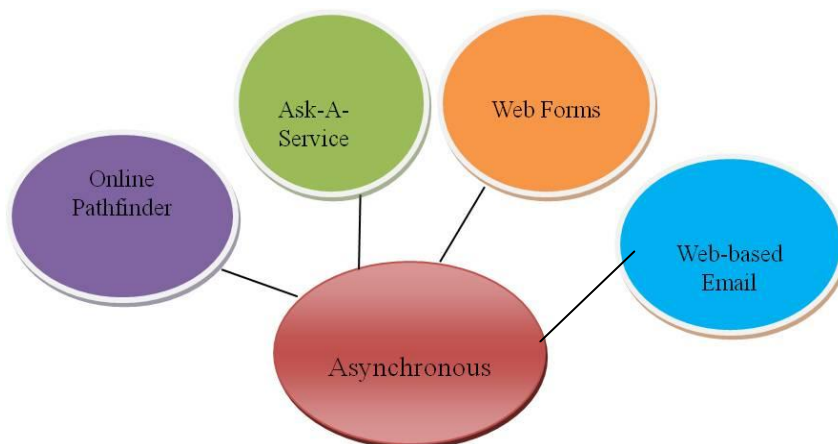
Fig. 2. Examples of asynchronous reference services

 A synchronous reference service operates in real-time and has two-way communication between a reference librarian and a client who is seeking information. Examples of synchronous reference services include "chat" and "instant messaging" (see fig. 3).
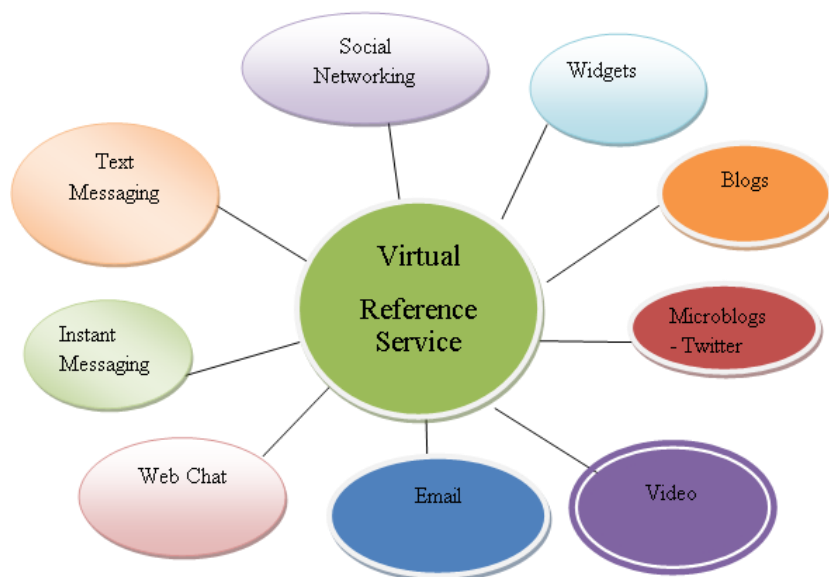
Fig. 3. Examples of synchronous reference services

The provision of the online reference service is based on the premise that persons born in the digital age will find chat, instant messaging and other real-time web-based service more tantalizing (Janes 12). This view is supported by Prensky who states that virtual reference has an integral part to play in fulfilling the needs of "digital natives" who, unlike their predecessors, cannot imagine life without computers and are actively engaged in instant messaging and chat rooms, and demand information instantly anytime, anywhere (9-10). While recognizing the important role new technologies can play, most libraries provide a hybrid model where the 'old' face-to-face reference service is offered alongside the 'new' asynchronous and synchronous services.

VRS Vendors and Platforms

Virtual reference may be provided through a variety of platforms, commercial tools and web technologies (see table 1). Those commonly used include instant messaging (IM), short message service (SMS), chat, e-mail, web forms, voice over Internet protocol (VOIP), and virtual worlds. One very novel method is the embedding of links in Web 2.0 technology (Facebook, YouTube, blogs etc). Librarians continue to seek new, innovative and personalized ways of reaching their reference users.

Table 1

Examples of platforms and tools used to deliver virtual reference service

Instant Messaging	Web Chat	Others
• Google SMS • Trillian Astra • Pidgin • Library H31p • LiveZilla • Refchatter • Text-a-librarian • Adium • Mosio for Librarians	• QuestionPoint • LivePersons • Instant service • Jive Software • Docutek • Rakin • 24/7 Reference • RightNow Live • Net Meeting from Microsoft	• Skype • Windows Live • Qwidget • Plugoo • Chatango

Commercial tools include Tutor.com and the OCLC's QuestionPoint, one of the more popular and largest web chat platforms. According to Susan McClammry, QuestionPoint Product Manager for OCLC, there are various VRS cooperatives around the world and many use QuestionPoint (QP). She adds that at the global level QP 24/7 cooperative consists of more than 1,200 libraries. In addressing the state of VRS in 2004, Shachaf, Meho and Hara write "more than 1500 libraries in 20 countries were participating in Questionpoint and the interface is available in ten languages" (244).

Collaborative VRS

Ciccone and VanScoy describe a collaborative VRS as one that comprises an online network of libraries using their collective local knowledge and resources to provide virtual reference to clients from any of the member libraries (qtd. in Yilmaz 3). A review of the literature shows that a number of libraries are engaged in collaborative VRS in developed nations. Shachaf, Meho and Hara, report that successful VRS collaboratives exist internationally, nationally and state-wide (243) and Web and Bar confirm that consortia-wide web-based reference service is emerging all over the country [USA] (1). In the USA, there are over one hundred (100) academic libraries offering real-time reference service. In many instances large library systems have incorporated other libraries with similar interests, for example, Alliance Library System and Ready for Reference Virtual Reference Desk. The Alliance Library System is a network of over one

hundred libraries collaborating to offer a statewide 24/7 VRS (Bell, Luo, and Peters 101). Similarly, Oder and Weissman discuss two prominent consortia - the 24/7 Reference Project at Metropolitan Cooperative Library System, in Los Angeles; and the Bay Area Libraries Project in San Francisco (266). A consortium may be implemented based on the type of library. For example, Winter Park Public Library is part of a consortium for public libraries and the Los Alamos National Laboratory is a member of a consortium of government libraries. Collaborative VRS is also active in other parts of the world (see table 2).

Table 2

Examples of consortia outside the USA

Consortia	Location	URL	Description
askON	Ontario, Canada	http://ocls.ca/content/askon-virtual-reference-service	This service from the Ontario Colleges Library Service (OCLS) is offered to both colleges and public libraries in Ontario.
AskAway	British Columbia, Canada	http://askaway.org/home	A collaborative initiative offered by British Columbia and Yukon post-secondary libraries.
Ask Scotland	Scotland	http://www.slainte.org.uk/askscotland/index.htm	The Scottish Library and Information Council (SLIC) in collaboration with Scotland's public library services introduced this VRS in 2009.
Ask Cymru	Wales	http://library.wales.org/	A group of different types of libraries providing information relevant to Wales.
Bibliosesame	France	http://www.bibliosesame.org/BIBLIOSESAME_WEB/fr/index.awp	A public library collaborative.
Catalonia libraries	Spain	http://bibliotecavirtual.diba.cat/en/pregunta-a-la-biblioteca	A VRS offered by the Barcelona Provincial Council Network of Municipal Libraries.
Pregunte	Spain	http://www.pregunte.es/consulta/consulta.cmd	A team of libraries of the various autonomous communities. This is coordinated by the Directorate General of Fine Arts and Cultural Assets, Archives and Libraries of the Ministry of Education, Culture and Sport, through the Library Coordination Bureau.
Chasing the Sun	UK and Australia	http://www.questionpoint.org/crs/servlet/org.oclc.home.TFSRedirect?virtcategory=10747	Medical librarians in Australia and England initiated this VRS to take advantage of global time differences and offer cost-effective, out-of-hours librarian support for health professionals.

In Norway, a nationwide VRS, Biblioteksvar, which means 'Library Answers' when translated into English, is a cooperative of public libraries fulfilling the information needs of the citizens

(Yilmaz 9). Yilmaz found this cooperative to be very effective and convenient because their services are available everyday excluding national public holidays and the information needs of clients are served via live chat, e-mail and SMS. In some countries the national library association has opted to implement collaborative VRS. For example, the Scottish Library and Information Council (SLIC) offers Ask Scotland Collaborative VRS.

Structural Model of Collaborative VRS

Yi Jin et al. describe the three structural models that are typical of VRS collaboratives. The peer-to-peer model allows libraries to collaborate with each other directly (Yi Jin et al. 734). In this model, no one library has a coordinating role. The center model may be chosen if the members wish to give the coordinating role to a specific library (Yi Jin et al. 735). In this model, questions are sent to the center first; the center then assigns the query to the library it considers best suited to answer. The center also does the tracking and managing of all requests (735). The mix model adopts features from either of the other two models (735). It is more flexible, but it can become complicated in its function.

The Benefits of Collaborative VRS

There are many benefits to be derived from being engaged in a collaborative (Kwon, "User Satisfaction"; Yi Jin et al. 733; Shachaf, Meho, and Hara 243). Kwon notes that collaborative VRS is an innovative reference service that can bring many benefits to both clients and libraries ("User Satisfaction"). These include:

1. *Improved Service.* Joining a consortium can help libraries offer VRS for longer hours. According to OCLC, studies show that up to 40% of virtual reference inquiries come in after normal library opening hours (Online Computer Library Center). If a library is a member of a consortium the patrons of that library will be able to have their reference questions answered even after the physical library is closed, although there is no guarantee that the librarian will be from the patron's library.

2. *Remote Access.* Kwon points out that due to the efforts of libraries that share their staff, technology and other resources, library users are no longer restricted to the services and resources of their local libraries ("User Satisfaction"). The value of libraries reaching out to their clients via means that are social and appealing cannot be overemphasized. As a result, collaborative VRS is a valuable investment. It augurs well for the future of librarianship when library users are able to connect with a librarian from the comfort of their homes, cars and cafés and have their information needs fulfilled in real-time. The convenience associated with anytime, anywhere access is also very important to individuals engaged in distance education programmes or those who would normally journey several miles seeking answers to their questions which lie in resources held in the physical library.

3. *Social Inclusion.* When VRS is provided through a consortium model, there is added value to the services offered. For example, it fosters social inclusion. Services may be extended to the physically challenged and others who are unable to come to the library for one reason or another. Berube states that with collaborative VRS physically challenged users can access information and receive assistance from librarians in real-time.

4. *Staff Support.* According to Kwon, in addition to benefits to clients, collaborative VRS offers opportunities for the library and its staff. He outlines that libraries engaged in these cooperatives can deploy staff more efficiently in a larger pool and embrace a service that would have come at a greater cost if they were operating as individual libraries ("User Satisfaction" 2). And again when libraries collaborate to offer VRS, the workload and expertise are shared (Kasowitz 3). This is critical especially in today's economic climate where many organizations and institutions, including libraries, are faced with budgetary constraints.

    Ciccone and VanScoy point out that "if virtual reference staff are primarily answering questions and making referrals, then a knowledge base would be extremely useful and in the long run the time spent creating it would be worthwhile" (qtd. in Yilmaz 31). Kwon states that if most reference questions do not involve local knowledge or resources, or if those local questions are successfully answered by outside librarians, then the library will benefit from

joining a consortium ("Public Library Patrons' Use" 87). Accumulated answers to questions from clients create an information bank, so that a wealth of knowledge is acquired from the consortium (Yilmaz 31). This will enable libraries engaged in a VRS consortium to provide access to a wider collection of knowledge which fosters greater understanding of institutional cultures (Kasowitz 3).

5. *Visibility.* Collaborative VRS has greatly increased the visibility of libraries and has improved their capacity to fulfill the information needs of their clientele (Yilmaz 31). Visibility is particularly important because with the vast amount of information that is easily available on the World Wide Web, some individuals are of the view that they do not need the services of a library or librarian. If collaborative VRS is marketed and operated efficiently, then enthusiastic and satisfied users will share their positive experience, which could enhance other users' awareness of the library and also increase the number of users.

