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Contents

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| | |
|----|---|
| 3 | Coming into Focus |
| 4 | Innovative library induction - introducing the 'Cephalonian Method' <i>Nigel Morgan, Linda Davies,</i> |
| 9 | Access management: the new information skill? <i>Sally Chambers</i> |
| 12 | First steps: piloting WebCT at WIT <i>Nora Hegarty</i> |
| 15 | Launch of Cambridge graduate trainees' website <i>Louisa Evans</i> |
| 16 | On becoming Fryed: a report from the Frye Leadership Institute <i>Maggie Fieldhouse</i> |
| 18 | INSPIRE - a progress report on the national access and referral scheme <i>Yvonne Hamblin</i> |
| 21 | INPSPIRE in the West Midlands - tarmac or tracks? <i>Caroline Rock</i> |
| 24 | From recommendations to practice - the next steps towards open access <i>David C. Prosser</i> |
| 28 | ResIN: Research Information at Newcastle University Library <i>Moira Bent</i> |
| 31 | RLG Cultural Materials Alliance - building a cultural resource together <i>Ricky Erway</i> |
| 34 | 100 years of forestry information from Oxford <i>Roger Mills</i> |
| 40 | A new intellectual property information service for Wales: Swansea University Library joins the PATLIB network <i>Julie Allan</i> |
| 42 | Developing a marketing orientation at the British Library <i>Jill Finney, Gary Warnaby</i> |
| 45 | Peer evaluation: putting libraries back on the inspection map <i>Steve Cropper</i> |
| 47 | Just for t'xtin'?: a mobile phone use survey <i>Jane Harrington, Carole Symes</i> |
| 49 | Self-service in academic libraries: a survey of current practice <i>Philippa Jones</i> |
| 51 | Virtually there: virtual learning environments and libraries <i>Reviewed by Elizabeth Charles</i> |
| 52 | New professionals at the Gregynog Colloquium, <i>Reviewed by Neil Smyth</i> |
| 53 | News from SCONUL <i>Toby Bainton</i> |
| 55 | The Open Rose Group: opening up access for disabled users of academic libraries in Yorkshire. <i>Christopher Beevers, Lois Burt, Paul Conway</i> |
| 57 | ACOSC Digest of Scholarly Communication News <i>Fredrick J. Friend</i> |
| 60 | Visit to the John and Aileen O'Reilly Library, Dublin City University, and the Ussher Library, Trinity College Dublin <i>David Hughes, Jennifer Scherr</i> |
| 62 | TT8: Training issues in the e-learning environment <i>Sue Holloway</i> |

| | |
|----|--|
| 65 | In memorium Douglas Foskett, Anthony (Tony) Quinsee, |
| 68 | News from member libraries |
| 87 | Online Information 2004 |
| 88 | Spring 2005 LibQUAL+ survey registration |
| 89 | Advice for authors |

Editorial information

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Please send articles for publication to SCONUL: sconul@sconul.ac.uk

News items should be sent to Toby Bainton: sconul@sconul.ac.uk or to your usual contact person on the *SCONUL Focus* editorial team.

Editorial team

Antony Brewerton, Oxford Brookes University: awbrewerton@brookes.ac.uk (Chair)

Ian Budden, University of Sussex: i.d.budden@sussex.ac.uk

John FitzGerald, University College, Cork: j.fitzgerald@ucc.ie

Robin Green, University of Warwick: robin.green@warwick.ac.uk

Diane Lindsay, University of Strathclyde: cij17@strath.ac.uk

Steve Morgan, University of Glamorgan: smorgan1@glam.ac.uk

David Perrow, University of Oxford : david.perrow@ouls.ox.ac.uk

Jon Purcell, University of Newcastle upon Tyne: j.purcell@ncl.ac.uk

Ian Tilsed, University of Exeter: i.j.tilsed@exeter.ac.uk (Newsletter web editor)

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Society of College, National and University Libraries
102 Euston Street
London
NW1 2HA

Tel: 020 7387 0317
Fax: 020 7383 3197
Email: sconul@sconul.ac.uk

SCONUL Focus is the journal of SCONUL, the Society of College, National and University Libraries.

SCONUL Focus aims to bring together articles, reports and news stories from practitioners in order to generate debate and promote good practice in the national libraries and the university and college sector. As well as the paper copy, the current issue of *SCONUL Focus* is also available electronically via the SCONUL website (<http://www.sconul.ac.uk>). Contributions are welcomed from colleagues in all fields and at all levels: we merely request that the items contributed are concise, informative, practical and (above all!) worth reading.

Opinions expressed in *SCONUL Focus* are those of the authors and do not necessarily represent the views of SCONUL.

Coming into Focus

As regular readers no doubt know, for some time we on the Editorial Board have felt rather uncomfortable with '*SCONUL Newsletter*' as a name for the SCONUL journal. This publication does not fulfil the usual criteria of a 'newsletter': it is not frequent (coming out three times a year) and it is not flimsy (regularly exceeding 100 pages per issue).

Consequently, we have pondered various alternative names for our journal.

Eagle-eyed readers will have spotted a new cover to our last issue. We are proud to announce that the *SCONUL Newsletter* will be known as *SCONUL Focus* from now on.

Congratulations go to Christopher Cipkin of Reading University Library for coming up with the name, one of many that were fought over by the editorial board, meeting long into the night in a smoky office (well, that is how they did things in *Citizen Kane*...). Christopher receives a big bottle of bubbly for his pains.

But Christopher isn't the only one who can help. We need your assistance too. We are always looking for colleagues willing to get involved with the journal. So if you have any interesting news or articles up your sleeve (or preferably in a Word document), please do not hesitate to get in touch with a member of the editorial board (details enclosed). We also, from time to time, have vacancies on the board itself, so if you fancy a more long-term commitment please let us know as well.

Now, that should give you something to Focus on....

Antony Brewerton
Editor
SCONUL Focus

Innovative library induction – introducing the 'Cephalonian Method'



Nigel Morgan,
Information Specialist
(Biosciences)
Cardiff University
Tel: 029 2087 9140
E-mail: MorganNJ@cardiff.
ac.uk

Linda Davies,
Biomedical Sciences & Science Librarian
Cardiff University
Tel: 029 2087 0075
E-mail: DaviesL10@cardiff.ac.uk

Background

In autumn 2002 Year 1 medical and biological sciences students at Cardiff University were introduced to their respective libraries via a new method of induction which we have dubbed 'the Cephalonian Method'. This novel alternative format replaced a 50 minute traditional presentation for Year 1 medical students, and a tour of the science library for Year 1 biological sciences students. We used the method with groups of up to 300 students in lecture theatres, and with smaller groups of around 30 students in training rooms. The presentation of these sessions was shared by two librarians and is now being rolled out to other courses within the Cardiff School of Biosciences.

This article describes the development and implementation of the Cephalonian Method, and briefly discusses its evaluation and future potential. In the context of the article the term *induction* refers only to the initial contact session and does not cover those induction programmes which include information skills training.

Why induction?

The function of the initial induction session is twofold. Firstly, it provides students with the basic introductory information they need to start using the library and its services confidently and effectively. Secondly, the session is a perfect

opportunity for library staff to promote the service and present it in the best possible light. This is the first chance we get to make an impression and impact. First impressions count and whether we like it or not, first impressions last. If we get induction *right* (or as *right* as we possibly can) we have opened a doorway to a new world of information. If we get it *wrong*, the consequences can be damaging and long-lasting.

Webster's definition of the term *induction* neatly summarises the aim of the session:

'An initial experience: an exposure that introduces one to something previously mysterious or unknown'¹

As the definition implies, our key task is to *demystify*. The challenge is to do this in a way which is stimulating, engaging and enjoyable for students and library staff and this has been our focus whilst developing the Cephalonian Method

A fresh start

In 2002, the librarians working with the Cardiff School of Biosciences reviewed induction practices; we felt that we had lost the sense of adventure and opportunity which should be a part of the induction process. Library induction has long had the reputation of being 'boring' and 'uninspiring', something of an 'ugly duckling'. We all have our horror stories; for many librarians memories of induction over the years are dominated by images of blank faces, glazed-over eyes and stifled yawns! To alleviate this, we thought that the traditional methods needed to be rejuvenated and revitalised. It was time to freshen things up and give induction some sparkle.

We also felt that these traditional methods were not the most effective way to communicate the essential information required during induction. Our aim was for students to retain as much of the basic information as possible and we believed that if they were alert and interested they would assimilate a greater volume of that information. In our view, trailing a large group of bored, passive students around the library no longer offered the best possible introduction to the service.

Most academic librarians have discovered that delivering induction can be one of the least rewarding aspects of the job. One of the problems is the relentless repetition; it becomes difficult to preserve a sense of conviction and spontaneity when delivering the same information for perhaps the tenth time in a single day! Sometimes automatic pilot kicks in and then important informa-

tion can be unconsciously omitted. We wanted to see if it was possible to make induction an inspirational and enjoyable experience for library staff as well.

Another major impetus for change was the development of Cardiff University's information literacy policy in 2001. Implementation of the policy led to the redesign of our information skills teaching, and it seemed logical to start with the induction sessions, to provide a sound basis for the elements of the course.

What did we want?

Our top priority was to incorporate some form of interaction. We wanted induction to have the illusion of being 'student driven' while at the same time we controlled the overall structure and content. It needed to be lively and pacy, delivered in a way that was striking and memorable and which engaged the students for the whole session. We wanted a format that was different from the norm, that would keep us on our toes and present us in a more dynamic light; the latter to encourage attendance at future information literacy workshops.

We also wanted to use humour. We believe that humour can be a very effective tool for conveying information. We were particularly inspired by Trefts and Blakeslee (2000)² who presented a convincing case for humour within information skills teaching. Finally, we wanted induction to have a sense of drama, theatricality and unpredictability and we feel that we achieved this with the Cephalonian Method.

The inspiration

Our inspiration came from the tourist industry. The initial idea came from science librarian Linda Davies during a visit to Cephalonia. Linda attended a holiday rep's greeting session in one of the colourful local bars. This event had been structured in an unusual way. In place of the usual lecture detailing attractions on the island, holiday-makers were assigned printed questions which they were required to read aloud in a random sequence. For example, 'Am I stuck on the island for a week, or are there trips to the mainland?' or 'Is there a reliable bus service because I'm too scared to drive on these roads?' This simple idea proved to be a very effective ice-breaker, and when Linda returned to Cardiff, we discussed the idea and decided that it could be adapted and developed into a new model for student induction. The 'Cephalonian Method' of induction was born!

How it works

The Cephalonian Method is a fusion of colour, music and audience participation which is designed to appeal to the senses. The main feature of the method is that students drive the session forward by asking us a series of questions from cards distributed as they arrive. Our first task was to formulate a set of questions which would be the building blocks of the session. We divided these questions into four categories:

- **Basic introductory information**
E.g. why are there so many libraries in Cardiff University?
- **Finding items on reading lists**
E.g. how are the books and journals arranged on the shelves?
- **Services and facilities**
E.g. when I need to borrow how many items can I check-out?
- **Miscellaneous**
E.g. does the library have a website?
do I get any more help or is this it?

Each category was assigned a colour. For example, *Basic introductory information* was blue, *Finding items on reading lists* was yellow. Each question within each category was printed on a card of the appropriate colour. The sixteen cards were handed to unsuspecting students before the start of the session. Instructions were provided on the back of each card.

Instructions

When you hear the colour of your card called by a presenter, please stand and ask the question which you have been assigned. Please speak loudly and clearly so that your fellow students will hear - especially if you are at the rear of the lecture theatre.

Thank you - your assistance is much appreciated!

We began the session by asking 'Could we have a blue question please?' The first student in possession of a blue card who rose to his or her feet had the 'privilege' of asking their assigned question. Each question had a correspondingly coloured PowerPoint slide containing the response and other information relating to the topic. We then located the relevant slide, delivered the information and requested further blue cards until all questions within that section had been covered.

The colour coding was the key to the method's success. This is what gave a session its logical structure and progression. We worked through the colour categories in a pre-determined sequence. After working through the blue questions (*Basic introductory information*) we moved on to the yellow section (*Finding items on reading lists*) which incorporated a demonstration of the Voyager library catalogue. Next we moved onto the red questions (*Services and facilities*) then completed the session with a round of green (*Miscellaneous*) questions. In this way, all related topics were covered within the same part of the session.

Unpredictability arose because within each colour category, we did not know the order in which the questions would be asked. This required flexibility and some dexterity in the use of *PowerPoint*. The secret was to have on hand a key of slide numbers enabling us to speedily locate the relevant slide by keying-in the appropriate number. This gave a seamless, professional transition and usually impressed the audience!

We tried to communicate the information in an interesting and entertaining manner. In particular, we injected humour into the phrasing of many of the questions. For example, a simple factual question relating to our printing facilities was transformed into:

'My Mum has e-mailed me a photo of Miguel, my pet iguana. Where can I print him out?'

The accompanying slide featured a striking image of Miguel himself! We decided to give the *PowerPoint* presentation a distinctive visual identity. Each slide featured a humorous piece of copyright free clipart linked to the information content of the slide.

The sessions in the lecture theatre lasted approximately 50 minutes with groups of 150 or 300 medical students. However, sessions for biological sciences students were 90 minutes and included practical training on the Voyager library catalogue. These sessions consisted of groups of 30 students and were held in a PC training room.

Advantages of the method

We discovered that even when used in a large lecture theatre, this informal format was an excellent ice-breaker, helping us to establish a good rapport with the students. The element of surprise created a real buzz of interest and most students appeared to enjoy the different presentation style of the Cephalonian Method. Used with smaller groups of biological sciences students the method encouraged even more interaction; students were

actively taking part in the session and were much less inhibited about asking additional questions of their own. This was a very positive feature.

For once, we found preparation for induction both satisfying and enjoyable; we had put some fun back into the sessions and we had the opportunity to be imaginative and creative. We particularly enjoyed creating the question scenarios, choosing the colourful images for the slides and even adding sound effects. Versatility and adaptability were the other advantages; preparation time was not excessive and one set of questions were easily modified for other groups and locations. Feedback from librarians at the Joint CoFHE / UC&R Study Conference 2004³ indicated that the method could also be utilised in the further education sector.

Presenting the sessions certainly provided us with variety; no two sessions were ever the same owing to the varying order of the questions and the differing responses of each group. What surprised us most was that such a simple idea could so dramatically alter the dynamics and atmosphere of a session. Induction was no longer a chore but a stimulating and enjoyable experience.

Potential pitfalls

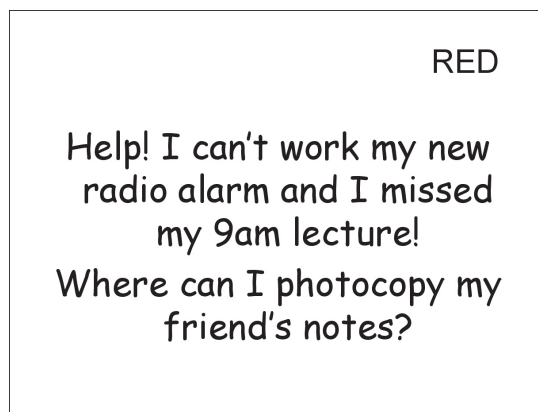
We recognised that the new format did not give students the spatial orientation provided by a library tour. This was potentially problematic for the biological sciences students using the Science Library, a large sprawling site within a listed building. In October 2003 we distributed brief questionnaires at the start of each session and several respondents commented that the inclusion of images or plans of the library would have enhanced their understanding. This is something we are planning to implement for the 2004 induction sessions.

This format is not for the fainthearted; library staff need to be flexible and must be prepared to adlib and think on their feet. We found it to be an exciting but risky method to use. The most common problem was accidentally selecting the wrong slide. We also experienced one session in which several of the questions were not forthcoming because some of the cards had vanished or were being surreptitiously withheld by the students allocated to read them. As a matter of course we had come to expect the unexpected and we overcame this by filling in the gaps ourselves.

Understandably, we could not audition students for their role in the session as time and necessity demanded that question cards were issued

randomly at the start. We recognised that some students would find it daunting to stand up and speak in a large lecture theatre. However, we pointed out that if anyone was unhappy to take part they could pass their card onto a more extrovert class member. Audibility was also a problem with students unused to speaking in a large venue and not raising their voices sufficiently. We overcame this by repeating the questions for emphasis and clarity and featuring them at the top of the corresponding *PowerPoint* slides.

There was a special issue to consider due to the method's reliance on colour coding. We needed to ensure that colour blind students would not be disadvantaged. It was important that these sessions were compliant with the *Special Educational Needs and Disability Act 2001*⁴ so we printed the colour of each card in the top right-hand corner, enabling any colour blind students to participate.



Music and the Cephalonian Method

Music is an integral part of the Cephalonian Method and was played when students entered and left the lecture theatre or training room. We also used background music during the hands-on training on the Voyager library catalogue. We use music as we believe that it can have an uplifting effect on the mood and atmosphere of a session.

Research has demonstrated that certain kinds of music help to create a state of 'relaxed alertness' and attentiveness in which the learner is very receptive to new information. This is sometimes referred to as the *Mozart Effect*⁵. The correct choice of track is vital. For a 9am session we opted for calming New Age or inspirational piano music. During afternoon sessions our choice needed to be bold and invigorating, so we chose *Corazón Espinado* by Santana. This linked with the Mexican theme of Miguel the iguana who featured on our title slide. We also played Latin American classical guitar music during the hands-on catalogue training.

We had considered the copyright implications beforehand and were advised by the university's copyright unit that educational establishments are permitted to play sound recordings for the purposes of instruction without infringing copyright. This is provided that the audience consists only of staff and students of the university and that there are no members of the public present.

We were keen to discover what students thought of the use of music and we included questions on this in the survey. It was evident that we could not please everyone. 54% believed that music had enhanced the session whilst 38% did not have an opinion and only 8% felt that the music had been of no benefit. We also asked if they could suggest more appropriate music and we received some intriguing suggestions, most of which we had not heard of and some of which we felt were rather inappropriate!

Feedback and evaluation

The survey mentioned above asked students for their views, comments and ratings on various aspects of their induction session. We received over 300 responses with 78% indicating that they preferred this method of induction to a traditional library tour.

We asked two key questions. Firstly, '*Do you think this session provided you with an appropriate introduction to the library?*' 97% thought that it did. But could we entice students back for the next information skills session? We asked '*Do you think it will be beneficial to attend the next information skills session?*' Nearly 80% answered in the affirmative.

At the end of the questionnaire we asked how they rated the session overall. 86% rated the session between 7-10 on a scale of 1-10. We felt that this gave us the endorsement we needed to continue using and developing the method. Almost all the comments were extremely positive, for example '*Really good idea, made it more fun to watch the presentation*', '*very well presented, I loved it!*' and '*more about Miguel please...I feel I know that iguana!*'. One respondent remarked that '*it was bit weird*', but we interpreted this as a compliment!

The future

The Cephalonian Method has been a worthwhile experiment and we think that the idea has potential. Future enhancements might include the addition of more audiovisual material such as moving images, photographs and a virtual tour of the library. We are currently working on a version incorporating comic strip inspired slides featuring

shots of a fictitious student with speech bubbles and captions. However, we do not want the visual elements to distract from the information content.

Perhaps the ultimate enhancement would be the incorporation of a quiz using the potential of audience response technology with wireless interactive keypads. This would take student interaction and engagement to a new level and would be a useful tool for identifying the extent to which the students had absorbed the information. This technology may be more widely available in the future and offers an exciting prospect for library induction and instruction.

We have demonstrated the Cephalonian Method at various events and the reaction from fellow professionals has been extremely positive. Many have expressed the wish to experiment with the approach and to adapt it to their own needs and local circumstances. Librarians who are unable to abandon the library tour have pointed out that the Cephalonian Method's question and answer approach could easily be incorporated into a traditional tour. The greatest reservation we have encountered from professionals at other institutions concerns the potential reluctance of some colleagues to try a totally new and adventurous approach. However for us, the big attraction was finding a fresh and innovative approach that worked and was worth a little extra effort and stress.

So that, in a nutshell, is the Cephalonian Method. We believe we have succeeded in transforming an ugly duckling into a swan. A traditional induction session has become a dynamic, interactive and enjoyable learning experience for students and library staff alike. The beauty of the method is its simplicity and versatility, relying on the effectiveness of traditional communication skills, some creative flair and a bit of theatrical artifice. We have certainly succeeded in bringing some rays of Ionian sunshine to Cardiff University!

References

- 1 P.B. Gove (editor), *Webster's third new international dictionary of the English language*, Springfield: Merriam-Webster Inc., 1986, p 1154
- 2 K. Trefts and S. Blakeslee, 'Did you hear the one about the Boolean operators? Incorporating comedy into library instruction', *Reference services review*, 28 (4), 2000, pp 369-77
- 3 The conference website includes the presentation with examples of slides used during induction.
<http://www.cilip.org.uk/groups/cofhe/conference2004.html>
- 4 Available at: <http://www.hms.o.gov.uk/acts/acts2001/20010010.htm>
- 5 D. Campbell, *The Mozart effect: tapping the power of music to heal the body, strengthen the mind, and unlock the creative spirit*, London: Hodder & Stoughton, 2002

Access management: the new information skill?



Sally Chambers,
Online Library Manager
Senate House Library:
University of London
E-mail: schambers@shl.lon.ac.uk

In November 2000, the Senate House Library, University of London¹ (formerly the University of London Library) was invited by the University of London External System to develop an online library service for students studying with the University's External Programme². The External Programme was established in 1858 to make University of London degrees accessible to students who were unable to come to London to study. Currently, 30,000 students are enrolled with the External Programme, studying University of London qualifications in over 180 countries around the world. The Online Library currently provides electronic resources (which include over 11,000 full-text electronic journal titles and a directory of over 1,000 academic web resources) to 81% of all external students. It already has over 4,250 registered users who are studying subjects as diverse as classical studies, clinical dentistry and international management. By September 2005, the goal is to extend access to the Online Library to all external students.

One of the biggest challenges for the Online Library team has been providing easy-to-use secure access to the electronic journal databases to a global student community. The solution of this challenge led to a successful bid to the UK's Joint Information Systems Committee's (JISC) Authentication, Authorisation and Accounting (AAA) Programme³. The aim of the GLobal Access Management (GLAM) project⁴ was to undertake an evaluation of the PAPI (Point of Access to Providers of Information)⁵ access management system, developed in Spain by the Spanish National Research Network, RedIRIS⁶. This article outlines the work undertaken for the GLAM project and in particular the outcomes of the user evaluation of the PAPI system, and finally looks towards a

new-generation of access management technologies to highlight an opportunity for librarians to get involved in the future of access management in the UK.

What is access management?

When a library subscribes to an electronic resource (e.g. a database of electronic journals) a legal contract is signed provided that the library will take 'reasonable steps' to ensure that only 'authorised users'⁷ are permitted to use the resource. A library can manage access to its electronic library resources by using systems such as the Athens access management system⁸, which is currently used by many UK further and higher education organisations to provide access to their electronic library resources.

Access management and the Online Library

The Online Library primarily uses the Athens system to provide authorised access to its electronic resources. The use of Athens has significantly improved the Online Library team's ability to provide easy-to-use secure access to the e-journal databases for students all over the world. Even so, over 75% of enquiries received by the Online Library team relate to usernames and passwords. These enquiries can be divided into four main areas:

- How to get a username / password
- Usability / technical problems with registering for a username / password
- Forgotten username / password
- Usability / technical problems logging in to e-resource

With access management generating this extent of enquiries there is clearly a need to improve the process for students. Therefore when the JISC published a funding call to look for projects to provide the UK experience in new-generation access management technologies, the Online Library team saw this as an opportunity to potentially improve the electronic resource experience for our students.

Global Access Management (GLAM)

The Online Library team, based in Senate House Library, in partnership with the University of London External Programme, successfully bid for funding to undertake the GLAM (GLobal Access Management) project to undertake an evaluation of a Spanish access management system, PAPI (Point of Access to Providers of Information). The GLAM project team had to implement a University of London demonstrator of the PAPI system

which provided secure access to licensed online library resources (ABI/INFORM, Business Source Premier, JSTOR and Justis.com) for External Programme students based globally, including a survey to evaluate the students' experience of using PAPI.

Implementing PAPI at the University of London

One of the first tasks required to implement a University of London version of PAPI was to convince the library suppliers to allow us to access to their electronic resources via the PAPI system. This process was relatively straightforward and possible with the Online Library's existing licence agreements. The suppliers were already familiar with the Athens system and therefore we were able to explain that the PAPI system was like a European version of Athens!

The installation of the underlying PAPI system was again uncomplicated, especially as a member of the team who had developed the PAPI system in Spain came over to the UK to guide the installation process.

The most complex aspect of the implementation was configuring PAPI to allow access to the various electronic resources. As each e-resource is technically different, they needed to be individually configured to work with PAPI. Each configuration was a detailed process with the project team encountering various technical problems with IP addresses, frames and javascript popup windows.

To aid usability the PAPI interface was customised to mirror the existing look and feel of the Online Library website. In addition, a help section, containing frequently asked questions (FAQs), links to help guides for the e-resources and a dedicated enquiries form for PAPI users was developed.

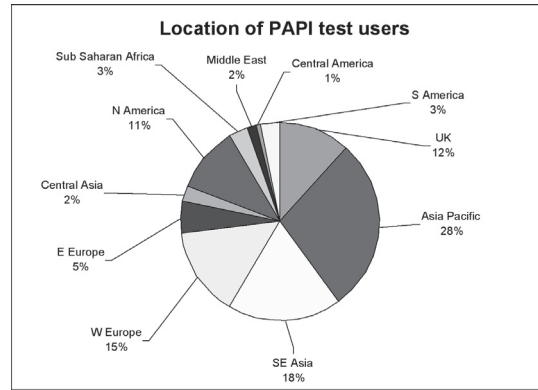
What did the students think?

The user evaluation, which took place over a four week period, consisted of a short web survey. During the evaluation period we received over 125 completed online surveys from external students. Firstly, we asked the students to tell us some basic general information about how they were accessing the website, including:

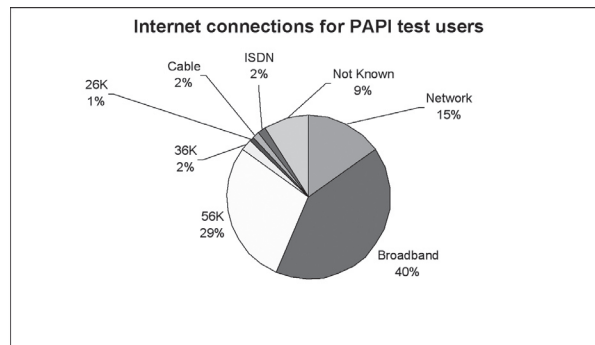
- Are you using a PC or a Mac to view the PAPI web resources?
- Which Internet connection does your computer use? (e.g. 28k Modem, 36k modem, 56k modem, broadband, via a network)

- Which is your current Internet browser and version if known?
- Which region of the world are you accessing the PAPI resources from?
- Where are you accessing the PAPI website from? (e.g. home, work, internet café etc.)

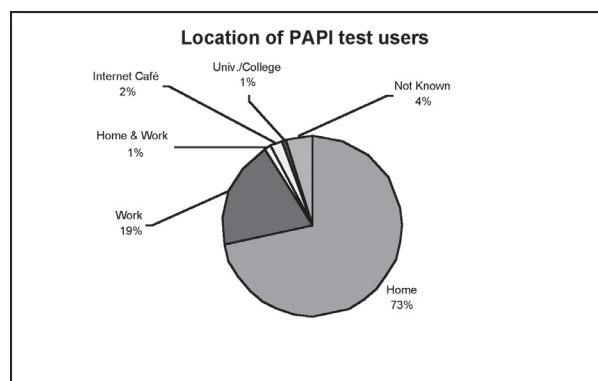
Due to the global distribution of external students, we had a wide range of respondents from all over the world:



Using a variety of internet connections:



Logging on from a variety of locations:



In addition to these general questions, we asked some more specific details about the users' experience of using PAPI to login to their Online Library resources, including asking students to rate the time it took them to login to PAPI:

- Very quick (e.g. 1- 5 seconds)
- Quick (e.g. 6 – 10 seconds)
- Slow (e.g. 11 – 30 seconds)
- Very slow (e.g. 30 seconds or more)

Over 90% of our test user group thought that logging into PAPI was either very quick (55%) or quick (30%).

