Abstract
Purpose
The purpose of this paper is to explore the benefits of a writing support programme in developing the skills and motivation of librarians to write for academic publication.

Design/methodology/approach
A brief review of the literature is presented. The model developed and implemented by this author is outlined. Findings from a survey of participants are discussed.

Research limitations/implications
The formal programme commenced in 2007. The publication process takes time, particularly in the case of peer-reviewed journals. This is exploratory work. It will take time to build up a body of information and a community of librarians writing for publication. Initial evidence indicates there is significant value to the programme.

Practical implications
The model is transferable and could help in building skills and confidence in academic writing. In addition academic writing could serve as a bridge between lecturing and library staff, addressing issues of common concern across the Academy.

Originality/value
This is the first formal writing support programme for librarians in Irish universities. Models exist in the USA. A similar model is used in the UK and Ireland to support lecturing staff writing for publication.

Keywords
Librarians
Authorship
Serials
Skills training
Ireland
Northern Ireland

Citation
Librarians are offering guidance about new media to address the changing information needs in our communities. Furthermore, libraries are becoming increasingly technology driven, for example, enabling access to collections of other libraries, offering remote access to databases, or they house video production studios. So, in Harris’s opinion, librarians must be masters of the digital world. Harris finishes her story time and heads across the library. Academic librarians are the friendly people you see at the library—the ones who don’t have a hangover or a look of ‘essay-deadline-terror’ on their face. Working in university and college libraries, these marvellous people help students, postgrads and lecturers to conduct their academic research by managing library collections, liaising with book suppliers, and making sure library users have access to e-journals and other internet resources. Working as an academic librarian is not just about stamping books with a satisfying thud, arranging titles in alphabetical order, and charging hapless stu. A feature of Academic Writing is its clear and logical organisation, which makes it ideal as a self-study and reference guide for students needing to work independently. This is a recognition that most courses in academic writing are inevitably time-constrained, and that some students may have no other option. Academic Writing uses authentic texts and examples taken from a wide range of disciplines. Extensive cross-referencing is provided to assist both teacher and students in finding relevant support. All exercises can be done individually or in pairs and groups. A full range of answers plus some extra practice exercises are available on the book’s website: (http://cw.routledge.com/textbooks/bailey) or email: education@routledge.com. In addition academic writing could serve as a bridge between lecturing and library staff, addressing issues of common concern across the Academy. – This is the first formal writing support programme for librarians in Irish universities. Models exist in the USA. A similar model is used in the UK and Ireland to support lecturing staff writing for publication. – The purpose of this paper is to explore the benefits of a writing support programme in developing the skills and motivation of librarians to write for academic publication. Design/methodology/approach. – A brief review of the literature is presented.