Challenges of Collaborative VRS

While collaborative VRS presents several opportunities for libraries, there are also a number of well documented challenges associated with it. These include: cost, quality control, technology, communication and staffing issues (Yilmaz 32).

1. *Cost.* Yilmaz points out that it can be advantageous for libraries in a collaborative to share cost but at the same time the financial differences of members may cause inequality since each library is not contributing at the same level (32). Iton, speaking from a Caribbean standpoint, expresses the opinion that the costs associated with digitizing resources and migrating data to accommodate the changing technological platforms make VRS infeasible for the near future (4). Nicholas however argues that these challenges identified by Iton should not hinder the implementation of VRS given the advances in technology in the Caribbean ("Creating a Virtual Reference Agenda" 259).

2. *Quality control.* Kasowitz asserts that there are issues with consistency of responses which affect quality (3). It is argued that this challenge may be linked to the absence of agreed policies and procedures among participating libraries. Lankes calls for standards to be put in

place "in order to facilitate the interoperability of these heterogeneous services" (86). Boss explains that when a library is offering its own VRS, it determines its own policies and procedures; therefore, no compromises with other libraries are necessary (5) but libraries need to agree on policies and procedures when they are in a consortium (6). He further notes that participating libraries should agree on policies so that there is consistency in fostering a more efficient service. This is especially important when different types of libraries form a consortium. Since their mandates may be dissimilar, they will need to make the necessary adjustments so that all involved are fully cognizant of the policies and no client is deprived of maximum service. This point is supported by Zanin-Yost who posits that policies must be flexible among participants in order to accommodate the changing and unique needs of clients (2) and policies should outline the scope of the service and eligible users (2).

3. *Technology*. It is evident from the literature that software and technological installation can pose great challenges to networks. Additionally, since we are living in a dynamic society, libraries have to continually alter their services to meet the changing demands of the users. These challenges may result in individual libraries withdrawing from a network thus threatening its sustainability and even resulting in the collapse of the system (Yilmaz 33).

4. *Communication*. It is also well documented that users sometimes assume that they are connected to a librarian in their home institution who has the resources and the cultural background to answer their query. However if they are connected to a different library they may not have their information needs met as expected; this is especially so in the case of large collaborative spread across wide geographical boundaries. "If a local library deals with a high proportion of questions that are answerable by its locally restricted resources and services only, joining the consortium would not be recommended" (Kwon, "Public Library Patrons" 87). According to Iton, the technology of virtual reference software may be culture free, but the ways in which users interact with the technology is not likely to be free from cultural influences and in oral societies like the Caribbean, this becomes a crucial determinant in the choice between the traditional and the virtual mode of service delivery (3). She goes on to conclude that traditional reference service delivery still meets the needs of the

user community and that the nature of Caribbean collections and the levels of staffing mitigate against the exclusive adoption of the virtual mode (3).

5. *Staffing Issues.* Staff may not report for duty on time or may be frequently absent. This places increased pressure on other libraries in the network whose staff may be drained by the extended hours that they are required to work. Additionally, delinquency could negatively impact the services offered to customers and could lead to the withdrawal of some members from the network. It is critical for the workload to be spread fairly across member libraries and that all involved fulfill their responsibilities.

Methodology

The Mid York Library System is one of the most successful library cooperatives in the USA. The Western New York Library Resources Council (WNYLRC) chartered the service in 1960 under its original name "Ask a Western New York Librarian". By September 2003 it had extended its operation to provide anytime, anywhere virtual reference service and was rebranded AskUs 24/7. Wanda Bruchis, Executive Director of the system, states:

> Through collaboration and technology, our cooperative system has been able to provide an outstanding level of library service to the public in each community within Mid York's service area consisting of Herkimer, Madison, and Oneida Counties. The Mid York Library System makes it possible for the public to access many services too costly for the member libraries to provide on their own. As local funding diminishes, our libraries turn to the system more and more to assist them in continuing to provide essential programs and services. While each library is autonomous and their budgets are small, they and Mid York work together to ensure that tax dollars are invested in our communities in the most effective ways possible (1).

The service continues to expand daily and as of January 1, 2013, there has been an average of 100 transactions on a daily basis with a total of 173,869 chats (Bruchis 1).

In order to further examine the benefits and challenges of being a member of a consortium, Beverly Choltco-Delvin, Customer and Information Services Manager of the Mid-York Library System in the United States of America, was interviewed in 2010. The recording of the interview

was transcribed, typed and then e-mailed to the interviewee for verification, correction and updating.

Data Presentation & Findings

Cost

Funding for a service of this nature is always a concern. When the interviewee addressed the matter of funding she explained that the libraries had to "pay a certain amount to participate". Eight (8) public library systems, forty-three (43) academic libraries, and one school library system, all in the state of New York, participate in this cooperative. She recalled:

> *At one point when we explored going to QuestionPoint our library was not able to go because…it was too expensive. Then Western New York Resource Council, which is one of the seven library research and resources councils in the state came up with a project for nationwide participation. This was more affordable.*

This arrangement underscores the economic benefits of a consortium pointed to in the literature review. Lafranc, Morrisey, and Trump note that in setting up a consortium one of the first tasks is to negotiate and come up with a contract that reflects the diversity of VRS members and at the same time it should be fair to the smaller institutions. Each library pays a smaller portion through the process of contract negotiation (19).

Improved Service

The interviewee explained the libraries became members of the cooperative because:

> *We have a lot of very small rural public libraries in our system. The two largest libraries are still considered small to medium by the overall state. We also felt that because many of our libraries are only open 12 hours per week the patrons in their communities deserve the same level of service as in the larger city. We decided that this is a way to provide service to all our patrons.*

Marketing

As highlighted in the literature review the importance of marketing VRS cannot be overlooked. The interviewee explained that a lot of money was not spent on marketing in the initial stages. She went on to describe a few strategies implemented to reach the user community:

> *Marketing is mainly through our member libraries. It was also marketed on the website, brochures in the Sunday newspaper and information sessions. We also do workshops. We have our member libraries and the librarians volunteer to staff the desk to answer questions. Links were embedded in our online public access catalogue as a soft opening so that people would discover it on their own and use the service. It is now placed on the website of our member libraries.*

Marketing strategies are needed to highlight the service and increase usage (Lafranc, Morrisey, and Trump 21).

Quality Control

Lafrance, Morrisey, and Trump assert that the importance of quality control in a consortium environment cannot be emphasized enough and that many institutions are reluctant to join a consortium because of their concern for the quality of service to their customers (21). All librarians desire that their clients be provided with the best service so that the clients will market the services and also return to use them again. The interviewee notes:

> *Quality control is a key area in VRS. It is important to ensure that proper reference interview is done. I monitor the transcripts for quality control.*

Usage

Institutions must be mindful that usage can be slow in the initial stages but that momentum will increase as persons receive positive results and find it worthwhile to return to use the service and share their experiences with others. The interviewee however noted that usage at the Mid-York Library System has been surprisingly good. She states: *"the usage has been excellent, people are excited about it. It is heavily used"*.

When asked about the types of questions received, the expert responded "a*nything imaginable!"* She further explained that school children used the system frequently to complete their assignments – *"even Math assignments"*. Questions varied: *"some want bibliographies; some people want to track down long lost relatives"*. The questions may range from a simple question such as *"How to use the catalogue?"* to ones that require in-depth research. She recalled:

> *During a recent election, I actually got a question from someone in Syracuse who was concerned about a person running for Congress. They heard rumors that the person did not actually live in the district and so they wanted me to verify that, so I was able to do that for them.*

> *And many are very serious; health or business questions. As with all reference it is important to know the difference between providing advice and providing information.*

According to Steiner and Long, some libraries are cautious about engaging in VRS for fear that the service will be abused (17). Problematic or rude patrons are usually a concern to librarians not only in the virtual but also in the face-to-face environment. Problematic patrons in a virtual environment should be treated as we would treat a patron who walks up to the desk and is rude or asks a 'foolish' or inappropriate, question. The expert insists:

> *I find that if you treat them with respect and treat their questions with respect they will calm right down. If they are abusive there are mechanisms for getting the information to them that their behaviour is inappropriate. OCLC has what is called "after hours staff"; they are always there to supplement the librarians. Because the questions can be seen before you pick them up, the after hour librarians will pick up these inappropriate questions.*

Despite the occasional problematic patrons, experience shows that overall patrons are polite and appreciative.

Staffing Issues

The questions related to management and the scheduling of librarians, among other staffing issues, must be addressed and the decisions documented during the implementation process (Lafrance, Morrisey, and Trump 17). These should not be left to chance. Staffing of the reference desk should be part of the contractual agreement for the consortium, and may depend on the size of the member library.

> *We have a very fixed schedule for our own system. We are only obligated to staff the service for 10 hours per week for the entire system so each library will do an hour. The decision of how many hours that you give is based on the size and the population you serve. We are a small system so we are not required to staff the service like the bigger library systems.*

A well-defined policy document should be made available to all member libraries no matter the size of the consortium but, according to the expert, it is arguably more crucial for a consortium that spreads across a wide geographical area:

> *Each of the libraries has a policy file. Links to the policy provide access to the library's website, the catalogue etc. These are used for general reference questions.*

Along with scheduling of staff for duties, there is also the need for librarians to be trained in the development and maintenance of real-time reference competencies. Good reference skills are imperative in a consortium environment (Ronan 33). Librarians are often afraid of the steep learning curve that is associated with the use of the commercial services. In an attempt to diffuse such fears, the expert explained:

> *There is a learning curve, but at the same time there are many resources built into the software to provide that level of support. There is the practice mode with all the required forms that will allow potential participants to learn in a non-threatening way.*

The vendors of most of these services provide training at the beginning of implementation. This can be done either online or onsite or in combination. In-house training is an excellent method for providing adequate practice for new practitioners. The expert explained:

> *My method for teaching is to have new participants observe me or other experienced librarians engage in an actual session".* As soon as the trainers are ready *"I let them try their first real question while I observe and give pointers during the actual session. I will do this as many times as is needed until the staff member is comfortable.*

The data gathered from the expert confirmed that there are benefits and challenges associated with collaborative VRS at Mid-York Library. These include: reduced cost, improved service, marketing, quality control, usage and staffing issues. The next section will discuss these findings together with the findings from the review of the literature as they relate specifically to the implementation of collaborative VRS at the national level in Jamaica.

Discussion and Recommendations

Collaborative VRS amongst libraries is a growing trend, especially in the developed world. Such initiatives come with many benefits for both libraries and patrons. The expanding service hours, access to a larger collection, remote access - anytime, anywhere, social inclusion, sharing of resources and expertise among member libraries as well as cost sharing are but a few of the benefits. Like other collaborative ventures, there are challenges associated with a VRS consortium. These include cost, quality control, and technological configuration, consensus in developing procedures and policies, and delinquency among members. The following are some of the implications of implementing VRS collaboratives in Jamaica:

1. *Funding.* Identifying and applying for funding to off-set or supplement the cost of the commercial services, hardware and software may be necessary if a successful service is to be implemented. This may require a paradigm shift in the mindset of Jamaican librarians who have not previously been involved in identifying funding for services. They, like their counterparts in other countries, may need to be engaged in writing grant proposals. The Culture, Arts, Health and Education (CHASE) fund in Jamaica, as well as international organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Federation of Library Associations (IFLA) are just a few agencies that may be approached. As soon as the initial grant wanes, the member libraries will begin to pay a small subscription to maintain their membership in the consortium and foster sustainability. Payments should be calculated based on the size of the individual libraries.

2. *Visibility.* In developing countries like Jamaica where libraries are faced with harsh economic realities and funding is hard to come by, a collaborative VRS would boost their image and importance, especially among the "digital natives" who crave information at their fingertips in real-time. The capacity of libraries to fulfill the information needs of their clients would be enhanced as a collaborative VRS has at its disposal an array of resources and expertise.

