

(First international staff training week for librarians)

Laurence Bizien, Stéphanie Millot

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- **Slide 2 : the network**

Networked libraries: a disciplinary approach

Archires is a network created around a disciplinary approach ; Indeed, ArchiRés is a French-speaking network for the libraries of many Graduate Schools of Architecture, of Landscape, and associated partners : it includes the 20 national higher schools of architecture and landscape (ENSA) of the French Ministry of Culture, the Ecole spéciale d'Architecture in Paris (a higher education and research association), the Ecole Camondo - interior architecture and design School in Paris and Toulon (a part of the MAD Paris – Musée des Arts Décoratifs/Decorative arts museum), the Faculty of Architecture, Architectural Engineering and Urban Planning of the Université Catholique de Louvain located on three sites in Belgium (Brussels/Tournai/Louvain la Neuve), The Université Libre de Bruxelles - Faculty of Architecture, the Rabat National School of Architecture in Morocco, the Centre for architecture and heritage in Paris (a public industrial and commercial establishment, under the authority of the Ministry of Culture), and since September the Higher schools of landscape of the Ministry of Agriculture and Food Sovereignty in Versailles and Marseille.

The network is made up of librarians who manage collections specialising in architecture, urban planning and landscape, as well as research collections from the schools' laboratories. Its goal is to promote the sharing and disseminating of information, the using of documentary resources, the pooling of skills, the sharing of technological watch and the development of new services for the users.

- **Slide 3 : layout /Framework**

As members of this network, we will be presenting how it is moving towards providing access to documents rather than only bibliographic records, through its **portal and digital library**, **Open archive** collections, the use of the semantic web for its **thesaurus**, and also the beginning of a commitment to providing **expertise to doctoral students and researchers and supporting open science**. In addition, faced with the issue of innovation in user training, the network is exploring the benefits of **active teaching methods** by sharing feedback within a dedicated committee.

- **Slide 4 : Laurence Bizien**

Laurence Bizien manage the documentation/research library of the Urban Architecture Nantes Research Centre (CRENAU), the Ambiances, Architectures, Urbanités Laboratory's team based in Nantes. She is the Open science referent of the laboratory, for Nantes University and the National center for scientific research (CNRS).

The research unit bring together two teams on two different sites: the Urban Architecture Nantes Research Centre (CRENAU), located both at ENSA Nantes and Centrale Nantes, and the Research

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Centre on Acoustic Space and Urban Environment (CRESSON) at ENSA Grenoble. The Laboratory consists of about 150 members over the two sites, among which about a third are PhD students. The researchers and professors-researchers belong to different schools of architecture, to CNRS, to Centrale Nantes, and to other institutions via agreements

The CRENAU library

Collections are kept in Graduate School of Architecture of Nantes' library, in a dedicated space. The Laboratory's research studies, a vast set of books, research reports, theses, Master's theses, student works, journal articles, periodicals, etc. supply those collections (almost 7,000 documents). They are free of access and organised between five thematic areas. The research library's catalogue is the same as the school's library.

- **Slide 5 : Stéphanie Millot**

Stéphanie Millot manage the Resource Centre for Information and pedagogy at Toulouse.

The library provides teachers-researchers and 800 undergraduate, master's and doctoral students with a documentary collection of over 22,000 documents (books, DVDs, student works) and 220 journals titles (including 60 current subscriptions), as well as online digital resources (professional and academic databases). It also has an online materials library and a space dedicated to materials being reconfigured. It holds a part of the professional library of Georges Candilis, the architect who designed the school's architecture.

The Resource Centre team comprises 3 librarians, an apprentice librarian and an educational engineer. They are assisted by 5 student instructors responsible for welcoming the public.

The main projects :

Creation of « Mat'mobiles »: themed, transportable teaching kits on different materials and uses (insulation, lighting, bricks, etc.).

Integration of information literacy skills into the school's new teaching model

Creation of an open archive HAL for the LRA (Laboratoire de Recherche en Architecture), the school's research laboratory.

Stéphanie Millot is a member of the network's coordination group, after having been project Manager for the implementation of the collective catalogue (merger of seventeen catalogues) and national administrator. Also supporting the library of the ENSA Research Laboratory (LRA, Laboratoire de Recherche en Architecture), she is a member of the Lab&doc group of research librarians, coordinated by Laurence.