As part of the survey, we gave the students the opportunity to comment in more detail about their experiences of PAPI, which provided us with more qualitative feedback (and also gave the opportunity for students incidentally to give us some general feedback about the Online Library service which is always useful!). Overall, the students' experience of using PAPI was positive.

The future of PAPI and the Online Library

Although the experience of undertaking the evaluation of PAPI system was valuable for the Online Library team, it is unlikely that we will use PAPI as our central access management system for the Online Library. The main drawback to using PAPI is the technical expertise and time required to configure each new e-resource so that it can be accessed via PAPI. Since the end of the project, the PAPI team have developed a webpage detailing how to configure PAPI to allow access to individual resources⁹. Although this makes the process easier, it still means that this configuration would need to be done at each institution. The Online Library team concluded that they would prefer a system where the configuration of resources was managed at a national level, leaving the institution to manage their users and the resources they are entitled to access.

The future is Shibboleth

Since the end of the GLAM project, and building on the experience gained from the other projects in JISC's Authentication, Authorisation and Accounting (AAA) programme, the JISC have decided 'to work on a solution with the development of a next generation access management system based on Shibboleth¹⁰ technology'. It is expected that this technology will work alongside the current Athens access management system allowing 'Shibboleth-enabled organisations to access Athens protected resources, and Athens users, whether centralised or devolved, to access Shibboleth-enabled resources'¹¹. The work on the Shibboleth technology will take place as part of the JISC's Core-Middleware programme¹². With the decision to implement Shibboleth technology within the UK, JISC are planning to put out a call for early adopters of Shibboleth for both institutions and resource providers towards the end of the year. Expressions of interest for participation are likely to be sought in October 2004. This is definitely a JISC call that electronic resources librarians should be looking out for!

Conclusion

As more and more library resources and services become e-enabled, managing secure access to our resources electronically is going to be a challenge for librarians for years to come. In addition to being involved in the implementation of new technologies such as the Shibboleth, as librarians we also have a role to improve users understanding of access management issues. By including access management as a key topic in our information skills training sessions we can help students to understand how they can manage their own access to online library resources and maybe reduce the number of username and password enquiries!

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First steps: piloting WebCT at WIT



Nora Hegarty,
Assistant Librarian
Luke Wadding Library,
Cork Rd, Waterford, Ireland
Tel: 353 (51) 302845
E-mail: nhegarty@wit.ie

Introduction

Waterford Institute of Technology (WIT) currently caters for 6000 full-time and 4500 part-time students. Diversity within the student body has highlighted the need for flexible course delivery. Thus while the traditional face-to-face lecture mode is still the predominant teaching and learning mechanism at WIT, individual commitments mean that not all students can base themselves on campus for the entire academic year: a number of full-time students work many hours during term time, while part-time students are generally fully employed.

In response to this phenomenon, a number of lecturers at WIT have, in recent years, been experimenting with online learning using different commercial web-based systems, their objective being to achieve types of mixed mode delivery programme where lectures are complemented by online elements. Such programmes not only meet student demand for a choice of learning environment, but also surmount geographical barriers, thereby opening up the possibility of new markets: a growing international, postgraduate and potentially lucrative professional sector, for instance. The institute is very much aware of this reality, listing technological awareness as one of the key priority areas in its strategic plan.¹

Technological strategy

In a bid to recommend a more coordinated e-learning strategy for WIT, a multidisciplinary expert group, composed of various academics, IT, library and administrative staff, all of whom were interested in online learning, was established in 2003. The decision was made to standardise on one proprietary virtual learning environment (VLE) so as to streamline support and service resources across the institute. Following a rigor-

ous trial and tender process, WebCT was chosen as the optimum VLE for WIT.

Certain considerations informed the final choice, not least of which were compatibility and ease of integration with WIT's computer, library and administration systems. WIT specifically wanted a VLE that would, in time, pave the way towards the provision of a managed learning environment (MLE). The implementation programme commenced in November 2003. Projects to date include the establishment of a WebCT Centre at WIT Libraries, the execution of a pilot WebCT Training Programme across all academic schools at WIT and the development of a WebCT support site.

WebCT at WIT

As a starting point for the project, it was agreed that a centralised department be established to coordinate the institute's e-learning strategy. To this end, a WebCT Centre, which incorporates a training and support function, was established in the Luke Wadding Library in November 2003. The library was an obvious choice of venue. It is one of the institute's newest buildings with state-of-the-art facilities and features and with a proven track record in user-education. The Librarian had been involved in the WebCT venture at WIT from its inception and was prepared to release members of the library's learning support team on a part-time basis to advance the project.

The learning support team has been training staff and students in the effective use of library technologies since 1996. In the interim, its staff have gained knowledge of instructional design and curriculum development, effective people skills, awareness of professional development strategies, and of information and communication technologies. The institute's recognition of the team as ideal candidates to pilot WebCT not only expands the library's role in WIT's educational endeavours, but also accords with library policy to promote the use of a range of tools, including WebCT, in the delivery of effective teaching and learning.

'We must see our educational role as not only making faculty aware of and able to use the new technologies that are central to their disciplines, but as including helping the faculty integrate the new information tools into the fabric of the instructional programmes in ways that enhance learning and offer new structures for programme delivery.'²

The Centre is currently staffed by three learning support librarians, their remit being to pilot WebCT throughout the academic departments at WIT. This involves providing professional guidance and technological support to lecturing staff, who are interested in using WebCT in their day-to-day teaching, and also includes a substantial pedagogical and administrative element.

Pilot training scheme

The team's first responsibility is to instigate a large scale and varied programme of events, so as to raise awareness and develop skills in web-based learning and teaching. The pilot training scheme, delivered on a school-by-school basis to all academic staff, and tailored to the needs of beginners, is a case in point. Staff attend on a voluntary basis and generally according to school - individuals are more comfortable attending training in a familiar group setting where everyone has similar course concerns and is starting from a common reference point. The programme consists of three half-day 'hands-on' training sessions, the content of which is based on materials that were bought in from the UK Netskills organisation and adopted and adapted according to local needs.

Session one, 'Creating course content in WebCT and course support tools', concentrates on the creation of course content in WebCT, including glossary, references and links to action menu items. The application of such support tools as calendar, discussions, e-mail, chat and whiteboard is also covered.

Session two, 'Student management and assessment', a highly interactive session, explains the principles of self-tests, quizzes, surveys and grading, firstly from a designer and secondly from a student point of view. Administration and student management issues are also discussed.

Session three, 'Practical pedagogy and online course design', is currently in preparation. It will cover such practical issues as how to teach in an online environment and 'how best to design online learning materials and activities which promote active, meaningful learning'³. This session will ideally be delivered in collaboration with an expert academic user, someone who has used WebCT to good effect and who can detail and discuss 'real life' pedagogical concerns.

Follow-on support

Training is complemented by a web-based support page, (<http://www.wit.ie/library/webct/>) which is prominently hosted on the opening

screen of the library website and which directly associates WebCT with library learning support initiatives. The page offers academic staff and students further information and advice on using WebCT and is a focal point for supplementary materials and guides, links to additional online resources, FAQs, troubleshooting pages etc. Feedback to date shows this to be an invaluable resource, particularly for those who are interested in concentrating on particular aspects of WebCT. Details of early use, information on building your first online course and tips on how to create online learning materials are for instance available on the site.

Lecturers who have completed the training programme are invited to contact the WebCT team on an individual or group basis for further assistance and advice. The team is committed to working with individuals on identified projects, providing professional guidance and technological support. Follow on tutoring is based on a constructivist 'learning by doing' model: users are asked to identify the skills required, and one-to-one training ensues accordingly.

'The methods of constructivism emphasise students' ability to solve real life, practical problems. The job of the teacher in constructivist models is to arrange for required resources and act as a guide to students while they set their own goals and "teach themselves"'.⁴

Course design and development

A series of WebCT templates, each of which includes a set of frequently used tools, have been developed according to school. Tools are grouped within four domains: content, communication, assessment and administration. The templates also include a standardised 'useful resources' section, which includes links to WIT libraries and WebCT support sites. The template structure provides lecturers with a flexible, guiding framework that can be used as a launching pad for the development of individual courses.

Cases in point include the progress made to date with a number of WIT lecturers, all of whom have proven themselves to be keen early adopters of WebCT. A group of nursing tutors have successfully transferred their lecture notes onto WebCT and are currently in the process of creating online assessments based on course content, while a business lecturer is using the discussions tool as a means of communicating with his postgraduate students. Lecturers appreciate the fact that they can use WebCT as a medium to enhance face-to-

face classroom sessions and are also impressed with the increased ability its tools give them to interact with students, track course usage etc. Initial student response is also positive: students are impressed with the flexibility and freedom of choice WebCT affords them.

From the library's point of view, the fact that OLAS, its online information literacy tutorial, has recently been successfully re-compiled in WebCT, and is used as a training template for the development of additional online courses at WIT, paves the way for the future of information literacy at the institute. Library staff are working in close collaboration with a number of lecturers to further develop OLAS within the WebCT framework, with the aim of integrating it into some of the core subject areas in the curriculum by January 2005.

The future

Plans for the immediate future centre on the promotion and development of WebCT throughout WIT: the timetabling of regular training for academic, administration and student groups; and the provision of ongoing support, including out of hours, year-round support for academic users. The project's ultimate aims are the creation of an open learning environment and the seamless integration of WebCT into WIT.

In time, it is envisaged that the school by school roll-out process and the one-one meetings will be supplemented by a measure of devolved support – the development, for instance, of local support units, departmental based mentoring systems, collaboration and mutual support networks among lecturers themselves.

In anticipation of this, the team is actively seeking further means by which lecturers can share their experiences of using WebCT to teach fully online or blended courses with their colleagues. Provision for support and discussion groups is currently being implemented, as is the possibility of hosting an E-Learning event at WIT to inform, educate and inspire academics to take full advantage of the online facilities available to them.

While the team is currently targeting the academic schools, it intends to use the holiday periods to introduce WebCT to a range of support services at WIT, including admissions, examinations, careers, schools liaison and counselling. Were these services available via WebCT, the institute would be one step closer to a managed learning environment. Following this scenario to its limit, students would have a single access point from

where to complete all their transactions with WIT, from requesting course information, to registering for courses, to paying fees, to downloading course materials, to receiving exam results, etc.

Conclusion

This is the future, the world that WebCT is signposting WIT towards. For the moment, the WebCT team plans to travel on hopefully in its endeavours to introduce WebCT to the staff and students at WIT and to integrate it, piece by piece, into the mainstream life of the institute.

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Launch of Cambridge graduate trainees' website

Louisa Evans
Graduate Trainee,
Christ's College Library, Cambridge
E-mail: lme28@cam.ac.uk



*Trainees at the launch party.
Back row l-r: Lyndsey Goddard (Classics Faculty),
Louisa Evans (Christ's College), Anna Baines
(Emmanuel), Sarah Wilcock (St. John's) and Katja
Airaksinen (Trinity). Front row l-r: Roxanne Macleod
(New Hall) and Angela Fitzpatrick (Newnham)*

Thursday 3 June 2004 saw the launch of the Cambridge graduate trainees' website, CATALOG (Cambridge Trainee Librarians' Online Group) after five months of laughter, tears, hard work, trial and plenty of error. The decision to design a site was taken in January after the seven trainees had attended the university's HTML for Beginners course and ambition and enthusiasm were high! The aim was to produce a site which would be useful for future/prospective trainees and those interested in careers in the library and information sector. It would also allow for greater teamwork and collaboration between the trainees (who are all based in separate colleges/faculties) and give them web design experience.

However, it soon became obvious that one afternoon HTML session was not going to be

enough to achieve what the trainees hoped for the site. After-work meetings started in earnest to discuss the content and structure of the site, which began to increase in size and complexity as brainstorming brought inspiration. The site expanded to include information about library school courses, funding, careers and all aspects of life in Cambridge, as well as detailed job descriptions and information about the trainee scheme. The trainees attended more university-run courses on HTML to improve their skills and delved into books and notes with fervour. The most important technique which brought the best results, however, was trial and error! Constant re-working of the home page, the various sections of the site and navigation were crucial to the design process.

Once the content had been decided upon, it was divided up between the trainees and work began. The decision was taken not to use an HTML editor but to write the code from scratch using Notepad to allow for real understanding of how HTML works and how pages are constructed. The weeks and months that followed brought a flurry of activity as sample pages were emailed for approval and various sections were proof read. As well as attending formal training sessions, the trainees sought advice from the library and computing staff around them. This proved to be some of the most valuable help of all as they learnt about accessibility, indexing, updating and managing the site.

Work on the site was finally completed towards the end of May and the launch date set for 3 June. It was decided that Christ's College would host the site and preparations soon began for a garden party to celebrate the launch. Professor Malcolm Bowie, Master of Christ's, agreed to give a speech to mark the occasion and on Thursday 3 June at 17.00 the celebrations began. Guests from libraries all over Cambridge gathered to toast the launch of CATALOG. The Master praised what he described as a 'wonderful scheme' which would help to promote the 'centrality and importance of libraries for years to come.' Despite the rain, the party was greatly enjoyed by all and initial feedback on the site was extremely positive. For the trainees, the event was a real high point, after early lows – such as calling the site Cambridge University Trainee Librarians (CUTL with an actual cuttlefish logo) – threatened the whole project.

Management of the site will be handed over to the new batch of trainees in September and this year's group hope they find it as enjoyable (and educational!) as they have. It is hoped the site will

be a valuable resource for all those interested in careers in librarianship and will help to promote the graduate trainee scheme throughout the UK.

The site was established and designed by the seven graduate trainees based in Cambridge libraries: Katja Airaksinen (Trinity College), Anna Baines (Emmanuel), Louisa Evans (Christ's), Angela Fitzpatrick (Newnham), Lyndsey Goddard (Classics Faculty), Roxanne Macleod (New Hall) and Sarah Wilcock (St. John's). CATALOG can be found at <http://www.christs.cam.ac.uk/catalog>.

On becoming Fryed: a report from the Frye Leadership Institute

Maggie Fieldhouse
*Deputy Librarian and Information Services
Manager, University of Sussex*
Tel: 01273 678160 E-mail:
m.m.fieldhouse@sussex.ac.uk

Leadership issues are currently a priority for higher education and SCONUL's Advisory Committee on Staffing is actively considering ways of developing leadership and management skills in second-tier staff in association with the Leadership Foundation for Higher Education¹. Work in progress was reported by Margaret Coutts² at this year's SCONUL Spring Conference, including proposals to develop a leadership initiative modelled on the USA's established Frye Institute Leadership Program.

The Program, held at the Emory University Conference Centre in Atlanta, Georgia, has taken place annually since 2000. It is highly regarded and aims to create leaders to guide and transform academic information services for higher education in the twenty-first century. The Institute is supported by the Robert Woodruff Foundation, EDUCAUSE, the Council on Library and Information Resources and Emory University.

In June this year, I was privileged to attend the two-week Program having been nominated by SCONUL to receive JISC funding. The only representative from the UK, I was one of 45 attendees selected from more than 200 applicants. Additional international flavour was provided by an Australian and an attendee from Ireland. My fellow Fryers were a balanced mix of librarians, IT specialists and educational technologists in second-tier management posts with a wide range of responsibilities. The programme, which focused on the critical issues facing higher education, was highly interactive with speakers and participants engaging in stimulating discussions.

Preparation for the Institute began early. As part of the application process we had to specify a year-long project that we would undertake in on our return. We were asked to talk to key individuals in our institutions about the challenges they faced and write a short report on our findings. Extensive reading lists were circulated and we were also required to complete a Myers-Briggs type indicator questionnaire.

Programme themes

Curriculum themes included perspectives on higher education, future challenges, the changing nature of scholarly communication, and the meaning of leadership. A second strand to the programme was a series of group workshops which gave us the opportunity to create our very own Hypothetical Institutions.

Perspectives on higher education

The Program began with a review of a broad range of perspectives on higher education. Speakers included researchers, teachers, administrators and university presidents, who covered topics such as the changing nature of students and how they learn, and the problems of appointing successful presidents from a shrinking pool of candidates able to keep up with the demands of a rapidly changing environment. Skills such as fund-raising are critical, because of the nature of higher education in the US. The role of foundations, which are significant sources of funding, was described. Collaboration was highlighted as a particular pedagogic issue, as was the question of what makes a scholar a scholar and how digitisation might redefine research.

Particularly fascinating was a disarmingly frank discussion by three university presidents about the diversity of their roles. These range from raising money and making things happen while living up to the image of their institutions, to dealing with racial tensions and nurturing a culture of change in an increasingly challenging financial context. As one speaker put it, there is never enough money, not even at Harvard.

Challenges and policy

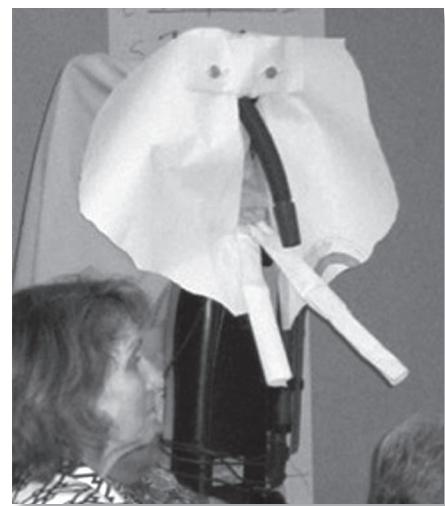
A number of familiar challenges were described: cultural change; greater accountability; the rising costs of education; higher enrolment as the value of education increases; and access to –and the affordability of attending– university. However, the impact of legislation such as the Patriot Act and declining applications from overseas students following 9/11 –when security concerns became

all-important– are (thankfully!) not issues that we have to contend with.

Other challenges discussed included copyright issues in the digital age and the extent to which technology is embraced (or not) by teaching and research. We heard Herbert van der Sompel's vision for the future of scholarly communication in an age of global workflows and the new models of publishing emerging to support collaboration. We explored differences between security and privacy alongside examples of institutional (little p) policies and national (big P) policies. It was interesting to consider these in relation to the JANET Acceptable Use Policy and the protection it offers to UK institutions.

Leadership issues

The second week focused on leadership issues and one speaker chose to explore these using film clips taken from Kenneth Branagh's *Henry V*, and *Dead Poets' Society*. We were also treated to a wonderfully entertaining session on the Myers Briggs Personality Types. At one point in what was a very long day, groups were asked to create something (anything!) from whatever objects were at hand. The inspired musical performance by one group using glasses of water, rubbish bins and file folders as instruments was unforgettable. And I don't think I shall ever think of elephants in quite the same way owing to the very creative, Blue Peter-style use of a vacuum cleaner and paper by another!



Hypothetical Institutions

In addition to such stimulating and thought-provoking lectures, there was the constant theme of Hypothetical Institutions. Working in groups, our brief was to define higher education institutions, describing their objectives, target communities and how they would provide for them. We revisited these creations almost daily,

exploring and gaining understanding of issues discussed in the presentations, for the various communities we had identified. The workshops were great fun but hard work, demonstrating that life is tough at the top! They culminated in an impressively well-thought out financial exercise to create sustainable budgets for our institutions over five years. All was not as straightforward as it seemed though, as we had to rethink our strategies to counter serious challenges to our carefully planned budgets at a critical time. My group's institution, a city college delivering education to non-traditional students, focusing on the needs of local businesses and health centres, found that commercial interests would lead to the sudden loss of a significant proportion of our graduate and undergraduate enrolment to another group's institution. Our solution was to contract with our competitor to produce teaching content for them to deliver electronically.

The benefits of being 'Fryed'

It was inspirational to be in the company of so many committed, supportive and professional colleagues. I gained a deeper understanding of relationships in the workplace and further afield, courtesy of Myers Briggs. I also became aware of the role of personal values in leadership and the qualities of potential leaders as well as realising the importance of trust, integrity, honesty and commitment as well as the value of –and need for– developing greater collaboration within an institution.

An unanticipated benefit was that I learned much about the finer points of our own higher education system through comparisons with that of the States. It is evident that while issues about teaching, learning, research and policy are global, the nature of higher education in the US increases the challenges they pose.

I am most grateful for the support of SCONUL and the JISC, and the opportunity to attend such an energising event as the Frye Institute. I'm now greatly looking forward to not only developing my own leadership style, but also being able share my experience for the benefit of others.

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INSPIRE – a progress report on the national access and referral scheme

Yvonne Hamblin
Research Associate at LISU,
Loughborough University, and currently
Inspire Project Officer
Tel: 01509 222177
E-mail: y.c.hamblin@lboro.ac.uk

INSPIRE (Information Sharing Partners in Resources for Education) is a national referral and access scheme which was first brought to the attention of SCONUL members through a news release on the SCONUL web site in 2002.¹ Inspire England builds on the findings of the Library and Information Commission report, *Empowering the learning community*² and is directly funded by the Department for Education and Skills (DfES). Partners in the initiative include SCONUL, the Society of Chief Librarians (SCL), the British Library, the Learning and Skills Council (LSC), Museums, Libraries and Archives council (MLA), the Scottish Library and Information Council and the National Libraries of Scotland and Wales. Inspire's ultimate commitment is to create a truly national access scheme, which is both cross-regional and cross-sectoral. In the next stage, Inspire will extend to the further education, health and workplace sectors.

What is INSPIRE aiming to achieve?

The stated aims of Inspire are to:

- Develop a cross-sectoral access pathway to information and knowledge to learners
- Link across 875 higher education, 4610 public and 3 national libraries
- Interweave the current network of successful access partnerships into a single pathway, irrespective of geography and sector
- Ensure that all libraries continue to fulfil their current responsibilities to users
- Provide managed reciprocal access and referral to other libraries with relevant collections and materials

- Develop the library and information workforce, raising awareness of resources across the UK

Strategic aims

Inspire's strategic drivers include lifelong learning, social inclusion, widening participation and resource sharing. The scheme will assist achievement of aspects of the Framework for the future³ vision for 2013 which includes:

Any member of a public library can also access materials held in libraries in higher and further education

Inspire also supports the widening participation target of 50% of young people in higher education by 2010. *Aimhigher Partnerships for Progression*⁴, a joint initiative of the DfES, Higher Education Funding Council for England (HEFCE) and the LSC, aims to encourage students to stay in education post-16, by raising their aspirations and motivation to enter higher education. Inspire aims to reach existing students and users of academic and public libraries, as well as attracting non-users through targeted promotion. Through engagement with libraries, opportunities will be offered to people currently excluded from access to learning.

The Wider Libraries Programme (WILIP) Consultation Exercise⁵ cites Inspire as an initiative which will help to facilitate resource sharing for the benefit of library users through cross-sectoral co-operation. WILIP's overarching programme, Routes to Knowledge, aims to ensure that the library and information domain achieves its full potential in supporting the economic, social, educational and cultural health of the UK.⁶ The Chair of SCONUL's Executive Board is a member of the Routes to Knowledge Steering Group.

The regional approach

Two English regions, the West Midlands and the North West, have been running demonstration projects for Inspire. The regional Museum Libraries and Archive (MLA) councils have been working with the Inspire Project Officer to target adult learners and groups outside formal learning to pilot the Inspire scheme. In the North West the MLA council worked with three community groups in Cumbria to facilitate access to libraries and evaluate their experiences, and also with adult learners in Liverpool. In the West Midlands, three sub-regions, Coventry, Wolverhampton and Stoke-on-Trent, piloted Inspire procedures and a training pack, guiding library users to appropriate resources in academic libraries. The evaluation

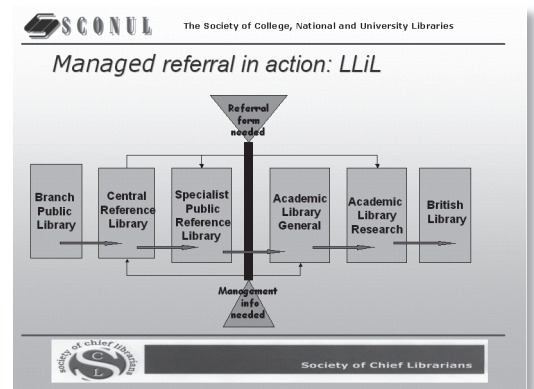
reports⁷ for both regional pilots are available on the Inspire web site <http://www.inspire.gov.uk>.

Libraries and Learners in London

Inspire builds on the successful referral and access scheme *Libraries and Learners in London*⁸ (LLiL) which was launched in 2002 and now has a membership of over 600 libraries in 33 London boroughs, 35 academic libraries, 41 specialist and independent libraries and the British Library. The Inspire project team has worked closely with the London Libraries Development Agency and has developed a training package for the pilot projects and referral procedures based on lessons learned from the LLiL experience. An important part of the London scheme has been to map library collections and it is the aim of Inspire to emulate this process to produce a web-based national resource discovery tool in step with the Cornucopia web site.⁹

Challenges for higher education

Many academic libraries operate open access policies. Some have extended reference access to borrowing rights. However, there can be concern about balancing the conditional right of everyone to access libraries with protection of the institution's resources for their students. Figure 1 shows how referrals will be managed and this may result in a member of the public being referred to a larger public library where this is more appropriate.¹⁰ Inspire also aims to facilitate awareness in academic libraries of the collection strengths of public libraries and thereby create a virtuous circle of collaboration.



Academic and specialist libraries will be asked to 'sign up' to the Inspire partnership with a minimum set of criteria, within the managed referral process, as follows:

- As a minimum, visitors have reference access
- Service plans reflect commitment to co-operative working with Inspire partners

- Inspire is publicised within the library and information service and to the wider community
- Library collection strengths are promoted via the Inspire web site
- All staff are aware of Inspire and some receive in-depth training
- Inspire is included in induction and on-going training programmes
- Qualitative and quantitative data are collected to monitor the impact of the scheme

On fulfilling these criteria, Inspire partners will be awarded a 'kite mark'. In some cases, existing schemes will already meet the criteria and can be awarded the 'kite mark' immediately.

Higher education institutions in the pilot regions have voiced some concern that a visitor to their library may arrive with expectations that may not always be met. For example, visitors may expect to access electronic resources, and although this is possible in some academic libraries, it is unusual because of the plethora of licensing agreements. Visitors may also be informed that specific information is held by a library, only to be found that it is unavailable on the day of the visit. To alleviate these difficulties and to ensure the library user's visit is a positive experience, a telephone call to the academic or specialist library may be an important step in the managed referral process. The referring library will also ensure that sufficient information about access, both physical and to resources, is given at the point of referral.

Next steps

The Inspire team is currently working with libraries throughout the North West and West Midlands to join the scheme. Funding is being sought from a variety of sources including HEFCE Aimhigher, the Regional Libraries Advisory Group and the Department for Culture, Media and Sport. Funding will allow the appointment of a National Inspire Partnerships Manager, who will work to extend the scheme throughout the UK. It will also enable the development of the Inspire web site from a project web site to a searchable list of libraries and collections, an important resource to library staff and users. Promotion of Inspire will continue through targeted publicity, not only in libraries but in community centres, information advice and guidance centres and other locations which may attract potential users into libraries, and ultimately into learning.

For further information, please contact:

Mary Heaney, Director of Learning Centres at the University of Wolverhampton, is chair of the Inspire Steering Group, representing SCONUL.

Email: m.e.heaney@wlv.ac.uk

Andrew Green, City Librarian, Coventry City Libraries and Information Services, represents the Society of Chief Librarians.

Email: andrew.green@coventry.gov.uk

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INSPiRE in the West Midlands – tarmac or tracks?

Caroline Rock,
Deputy Librarian
Coventry University Library
Tel: 024 7688 7516
Email: c.rock@coventry.ac.uk

The following article is based on a presentation given at the West Midlands strategic briefing day, 15 July, 2004, at which heads of library services from the public and academic sectors were being invited to join the INSPiRE scheme. The intention of the presentation was to share the experience of a group of 'demonstrator' projects and to highlight issues which would have implications for the further rollout of the INSPiRE initiative.

