APRÈN 2010

UPC. Servei de Biblioteques i Documentació
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THE FOURTH UPC STRATEGIC PLAN FOR LIBRARIES APRÈN 2010

Introduction

The new challenges for universities in the coming years include establishing the European Higher Education Area (EHEA); boosting innovative research that is a driving force for society; and increasing the offer of ongoing lifelong training for professionals that they will find attractive. However, there are also two interdisciplinary challenges of major importance. The first involves changing and improving the teaching model to make it more student-centred. The second involves the explosion of ICT and Internet in university-level distributed learning: e-learning or online learning. University libraries play a major role in making it possible to attain these goals: they must support new forms of study based on group work and develop new digital academic resources.

The UPC libraries have undergone major changes in all aspects in recent years: the spaces and the facilities have improved; new, attractive libraries have been built on campus; and the number of resources, and the specialised and technical information available have increased. In addition, the library services for the university community have improved. In 2006, the libraries participated in the second interdisciplinary assessment of the library system of Catalan universities, promoted by the Quality Assurance Agency for the University System in Catalonia (AQU).

This fourth strategic plan, APRÈN 2010, must ensure that the libraries increasingly promote and support improvements in teaching, research and continuing education. Likewise, the plan must be in line with the University's goals and challenges. Library spaces and facilities must be turned into real resource centres for learning and research that are accessible, open and convenient. More scientific material, such as databases and e-journals—should be made available on Bibliotècnica, the UPC's online library facility. Recently, UPC signed the Declaration of Berlin to facilitate and promote open access to the scientific and technical output of the University.

For all of the above reasons, I am pleased to present the 10 priorities and the 50 areas of work that will be set in motion by this new strategic plan, APRÈN 2010. The aim of the plan is to live up to its mission statement:

"UPC Library fully supports the creation of the new European Higher Education Area."

Antoni Giró
Rector of the UPC
"The Library fully supports the creation of the new European Higher Education Area."

University Library

APRÈN (LEARNING) is the overall concept behind the fourth strategic plan for UPC libraries in the coming years. Specifically, the plan will be in force until the end of 2010, when the new European Higher Education Area-promoted in the Bologna Declaration by EU universities-will come into being.

APRÈN is the main aim of UPC's educational model, which is student-centred. Students must learn knowledge and skills that can be used in their professional and private lives.

APRÈN is the word that best sums up the UPC's history. As an exponent of the past, present and future of technical teaching and learning in Catalonia, UPC is unrivalled.

APRÈN is the libraries' challenge to their students and lecturers in the face of online and digital educational resources that are being developed by ICTs and made available on the Internet. Libraries manage and offer excellent resources and customised digital information services, which can be accessed from any computer connected to the UPC network.

APRÈN involves looking for data, managing information, as well as discovering and generating knowledge in the new global information environment.

"The Library fully supports the creation of the new European Higher Education Area"
UPC's University Library (SBD) has had many years of experience and expertise in using strategic plans to run its various branches. The SBD has implemented the following strategic plans:

- Paideia Programme 2000-2005
- Escher Programme 1995-1999
- Leibniz Programme 1991-1993

The SBD's strategic plans have been approved by the University's governing bodies and are therefore in perfect harmony with UPC's overall plan.

The new strategic plan aims to promote activities that lead to continual improvements in the libraries' services and that support the changes that UPC must undertake before 2010. APRÈN 2010 will consolidate the library policies that have been developed in recent years. It will provide a framework for planning activities that bring the libraries in line with the new UPC models of face-to-face and online learning and research. The UPC Libraries must actively support the changes required to create the new European Higher Education Area (EHEA) and the European Research Area (ERA).

In the coming years, the Library's facilities will have to be adapted to promote group work and study. All branches of the Library must be equipped with technologies that provide access to electronic information. They must manage and offer more resources and new online services that support the improvement and expansion of online learning. The UPC library branches should enlarge and disseminate their collections of e-journals and digital repositories for researchers. In addition, libraries must make progress as managers and provide training on how to use the available resources.

All of these features make up the functions of a new academic library model. UPC must have attractive libraries, which are technologically advanced, modern, easy to access, open and arranged in accordance with their users' needs. These goals are the basis of this new strategic plan, APRÈN 2010.

Dídac Martínez
Director of the Library and Information Service, UPC
Currently, all universities must introduce new teaching methods and techniques into their teaching models. This is part of the process for improving the education and research system that falls within the framework of standardising higher education in Europe by 2010.

Libraries have a major role to play in the context of pedagogical innovation in which university teaching and research activities are immersed. They must provide support, so that the challenges can be met.

2.1 The challenges of higher education

The European Commission document entitled “The Role of Universities in the Europe of Knowledge” explains the role that higher education institutions must play in the knowledge society and economy.

Twenty-first century universities must excel in all their core activities, i.e. education; training students and researchers; research and the exploitation of research results; and contributing to regional, local and global development.

In the coming years, universities will have to adapt to the following changes:

- The increasing demand for higher education.
- The internationalisation of education and research.
- The increase in the number of areas in which knowledge is produced.
- The reorganisation of knowledge, which results in greater diversification and an increase in specialisation.
- The new expectations of universities, which should become centres for reflection on knowledge and forums for debate between scientists and citizens.

In close relation to this context, it is important to approach the two major landmarks planned for 2010 by the European Union. These landmarks—the European Higher Education Area (EHEA) and the European Research Area (ERA)—directly affect the aforementioned activities.