- **Slide 6 : a long history**

The network celebrated its 50th anniversary in 2019

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By the way, it's important to remember that teaching of architecture in France has a unique structure: it has never been taught at university, but only in schools.... The teaching of architecture in France is based almost exclusively on 20 National Higher Schools of Architecture, which since 2013 have been under the joint authority of the Ministry of Culture and the Ministry of Higher Education and Research (MESR). By 2023, these schools welcome around twenty thousand students (43% in Parisian schools).

The wave of protests in France, triggered by a revolt among Parisian students in May-June 1968, also led to criticism of architecture and urban planning, with student architects calling for less academic training, closer to the practice of the profession.

After the transfer in 1968 of the teaching of architecture from the École des Beaux-Arts (School of fine arts) in Paris to the UPA Unités pédagogiques en Architecture / Architecture teaching unit), the closure of the Architecture section of the ENSBA put an end to the Parisian control exercised over the regional schools, by founding autonomous units, distributed between the Paris area and the provinces which gradually became the Schools of architecture and since 2005 the national graduate schools, it has been necessary for the librarians of these establishments, scattered throughout France, to work together: **an internal-Unit documentation service was set up in 1969.**

This collaboration resulted in a shared analysis of the articles from the main architecture, urban planning and landscape journals, using a common language. The Archirès network was born of this work ! To illustrate (photo of paper file), you can see the concrete result of this shared analysis of articles : ISBD sheets sent to each library for reproduction.

The initial database, in collaboration with the URBAMET bibliographic database of the Ministry for infrastructure, was available on a CD-ROM and has been searchable on the Internet since 2001 (two thousand -one). In 2012, the decision was taken to create a shared catalogue using a shared integrated library system (Koha) to retrieve this database, thereby reducing the cataloguing workload and maintenance costs, as well as sharing electronic documentation. The first version of the Archirès portal went online in 2014, updated with new functionalities.

So, the history of our network reflects the evolution of libraries towards a logic of access to documents and no longer only to bibliographic records, and the beginning of a commitment to expertise at the service of PhD students and researchers

Slide 7– organization

Archirès is an informal network.

There are **no hierarchical managers** in the network, but there are coordinators (Integrated library system, common portal, network), who have no hierarchical function, and rapporteurs for working committees. A network charter was drafted by several members and voted on at the annual seminar.

The libraries are well established in the local university environment, which facilitates their local work with students. However, the existence of common tools encourages cooperation, and the presence of national coordinators facilitates dialogue, the exchange of best practice and the development of projects on a national or even European scale, based on identified needs. The Schools libraries have adapted to the major changes in the history of their schools, with the

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implementation of the Bologna process in 2005, the development of research as a criterion of influence and assessment, and university reconfigurations (integration into research and higher education clusters (Pres), then Comue (communities of universities and establishments) then EPE (experimental public establishment))...

The network has set **up thematic working groups and committees** to pool skills, share technology watch and develop services for its users. The committees or working groups may be sector-based (like audiovisual, student work, thesaurus, periodicals) or cross-cutting (digital resources, portal). A coordination group validates the proposals. The purpose of the committees and working groups is to propose a common acquisition policy for certain documentary resources, to set up common procedures and observatories of documentary practices and techniques. Committees and working groups are set up or disbanded as required. Each committee is under the responsibility of a rapporteur chosen by the committee members. The committee rapporteurs are required to report on their activities once a year at the General Meeting, during the annual seminar, at which major policy decisions are taken collectively.

Indeed, the life of the network is punctuated by **its annual seminar**, which since 1969 (nine hundred and sixty-nine) has brought together all the members around a theme, with the main aim of exchanging experiences and setting up projects at national level. This seminar has the value of continuing education, the proceedings are sometimes published, but the minutes and reports of each meeting are deposited on the **network's professional space** which allows to store, share and co-edit documents, like the networks « trombinoscope » ! (members directory). **Two mailing lists** (one only for the portal members) offer the opportunity to exchange views on professional subjects.

The portal federate access to the resources and activities of the libraries, currently has different levels of pooling : shared catalog (17 ENSA, ENSP, IPRAUS), federated search on remote catalogs (ENSA Nantes, research laboratory documentation centers), review of magazine articles (Cité de l'architecture, Camondo, Rabat).

The human dimension is very clear in the network : bringing our network to life means enabling its members to meet each other, whether in real life or remotely; it means developing times and means for integrating and cultivating a sense of belonging, and developing a professional culture.