Earlier this year, as part of the INSPiRE England initiative, the INSPiRE West Midlands Steering Group established three 'demonstrator projects' which ran from January to April 2004. The aim of INSPiRE England is to 'facilitate access between libraries in the public and higher education, meeting key strategic drivers such as widening participation, social inclusion, and resource sharing'¹, building on the work already undertaken in the London, with the Libraries and Learners in London Scheme (LLiL)². The purpose of the demonstrator projects was to explore the development and implementation of schemes for 'managed access and referral' between member libraries, with differing user constituencies in the region.

The three 'demonstrator' projects were centred in different areas of the region; Coventry, Staffordshire and Wolverhampton. Each project drew together partners from at least two different library and information sectors, (education, health, public, community information) and each differed in emphasis in terms of the focus of the project and the learners / library users which they were hoping to reach.

The Coventry project comprised Coventry University (Lanchester Library and Centre for Lifelong Learning), Coventry City Council Libraries and Information Services, and the Coventry Health Promotions Unit, with a focus on improving access to information for members of the public

with information needs in three sample areas of Health, Art and design, and Returning to work.

The partners in the Staffordshire project were Staffordshire University Library, Stoke-on-Trent City Council Libraries and Stoke-on-Trent Further Education College Library. Drawing on well established access schemes offering public access to the university library, the focus of this project was to reach the further education community in particular.

Thirdly, the Wolverhampton project comprised the University of Wolverhampton, the City of Wolverhampton College, Wolverhampton Adult Education Service and Wolverhampton Library and Information Services. Once again based on a commitment to enhancing access for members of the public, this demonstrator project drew on the tools being established through the *Ticket to Find* initiative and had a particular focus on supporting the development of information literacy of library users.

All three projects however shared the INSPiRE vision of seeking to foster and improve co-operation between library sectors to support lifelong learning. More specifically, working with their particular user communities, the projects also shared common objectives concerning:

- the identification and removal of barriers to access (whether physical, procedural or cultural) for referred learners
- the testing of 'access' and 'referral' procedures, to establish their efficiency and effectiveness
- the development of appropriate mechanisms through which to locate, market and promote collections in partner libraries.

Against this background I should now explain my chosen subtitle: 'Tarmac or tracks?'

I had been asked to give the presentation shortly before leaving for a cycling holiday in Central Europe. Consequently, one afternoon, as I cycled along a straight section of comfortable tarmac road, I found myself contemplating the topic. All too quickly, with a change of direction, and finding myself on a gravel track with a much bumpier ride, it struck me that there were some useful parallels between my current situation and the recent experience of approaching and testing out INSPiRE.

I thought about expectations (the tour brochure had suggested 80% tarmac and 20% tracks for the terrain to be covered – how accurate was this?) and perspectives (the prospect of the 170m climb over a distance of 2km, scheduled for day 2, would constitute a warm-up exercise for some, a daunting challenge for others). Perspectives and expectations of the key groups involved in the projects seemed to me an appropriate framework in which to summarise the experiences and lessons of the demonstrator projects. Whether stated explicitly, or through inference, each of the following groups had questions, concerns and expectations:

- senior managers within the institutions and/or the library and information services
- front line library and information staff
- core customers (i.e. the individuals for whom the services are primarily intended, and whose resources were being shared)
- referred learners (i.e. those individuals hoping to benefit from the scheme).

From the perspective of the senior managers, INSPIRE had to be viewed in terms of congruence with institutional culture and direction. Was it an appropriate initiative with which to be involved? Managers also anticipated resource issues since, in addition to the potential demands on collections and materials, staff time would be required to manage and monitor the scheme, to brief and train colleagues and to deliver front line services.

In reality, the projects demonstrated that the INSPIRE vision fitted well with institutional agendas for 'widening participation' and 'lifelong learning' with senior managers willing to commit to them. The opportunities either to establish or to further develop partnerships both within and beyond the academic sector were also recognised. As regards the demands on materials, there was no evidence of unsustainable demand for reference access to materials. However the need for sensitive management of the expectations of the INSPIRE participants regarding the absence of borrowing rights and the restriction of access to e-resources was clearly important. As for the demands on staff time, whilst commitment to any access and referral scheme such as INSPIRE will inevitably bring overheads, a distinction should be made between the staffing implications for initial implementation and those for on-going delivery and support. Although undoubtedly staff intensive at the outset, once established, it was envisaged that the scheme could be managed

alongside, or even assimilate, other access and referral schemes.

Moving to the perspective of those front-line (reception desk and enquiry desk) staff responsible for the delivery of the INSPIRE scheme on a day-to-day basis, the following issues emerged in the initial 'briefing' stages of the projects. Based on former experience of less secure physical environments, concerns were expressed at the possibility of inappropriate and / or demanding visitors. Similarly, front-line staff feared the administrative / procedural / information 'burden' of operating the scheme and of having 'yet more to learn!'

Inevitably the need both to pilot procedures and to gather information with which to evaluate the projects did increase the administrative workloads of some staff. Ultimately though this has resulted in more efficient and integrated procedures and manuals³. The experience of dealing with what turned out to be relatively small numbers of INSPIRE visitors⁴, but who had been appropriately directed to a partner library, was however entirely positive. Visitors were enthusiastic and appreciative of the services being offered and all came with genuine information needs. The importance of 'managed access and referral' schemes and of the need for thorough training of all staff cannot be understated. As for having too much to learn, with hindsight colleagues actively involved in the scheme have pointed to the incidental yet valuable staff development opportunities which working with new customers and new partners had provided.

But what of the core customer? This too was a perspective which has to be considered. Might our core customers (university students and staff) be disadvantaged by the potential demand on collections and facilities or by a reduction in the quality of service offered at over-stretched enquiry points?

In reality these did not become problems. As indicated above, INSPIRE visitors were few in number and principally only required access to reference sources unavailable elsewhere. Service at enquiry desks was arguably enhanced for all customers as, in the light of training, staff gained confidence in dealing with the needs of a more diverse customer base. In addition, access to resources for our core customers was enhanced indirectly through increased awareness of the collections in partner libraries and the virtual enrichment of local collections.

Finally, were the expectations of 'referred learners' at the heart of the INSPIRE initiative met? Returning to the key objectives for the demonstrator projects, we need to ask if the perceived barriers to access, whether physical, procedural, cultural or attitudinal had been removed. Similarly were expectations of access arrangements, usage entitlements and levels of support at least clearly presented even if not always as generous as hoped for? Ultimately did the INSPIRE visitors have a positive experience of engaging with formal education?

Answers to these questions were given in the 'exit surveys' completed by referred learners who participated in the demonstrator projects. In addition, the effectiveness and value of the referral mechanisms can be seen in the uptake of the opportunities by participants and in anecdotal observations such as 'more libraries equals more information'. Awareness of the opportunities provided by schemes for 'managed and referred access' was raised through the preparation of appropriate publicity materials, open days, and staff briefings. Finally, evidence that the INSPIRE initiative had created opportunities for participants to develop skills, knowledge, understanding within a semi-formal learning environment could be seen by the achievement of the 'generic learning outcomes' against which the projects were evaluated⁵.

In conclusion then I return to the cycling analogy (which, from my perspective, was a positive experience) to summarise the key lessons learned through the demonstrator projects:

- Gain senior management commitment from all partner institutions: and follow the direction given by the tour leader
- Invest in the briefing and training of *all* staff: without which you won't be able to make the most effective use of your bike, or deal with a puncture!
- Maximise existing cross-sector relationships: and use the momentum gained from the down-hills to fuel the up-hills
- Minimise or at least balance the need for administrative and procedural activity with the collection of useful management information: travel light!
- Publicise and promote both the collections and relevant access information: when lost, look at the map!

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From recommendations to practice – the next steps towards open access



David C. Prosser
SPARC Europe,
99 Banbury Road,
Oxford, OX2 6JX
Tel: 01865 284 451
E-mail: david.prosser@bodley.
ox.ac.uk

Having sifted through over one hundred written submissions and held four sessions of oral evidence, the House of Commons Science & Technology Committee has published its eagerly awaited report *Scientific publications: free for all?*¹ It is a balanced and reasonable report based on close examination of evidence from librarians, publishers (both commercial and societies), funding bodies, and academics. Many in the library community will feel that in deciding that the 'current model for scientific publishing is unsatisfactory' the report reaches the correct and natural conclusion.

I want to highlight two of the recommendations made by the Committee which, if implemented, would greatly accelerate a move to open access.

Institutional repositories

The first is the recommendation that '... the Research Councils and other Government funders mandate their funded researchers to deposit a copy of all of their articles in their institution's repository within one month of publication, or a reasonable period to be agreed following publication, as a condition of their research grant.'

The term 'institutional repository' ('IR') has been used to describe digital collections capturing and preserving the intellectual output of a single or multi-university community.² Institutional repositories have a number of features and functions:

- *Institutionally defined*: They contain content generated by an institutional community
- *Scholarly content*: They may contain a wide range of material reflecting the intellectual wealth of an institution – for example, preprints and working papers, published articles, enduring teaching materials, student theses, data-sets, etc.
- *Cumulative & perpetual*: They preserve ongoing access to material
- *Interoperable & open access*: They are built to common international technical standards to ensure that the material deposited within them can be searched and retrieved. Search engines can treat the separate archives as one and readers do not need to know which archives exist or where they are located in order to find and make use of their contents. To maximise the use and impact of the repositories the material within them should be available freely over the internet.

There are many benefits, at many levels, to IRs. For the individual they provide a central archive of their work and increase the dissemination and impact of their research. The researcher's institution benefits from increased visibility and prestige as the full range of the work supported is seen. In this way, the IR can act as an advertisement for the institution and can be used in attracting third-party funding sources, potential new faculty and students, etc. As a side benefit, having all of an institution's academic output in a central electronic repository would greatly aid in managing the UK higher education funding bodies' research assessment exercise! For society, IRs would ensure long-term preservation of institutions' academic output (output that is currently rather precariously archived as few institutions have robust archiving policies). Finally, and most valuably, a network of IRs would allow all interested readers access to all of the world's primary research literature.

By making deposit mandatory the Research Councils will ensure that we quickly develop a freely accessible online library of all publicly funded UK research.

The UK has been in the forefront of international activities to develop institutional repositories. One of the most widely used of the free, open source software packages for constructing and running repositories is GNU EPrints from Southampton.³ The CURL/JISC supported SHERPA project has investigated issues around repositories (such as intellectual property rights, quality control, tech-

nical questions, etc.) and has helped institutions launch their own repositories.⁴ The S&T Committee recommended an enhanced role for SHERPA in extending the number of UK repositories.

An additional resource is the Learning About Digital Institutional Repositories Seminars (LEADIRS). A programme 'providing core advice for senior managers interested in the implementation of an Institutional Repository', LEADIRS covers issues around the development of policy to manage content, legal and copyright issues, costs and funding sources, etc. The second series, LEADIRS II, will be held in London at the end of the year (<http://www.lib.cam.ac.uk/leadirs/>).

One concern for academics and librarians alike has been the issue of copyright and how this relates to depositing material in repositories. Academics in particular have feared that they will either be in breach of copyright if they deposit their papers or they will not be able to publish in their journal of choice because deposition will count as 'prior-publication' disqualifying their article from most scientific journals on the grounds that it has already been published. This has become less of a real problem (although the perception of difficulties may remain). The SHERPA website now carries the listing of publishers' attitudes to depositing papers in repositories initiated by the RoMEO project. The good news is that the majority of surveyed publishers allow authors to deposit either pre-prints (the version before refereeing), post-prints (the final version after refereeing), or both. Copyright concerns should diminish as academics become more aware of the actual policies of publishers.

If the Research Councils were to follow the recommendation of the S&T Committee and mandate the depositing of authors' papers, the UK would be one of the first countries to take the step of ensuring that all its publicly funded-research was made available to all interested readers. However, this issue is not being discussed by the UK in isolation and as other funders internationally reach the same conclusions on access, plans to encourage open access are being developed in other countries. For example, just a week before the S&T Committee published its report, a US House of Representatives Appropriations Committee recommended that beginning in 2005 the National Institutes of Health (NIH) require that 'a complete electronic copy of any manuscript reporting work supported by NIH grants or contracts be provided to PMC [PubMed Central] upon acceptance of the manuscript for publication in any scientific jour-

nal listed in the NLM's PubMed directory. Under this proposal, NLM would commence making these reports, together with supplemental materials, freely and continuously available six months after publication, or immediately in cases in which some or all of the publication costs are paid with NIH grant funds.' The NIH is the largest funding agency in the US, five times larger than the second largest funder, the National Science Foundation.

While stopping short of mandatory deposition of papers in IRs, last year the Wellcome Trust (the UK's largest private funder of biomedical research) signalled its strong support of open access. Also last year, all the major German funding bodies signed the Berlin Declaration supporting open access.⁵ The Berlin Declaration has since been adopted by, amongst others, the CNRS and INSERM in France, by the FWF Der Wissenschaftsfonds in Austria, and the Fonds voor Wetenschappelijk Onderzoek in Flanders. This support from the funding bodies has come about as they realise that, to quote the Berlin Declaration, 'Our mission of disseminating knowledge is only half complete if the information is not made widely and readily available to society.' They increasingly believe that it is in their interests and it is their responsibility to support the wider dissemination, through open access, of the research they have funded. Again, the Berlin Declaration stops short of making deposition mandatory, but the signatories are working on policies to move from support of open access to implementation.

Open access journals

Open access journals are beginning to become more common. These journals look to sources of revenue to support them other than subscription fees, and make their content freely available to all readers over the internet. The Directory of Open Access Journals lists over 1150 peer-review title, in a wide range of subject areas.⁶ Some open access journals are now sufficiently well-established to have impact factors (IFs) – for example, *The new journal of physics* has an IF of 2.48 (the third highest of the Institute of Physics' 29 journals) and BioMedCentral's journals *Arthritis research & therapy* and *Respiratory research* have IFs of 5.0 and 5.5, respectively.

However, despite acknowledging that 'the arguments for the author-pays publishing model are in many ways attractive...and we believe that its implementation would yield many benefits for the global research community', the S&T Committee felt that there were sufficient questions

remaining to stop them from recommending that publication in open access journals be made mandatory. They did recommend that Research Councils should make funds available for authors to pay publication charges and publish in open access journals if they wish. (It is worth noting that while the Report describes the model as that of 'author pays', the Committee realises that more usually it would be the researcher's funder who would pay the publication charge.) The Committee also recommended that more analysis of the finances of open access journal publication be carried out to remove some of the uncertainties and that copyright policies be studied with a view to requiring that authors retain copyright in their papers.

The benefits to authors of open access

Making the deposition of research papers in open access repositories and providing funds to pay author charges for open access journals fit well with the growing demand for open access from authors. While many authors have believed in the general benefit of open access, they are beginning to see the specific benefits to them personally. It is intuitively obvious that making papers freely available online should increase both the usage of and citations to papers, but we are now seeing concrete evidence to confirm our intuition.

Recent figures from the *Astrophysical journal* show that for 72% of papers published, free versions of the papers are available (mainly through ArXiv). Citation analysis shows that these 72% of papers are, on average, cited twice as often as the remaining 28% where no free versions are available.⁷ At this stage it is difficult to show clear cause and effect, but it is an intriguing indication of the increase in impact of authors' work if they self archive.

Tim Brody at Southampton University is performing similar analysis over a wide range of subjects. So far, he has shown that in physics the advantage to an author of depositing their paper in an open access repository is anything from two to five times as many citations.⁸ As this type of analysis extends beyond physics and astronomy and becomes better known authors will begin to demand the ability to deposit their papers!

Similar trends are being observed for open access journals. In addition to the high impact factors of some of the better-established open access journals (described above), evidence is coming from hybrid journals that have a mix of open access papers and papers available only to subscribers.

One such is *Limnology and oceanography*, published by the American Society of Limnology and Oceanography. Authors are given the option to purchase open access – if they take the option their papers are made freely available on publication; if not, the papers are only available to subscribers. Open access papers published in 2003 have been downloaded 2.8 times more often than non-open access papers, while for papers published in 2002, the difference increases to 3.4 times greater downloads for open access papers.⁹

Next steps

At the moment, the recommendations of the S&T Committee are just that – recommendations. They need to be implemented and the UK library community has a vital role to play (as it has had in getting the debate to the current stage).

- 1 *Set up institutional repositories.* Many UK universities have already setup institutional repositories and these almost invariably sit within the library. For those that have not, this may be the ideal time to do it and for the libraries at those institutions to initiate the set-up. If the Research Councils do make deposition of papers mandatory authors will need somewhere to deposit! The UK now has a wealth of experience in IRs through the SHERPA project and information and help is widely available (including the LEADIRS II series).
- 2 *Promote a local policy on deposition.* While we await a response from the Research Councils to the recommendation that they mandate deposition of research papers, there is no reason why individual institutions cannot make policy decisions locally. The Queensland University of Technology in Australia has done this and now states that 'Material which represents the total publicly available research and scholarly output of the University is to be located in the University's digital or "E print" repository'.¹⁰ Other institutions should follow this initiative with their own policies.
- 3 *Support open access journals.* As open access journals continue to grow in number, popularity, and impact, it is important that researchers at your institutions know about them. Being new, they are often not yet covered by all the established abstracting and indexing services. However, as authors see the increased dissemination and impact their work receives from open access publication

more of them are sending their best papers to open access journals. The simplest way to ensure that your researchers know about these journals is to include information about the titles in your local catalogues. The Directory of Open Access Journals has been formatted to allow you to easily do this.

- 4 *Raise awareness of the issues with academics.*
Over the years many librarians have felt that attempting to get academics interested in issues around scholarly communication has been an almost impossible task. However, there now appears to be a growing awareness amongst researchers (probably encouraged by recent press interest in the S&T Committee report). One group of academics who could prove very influential are those who sit on the councils and scientific committees of the Research Councils. The Research Councils will be debating how to react to the S&T Committee recommendations over the next few months and if the researchers who serve on the Councils' committees understood the issues of limited dissemination resulting from the serials crisis, they may be more willing to adopt the recommendations. These researchers are based at your universities and can be 'lobbied'! (Links to all of the Research Councils' websites, with lists of the memberships of the Councils and important Council committees, can be found at the RCUK website - <http://www.rcuk.ac.uk>)
- 5 Work with researchers at your institutions to launch open access journals. The barriers to entry for journal publication in an electronic open access world are significantly lower than in the old print, subscription environment and worldwide libraries are becoming the hosts (publishers) for new open access journals. We may be witnessing the birth of a new type of 'university press'.
- 6 Investigate retrospective digitisation projects. Look at the small learned society journals in fields that match your library's area of specialisation. The societies may be happy for the library to digitise the material and make it freely available to all through open access. While large-scale digitisation may be expensive, it could be inexpensive for smaller journals (especially in the arts and humanities).

The Science & Technology Committee has recognised the problems of reduced dissemination and

access that has resulted from the 'serials crisis'. They have evaluated the evidence and concluded that open access is the best hope of alleviating these problems and encouraging a fairer and more efficient system for scholarly communications. Their recommendations are sensible and practical and we now have to work to ensure that the recommendations are translated into actions. As the library is the natural host of any institution's repository, the library community will continue to be at the centre of the implementation of the Committee's recommendations and the creation of a new scholarly communications environment.

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ResIN: Research Information at Newcastle University Library



Moira Bent
*Science, Agriculture and
Biological Sciences Liaison
Librarian,
Newcastle University*
Tel: 0191 222 7641
E-mail: moira.bent@ncl.ac.uk

Background

Library support for research is not new. Newcastle University has a strong tradition of research and the library has always provided services and resources in support of this. Inevitably, the service has evolved and changed in response to changing research needs and also in response to external factors such as changes in information technology and higher education in general.

The Research Support Project, begun in 2001, gave us the opportunity to step back and look objectively at the support we provide to both planned and active research. We wanted to move away from a passive, reactive role to a more active role in which we can anticipate as well as respond to demand from researchers. Promotion of resources and collections also means that research activity can be based on existing collection strengths.

The most important deliverable of the project was to be a comprehensive and consistent package of services for all faculties and an improved dialogue between the library and research staff and students in the university.

Project methodology

There were three main strands to the project. To begin with, a clear picture was needed of the services and resources which were already provided in support of research at Newcastle. After this, an overview of services and activities at other university libraries around the world helped to inform and develop new service models. Most important was a clear understanding of the needs of our users here at Newcastle, so that we could integrate our existing services with new developments.

Existing services

A review was conducted within the library to determine what services were currently offered, including:

- a comprehensive collection of research material, including microform collections, primary research material in special collections and archives as well as books and journals
- research project management data (e.g. data on external/internal sources of funding, project reports)
- access to information via print and online routes (books, journals, databases, ejournals)
- inter-library loan services
- appropriate study environments
- support for RAE
- information skills sessions and individual consultations
- programme of lunchtime information sessions – Robinson Library Workshops
- specific support to university research centres and projects
- involvement in consortia agreements (e.g. SRX)
- support for EndNote via workshops, individual appointments, email and phone.

Survey of users

A questionnaire survey of users was undertaken and 123 responses were received from a wide range of Departments. The responses were analysed and grouped by topic so that we could compare the issues raised with the services we currently offered to inform future developments to the service. As well as the questionnaire, library staff went out to talk to research groups and at school and faculty meetings and talked to individuals to elicit some informal feedback.

The most important services were perceived to be access to electronic journals, followed by a comprehensive collection of up-to-date material and a wide range of specialist materials. Document delivery services were also highlighted as vital to research, as well as specialist help and advice in tracing resources and keeping up to date.

Survey of other libraries

The project began with a literature review, to discover what developments in library support for research are taking place elsewhere. Personal contacts with library staff at other universities were also exploited and team members attended appropriate meetings and conferences. It has been interesting to note that many other university libraries have recently set up similar working

parties to review library support for research. A survey of other libraries' web pages was undertaken to ascertain how easy it was for researchers to find help from their library web pages. It appears that although many libraries provide a wide range of support, few have transparent services devoted solely to research support. The best examples of this tend to be at subject specific level (e.g. engineering at Southampton).

A new JISCmail group was set up in 2001, *lis-researchsupport*, demonstrating the growing interest in this area. In summer 2001 a question was posed to the list about funding for library support for research students and the summary of replies was also helpful to our deliberations.

Some of the services provided at other libraries included:

- training in using impact factors
- checking service for publication details
- providing information about departmental publications
- hosting a research output collection
- photocopying service
- a library newsletter for researchers
- regular displays of research output in the library
- appointment of research support librarians
- researchers web
- advice about citation searching
- web site publicising library support for RAE 2001
- attendance at university / faculty / department research committees
- involvement in the development of research proposals
- direct document delivery
- provision of specialist equipment to use rare / valuable resources
- mediated current awareness services.

DEVELOPMENT OF THE NEW SERVICE

ResIN web pages

The main thrust of the project was to develop new services as appropriate and to integrate them with existing services in an easily accessible way. The project deliverable of a 'package of services' was begun with the creation of the ResIN web pages (www.ncl.ac.uk/library/resin), which drew together the services and resources we already provided, best practice ideas from elsewhere and some new ideas from the project team. These pages have expanded as new services are developed. Although the ResIN website is fully embed-

ded in the library web presence, it also retains its own specific, recognisable identity.

For the service to be relevant to researchers it must be up to date and responsive to changing needs and interests. One of the most challenging aspects of the new web pages has been keeping the news section fresh and maintaining the pages in a consistent way. We have managed this by allocating responsibility for different sections of the web pages to individuals, with one person coordinating at the centre.

As well as providing a high quality service for researchers here at Newcastle, we hope that the web pages may attract new researchers to the university by showing them the wide range of services and resources on offer here. The group feel that it is important that this active approach to promoting the library services and resources for research is maintained.

University links

As part of the project it has been important to develop stronger links with other groups within the university who are also involved in support for research. The team has liaised with staff in the Business Development Directorate (BDD) and consequently has a ResIN presence in the University Research Beehive. Staff from the BDD have provided the information on funding which appears in the ResIN web pages and library staff are now regularly invited to events in the Research Beehive. We have also submitted a section for the new university handbook for researchers and staff in the university web team have helped to make links to the ResIN pages from several university web pages. This university wide recognition of ResIN is seen to be a vital part of the development of the programme.

We have also been approached to include links from ResIN to other resources which support research in the university, such as the artefacts in the Hancock Museum. This is a future issue to be considered by the group.

Special collections links

An important benefit of the project has been the development and strengthening of the links between the special collections staff and resources and the liaison librarians and current stock. The project has highlighted the need to raise the profile of special collections, so that current and potential researchers are aware of the rich resource of primary material which is available to them. An exhibition, *Agriculture in the*

North, demonstrated how archive material is still relevant today. Themed posters (bridges, nature) have been designed to hang in the stairwells, bringing together images from special collections with modern images of research activity in the university. The group also plans to develop noticeboards and/or posters at strategic points within the current collection, highlighting relevant special collections and archive material.

PLUS – Personal Library Update Sessions

PLUS was piloted before the start of the Research Support project, but the project has integrated the concept into the mainstream of support for research. PLUS is an opportunity for academic staff and research students to update their information literacy skills at an individual level, with the support of their liaison librarian.

Publicity

The ResIN web pages were made available from 1 October 2001 and between November and January received 1300 hits. The service was publicised by means of posters displayed around the library and sent to departments. Email alerts were also sent to all academic schools. The web pages were used as a basis for some of the postgraduate skills programmes delivered to faculties from October to December 2001 and were officially launched by the Pro Vice Chancellor for Research in February 2002. A ResIN leaflet has subsequently also been produced, listing a seminar series which the library is running in the Research Beehive and summarising the types of support we can offer for research. This leaflet has been distributed to schools and is available in the research institutes. In September 2004, a short promotional film, 'Research Resources in the Robinson Library', will be made available on the ResIN web pages. It will also be used as appropriate with groups of research staff and students.

ONGOING DEVELOPMENTS

ResIN web pages

The ResIN website is constantly developing and changing and the whole ResIN team are responsible for maintaining the currency of the information. An evaluation of the web pages is planned for late 2004. One way of stimulating interest which we are piloting is to feature a 'Research favourites' section, listing websites recommended by top research staff in the university.

Development of new services

ResIN is not just the web interface. The survey highlighted areas of support for research which

still need to be developed and the group is actively working now to build closer links with contract research staff. A special handbook for CRS is in production and the library will have a presence on the new CRS websites. Monitoring the scholarly communication debate and developing an institutional repository also fall under the remit of the group.

A series of lunchtime seminars 'the Library in the Beehive' will run from September 2004, aimed at highlighting key issues and resources of interest to research staff.

Conclusion

The Research Support Project has now become a standing group within the library, with a remit to continue to support, develop and promote our services to the research community here at Newcastle. We are actively developing links with staff across the university; having a coherent package of services under the ResIN banner makes liaison with both support and research staff much easier.

Details of the literature review, questionnaire and survey results are available on request to moira.bent@ncl.ac.uk

RLG Cultural Materials Alliance

– building a cultural resource together



Ricky Erway,
Digital Resources Manager
The Research Libraries Group
(RLG), 2029 Stierlin Court,
Suite 100, Mountain View,
CA, 94043-4684 USA
Tel: +1 650 691-2228

E-mail: Ricky_Erway@notes.rlg.org

Fifty-five libraries, museums, and archives from around the world are working together to build an exceptional resource for education and research. Along the way, they are addressing a number of issues of critical interest to them and to all memory institutions.

History of the initiative

RLG Cultural Materials got its start in November 1999, when a group of RLG members met to plan a cultural heritage initiative with the following goals:

- increase awareness of the institutions and their special collections
- identify ways to reach new audiences
- work together to address some of the issues surrounding the digitisation and description of cultural materials
- adopt a collaborative approach to the protection and management of rights that are the responsibility of the custodial institutions
- develop a comprehensive body of digital surrogates and related descriptions for the works and artefacts documenting culture and civilisation collected by libraries, archives and museums throughout the world
- provide access to that resource for educational and other uses
- explore means for sustaining such an activity.

In January 2000, RLG members began self-selecting to participate in the cultural materials alliance and a policy advisory group was assembled to

represent the larger group. By August 2000, collections were being proposed for inclusion in the new service and by April 2001, agreements were in hand that enabled the service offering and specified terms and conditions. A list of alliance participants is at http://www.rlg.org/en/page.php?Page_ID=213. Twelve are from the UK and another ten are from Canada, mainland Europe, Asia, and Oceania.