2.2 The European Higher Education Area (EHEA)
The aim of the EHEA is to standardise higher education in European universities. This standardisation will determine the new structure of higher education. In addition, it provides an opportunity to introduce new quality mechanisms that will contribute to improved teaching methods.

The process of transforming higher education that is being undertaken by the European Union began with the Sorbonne Declaration (1998). Subsequently, the Bologna Declaration defined the need to standardise European education systems before 2010 by making the appropriate changes to the methodologies used.

The main lines of action that were considered overriding necessities included:

- Adopting a common qualifications system throughout the European Union.
- Restructuring the education system into two cycles: a professional qualification cycle and a cycle of masters or doctorate degrees.
- Establishing the ECTS system of credits.
- Encouraging the mobility of students and lecturers.
- Boosting European cooperation, in order to guarantee quality by creating comparable methodologies and criteria.
- Promoting the European dimension of higher education, by means of cooperation between institutions, mobility programmes and the setting up of integrated of education and research programmes.

As stated in the Prague Declaration (2001), a further important aspect of this process of transforming higher education is the importance of lifelong learning. This is an essential feature European higher education that sets it apart from other systems.

2.3 The European Research Area (ERA)

European research and technological development are essential to promoting the quality and quantity of job offers, stimulating corporate competitiveness and, in general terms, guaranteeing an improvement in the quality of life of European citizens.

At the end of the 1990s, European research was in a precarious position. Among other problems, insufficient funds were allocated to research, research was not stimulated, research results were not fully exploited, activities were fragmented and resources were dispersed.

In view of this situation, the Lisbon European Council (2000) established the following goal for 2010: "to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion".

If the Lisbon Agenda is attained, it will put European countries on the same level of research and technological development as their closest competitors: the United States and Japan.

2.4 New ways of learning

Changes in teaching and pedagogical models, due to the setting up of the EHEA and specifically to the introduction of the ECTS credit system, will affect the way that students learn.

New educational methods must be progressively incorporated into degree and postgraduate courses. Courses must teach interdisciplinary and professional skills that are valid throughout students' lives.

Teaching models must include new and differently paced educational methods. Teaching face-to-face in classrooms must be combined with online teaching. Students must carry out exercises and practicals, but
also have to undertake assignments based on real cases. They must use notes, books, journals and other documents, and study both individually and in groups in the libraries. Many different ways of learning will be offered. This range of choices will make the learning experience much richer than simply going to class and taking notes.

Gradually, the role and some of the duties of teaching staff will change. Theoretical and face-to-face classes will be combined with tutorials, which will become more important. More face-to-face and online advice on an individual basis will be given. Technology, virtual campuses and online subjects will be used frequently by lecturers and students.

In coming years, the Internet could lead to on-campus attendance being overtaken by virtual attendance. The Web will be the new classroom. In this new context, university libraries will take on a leading role, as they provide access to the most appropriate and important electronic information resources on the Web.

2.5 New models of university libraries

Gradually, changes are occurring in the way that users access and use information. Thus, there is a need to create and adapt physical libraries, their facilities, their resources and their face-to-face services. Major changes have taken place over the last ten years. However, there is still much to be done.

The new university library model is a hybrid of face-to-face and virtual services. Its facilities are adapted to new learning and study methods. Educational technologies also play a key role.

Libraries seek new models and are clearly committed to promoting the following:

- **The culture of self-service and self-learning.** Libraries must be able to offer continuous access (24/7) to information and to certain services. They must develop new authentication and authorisation systems and provide (either face-to-face or distance) resources and services that encourage self-service and self-learning habits. Such services include loans, learning programmes, online training, remote access to resources, etc.

- **Study areas.** Libraries must adapt their various areas and spaces. They will no longer have large, uniform rooms. Instead, they will have many areas, including spaces for individual, silent study; group work; ICT equipment, training areas for group presentations, areas for leisure and informal reading, etc.

- **The digital library.** Distributed learning leads to an increase in the use of digital libraries' electronic resources. The current and future teaching and research-related features of digital libraries will increase in coming years. In the future, digital libraries will have more contents, including more commercial electronic journals. A university's digital library will also include more publications by its university lecturers and students.

2.6 Towards a library model for the UPC

The UPC defines its libraries as:

"Resource centres that contain scientific, technical and humanistic information that supports users in the processes of learning, research and training [...]" Article 37. UPC Articles of Association.

The Network of University Libraries (REBIUN), which works in association with the Conference of Rectors of Spanish Universities (CRUE), defines university libraries as follows:

"Resource centres for learning, teaching, research and activities related to running and managing universities. The mission of university libraries is to facilitate the access to and the dissemination of
information resources and to collaborate in the processes of creating knowledge, in order to contribute to attaining universities’ aims.”

For some time, prestigious international university libraries have been involved in creating, transforming, integrating and offering their users a wide range of new library services. Universities now focus on major library services such as information, IT support for students, language learning, job searches, etc. Libraries offering these services have different names: library and information resource centres; learning information centres; information commons. In Spain, they are known as Learning and Research Resource Centres (CRAIs).

UPC libraries must adapt progressively to this new model of an academic library by creating their own learning and research resource centre model, whilst taking into account their needs and resources. The task of transforming a library into a CRAI cannot be undertaken without the SBD. The change must take place gradually, with the collaboration of the teaching staff and other university services that are directly involved in improving teaching and research.