3. *Staff Support.* Given the quality control and delinquency issues that may arise, policy and standards must be documented and agreed on by all parties involved. Not only should these include schedules and the policies of participating libraries, but also best practices from how to conduct a chat-session to what is expected in carrying out an interview. Training is another vital aspect of the implementation process. Nicholas makes the point that even experienced reference librarians need training before they become confident and competent ("Desk to Desktop" 27). Training may be done in-house or, if a commercial software is used, through the vendor. Scheduling is a vital component of any VRS consortium. With member libraries having their individual obligation as it relates to other services, scheduling staff can be challenging. Luo and Weak support this point by stating that it is particularly challenging when multiple libraries have an interest in the same time slots (317). They allude to an interviewee who states "there always seem to be challenges; people tend to want the same

hours, and that's challenging, and it's challenging to schedule the nighttime and weekend, because not as many people want those" (317). In light of these challenges, Luo and Weak recommend that "artful coordination is required to accommodate each member's needs" (317).

4. *Technology.* Due to the possible differences, especially in the technological infrastructure of participating libraries, a VRS consortium would require some amount of additions and modifications in software and hardware in order to facilitate compatibility and the smooth exchange of questions and answers. This is also vital in ensuring that there is uniformity and consistency in the delivery of the service. Additionally, the software package should be easy to learn and use and have a user-friendly interface.

The QuestionPoint platform is recommended on the premise that The UWI Mona Library already subscribes to this software, and has, along with OCLC and LIAJA already facilitated a trial and training. The experience already acquired will mean there will be less reliance on the software provider for technical support. Furthermore, QuestionPoint is ideal as it is a favored software used successfully by large VRS consortia in other countries. Another option may be that consideration be given to the use of free or open source software. However, if this software does not provide the specifications that are required, then the most affordable and compatible software package should be selected. Interoperability and consistency in Internet bandwidth is also necessity.

5. *Communication.* Like any other collaborative VRS, a Jamaican VRS would require constant communication among members for the initiative to bear fruit. With several important issues to address, such as policies and standards, it is crucial that regular and effective communication take place to ensure that members are of one accord. As a result, frequent emails must be sent among members as well as communication via telephone. In addition, on some occasions face-to-face meetings might be required depending on the nature of the issue/s confronting the consortium. Skype is a cost effective and flexible means of communication that could be utilized by member libraries. They may also form instant messaging groups on providers such as WhatsApp.

Another aspect of communication relevant to the Jamaican situation is the use of Jamaican Creole versus Standard English. Interpretation challenges can affect a librarian's ability to answer certain queries promptly and might require him/her to seek the assistance of colleagues in the consortium to answer such queries.

6. *Marketing.* Marketing is of paramount importance for a VRS consortium to achieve success in the Jamaican library and information landscape. It would have to utilize both traditional and modern marketing tools and techniques. Brochures, flyers and websites of member libraries could be used to spread the message both to clients and prospective clients. The current era is strongly influenced by Web 2.0 technology, therefore participating libraries should make maximum use of tools such as Facebook, twitter and weblogs. The local newspapers can be used to capture individuals who might not have a consistent presence on the web. The hosting of information sessions and workshops can be very useful because they allow librarians to assist users in overcoming possible challenges that might be encountered when using the service as well as to alleviate the concerns of those individuals who are techno-phobes.

7. *Leader.* The UWI Mona Library is credited with being the first library in the English-speaking Caribbean to implement a VRS using a commercial system. However, since it still offers a stand-alone system, it should consider the benefits to be derived from joining a consortium. Students from other tertiary institutions would be able to interact with librarians from the UWI and other institutions in the network. Access to proprietary resources could be negotiated during the drafting of the contractual agreement so that these are not abused. This level of sharing resources and expertise, would ultimately aid in improving the country's intellectual capital as well.

Since the UWI Mona Library has the expertise and an existing platform that supports a VRS, it could enable an easier and smoother implementation process and thus become central in the national service. This "central model" is considered by Yi Jin et al. to be ideal for large VRS initiatives (735). Another option that should be explored is to have the National Library

of Jamaica, as part of its responsibility for coordinating the development of the JAMLIN, play the lead role in the formation of a national collaborative VRS and then work closely with UWI.

Conclusion

Jamaica is ready for a national collaborative VRS. The technological infrastructure and skills are in place. There are technologically savvy library users in the Caribbean, who prefer online service and deserve to have their information needs fulfilled anytime, anywhere.

It is evident that there is no easy way to a collaborative VRS. The initial start-up can be rocky but, with time and experience, the skills of librarians will be improved and they will be better able to serve their users. There are inevitable challenges such as financial constraints, quality control, and reaching consensus on policies, procedures and even the choice of technologies, but these challenges are not limited to libraries in the Caribbean. The possibilities of greater visibility, inclusiveness, expertise and resource sharing are legacies that should not be overlooked. Libraries globally value the importance of VRS and accept the need to join forces with other libraries in offering this service. What about Jamaica?

If librarianship is to remain relevant in the Caribbean, the implementation of innovative practices in its libraries must keep pace with other regions of the world. Libraries in Jamaica should act quickly and decisively in this regard. According to the expert "*it is exciting, very exciting*". In spite of the inevitable challenges, its benefits would make such a venture a worthwhile investment.

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Negotiating Electronic Licensing Agreements:
Issues, Knowledge and Skills Requirements for Librarians in Law Firms

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Abstract
The increased availability of information in digital or electronic formats has changed the manner in which resources are acquired by libraries. As content providers and publishers no longer just sell printed resources but now also lease electronic resources, libraries are moving away from ownership of to access to resources. This paradigm shift has resulted in the need for librarians to negotiate the terms and conditions of electronic licensing agreements with content providers and publishers. While this may be a daunting task for them, librarians must arm themselves with an understanding of the negotiating process. This paper therefore highlights some of the major issues for librarians in law firms to consider in this changing information environment.

Introduction

The plethora of electronic legal information resources has fueled the need for law firms to integrate this format into their libraries' collections in order to remain relevant in a technologically-driven environment. The belief that these, often costly, electronic resources will enhance a library's services and improve the firm's competitive edge has motivated librarians to seek expanded budgets in order to provide access to them.

The move from print to electronic resources has created a paradigm shift in the acquisition and distribution of information from outright ownership to the leasing of information. The exponential growth of legal electronic resources including, among others, e-books, law reports, e-journals and bibliographic and/or full-text legal databases has created the need for law librarians to reposition themselves and perfect the craft of negotiating licensing agreements. These agreements set out the terms and conditions by which the library and its clients may access resources supplied by content providers and publishers.

The negotiation of electronic licensing agreements can be complex and time consuming. Therefore it can best be managed through a holistic approach governed by the application of

accepted guidelines and standards. For the purpose of this article, some of the major digital licensing clauses will be examined to highlight the critical issues concerned and the requisite skills needed to effectively navigate negotiating electronic licensing agreements.

Definition of Licensing Agreement

There are various definitions of a licensing agreement. Thompson defines it simply as a legally binding agreement (qtd. in Schmit 37) while Schmit elaborates by adding that it defines "the parties involved; terms of the contract; acceptable and prohibited users; authorized and unauthorized use and the obligations of both licensee and licensor" (Schmit 37). The American Association of Law Libraries (AALL) asserts that license agreements "regulate the use of electronic resources and govern the relationship between the licensee (the library or user of the content) and the licensor (publisher, content provider or aggregator of the content)." Harris posits it is a "document setting out mutually acceptable terms and conditions under which a library may use electronic or digital content like books, periodicals and databases owned by someone else" (33).

Schlipp lists three basic licensing agreement categories for libraries dealing with database acquisition:

1. A statutory or compulsory agreement that allows the buyer to freely use the material without the copyright owner's authorization as long as use complies with legal requirements and royalties are paid where required.
2. A shrink-wrapped license, also known as a Click-On, is a non-negotiable agreement usually associated with software package and some online resources. A buyer or user agrees to the terms by virtue of opening the package or clicking "I agree".
3. A negotiable license mainly associated with library acquisition of leased databases (253-4).

Category 3 type licenses allow the parties, namely the content provider or publisher and the librarian, to discuss and reach agreement about the terms and conditions to be included in the contract. It is this type that this article focuses on.

The Role of the Law Librarian in the Negotiating Process

The main objective of negotiating the terms of an electronic license is to arrive at a mutually beneficial agreement between the content provider and library. Generally, the level of involvement of a librarian in the negotiating process may vary. For example, in the academic setting there is usually a committee of librarians to evaluate resources and make final recommendations. However, as Schmit points out, this scenario is not mirrored in a law firm setting (59), where the librarian is often the one who initiates contact with the content provider to discuss resource content and the terms of the agreement and is most likely the person who will sign the contract. Given this pivotal position, the librarian must assume the role of the assertive but respectful negotiator throughout the entire process. While it is important to state exactly what is needed to the content provider, it is imperative that the librarian avoids being disrespectful or offensive. It is important to remember that the negotiating process is a business activity and as such should be treated with the highest level of professionalism by both sides.

The pre-consultation period during which librarians must familiarize themselves with the wide range of products and services offered by providers, arrange trials in order to assess and compare similar products, and make themselves cognizant of the various issues that may surface in the preliminary discussions as well as during the actual negotiations, may prove to be time-consuming.

Having completed this rigorous 'pre-negotiation' stage and selected a content provider, the librarian is faced with a more or less generic contract, heavy-laden with legal and technical terms, which often includes conditions unfavorable to the library and its users. In light of this possibility, the AALL's *Principles for Licensing Electronic Resources* seeks to protect and preserve information access by stating that the agreement should be written in clear non-technical language. Receipt of the contract marks the beginning of the detailed negotiations. Evans, Intner, and Weihs highlight several library goals to be achieved through the negotiating process including: relevant high-quality content, reliable access, and the provision of maximum usage rights (147). Anderson recommends that while examining the licensing agreement the librarian should place each license term into one of the following categories: acceptable,

undesirable but possible, and impossible (46). By applying these categories the librarian will not examine the contract in isolation but will have a guided approach and so be compelled to examine all possibilities so as to negotiate the best possible terms and conditions; the librarian can accept the favorable conditions; compromise on those that will not negatively impact on access and quality of resources; and reject unreasonable terms such as those that severely restrict user rights.

Choosing a Content Provider/Publisher

Obtaining the highest-quality content to meet the information needs of attorneys should be of paramount importance to the librarian. To achieve this, a systematic assessment of the various products of the legal information content providers is mandatory. Evans, Intner and Weihs as well as Chapman suggest a number of factors that librarians could consider in this assessment. In the case of a journal database, Evans, Intner and Weihs contend that "the time period they cover, whether full-text mean[s] all graphics are included, whether the graphics are part of the article's file or must be viewed or downloaded separately, and to what degree the titles replicate current paper subscriptions" are important (152). Chapman lists eight (8) important attributes of electronic materials that librarians should look for: comprehensiveness of the resources (full-text or original text); accuracy and authority; ease of use; availability; likely possibility to be updated; ability of materials to be archived; pricing; and licensing (19).

The librarian must understand the various types of legal resources needed by the firm and the manner in which they may be accessed and declare these needs to the content owner or publisher. For instance, "is your library licensing the electronic version of a print publication to which you subscribe, or an electronic-only periodical?" (Harris 45-46). Are the access rights being acquired by the licensee for permanent use and ownership of the content or are subscription-based access rights only? Is the subscription for the full-text law reports and law journals or is it that digests of cases and abstracts of journal articles far outnumber full-texts? Also of importance is whether the law reports offered are outside the jurisdictions of and therefore not applicable to the firm. Finally, does the content owner provide access to texts from reputable authors in their respective areas of law? Such issues must be fully understood in order to ensure that the library will derive maximum value from the service(s) being considered.