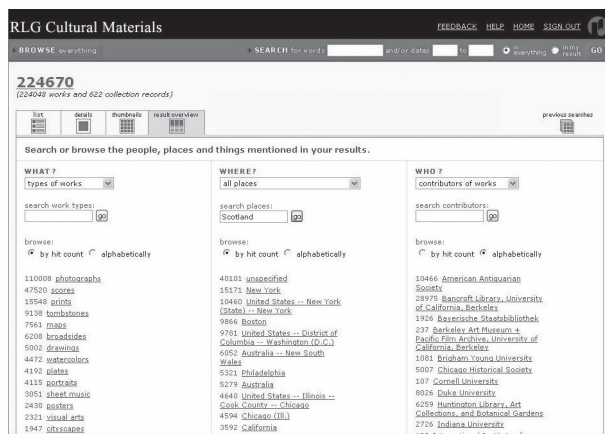
By November 2001, the service was made available for trial access and in January 2002, the academic service was officially launched. As of August 2004, there are 55 institutions in the alliance and over 100 collections in the service. Those collections contain over 225,000 works and represent nearly a million digital files.

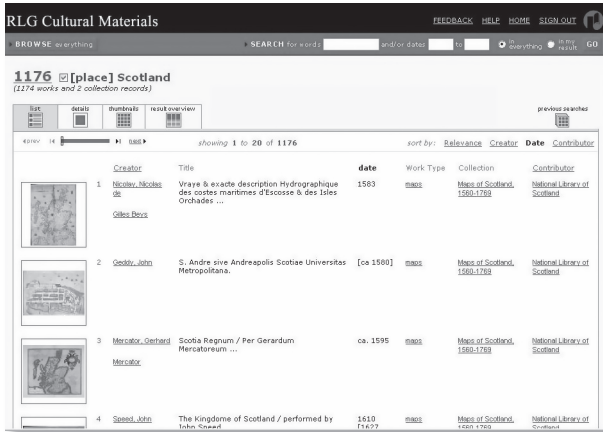
Purpose-built interface and rich content

RLG Cultural Materials, the service providing access to the collections assembled by the alliance, is available to research institutions by subscription. Users like it because it cuts across disciplines, provides access to previously inaccessible materials, and has consistent terms of use.

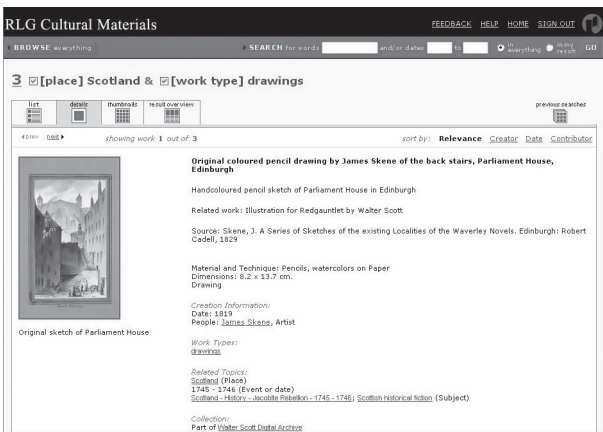


The service has unique features enabling users to create very large sets and refine their results. A user can even start with everything and then narrow, for instance, to things related to Scotland.





Results can then be reviewed in list view, sorted by date or by other facets.



Results can also be viewed in a thumbnail array. Once an item of interest is identified, it can be selected



and viewed in greater detail.

Advisory groups

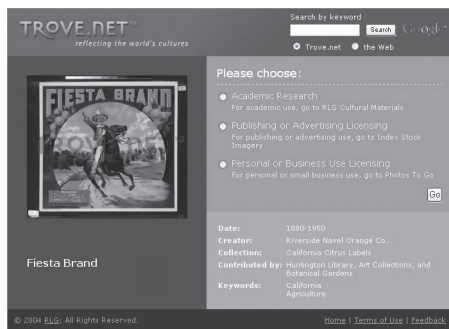
Early on, advisory groups were formed to inform the alliance and guide the development of the service. Advisory groups outlined guidance for description and digitisation of cultural materials (resulting documents can be found at http://www.rlg.org/en/page.php?Page_ID=555). A content development advisory group assessed the nature of the growing resource and suggested areas for targeted content development. Another advisory group was formed to provide input on

the evolving interface. More recently an advisory group was formed to help identify ways to make the content most useful in the classroom.

The powerful interface of RLG Cultural Materials supports research enquiries – once objects of interest have been found, the service should also support seamless and intuitive integration into the classroom. Many of the universities licensing RLG Cultural Materials have already made substantial financial and infrastructure investments in local image management systems, campus-wide classroom support software, and/or presentation tools. The advisory group on instructional technology advised RLG to take advantage of this separation between discovery tools (like the RLG Cultural Materials interface) and those specialised tools by integrating a variety of different transfer mechanisms into the interface. Going beyond a simple right-click-and-copy, they recommended that the service allow faculty to save images to a list and export them together with descriptive metadata. The advisory group also encouraged RLG to investigate large-scale export, which would allow staff at licensing institutions to take a broad selection of images relevant to their faculty out of RLG Cultural Materials for re-integration into database-driven instructional technology tools. In this way, images from different licensed collections, in addition to local and personal collections, can be brought together in a local resource tailored to support the needs of faculty at a specific institution. RLG and the cultural materials alliance partners have been successful in integrating collections into one powerful interface. Now the service is increasing its support of teaching and learning by allowing the collection to be easily disaggregated for local use.

Trove.net™

The RLG Cultural Materials subscription service meets the need expressed by alliance participants to first serve the educational and research communities, but they also wanted to reach new audiences and explore new means of sustainability. To do this, in September 2004, RLG, with the guidance of the policy advisory group, created a public web site with low resolution, watermarked images and brief descriptions. This public service is called Trove.net™. Internet search engine indexing allows people from all walks of life to discover the riches in the collections of the world's libraries, archives, and museums.



RLG is entering into partnerships with stockhouses to allow those who find items of interest in Trove.net to license them for personal use or for publication. A portion of the licensing revenue is returned to the contributor of the item. The stockhouses have established client bases of editorial publishers and commercial advertisers who come to them for images. They are also well situated to publicise the availability of these materials and to manage the rights for their use. While many institutions offer their own rights and reproduction services, the great majority of licensing activity generated through Trove.net will be additional revenue from people who might never have thought to go directly to the institution.

Guiding values

In the early days of the formation of the alliance, the participants stated the following shared beliefs:

- the consultation of digital surrogates for our collections will be an important mode of use and access in the years ahead
- research and learning will be enhanced if digital surrogates can be integrated with curriculum, instruction and scholarly inquiry
- the benefits of digital surrogates to research and learning are maximised when a large body, drawn from the collections of many institutions with different missions and perspectives, is brought together
- the rich, often unpublished textual materials, photographs, objects and artefacts in libraries, museums, archives, historical societies and other repositories will be better exploited when they are consistently described and digitised, and can be searched or accessed regardless of the location of the collection or of the researcher.

The Cultural Materials initiative is fulfilling this vision.

For more information, contact Ricky Erway (rle@notes.rlg.org) and visit the RLG web site <http://www.rlg.org/>

Note

RLG is an international, not-for-profit membership organisation of over 150 universities, libraries, archives, historical societies and other institutions with collections that support research and learning. Founded in 1974 as the Research Libraries Group, RLG designs and delivers innovative information discovery services, organises collaborative programs, and takes an active role in creating and promoting relevant standards and practices.

100 years of forestry information from Oxford



Roger Mills
Plant Sciences Librarian and
Manager, Oxford Forest
Information Service
Plant Sciences Library, Oxford
University Library Services,

South Parks Road
OXFORD OX1 3RB

Tel: 01865 275080

E-mail: roger.mills@ouls.ox.ac.uk

In 2005 Oxford University Library Services celebrates the centenary of what is now known as the Oxford Forest Information Service (OFIS). Over the past century, the name of Oxford has become synonymous with forestry information throughout the world, and from the beginning has served the profession globally as well as locally. Much has changed in terms of the information required and its means of delivery, and the study of 'classic' forestry has declined in Oxford as it has internationally, but a simultaneous increase in interest in trees as organisms and their effect on ecosystems, as well as in the role of sustainable forestry in maintaining global environmental stability, means that the collections are still in demand and the rate of new publishing continues to rise.

The story of forestry in Oxford begins with the Royal Indian Engineering College at Coopers Hill, Windsor, a training college for the Indian civil service, which established a school of forestry in 1871. Seeking a stronger academic basis, the school was moved to Oxford in 1905, complete with its director, Sir William Schlich, and its library, which was largely his personal collection; it included a complete set of the earliest forestry periodical *Kritische Blätter für Forst- und Jagdwissenschaft* (1822-1879). Schlich was a noted German forester who had served as Britain's inspector-general of forests in India and later became a British citizen. Oxford students frequently went on to serve in the tropical forests of the empire, and in the 1920s the government decided to set up an Imperial Forestry Institute

(IFI) specifically to train them. Oxford and Cambridge fought bitterly to house it; their vitriolic debates make entertaining reading today, but reflect the importance of forestry to the British economy at that time. Oxford won, and the IFI was eventually set up in 1924 as a central training school with direct government funding. It was however entirely synonymous with the School of Forestry, with the same director, staff, library and premises (adjacent to the department of agriculture in Parks Road), but now with formal responsibility for the 'external' work it had in fact been doing informally since 1905. Eventually, in 1938, the school and institute were merged as the department of forestry.

Schlich had retired by 1924 and his successor, Professor R.S. Troup, was another highly literate man with a great interest in information. Under his direction the library, now a depository for the forest reports being generated across the empire, mostly by former Oxford students, began a programme of cataloguing and indexing which was very advanced for its time. Troup invented his own classification, used in a card catalogue of books, reports and reprints and also for shelf arrangement. The catalogue suffered from idiosyncratic abbreviations and a curious policy of omitting authors' initials in headings, but nevertheless remains a treasure trove of early forestry materials much used by forest historians; it has found its way on microfilm to many corners of the globe. But Troup recognised that what was really needed was a record of the contents of the mass of journals and reports the library was acquiring, and some means of relaying this information back to the forest officers in the field. So in 1934 the library began producing the *Current monthly record of forestry literature*, a detailed analytical index of articles including everything the library acquired, distributed throughout the empire. Every entry was also added to the library card catalogue.

Troup's classification proved too broad for this level of indexing, and at this point the institute's European heritage came to its rescue, in the form of the International Union of Forest Research Organizations (IUFRO). IUFRO originated in 1892 in Germany, and by 1906 had formed an International Committee on Forest Bibliography, which agreed that it should use the 'bibliographical system of Melvil Dewey', and that a permanent secretariat of forest bibliography should be established in Switzerland. Literature from 1750 to 1900 was to be recorded in a published book, and that from 1900 on in a card

catalogue, with additions published in a 'quarterly magazine'. Subscriptions were taken to fund the work, which was about to begin when the first world war intervened. Discussions did not resume until 1922, by which time inflation had put paid to the original funds. The secretariat was never created, but the International Committee was reformed under the chairmanship of Troup and began work on developing an extended version of Dewey for the proposed catalogue. This was prepared by Dr Phillip Flury in Switzerland and published in German in 1933, translated into French and English and published in 1936 as *Forest bibliography with the index number 634.9F: an international decimal classification on the basis of Melvil Dewey's system*. It became known all over the forestry world as the 'Flury System' and authors began to publish Flury numbers as 'keywords' on articles.

At Oxford the system was immediately adopted for the *Current monthly record* and the card catalogue. The *Record* was very well received but it soon became apparent that it was unsustainable with the library's one-and-a-half staff. The university, with IUFRO's support, decided to invite the abstracting organisation Imperial Agricultural Bureaux (IAB) to set up a forestry bureau in Oxford, taking over the *Current monthly record* and developing it into an abstracting journal. This was agreed and the Imperial Forestry Bureau (IFB) was duly set up, initially located in the Bodleian Library, and began publishing the *Record* in 1938. Its successor *Forestry abstracts* began the following year and continues to this day.

Ideas of creating a permanent secretariat for forest bibliography were finally ended by the second world war and the role fell by default to the IFI/IFB who between them performed the role of clearing house and cataloguing centre originally envisaged for the secretariat. A new building for both in South Parks Road, planned before the outbreak of war but constructed after it, was opened in 1950 by Princess Margaret. (Figure 2) Commonwealth countries donated timber for furniture, floors and panelling throughout the building; species and donors are identified by wall plaques, making the whole building including the library a kind of museum of wood, and a very attractive (if inflexible!) space.

From the start all material received by the library was passed to the bureau for abstracting, and



Figure 2
Plant Sciences (Forestry) building - library on first floor

all material received directly by the bureau was donated to the library after abstracting. Consequently every item held by the library was included in *Forestry abstracts*, a unique one-to-one relationship which continues today. The arrangement was formalised by IUFRO which adopted a recommendation that 'authors should generally send a copy of their work to Oxford for abstracting', and although this has no legal force it was, and still is, widely recognised. Today the library receives around 2000 current serials, about 1900 of which are donated. It collects in all languages, and abstracted material is retained permanently. The total collection is now around 200,000 items.

'Imperial' changed to 'Commonwealth', giving us 'CFI', 'CFB' and 'CAB', in the 1950s, and the library continued to grow until by 1964 it was completely full. The Ford Foundation came to the rescue with a grant of \$64,000 for microfilming, and between 1964 and 1967 about one third of the collection was microfilmed. Originals were offered to other libraries or disposed of. A microfilm unit was set up in the library to undertake the work, and after the expiry of the original grant continued on a self-funding basis through sale of films to other libraries; this was particularly useful to newly-independent colonies, which were able to re-stock their own forestry publications which had been lost over the years or in post-independence unrest. The unit continued on this basis until the 1990s, by which time the market for microfilm had dwindled to nothing; filming stopped in 1998 following retirement of the last operator. About 4000 reels of 35mm microfilm were produced altogether, and can be read, printed or digitised in the library.

The International Bibliographical Committee was revived after the war as the Joint FAO/IUFRO Committee on Forest Bibliography, demonstrating the importance both IUFRO and the newly-



Figure 10
FAO logo

formed Food and Agriculture Organization of the United Nations (Figure 10) attached to forestry information. It undertook further work on classification and after 'prolonged and earnest deliberations' finalised the new *Oxford system of decimal classification for forestry* (ODC) officially adopted by IUFRO and FAO in 1953 and published by IAB. ODC was used as a shelf arrangement and in the catalogues at Oxford, and like Flury was also used by authors on their articles. This practice still continues, incidentally, in Eastern Europe and some other parts of the world. ODC is an official extension of UDC; its numbers can be appended following an asterisk to the UDC number 634 (Forestry) – changed in 1985 to 630, to a loud chorus of woe from libraries using it. In Oxford, increasing stress on more general biological science in forestry teaching led to a decision to adopt UDC for shelf arrangement, so that non-forestry subjects could be covered more adequately; while in 1978 *Forestry abstracts* was joined by a second journal *Forest products abstracts*, and the bureau adopted a simpler, home-made notation for the arrangement of its two journals. ODC thus disappeared from Oxford, and responsibility for its maintenance was assumed by IUFRO, who re-christened it *Forest Decimal Classification* (FDC).

Following computerisation in 1972 all CAB's abstract journals became available for searching on Dialog as *CAB abstracts*. The library was the first in Oxford to offer Dialog searching, using the bureau's equipment and expertise, and can claim with some justification to have had the first computer catalogue in Oxford, as all its holdings from 1972 were included in the new abstracts database. The card catalogue was still maintained, however, with cards printed from the database; by 1984 these were running at over 1000 entries a month, a major filing task for library staff, mercifully relieved that year by transfer to computer-output microfiche. With the help of funding from the Overseas Development Administration work was then undertaken to digitise the whole *Forestry abstracts* pre-1972 backfile to 1939; published on CD-ROM as *TREECD* (Figure 4) in 1992, this was the first such archival project in CAB. Like the card and



Figure 4
TREECD

microfiche catalogues it replaced, it includes the library shelfmarks. Updated quarterly, *TREECD* remains available, but from 2003 has been joined by a web version, *ForestScience* (<http://www.forestscience.info>), (Figure 5) which is updated monthly. This now forms the main catalogue for the Oxford collections, as much of the older report material has yet to be added to the university catalogue (OLIS). Available to subscribers anywhere in the world, most documents listed in *ForestScience* can be obtained from OFIS, and links to full-text services are also included.



Figure 5
ForestScience logo

During the 1980s major organisational changes occurred at Oxford as the original undergraduate degree in forestry gave way to new degrees first in agricultural and forest science (1980) and then pure and applied biology (1985), and finally biological sciences in 1993. The departments of agricultural science, botany and forestry were merged in 1985 to create the department of plant sciences, with the Oxford Forestry Institute (OFI) as a semi-autonomous unit within it, running a successful MSc course. The three departmental libraries were merged over a period of ten somewhat traumatic years, suffering from inadequate staffing, funding and space, but eventually emerging as the Plant Sciences Library in refurbished accommodation in 1995. CAB was also involved in major restructuring in the 1980s, adopting the name CAB International (CABI) (Figure 3) as it opened its membership to

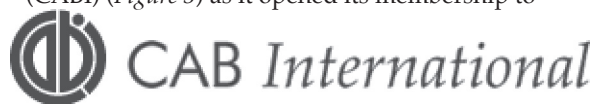


Figure 3
CABI logo

non-Commonwealth countries, and moving all its constituent bureaux to a new headquarters at Wallingford, some ten miles from Oxford, in 1987. At one point it seemed that the long-established shared acquisition arrangements would disappear, but after lengthy negotiations it was agreed that, in the interests of the forestry profession, all existing services should be preserved, and systems were put in place to transport literature for abstracting and deposit between Oxford and Wallingford, and for the library to use CABI's new automated accessions control system - an in-house solution using BASIS, which though not without its problems provided a form of integrated library system a year before the university's own OLIS system was born, and several years before its own serials module became available. A member of CABI staff was based in the library to assist in data entry. These arrangements persisted until 1998, when serials recording was moved to the now fully-operational OLIS and CABI moved to a new system which did not support external access. Throughout all these changes, all the library's forestry literature continued to be abstracted and CABI's forestry acquisitions to be deposited without interruption – albeit with some deleterious effects on the librarian's rate of hair loss...

The library's restructuring in 1995 provided it with a staff of eight, three of whom were externally funded by a contract with the newly established Center for International Forestry Research (CIFOR) in Indonesia, which, initially having no library of its own, bought all its services from Oxford. However, by the end of the contract in 1998 CIFOR had become self-sufficient; the loss of those funds combined with other financial pressures meant that the department of plant sciences was no longer able to support the library, and its future was once again in doubt. In 2000, following a full review, the university agreed to continue to support forestry information and preserve the collections, transferring management to the newly-formed Oxford University Library Services (OULS). The name Oxford Forest Information Service (OFIS) was adopted for the forestry activities of the Plant Sciences Library, and in 2001 a new five-year memorandum of understanding with CAB International was signed, to continue existing activities and develop new areas of collaboration. Library activities across OULS are gradually being integrated, bring many benefits in sharing staff and access to central services for preservation, archival storage, coordinated acquisition and budgeting etc., although the library remains

physically in the department just as before. Its core staffing is now 3.5, with support from other areas of OULS as team working is developed.

One of the first fruits of the new CABI/OULS MoU is the development of the Oxford Digital Library for Forestry (ODLF) (http://www.odl.ox.ac.uk/collections/forestry_st2.htm), successor to the microfilming programme and including in its initial phase four items: complete sets of OFI's *Tropical forestry papers* and *Occasional papers*; the full run of *Empire/Commonwealth/International forestry review* published by the Commonwealth Forestry Association, from 1922-2000; (Figure 13) selected out-of-print terminologies; and selected samples from the OFI xylarium (wood collection), which

will be included in the CABI *Forestry compendium*, an online encyclopedia which includes many references to library material (<http://www.cabicompendium.org/fc/home.asp>). The ODLF will become available on the web in 2005, linked where appropriate



Figure 13
Oxford Digital Library for Forestry: International Forestry Review on CD

to corresponding abstracts in *ForestScience*. Funding for the initial phases has been provided by the Oxford Digital Library Development Fund, generously supported by the Mellon Foundation.

Another area of joint activity with CABI is in training, continuing a long tradition of attachments for librarians and information staff, generally from developing countries. A course for African librarians on improving metadata quality was held in 2003, and we hope to develop some online training resources in future, for which there is an evident need. A tutorial for agriculture, forestry and food for the Resource Discovery Network's *Virtual training suite* was prepared by CABI (<http://www.vts.rdn.ac.uk/tutorial/agrifor>), and OFIS coordinates the BIOME (Figure 11) AgriFor (Agriculture, forestry and food) RDN



Figure 11
BIOME logo



Figure 12
AgriFor logo

gateway, (Figure 12) providing input for the forestry subject area. By arrangement with the Finnish Forest Research Institute, METLA, we have included the majority of sites listed in the WWW Virtual Library for Forestry they compiled. Internet sites are not covered in *CAB abstracts*, so this forms an important supplement to our cataloguing of forest resources.

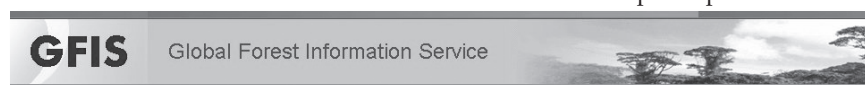


Figure 9
GFIS logo

CABI and OFIS are also working together in the developing *Global Forest Information Service* (GFIS) (Figure 9), a United Nations initiative originally stemming from the 1992 Rio Conference on Environment and Development. This proposed a Convention on Forests which has not so far been achieved, but it was agreed at intergovernmental level that better access to forest information for all stakeholders was a pre-requisite and IUFRO was requested to develop proposals. It set up a task force (Figure 7) in 1998 on which OFIS and

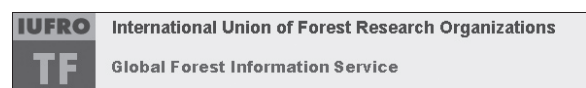


Figure 7
IUFRO GFIS Task Force logo

CABI were represented along with other major players (Figure 8). This developed a prototype



Figure 8
The GFIS Task Force on slippery ground - 9th meeting, Joensuu, Finland, March 2003 (author 3rd from right)

GFIS (<http://www.gfis.net>), essentially a tool to facilitate cross-searching of participating institutions' databases, which was launched at the World Forestry Congress in Quebec in September 2003 and is now being taken forward into a production phase under the aegis of the Collaborative Partnership on Forests (<http://www.fao.org/forestry/site/2082/en>), an interagency partnership supporting the work of the United Nations Forum on Forests. OULS has signed an MoU with GFIS as an information provider, and it is intended to develop OFIS in full co-ordination with GFIS.

Many complex issues surround interoperability and cross-searching of bibliographic databases, let alone the 'hard' datasets to which GFIS also hopes to provide access. These were explored in a

conference *Information Interoperability and Organization for National*

and Global Forest Information Systems organised by IUFRO at the World Forestry Congress 2003, and are being addressed on a limited scale in an ongoing EU-funded project *Network for a European Forest Information Service* (NEFIS); OFIS and CABI have contributed to both, and the topic is likely to dominate agendas for some years. Terminology and classification have a major role to play in providing context for automated data retrieval, and are important areas of development for IUFRO, CABI and OFIS. IUFRO's *SilvaVoc* project <http://www.iufro.org/iufro/silvavoc/>, set up in 1995, contributes with CABI to FAO's current *Multilingual Forestry Terminology* project, itself a building block for the proposed *Agricultural Ontology Service* (AOS) <http://www.fao.org/agris/aos/default.htm>. Beginning in 2001, the AOS project has held five successful workshops, the second of which was hosted by CABI and OFIS in Oxford. Though not yet

funded as an ongoing venture, the AOS promises to bring a long-desired degree of integration to the three major agricultural thesauri, FAO's *AgroVoc*, the US National Agricultural Library's *NAL thesaurus* and the *CAB thesaurus*, all of which contain forestry terms. The *CAB thesaurus*, first published in 1983, is used for controlled terms in

ForestScience and *TREED* back to 1972; in 2005, CABI launches its *Archive* project making all its abstract journals available online back to the first

issues in all subjects (the earliest being 1908), and as part of this exercise the entire database will be reindexed using the *Thesaurus*, including the forestry databases back to 1939.

With the development of thesaurus-based online searching in the 1970s and 80s numerical classifications fell out of fashion, and when IUFRO assumed responsibility for the ODC it was able to find only a handful of 'enthusiasts' interested in maintaining it, mostly from the German-speaking world. They produced a *Trilingual short version* and a full edition in German only, but plans for a revised English edition did not materialise as the main contributors retired. The advent of the web, however, and the need for multi-lingual retrieval options has re-kindled interest in 'numbers' as a language-independent tool, and a new web-based version of the *FDC* is now being developed. Negotiations are in progress with UDC to integrate the classifications further and benefit from UDC's development tools. CABI and OFIS are members of the working unit. A recent survey has shown that some 80 libraries around the world still use ODC/*FDC* for shelf arrangement, and are urgently seeking a revision. The new version will be known as the *Global Forest Decimal Classification (GFDC)* and progress reports on its development will appear on <http://www.iufro.org/iufro/iufro.net/d6/hp60303.htm>.

Around the world, as in Oxford, forestry collections have been merged into larger management units, and keeping track of them has become difficult. IUFRO is thus compiling a new online *International directory of forest information services* (<http://www.lib.washington.edu/forest/iufro/directory.html>), and within Europe we are launching a new group FORELISE: Forestry Libraries and Information Services in Europe; we hope these initiatives will help ensure that specialist subject knowledge is not lost in organisational changes.

Over its one hundred years the Oxford Forest Information Service has developed as a responsive and demand-led facility in close cooperation with its users and with other information providers. Embracing the opportunities offered by new technologies as they develop, it has ensured continuing and secure access to all its materials, and trained many generations of students in their use. Trees grow slowly, and information about them has to be gathered over long periods. Some species are amongst the longest-lived organisms on Earth, outlasting many human generations.

Our survival and theirs are inextricably linked, and the future of the planet really does depend on wise management of our remaining forest resources. For that, data gathered over many decades will continue to be needed, and data sources all over the world need to be linked and readily accessible. As OFIS moves into its second century we look forward to continuing to play a major role in the global provision of forestry information, in conjunction with existing and new partners and the ongoing support of Oxford University.

For further details and forthcoming events marking the centenary see <http://www.plantlib.ox.ac.uk>. The library is open to the public Monday to Friday, 9.00 to 17.30; visiting librarians are very welcome, and group tours can be arranged.

A new intellectual property information service for Wales: Swansea University Library joins the PATLIB network



Julie Allan,
Intellectual Property Librarian
Swansea PATLIB,
Library and Information Services

Swansea University, Singleton Park,
Swansea, SA2 8PP
Tel: 01792 51325
E-mail: patlib@swan.ac.uk

What does PATLIB mean?

PATLIB¹ is the name of a European network of patent information centres, each of which is committed to serving the intellectual property (IP) information needs of businesses, academic staff and students, and local communities. Swansea PATLIB is latest library to join the PATLIB UK network², the only PATLIB to be based in an academic institution and the only PATLIB in Wales. The award of this status by the UK Patent Office is firstly recognition of the good practice of the high profile IP Wales® project³, which funds the Swansea PATLIB and is also based at the university. However, more importantly, the award of this status shows that we meet their specific criteria and provide expert advice, training and facilitate open access to a wide range of resources in the complex subject area of IP.

But what is intellectual property?

IP covers a set of legal rights that protect creative effort, innovation and commercial reputation. The four main types of IP are patents, trade marks, designs and copyright. However IP is much broader than this and can include trade secrets, performance rights and much, much, more. Some of these rights have to be formally registered with

national patent offices but some are free, such as copyright and automatic design right, and provide immediate protection.

So why is this important to universities?