Lecturers, librarians, computer specialists and managers must collaborate and work together to put a CRAI in place. The model of the library as a CRAI is the response of user-centred services to the goals of the EHEA.

2.7 The new professional roles of library staff

The changes that have taken place in recent years and the goals for the future of university libraries have made it essential to train professionals to carry out new tasks and projects.

Training for library staff should be promoted to develop specific profiles that add value to the library services. Staff should be able to undertake the following:

- Support, devise and manage teaching materials for lecturers
- Train users in computer skills and ICT tools.
- Develop and manage the technologies used in learning.
- Support users in both physical and virtual environments.
- Promote and disseminate new models of scientific communication.
- Manage copyright and new policies for accessing online information.
- Set up and manage spaces, resources and services.
3. Strategic planning methods

3.1 Process of devising the strategic plan

All UPC Library staff were invited to participate in the process of devising the plan.

Three groups were established:

- Management group. This was made up of the management of the SBD, the heads of units, the heads of libraries and those responsible for learning, research and online services.
- A group that analysed and studied key topics. This was made up of seventeen subgroups that analysed seventeen key topics related to libraries and information services and resources.
- Editorial group. This comprised the director of the SBD, a library head and two librarians.

Three types of SWOT (strengths, weaknesses, opportunities and threats) analyses were carried out:

- A SWOT for each library branch and unit. The internal and external opportunities and threats of each library were analysed.
- An interdisciplinary SWOT for each area of service: learning, research and online. The key current and future aspects of the three areas were examined.
- An overall SWOT of the SBD, in which all of the people involved in the aforementioned groups participated. Current and future strategic aspects of the UPC Libraries were analysed.

All of the SBD staff participated in these exercises.

3.2 Summary of the timing of the process

| October 2005 | • The director of the SBD was in charge of drawing up and presenting the method for devising the fourth strategic plan.  
• Participants: unit heads, library heads and those in charge of library services.  
• The method for devising the fourth strategic plan was explained and disseminated to the Vice-Rector of Libraries and all SBD staff. |
| November 2005 | • A Steering Committee was set up and began work. The Committee comprised unit heads, library heads and those in charge of library services.  
• An Editorial Committee was set up and began work. |
| December 2005 - March 2006 | • A SWOT analysis was carried out by each unit and library.  
• An interdisciplinary SWOT was carried out in learning, research and online areas.  
• Analysis and study of seventeen key topics by seventeen working groups. |
| April 2006 | • A SWOT of the entire SBD was carried out. |
| May - July 2006 | • The fourth strategic plan was written.  
• The plan was presented to the unit heads, library heads and those in charge of library services. |
| September - December 2006 | • The plan was published and presented to the governing bodies.  
• The plan was presented to the libraries.  
• The plan was disseminated to the UPC community.  
• The plan was disseminated outside the UPC. |
4. Mission

Libraries, as environments that have a wealth of information, technology and staff, must be involved in the UPC’s teaching, learning and research activities, to contribute to attaining the new goals of the European Higher Education Area.

4.1 Vision

Libraries should become active centres of resources and quality services that provide tailor-made solutions to learning, research and continuing education needs of the university community.

We aim to attain the following:

- Provide versatile spaces, which have a large amount of technological equipment and help to meet the challenges that higher education must overcome by 2010.
- Collaborate closely with UPC’s internal units and with external organisations.
- Ensure that libraries’ are actively involved in the learning, research and continuing education processes that the university community carries out at UPC.
- Turn Bibliotècnica, UPC’s online library facility, into a portal for resources and customised services.
- Provide clear information about the library resources and services.
- Consolidate an organisational structure that is user-centred and based on criteria of quality.

4.2 Values

We share the values of UPC and the people that make the university what it is, namely:

Quality: we offer our users the services, collections and facilities that are most suitable for meeting their information needs.

Technology: we will continue to incorporate technology into our processes, collections and services in order to improve and optimise them.

Communication: we develop the most effective dissemination methods to provide information to our users about the services and collections that could interest them.
Accessibility: we facilitate access to our spaces, services and collections, and design them with all people in mind.

Visibility: we contribute to increasing the dissemination and impact of the University's research results and teaching activities. We take advantage of the opportunities afforded by information technologies.

Free access: we support initiatives for sharing scientific and technical knowledge by establishing policies of free access to information.

Sustainability: we guarantee economic, social and environmental efficiency in the management of our resources.
Multilingualism: we promote multilingual access to information resources and library services.

Multiculturalism: we promote cultural diversity in the management of our collections and services, and we boost knowledge of other cultures.

Cooperation: we strengthen alliances between the University's departments, external institutions and people who share common objectives.

Solidarity: we participate in university charity projects.

Professionalism: we develop the personal and professional skills of our teams.
Loyalty: we are committed to the University's values and institutional objectives.
5. Strategic priorities

Resources

1. Facilities
2. Technology
3. Collections
4. Bibliotècnica

Services

5. Library services
6. Information skills
7. UPC knowledge
8. Access to culture

People

9. Professionals
10. Organisation and management

"We will improve the spaces, facilities and equipment of the libraries to adapt them to users’ new learning and research needs."

Background

Teaching model in universities must become student-centred and embrace new teaching methods and techniques. The aim is to improve the education system, in the framework of standardising higher education across Europe. In this context of pedagogical innovation, university libraries should become Learning and Research Resource Centres (CRAI).
Libraries that are CRAI bring current library resources and services under the same roof as new university services—particularly technological ones—aimed at both students and lecturers.