The content provider's infrastructure and technical maintenance services should be of the highest quality. Reliable access is essential in a fast-paced demand-driven legal environment which relies heavily on timely delivery of information that could determine the victory or loss of a significant case. Instance of extended or recurring downtime could prove to be detrimental to the law firm where time is money. Downtime will also negatively impact on the librarian's and the firm's image.

Access Issues

Authorised Users

The librarian must ensure that the contract sets out clearly who will be authorized to access the licensed content particularly as Harris contends, "the content owner may want to limit who may access the content and where" (66). Unlike an academic setting where there are large numbers of users and multiple user groups such as library staff, consultants, faculty members and students (part-time and full-time), the firm library environment automatically predetermines attorneys and library staff as authorized users. Durrant reinforces the importance of being clear about authorized users as the "information professional is usually the one in the position to decide who has access based on a combination of need and cost" (15). She further examines the various user categories including: single named user, a group of named users, concurrent users, and everyone. An understanding of the size of the firm and the information seeking habits and/or patterns of attorneys is crucial to lobbying for the best user package. The named single or group of users packages, in which a unique user name and password is issued to each user, are probably most applicable in the firm library setting. The former describes a situation in which the "user may be the information professional…whose role is to disseminate the information from the product to others within the organization…" (Durrant 17). It is most appropriate for a small firm or one in which the attorneys rely heavily on the librarian to retrieve and disseminate information. Given that fewer users usually equate with lower cost, it may also be the most cost-effective, an important consideration for enterprising librarians in the Caribbean who have to maximize the spending power of very small library budgets. The group of named users package works well in a medium-sized or large firm and where attorneys have demonstrated the ability to seek information for themselves. The librarian may need to be proactive and assertive with the major

stakeholders of the firm in seeking permission to acquire a group of users package, and be vigilant in monitoring usage to ensure that the package is economically viable. A law firm would be unlikely to select a site license, which would allow access to everyone in the firm, as a preferred package. Concurrent usage restricts the number of persons allowed to access a resource at any one time; librarians must ensure that such clauses, should they be included in group usage, do not prove to be an annoyance to users.

Authorized Usage

Having identified the authorized users, it is important to ensure that the content being licensed can be accessed and used in ways that best fulfill the firm's needs. Durrant highlights several parameters to be considered, but only a few will be addressed here. She notes that it is imperative to determine if the content can be accessed beyond the physical confinements of the organization (Durrant 15). A law librarian, cognizant of the fact that attorneys, especially litigators, work on court matters away from the office, will be able to justify and bargain for this mode of access.

The librarian should enquire if attorneys and other authorized users are allowed to download content such as case law or legal templates for submission to courts. There are instances when attorneys may want to relay information to their clients and having the ability to download and e-mail content equates to quicker turnaround and better services.

Rights Granted

Rights granted clauses set the parameters for the library's use of the content. Harris states that "the grant clause sets out the scope rights as well as the permitted uses" (47). Alford makes the important point that while publishers specifically stipulate that content should not be used for commercial purposes, "in a private law firm, commercial purposes are generally the sole reason attorneys use a database" (636). Therefore, the license agreement should allow for the commercial use of the content. Failure to effectively advocate for proper rights will result in the acquisition of content that cannot be used in ways that will enhance library services. Of the various rights available, the librarian should negotiate for the ability of users to view, reproduce, search, browse, retrieve, display, download, print and transfer electronically to others. Added to the dynamics of rights granted, is the likelihood that some content providers may place

restrictions on the number of downloads allowed. Content providers may also exercise the right to sanction illegitimate use of licensed resources.

Warranties

Warranties are promises that either party makes to the other in the agreement. The AALL's *Principles for Licensing Electronic Resources* stipulates that the agreement should state "the limitations on warranties between the licensee and licensor" and "the terms of compensation in the event that contents covered by the contract are "unavailable for use by licensee and licensed authorized users for any period that exceeds customary downtime for scheduled maintenance and server upgrades." While these warranty provisions are important, Harris argues that "in general, a library wants a warranty that states the content owner is the owner of the electronic works being licensed or has the rights to license them to the library" (74). The AALL makes the same point by stating the agreement "should not require the licensee to adhere to unspecified terms in a separate agreement between the licensor and a third party (such as a publisher or other copyright holder) unless the terms are fully reiterated in the current license or fully disclosed and agreed to by the licensee" (AALL). The library would not want to find itself in the position of paying a license fee to an unauthorized party or run the risk of paying an additional fee or encounter a copyright infringement suit by the rights holder. To avert unnecessary spending and legal entanglements, the terms and conditions should be clearly understood by the librarian.

Pricing

Of the many issues and concerns related to negotiating electronic license agreements, purchase price and payment options are probably at the top of the librarian's agenda and, as Cross points out, "negotiating is made even more difficult for libraries because of limitations imposed by publishers against disclosure of pricing and terms" (204).

Pickett notes that "negotiating pricing and licensing terms with any content provider first involves an understanding of budget limitations and evolving institutional research needs" (259). The librarian must also have an awareness of the economic reality at a national level and how this impacts the financial decision-making activities of the firm. For example, the purchasing power of libraries in developing countries, including those in the Caribbean, is negatively

impacted by the continued devaluing of their currencies and foreign exchange rate constraints. The knowledge and skill of the librarian as the negotiator "can have a critical and positive impact upon the library's purchasing power" (Flowers 433).

Given that cost is determined, in large part, by the number of users, the librarian working with a severely restricted budget may want to do a quick survey of users, in this case, attorneys, to quantify how many of them will be interested in access to the content. Another method of selecting a pricing model, particularly within a firm that practices various areas of law, is to select the most cost effective package based on the priority level of departments and nature of work done. This is manifested in the collaborative decision of the librarian and stakeholders to grant litigators and commercial attorneys the preference, given their heavy dependence on precedents for court matters and drafting legal documents respectively. While librarians in the Caribbean may opt to minimize the number of users in order to lower costs, at the same time, they should ensure that this strategy does not impact negatively on overall information access or create a mediocre service.

The practice of tying or bundling the electronic version of a journal to its hard-copy counterpart is particularly common among some content providers or publishers who distribute law journals or law reports. Publishers justify the practice by stating that the hard-copy versions provide their main revenue streams and therefore must be protected. The enterprising librarian would not recommend bundles for a small library or one with a very small budget as they are usually more expensive. Even if they are not, which was more often the case when electronic journals first appeared, a library transitioning to a digital collection or whose organizational culture is one in which the librarian conducts all the research on behalf of the attorneys would have no use for the hard copies.

With the advent of electronic license agreements, many more pricing mechanisms have become available to both publishers and libraries (Alford 635). The content provider/publisher may present several different pricing models or just one. In some instances the content owner may be open to the librarian's suggestion of a new model. Within each model there are variations and closer examination may determine "How will you be paying the licensor for use of the content?

Will the licensor be paid per-use of content (e.g., per article), for the time the content is accessed, based on the number of sites from which the content is available, or based on a set fee for a specified period of time with unlimited access during that time?" (Harris 55). Since the major stakeholders within law firms have a vested interest in the cost, the librarian must be in a position to assess each pricing model and recommend the best option offered by the publisher/content provider. In this assessment the librarian should be guided by the *IFLA Licensing Principles* and ensure that prices are fully disclosed with no hidden charges.

Durrant cautions that librarians must be vigilant in assessing the "sustainability of the pricing structure" (73). Prices are by no means static indefinitely, therefore, the librarian and content provider should agree to a mutually beneficial percentage increase over a specified time. Failure to do so may result in difficulties in negotiating in subsequent years as the content provider may assume that any increase imposed will be acceptable to the librarian.

Renewal and Termination of Contract

The final issues to be addressed are the renewal and termination of contracts. According to the AALL's *Principles for Licensing Electronic Resources*, the license agreement should clearly state the terms and conditions for renewal; provide termination and renewal rights favourable to both parties; and specify financial obligations of both parties in the event either party terminates the license. Given this principle, the librarian may "request a specified period of time for notification should the renewal be at a new price, so the library has time to evaluate that price and determine whether the budget allows for it" (Harris 70). If the major stakeholders within the firm are satisfied with the service and are not too concerned with price increases, or if a reasonable increase over a specified period was agreed on at the time of signing the original contract, the librarian can request an automatic renewal clause from the content provider. Automatic renewal would be considered ideal as it indicates that both parties have satisfied the provisions of the licensing agreement. More importantly it ensures that there is no break in service. In the absence of an automatic renewal clause, the license will terminate when the specified period has expired although most content providers/publishers allow a grace period.

There are instances when either party may wish to terminate the contract before the end of the contract period. Harris asserts that "the termination clause allows either party to terminate the agreement for a substantial or material breach of the license" (71). Limited or no access to content(s) on the part of the provider or failure to honour its financial obligations or breaches of authorized usage on the part of the library are deemed reasonable causes for termination. In either case, the termination should be in writing. Harris notes that an "agreement may provide for a period of thirty days, for example, for the defaulting party to remedy the situation…that ensures that a library does not suddenly lose its access" (72). In cases where the provider is at fault, the librarian should ensure that the firm is entitled to a refund of the license fees for that period of early termination. In addition, the librarian must be cognizant of what will happen to the content if the service is terminated. Will the library have perpetual access to the resources for those years it paid for? This can become a matter of concern. For example, to save costs, libraries may decide to cancel individual subscriptions to those journals they have access to in databases but if, at a later date, they decide to terminate the subscription to the database they may have to pay again to replace content already paid for to maintain complete runs of journal titles .

Conclusion

To properly maneuver the negotiating process and acquire relevant resources needed by attorneys, law librarians must be knowledgeable about the basic electronic licensing clauses as a precursor to effective bargaining. They must also have an understanding of the internal and external economic climate in which the library operates as well as the specific information needs of attorneys. In order to clarify the technical legal terms found in the contract, it is advisable that they should solicit the help of an attorney within the firm who might also give further legal advice about charting the way forward. Finally, a licensing policy should be considered a "valuable tool for digital collections management" (Harris 20) and should be implemented. This written document may help to alleviate the difficulties associated with the licensing process as it will set precedents for future negotiations and licensing strategies.

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Extended Opening Practices in Jamaican University Libraries

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Abstract
This paper describes and analyses the practices adopted by Jamaican university libraries in response to user demand for extended opening hours. To capture the depth of the practices of each library, interviews were conducted with Jamaican university library administrators. The findings reveal a number of similarities in extended opening practices relating to opening hours, services provided, staffing and challenges. Notwithstanding these similarities, unique practices are also evident. The findings can be used to inform plans for the implementation of extended opening hours in other Caribbean islands and the rest of the world. Further, the findings may be of value to libraries that have already implemented extended opening hours and have an interest in benchmarking.

Introduction

In an era characterized by *24-hour access* and *convenience,* users are demanding that the services offered by libraries should be modified to align with their current lifestyle. Accordingly, in Jamaica and other parts of the world, extended opening hours has become one of the major indicators of academic library service quality. Poll and te Boekhorst make the point that:

> The hours the library is open to users have always been regarded as the main criterion for the accessibility of library services. Though many services and resources are today offered for remote access, the physical library with its user space and collections remains important as place for meeting, studying and learning (54).

They support the point by referring to the research of Cullen and Calvert who found that "match of opening hours with user needs" was the library effectiveness measure that ranked highest or second highest in New Zealand university libraries study (qtd. in Poll and te Boekhorst 54). This paper provides a description and analysis of the ways Jamaican university libraries have been responding to users' demand for extended library opening hours. It surveys five of the six major Jamaican university libraries to gather data related to:

a. The genesis of the service and reasons for its implementation;

b. Extended opening practices implemented, specifically: opening hours, services, accessible areas, staffing, security and patrons;

c. Challenges and benefits;

d. Lessons learnt and recommendations.

The findings are presented under headings derived from the research questions and the paper ends with a conclusion and recommendations.