'Intellectual property is the oil of the 21st century'⁴

It is not widely known that intellectual property rights (IPR) are valuable assets that can be bought, licensed or sold. Therefore they potentially can have great commercial value to an individual, institution or a business. Although such commercial terminology may not sit easily with academics, nor indeed librarians, I would suggest that we are all part of the 'research business'. After all, in commercial terms the main assets that universities hold are its staff, whose creative efforts and innovation (through research) are vital to its success. These achievements define the expertise of the university in an increasingly competitive academic sector but also influence the levels of future funding and research grants given. The Research Assessment Exercise is a prime example of this.

Universities realised a long time ago that their research achievements might also, where appropriate, be suitable for commercialisation, either through technology transfer programmes or through partnerships with industry. Sharing knowledge with the wider world is a key aspect of the university ethos and nowadays more conveniently another mechanism for generating income. When new partnerships are formed it becomes more important than ever to establish and understand the ownership of the ideas involved. A common phrase that you might be familiar with is that 'you can never put a price on a good idea'; intellectual property in some regards challenges that view. Universities are only just beginning to realise the value of their IP and therefore require support and guidance, alongside other innovators, with this complex subject area.

Our services

Swansea PATLIB provides free basic information and advice to academic staff and students, the general public and businesses in Wales on searching and registering, where appropriate, all forms of intellectual property. The main types of queries we have involve:

- Identifying and providing guidance on what IP exists, what it means, how much it costs and how to protect it
- Basic patent, trade mark or design searches to check what has already been registered in a specific field. (This is a vital part of our

work as this can save people time and money if the IP already exists. Also the information provided raises awareness of registered IP and helps to ensure people do not infringe it.)

- Patent searches to identify licensing partners, and monitor for commercial intelligence purposes.

If you would like more information about the Swansea PATLIB please contact Julie Allan.

References

- 1 For more information on the European PATLIB network go to:
<http://patlib.european-patent-office.org/>
- 2 To find your nearest PATLIB library in the UK go to:
<http://www.bl.uk/collections/patents/patentsnetork.html>
- 3 For more information about IP Wales® go to:
<http://www.ipwales.com>
- 4 M. Getty 'Blood and oil', *The economist*, 354 (3160), 4 March 2000, p68

Developing a marketing orientation at the British Library



Jill Finney
Director of Strategic Marketing
and Communications
The British Library
Tel: 020 7412 785
E-mail: Jill.finney@bl.uk



Gary Warnaby
Senior Lecturer
School of Management,
University of Salford
Tel: 0161 295 3654
E-Mail: G.Warnaby@salford.ac.uk

Like all libraries, the British Library operates in an increasingly complex, dynamic and at times, possibly even hostile environment. We argue that if the British Library (BL) is to maintain its position in such circumstances, then it needs to understand its users' needs and wants, and satisfy them – in other words, becoming more marketing-oriented. The marketing concept proposes that corporate goals are achieved through meeting and exceeding customer needs better than the competition. Three key components of a marketing orientation have been identified as follows:¹

Customer orientation: the organisation's activities are focused on providing customer satisfaction

Integrated effort: all staff accepting responsibility for creating customer satisfaction

Goal achievement: the belief that the organisation's goals can be achieved through customer satisfaction.

In this article we outline the process by which the British Library has started to develop a marketing orientation, and whilst the scope and scale of the BL's operations are different to most other libraries, there are more general lessons that can be applied.

Previous promotional activity

Until recently the BL's activities could be more accurately described as 'promotion' rather

than 'marketing'. Commercial activities such as the document supply business were promoted through attendance at various UK and international trade exhibitions, but this activity was sales-oriented with little account management structure or awareness of margins. Individual subject collections had their own separate communications activities organised by their curators. However, much of this activity could be regarded as product-oriented, being aimed at subject specialists who already had a detailed knowledge of the area. Moreover, there was no uniformity of style. The only common communication theme was a logo (which itself was used only in the St Pancras building – the document supply business in Boston Spa had its own logo, and there were also a plethora of sub-brands). Whilst there did exist a small press/PR department which dealt with communication to external stakeholders more generally, there was a perception that the organisation's identity and promotional activity needed to be drastically improved and coordinated if the BL was to realise many aspects of its mission and objectives.

Towards a marketing orientation

In 2001, five different market sectors for the BL were identified:

Researchers

Business users

Education (schools)

The general public

And the UK library network (both public and higher education libraries).

A head of marketing for each sector was appointed, reporting to the director of strategic marketing & communication. In addition, a marketing support services department was created. Management of exhibitions, the BL bookshop, publications, development fund raising and developing a web presence for the BL was also part of the remit. The kind of activities aimed at the five market sectors, which give a flavour of the scope of the BL's activities, are shown overleaf:

| MARKET SECTOR | TARGET AUDIENCES | INDICATIVE ACTIVITIES |
|--|--|--|
| Researchers | Postgraduate / undergraduate researchers Scholars Lifelong learners Commercial researchers | Reading rooms Bespoke services Reprographics Publishing Document supply Bibliographic services |
| Business | High research & development oriented industries Professional services Creative industries Publishing industries SMEs | Research services Bespoke services Document supply Reprographics Business & Intellectual Property Centre Resource discovery |
| Education | Teachers Students (11-18 years old) School libraries | On-site visits School tours Workshops Web learning |
| Public | Visitors Lifelong learners | Exhibitions (physical & virtual) Events Tours (e.g. travelling exhibitions of collections) Publishing |
| Libraries (acting as a channel to the public) | Librarians Public libraries Higher education libraries | Document supply Resource discovery Training Inter library lending Bibliographic services |

A new identity

At the end of 2001 it was decided that this adoption of a more marketing-oriented approach to the BL's activities would be facilitated by the development of a consistent, unifying new brand identity. The brand consultancy Interbrand was commissioned, and implemented an extensive research programme on perceptions of the BL among both internal and external stakeholders. Resulting from this, the mission of the BL was articulated in terms of helping people *advance knowledge to enrich lives*. This mission incorporated three key values – *innovation, relevance and pride* – this last value building on the key strength of a committed and professional workforce, many of whom are world experts in their fields. Senior management engaged in an extensive internal communications effort (including small group workshops and briefings etc.) to share the new mission and values in order to get staff to 'buy-in'

to the process (and its results). Indeed, five 'core competences' of the BL were identified by which this mission was to be achieved:

- Open, consultative management
- Staff who feel valued and recognised
- An empowered, flexible and diverse workforce
- Non-hierarchical, agile decision making
- Strong performance measurement

Thus the strategy for the British Library became more 'demand driven', focusing on the targeted market sectors identified above, and with awareness of the BL improved by the adoption of a single coherent brand identity. The distinctive features of the BL – particularly its world class collections, and the value-added services it could offer through the skills and expertise of its staff – would arguably guarantee customer satisfaction in these targeted sectors. Indeed, interfacing with

users – by the BL's staff and via electronic communications – is a key element of the strategy. Thus, the BL website offers online catalogues, information and exhibitions, and changes to the document supply service at Boston Spa have enabled digital delivery of research material on a far greater scale. However, a key marketing role in relation to the internet is managing customer expectations – digitisation of the BL collection to make it available on the world wide web is a massive (and extremely costly) undertaking which cannot be accomplished overnight. In addition, partnerships with appropriate commercial partners are being developed in certain areas.

Measuring value

In order to develop consistency of approach, the theme of *advancing knowledge* became the focus for external communications. Marketing communications aimed at each of the targeted market sectors focus on case studies of how the BL has helped organisations and individuals advance their own knowledge in order to achieve their business and/or personal aims and objectives, through the resulting enhanced individual development and effectiveness or improved business performance. Thus, the marketing communications activity explicitly highlights the contribution of the BL in the cycle of the production and dissemination of knowledge.

One key theme underlying all this communication is the role played by the BL in terms of *adding value* through the performance of the whole range of its activities. This applies not only to those individuals and organisations that comprise the various targeted market sectors, but also, as a consequence, to the nation as a whole, in line with its remit as a *national* library. Indeed, central government and other funding stakeholders are also an important target for marketing communications activity, and here the need to highlight the efficiency and cost effectiveness of the BL is paramount. This focus on *outcomes* and how the BL provides value-added, has been reinforced by an independent study of the economic impact of the organisation titled *Measuring our value*. Using contingent valuation methodology, the study concludes that for the £83million of public funding the BL receives annually, the total value produced totals £363million - a benefit cost ratio of 4.4:1. Thus for every £1 of public funding the BL receives annually, £4.40 is generated for the UK economy, again emphasising the value of its role in knowledge creation and dissemination, in addition to its cultural role.

Some general lessons

The underlying principles of developing a marketing orientation – understanding who your customers are and identifying their needs, integrating the internal activities of the organisation to ensure that all staff are geared to satisfying these needs, and being goal-oriented – are equally applicable to all libraries, irrespective of size and available resources.

The BL has become more marketing oriented by researching its customer needs and *positioning* the organisation in order to be able to satisfy these needs. Here it is important for the organisation to be clear and consistent about how and what it communicates – the development of a new brand identity for the BL is part of that process.

Obviously with any service organisation, customer satisfaction is inevitably delivered via its staff, and keeping them informed of, and supportive towards, changes is crucial. Thus, the BL engaged in an extensive process of internal marketing to get staff 'on board'.

Finally, focusing on the achievement of clear goals will highlight successes where they occur and will communicate progress made, not only to customers, but also to wider (funding and other) stakeholders. The BL's communication focus on demonstrating the contribution it makes to advancing the nation's knowledge is an element of this.

We would argue that *customer orientation, integrated effort* and goal achievement - the three elements of marketing orientation mentioned at the beginning of the article – are relevant to *all* libraries if they are to be successful in the future.

References

- 1 D. Jobber, *Principles and practice of marketing* (3rd edition), London: McGraw Hill, 2001

Peer evaluation: putting libraries back on the inspection map



Steve Cropper
Senior Librarian,
Wirral Metropolitan College,
Tel: 0151 551 7068
E-mail: steve.cropper@wmc.ac.uk

Peer evaluation began in the Merseyside Circle of College Librarians in 1994 as a local initiative to get the professional skills and experience of librarians back on to the inspection agenda. Further education colleges at that time were inspected on a quadrennial cycle by the Further Education Funding Council inspectorate. This process continues today under the Adult Learning Inspectorate and Office for Standards in Education, and continues to dominate life in the sector, with 'a good inspection' remaining the holy grail for principals and managers.

The process involves months of preparation, meetings and paperwork prior to the inspection proper, which normally takes a week. This is based on a self-assessment report (SAR) compiled by the college, and grades are awarded to teaching, support and management areas based on the inspectors' view of how far the reality matches the claims and aspirations contained in the SAR.

For librarians in further education, the problem is that despite the ballyhoo and stage management that accompanies inspections, libraries have never had a high profile. The SAR is generally a template written around the needs of teaching areas, with little scope for librarians to articulate their issues. Under the old FEFC inspection system, we were usually a single paragraph buried under 'general resources' at the back of the report. Under the current system we are not graded separately and are mentioned only if libraries emerge as an issue in the teaching areas or in the inspectors' contact with students. Despite this the OFSTED handbook¹ curiously devotes a whole section to things inspectors should consider when evaluating library services, yet the published reports

usually confine themselves to a few sentences on physical accommodation and resources.

An added issue for librarians is the absence of qualified librarians from the inspection process. Taken overall, the process is heavily weighted towards lesson observations, retention and achievement and gives inadequate weight to the very real role that library services play in the learning process.²

Against this background, peer evaluation was a practical and achievable way of raising the profile of libraries, and demonstrating our effectiveness by opening ourselves up to impartial assessment. We hold that the knowledge base for managing libraries effectively in further education resides with experienced practitioners. It made sense to give that knowledge a higher profile by using it to inspect libraries and produce thorough, detailed reports. We could then ensure that these accompanied the documentation presented to inspectors.

In practice the scheme is very simple. A librarian requests a peer evaluation at a formal meeting of the Circle. Two assessors volunteer who have no connection with the college to be inspected. A visit is arranged, and core documents such as the business plan and SAR are furnished in advance. On the day, the evaluators work through a 19 point schedule, looking at all aspects of the service, with particular emphasis on hands-on inspection and meeting front-line staff and students. Issues arising from the pre-visit documentation are pursued. A draft report is then written and sent to the librarian to correct any errors of fact. The final report then goes to the librarian, principal and quality manager. It is understood that the document will be available to anyone with a legitimate interest, and a copy is lodged in the Circle archive for this purpose.

Since the scheme began we have undertaken 20 evaluations, and librarians now usually request an evaluation report prior to an ALI/OFSTED inspection. The scheme is entirely free, and operates on reciprocity. Inspectors have welcomed the reports as impartial and thorough. The scheme has benefited from the involvement of colleges in North Wales, Lancashire and Cheshire, and was recently the subject of a workshop at the annual study conference in Durham of the Council of Further and Higher Education Librarians / University College and Research sections [CoFHE/UC&R] of CILIP (Chartered Institute of Library and Information Professionals).

What could peer evaluation offer colleagues in the higher education sector?

Historically, higher education has the advantage of having well-respected statistics from SCONUL against which to benchmark library services. Our scheme is moving in this direction following the launch of the seventh edition of the CoFHE guidelines³. Prior to this, the only standards we had were dated, and for many libraries, unrealistic. The new edition remedies this and follows a comprehensive national survey of provision in the sector. We also produce benchmarks from our member libraries, and intend to include both in future reports. Experience has taught me that the one thing that never fails to get the attention of my own management is when I make comparisons with our local competitors.

The emphasis however will remain on peer review, because it brings something to the process that benchmarking alone cannot supply. The impartial input of colleagues, many with a lifetime's experience in the sector, is extremely valuable when assessing the effectiveness of the service. Our assessors have learned just as much from the process as those they have assessed. I always come away from an evaluation with at least one idea for improving my own service. It is this analytical and evaluative element we value, and the fact that it comes from colleagues who are aware of the current issues in the sector, and have spent their professional lives grappling with them. Repeatedly, the feedback from those who have been through the process is that they value it because it is informed and supportive, and produces a wide-ranging and thorough report from assessors whose judgement they respect.

Where next? Peer evaluation will continue to evolve to keep pace with changes in the inspection regime, and we will continue to push the concerns of librarians forward within that process. If I live long enough, I may see the day when further education ceases to be inspected to death, and (if I may use a gardening analogy) we stop digging up the plant to see if it is growing. Unfortunately, I see no signs of this yet. If anything, the sector will become more mechanistic as our funding becomes more closely tied to national and local policy imperatives on skills for the labour market. Quite how libraries sit in that landscape is a challenge for another day, but at least it will keep life interesting.

References

- 1 Office for Standards in Education, *Handbook for inspecting colleges*, London: OFSTED, May 2002 (HMI 464), pp 34-36
- 2 In Scotland, this has been recognised by the launch in November 2003 of: *Resources and services supporting learning: a service quality development toolkit*. Full text available at: <http://www.sliante.org.uk/Files/pdf/FEnet/toolkit03.pdf>
- 3 Launched at CoFHE/UC&R joint Conference at Durham 2004, due for publication October 2004

Further reading

- 'Peer evaluation: the Merseyside experience', *CoFHE Bulletin*, issue 99, spring 2003

Just for txtin'?: a mobile phone use survey



Jane Harrington
Library Manager
Marylebone Campus,
University of Westminster
Tel: 020 7911 5000 ext 3047

E-mail: j.harrington@westminster.ac.uk

Carole Symes
Library Manager Harrow Campus,
University of Westminster
Tel: 020 7911 5954
E-mail: c.symes@westminster.ac.uk

The survey was conducted at the two busiest campus libraries at the University of Westminster (Harrow and Marylebone) during two weeks in March 2004. It was a quick and dirty exercise. It surfaced as a bright idea at a site meeting and it needed to be done immediately, whilst a maximum number of readers was still around. The students on these campuses study business and management, computing, art, media, architecture and the built environment disciplines. It could be argued that a survey at another campus, serving departments such as law and the social sciences *might* produce a different result.

We wanted to do it because we realised that the whole culture surrounding mobile phone use is now so different from that of five years ago. We wanted to examine what our readers really thought about the issue, rather than what we felt about what libraries ought to be enforcing. We also wanted to try to find a more satisfactory way of managing the whole problem, a way which avoided so many difficult conversations:

- 'Why are you insisting on mobiles being turned off and not used in areas where people are allowed to talk?'
- 'Why is it 'wrong' to use my mobile to note down a shelf mark from the catalogue and then refer to it up to the third floor?'
- 'What is so disturbing to other people about texting, if it's completely silent?'

- 'Why can't I use my mobile to phone the Bloomberg helpline, which is part of the service you offer (and pay for)?'
- 'Why don't you just come into the 21st century?'
- And potentially, 'why are you sending me text messages about library matters, which I'm then not allowed to read in the library?'

Each campus spent roughly the equivalent of a day and a half on the survey, divided into four separate sessions - a morning, an afternoon, an early evening and a weekend day. This was to try to test out various different constituencies of users.

Rather than just leaving forms around the library and collecting them in later, we decided to do the survey more actively. Library staff went out at intervals on a rota basis and sought replies. In a typical encounter a librarian would approach groups of people sitting at tables or at PCs and hand out forms, explaining what we were about. S/he would then wait while students filled them in and answer any questions they had. We were careful to visit both silent and group study areas of the libraries of course.

We did not publicise the fact that we were going to do the survey. This was mainly because it was set up so very rapidly, but also to minimise the risk of any 'campaigns'. Academics, for example, seem to have a more prohibitive outlook on phones, but they are rarely actually in the library for long periods. We also restricted it to people who were actually in the library because in this particular case, we were more interested in what proven users thought.

It proved to be one of the most popular surveys we have ever carried out. Collecting just under 750 replies was almost effortless. Everyone was eager to give their views. The questionnaire and the pie charts of the results at each library are included. There were also several pages of comments.

The initial question was 'Do you feel we should allow you to use mobiles in the library?' One of the main things to emerge was that people who replied 'no' were often more or less in agreement with the people who said 'yes'. Commonly a user would tick 'yes' to the basic question and tick various preferences about permissible use, in their view. Then s/he might add personal comments about switching phones off in silent areas, refraining from texting because it bleeps, making calls only on staircases and so on. Another user

would tick 'no' and then make very similar comments.

So the importance of the relative totals of simple 'no' and 'yes' replies is suspect. At Marylebone the 'no' vote was 28%, but a third of these actually said 'yes' to some things in the preferences and comments. This did leave a significant minority at Marylebone who did not like the idea of allowing any phones to be used at all and saw the library as a last haven of refuge from them. At Harrow the 'no' vote was a smaller minority, only 13%, but most of them seem to feel strongly. Although one person claimed that he simply wanted to maintain the thrill of dodging librarians and answering a mobile illicitly!

Some people made understandable but unenforceable requests, such as 'allow mobiles but please stop people talking loudly on them'. One rather endearing respondent said we should ban talking on them because some native languages, particularly his own, would 'wake the dead'. Others suggested that we allow phones to be switched on, but insist on people running out of the library to answer them. That more or less happens now of course, but enshrining it as a regulation would be crazy.

Coincidentally, the university was conducting major review of student conduct at the same time. We had input to this but we were not the major players in those deliberations. In the event the new code of behaviour decrees that mobile phones should be switched to silent in most situations (not switched off). The libraries are still allowed leeway in enforcing complete silence but relaxing our previously rigid regulations on phones would fit well with this new regime.

We are still working out the details, but they will probably be based on maintaining silence in some areas of libraries, rather than on a knee-jerk requirement to switch off. We do not appear to be very unusual in this – many academic libraries have already done something similar.

Using Mobile phones in the Library

This survey is totally anonymous so you are able to say exactly what you think. Library staff are interested in finding out more about student attitudes to the use of mobile phones in the library.

Do you feel we should allow you to use mobiles in the library?

Yes / No/ Not sure

If No, you may add comments below, if you wish

If Yes, circle all the possibilities below which **best add up** to your opinion of how they should be used (e.g. If you think they should (a) always be on silent ring (b) only used to make and receive calls on Floor 1 and (c) used for texting anywhere, circle 1, 4 & 6)

N.B. "YES" REPLIES WITHOUT ANY CIRCLES MAY BE IGNORED.

1. Switched to silent ring
2. Switched to silent ring on Floors 2 and 3 only (where books and silent study areas are)
3. Calls can be made and received anywhere
4. Calls can *only* be made and received on Floor 1 (entrance level where group working and computers are)
5. Calls can be made and received on the staircases
6. Can be used to text anywhere
7. Can be used to make notes anywhere
8. Other: please comment in box below

Please return completed form to a member of the library staff. Thank-you.

It seems to us that a model of silent ring only in the library would be acceptable to the majority of our users as long as the specific rules about noise are also enforced. In other words people's phones would be set to silent as they entered the library. They could then be used and answered in group areas, but not in silent areas. Texting and note taking would be acceptable everywhere, as long as there was no bleeping. It remains to be seen whether we can successfully make this into a coherent and enforceable policy.

Self-service in academic libraries: a survey of current practice



Philippa Jones,
Head of Customer Services
Leeds University Library,
Leeds, LS2 9JT
Tel: 0113 3435573
E-mail: p.f.jones@leeds.
ac.uk

Over the last three years Leeds University Library has implemented the phased installation of self-service units to four of its six library sites. We started with self-issue and moved on to self-return in parallel with the introduction of unstaffed late night opening at these four sites. Self-return allowed us to operate cost effective late night opening. All Leeds campus libraries are self-service from 21.00 to midnight Monday to Thursday during term-time; our Bretton Hall campus library operates self-service only from 17.00-21.00. Our most recent survey of students, conducted in 2003, indicated that they would like extended weekend opening. In order to provide this service financial savings would need to be made, possibly by extending the weekday evening periods of self service in order to provide extended opening at weekends.

In February 2004 I carried out a lis-link survey of higher education libraries to ascertain how others are operating self-service both during the day and in the evening when counters are not staffed. I posed the following question: Here at Leeds University Library we are investigating extending our self-service only hours. We currently operate self-service only in the early morning and from 9 p.m. to midnight Monday-Friday, with just two or three security staff in our buildings. We have 3M self-service units for self-issue and return, the usual photocopying facilities, book return boxes, telephone renewals and online renewal facilities etc. I would be interested to hear from colleagues who start self-service earlier in the evening, or have extended it to increase weekend opening.

What issues have you had in the areas of:

- Managing customer behaviour
- Training security staff
- Loss of contact with customers, e.g. complaints about lack of enquiry desk provision
- Any positive comments

What changes or additions to services, if any, did you make to ensure self-service does not disadvantage those who use it?

Results

Sixteen university libraries responded, all of whom offer some self-service options. Some provided extremely comprehensive answers; others were interested in the outcome of the survey. The results are summarised below.

Availability of self-check circulation

Several different models are in operation:

- All issue and return by self-check units, no issue counter. These libraries also offer 24x7 access on at least one site – 3 libraries
- Self-service is available throughout all staffed hours, some continued it into unstaffed hours – 12 libraries
- Self-service circulation only when the library is unstaffed – 1 library.

Self-service only hours

Early morning 8.00/8.30 - 9.00/10.00

Nearly all respondents now offer this and agreed that self-service is particularly useful for early morning opening as staff are in the building and activity is low.

Weekday evenings

Most respondents who do not offer 24x7 operate some self-service only evening hours, ranging from one to 4 hours during term-time.

Several pre-'96 university libraries reported that they have no evidence of the demand for 24x7 opening and close earlier than midnight, 23.00 or even 22.00.

Weekends

Leeds and one other university offer self-service and no counter service for the first one or two hours of weekend opening. Most do not offer self-service only at weekends, opening hours range from 11.00-17.00 to 10.00-19.00 if 24x7 is not available.

Staffing self-service only hours

There is a range of staffing models:

- Security staff with an entirely custodial role, maintaining security of buildings and contents. These security staff may be provided

by an external security firm or be employees of the library.

- Library employees who have additional duties beyond security only, including: tidying and shelving, patrolling, helping with self-check units and other queries. This is the Leeds model. One library deliberately employs postgraduate students who understand student culture and respond appropriately to problems.
- Senior library staff member on site: at one library security staff work in the library between 19.00 and 22.00, but a member of library staff remains in the building, but unavailable to customers.

Managing customer behaviour

All who commented on this reported no problems with behaviour during unstaffed hours, although many had anticipated them and found anxieties to be unfounded. One chose not to stay open late on Friday nights to avoid potential bad behaviour. Certainly customer behaviour does not seem to be a problem.

Loss of contact with customers

- Some reported no problems, extension in hours made up for lack of staff.
- Others reported complaints owing to lack of access to High Demand/Short Loan/Reserve Collections and hold shelf. Leeds University Library has solved this by making its High Demand Collection self-service using RFID technology. Libraries that cannot provide these services during self-service only hours have made efforts to publicise this.
- Only one library had canvassed opinion and moved from self-service, which had been in place on Sundays for five years (1996-2001), to fully staffed whenever open. Their customers indicated they preferred staffed services at all times rather than longer opening hours.

Multi-site libraries

- No respondents indicated that they intended to offer the same services or opening hours at all sites. Sites could be on the same campus or at different campuses.
- One respondent had introduced self-service at the main library in order to prevent reducing hours elsewhere after consultation with students who indicated that this was acceptable to them. Hours are not the same at all sites.
- Some offer 24x7 at one site only but hope to expand 24x7 to other sites.

Changes to procedures

Fines thresholds

- Some have raised these to allow as much self-service as possible:
 - £30 or £40 threshold
 - Library account with no upper limit, which is paid off once a term
- Others who only provide self-service with a staffed service still have very restrictive thresholds £0.00, £3.00, or £5.00

Removing patron blocks

This is largely dependent on library management systems; some are more flexible than others. One respondent already offering 24x7 is considering this as the institution looks for a new library management system.

All are interested in finding ways to make library management systems more self-service friendly.

Summary

- Leeds University Library's self-service strategy is comparable with the large metropolitan pre-'96 university libraries, but not as developed as many new universities who are leading the move to 24x7 provision, possibly because they serve a different type of customer.
- 24x7 provision does not seem to be required by the users of old university libraries.
- Several old university libraries have invested in a little self-service technology, but do not use it for extending opening hours (yet).
- Those who are extending self-service have freed up as much of the circulation restrictions as possible and raised fines thresholds accordingly.
- Customer behaviour has not been the problem anticipated by many.

The future at Leeds University Library

Largely as a result of these findings, Leeds University Library is piloting an increase in self-service hours for the session 2004/05. In September 2004 we will move to a self-service only service at 19.00, instead of 21.00, at our three Leeds Campus libraries, Monday to Thursday. In addition, the busiest and largest library will remain open until midnight on Sundays, operating self-service from 19.00. We do not know how popular this will be and will be monitoring the changes very carefully. I am very willing to share the outcome with colleagues at the end of the pilot period - June 2005.

Virtually there: virtual learning environments and libraries

UC&R London and CPD25 event,
Queen Mary, University of London, 26
May 2004

Reviewed by Elizabeth Charles
Faculty of Continuing Education Library,
Birkbeck College, 39 Gordon Square,
London WC1H 0PD
Tel: 020 76316167
E-mail: e.charles@bbk.ac.uk

The morning speakers provided an overview of the background for using virtual learning environments (VLEs), addressed some of the issues to be aware of, and stressed the need to look at the underlying pedagogy of learning and teaching before utilising VLEs. So not the case of just transcribing your old notes and bunging them into a VLE then!

- Anise Bullimore of City University London utilised WebCT Vista to deliver their staff development programme. Points made by Anise:
 - the need to get full representation of your potential users on board
 - identify your user market and find those who will champion your cause – to start a cascade effect (although an institution-wide approach was preferable to an ad hoc one)
 - navigate safely through the politics and personalities
 - handling the varying different levels of attitude and aptitude for using e-learning
 - providing training and support to enable the academics to make WebCT their own resulting in a diversity of projects being undertaken
 - the key issues of copyright and plagiarism must also be explicit and made the responsibility of the creator of the e-learning resource.