The task of introducing and developing CRAI at the UPC must be carried out jointly by managers, lecturers, researchers and librarians. The aim is to provide the students with quality services and to support the goals of European standardisation. In recent years, the UPC libraries have begun to adapt their spaces, services and equipment to this new library model.

In the coming years, the libraries will have to adapt their existing spaces and facilities in order to facilitate group work, self-learning with laptops, tutorials with teaching staff, study and research.

**Aim of the strategic priority**

To improve the facilities, spaces and equipment of the libraries by adopting a Learning and Research Resource Centre (CRAI) model, in order to be able to cater for the new study, teaching and research methods being employed by the users.

**Areas of activity and specific aims**

1. **Services offered and collaboration with other units**
   
   To collaborate with the university units that directly support learning and research at UPC to attain a CRAI model.

2. **Libraries**
   
   To participate in plans for new libraries, by defining the requirements of the CRAI model.

3. **Spaces and facilities to support collaborative learning**
   
   To gradually improve and adapt the libraries’ current facilities, spaces and equipment. To establish different areas that enable users to work in groups, alone, etc.

4. **Accessibility, maintenance and security**
   
   To devise and implement a plan for access, security and maintenance of the libraries so that the facilities, spaces and equipment can be maintained and used appropriately.

5. **Facilities and other direct services for users**
   
   To improve and introduce more equipment, self-service areas, printing, copying and digitisation services, and ICT areas in the libraries.

**Some indicators**

- Total capacity of the libraries
- Total capacity of group study rooms
- Total capacity of individual study rooms (booths)
- Surface area in m²
• Number of visitors
• Number of opening hours per week
• Level of user satisfaction with the comfort of the libraries

2. Technology

"We will provide the technology that users need to search for and manage information during their learning experience."

Background

In recent years, there has been an increase in the use of technology in UPC libraries. Computers are available to library users (desktops to access electronic and online information, and laptops that can be taken out on loan so that users can work and learn on their own).

Increasingly, students and lecturers bring their own laptops into the libraries and use wireless network connections.

In the coming years, UPC libraries must be prepared to maintain and, if necessary, increase their technology facilities in a sustainable way. Any changes must be in line with UPC policies.

The wide range of tools and technological equipment on offer enables users to access library services and information resources via different network access devices. Wireless access is one factor that will lead to an increase in the use of libraries.

Aims of the strategic priority

To devise and implement a sustainable technology plan for UPC' libraries that meets users' current and future technology needs.

Areas of activity and specific aims

1. ICT equipment

   To improve and renew the libraries' ICT equipment for internal management and for public use. These changes must be sustainable.

2. Accessibility of the network and the Internet

   To ensure that all users can access the UPC network and the Internet from all library areas and all ICT equipment, via current and future access systems.

3. Technological innovation

   To promote and implement innovative technology projects to meet the needs of library staff and users.

4. Agenda 21 ICT
To implement Agenda 21 in the libraries in relation to ICTs, by introducing mechanisms and proposals for improving sustainability and technology recycling.

5. Management, maintenance and security

To improve the management, maintenance and security of the libraries' ICT equipment, to obtain greater efficiency and efficacy of the available resources.

Some indicators

- The number of computers available for public use.
- The number of loans of laptops.
- The number of photocopiers, printers and scanners available for public use.
- The number of technology projects for improving the use of the libraries' infrastructure, hardware and software.
- The number of activities related to the libraries' Agenda 21 ICTs.
- The number of ICT security incidences detected.

3. Collections

“We will acquire and disseminate scientific and technical bibliographic collections that the students, lecturers and researchers need for their research studies and assignments.”

Background

The current hybrid environment (printed and online collections) that characterises scientific publishing means that the Library has material available in both media. UPC's library branches have made a considerable effort in recent years to acquire and provide access to printed bibliographic collections, and to purchase a complete collection of electronic materials that can be accessed by field of technical specialisation.

Changes in the learning model and the consolidation of e-learning mean that the publication and acquisition of collections of all kinds of documents in e-formats is likely to continue to increase.

In the coming years, UPC's libraries will continue to expand and renew their printed and online collections of books and journals. They will promote open access to collections. They will also take an active interest in teaching models and research activities, in order to increase the use of available collections, including commercial material and that published by the University press. Furthermore, they will devise, implement and disseminate a policy for expanding the libraries' bibliographic collections.

Aims of the strategic priority

To increase the knowledge and use of both printed and online bibliographic collections and ensure that they form part of the UPC's face-to-face and virtual teaching methods, and its research activities.

Areas of activity and specific aims

1. Policy for expanding collections

To devise a policy that covers the acquisition, access, use and preservation of bibliographic collections.
2. **Organisation and management of collections**

   To improve the management of collections by introducing measures that streamline the processes of acquisition and cataloguing.

3. **Collections to support graduate and postgraduate courses**

   To acquire, manage and guarantee access to the bibliographic collections cited by the teaching staff in the new course information for graduate and postgraduate courses.

4. **Specialised technical collections**

   To define the key subject areas of each library's bibliographic collections. To acquire, manage and guarantee access to the corresponding bibliographic collections. This process will depend on the expertise of specialised librarians.

5. **UPC's cultural, heritage and antique collections**

   To efficiently manage the UPC's cultural, heritage and antique collections to ensure their preservation, dissemination and use.