Slide 8 : commissions

Currently, there are around forty research units within the schools. Some of these units offer their members a library or a documentation centre and the resources needed for scientific production. Their resources are listed on the ArchiRès portal and some libraries having also integrated the federated search of the common catalogue. The responsables of these 6 libraries are ArchiRes partners and came together in a group (Lab&doc) in 2011, open to colleagues who provide consulting and support services in research, whether or not they are members of the network. The group meets twice a year, at the network's seminar, and at its annual meeting, organised by one of the member libraries or by its coordinator, with

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workshops and visits. The next meeting is due to be held in Brussels, at the invitation of UCL's BAIU library. In 2011, a « Hypotheses notebook » (a scientific blog hosted by the OpenEdition electronic resources portal, a national research infrastructure) was opened to disseminate information from research libraries, offer methodological advice, a watch on open science and scientific and technical information, and share resources and feedback. A mailing list has been up and working since 2019, open to anyone who wishes to join, beyond the network and the group. Its librarians are involved in specific missions as open science referents : they manage open archive collections, assist with the drafting of data management plans, take part in assessments using bibliometrics. They promote the documents produced in their laboratories and encourage new writing formats, such as blogging or data papers. As the schools move closer to the universities, they can benefit from the help of support services and are asked to take part in 'open science' action plans.

The 'training' committee has been renewed over the past two years to take into account the **network's internal training needs and the needs of users.**

Unlike universities, training in documentary research is not included in the teaching programme of architecture schools in France. The question of skills-based training has also become an issue, information skills training is at the heart of the mission of lots of university libraries, and is the subject of reflection by this committee. The aim of the committee is to offer practical tools for trainers and to become an object of dialogue with the librarians and the teaching community.

The skills of the librarian-trainer are now valued in French universities, with appropriate training courses and a pathway for validating prior learning.

The Training Committee is therefore working on :

Passing on the spirit and originality of the network: meeting the needs of new network members, supporting training in document management tools (Koha, Omeka, Bokeh).

Make access to the portal and databases more accessible by supporting other commissions in the creation of tutorials and guides.

For example, the "help needed" and "self-training" tabs on the Archirès portal are the result of collaboration between the Training and Portal Commissions.

Monitor developments affecting teaching and libraries (serious games, AI, training animation tools, etc.).

Share training materials and drivers for documentary research and information skills (bibliography, copyright, plagiarism, etc.).

Training sequence testing days are also planned to make experience sharing more concrete.

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Slide 9 : sharing digital resources

With the arrival of electronic documentation on a massive scale, libraries have adapted to new reader behaviour by offering fast, efficient and relevant access to information through their catalogue and then the portal. While libraries offer resources with various curation services for their local users (pearltrees, Scoop.it), the network also federates shared resources, fed by its community :

From the portal, it is possible to consult several types of digitised or digital documents by **the digital library** : student work, digital maps, ebooks, as well as videos thanks to a personalised version of the **ARTE Campus** site, the European cultural channel ARTE dedicated to higher education, tailored to the specific needs of architecture teachers and students. In addition to the ARTE Campus catalogue of 2,300 documentaries from the best of ARTE, the site offers, exclusively for the ArchiRès network, content produced by the schools (recordings of conferences, study films, interviews, etc.) as well as a selection of films from other independent productions and suppliers.

Selections of resources available on line are also reported : lists of maps/plans (online map library), of open-access journals and a link leads to the network's Pearltrees site and its 38 collections.

10 schools have a **materials library** or shelves of technical documentation and materials, and many participate in the collaborative documentary platform « Matériaux.archi », which references thousands of architectural and construction products. It provides libraries with panels and totems with connected samples and access to online technical documentation. Access to these connected materials libraries is indicated in the portal.

As part of the HEnA20 - Histoire de l'enseignement de l'architecture au 20e siècle (History of architectural education in the 20th century) research programme, an inventory has been made of the collections of ancient and/or precious books from the 18th, 19th and 20th centuries, passed by the libraries of the architectural studios of the Ecole des Beaux-arts de Paris (before 1968) or regional schools of architecture, held in the libraries. Listing them on the portal will help to promote these collections and raise awareness of the existence of **heritage collections** in the schools.

The implementation of a **shared conservation plan for journals**, within a Periodicals committee, contributes to the dynamic management of collections between schools.