- Mandy Bentham of School of Oriental and African Studies (SOAS) (Head of Learning

and Teaching Strategy), where a VLE project was used to kick-start institution change from just being research-led to embracing learning and teaching. Using a VLE to develop information literacy skills, with technical support out-sourced, has enabled staff to focus on content development and learning and teaching, resulting in the embedding of information skills in specific subjects as well as creating generic content. At SOAS the VLE has been used as a means of a) engaging academic staff in accessing information resources and is seen as a springboard to information gateways and portals; and b) getting information managers and academics to think about **how** electronic resources are used.

- Mark Stiles of Staffordshire University (Head of Learning Development & Innovation) looked at the national context and the worrying scenario that once we have all done the same thing of creating VLE and MLE (managed learning environment) how will we be different? In using and attempting to embed VLE and MLE successfully the whole culture of the institution and how it works needs to be re-evaluated and transformed into these environments rather than being just add-ons. The actual content and QA, the software used and how it structures the environment needs to be married to staff aims of enabling users to locate and build on internal/external references and the learners aims of accessing these at any point of the learning cycle. The JISC DiVLE programme has looked at linking digital libraries to VLE, exploring the technical, pedagogical and organisational issues; the report is available at: http://www.jisc.ac.uk/index.cfm?name=programme_divle

Of the various examples of VLE presented from Kirstie Preest of UCL, Debbie Boden and Sue Holloway of Imperial College London, Joanne Dunham and Selina Lock of the University of Leicester, the majority used WebCT and the implementation experience was common to all. Key things we should be doing:

- 1 Pedagogically evaluating what we want to achieve with this VLE
- 2 Re-evaluating how resources are used and the time in the academic cycle when the VLE will be used
- 3 Get movers and shakers on board and train and support them in making this their own and then promoting to others

- 4 Be politically savvy and aware of the 'academic imperative'
- 5 Ensure that the individual department and or institution fully supports the use and the added value in teaching and learning that this brings for both the teacher and the learner

The only software that was new to me was the 'share and share alike' subscription of INFORMS/INHALE.

Jenny Brooks of University of Huddersfield (Project Director Informs/inhale, Computing and Library Services) presented the INFORMS/INHALE database, 'a pool of over 800 interactive, online information skills bite-sized units for students within all the main subject areas taught in higher and further education institutions' (<http://informs.hud.ac.uk>). Whatever is created and added to the pool can be used by other subscribers and is based on searching **live** information databases - you simply copy the unit you are interested in and edit it to suit your audience, save a copy to the database and use your newly created unit in your VLE or as a link to/from the database. This seemed a very speedy way - on average a unit can be created within two hours - to get up and running in delivering information literacy skills in a VLE or MLE. You don't need to know any computer code to edit units, just highlight and select the change you want preformed. However it is not compatible with Netscape. Where the units are embedded into the relevant module VLE the uptake is very high, as it is not seen as being an adjunct to the module put an integral part.

New professionals at the Gregynog Colloquium, 14-18 June 2004

Reviewed by Neil Smyth
*Deputy Subject Librarian, Science and
Engineering Team, LIC Room 408,
University of Wales Swansea*
Tel: 01792 295695
E-mail: n.t.smyth@swansea.ac.uk

Career Development Group Wales sponsored seven new professionals to attend and speak at the Gregynog Colloquium in June.



Copyright audience

Every year HEWIT (Higher Education Wales Information Technology) and WHELP (Welsh Higher Education Libraries Forum) organise a residential colloquium at Gregynog Hall, the University of Wales' conference centre, for IT and library staff to discuss recent developments and to exchange experiences. This year, Aberystwyth organised the conference, sending over 50 delegates. All the major higher education institutions in Wales sent representatives.

Gregynog is a wonderful rural setting for a conference, hidden away in the woodland heartland of Wales. The Hall is surrounded by 750 acres of waymarked walks, rhododendrons, spring bulbs, nineteenth century fountains and the remarkable 'weetabix' zig zag hedge of golden yew. A fire alarm moved the copyright surgery out to one of the sunken lawns. A violin could be heard

through the night. We played softball and croquet and disco danced into the night.

An important part of the conference is the new professionals section on Tuesday morning. For the first time, Career Development Group Wales agreed to sponsor this part of the programme, paying the conference fee for speakers.



Outdoor Copyright

Amanda Endicott, the Divisional Secretary, from the University of Glamorgan, chaired the introductory talks by new professionals. The first presentation was delivered by Emma Adamson and Aimee Jones (University of Wales Institute Cardiff) who talked about their experience of subject librarianship. Helen Bayliss, representing North East Wales Institute, Wrexham, but also a student at Liverpool John Moores University, described the benefits of student work placements. Martin Edwards (University of Wales, Newport) outlined a research project on print and electronic journals. Jessica Gaunt showed how they are providing tailored services for Cardiff Business School staff at Cardiff University. There were two presentations from the National Library of Wales, with Galen Jones demonstrating the improvement of access to serials and Hywel Lloyd describing the cataloguing and classification of official government publications.

Web sites:

Career Development Group Wales: <http://www.careerdevelopmentgroup.org.uk/divisions/wales.htm>

Gregynog 2004, 14-18 June: <http://www.inf.aber.ac.uk/gregynog2004/>: including presentations, sponsors, delegates.

WHELP: Welsh Higher Education Libraries Forum: <http://whelf.ac.uk/>.

HEWIT: Higher Education Wales Information Technology: <http://www.hewit.ac.uk/>

News from SCONUL

(culled from SCONUL's recent e-bulletins of news)

Toby Bainton
Secretary
SCONUL
102 Euston Street
London NW1 2HA
Tel: 020 7387 0317
E-mail: toby.bainton@sconul.ac.uk

House of Commons Science and Technology Committee: Inquiry into scientific publications

This very important inquiry has concluded and the Committee's report, published on 20 July, is available, together with all the written and oral evidence, at

<http://www.publications.parliament.uk/pa/cm/cmcsctech.htm>

Freedom of Information Act (UK) and Places of Deposit

Libraries which are Places of Deposit for the purposes of public records may be interested in new draft guidelines from the National Archives about the impact of the Freedom of Information Act (see <http://www.nationalarchives.gov.uk/news/stories/30.htm>).

Information support for eLearning: principles and practice

With the demise of UK Universities Worldwide, the paper commissioned by UKeU from SCONUL with the above title has been revised by Elizabeth Heaps of the University of York as a paper of our own. The text is on our website at http://www.sconul.ac.uk/pubs_stats/pubs/info_support_elearning.pdf

SCONUL conferences

In June we announced the dates of our next two conferences: Monday 8 November at the British Library, London, and Wednesday 6 to Friday 8 April 2005 in Brighton, hosted by the universities of Sussex, Brighton and Surrey.

SCONUL members

Congratulations to Chris Powis, Learning Support Coordinator at University College Northampton, one of ten recent award winners in the 'Learning Support' category of National Teaching Fellowships, offered by the Institute for Teaching and Learning in Higher Education/Higher Education Academy (www.ilthe.ac.uk/2821.asp). Congratulations also to Martin Jenkins of our sister organisation UCISA (Universities and Colleges Information Systems Association) and the University of Gloucestershire, a member of SCONUL's Advisory Committee on Information Literacy, on a similar award.

John Lancaster, formerly Director of Library and Information Services at the University of Limerick, moved in September to take up the post of Director of Computing and Library Services at the University of Huddersfield.

On 5 July Caroline Cochrane took up the post of Head of Information Services at the Royal Scottish Academy of Music and Drama.

Roehampton University is the new name for University of Surrey Roehampton. This took effect from 1 August, following the grant by the Privy Council of independent university title.

Again with the authority of the Privy Council, King Alfred's College became University College Winchester on 14 June.

SCONUL committees

The Advisory Committee on Buildings successfully organised a visit to new library buildings at Dublin City University and Trinity College Dublin on 10-11 June.

Our Advisory Committee on Health Services (ACHS) has been stood down and reconstituted in a different form. Committee chairs report regularly to the Executive Board, and as a result of such a report to the Board meeting in December 2003, together with the announcement that both the Chair and Secretary of ACHS intended to stand down in 2004, the Board agreed that the work of the Committee should be reviewed. A short-life task force did so, and reported to the Board at their June meeting. The Board decided that the existing Committee should be stood down, with thanks to all participants for their efforts and especially to Nicky Whitsed and John van Loo (Secretary). Instead a new high level

group has been constituted to consider strategic health-related issues for SCONUL libraries. It is a smaller group which will not attempt to act as an umbrella group for all interests, which is something ACHS in its recent years found difficult. The initial agenda for the new group will be to: engage at an appropriate level with the NHS, as well as with the NHSU, particularly in the context of coordinated planning of library and information support to NHSU students. The new group will also agree an appropriate synergy with the NHS/HE Forum and its content group to ensure sustainability of that activity within the higher education community. The general aim is to ensure joined-up thinking, where appropriate, of national agendas to deliver best practice, including the taking forward of the recommendations of the 'Users first' report by John Thornhill. Judith Palmer has agreed to lead the new group.

SCONUL secretary

Notable events attended by SCONUL's Secretary Toby Bainton have included the European Commission-sponsored copyright conference in Dublin, 21-22 June, and (together with several representatives of SCONUL libraries) a discussion-dinner on 'The future of science publication' held at the Royal Society in London on 23 June, hosted by the Foundation for Science and Technology. In Dublin Toby was the only representative of users of copyright material to make a speech from the platform, the other 200 or so delegates being representatives of the 'copyright industries', especially the intermediary agents like collecting societies. At the London event Paul Ayris (UCL) and Stephen Pinfield (Nottingham) succeeded in being called by the chairman to make a public comment, which they did tellingly. Others made the most of informal private comments, in Toby Bainton's case to the secretary of the Foundation who kindly engaged in a long conversation about the issues at stake.

SCONUL staff development award

In the last issue of SCONUL Focus we reported on the SCONUL Conference, where Alison Lahlafi spoke on the work of the Open Rose Group, winner of the SCONUL Staff Development Award 2004. Here Alison's colleagues describe their Award-winning project.



The Open Rose Group: opening up access for disabled users of academic libraries in Yorkshire.

Christopher Beevers (c.j.beevers@hud.ac.uk)
Lois Burt (s.l.burt@sheffield.ac.uk)
Paul Conway (p.w.conway@shu.ac.uk)
on behalf of the Open Rose Group

The Open Rose Group was formed in January 2003 by library staff involved in some capacity in supporting users with disabilities at eight University libraries in Yorkshire. The participating institutions are: Bradford, Huddersfield, Hull, Leeds, Leeds Metropolitan, Sheffield, Sheffield Hallam and York. The group is committed to exchanging ideas and discussing policies and procedures in order to move from base-level provision to best practice in the provision of services to disabled library users.

Contact was made with the similar but long-established CLAUD Group in south-east England at around the same time as the idea was emerging

of forming the group in Yorkshire, and helpful advice was offered by Stuart McWilliam from Exeter University Library, who invited a representative to CLAUD's March meeting held at Bath University. Later that year, three members of the Open Rose Group attended the Annual Conference at Exeter University.

Membership of the group ranges from library staff directly involved with disability issues to staff who include being disability contacts among their other responsibilities. There have been some changes in the group since its formation: recently members sadly bade farewell to Alison Lahlafi of Leeds University when her secondment to another post was made permanent, but were pleased to welcome Audrey Cobb in Alison's place.



Open Rose Group members - front: Linda Pierson (Bradford University), Lois Burt (Sheffield University); back: Alyson Peacock (Leeds Metropolitan University), Sue Smith (Leeds Metropolitan University), Chris Beevers (Huddersfield University), Paul Conway (Sheffield Hallam University), Alison Lahlafi (Leeds University). Other members of the group are Audrey Cobb (Leeds University), Elaine Dean (Sheffield University), Bernard Furnival (Sheffield Hallam University), Jane Henley (York University), Maggie Sarjantson (Hull University), Lindsey Scutchings (Leeds University), Wendy Wrigglesworth (Bradford University).

One of the first challenges was to decide upon a suitable name. The favourite was Disabled Users Group in Yorkshire until it was pointed out that the resulting acronym had unfortunate connotations. For similar reasons, Open Rose Group of

Yorkshire was swiftly dismissed. The final result, unanimously agreed, was felt to capture the spirit of our mission statement: opening up access for disabled users of academic libraries in Yorkshire.

In view of the importance of staff training on disability issues extending to all members of library staff, many of them part-time and weekend workers, last year the Open Rose Group submitted a group application for the SCONUL Award for Staff Development 2003. This successful application was to fund the collaborative development of a staff training DVD and supporting materials for use in training library staff on disability issues. As part of the award, the package will be made available to all SCONUL members (please refer to the authors' contact details).

The project has involved videoing students with different disabilities talking about their experience of using their library. There are four main sections, each focusing on key themes:

- mobility difficulties – access
- visual impairment – assistive technology
- deafness or hard of hearing – communication
- dyslexia – using the library.

The video will include a variety of disabled students from more than one institution, and some footage of disabled students using library facilities.

Group members have established good contacts with disabled students at their own university, and sought out volunteers to participate in the filming. Each institution sent out an e-mail via their student services departments to ask for volunteers, kept the volunteers up-to-date with developments and acted as interviewers and prompters (unheard and unseen on the video). As well as discussing the key theme of the section, the volunteers were all given free reign to raise any library-related issues. There was much to learn from the responses, including potential changes to perceptions as well as practices. The filming by the professional crew from Leeds Metropolitan University, headed by Mike Hooper, took place at LMU, Huddersfield and Sheffield Hallam Universities. The crew put everyone at their ease which helped to make the experience an enjoyable one for all taking part.

The video will provide an audiovisual aid which could be used in a variety of ways:

- the flexibility of the DVD format makes it suitable for group or self-directed learning

- the complete video offers a useful overview of a range of disabilities, for use in an induction session on disability issues
- selected clips can be used in workshops concentrating on individual disabilities in order to stimulate discussion about that disability
- the video can be used as a springboard for discussion of local library policy and procedures and to benchmark against practices elsewhere.

Training materials to accompany the video will include quizzes, group discussions and practical exercises.

Even within the group members, the video and supporting training material has a potential audience of approximately 1,150 staff at eight large academic libraries. There is little available commercially in terms of disability issues training specifically for staff in academic libraries. In terms of staff development, the video will be an excellent resource in the following ways:

- available to all categories of staff and particularly useful for reaching those who cannot attend training sessions during the week (in the eight libraries there are over 500 part-time/weekend/evening staff, and some full-time staff work at small/remote sites so may find it difficult to attend training sessions)
- a useful visual aid to vary mode of delivery and retain interest in a training session
- provides firsthand feedback from disabled users, in line with a customer focussed ethos, whilst at the same time not requiring the speaker to attend multiple training sessions.

Project development has been undertaken by members of the eight libraries working collaboratively. For practical, geographical reasons, the group divided into two sub-groups, currently working on developing the supporting materials and soon to be working on editing different sections of the video. Other elements of the video have been put in place recently: Patrick Stewart, Chancellor of Huddersfield University, has kindly provided the voice-over to the introduction of the video and a partner of an Open Rose Group member from Leeds Metropolitan University has created a group logo to feature in the video.

Conscious that there is a lot of good work going on nationally, as well as differing models for 'disability support' in libraries, the Open Rose Group is keen to forge links with, and learn from, similar groups around the country. Recently, two members of the Open Rose Group held a workshop at

an all-day 'Supporting Diversity' Conference at Salford University based on the group's experiences of working on the video and developed supportive links with members of the North West Academic Libraries (NoWAL) who were keen to form their own local group. Clearly there is a lot of interest and activity surrounding library services for users with disabilities and the Open Rose Group's video has been designed to be suitable for the widest possible use.

The DVD is scheduled for release by December 2004. The authors of this article are pleased to answer any enquiries about this product.

ACOSC Digest of Scholarly Communication News

Fredrick J. Friend
*(Advisory Committee on Scholarly
Communication Secretary)*
*Honorary Director Scholarly
Communication, University College London*
JISC Consultant, OSI Information Program
Senior Consultant
Tel: 01494 563168
E-mail: ucylfjf@ucl.ac.uk

This is taken from ACOSC's Digest of scholarly communication news of August 2004. This online newsletter (supplied to SCONUL representatives in member libraries) is a service provided by SCONUL's Advisory Committee on Scholarly Communication for internal distribution to staff of library and information services in SCONUL institutions.

ACOSC also encourages the use of the Digest to inform academic staff within universities in the UK and the Republic of Ireland of developments in scholarly publishing.

1 Life after the parliamentary inquiry

The big message from the Report from the Parliamentary Science and Technology Committee was that changes are needed in the way scientific research is published and accessed. The Members of Parliament rejected the publishers' view that the present publishing model is working well and that the market should be left to change itself. The Report made many specific recommendations which can have a beneficial effect upon all who write and read journal articles. Press reaction to the report has concentrated on the effect upon the profit margins of commercial publishers, while publishers themselves have tended to respond that life will continue much as it has done. The academic community has an opportunity to take control of the reporting of research and introduce change along the lines recommended in the Report without leaving it to Government or to publishers either to take change forward or to slow it down. At the press conference launching the Report, Ian Gibson, MP,

said that the Science and Technology Committee re-visit situations on which they have reported. Will they see the changes they have recommended implemented when they look again at scientific publishing? A Government response to the Report is expected in November.

2 European Commission study on scientific publishing

The European Commissioner for Research, Philippe Busquin, has announced a study on the economic and technical evolution of the scientific publication markets in Europe, the results of which will be available in 2005. The objective is to determine the conditions required for optimum operation of the sector and to assess the extent to which the Commission can help to meet those conditions. The study will deal with the main topics of the current public debate, such as the future of printed scientific journals, the risks associated with increases in the price of publications in terms of access to information for researchers, open access to research findings for all and the need to reconcile authors' rights and the economic interests of publishers. The study will be carried out by researchers at the Université Libre de Bruxelles and at the University of Toulouse. While both the political context and the methods of investigation are very different from those in the UK Parliamentary Inquiry, if the result of the study also indicates dis-function in the market, it will strengthen the case for action by other EU Member States.

3 New Elsevier policy on self-archiving

Well into the parliamentary inquiry Elsevier announced a change in policy towards self-archiving. It is not for ACOSC to comment on whether this was a cynical ploy or a genuine change of heart, but the new policy does provide an opportunity for SCONUL members to talk to their academic colleagues about self-archiving. The message can be that academic staff can lay to rest their fears that their ratings in the Research Assessment Exercise will suffer if they self-archive their Elsevier journal articles. The number of other publishers appearing in the ROMEo list as permitting self-archiving is also growing. While some publishers may continue to hold out against self-archiving, effectively the dyke has been breached and academic authors need not be concerned about adverse publisher reaction.

4 OUP move towards open access

Oxford University Press have announced that a flagship journal, *Nucleic acids research*, is to move to a full open access model from next January.

This decision follows very rapid success for OUP with making part of the journal open access. The interest by authors in open access has enabled the change in the business model much earlier than anticipated. The charge to authors is a maximum of £900 per article, reducing to £300 if the institution has an institutional membership to the journal, with no charge to authors from countries with low GNP. OUP's decision seems to have been influenced by pressure from their editors and by the responsibility they feel as the University Press to promote access to high-quality academic journals.

5 Springer willing to moving in the same direction?

Springer have also announced an open access option for authors called 'Springer Open Choice'. At \$3000 the cost to an author (or the author's funding agency) appears to be higher than publication charges for other open access journals and this may determine the success or failure of the this particular business model. Springer will be reducing library subscription charges in proportion to the take-up of open access by authors, so this model is library-friendly. The advantage of the Springer approach is that it applies to all their journals, by contrast with the OUP approach journal-by-journal. From Springer's viewpoint this model represents an opportunity to maintain or even increase their revenue IF - and it is a big 'if' - authors or their funding agencies are willing to pay \$3000 per article. As more open access journals become available and competition kicks in, Springer may find that they are losing authors to cheaper open access journals.

6 NIH now supports open access

For some time discussions have been taking place within the US National Institutes of Health about support for open access. The issue was drawn to the attention of the House of Representatives Appropriation Committee, and the Committee has recommended that six months after publication NIH provide free public access to authors' final manuscripts of research articles and supplemental materials via PubMed Central. The six-month delay is regrettable but the decision is still very significant, given the quantity of research funded by NIH. The NIH have to tell the Committee by 1 December 2004 how they intend to operate the policy, rather as our own Science and Technology Committee have said that they will be monitoring the implementation of their Report. The decision to mandate researchers is also stronger than the current Wellcome Trust position, which relies upon encouragement to authors to go open access

voluntarily. Interestingly the NIH decision has been praised by the Genetic Alliance, a US organisation which supports the families of patients with genetic conditions. Open access will enable patients and their families to be much better-informed about the illnesses with which they have to cope.

7 BioMed Central journals receive good impact factors

BioMed Central open access journals are beginning to receive impact factor ratings which compare very favourably with equivalent subscription journals. For example, the impact factor for *Arthritis research and therapy* rose from 3.44 to 5.03 in only its fifth year of publication and is in second place in the rheumatology subject group. The current ratings apply to articles published in 2001-02. It is well-known that it takes several years for even a good journal to appear in the ISI ratings.

8 Publishers make formal complaint to European Commission

A number of publishers and publisher organisations (including several well-known UK names) have made a formal complaint to the European Commission about the failure (as they see it) of the German Government to implement aspects of the EU Copyright Directive. The arguments are legal but the target for their complaint is the German document delivery system, Subito, which the publishers claim has lost them 80 million euros in subscriptions and 113 million euros in lost document delivery royalties between 1998 and 2003. The risk publishers are taking is that they may alienate the academic library community even more, and they may also face political criticism in the light of the recommendations in the UK Parliamentary Report about more user-friendly licensing terms.

9 US students prefer electronic access

An article in *Library journal* (29 June 2004) reports on a study of US student behaviour undertaken by EPIC, the Electronic Publishing Initiative at Columbia. The message from the study is that both undergraduate and graduate students turn to the Web and e-mail before using library-held electronic databases. The more general the topic of the student's investigation, the more likely they are to use Google, while they use the library resources for more specialised projects. Only around half of those interviewed had received training in information resources, and then generally from an academic rather than from a librarian. When the interviewees visited a library it was

usually to use electronic resources rather than print resources.

10 Dutch long-term archiving of Blackwell publications

Blackwell Publishing and Koninklijke Bibliotheek, the Netherlands National Library, have signed an agreement on long-term digital archiving of Blackwell's electronic publications. The KB will receive digital copies of all publications made available on Blackwell's online platform and provide on-site access to current content on a walk-in basis. The KB server will also provide back-up for Blackwell's in the event of a disaster at their site.

Visit to the John and Aileen O'Reilly Library, Dublin City University, and the Ussher Library, Trinity College Dublin, 10-11 June 2004

David Hughes,
Assistant Director, Public Services
University of Bristol Information Services
Tel 0117 928 8002
E-mail: david.hughes@bris.ac.uk

Jennifer Scherr,
Assistant Director, Public Services
University of Bristol Information Services
Tel 0117 928 7946
E-mail: j.scherr@bris.ac.uk

This was SCONUL's first 'buildings visit' to Ireland. We joined a party of 30 or so, from as far afield as Edinburgh and Essex, who were attracted by the idea of contrasting venues in Dublin: a day in the suburbs at a new university, followed by a half-day in the city centre on a historic site. The weather played a supporting role in this contrast, offering us clear blue vistas one day, and intermittent downpours the next.

On the edge of Dublin City University campus, the John and Aileen O'Reilly Library makes an impressive landmark, with its eye-catching domes sparkling in the sunshine. This € 22M building, which opened in September 2000, won a SCONUL Library Design Award in 2002. It is a beacon of learning and research activity at night as well, shining over the wider community, and aptly symbolising the regeneration of the area. The library is named after the parents of the major benefactor, Sir Anthony O'Reilly, a former chairman of H J Heinz Company, who was brought up in the neighbourhood.

The beautiful interior space (10,700 m²) certainly lives up to the exterior promise. A large and airy entrance leads to an elegant central atrium (a cafeteria and lavatories are kept entirely separate). Under the imposing staircase is a Zen garden, adding to the prevailing air of studious calm. True, the library was unusually empty due to the time of year, and the Zen sands sometimes need re-raking when students relieve their tensions by re-patterning them! Everywhere the building materials (granite, stainless steel and glass) produce a calm and bright atmosphere, conducive to study, and an accessible, inviting and flexible space.

The building is three times the size of the previous facility, offering 1200 user spaces, and over 300 desktop PCs. The feeling of light and space everywhere was emphasised by the subtle colours – blue chairs, dark grey carpet, light wood, white walls – and all looking as if it had only just opened, reflecting the obvious pride and ownership of DCU staff and students in their library. There also appeared to be a well-controlled environment – only later did we learn that the external environment sometimes baffles the building management system in the basement – opening upstairs windows, contrarily, in gales and rain...

There was a large assistive technology room, and drinking water fountains throughout. On the other hand, wheelchair users might have found the heavy doors difficult. We were interested to learn that students were allowed to read text messages on their mobile phones, but that any other use was an offence, with ultimate fines donated to a charity chosen by the Students' Union.

At present there is enough space available to reserve areas for specific types of user. These are designated postgraduate and research 'Commons'. The former provides protected space away from other students; the latter (perhaps not yet taken up with much enthusiasm) has computers, printers, and comfortable seats, to provide a social space conducive to interdisciplinary discovery (or gossip). There is also an 'Information Commons' with 100 PCs, and a training suite with 30 PCs, which can only be booked for use by library staff.

North American design inspiration led to the creation of seventeen collaborative study rooms, all named after benefactors. These have been very popular with students, (although they are apparently not soundproof). Another American idea is the 'mentoring suite', a room where students can assist their peers in the learning process.

Paul Sheehan, the director of library services, spoke about the local and Irish contexts, and the benefits of 'Atlantic philanthropy'. DCU's mission was to aim for social inclusion, and to contribute to multinational economic development, with information seen as the infrastructure to research.

Paul McDermott, chief executive, DCU Educational Trust, spoke inspiringly of the role of the fund-raising team, which is never off-duty. He gave as an example the chance encounter on an aeroplane which ultimately led to the building of the O'Reilly Library. He recommended taking every opportunity to engage potential benefactors. If you first of all ask for advice, money may follow. It was also important to involve donors in the process all the way, including after the building has been put into service.

A different perspective was given by the operations manager of Invent, Ron Immink. He is an enthusiast for promoting the role of the knowledge-based economy via DCU's enterprise incubation unit. In his view, information is the key to entrepreneurship, and the business community an important part of DCU's agenda.

A cross campus stroll, past some less distinguished buildings, led us to a superb lunch in the 1838 Club, where even the bottled water bears the DCU logo. There can be a tendency to feel soporific after lunch, but the day was carefully planned to keep us upbeat with the original vision from Dr Alan MacDougall, the former Librarian, responsible for commissioning the project, and from David Cahill, representing the architects Scott Tallon Walker.

Miriam Corcoran, sub-librarian, planning & administration services, spoke on the users' experience, standing in for the Student Union President. The students made intensive use of the building, and took obvious pride in it. In a recent survey, 93% rated the library as excellent or very good. Nevertheless they, and the library staff, did have some concerns over issues such as maintenance, access, helpdesk staffing, appropriate numbers of PCs, and noise.

The day ended with an early conference dinner 'on commons' at Trinity College. The warm fire in the reception hall was all the more welcome because many of us had been drenched in an unexpected downpour. The meal was brought to a sudden end by an impressive Latin grace and a request from the catering staff to make way for a much more important group of diners.

We reassembled the next morning, in a basement training suite, in a more traditional environment, to hear how Trinity College Dublin had solved their need to expand existing library space on a historic and constrained site. The James Ussher Library, which opened in April 2003, is named in recognition of one of the College's founding fathers who collected the core of the Old Library in the seventeenth century.

The € 23M euro building was part-funded by the Irish Programme for Research in Third Level Institutions, to provide a single complex with the existing Berkeley and Lecky libraries, and to complement the Old Library. With acquisitions of over 100,000 items a year, the Ussher Library was to combine the roles of national legal deposit library and busy undergraduate teaching library, with a sophisticated brief to rationalise and improve accommodation for users, conservation and storage.

The Librarian, Robin Adams, welcomed us with an introduction, followed by a tour. Our first impressions were that the building was rather gloomy in parts, with too much heavy concrete, and dark ribbed rubber. An interesting "orientation space", linking old and new buildings, was not being used to best advantage. A few pillar-mounted OPACs faced an abandoned enquiry desk in a space now apparently used mainly for returned books and trolleys.