Jamaican University Libraries

There are a number of local and overseas universities offering tertiary education in Jamaica. This paper focuses on the libraries of five major local universities: The University of the West Indies (UWI) Mona Campus; the University of Technology (UTech); Northern Caribbean University (NCU); The Mico University College (Mico); and the International University of the Caribbean (IUC). A sixth major university, the University College of the Caribbean (UCC), opted not to participate in this study. The libraries at these universities serve as information hubs by providing vital material in print, electronic and online formats in support of teaching, learning and research.

All five universities are multi-locational. With the exception of NCU, which has its main campus in Mandeville, each university has its main campus in Kingston and all five have off-site locations throughout the island. The University Council of Jamaica (UCJ) is the national quality assurance body guaranteeing quality in the tertiary education provided by these and other universities in Jamaica. Universities must seek accreditation for each programme they offer including the availability of library facilities to support the programme. The library must present evidence that it can provide the spaces, services, resources, products and expertise commensurate with the demands of the programme and that these facilities are accessible to all categories of students at convenient hours. Extended opening hours is therefore an important element of accreditation.

UWI

The UWI is a regional university with campuses in Mona, Jamaica, Cave Hill, Barbados, St. Augustine, Trinidad and Tobago and an Open Campus. The UWI Mona Campus, which is the campus of focus in this paper, has a current enrollment of approximately 11,000 students and offers various programs at the undergraduate, graduate and postgraduate levels in Humanities &

Education, Medicine, Social Sciences, Law, and Science & Technology. The UWI Mona library system comprises five libraries: The Main Library (ML), the Science Branch Library (SBL), the Medical Branch Library (MBL), the Law Branch Library (LBL) all situated on the Mona campus and the library at the Western Jamaica Campus (WJC Library) in Montego Bay.

UTech

The UTech, formerly the College of Arts, Science and Technology (CAST), achieved university status 1995 and now has a population of over 10,000 students. The UTech is the chief educator in Science, Technology, Engineering and Mathematics (STEM) fields at the university level in Jamaica and, since the education and training provided are based on the English polytechnic system, it is regarded as the university that emphasizes praxis over theory. The UTech library system comprises six libraries. The Calvin McKain Library, the Drug Information Service Library, the Faculty of the Built Environment Resource Library, the School of Public Health Library, the Western Campus Library and the School of Nursing Library. The Calvin McKain Library, is considered the main library and, along with the Drug Information Service Library and the Faculty of the Built Environment Library, is located on the Kingston campus. The School of Public Health Library is also in Kingston but off the main campus at the Slipe Pen Road Campus. There are two libraries in Montego Bay: the Western Campus Library and the School of Nursing Library.

NCU

NCU is a private, Seventh-day Adventist institution with a history dating back to 1907. It achieved university status in 1999. It has a population of over 5,000 students. The NCU library system comprises four libraries: the Hiram S. Walters Resource Centre on the main campus in Mandeville, the Montego Bay Campus Library, the Salem Campus Library and the Kingston Campus Library.

Mico

The Mico University, which began in 1835 as a teacher training college, achieved university status in 2006. The Mico has a student population of over 2,500 students. Its one main library serves several campuses across Jamaica which each have a small collection of books.

IUC

The IUC was founded by the United Church in Jamaica and the Cayman Islands. It was established in 2005 as a result of a merger between the College for Leadership and Theological Development (CTLD) and the Mel Nathan College (MNC). IUC library system comprises seven libraries: the Main Library in Kingston, and campus libraries in Montego Bay, Mandeville, Tower Isle, Snow Hill, Savanna-la-Mar and Denbigh. Additionally, small collections of books are made available at the campuses in Brown's Town, White Hall, Oberlin and Santa Cruz.

Literature Review

A review of the various categorizations of libraries in Jamaica reveals that extended opening hours are implemented almost exclusively by university / academic libraries. Notwithstanding this, the review of the literature revealed an absence of published scholarly research on the extended opening practices of Jamaican university libraries. The paper: *Report on the Survey of Users of the Extended Opening Hours*, by Tanya Manassi, on behalf of the UWI Mona library, May 2009, describing users' experiences with extended opening at the UWI Mona libraries, is the only research in Jamaica that comes close to this. It is important to note that this research is from the users' perspective and focuses mainly on users' experience with extended opening at the UWI Mona libraries. This underscores the need to document the extended opening practices of Jamaican university libraries generally, and to include an administrative perspective. This paper seeks to achieve these goals. There is also no research covering the extended opening practices of the entire group of university libraries within the Caribbean area. This highlights a further gap in Caribbean library and information literature. Consequently, the literature reviewed is limited in respect of the experiences of Caribbean university libraries.

There are however a number of publications on the extended opening practices of United States (US) university libraries. One in particular, by Steele and Walters compiled on behalf of the Association of Academic and Research Libraries (ARL) in 2001 surveyed 121 member libraries across the US and described the extended opening practices of a significantly large group of geographically similar academic libraries. Similarly, in the United Kingdom (UK) and Ireland there are a number of publications on the extended opening practices of university libraries;

however, one study, that by Delaney, although somewhat limited in respect of details, stands out because it describes the extended opening practices of several UK and Ireland libraries. This paper draws heavily on these studies to inform the literature review as a search to find updates was unsuccessful. Notwithstanding this limitation, together these surveys afford the advantage of capturing the extended opening practices of a range of university libraries over a fairly large geographical space.

Implementation

The ARL 2001 survey indicates that the majority of the US academic libraries implemented extended hours during the 1990s (Steele and Walters 9). *Requests from students,* is given as the overriding reason to extend hours. This suggests that there is still somewhat of a demand for academic libraries even within the Web 2.0 era. It also highlights the influence of students on the services universities provide as well as the student-centeredness of these libraries and their parent institutions. Other requests came from library administrators (25%) and faculty (19%) (Steele and Walters 9). Delaney's survey on Ireland and UK was limited in this regard as it did not provide any detail relating to the genesis of extended opening in the UK and Ireland. Likewise the aforementioned report by Tanya Manassi, on behalf of the UWI Mona library, May 2009, did not directly include students' or administration's reasons for wanting extending opening hours.

Extended Opening Practices

Opening Hours. The 121 US libraries surveyed revealed most libraries extended their hours between Sunday and Thursday and during the exam period (Steele and Walters 9). The survey also highlighted great variation in the combination of hours, days and times of the year, which point to the desire to meet local demands (Steele and Walters 9). Significantly, the US libraries providing 24x7 access remain in the minority of libraries providing extended opening (Steele and Walters 9). With regards to Ireland, the libraries surveyed opened an average of 13 hours daily from Monday to Friday during the semester; an average of 8 hours on Saturdays and an average of 7 hours on Sundays. Like the US university libraries surveyed, opening 24x7 was not common in Ireland; only one library reported being opened 24 hours from Monday to Thursday for seven weeks in the run up to exams at the end of the first and second semesters (Delaney 21). In the

UK the libraries were opened for slightly longer periods and had a greater variety in the lengths of opening. "One library and computer suite is open 24x7 all year around closing only at Christmas for three days…another library provides 22x7 library access (closed two hours for cleaning and maintenance)"; the majority was opened on the weekends (Delaney 21).

Accessible Areas. Steele and Walters(10) revealed study space (92%), the stacks (77%), copy machines (67%) and computer lab facilities (64%) as the most accessible spaces during extended opening hours in the US. They also noted only one US library provided access to the special collections. With regards to the UK and Ireland, Delaney's research was limited in this respect.

Services. There is a variation in the services the US university libraries provided during extended hours. Notwithstanding this, the trend in most of these libraries is to provide access to online resources (83%), the general collections (77%) and study areas. On the other hand, the survey indicated laptop loan (17%), reference (19%) and access to technical support (12-15%) as not being prevalent services provided (Steele and Walters 10). Delaney's (21) survey of the UK and Ireland revealed a variation in the services provided. She noted weekend service varied from limited services being offered to having all services on offer; from the circulation desk being opened with the information / reference desk being closed (Delaney 21). While Manassi's report did not directly survey the services provided during the extended opening period, it exposed reasons for library use during the extended times, which offer clues as to some of the services provided: "the library provides access to useful material"; "the library is a quiet place to study"; and "I do not have Internet access at home" (Manassi 3-6). These suggest the library offers loans, study areas and computer / Internet access respectively.

Staffing. According to Steele and Walters (10) staffing in the selected US libraries is influenced by accessible areas as well as the services offered during extended hours. Reassignment (67%), volunteering, the use of existing hire with overtime pay, and new hire (46%) were the most common ways to provide staffing for extended hours in these US libraries. They further noted staffing mainly comprised support staff and students. The UK and Ireland survey also revealed a variation in staffing: on the weekends some libraries were staffed while others were unstaffed (Delaney 21).

Security. The US libraries used a variety of security measures during extended opening, namely: security walk-throughs (73%), staffed security desks (53%), video cameras (33%), alarm systems (25%), technologies such as key cards (14%), motion sensors (12%) and glass break sensors (8%) (Steele and Walters 10). The implementation of mixed security measures point to the importance of security during extended period. Additionally, the security measures implemented largely comprise technology. This highlights the significant role of technology in the provision of security during extended hours. While the Manassi report did not directly survey security measures implemented during extended opening, it exposed these through the question on respondents' feelings about security when leaving the library at nights and their suggestions for improving security. The responses given in her survey report revealed the UWI Mona libraries had security guards during extended opening (Manassi 16-19). It also revealed that escort and shuttle services were provided although not by the library itself but by the university (Manassi 20, 22).

Patrons. The US libraries surveyed revealed university students and staff usually have access to the library's facilities during the extended opening periods. 75% of these US university libraries allowed other affiliated researchers to access the library facilities and more than 56% permitted access by the general public (Steele and Walters 10). This indicates that although academic libraries have a commitment to their immediate university population, many of them are also community oriented.

Challenges & Benefits. 56% of the US libraries surveyed reported that staff training for security is a matter yet to be addressed (Steele and Walters 10). Within the UK and Ireland a notable challenge was the absence of down times due to the extension of opening hours. Other challenges noted within the UK and Ireland not mentioned by the US libraries are: users expectation of the same service from limited staff and requests being made of library assistants to deal with literature searching and online databases queries (Delaney 21-22). This highlights the need for the library administration to revisit staffing for extended hours as there is somewhat of a demand for the services of a librarian. Additionally, it highlights the need for the library administration to organize and implement additional training of library assistants in the areas of

searching and online database use. While partnering to provide extended opening was not common in the US libraries surveyed, 72% reported that partnering with campus police gave the benefit of added security; and 22% noted partnering with information technology units provided expanded technical support (Steele and Walters 10). Additionally, the cost to implement and maintain extended opening was highlighted as an issue (Steele and Walters 10). The Manassi report also revealed security concerns as a major challenge associated with extended opening hours (Manassi 16-22).

Lessons Learnt and Recommendations

The survey of the US libraries as well as the UWI Mona libraries respectively highlighted safety as a clear element for consideration in planning and implementing extended hours (Steele and Walters 11; Manassi 29-30). This is expected given extended hours cover nights. Additionally, Delaney's (22) research underscored an important lesson regarding the use of technology in the facilitation of extended opening. She notes "while human interaction with digital systems can facilitate access to information 24x7, it does not guarantee that library users will make best use of the available information". According to Delaney (22), "making resources available in electronic format only, may provide widespread access in theory but the practical implications of this are far ranging". She further notes that when implementing 24x7 library service one must consider the fact that "some members of the student population are extremely computer literate while others have basic or no computer skills" because of the implications for users and services (Delaney 22). This highlights the need to consider the human element in implementing extended opening. There is also need for the training of users in computer and information literacy. This also puts into focus the need for printed instructional materials to provide clear and simple instructions regarding the use of services and accessible areas during extended opening. The use of printed instructional materials to provide a guide will be particularly important to the group of users who are not very computer literate.

Research Methodology

The literature reviewed highlighted the need to document extended opening practices in Jamaica. Accordingly, this need was translated into the following research objective:

- To describe extended opening practices in Jamaican university libraries.