**Some indicators**

- Number of printed books.
- Number of printed journals.
- Number of e-books.
- Number of e-journals.
- Number of online databases.
- Number of resources of technical interest (called EP! on the Bibliotècnica website).

4. Bibliotècnica

   "**We will increase the scientific and technical contents of Bibliotècnica and customise its virtual services.**"

**Background**

In 2001, the UPC's online library facility, Bibliotècnica, was set up. The aim was to create a portal for the University's scientific and technical information.

In recent years, the online library has expanded in several directions, namely, a number of relevant online contents have been consolidated; data have been incorporated and shared with other information systems; specific portals for specific contexts and subjects have been created; and access to several online services has been facilitated. In addition, library websites have become key components of Bibliotècnica's expansion. These websites have been incorporated into Bibliotècnica and have become local points of access to the libraries' contents.
In the coming years, the online library must be improved and made more flexible, so that it is able to respond to the challenges of the users and to innovations in ICT.

In terms of the Library’s online contents, customisation and segmentation projects should be promoted, as should tools that facilitate equal access.

Bibliotècnica must become an information and services portal that is integrated into UPC’s virtual learning platforms. A new version needs to be designed: Bibliotècnica 2.0. The aim of this new version is to customise services and to introduce social software, in which the users play a key role. The consolidation of standards and free or open software provide the basis for launching new projects, whilst ensuring continuity, flexibility and interoperability.

Aims of the strategic priority

To promote Bibliotècnica as a space that provides access to quality web contents and personalised services, and that is one of the mainstays of the virtual campus and new channels of scientific communication.

Areas of activity and specific aims

1. **Contents and services**
   To develop the contents of the online Library in accordance with the users’ needs. To increase the number of services that are accessible via the Internet and that provide added value. To build a web architecture that facilitates use.

2. **Accessibility and multilingualism**
   To turn the online Library into a platform that integrates scientific and technical contents. Bibliotècnica should provide access according to needs, specific contexts and multilingualism. Access must be personalised, regardless of the location and the equipment used.

3. **Bibliotècnica 2.0**
   To encourage the university community to view the website as a two-way method of communication; to promote the use of social software and the new means for generating contents.

4. **Integration and interoperability**
   To promote the use of open standards to guarantee the interoperability of the Library’s contents with other systems and to provide standardised access mechanisms.

5. **Technology and innovation alerts**
   To develop innovative projects in the field of online libraries, based on an awareness of the technological advances that are being made in this area. The potential of these advances in terms of user services are taken as a starting point.

Some indicators

- The number of sessions on the SBD web servers.
- The number of times the SBD web servers are accessed.
- The number of pages visited on SBD web servers.
- The number of projects carried out on the digital library.
Services

5. Library services

“We will increase the range and quality of the library services on offer and tailor them to the users’ needs.”

Background

The UPC has worked for some time to make appropriate changes that will contribute to attaining the EHEA and the ERA. The library services now need to be reviewed so that they can be adapted to the new needs that have arisen.

In the coming years, the library services must have a strong ICT component. Virtual and independent services must be offered. Above all, services must be customised to the specific needs of the users.

The basic and specialised services of the University Library must be improved and consolidated. These services are already provided by each branch, and include loan services, access to the collections and the use of study rooms and equipment.

In addition, in accordance with the new CRAI model, other types of services need to be provided to meet the needs of the new students, researchers and external users (professionals from companies and professional colleges, former students, etc. who require a range of quality services and information resources in scientific and technical areas).

Libraries are no longer just spaces that contain books waiting to be read. They are open, technological centres that can be accessed easily and that offer new services such as an information service for students, ICT and multimedia support services, language learning services, job search services, etc.

Aims of the strategic priority

To consolidate and improve the quality of existing library services, to customise them and to increase the range of services on offer, according to the users' needs.

Areas of activity and specific aims

1. Information and bibliographic research
   To promote specialised information and bibliographic research services for internal and external users. Such services will be provided in the physical library spaces and online. To introduce tools for sharing the knowledge of the libraries via webrings on specific subjects.

2. Loans and document delivery
   To increase and improve the different forms of loan services and to strengthen the document delivery service within the university community.

3. Teaching resource facilities
   To promote and improve the resources and services of the libraries’ teaching resource facilities. To increase the dissemination and use of materials by teaching staff. To collaborate more closely with the Institute of Education Sciences (ICE).
4. **SEPI intellectual property service**
   
   To boost, disseminate and increase the use of the intellectual property service (SEPI) within the UPC community, in order to focus and manage needs related to copyright in the digital era and to promote the ethical use of information.

5. **Innovative and added values services**
   
   To provide a range of customised library services for units, research groups, the UPC group and companies outside the University.

Some indicators

- The number of document loans.
- The number of documents obtained from other institutions.
- The number of times that databases and e-journals are accessed.
- The number of requests for specialised information dealt with by subject libraries.
- The number of requests dealt with by the SEPI.
- The degree of user satisfaction.

6. Information skills

"We will promote the learning of interdisciplinary information skills by students and lecturers."

**Background**

The process of standardising the university courses taught at European universities will be completed in 2010. The changes brought about by the EHEA go beyond the interuniversity recognition and validation of qualifications. Behind this standardisation process is the goal of reforming the education system of European universities and improving their educational and methodological aspects.