However, the reading rooms were very impressive, with open vistas across the campus. High quality architect-designed desks and low lighting levels provide a learned atmosphere, which does encourage 'absolute quiet'. The staff report that the building does support contemplative solitude (a hard-won campaign had successfully kept down noise, mobile phone use, even numbers of drinking water bottles) – but they have also recognised their lack of group study space. All 750 individual study spaces are equipped with network connections, but there had been a budget shortfall in PC provision.

The 8-storey glass atrium was a striking feature, which might cause anxiety for anyone prone to vertigo. It successfully divides book and reader accommodation, provides some natural light in all areas, even the basement, and is designed to act as a chimney in case of fire. Fresh air is provided through vents, and hot air filters out through the top of the atrium. Mesh windows can be opened but only to an extent which does not compromise the security of the bookstock.

The tour included a visit to the Glucksman conservation department, underlying again the particular role of TCD, as a provider of diverse research information to visiting scholars, with a national responsibility in manuscript as well as book collections.

Ruth O'Herlihy, of McCullough Mulvin Architects, spoke of the challenge of designing a building which would relate to the campus and to the city streetscape. The basic idea was to link three blocks, making them totally accessible, and with nothing over-elaborate in the design, just timeless, pure lines.

Trevor Peare, library project officer and Keeper - readers' services, spoke about one year's practical experience. He believed separating books and readers had been a success, with finishes and environments adapted to each. American examples had shown that you cannot have both total flexibility and a good environment. There had been no easy answer to integrating staff and reader areas: staff were either too accessible, or had to be protected in a gold fish bowl. There had been other issues, such as the sheer size and distances to cover for users and shelvers. The budget for signage had run out. However, a recent LIBQUAL survey reported concerns about overcrowding, heating and noise in other parts of the library, but users had nothing but praise for the Ussher Library.

In both libraries, the importance of early visits to the best buildings in USA and Europe was stressed as the key to the preparation of vision and brief. Local success was heavily dependent upon suitable space being available, a corporate vision, generous funding, and a team effort from top down in the institution, with the full involvement of all library staff.

Both DCU and TCD shared the ideas of high quality design, a peaceful study environment, an inspiring atrium, attractive vistas, and an aim for the 'wow' factor – or as they say in Dublin 'the bejaysus factor' !

The visits were extremely worthwhile and enjoyable – for the exchange of ideas, a chance to see best practice, and to meet colleagues. Many thanks to all those who contributed, not least to Philippa Dyson, support manager, learning resources, University of Lincoln, who co-ordinated the event.

TT8: Training issues in the e-learning environment

Sue Holloway
Faculty Team Leader: Engineering, Imperial College London
E-mail: s.holloway@imperial.ac.uk

On 21 May 2004, SCONUL's Advisory Committee on Staffing hosted the eighth event in the Training the Trainers series, *Training issues in the e-learning environment*, at Menzies Waterside Hotel in Bath.

E-learning and its impact on LIS staff

After a welcome and introduction from Fiona Parsons, an overview by Patsy Cullen, Director of Learning and Teaching at York St John College described e-learning and its impact on library and information services staff. The purpose of Patsy's session was to consider what e-learning is, how it might impact on library and information services staff and what an e-learning library and information service might look like.

E-learning is a topical issue being driven nationally through the 2001 White Paper on higher education, and the DfES and HEFCE draft e-learning strategies. Local drivers for e-learning include 'anytime, anyplace' access, perceived efficiencies, student expectations, quality enhancement and cultural change. On the other hand, the failure of the UKeU shows muddled thinking about e-learning which needs to be unravelled if student needs are to be supported effectively.

Patsy suggested that this confusion is caused by the spectrum of approaches to e-learning. On one hand the practical, managerial or product centred approach concentrates on efficiency, delivery of information and content through a focus on 'toys' such as WWW, VLEs, CD-ROM and interactive whiteboards. The learner centred approach is at the other end of the spectrum, focusing on effectiveness, dialogue and process. This 'networked learning' facilitates interactions, for example, through discussion forums that enable collaborative and cooperative learning. Another advantage of this approach is that it provides an audit trail of learning, supporting reflective practice, and it

highlights the process as well as the products of learning. Patsy asked us to consider where our institutions stood on this spectrum, and suggested this might not always be easy as it might vary even within institutions.

Patsy went on to talk about how e-learning is used for organisation, information and activity. She acknowledged that at first it tends to be used for organisation, of handbooks and lecture notes for example, and/or e-mail, timetables and noticeboards. Effectively, we use it to do more efficiently what we can do already. The next category of use is e-learning for information, something that librarians are particularly good at, including online skills resources, retrieval aids, full-text materials, and specialist digital resources such as Ordnance Survey maps, image libraries and streamed videos. Examples include Sheffield Hallam's *Key to key skills* package and the JISC packages. The idea behind this is 'if we provide, they will come', but we need to go further than that. The goal is e-learning for activity though collaborative learning, in other words, the use of social interaction facilitated through technology. Patsy encouraged us to think about e-learning not just as an enabling process, 'doing the same thing in new ways', but as a transformative process, 'doing new things in new ways'.

The Learning and Teaching Support Network (LSTN) in 2004 highlighted 'the threat that as teachers become more involved in supporting their own online courses they will fail to call on support service staff expertise'. Patsy argued that library and information services staff have to work harder to demonstrate their usefulness in an online world through the planning and design of programmes to support the provision of an e-learning library service. This could include a single tailored portal without multiple authentication requirements, appropriate full text online resources, online document delivery, direct links to resources, key skills support/information literacy learning tools, online help through e-mail, FAQs etc, and copyright clearance services.

Patsy went on to argue that the organisation ought to support e-learning through the design of a flexible building, staff roles, management structures, and policies and procedures that are aligned and reflect the needs of the learning and teaching strategy. In addition, LIS staff must understand the learning and teaching structures and the learning process in order to support e-learning effectively. Librarians need to be on the team developing the courses. Accommodating e-learning

requires a cultural shift, which includes the need to bring anxieties of staff out into the open.

Finally Patsy suggested that useful things to further our role in learning include joining the Higher Education Academy, using the LTSN generic centre, attending practical courses, trying online study for ourselves, reading journals such as ALT-J and Educational development, finding out about how quality assurance, quality evaluation and course approval systems work, writing papers, volunteering experience, joining your learning and teaching forum, and networking. She finished by encouraging us to think about e-learning not as a threat, but to recognise the potential and warned that higher education will be changing swiftly over the next ten years and that we must keep up with the changes in order to take part.

Developing information professionals to support e-learning

The second speaker was Bob Hunter, who as Director of the Learning Development Unit at Birmingham University provided an interesting perspective of the effect of e-learning on staff from outside library and information services.

Bob suggested that the future learning society will look different. Learner profiling will mean that no matter what subject area the learner is interested in or their skills level, they will be taken to relevant programmes of study provided by a range of accredited providers. They will be able to drop in and out of learning, take part in learning activity from home and the workplace as well as formal places of study and socialise with a wider learning community. Hybrid libraries will be required to open up access to resources to a wider range of learners.

The main focus of Bob's session was staff development and how this must evolve to support e-learning. He highlighted a range of issues that must be taken into consideration. These included: empowering staff to take part in integrated professional teams; developing project management skills, and the skills to use relevant software; developing a knowledge of pedagogy, and considering how to support users online as well as face-to-face; considering how to adapt and develop content for the e-learning environment; thinking about how to cultivate communities of practice and how to support staff from the bottom up, empowering them to have input into the development of infrastructures to support e-learning.

Bob went on to talk about how staff development for e-learning has been supported at Birmingham, through courses on the use of WebCT and pedagogy provided by the e-learning team. The Centre for Life Long Learning at Birmingham also provides an online course on *Learning to be an e-tutor* focusing on how to support online learning communities and how to design and deliver online content. In addition the Staff Development Unit provides a range of courses to support the skills required for e-learning development including project management skills, team working, negotiating skills, etc. Bob also highlighted the importance of communities of practice, e.g. the Jiscmail lists and internal e-learning groups, for providing non-project or task based support and enabling staff to have an input into the development of infrastructures to support e-learning.

One of the outcomes of this development has been a marked change in staff roles. Staff now support students differently by adapting existing resources for online delivery, they use a blended approach to the development of information skills, i.e. they are no longer a 'sage on the stage' but a 'guide on the side', and they provide more pedagogical support for students using learning centres and technologies. Staff also work closer with academics encouraging them to make most effective use of e-learning resources, using technology to embed information skills into the programmes of study and providing input into the development of an e-learning curriculum.

Bob finished by using Oliver's model (2002) to bring it all together. This has three parts: learning activities (tasks, problems, interactions used to engage the learners upon which learning is based), resources (content, information and resources with which learners interact to complete tasks), and supports (the scaffold, motivations, assistance and connections used to support learning.)

R. Oliver, 'Winning the toss and electing to bat: maximising the opportunities of online learning', in C. Rust (ed.) *Proceedings of the 9th Improving Student Learning Conference*. Oxford: OCSLD, 2002, pp35-44

Skills and knowledge

The afternoon session was run by Bidy Fisher from Sheffield Hallam University. She began with a brief presentation identifying the roles library staff play in the creation of information literacy in an IT and media-aware society. These included new roles in projects and initiatives, working in teams with other professionals and taking part

in quality initiatives. The priority skill areas she identified to fulfil these roles were: knowledge management, project management, user support, leadership, strategic thinking, and knowing the business imperatives.

In our groups we then explored the wide range of staff development needs that would enable us to meet the challenge of e-learning effectively, including technical/computing skills, educational skills, administrative skills and traditional skills such as how to structure information.

In conclusion, Bidy advocated professional reading to keep up-to-date with developments, and experience sharing, particularly for library and information services staff new to e-learning. Finally, Bidy reiterated the need to ensure that academics know what we can do both to make their jobs easier, and to produce a top-quality product.

This event was very interesting and highly successful as it combined informative speakers with the opportunity to share experience with colleagues.

In memoriam:

Douglas Foskett, 1918-2004

By the time this tribute appears most members of SCONUL will have seen the obituaries of Douglas Foskett in the Times and in the July issue of *Update*. Inevitably there will be some repetition, but I hope, as his successor as Director of Central Library Services and Goldsmiths' Librarian of the University of London Library, to throw some further light on his illustrious career, and to help bring the past to the present. I am conscious that Douglas Foskett retired twenty-one years ago - half a working lifetime for most people - so to current SCONUL members he may be only a name, albeit a distinguished one. There is no doubt, however, that he was one of the foremost librarians of the second half of the twentieth century. With experience of working in public, special, and academic libraries, Douglas firmly believed in the unity of the profession, and he strove always to promote it.

Most librarians of his age were bookmen, who loved the touch, the appearance and the smell of books, and who often formed their own collections. Douglas fitted that description; we were all proud to be called 'Librarians'. Perhaps modern information professionals are similarly inspired by the computer and the world-wide web. But the 1970s was a decade when computer technologies were assuming ever-growing importance for the future of libraries, and Douglas Foskett, as much as anyone, anticipated their value and fostered their introduction. He had already written extensively on classification, and had been a founder member of a special Classification Group. Such publications as 'Classification and indexing in the social sciences' and 'Science, humanism and libraries', which appeared in the 1960s are still important texts today, despite the vast deluge of literature on information management which has been published since. Of course, times and practices have changed radically in university libraries in the past twenty-five years, with the explosion of technology, and the continuous growth in all digital products and services. There have also been changes in social attitudes and in the approach to work. For example, when Douglas, in his final post, introduced the first computer system (GEAC) in the University of London

Library, the junior staff went on strike! Such a response would be unthinkable today. But the beginnings of the revolution were taking place. Then, all technological information services were integrated, under the Director of Central Library Services, for all the college and institute libraries of the University. The Central Information Service did invaluable work in coordinating on-line searches of existing data-bases (then mostly in the medical and physical sciences), and in training librarians and academic staff, both within the University and externally, to undertake such tasks for themselves. The existing uses and future possibilities of computer technology were encouraged by example. Roots were put down which enabled the college libraries to plan and operate their own systems some years later.

Cooperation was a watchword to Douglas Foskett. He liked to bring librarians of all types together. To that end, whilst University Librarian, he formed a luncheon club in London of librarians of various public institutions, such as the Bank of England. Once he retired, so did the club. He also liaised with the Association of Chief Librarians of the Greater London boroughs. Again, in those days, the public could freely use university libraries, when necessary, not least because of the 'library licence' arrangements. Those more philanthropic times illustrate how 'progress' is not always for the better. Douglas was also instrumental in the formation of CURL (the Consortium of University Research Libraries), originally based on just the six major academic research libraries of London, Oxford, Cambridge, Edinburgh, Manchester and Leeds, and the plan to merge their catalogues into one database. As we know today, much was to result from that initiative. In the 1960s Douglas had published a paper entitled 'The creed of a librarian', the work of a forward-looking thinker about the profession. It proved to be one of the planks on which to base the first code of ethics for the Library Association. The code was finally adopted in 1983, and continued in force until CILIP was formed. The matter is now in the melting-pot again. In *Who's who* Douglas listed travel as one of his interests, and he combined that with professional work by visiting many overseas countries on consultancies and special honorary appointments. Above all, he loved visiting China. Such diversity deservedly resulted in a 'Festschrift' in his honour, with many overseas contributors, published after his retirement.

None of us can pick the age into which we are born, and Douglas had a realistic view of life

which, as with most men and women of his generation, was affected by his experiences during the Second World War. As a man, Douglas was short in stature but big in personality. He was genuinely able to win friends and influence people. I must repeat here his love of cricket. He thoroughly enjoyed his membership of the MCC, and served on their library committee. Everyone who joined him at Lord's to watch a day's play was assured of a convivial time, with lively conversation and laughter to mix with the thrills on the field. He wrote a poem on Sir Leonard Hutton, which appeared in the *Cricketer*, perfectly capturing the essence of his character and batsmanship; it deserves to be included in any new anthology of the poetry of cricket.

We salute the dead by grieving and by paying tribute to the lives they led. Douglas Foskett's death has touched the hearts and minds of all his friends and colleagues, both for his attainments and for the man he was. We shall not forget him.

V. T. H. Parry

In memoriam:

Anthony (Tony) Quinsee, 1930-2004

It was with great sadness that former colleagues learned of Tony's death in July this year. My own memories of him go back to 1970 when he visited Exeter to take part in a critical visit to Holford's recently completed library building. Years later we were to visit other new university library buildings as members of a SCONUL Library Design Award panel. The tours of libraries, conversations with their Librarians, and subsequent deliberations late into the night were not only enjoyable, but demonstrated Tony's ability to identify the essence of whatever subject was under discussion. I have a particular reason to be grateful that I knew Tony as a colleague and as a friend: soon after his retirement, I asked him to act as a consultant to provide the University of Kent with advice on how best to tackle the seemingly intractable problems presented by Holford's other library building. His searching report made the case for a substantial extension and remodelling of existing space. Agreement by the University and the start of planning came soon after.

Tony - to his colleagues in SCONUL, and 'Q' to members of his staff - had altogether six separate appointments within college libraries of the University of London. Librarianship in London was to be a dominant thread running through his career. Born in King's Lynn, he left King Edward VII Grammar School for National Service from 1948 to 1950. His first library appointment was in 1951 as a library assistant at the LSE. He obtained a place at Queen Mary College to read English, and after graduating in 1955 was appointed to a post in Guildhall Library where he remained until 1958. His administrative ability was to be given scope comparatively early in his career when he was appointed to set up and run the Haldane Library, the new arts library at Imperial College. He became Acting Librarian at Imperial, moving to become Librarian at Queen Elizabeth College in 1970. In 1973 he became Librarian at Chelsea College, an appointment he held for eleven years. The proposal of a merger with King's College meant that for a period of some months he was responsible for the libraries of both institutions, a

potentially difficult time for the staff of both libraries which was made easier by his sound common sense, grasp of practical issues, and concern for others.

In 1984 Tony returned to his own college to become Librarian at QMC, where he remained until his retirement in 1992. His first major task was to deal with the planning of the new library building. Above all he wanted a library that would be functional and adaptable, and one that would wear well. Discussions with the architects of the plans, which were already well advanced, resulted in some changes; visitors to the Library today are impressed by how well it has absorbed the pressures of growing student numbers and changing needs. Tony's ability to deal calmly and constructively with change and the stresses it can bring was shown again at the time of the merger with Westfield College. Although he did not balk at making difficult decisions when restructuring services, library staff felt valued, and they appreciated his obvious sincerity and quietly unstuffy way of working. The merger brought with it the need for increased library accommodation which resulted in the building of the library extension. Library design had long been one of Tony's particular interests: the opportunity given him to create a new library was not wasted, and remains a physical legacy of his work at QMC.

Within SCONUL Tony had served as a member of Council and then as Honorary Treasurer between 1989 and his retirement in 1992; he also served as a member of the advisory committees on Automation Policy, Buildings, and Copyright, and was chairman of the Advisory Committee on Buildings from 1987 to 1989. Membership of panels appointed to assess the suitability of new buildings for the SCONUL Library Design Award gave him a perhaps unrivalled knowledge of the strengths and weaknesses of modern university library buildings and extensions. His assessments, which emphasised the importance of ease of use for readers and staff, were always penetrating and to the point. On the Advisory Committee on Copyright he was secretary from 1984 to 1989 and chairman from 1990 to 1992. He represented SCONUL on several joint committees with other organisations: the Co-ordinating Committee on On-line Activities, the British Standards Institute committees on Micrographics and Documentation Standards, and the Joint Consultative Committee of Aslib/Institute of Information Scientists/Library Association/Society of Archivists/SCONUL Working Party on Copyright from 1985 to 1992. As is evident, his abilities and

interests enabled him to contribute to British academic librarianship over a range of different areas. Retirement from QMW did not bring withdrawal from library activities. He took on the task of sorting the QMW archives. He volunteered to cover the period of maternity leave of SCONUL's Assistant Secretary, and contributed to the drafting of the new Memorandum and Articles and Rules required by the merger of SCONUL and COPOL (the Council of Polytechnic Librarians). His knowledge of the intricacies of copyright law as it affects libraries led to SCONUL -not willing to forgo so much expertise - co-opting him after his retirement to the Advisory Committee on Copyright, subsequently the Advisory Panel; he continued to contribute to the work of the Panel until 1999. He worked with Elizabeth Rodger on the survey Library buildings in the United Kingdom 1990-1994, edited by Dean Harrison. He also undertook several consultancies, and was an enthusiastic contributor to the British Council sponsored courses on library planning and design held in Newcastle in the 1990s. His experience and judgment are evident in his paper "After Atkinson" which he wrote for the LIBER (Ligue des Bibliothèques Européennes de Recherche) library architecture conference held in Paris in 1996.

Numbers of Tony's former colleagues and staff have reason to be grateful for his advice and support. A calm and quietly dignified person he was invariably considerate to those who were younger or less well informed; he was never condescending or patronising, but, rather, brought out the best in them. His generosity of spirit, natural courtesy and good temper, together with an ability to sift the details of a problem and to identify what was important, ensured that he won the confidence of those who worked with him. All who knew him will remember him with respect and affection.

Will Simpson
University of Kent, 1977-1994

News from member libraries

UNIVERSITY OF ABERTAY DUNDEE

New library management system

Abertay Library has joined the Scottish Endeavor Consortium and our major project this summer is the implementation of the Voyager Library Management system. The system is due to go live with the OPAC being available to users at the end of August.

Student survey: electronic information sources
A student survey was carried out in spring 2004, with the aim of better understanding how our students use electronic information sources. The online survey was completed by around 10% of the student population. Focus groups were held to provide more in-depth input on key points highlighted in the survey results. The results show that an internet search engine and the library catalogue are the most used electronic information sources for researching coursework while the least used sources are abstracting databases and subject gateways. The main reasons for infrequent or non-use of resources is lack of awareness and perceived lack of relevance. Lack of time is also a barrier. Respondents indicated they were most likely to use a particular electronic resource because a lecturer, another student or friend, recommended it or it was included on a reading list. A summary of the results will be published on our web site later this year. In response to the survey, we'll be putting forward proposals for raising awareness of electronic information sources.

Front line library staff training

During recent years there has been a move toward employing more part-time, session only staff to provide evening and weekend services. In common with many other institutions we initially had problems with consistency of service because it was difficult for these staff to come in for additional training sessions. Staff restructuring meant that from the start of session 2003-04 no supervisory staff were on duty at evenings and weekends, and promoted library service point staff were expected to be able to deal with the majority of problems, including basic IT problems and basic reference enquiries. To meet this requirement the part-time staff timetable was adapted so that all

part-time staff work on Friday during the day as well as Saturday and Sunday on a rota basis. On Friday during their work time, training sessions are run every week to ensure that part-time staff have the same training opportunities as full-time staff. The sessions consist of a feedback element, which give staff the opportunity to raise concerns and identify specific problems, allowing other staff and supervisors to discuss potential solutions. The feedback is also used to plan and deliver formal training sessions by a variety of Information Services staff covering a wide range of practical operational issues and awareness sessions. Full-time staff also attend these sessions to encourage greater integration within the customer services team.

e-journals management

Serials Solutions was implemented in 2003-04, greatly improving the management of our electronic journals and enhancing access to the collection. Our print serials have recently been incorporated within the a-z list to give users a complete journal listing.

Information literacy

From session 2004-05 there will be a new model for teaching ICT skills in the university. The dedicated skills module taught to all first year students since 1999 (complementary to the longer-running library and information skills programme) will be replaced by a framework which will ensure that both IT and information handling skills are embedded within modules. They will be introduced, practised and developed at relevant points throughout degree programmes. The aim is to provide our graduates with the ICT skills required in today's job market. The information literacy programme will be delivered by IT trainers and librarians in consultation with academic staff.

Shirley Millar

Information Manager

E-mail: s.millar@abertay.ac.uk

BIRKBECK COLLEGE

The three separate Birkbeck libraries are now consolidated at the Malet Street site, offering an open access service to students in all four faculties in the college. This achievement has involved the reclassification to Dewey and interfiling of the Continuing Education Library which has hitherto been on closed access.

The college governors recently gave approval for a formal link with the Wiener Library, an extensive archive on the Holocaust and Nazi era (<http://www.wienerlibrary.co.uk/>).

Following the retirement of Philippa Dolphin in September, Philip Payne was appointed as the new Librarian, starting on 1 December. Philip is currently Head of Learning Support Services at Leeds Metropolitan University. Other recent appointments are Wendy Lynwood who has moved from Middlesex University to fill a new post of subject librarian for law and continuing education, and Barbara Cumbers our new part-time electronic projects librarian. Barbara will take responsibility for the Birkbeck Electronic Repository (<http://eprints.bbk.ac.uk>), part of the SHERPA-LEAP Project, a University of London consortium of Libraries, which aims to create several repositories at various institutions.

Philippa Dolphin

BOLTON INSTITUTE

Although we can now market ourselves as a university, the decision on what we can officially call ourselves will not be made until the Privy Council has considered our preferred title of University of Bolton - so we will still be called Bolton Institute for the time being.

The entrance to the Eagle Learning Support Centre has been closed since last Christmas following a fire/flood! We opened the newly designed and refurbished area on 6 September. The office within the old area has been removed, and staff now have a home base in different locations around the building when they are not working on the desk. The entrance is both light and spacious, and it houses a low seating area as well as photocopiers. The new issues/returns desk and associated furniture, featuring light wood and light green opaque glass, has been made in Italy and was supplied by Southern, via a purchasing consortium contract. We have taken the opportunity to re-site the self-issue equipment opposite the desk, and we hope to market this service more vigorously during the autumn term. We also plan to use this and other self-service options in order to extend opening hours. The reorganisation of the area and other office space has given us the opportunity to site the inter-library loans staff at one end of the desk, providing a more visible and customer friendly front end for the service.

During July, the university held its second annual staff Teaching and Learning Conference. There were four main themes: Enterprise in learning, Learning through assessment, Learning, teaching and retention, and, Practice and problem based learning. A mixture of guest key note speakers and institute staff ensured a lively and informative two days, with learning support service staff being well represented as speakers and delegates. BISSTO, Bolton Interactive Study Skills Online tutorial, was demonstrated during the conference, drawing much interest and appreciation. The tutorial brings together all relevant internal resources, together with those from the internet. The official launch is September, and we would appreciate feedback from other services. BISSTO is accessed from <http://www.bolton.ac.uk/learning/bissto/>

During August, Learning Support and Development completed the migration from Windows NT to the Windows XP operating system. A hybrid situation has been in existence for one year to facilitate development of selected software onto the XP platform. Some 200 staff and student PCs have been installed this summer as part of the project.

KS

THE BRITISH LIBRARY

Wonders of the web captured for ever...

Launched on 21 June 2004, the UK Web Archiving Consortium (UKWAC) aims to expand the lifespan of website materials from around 44 days (the same life expectancy as a housefly) to a century or more. Comprising six leading UK institutions, the UKWAC will work, with the permission of rights holders, on an experimental system for archiving selected key UK websites - ensuring that invaluable scholarly, cultural and scientific resources remain available for future generations.

The UKWAC - comprising the British Library, Joint Information Systems Committee of the Higher and Further Education Councils (JISC), the National Archives, the National Library of Wales, the National Library of Scotland and the Wellcome Trust - will run for an initial period of two years, during which approximately 6000 websites will be collected and archived.

Consortium members will obtain the permission of website owners to archive selected sites whilst working collaboratively to explore how to develop compatible selection policies and to

investigate the complex technical challenges involved in collecting and archiving web material.

Each consortium member will select and 'capture' content relevant to its subject and/or domain. For example, the British Library will archive sites reflecting national culture and events of historical importance. These could include web pages focusing on key events in national life, museum web pages, e-theses, selected blogs to support research material and web-based literary and creative projects by British subjects. Wellcome will preserve a record of medicine on the web whilst the National Archives will focus on archiving selected materials from six main clusters of government departments. The Scottish and Welsh national libraries will collect material reflecting the culture and history of Scotland and Wales and JISC will preserve websites from leading-edge, innovative ICT projects in UK higher and further education.

Infrastructure costs, such as software, hardware, and ongoing technical development and support will be shared equally amongst the consortium members. UKWAC will use HTTrack – the open source web crawler to acquire files for storage. The software to carry out the archiving processes – PANDORA Digital Archiving System (PANDAS) – has already been developed and tested by the National Library of Australia and its partners for archiving Australian websites and making them accessible through PANDORA the Australian national web archive (see: <http://pandora.nla.gov.au/index.html>). PANDAS can be set to automatically tag, gather and prepare pages for public display. If pages are not suitable for immediate public access, due to commercial, cultural or privacy reasons, PANDAS can manage appropriate access restrictions.

Lynne Brindley, Chair of the Digital Preservation Coalition and Chief Executive of the British Library said: 'The launch of UKWAC is an essential step in helping us to understand the scope of the UK web space and how we can set about developing a selective yet useful national web archive. Initially this will be on a voluntary basis, although it is anticipated that secondary legislation will, in due course, allow the BL – and the other legal deposit libraries – to collect web materials. Working with other UKWAC members, we can make real progress in developing complementary selection policies, exploring the best ways to collect and archive web materials and refining how we work together.'

Old news is good news as substantial newspaper archive is planned for the web

British Newspapers 1800 - 1900 is a £2M project, made possible through funding from the Higher Education Funding Council for England (HEFCE). The overall digitisation programme is managed by the JISC, and represents a total investment of some £10M to be applied to delivering high-quality content online, including sound, moving pictures, census data and still images for long-term use by the further and higher education communities in the UK.

The newspapers will be selected in consultation with the further and higher education communities through an online consultation in the summer of 2004. Suggestions will also be sought from the newspaper industry, to maximise partnership potential. It is anticipated that national papers to be digitised will include *The Morning Chronicle* (a reformist newspaper with a young Charles Dickens as a reporter and W M Thackeray as art critic) and the *Morning Post* (who engaged writers such as Samuel Coleridge and William Wordsworth). Regional and local papers will be drawn from all regions of the UK.