From this objective, the following research questions emerged:

1. When were extended opening hours formally introduced in Jamaican university libraries and what were the reasons encouraging this introduction?

2. What are the extended opening practices implemented in Jamaican university libraries?

3. What are the challenges and benefits of extended opening practices in Jamaican university libraries?

4. (a) What lessons have Jamaican university libraries learnt from the implementation of extended opening hours?

   (b) Based on the lessons learnt, what recommendations do they have for libraries considering extended opening services?

Given the foregoing, it was determined that a case study approach would prove valuable. Case studies are used to contribute to our knowledge of group and organizational related phenomena (Yin 1). The interview, identified by Ying (85) as a major source of evidence for case studies, was selected because it allowed for the collection of in-depth information on each library and facilitated the clarification of issues. According to Miller and Crabtree (96) "depth interviews are organized around an interview guide"; Gorman and Clayton (135) add that a guide keeps the interview relevant and Patton (283) notes it reduces variations. Given these advantages, an interview guide was constructed based on the research objective and research questions (see Appendix 1). Purposive sampling was used to select the sampling population which comprised the six Jamaican university libraries; however, the sample only comprised five of these as one university library opted not to participate. A guided interview was conducted with an administrator from each sample library. The data collected were analyzed and presented under headings derived from the research questions.

For the purpose of this study, extended library opening is any library opening that:

   (a) Extends beyond the regular 8 hours per weekday;

   (b) Extends beyond the regular 40 hours per week; and

   (c) Any weekend opening.

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Results and Discussion

Opening Hours in Jamaican University Libraries

UWI Libraries Opening Hours

Normal Opening Hours:
Main Library, Science Branch Library, Medical Library and Law Branch Library
        Monday – Friday 8:30 am – 6:00 am (the following day)
        Saturday   8:30 am – Midnight
        Sunday   Midday – 8:00 pm

WJC Library
        Monday – Thursday: 9:00 am – 9:00 pm
        Friday: 9:00 am – 7:00 pm
        Saturday: 10:00 am – 6:00 pm

Summer Opening Hours:
*Main Library (**Mid-May – July Ending**)*
        Monday – Friday: 8:30 am – 6:00 am (the following day)
        Saturday: 8:30 am – 12 midnight
        Sunday: Midday – 8:00 pm

*Main Library (**August**)*
        Monday – Friday: 8:30 am – 10:00 pm
        Saturday: 8:30 am – 4:00 pm

*Medical Library (**Mid-May – August Ending**)*
        Monday – Friday: 8:30 am – 10:00 pm
        Saturday: 8:30 am – 4:00 pm

*Science Branch Library & Law Branch Library (**Mid-May – August Ending**)*
        Monday – Friday: 8:30 am – 5:00 pm
        Saturday: 8:30 am – 4:00 pm

*WJC Library (**August**)*
        Monday – Friday: 8:30 am – 5:00 pm

UTech Libraries Opening Hours

Normal Opening Hours
Main Campus
        Monday –Friday: 8:30 am - 10:00 pm
        Saturday: Midday - 8:00 pm

Faculty of the Built Environment Resource Library
        Monday-Thursday: 10:00 am - 6:00 pm
        Friday: 10:00 am - 4:00 pm

School of Public Health Library
        Monday-Friday: 8:00 am - 4:00 pm
        Saturday: 9:00 am - 3:00 pm

Drug Information Service Library
        Monday-Friday: 10:00 am - 6:00 pm

Western Campus Library
        Monday-Friday: 8:30 am - 9:00 pm
        Saturday: 9:00 am - 3:00 pm

School of Nursing Library
        Monday-Friday: 8:30 am - 00 pm
        Saturday: 9:00 am - 3:00 pm

NCU Libraries Opening Hours

Normal Opening Hours
Hiram S. Walters Resource Centre
        Monday & Thursday: 8:30 am – 2:00 pm; 3:30 pm-10:00 pm
        Tuesday & Wednesday: 8:30 am - 10:00 pm
        Friday: 8:30 am – 1:30 pm
        Saturday: Closed*
        Sunday: 10:30 am – 7:30 pm

Montego Bay Library & Salem Library
        Monday- Thursday: 12:00 pm - 8:00 pm
        Friday: 8:30 am - 1:30 pm

Kingston Library
        Monday-Thursday: 9:00 am - 8:30 pm
        Friday: 8:30 am - 1:30 pm

Summer Opening Hours:
Hiram S. Walters Resource Centre (August)
        Monday – Thursday: 8:30 am - 5:00 pm

*NCU libraries are closed on Saturdays to mark the Adventists' Sabbath.

<u>The Mico Library Opening Hours</u>

Normal Opening Hours
Main Library
       Monday- Thursday: 8:00 am - 10:00 pm
       Friday: 8:00 am – 7:00 pm
       Saturday: 10:00 am - 6:00 pm
       Sunday: 10:00 am – 5:00 pm

<u>IUC Libraries Opening Hours</u>

Normal Opening Hours
Main Campus Library & Montego Bay Campus Library
       Monday-Thursday: 9:00 am-8:00 pm
       Friday: 9:00 am-6:00 pm
       Saturdays: 10:00 am-3:00 pm

Mandeville Campus Library, Tower Isle Campus Library & Snow Hill Campus Library
       Monday – Thursday: 9:00 am - 7:00 pm
       Friday: 9:00 am - 5:00 pm
       Saturday: 11:00 am - 3:00 pm

Savanna-la-Mar Campus Library
       Monday- Thursday: 9:00 am - 7:00 pm
       Friday: 9:00 am - 5:00 pm

Denbigh Campus Library
       Monday-Friday: 9:00 am - 5:00 pm

To calculate the total extended hours provided by the main campus libraries and the branch libraries, the normal 40 working hours per week were deducted from the weekly sum of opening hours of the main campus libraries and the branch libraries (see table 2).

Introduction of Extended Opening in Jamaican University Libraries (Research Question 1)
Extended opening hours were introduced in Jamaican university libraries from as early as the 1970s (see table 1). During the 1970s the UWI Mona libraries were opened from 8:30am to 10:00pm, weekdays; and 8:30am to 4:00pm on Saturdays. Because of this long-standing practice, the UWI tends to refer to the 10:00pm-6:00am shift, which began in 2007, as its extended opening. Additionally, during the 1970s the Mico library had a limited form of extended opening which covered 64 hours per week. In 2013 however, this was increased to 82 hours per week.

Table 1

Introduction of extended opening hours in Jamaican university libraries

Library	Year Introduced	Reasons for Introduction
UWI	1970s	Patron demand & support from UWI management
UTech	1984	Late classes, night classes, heavy evening population
NCU	1992	Requests from students & administration
Mico	1970s	Student demand
IUC	2007	Increase in number of courses, increasing number of students, increasing demand for information especially during exam period & part-time students who only come in the evening

Student-associated reasons were found to be the major motivation for the introduction of extended opening in Jamaican university libraries. This can be interpreted as evidence that Jamaican university libraries are student-focused.

Description of Extended Opening Practices in Jamaican University Libraries (Research Question 2)

Table 2 reveals the extended hours provided by Jamaican university libraries. Each week the UWI libraries provide a total of 165.7 extended hours; UTech provides 46.9 extended hours; Mico provides 42 extended hours; NCU provides 25.6 extended hours and IUC provides 22.9 extended hours. The UWI Main Library is the leading library in the provision of extended hours in the Jamaican university library community. Throughout each university, the main campus libraries consistently provide more extended hours than the branch libraries. While the libraries at the other universities may not provide long extended opening as the UWI libraries do, they provide adjusted opening. With adjusted opening the libraries open later than the normal opening time of 8:30am and close later than the regular 4:30pm closing. This points to the libraries' desire to meet local demands and highlights the influence of students on the services university libraries provide.

Weekdays (Monday to Friday). As per table 2, the libraries extend their hours during this 5 day period as follows: UWI 122.6 hours; UTech 34.1 hours; NCU 17.6 hours; Mico 27 hours; and IUC 15.1 hours. The UWI libraries extend their weekday hours extensively, thereby providing 22.5 hours per day library opening. In this regard the UWI libraries are unique in that they are

the only university library in Jamaica implementing an almost 24/7 extended service during the weekdays.

Weekends (Saturday & Sunday). As mentioned earlier in this paper, weekend opening in itself is extended opening as this is opening beyond the regular 40 hours work week. On the weekend, the libraries extend their hours as follows: UWI 43.1 hours; UTech 12.8 hours; NCU 8 hours; Mico 15 hours; and IUC 7.8 hours. The UWI libraries provide the most extended hours on the weekend while IUC libraries provide the least. The UWI libraries are unique in that they are the only ones providing extended opening hours in the main campus library as well as in all the branch libraries on both Saturdays and Sundays (For further details see the start of the Results and Discussion section).

Table 2

Extended opening hours of Jamaican university libraries

Library	Total Opening Hours: Weekdays	Total Extended Hours Provided: Weekdays	Total Extended Hours Provided: Weekend	Total Extended Hours Provided Weekly
UWI MCL	107.5	67.5	23.5	91
UWI BL	95.1	55.1	19.6	74.7
UWI TOTAL	……....	122.6	43.1	**165.7**
UTech MCL	67.5	27.5	8	35.5
UTech BL	46.6	6.6	4.8	11.4
UTech TOTAL	……....	34.1	12.8	**46.9**
NCU MCL	56	16	8	24
NCU BL	41.6	1.6	0	1.6
NCU TOTAL	……....	17.6	8	**25.6**
Mico MCL	67	27	15	42
Mico BL	Not applicable	0	Not applicable	Not applicable
Mico TOTAL	….….	27	15	**42**
IUC MCL	53	13	5	18
IUC BL	42.1	2.1	2.8	4.9
IUC TOTAL	….….	15.1	7.8	**22.9**

Key: MCL = Main Campus Libraries;   BL= Branch libraries

Services Provided/Not Provided

Table 3 shows all the libraries surveyed provide loans, reprographic services, access to online resources, computer and Internet services during extended opening. Additionally, 80% of Jamaican university libraries reported providing some form of reference service. Spiral binding, colored printing and reference were some of the services not provided during extended hours. NCU noted the purchase of access to reprographic services is normally done through the business office and the closure of this office during the library's extended opening hours impacts access to this service. This highlights the need to review arrangement for purchase of access to reprographic services.

Table 3

Services during extended hours in Jamaica university libraries

Library	Services Provided	Services Not Provided
UWI	Loans, reprographic (self-served), computer & Internet, online resources, reference	Reference (10:00pm-6:00am shift), colored printing,
UTech	Reprographic, loans, reference, computer & Internet, online resources	
NCU	Loans, reprographic, reference, computer & Internet, online resources	Limited reprographic services to non-NCU clients
Mico	Loans, reprographic, online resources, computer & Internet	
IUC	Loans, reprographic, limited reference, computer & Internet, online resources	Spiral binding

Accessible/Inaccessible Areas

Table 4 reveals 60% of Jamaican university libraries provide access to all library areas. All the libraries provide access to reading rooms and computer labs. UWI & UTech have a 24 hour reading room. 20% of Jamaican university libraries do not provide access to the West Indian Collection, the archives, the periodicals section and the reprographic unit. Although access is not being provided to the reprographic unit, users are able to use self-served reprographic facilities. However, in some instances, these self-served facilities do not include colored printing, laminating and spiral binding. 80% of Jamaican university libraries provide access to their West

Indian/Caribbean collections. Additionally, UWI and UTech each offer a unique service; a learning commons for postgraduate students and an audio-visual (AV) theatre, respectively (see table 4).