The UPC Library already participates and collaborates actively in university members' learning processes. It provides specific training in the information skills needed to locate, retrieve, assess, use and communicate scientific and technical information. Thus, it helps to improve decision-making abilities, develop critical and creative thought and, above all, to promote effective communication. According to studies carried out by academic and professional organisations, graduate profiles must include these skills.

The UPC Library has devised a programme for training users in information literacy. They offer a wide range of training sessions for all kinds of users and academic levels. These training activities must be progressively incorporated into the syllabuses of all technical qualifications. In addition, more of this type of training should be offered, including activities that are awarded university credits.

To carry out these tasks, the Library must develop a new profile as a trainer and create training courses that are tailored to each of UPC's new EHEA qualifications.

**Aims of the strategic priority**

To introduce training activities for learning about the information skills that are linked to UPC's interdisciplinary abilities. These activities will enable students and lecturers to acquire the skills needed to manage scientific and technical information effectively.
Areas of activity and specific aims

1. *Information skills for degree and graduate students*
   To develop a recognised plan for training in information skills that is aimed at UPC graduate and postgraduate courses.

2. *Information skills for teaching and research staff (PDI), and administrative and service staff (PAS)*
   To plan, organise and run activities to train the PDI and PAS in information skills, in collaboration with the ICE, the training and access office (OFA) and other UPC units.

3. *Virtualisation, learning programmes and other teaching materials*
   To compile, update and disseminate teaching materials (learning programmes, user manuals, etc.) to develop and extend training activities to all of the libraries and to develop users' self-learning abilities.

4. *Specialisation of training libraries*
   To have training programmes run by UPC librarians officially recognised and to build on the knowledge, skills and abilities required to carry out training activities.

5. *Cooperation and leadership*
   To promote, plan and coordinate activities and partnerships with other university libraries, consortiums and networks to ensure that interdisciplinary information skills are of key importance to university studies, in the framework of the EHEA.

Some indicators

- The number of users who have attended training activities.
- The contribution of training to attaining good academic results.
- The percentage of students who successfully pass training courses that are awarded credits.
- The degree of pedagogical and technological innovation found in the courses run librarian-trainers.
- The number of hours of training.

7. UPC knowledge

"We will support scientific communication by making UPC knowledge freely available on the Internet, and by publishing and managing academic studies, in order to increase their visibility and impact."

Background

One of the main priorities of universities has always been to generate new knowledge and convey it to society. Consequently, the Internet has become a key channel of communication. Currently, the creation of institutional repositories of teaching and research materials in major, open access severs connected to the Internet is gaining momentum.

Institutional repositories enable teaching and research staff to freely publish their results. Thus, they are able to overcome the major disadvantages of traditional publication processes, which are focused on scientific journals.
Under the slogan of "giving science back to scientists", an alternative to traditional scientific publication is gaining ground. The aim is for the "results of publicly-funded research to be available to all, free of charge" (Berlin Declaration, 2003).

In the coming years, the University Library must draw up, promote and facilitate the creation of institutional repositories of documents by authors, lecturers, researchers, students and management staff. Repositories should also contain the institutional output of the University.

In this respect, the uses and contents of the UPCommons project should be boosted. This portal provides open access to UPC knowledge, and will contain future institutional repositories.

**Aims of the strategic priority**

To organise, maintain and facilitate open Internet access to research results and academic papers, in order to increase the visibility, impact and prestige of authors from the UPC community and, therefore, of the University overall.

**Areas of activity and specific aims**

1. **UPCommons: a portal that provides open access to UPC knowledge**
   To consolidate UPCommons as a portal that provides open access to UPC knowledge, in order to increase the visibility of and access to academic papers by UPC students, lecturers and researchers.

2. **Management, dissemination and access to educational output**
   To increase the visibility of UPC's educational output through wider Internet access to institutional repositories of teaching and other materials.

3. **Management, dissemination and access to research output**
   To increase the visibility of the research output of UPC and the CBUC through wider Internet access to online final theses (TDXs), final theses (PFCs), Dspace.E-revistes UPC, Dspace.E-prints UPC, Fènix.doc, Recercat, amongst others.

4. **Dissemination and use of the UPC’s scientific output**
   To devise and analyse bibliometric studies on the production and dissemination of UPC knowledge. To support decisions related to assessing research, through observatories of the UPC's scientific publications, science maps and other methods.

5. **Self-archiving policy and helping researchers to publish their work**
   To implement and disseminate UPC’s self-archiving policy and help authors to publish their work: posters, papers, reports, dissertations and theses, teaching materials, etc.

**Some indicators**

- The number of teaching and research documents available in UPC’s output repositories.
- The number of times the UPCommons portal is accessed.
- The number of research groups, basic units or degree courses that participate in the repositories of UPC output.
- The number of University scientific communication projects in which the Library has participated.
8. Access to culture

“We will facilitate access to culture by promoting reading and organising debates, exhibitions and other activities in the local and global environment.”

Background

Universities must live up to the new expectations set out in their mission statements. These expectations include universities becoming centres for reflection on knowledge and culture, as well as forums for debate.

Libraries, as agents that support the missions of universities, must offer resources, services and spaces that help to meet these new expectations. They must become actively involved in universities’ cultural projects. This can be achieved by offering a range of activities to disseminate culture and reading, in order to facilitate the transformation of information into knowledge.

The PAIDEIA 2000-2005 strategic plan devised by the University Library included a line of action called "The Library and Humanism”. The general objective of this strategic priority was as follows:

“To ensure that members of the University community are able to acquire and build on their comprehensive training skills that are based on values of solidarity and democracy, and on upholding and working towards biodiversity and sustainable technological development”.