The ArchiRès portal provide access to a **common search catalogue** for the libraries of the Schools of Architecture and Landscape, and can also be used to search the catalogues of the

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research laboratory documentation centres, as well as the catalogues of some partner establishments.

ArchiRès its also a common language, a thesaurus, available on line :

In the early 1970s, there was no documentary language for architecture, so a few documentalists drew up a list of key words. Since then, it is continually enriched over the years, becoming a thesaurus, thanks to the work of a committee responsible for updating it. Its terminology therefore reflects the evolution of the various fields that make up architectural teaching. In 2022, it contained **3,600 terms** . A bilingual version in English is also available. Since 2016, the thesaurus has been managed using an application developed by the French Ministry of Culture, but a project to modify the thesaurus authorities is currently underway to add ARK (Archival Resource Key) identifiers from the Opentheso thesaurus manager, a generic tool of Huma-Num, a French Very Large Research Infrastructure supported by the CNRS (the French National Center for Scientific Research), Aix-Marseille University and the Campus Condorcet, with international reach devoted to Social Sciences and Humanities.

Slide 10 : higher education and research

The Lab&doc blog is aimed at researchers, teachers, PhD students, as well as a wider academic audience. It presents tools for managing scientific information on architecture, landscape and urban planning and offers methodological advice on how to search for information and manage, disseminate and promote scientific publications. Each month, a professional watch is available.

The DUMAS (Dépôt universitaire de mémoires après soutenance) platform is an environment of the French open archive HAL. As part of the open science movement it provides access to more than 47,000 dissertations from higher education establishments. To increase the visibility and accessibility of students' work, 5 school libraries (Grenoble, Nantes, Normandy, Toulouse and Versailles) are uploading their Master's dissertations in full text. The role of librarians has been decisive in the adoption of DUMAS as an archive for these dissertations, thus replacing their paper archiving, since it is the librarians who fill in the input grid and integrate the file into the portal, ensuring the quality and communicability of the record. Within the network, a project is underway to bring together the collections of the schools and make them more visible via a common page bringing together current and future collections.

The HAL open archive platform was created in 2001 by the Centre for Direct Scientific Communication of the CNRS. As part of the French National Plan for Open Science, it is the multidisciplinary open archive chosen by the entire French scientific and university

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community for the dissemination of knowledge. It is an application, a single repository and a shared platform for institutional archives, thematic open archives and theses. Most of the schools' research laboratories now offer their own collections, reflecting the documents produced by their teams and doctoral students with collections of laboratories, teams, research networks, journals, The reports of research programmes funded since 1971 by the Architectural and urban research Office from the French Ministry of culture (BRAUP) have been digitised and gathered in a collection.

In addition, **the thesaurus** has been integrated as one of the reference vocabulary enriching the data of **Isidore**, a search engine specialising in the humanities and social sciences produced by Huma-Num. Concept labels from repositories used by ISIDORE for data enrichment are searchable by autocompletion of the Nakala Research data repository for the social sciences and humanities.

Slide 11 : a new challenge

Understanding and analysing the new educational and digital systems in higher education was the theme of the seminar held in Toulouse in 2019, with the aim of finding out how the network's librarians were taking up and appropriating these issues of training, teaching and skills... Lectures available on ENSA Toulouse's Canal-U channel.

Over the past few years, a number of librarians have entered the field of **serious gaming** (escape games, treasure hunts) to help students discover their media libraries. Games are also offered to PhD students and researchers by librarians, in particular to raise awareness of open science, copyright and plagiarism.

Librarians also need to think about **the use of artificial intelligence by students**, in particular CHATgpt, and its impact on the search for and production of information in the context of academic work. On the one hand, if our libraries offer quality resources, with reliable sources, such as open access scientific publications, a search carried out using generative AI will be less reliable... and on the other hand, the use of AI to write their works is widespread among students... So we need to learn together how to use it to avoid the pitfalls and take advantage of it. Now that students are aware that ChatGPT offers a host of opportunities, they also need to be trained and made aware of the risks involved. The network, with the help of teacher-researchers and educational engineers, is looking at ways of supporting, rather than penalising, students and training all the schools' communities in ChatGPT, so as to ensure that the training is part of a coherent set of courses. We need to look more broadly at the real added value of 'search systems' based on AI models (Copilot, Gemini, Perplexity, ResearchRabbit, Elicit, SciSpace, etc.) compared with traditional search methods such as search engines and their latest developments.