Table 4

Accessible areas during extended hours in Jamaican university libraries

Library	Accessible Areas	Inaccessible Areas
UWI	- All reading rooms - postgraduate learning commons - computer labs - periodicals	- West Indian & Special Collections - Reprographic Services Unit (RESU)
UTech	- Audiovisual (AV) Theatre - Caribbean collection	- Periodicals - Archives
NCU	- All areas	
Mico	- All areas	
IUC	- All areas	

Staffing

Table 5 shows all the libraries use paraprofessionals and students to staff the extended shifts. 80% of Jamaican university libraries are staffed with professional librarians; of this number 40% (Mico and IUC) reported that this professional staffing is limited. At UWI, no librarian is available on the 10:00pm-6:00am weekday shift (see table 5). All Jamaican university libraries facilitate extended opening through a shift system (see table 5). UWI's Main Library operates on 3 shifts during the weekdays: 8:30am-4:30pm; 2:00pm-10:00pm; and 10:00pm-6:00am. On Saturdays there are two shifts: 8:30am-4:00pm and 4:00pm-midnight. There is only one shift on Sundays, 12:00 noon-8:00pm. Part of the 2:00pm-10:00pm shift falls within the definition of extended opening in this study because it extends beyond the normal weekday work hours; however, UWI's practice is to refer to the 10:00pm-6:00am shift as *the* extended period during the weekdays. Although no librarians are used on this shift, there are librarians on the 2:00pm-10:00pm weekday shift and all weekend hours. Librarians on the 2:00pm-10:00pm weekday shift receive no allowances. However, paraprofessionals working on the 2:00-10:00pm weekday shift receive supper and travelling allowance. On the weekend, paraprofessionals receive a transportation allowance and are paid overtime. Librarians working on the weekend receive one

and a half days in lieu of working on Saturdays and two days in lieu of working on Sundays. During the week NCU's main library has two shifts: 8:30am-5:00pm and 2:00pm-10:00pm. Each shift has a librarian, paraprofessionals and students. Transportation is provided for all staff and no overtime is paid. NCU libraries are closed on Saturdays, the Adventist Sabbath. On Sundays there is only one shift and staff members receive one day off in the week in lieu of working on the Sunday. Like NCU, there are two shifts at UTech during the weekdays: 8:00am-4:00pm and 2:00pm-10:00pm. No overtime is paid for working on these shifts; employees are however provided with transportation and supper allowance. On the weekend, there is one shift and workers are given a day off in lieu of working on Saturdays. They also receive transportation and supper allowance. At IUC there are three shifts Monday – Thursday: 9:00am-4:30pm; 10:00am-6:00pm; and 12:00pm-8:00pm and on Fridays there are two shifts: 9:00am-4:30pm and 10:00am-6:00pm. On the weekend there is only one shift and employees receive one day off in the week in lieu of working on the weekend. Mico operates three shifts Monday-Thursday: 8:00am-4:00pm; 10:00am-6:00pm; and 2:00pm-10pm and two shifts on Fridays: 8:00am-4:00pm and 11:00am-7:00pm. On the weekend there is only one shift and employees are paid overtime for working on the weekend.

Table 5

Staffing of extended hours in Jamaican university libraries

Library	Type of Staffing	Staffing System
UWI	- Librarian - Paraprofessionals - Student assistants	Shift system
UTech	- Librarian - Paraprofessionals - Student assistants	Shift system
NCU	- Librarian - Paraprofessionals - Student assistants	Shift system
Mico	- Paraprofessionals - Student assistants	Shift system
IUC	- Librarian - Paraprofessionals - Student assistants	Shift system

Security

Security walk-throughs, video surveillance, panic button, security guards posted at the library entrance, police/security patrols, student security, and security guard posted at the campus are the various measures of security used to protect users and facilities during extended opening in Jamaican university libraries (see table 6). 80% of Jamaican university libraries make use of some form of technology within their security measures. 60% make use of 3m technology to provide a security walk-through. 40% of Jamaican university libraries make use of video surveillance. 20% of Jamaican university libraries use a panic button. It is interesting to note that, with the exception of UWI, the branch libraries have no dedicated security personnel (80%). The responding libraries noted that because of the size of the branches, the use of a general security for the campus is usually adequate.

Table 6

Security provided during extended hours in Jamaican university libraries

Library	Security Measures (Main Library)	Security Measures (Branch Libraries)
UWI	- Security walk-through - Security guard at library's entrance - Police/security patrol - Video surveillance	- Security guard at library's entrance - Student security at library's entrance - Video surveillance
UTech	- Security walk-through - Security guard at library's entrance - Panic button	- Security guard for the general campus
NCU	- Security walk-through - Security guard at library's entrance - Student security at library's entrance	- Security guard for the general campus
Mico	- Security guard at library's entrance - Video surveillance	Not applicable
IUC	- Security guard for the general campus	- Security guard for the general campus

Patrons

All the libraries reported that access was usually open to all patrons during the extended hours. UWI has various access packages for visitors.

Challenges and Benefits of Extended Opening Practices in Jamaican University Libraries (Research Question 3)

Jamaican university libraries list staffing, accessible areas, security, patrons, services, opening hours and maintenance as some of the challenges experienced with extended opening hours (see table 7). Staffing was the most common challenge; 80% of the libraries reported challenges related to staffing. The unreliability of students during exam periods, the inability to contact electrical/plumbing personnel in cases of emergency and the absence of ancillary staff were particularly noted. These indicate administration may need to investigate the feasibility of hiring new staff or re-assigning current staff to work the extended period so that some of the maintenance issues can be addressed.

Patron related issues were the second most common challenge noted with extended opening. 40% of Jamaican university libraries reported challenges relating to patrons. Of note are noisy patrons and the shifting of furniture. The latter is an indication that libraries may need to rearrange the current spaces to facilitate various zones, and perhaps including a flexi zone where users can move furniture. Attempting to enter the library with concealed food/drink was noted as another patron related issue. Students who plan to stay in the library for long hours will need food and/or drink. While library cafés are popular in the US (for example: Westerville Public Library, Ohio; Ohio State University Library, Ohio; and Chicago Public Library, Illinois) this is a concept yet to be implemented in the Jamaican library community. Currently, Jamaican university libraries prohibit food/drink in the libraries. The US examples however highlight the need for library administrators in Jamaica to creatively explore how they can bridge the divide between students' need for food/drink within the library and the library's need to protect the collection. In the interim university libraries may want to consider the introduction of food/drink vending machines outside the library.

Table 7

Challenges and benefits of extended hours in Jamaican university libraries

Library	Challenges	Benefits
UWI	**Accessible Areas** - Noisy practices by patrons **Staffing** - Shifting of furniture - Staff not giving prior notice about absences - Students not reporting for duty during exam periods - Inability to contact electrical / plumbing personnel in cases of emergency **Security** - Inability of security guards to function effectively, having worked on earlier shifts prior to the extended shift. This often causes staff to feel unprotected **Patrons** - Entering the library with concealed food/drink - Reluctance to exit at closing time - Attempting to enter the library without proper identification - Reluctance to leave bags at the bag check area **Other** - Water problems	**Patrons** - Patrons benefit greatly from this service. Some who live in volatile areas oftentimes show their appreciation to be able to utilize the library during these extended hours as it is not safe to venture home at certain hours of the night **Staffing** - Student assistants who are employed on the extended shift are allowed to work more hours and at higher rates
UTech	**Staffing** - Absence of ancillary staff - Services of day time persons are sometimes needed on the extended shift	**Patrons** - Increase in patrons. **Library Image** - Known as the last to close and the first to open
NCU	**Patrons** - Patrons being loud **Services** - Copy cards are sold in the Business Office which is usually closed during the extended shift - Copy machines are card operated and do not facilitate users without a card who want one or two copies	**Patrons** Individuals who work can get access to the library at late hours
Mico	**Staffing** - Student workers are sometimes unreliable	**Patrons** - Students have greater access. All students benefit whether Adventist or Sunday worshippers
IUC	**Opening Hours** - Students demand longer hours **Staff** - Staff not willing to work the extended shift - More attractive salary needed to encourage staff to work on the extended shift - Not enough staff	**Patrons** - Allows part-time students access to the facilities **Staffing** - The busyness of the shift gives staff the opportunity to interact more with the collection and the patrons; consequently, they get to know their users and collection better

Although the UWI library provides a maximum of 21.5 hours per weekday, 15.5 hours on Saturdays and eight hours on Sundays, surprisingly, opening hours remain an issue for users. The reluctance of some users to exit the library at closing time highlights a demand for library services and perhaps the need to revisit opening hours as the current provision remains inadequate. Security is also a common issue. Allowing security guards to work on all shifts gives each guard a fair chance of earning overtime from the extended shift. However, the inability of security guards to function effectively on the extended shift after working on a regular shift suggests administration may need to re-examine the scheduling of security guards with a view to having them being consistently assigned to specific shifts. Extended hours provide benefits to patrons and staff and enhance the image of the library. The library being known as the last to close and the first to open suggests a correlation between extended library opening and the image of the library. Arguably, extending the library's hours of operation may encourage users to view the library as open, accessible and accommodating. All the libraries reported that extended opening was beneficial to patrons. 40% reported extended opening hours provide benefits to the staff such as an increase in familiarity with collections and patrons and an opportunity for student workers to earn more.

Lessons Learnt from the Implementation of Extended Opening (Research Question 4a)
Lessons were learnt in the areas of staffing (scheduling, allowances and training), implementation (planning and costs), patron, security and facilities (see table 8).

Table 8

Lessons learnt from the implementation of extended hours in Jamaican university libraries

Library	Lessons Learnt
UWI	- It's a useful service, with challenges
UTech	- It's a costly venture - Need to budget especially for staffing - Have to run a proper schedule so you know where persons will be stationed on a given day - Day off in lieu of working on the weekend must be scheduled in the work flow
NCU	- Has to be well thought through - Benefits/Allowances must be thought through
IUC	- Patrons appreciate quiet time during extended hours - Need to ensure adequate security - Could have seminar rooms / information commons to facilitate group discussions and power point presentations without disturbing others
Mico	- Training & organizing student scheduling is a challenge

Table 8 highlights the key areas to be considered by library administrators when planning extended opening hours: staffing (scheduling, allowances and training), implementation (planning and costs), patron, security and facilities. It is not surprising that the areas of challenge as well as benefit provide lessons. This underscores the importance of considering these elements in the implementation of extended opening.

Recommendations for Libraries Considering Extended Opening (Research Question 4b)

The recommendations made by libraries with extended opening hours cover: research (pre & post), benchmarking, documenting, communication, budgeting, library peculiarities, physical infrastructure, human resource (staffing & security) and evaluation (see table 9). These recommendations are clearly informed by the successes and challenges experienced as well as the lessons learnt.

Table 9

Recommendations for libraries considering extended opening

Library	Recommendations
UWI	- Detailed statistics must be kept so that the service can be monitored, evaluated and changed as necessary
UTech	- Budget carefully - Look at the present conditions & determine what is best suited in terms of hours, popular services required & whether a fully manned system is required
NCU	- Process must be given thought - Benchmark against best practices - Consider the services to be implemented & whether these will be offered in full / part - Give full consideration to all variation - Conduct a feasibility study - Decision to implement extended hours should not be unilateral decision; ensure there is consensus
Mico	- It is very important to collect service data from students as some facilities that they may need on the weekends may differ from those required on a regular basis - Study rooms are key areas for extended opening
IUC	- Conduct a survey - Implement a suggestion box - Put necessary facilities in place beforehand e.g. staffing & security - Ensure the services to be provided are communicated so as to reduce disappointments - Consider whether you will need a physical reorganization of the facility - Consider whether the institution can afford the related costs - More students use the library during extended hours; therefore, more space may be needed especially space for discussions e.g. seminar rooms

Conclusion

This study described the extended opening practices of Jamaican university libraries. In this regard it provides useful information on the genesis of the service, reasons for its implementation, hours of access, services provided, accessible areas, staffing, security, patrons, challenges, lessons learnt and recommendations to other university libraries considering the implementation of extended opening. An essential element of the findings is that extended opening in Jamaican university libraries began in the 1970s largely because of student demand. No Jamaican university library has achieved 24x7; the closest is 21.5x5. The main campus libraries of the institutions provide more extended opening than the branch libraries. Adjusted opening is a unique practice noted in some branch libraries. Extended hours are facilitated through a shift system and the practice of each library in this regard varied. Extended hours are largely staffed by paraprofessionals and student workers. The libraries are usually receptive to all patrons. The most popular services provided include: loans, reprographic services, online resources, computer and Internet. The accessible areas varied; however, reading rooms were usually accessible. Generally, security practices need strengthening and a greater variety of options adopted. Notwithstanding the value of extended opening hours, especially to patrons, it also comes with a number of challenges. The lessons learnt and the recommendations offered are therefore largely centered on these issues.