In the framework of the new strategic plan, APRÈN 2010, we aim to carry on working in this direction, to ensure that libraries are also places for meeting and socialisation. Libraries should provide services that strengthen their human dimension and democratising aspects. They should encourage individuals' creativity, and thus help them to become active cultural agents.

Aims of the strategic priority

To make libraries the cultural facilities of the University par excellence, to boost their social use and encourage the creative and participative nature of the university community by means of activities related to promoting reading, debate, criticism and reflection.

Areas of activity and specific aims

1. Books to read
   To provide all library branches with bibliographic collections that contribute to promoting the habit of reading in the entire university community.

2. Exhibitions and UPC events to promote culture
   To promote and run cultural activities and projects in collaboration with other UPC units.

3. Collaborate with the cultural environment
   To establish synergies with other cultural agents in the surrounding environment: public libraries, town halls, associations, etc.

4. Library projects in developing countries
   To participate in projects run by the Centre for Development Cooperation (CCD) and by other UPC units. To take part in initiatives and projects undertaken outside the University.
5. **Organisation and resources**

To draw up a cultural programme for UPC’s network of libraries. This will be a fixed programme of cultural activities and will ensure that all users have the same opportunity to attend all the cultural events on offer.

### Some indicators

- The number of exhibitions and other cultural activities run by the Library.
- The number of development cooperation projects in which the Library has participated.
- The increase in the size of the collections in order to promote reading.
- The use of the collections to promote reading.

9. **Professionals**

"We will develop the professional skills needed to manage the library resources and services in the best way possible."

### Background

In an environment that is increasingly complex and variable, there is a constant need for organisations to change. This dynamic of change should be consolidated among the library staff. This new flexible, open culture is the key to success in understanding the changes in the world of information and documentation, the changes in user needs and the changes in libraries and their services. It is essential to define and introduce emerging professional roles based on new knowledge, expertise and skills.

These new roles are related to key elements such as the development of ICTs in the world of information and documentation; changes in the University in the fields of teaching, research and continuing education; and the changing demands of library users.

New, important jobs have emerged within this context:

- Manager of collections and library services.
- Manager of online contents.
- Manager of scientific and technical information.
- Manager and trainer in information skills.

UPC libraries have made considerable progress in the professional development of their staff. However, there is still a great deal of work to be done. The professional development of library staff is of key importance to the success of library services and the management of information resources.

### Aims of the strategic priority

To contribute to the professional development of library staff by promoting new skills that reflect the challenges facing the organisation.

### Areas of activity and specific aims

1. **Training plan for professional development**
To devise and implement a new training programme for library staff over the 2006-2010 period. This programme aims to encourage professional development and to reflect the new challenges the Library must meet.

2. New roles, profiles and skills
   To update and develop a list of SBD skills and to improve the mechanisms used to adapt the professional profiles of SBD staff.

3. Language learning: English
   To encourage staff to learn languages, particularly English, in order to improve the way they carry out tasks related to managing information services and resources.

4. Good practices and knowledge management
   To develop a management culture based on using good practices, so that the knowledge of SBD and UPC staff and that of other worldwide academic libraries is shared.

5. Leadership and management training for those in charge of libraries
   To run training activities for heads and managers of UPC library branches so that they are able to hone and update their skills. Training will mainly be in the fields of leadership and management.

Some indicators

- The degree of satisfaction and involvement of library staff.
- The degree of adaptation of professional profiles to new challenges.
- The number of library professionals with a knowledge of English.
- The number of training hours for library staff.

10. Organisation and management

"We will continue to improve the organisation and management of libraries in order to adapt them to user needs and to reflect the changing nature of the challenges facing the University".

Background

In recent years, UPC Library has consolidated its own organisational model. As a result, each library branch now has a sufficiently wide-ranging offer of bibliographic resources to meet all students' and lecturers' consultation and study needs. The quality of the Library's services is similar in all of its branches. In addition, information that is available online, whether directly connected to the University's interests or more loosely connected to its interests, can be accessed from any computer connected to the UPC network.

New libraries have been built over the past few years and the facilities of almost all of the branches have been improved.

These milestones have mainly been attained through three key decisions: the creation and implementation of a good library policy, based on strategic planning and focused on user satisfaction; the decentralised allocation of an annual budget for libraries, their operation and management; and a commitment to train library staff.
In the framework of the fourth strategic plan, the Library must continue to work along the same lines as it has done to present over the coming years. However, the Library and its services must also play a greater role in ensuring the smooth implementation of the new graduate and postgraduate qualifications.

The Library must be prepared to participate in the new pedagogical models, in the expansion of distributed training through the Web, in training users and in exploiting the University's online resources.

**Aims of the strategic priority**

To improve the organisation and to increase the quality of resource management and services in order to meet the challenges posed by the University.

**Areas of activity and specific aims**

1. *Organisation of the SBD*
   To improve the organisational model of the SBD based on improved learning, research and online services and resources. To introduce measures that ensure quality and flexibility.

2. *Communication, participation and marketing*
   To devise new internal and external communication programmes for the SBD that help to widen channels of participation.

3. *Quality, assessment and benchmarking*
   To strengthen and advance the culture of quality and continuous assessment in the libraries. This can be achieved by implementing the proposals for improvements defined in the assessment process that was promoted by the Quality Assurance Agency for the University System in Catalonia (AQU) in 2006.