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Another field of investigation is **immersive learning**, which enables active teaching. The use of immersive technologies is not yet firmly anchored in teaching practices and seems to be envisaged mainly for vocational training. Would the use of virtual reality have a place in our training programmes ? A project of this kind relies on the evolution of the traditional teaching paradigm in favour of learning that is more learner-centred and demands commitment from learners.

Slide 12 : a connected network

ArchiRès' activities are currently organised around local and national networks.

Our associated national networks are :

The Sudoc - Système Universitaire de Documentation : it is the national system for shared cataloguing of documentary resources available to university and research libraries.

Most school libraries have been members of the Sudoc -PS (serials) network for a number of years and participate in shared conservation plans managed by regional centres. The Sudoc PS network includes libraries and documentation centres outside the Higher education and research field, and any documentary structure that makes university and research-level serial publications available is invited to take part in the Sudoc PS network.

In 2018, the Archirès network signed an agreement with Abes (Agence bibliographique de l'enseignement supérieur), the agency in charge of Sudoc, to join the union catalogue. This was a priority and strategic objective for the Ministry of Culture, with the aim of raising the profile of the catalogue and bringing it closer into line with higher education.

The Mir@bel network:

Mir@bel was created in 2009 to facilitate access to online journals by providing reliable and up-to-date information. Led by library and documentation professionals, this network brings together a diverse community of 359 professionals (documentation specialists, librarians, journal managing editors) working to build a public database on journals. Mir@bel also works with major French publishing platforms and agencies to increase the visibility of French scientific journals. Mir@bel indexes journals on any subject, language, nationality and publishing model.

ArchiRès has been a partner since 2015, and several librarians regularly attend the General Assembly, take part in initiatives and organise training courses: 17 schools currently belong to the network, with 103 journals monitored in 2023. Mir@bel provides a tool for declaring and consulting the publishing and self-archiving policies of French scientific journals.

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A librarian from Ensa Lyon is the Mir@bel referent for the ArchiRès network and is leading the project to use the titles from the ArchiRès shared conservation plan in order to create a 'cluster' (corpus) for architecture journals in the DOAJ (Directory of Open Access Journals).

BEAR

The association « Bibliothèques d'écoles d'art en réseau » (BEAR), founded in 2011, brings together the libraries and documentation centres of French art and design schools and those in Monaco. It has come together around a common tool for analysing the journals and dissertations of their students, the specialised art and design database (BSAD). The network has expanded in recent years, and its partners include libraries in art centres, FRACs (regional contemporary art funds), museums and institutions dedicated to contemporary art, and it organises annual professional meetings.

BibArt

The network of art and art history libraries is a professional network of libraries specialising in art history, heritage and archaeology. Created in 2019, it brings together more than 130 establishments throughout France, representing more than 300 professionals. It is made up of partner networks (the Network of national museum libraries (RBMN), BEAR and Archirès) and libraries outside the partner networks. The network is managed by the INHA (Institut national d'histoire de l'art/ National Institute of art history) library. The network manages a mailing list, a portal and organises professional meetings in which ArchiRès members regularly take part.

Slide 13 New perspectives to be reinvented ?

The network, set up at national level, has sought, in the nineties and twenties, to open up more widely, initially to French-speaking partners, but also more widely to partners in similar disciplines, to set up services integrating the European dimension. Thus, colleagues from several schools from Belgium, Spain, Italy, Switzerland, Great Britain took part at the annual seminar, with the participation of two librarians from the Biblioteca centrale of the Istituto universitario di architettura di Venezia in 1999. Our network was presented 20 years ago by a colleague from Nancy at the 2003 CNBA (Coordinamento nazionale delle biblioteche di architettura) conference...

Links are being forged with the CNBA (Coordinamento nazionale delle biblioteche di architettura) and ARCLIB, the architecture school librarians' group (United Kingdom). An Erasmus programme has been set up, with the United Kingdom, Italy, Spain, Portugal and Belgium... But in recent years, the network has undergone organisational changes due to

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the implementation of its collective portal, and links with international libraries and networks, which were created without any overall reflection but rather through opportunities and requests, have become weaker ...

The network, which was once a pioneer, would like to redevelop new collaborations, beyond those proposed by associations such as LIBER (Association of European Research Libraries) or Erasmus exchanges...