Recommendations for Further Line of Enquiry

A study documenting extended opening practices in Jamaican university libraries from the users' perspectives would be a useful complement to this study. Additionally, a survey of the extended opening practices of university libraries in other Caribbean countries would be a novel and valuable contribution to the library literature.

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Appendix 1: Interview Guide

EXTENDED SERVICE PRACTICES IN JAMAICAN UNIVERSITY LIBRARIES

Name of Library: …………………………………………..

1. What year did your library implement extended service?

2. What influenced the implementation of extended service in your library?

3. Describe your extended service practices as they relate to:
    a. Opening Hours
    b. Services Provided
    c. Services Not Provided
    d. Accessible Areas
    e. Staffing
    f. Security
    g. Patrons
    h. Other

4. Do you experience any challenge with your current extended service practices in relation to:

a.	Opening Hours	□Yes	□No	*(If yes)* Describe the challenge
b.	Services	□Yes	□No	*(If yes)* Describe the challenge
c.	Accessible Areas	□Yes	□No	*(If yes)* Describe the challenge
d.	Staffing	□Yes	□No	*(If yes)* Describe the challenge
e.	Security	□Yes	□No	*(If yes)* Describe the challenge
f.	Patrons	□Yes	□No	*(If yes)* Describe the challenge
g.	Other	□Yes	□No	*(If yes)* Describe the challenge

5.   Are there any benefits derived from your extended service practices?
        □Yes   □No   (If yes) Can you give a brief description of these benefits?

6.   What lessons have your library learnt from the implementation of extended service?

7.   What recommendations would you give to other university libraries considering the implementation of extended service?

A Review of:
The Cybrarians Web: An A-Z Guide to 101 Free Web 2.0 Tools and Other Resources by Cheryl Ann Peltier-Davis

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Merriam Webster Dictionary defines cybrarian as "a person whose job is to find, collect, and manage information that is available on the World Wide Web". Web/ Library 2.0 tools are online products of a social, user-centered and efficiency-driven nature that are fuelling the transformation and revitalization of libraries in the digital age. *The Cybrarians Web: An A-Z Guide to 101 Free Web 2.0 Tools and Other Resources* is a utilitarian guide designed for use by librarians and information workers who, by the nature of their profession, must don the "Cybrarian" hat. It is also relevant for those "non-techie" individuals who simply wish to become more Web 2.0 savvy. The volume is highly recommended by Stephen Abram, renowned library and information consultant and blogger, who in his foreword, heralds it as the much needed "Yellow Pages" of Library 2.0.

This handy alphabetically-arranged reference source is illustrated, annotated and indexed. It also contains an appendix with tips on how to keep up to date as well as a useful glossary of Web 2.0 terms. Each online tool in the A-Z list is described under the headings: Overview; Features; How Cybrarians can Use this Resource; and FYI's. The guide's methodical arrangement is indicative of the author's cataloguing background and provides a refreshing sense of order in the dynamic and rapidly multiplying realm of online/ social media tools.

From the widely-used Facebook, Twitter and Khan Academy to the lesser known Qwika (a search engine especially designed for wikis) and Zoho (a productivity tool which offers a suite of applications), Peltier-Davis' detailed outlines inform the reader of the vision and potential benefits of the products. These products offer libraries and information professionals new platforms for engagement within the library as well as between the library and the user. For example, the productivity tool, Doodle, an online scheduling service, is useful for arranging

library meetings and conference calls while LibraryThing, a social cataloguing service, fosters user interactions through social tagging and item reviews, thus enhancing online catalogues.

The title of the book is apt, as it may be used either as a single entry reference or as an introductory manual. The descriptors used in the table of contents allow readers to quickly identify tools belonging to the following categories: blog publishing services, wikis, podcasting, photo-hosting services, video sharing services, social networks, social bookmarking services, search engines, productivity tools and question and answer services. At present, Peltier-Davis has some competition from Jane Hart**'s** *A Practical Guide to the Top 100 Tools for Learning,* a supplementary guide to *The Top 100 Tools for Learning* (a resource from the Centre for Learning and Perfomance) which has a similar structure. Since Hart's resource is published annually it will remain current; however, Peltier-Davis' particular slant toward library and information professionals should satisfy its niche market.

Comprehensive and up-to-date at the time of publication in 2012, the compendium provides 101 examples of tools ready for harnessing by libraries of all types. In the year since its launch, new tools such as goodreads, Dropbox and Instagram have gained immense popularity and as such are missing from the soon to be out-dated print volume. For those readers more inclined towards e-books, there is an electronic, online component. The companion website (www.cybrariansweb.com) allows for easy access and, given the mercurial nature of online resources, facilitates the swift addition of new resources. Access to this interactive, online listing offers some compensation for the lack of colour illustrations within the text itself, which is one of the volume's main drawbacks.

The publication's author, Cheryl Ann Peltier-Davis, who now works in the United States, is a native of Trinidad and Tobago and a graduate of The University of the West Indies (UWI) Mona, Department of Library and Information Studies (DLIS). She is a long time proponent of Library 2.0 and her choice to highlight the more accessible (low/no cost) resources in cyberspace is timely. Globally, libraries are facing great financial constraints and Peltier-Davis' work prompts libraries and librarians to get involved in the user-driven, Web 2.0 revolution. Generally, librarians in the Caribbean may not have been early adopters of Web 2.0 technologies but they may still boast pioneering advocates such as Peltier-Davis.

A Review of:
Wikis: The Educator's Power Tool by Kay Teehan

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Veteran teacher, author and media specialist, Kay Teehan's identification of the factors currently making teaching a difficult job, such as the need to integrate technology in the curriculum, particularly Web 2.0 technologies; top-down edicts of teaching strategies; and the lack of funding; motivated the publication of this valuable resource. She maintains that the purpose of this book is to "make one of the most powerful tools – the wiki – less mysterious and easy to add to the strategies teachers can utilize to meet new demands on their time and talent" and she has delivered.

Teehan champions wikis as a necessary complement to the traditional tools being used in schools, as she makes a bold declaration that "Wikis can be the most effective tool we have in today's educational setting, where time to collaborate face-to-face has almost disappeared." Chapters 1-4 present definition of major concepts, personal experience as well as guidelines for wiki creation. Chapters 5-7 cover the three major types of wikis that educators will find helpful: the library wiki, the reciprocal wiki, and the student-produced wiki. Chapters 8-10 discuss implementation and special applications of wikis such as their use in the teaching of foreign languages and English for Speakers of Other Languages (ESOL).

Consideration is given to security issues as she addresses measures that can be implemented by the creator to maintain a secure wiki. The discussion also covers copyright issues and offers valuable suggestions for the general safety of students working online.

This book is concise yet comprehensive and presented in a format that is easy to read and understand. All the information sources consulted are relevant as their main focus is on wikis as collaborative tools. The step-by-step instructions on setting-up wikis are particularly useful and

the author has created a support wiki to complement these guidelines. This interactive site, http://educatorspowertool.pbworks.com serves as a guide to assist the reader in acquiring wiki proficiency. It is a free tutorial enhanced by live links, wiki examples and videos on wiki creation.

Although there are many positives, there are a few weaknesses. For example, the book lacks a glossary, which would have been useful for quick reference especially given the 'jargon' associated with the topic. Although there are many step-by-step instructions and a support wiki the hard copy would have been greatly enhanced by graphical presentations to complement the instructions.

Overall, it is a very good practical guide demystifying wikis, highlighting their interactive nature and thereby giving them a place as a social networking tool. It is therefore a welcome addition to the Web 2.0 genre.

Guidelines for Authors

Guidelines for Articles

1. **Journal theme**
   - Articles should be in keeping with the theme: Caribbean librarianship and information scholarship?

2. **Originality**
   - The article should not have been published elsewhere and is not under simultaneous consideration by any other journal.

3. **Structure**
   - Articles should adhere as far as possible to the following sub-headings:
     - a. Title
     - b. Abstract
     - c. Introduction
     - d. Background
     - e. Literature Review
     - f. Methodology
     - g. Presentation of Findings
     - h. Analysis of Findings
     - i. Conclusion
     - j. Recommendations
     - k. Works Cited

   Keep in mind the following questions:

   - Where the article is not in keeping with the above headings, are the deviations acceptable?
   - Title: Does it clearly describe the article?
   - Abstract: Does it reflect the content of the article? Is it in keeping with the general guidelines for writing an abstract?
   - Introduction: Does it describe what the author hoped to achieve accurately, and clearly state the problem being investigated? Normally, the introduction should summarize relevant research to provide context, and explain what other authors' findings, if any, are being challenged or extended. It should describe the experiment, the hypothesis(es) and the general experimental design or method.
   - Background: Is background information needed to place the article in a context? Is this succinct enough?
   - Literature Review: Does this section build upon previous research? Does it actually review the literature? Is it balance?

- Methodology: Does the author accurately explain how the data was collected? Is the design suitable for answering the question posed? Is there sufficient information present for you to replicate the research? Does the article identify the procedures followed? Are these ordered in a meaningful way? If the methods are new, are they explained in detail? Was the sampling appropriate? Have the equipment and materials been adequately described? Does the article make it clear what type of data was recorded; was the author precise in describing measurements?
- Presentation of Findings: This is where the author/s should explain in words what he/she discovered in the research. It should be clearly laid out and in a logical sequence. You will need to consider if the appropriate analysis has been conducted. Are the statistics correct? Do the figures and tables inform the reader, are they an important part of the story? Do the figures describe the data accurately?
- Analysis of Findings: Are the claims in this section supported by the results, do they seem reasonable? Did the author indicate how the results relate to expectations and to earlier research? Does the article support or contradict previous theories/research?

4. **Formatting**
   - Papers should be prepared using Word format; 1.5 spacing with the exception of the abstract (single spacing); size 12 font and Times New Roman font face.
   - Quotations that extend to more than four lines of verse or prose should be placed in a free-standing block of text; quotation marks should be omitted. Quotation should begin on a new line, with the entire quote indented from the left margin; single-spacing should be maintained throughout.
   - Do not include headers and footers.
   - Acronyms and abbreviations should be spelt out on their first occurrence.

5. **Citation Style**
   - Papers should be prepared according to MLA Citation Style

Guidelines for Book Reviews

1. The review should consider:

   - The intended audience for the book and who would find it useful;
   - The background of the author / an introduction to the author(s), including the author's title and place of work, and some indication of who the author is (e.g., the renowned authority on Web 2.0 tools; a bold, young architect-scholar of library building design; a frequent critic of academic library administration etc.);
   - The main ideas and major objectives of the book and how effectively these are accomplished;

- The soundness of methods and information sources used; the rigor of the research and scholarship, the logic of the argument, and the readability of the prose.
- The context or impetus for the book - - political controversy, review research or policy, etc.;
- A comparison with other works on the subject to place the book in the existing literature;
- Constructive comments about the strengths, weaknesses, and special contributions of the book;
- For edited books: dominant themes with reference to specific chapters as appropriate; and implications of the book for research, policy, practice, or theory.

2. The title of the review should begin: **A Review of** followed by:
   - Author(s) or editor(s) first and last name(s) (please indicate if it is an edited book)
   - Title of book
   - Year of publication
   - Place of publication
   - Publisher
   - Number of pages
   - Price (please indicate paperback or hard cover) if available
   - ISBN

3. Other formatting and the citation style should follow the guidelines for research articles.

Guidelines adapted from Children, Youth and Environments (CYE) Style and Elsevier.