4. *Resource management*
   To devise and monitor a new model for creating and managing SBD resources and budgets. This model should support the priorities of the new APRÈN 2010 strategic plan, increase transparency and efficiency, and improve the accountability.

5. *Leadership of the CBUC and other collaborations*
   To continue to lead and support the development and improvement of joint projects with the Consortium of University Libraries of Catalonia (CBUC). In addition, the Library must collaborate on projects in which UPC units and other associations or professional organisations are involved, such as the REBIUN (Spanish Network of University Libraries), the IATUL (International Association of Technological University Libraries) and public library networks.

**Some indicators**

- The degree of attainment of the external communication programme.
- The number of activities to promote and market the Library's services.
- The SBD budget.
- Investment in information.
- The proportion of the University's budget allotted to the UPC libraries.
6. Planning and execution

6.1 Annual plan 2006-2010

<table>
<thead>
<tr>
<th>APRÈN 2010</th>
<th>10 STRATEGIC PRIORITIES 50 AREAS OF ACTIVITY AND GENERAL OBJECTIVES</th>
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</table>
| **January** | • The management of the SBD draws up and defines the organisation's specific annual goals.  
              • These goals are presented to the heads of the library branches and posted on the SBD intranet. |
| **February**| • Library managers and heads of unit draw up and define the activities that must be carried out during the year.  
              • These activities are posted on the SBD intranet. |
| **January-December** | • The activities approved for the year are carried out and built upon. |
| **December**  | • Management and heads of the SBD units follow up and assess the annual activities of each the units and branch libraries. |
| **February**  | • The annual report of the APRÈN 2010 strategic plan is drawn up.  
              • The report is presented to the University’s governing bodies and units.  
              • Information is disseminated to the community via the Web. |

6.2 Available resources

- *Budgets managed by the SBD:
  - UPC ordinary budget 90%
  - UPC extraordinary budget 5%
  - UPC external budget 5%
• Accountability in accordance with the University’s philosophy. This involves drawing up a report on the execution of the SBD’s annual budget, presenting it to the governing bodies and disseminating it to the university community.
• Transparency in the spending of the SBD budget. This is assessed by monitoring the processes used to manage and spend the budget.
• Efficacy and efficiency in SBD budget spending. This is assessed according to criteria of efficacy in obtaining the results and efficiency in attaining the defined aims with the resources available.
7. Acknowledgements

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SOLER SERRES, Anna; SUNYER LÁZARO, Sílvia; SUY MARTÍNEZ, Imma; TORN POCH, Pep; TORNÉS MITJANS, Montse; TORRELLA RUSCA, Montserrat; URGEILL RUL, Carme; VALLS PASOLA, Anna; VARELA ÁLVAREZ, Núria; VILALTA PORTA, Montserrat; VILAPLANA MORENO, Neus; VIÑAS CULLELL, Anna; VIVES GRÀCIA, Josep; YOLDI BALLARÍN, Àlex.
# 8. Preliminary work

## 8.1 SWOT analyses and proposals for strategic areas

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<tr>
<td>• Rector Gabriel Ferraté Library (BRGF)</td>
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<td>• Terrassa Campus Library (BCT)</td>
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<td>• Baix Llobregat Campus Library (BCBL)</td>
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<td>• Faculty of Mathematics and Statistics (FME) Library</td>
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<td>• School of Architecture of Barcelona (ETSAB) Library</td>
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<td>• School of Industrial Engineering of Barcelona (ETSEIB) Library</td>
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<td>• Faculty of Nautical Studies of Barcelona (FNB) Library</td>
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<td>• School of Architecture of the Vallès (ETSAV) Library</td>
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<td>• School of Building Construction of Barcelona (EPSEB) Library</td>
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<td>• Manresa University Campus Library (BCUM)</td>
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<td>• School of Engineering of Vilanova i la Geltrú (EPSEVG) Library</td>
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<td>• College of Industrial Engineering of Barcelona (EUETIB) Library</td>
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<tr>
<td>• Learning Resources Unit (URA)</td>
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<td>• Research Resources Unit (URR)</td>
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<td>• Online Resources Unit (URD)</td>
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<td>• Management and Development Unit (UGD)</td>
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<th>In the general area</th>
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<tr>
<td>• SBD management</td>
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<td>• Steering committee</td>
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<td>• Editorial committee</td>
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<td>• Those responsible for the key topics</td>
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</table>

## 8.2 Key topics
The following key topics were analysed:

- The library as a CRAI: comprehensive services, new spaces and new facilities.
- Training users and information skills.
- New policies for managing collections.
- Copyright and online libraries.
- External relationships and cooperation in the network of university libraries.
- The management and administration of resources: efficiency and accountability.
- New librarian skills and library techniques.
- The Library's support for the new EHEA goals.
- UPC research and the new library services.
- Quality and the continuous assessment of services.
- The teaching resource facilities and other services that support educational innovation and e-learning.
- Analysis and study of other university libraries' strategic plans.
- The external communication of libraries and of the SBD.
- The internal communication of libraries and of the SBD.
- Library services for users.
- Internet: new forms and new contents.
- Strategies and activities for incorporating the UPC archives into the SBD.

8.3 Access to full text documents

The following data can be accessed via the SBD website: all documents of interest written as a result of the various analytical tasks; the SWOT analyses carried out by the libraries, units and interdisciplinary services; and information on the key topics.
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