Many of the proposed titles were the definitive news sources of their day and include not only news, but editorials, features, advertisements, photographs – cumulatively representing a resource of very significant historical and cultural value.

Funding culture – can new valuation techniques help win the battle for funds?

The pressures for public sector organisations, such as the British Library and the BBC, to quantify the value they add have never been stronger – but are economic impact studies, based on new techniques such as 'contingent valuation', the best way to secure funding from government and donors? An expert panel – from the Treasury, the LSE, key consultancies, the BL and the BBC – joined 150 delegates from the UK and abroad at the British Library's summer conference on 'Demonstrating value' to answer that question.

Key themes which emerged from the day included:

- Consensus that the sector must strive for common approach in measuring value – rather than waiting for funders to impose a methodology
- Recognition that funding is a social and political as well as an economic decision

- Appreciation of the risk that organisations will acquire funds for 'measurable' activities at the expense of their more essential but unmeasurable roles.

Putting the case against measurement, Magnus von Wistinghausen (Atomic Energy Authority) suggested that 1980s Thatcherism had unravelled the post-war consensus that culture should be fully funded – leading to the current quest for new valuation techniques. He argued that this meant an unhealthy focus on measurable activities at the expense of the more difficult to measure, core roles – leading to an oversized but under-resourced sector in danger of neglecting its fundamental work.

Arguing for measurement, Jeremy Skinner, senior policy analyst at HM Treasury suggested that it was incumbent on organisations to measure their value where possible but that cost/benefit studies could not entirely supplant the role of judgement.

The bulk of the day focused on an analysis of the two main approaches to valuation illustrated by studies commissioned by the British Library, the BBC and the National Museum Directors' Conference (NMDC).

Experts from the British Library and the BBC talked about their individual studies. Both organisations used the 'contingent valuation' technique – questioning users and non-users – to arrive at a measure their direct and indirect value and economic impact for the first time. The Library's contingent valuation study – the first undertaken by a major UK educational and cultural organisation – showed that it added £363 million in value or £4.40 for every £1 invested by Government each year, whilst the BBC was able to show that people place a rough value on the organisation double the amount they currently pay through the licence fee.

Tony Travers (Director of the Greater London Group, LSE) talked through an alternative approach to measuring value – showing how an analysis of the structures and activities of institutions could be used to assess their economic, educational and broader cultural impact. A recent study, commissioned by the NMDC, used this approach to look at how museum sector spending stimulated the economy. The study showed that the sector added £2 billion to the UK economy in 2003-04.

British Library appoints Head of Higher Education

The British Library is pleased to announce the appointment of Jan Wilkinson to the post of Head of Higher Education. In this post she will be responsible for ensuring that the BL develops the right services and products to support the needs of students, university teachers and researchers and that the library continues to underpin research and higher education in the UK.

Jan will join the senior leadership team of the British Library in July 2004 from the University of Leeds where she is currently University Librarian and Keeper of the Brotherton Collection. She is extremely well known and highly regarded in the library sector. She has been a Board member of the Consortium of University Research Libraries (CURL) for the past four years, and chairs its resource management task force. She has been involved in a wide range of library developments at a national level and has undertaken consultancies for a number of UK universities as well as for the Joint Information Systems Committee (JISC), and the Research Support Libraries Programme (RSLP) of the higher education funding councils.

Commenting on the appointment, Jill Finney, Director of Strategic Marketing and Communications at the BL emphasises the critical role, which Jan will play. 'Over half of the Library's activities support higher education and some 65% of the Library's registered readers are academics. Building on this strong base Jan will ensure that the BL develops its relationships and strategy to ensure that students and academics can extract most advantage from the Library in its role as conduit to the world's knowledge. Planning the BL's future contribution to higher education and research is at the top of our agenda.'

Catriona Finlayson
British Library Press Office
E-mail: catriona.finlayson@bl.uk

CARDIFF UNIVERSITY

Following some two years of an intensive programme of 'harmonisation' a new Directorate of Information Services came into being on 1 August as a result of the merger of activities between Cardiff University and the University of Wales College of Medicine. Led by the Director, Mr Martyn Harrow, supported by Mr Steve Pritchard as Deputy Director and University Librarian, Information Services aims to deliver world-class

support giving staff and students an edge in realising their potential and achieving the university's aspirations to international recognition.

The combined University Library Service (ULS) inherits a distributed network of eighteen library sites and over 250 members of staff. The SCONUL statistics 2002/03 reveal that the ULS inherits some 1,170,000 volumes and 4,500 study places serving 22,000 students (fte) and 2,300 academic and research staff (fte). Under the sponsorship of the Vice-Chancellor, Dr David Grant, one of the ULS' early priorities and opportunities is a radical review of Cardiff's requirements of its libraries within the context of a research-led twenty-first-century university. It is equally gratifying to report that not only will the Review Group be chaired by the Provost of the College of the Humanities and Sciences (one of the University's two constituent colleges) but that the Pro Vice Chancellors for Research and for Learning and Teaching have accepted an invitation to join the Group. The launch of the new ULS has been given added lustre by the news of its successful application for membership of the Consortium of University Research Libraries

Guidance and oversight of the direction of the ULS will be provided by its Board, chaired by the University Librarian / Deputy Director of Information Services and consisting of the following senior team:

Richard Mellows (Deputy University Librarian and Assistant Director of Information Services),
Anne Bell (Head of Collection Development),
Meg Gorman (Chair of Site Libraries, Wales College of Medicine),
Al Jenkins (Senior Liaison Executive – Performance and Planning),
Liz Nash (Chair of Site Libraries, College of Humanities and Sciences),
Sue Stevens (Head of Systems Development),
Alison Weightman (Head of Service Development & Associate Director of Information Services).

Steve Pritchard
University Librarian and Deputy Director of Information Services

UNIVERSITY OF CENTRAL ENGLAND

Building and refurbishment projects

Moving experience at the Conservatoire

During the summer vacation, the Conservatoire library saw the installation of mobile shelving to replace the old wooden shelved stacks. It had

come to the point where the library was overflowing. In order to deal with this a refurbishment programme was planned. The first stage was to install the mobile shelves. Nord-plan secured the contract and fitted the shelving at the beginning of July. This is the first stage of a refurbishment which will continue into the coming academic year.

New nursing library for UCE

In February, work began on the first stages of the new nursing library at Westbourne Road. The library is due to open in June 2005 as part of phase 1 of a massive building project for the faculty of health and community care. The new library will form almost the entire ground floor of the new building having over twice the floor area of the present reference and lending libraries. On completion it will be one of the largest libraries entirely devoted to nursing and allied health care in the United Kingdom. The current library is bursting at the seams and the new library is eagerly awaited.

The initial work involved making alterations to the reference library in order that the building works could be carried out in safety. The teaching room was lost as it was split in half to become a journal stack and an extension to the library. A new entrance and enquiry desk were built. These alterations whilst born out of necessity are universally acknowledged to be an improvement. Just wait until the new library opens!

Whilst the building work is under way staff have endeavoured to keep disruption to a minimum so that students and staff are affected as little as possible.

Kenrick Library

The provision of HEFCE capital funding has provided a wonderful opportunity to transform a dark unattractive library into a modern, welcoming facility that can cater effectively for the many needs of its users. A detailed brief was drawn up based on experience of the building, user feedback and ideas gained from other university libraries. The project team consists of library services, UCE estates department, Robothams Architecture, Faithful & Gould, Arups & Partners and GTH Construction.

The first phase (summer 2004) has focused on the refurbishment of level 4. This has included ceilings, lights, carpet, new study benching and redecoration throughout. On level 3 fourteen new individual study carrels have been built to replace

the original two carrels. A number of these carrels will be bookable. Also during the summer an electrical upgrade has been carried out in Kenrick Library. This means that it will now be possible for students to use any of the electrical sockets in public areas for their laptops.

The second phase (summer 2005) will include the refurbishment of the library foyer, level 2 and the remainder of level 3. One of the main enhancements will be the provision of a series of group study rooms on level 2 which will allow users to work together without impacting other library users. It is also hoped to provide a café facility which will be open for longer than other catering facilities on the campus.

Controlled access in Kenrick Library

In May 2004 we introduced a card access system at Kenrick Library in response to users' requests for a quieter and safer study environment. Controlled access enables us to obtain a clearer picture of library use in terms of who is using the library, overall numbers of people accessing the library and high usage periods. During the first four weeks 57,223 people entered the library.

Access has not been restricted; UCE staff and students use their ID cards to access the library, although only one cardless visit is permitted per year. Non UCE library users can register with appropriate proof of identity.

Before the implementation an extensive publicity campaign was conducted to inform library users of the need to carry their ID cards for entry to the library and of the aim of improving the library environment. All UCE staff were emailed and UCE students were each sent a letter informing them of the new access arrangements. Other publicity included a banner hung on the building and a life size poster and stand at the library entrance marking the countdown to card access. Following implementation we received positive feedback about the system.

Extended opening hours in Kenrick Library

Over the summer it was agreed that the Kenrick Library would be staffed by UCE security guards rather than by contract staff. The main benefit of this change was the ability to extend the opening hours in the Kenrick Library. Once the new guards were in place and trained the library began opening from 7:15 to 23:00 Monday to Friday. Opening hours at the weekend remain at their current level. This pattern of opening

will continue throughout the whole year thereby introducing substantial improvements in vacation opening hours.

'UCEEL' (Digital Library)

<http://www.uce.ac.uk/uceel>

UCEEL is making good progress after the initial launch of the service in April 2001, with streamed audio and video development progressing this summer. Since UCEEL's launch the service has grown exponentially with access to special collections, full text student dissertations (up to masters level) and visual images and illustrations. UCEEL provides access to extracts and chapters from key textbooks and journal articles as requested by course tutors. It is also the central repository for all university produced past exam papers (1997 onwards) and abstracts of UCE Research Degrees (PhD and MPhils).

UCE and TALIS have been working closely on a development to integrate the library catalogue (Prism) and reading list module (TALIS List) with seamless access to digital objects within UCEEL – despite differences in system architecture and user authentication requirements. Streamed audio and video is coming shortly. UCEEL will continue to meet local needs and this is helped by the fact almost all digital content is created exclusively in-house.

Digitisation services

Since October 2002 UCEEL has started to offer digitisation services to external clients. UCEEL have several scanning suites and is one of only a handful of UK organisations with Zeutschel scanners (high quality large format A1 plus colour book scanners from Germany – with cradles to handle very fragile bound and unbound volumes and archives). We also have facilities for scanning images/slides/film, maps, file conversion to text (using optical character recognition software) and analogue a/v files to digital).

Although continuing to provide a digital library to the UCE will always be UCEEL's primary focus, our external client work is keeping the team busy. We have on-going contracts with several universities, public libraries and private companies. HEDS (Higher Education Digitisation Service, based at University of Hertfordshire) is one of our major clients. Work has included digitising the Charles Booth Archive (from the LSE) and Robert Boyle Papers (from the Royal Society, the 17th century scientist).

Further information is available on the UCEEL web site or contact the UCEEL Team directly by phone (0121 331 5286) or email uceel@uce.ac.uk.

Talismessage

Talimessage is an automated telephone renewal service – four lines provide access for borrowers 24 hours a day seven days a week allowing them to renew existing loans. The service was launched in December 2003.

Users access their account via a combination of borrower number and PIN. Once validated by the system they are given information about items currently on loan and then have the choice to renew all items or a specific item. When the borrower becomes familiar with the service the process can be shortened by anticipating the keying of numbered options. If the user has a query then the option to speak to a member of staff is available during staffed opening hours. Users can also select the library to which their call is directed.

Before the system was implemented rules governing renewals were reviewed to enable maximum use of the system whilst balancing the needs of other library users. To publicise Talimessage and help borrowers speed up the renewals process a bookmark was produced and handed to users at service points.

The service is dealing with several hundred calls on busy days and is proving very popular with users who now have greater choice as to when and where they renew their books. Library staff meanwhile spend less time supporting telephone renewals.

Sharon McIntosh
Technical Services Librarian
sharon.mcintosh@uce.ac.uk

GLASGOW UNIVERSITY

Twins re-united after more than 300 years

Already housing one of the UK's finest collections of medieval illuminated manuscripts, Glasgow University Library's special collections department was delighted to acquire lot 65 offered at Sotheby's in June - Bartolo da Sassoferrato, *Lectura super digesti infortiati*, north Italy (Ferrara or Bologna) c.1400.

Lot 65 is in fact the first volume of a two volume copy of Bartolo's commentary, its partner being Hunter manuscript 6, acquired by Dr William

Hunter probably sometime during the 1760s or 1770s. With generous assistance from the National Art Collections Fund, the National Fund for Acquisitions and the Friends of the National Libraries, this codex was secured for the library.

Bartolo da Sassoferrato is generally recognised as the greatest legal commentator and reformer of the 14th century and perhaps of the whole pre-Modern era. Robert Gibbs, a member of the history of art department at Glasgow University already has a substantial paper ready for publication upon the *Infortiatum* with specific regard to the present manuscript, which will give this new acquisition immediate scholarly notice.

The World of Chaucer: medieval books and manuscripts

This exhibition provides the opportunity for the first time in some twenty-five years for the general public and members of the university to view some of our rich holdings of medieval illuminated manuscripts and early printed books. The exhibition is being mounted to coincide with the major international congress of the 'New Chaucer Society' hosted by the university in July.

Focusing on the works of Chaucer and his contemporaries, the medieval books on display will explore the world of the late Middle Ages. The star exhibit is Glasgow's unique fifteenth-century illuminated copy of Chaucer's courtly love poem 'The Romaunt of the Rose'.

AHRB resource enhancement award

The Glasgow Centre for Emblem Studies has been awarded a grant by the Arts and Humanities Research Board for the digitisation of the corpus of French sixteenth century emblem books under the Resource Enhancement Scheme. All but two of the twenty-seven works to be digitised are in the Stirling Maxwell collection, housed in the Library's special collections department. The end product will be a sophisticated website, including high quality images of some 5500 pages, fully searchable text, and a full apparatus of indexes for both text and images.

Refurbishment news

This summer, levels 6 and 7 of the library building were refurbished. The primary purpose was the upgrading of the environmental control system in the library. The existing system, installed in 1968, was limited in capacity and adjustability.

In the late 1990s, a combination of growing student numbers and PCs combined to reveal

the increasing inadequacies of the system. As a result, the university committed to a programme of upgrades in the oldest part of the building. Two levels of the building are upgraded during each phase. This is now the third phase, with two more to come.

For the current phase, the sum of around £1.3m has been mainly spent on the environmental system. In addition, new carpets, lighting, ceiling tiles and furniture with cabling infrastructure have been installed. Wireless base stations have been installed around the area, with some seating having power and plug-in connections. The library is currently experimenting with new types of casual seating and an area of the floor has been set aside for this. Finally, toilets on both levels have been upgraded and disabled toilets have been created.

Inevitably, there has been disruption for users of the library over the summer as stock has been removed and put into storage. However, feedback on the already upgraded areas has been very positive.

Moira C Sinclair
Head of Enquiry Service/Marketing Officer
E-mail: m.sinclair@lib.gla.ac.uk

UNIVERSITY OF HUDDERSFIELD

Staffing news

We said a sad farewell to Phil Sykes, Director of Computing and Library Services, at the end of April, but are greatly looking forward to the arrival of John Lancaster from the University of Limerick, in September. Completing the senior management team will be Sue White (Head of Library Services) and Brian Hackett (Head of Communications and Information Technology).

Improving front line services

We have developed a number of services over the last academic year to try and help students exploit library services more effectively. Along with other universities we have found that many students consider the library an intimidating place, and they need support and encouragement if they are to get the best out of it. The Library Guide scheme was launched last September, in which library assistants come out from behind the lending services desk in order to provide a proactive welcome and offer assistance to people entering the library. In the autumn term the Guides averaged 600 enquiries a week, and we will continue the

scheme next year. A Back to Basics working party has been looking at ways we can help students find their way around the library, by improving signage and access to help. The online Question-Point 'Ask a librarian' service was introduced in January, and has been well received.

Use of self-service facilities has increased dramatically, following a deliberate policy to make self-service the 'norm'. Over 70% of all loan transactions are now undertaken on a self-service basis. We piloted 24x/7 opening of the whole library for six weeks leading up to the student assessment period, which included the Easter vacation and May Day bank holidays; the 24x7 pilot supplemented the 24x7 access to PC facilities which we have offered for some time.

Information literacy

The university has now adopted an information literacy strategy, which seeks to improve information skills amongst staff as well as students. Librarians will be working with academic 'champions' in the Schools to embed information skills into the curriculum, and will be providing customised one-to-one sessions with academics, to ensure awareness of electronic resources and how to access them.

The JISC-funded INFORMS project led by Jenny Brook, is now coming to an end. The project has been remarkably successful in enabling the creation of interactive web-based information literacy modules, fully customisable by institution.

Electronic resources management

Over the last few years we have restructured our technical services department to create an electronic resources team, which is able to systematically address many of the challenges associated with management of e-resources. To help in this work, we have developed an 'electronic resource administrative database', which allows us to track each e-resource from its trial period, through to setting up the subscription, and maintaining access.

We continue our commitment to ebooks, and in particular to work with suppliers towards an appropriate purchasing model. The library will be the pilot academic library in the UK for the new Dawson service eBookLibrary (EBL).

Sue White
Head of Library Services
E-mail: s.a.white@hud.ac.uk

Pilot scheme for 24x7 opening of the Central Library

One of the service improvements most frequently requested by students in our library user surveys has been a further extension of library opening hours. Over the last three years, we have extended opening hours in our two busiest libraries, the Central Library and Charing Cross, but student demand for yet longer opening hours has continued. Following discussions between the library and the students' union, and a successful joint bid for funding, the Central Library was open 24x7 for the pilot period of 29 March to 24 June 2004.

Security cover in the Central Library for our normal opening hours is provided by college employed staff. For the 24x7 pilot, we covered the additional hours by employing contract security staff, who were the only staff on duty. They supervised users entering and leaving the library, and patrolled the building at hourly intervals to ensure the safety and well-being of users and to count the number of people in the building.

Library users had access to all collections, study areas, pcs and photocopiers, and to the self-service issue and return machines. There were no enquiry or issue desk services.

At the beginning of April, and again in mid-May, we carried out an exit survey, asking students what facilities they had used, how long they had stayed and when they would like the library to be open 24x7, as well as asking for general comments. Results in both surveys were similar. In a multi-choice question, 75% reported using pcs, 64% library books and 71% their own books. Three-quarters had been in the library for over four hours, and more than half left before 1.00am, presumably because of transport. Half had worked more than four hours in the library in the last week, showing a regular pattern of use. Those surveyed in April (Easter vacation) expressed a preference for 24x7 opening during the Easter vacation, and those surveyed in May (summer term) preferred the summer term. By far the greatest number of comments concerned food: students wanted a greater range of food than we provide in our vending machines, and they wanted hot food to be available.

24x7 opening of the library proved to be extremely popular. During April and May, the

busiest months, on average well over 200 people were in the library at midnight, and the number did not drop below 100 until after 4.00am. However, in some respects the pilot was almost too successful. The main problems - mess, increased shelving, food, noise, running out of lavatory supplies, people reserving reading spaces - are usual for that time of year but the 24x7 pilot made them worse. In addition, there was no closed time to tidy the tables, dispose of rubbish and prepare for a new day.

To try to combat the main problems, extra cleaning and vending machine filling were requested, additional rubbish bins were purchased, additional casual shelvers were employed, and we worked with the students' union to encourage students to clear up after themselves. A group of library staff was set up to look at the problems and suggest ways of minimising them. On a more positive note, the contract security staff did their job well, and reported no serious problems.

Following an evaluation of the pilot, we have decided to continue to open 24x7 during the Easter vacation and summer term; the college has agreed to fund the exercise for 2005, and we will seek on-going funding in the next planning round. We believe that we have solved most of the problems 24x7 opening caused, with the exception of food consumption in the library, and we will be having discussions with the college to see if students can be provided with eating facilities near the library during the evenings, so that fewer are tempted to come into the library with takeaways.

Susan V Howard
Assistant Director: Administration and Planning

KINGSTON UNIVERSITY

Penrhyn Road re-configuration project

During the summer of 2004 Penrhyn Road LRC, the largest of the libraries at Kingston, has been completely re-configured into a subject floor arrangement. Each floor now houses a mix of books, journals, computers and study space with the floors being divided into humanities, science and technology and social sciences. PC provision has been considerably extended.

Opening hours review

From October 2004 the whole of the Penrhyn Road LRC will be open during term time until midnight Monday – Thursday, whereas previously only the PC area was available. A similar

extension of opening hours will be implemented at the Kingston Hill LRC. Both sites are aiming to run a pilot of 24 hour opening during 2005, dependent on health, safety and security issues and staffing arrangements.

E-learning developments

The library's subject teams have been participating in the university's SeSL (Sustainable e-Supported Learning) initiative working closely with academic colleagues on the creation of materials for incorporation into Blackboard modules.

Library Services has also secured internal funding for two Blackboard related projects. The first will adapt the information skills element of a professional skills module in Computing and Information Systems into a self-guided online workbook with multiple choice testing delivered using Perception. The second is reviewing the options for handling and organising digital images to enable academic staff to make full use of these resources in e-learning.

UNIVERSITY OF LEEDS

E-print repository

Rachel Proudfoot has been appointed as the SHERPA Project Officer, with a remit to develop advocacy activities for the White Rose Institutional Repository of research papers. Rachel joins us from London Metropolitan University. SHERPA is funded by JISC, and Leeds is involved as part of the White Rose Consortium (including Sheffield and York). The White Rose Institutional Repository is now up and running, and is available at <http://sherpa.leeds.ac.uk>, with some test papers now available.

Virtual learning environment service

In a relatively short space of time, use of the Bodington VLE at Leeds has grown rapidly from small beginnings to thousands of users across the campus. To keep up with the growing demands for support and development, the Bodington team has been re-organised and expanded. The Virtual Learning Environment Service is now responsible for the delivery and support of Bodington here at the University of Leeds. The VLES is located managerially within the Library, but continues to be housed within the Learning Development Unit building at Beech Grove Terrace. A second team, Bodington.org, is responsible for the coordination and development of the Bodington software and remains located within LDU.

A core part of the VLES's everyday work will continue to be the support of users through the Bodington Common helpdesk. The service will also be focusing on the collection of user feedback and will be working closely with Bodington.org to guide the development of the VLE. Contact at Leeds is team leader, Paul Wheatley.

Digitised manuscript handlists at Leeds

Since 2000, manuscript cataloguing in Leeds University Library has moved ahead in several notable ways: adding collection-level records for manuscripts and archives to the library OPAC; contributing similar records to the Higher Education Archives Hub; and creating hyperlinks from collection-level records to other finding aids.

When collection-level manuscript cataloguing began in 2000 the decision was taken to employ a database, and a purpose-built record structure that could export finished records in either MARC or EAD format as required. At the time of writing there are over 3,200 manuscript or archive records in the Leeds OPAC (in MARC format) - from where they pass to COPAC - and more than 2,350 in the Archives Hub (in EAD format).

Because of the concentration on collection-level records Leeds has not yet begun multi-level archival cataloguing in EAD. To provide researchers with lower levels of detail over the Web we have instead introduced hyperlinks from the collection-level records to related electronic resources.

The latest development, now in progress, involves the digitisation (OCR scanning) of a large number of typescript handlists of the library's archival collections. The resulting files, after checking and editing, are then saved in PDF format and sent to the library's Web server for hyperlinking from the OPAC records. The same links will be built into relevant Archives Hub records in due course. The resulting electronic dissemination of so much additional information has already proved invaluable to researchers.

For those interested in an example, the OPAC record with the title 'Correspondence and literary manuscripts of, or relating to, members of the Brontë family' has links to both the Letters database and a detailed handlist. Contact at Leeds for more information is Oliver Pickering.

Developments in manuscript cataloguing and digitisation

The Special Collections public web pages have been re-organised. There are new links to the

Feminist Archive North, to Manuscript Digitisation and revised acquisitions and projects pages. The Introduction to Printed Books and Introduction to Manuscripts & Archives now have separate direct links from our home page. More changes will follow soon.

The project to digitise several hundred pages from the 17th and 18th-century 'BCMSV' manuscripts is well advanced, with the photography mainly done and metadata for individual Web pages being assembled. See the Projects page, as above (English Manuscript Poetry Project), and a test page at <http://www.leeds.ac.uk/library/testing/hkw/mslt1.htm>. The Medieval Illuminated Manuscripts project is also flagged on the Projects page.

A large and increasing number of our typescript handlists have now been scanned and PDF'd. They are linked from the corresponding collection-level records in the OPAC, but see also: <http://www.leeds.ac.uk/library/spcoll/listindex.htm>. The handlists in this form now include the catalogue produced to celebrate the arrival of the Elliott Collection: <http://www.leeds.ac.uk/library/spcoll/handlists/148Elliott.pdf>.

Collection-level descriptions of twentieth century literary manuscripts in the Brotherton Collection are continually being added to the OPAC.

The Letters database now includes entries for all the manuscript letters received as part of the Elliott Collection.

There has been good progress with establishing the Leeds 'spoke' of the HE Archives Hub as a live server for when the Hub switches to 'distributed' mode later this summer. There is a strong expectation that we shall also offer the Leeds records as a public service, parallel to the records in the OPAC. See: <http://lib8.leeds.ac.uk/~cheshire/ead/>, still at a testing stage, for how this may look.

The Leeds Archive of Vernacular Culture project also continues strongly, with a substantial amount of the archive now catalogued. For an update on the second year's work, see: <http://www.leeds.ac.uk/english/activities/lavc/Work-Year-2.htm>.

Self-managing teams in customer service

Following a review of the library Readers Services section in 2001-2, the library decided last autumn to follow up on the review panel's recommendation that we enable a greater degree of self-management into this section, to increase flexibility

and innovation, and to consciously adopt self-management as a policy. There followed a comprehensive programme of training, both for team facilitators and for the frontline staff themselves in February. This was accompanied by work on a standard customer service blueprint – so that all team members were working to the same set of tasks and service standards.

Following some reorganisation of staff into teams, self-managing teams and new work methods were instituted in April and are now becoming established. Constant finetuning is needed to make this mode of working fully functional for service needs, and a review of the implementation and a summary of its outcomes will be produced in the library over the autumn.

Investors in people re-awarded

The library has been successfully reassessed for the Investors in People standard. In his feedback to the library the assessor said 'Leeds is unequivocally and indubitably an Investor in People and should be considered an exemplar of the standard'. He reported that the library had improved in the three years since we first achieved the standard to the extent that he could not suggest any areas where we needed to improve or make major developments in relation to the standard.

Frances Norton

LEEDS METROPOLITAN UNIVERSITY

Disabled students

Susan Smith and Aly Peacock, disability support officers, have been shortlisted for Leeds Metropolitan University's prestigious Chancellor's Award this year. Their submission entitled 'Making a difference: learning support for disabled and dyslexic students' has highlighted their achievements in supporting students in the Learning Centres. Together with the Student Services department, they have transformed library services and facilities for disabled students. For further information, please contact Susan Smith s.a.smith@leedsmet.ac.uk or Aly Peacock a.peacock@leedsmet.ac.uk.

Internationalisation

Currently, 9% of Leeds Metropolitan University's students are international, but this is set to increase to nearly one quarter in the next few years. The library has established a quality improvement project group to look into the needs of international students and how the library can meet them. The group comprised members

of staff at all levels, all of whom had experience of living or working outside the UK and their detailed report made many recommendations, many of which would also benefit all students regardless of their background. Their proposals fell into five broad categories: developing a multicultural ethos, effective communication, inductions, information skills and staff capability. For further information, please contact Marie Scopes m.scopes@leedsmet.ac.uk.

24-hour opening

In a major development for the university, next year the library will be open for 24 hours a day during the week in term time. Mainstreamed funding will now allow the library to be open continuously from 8.30 on Monday mornings until 19.00 on Friday evenings. The same funding package will also allow us to extend our weekend opening, which will now be from 10.00 until 23.00 on both Saturdays and Sundays. For further information, please contact Dilys Young d.young@leedsmet.ac.uk.

Self-service issue & return

To coincide with extending our opening hours, the library has introduced a campaign to encourage use of self-service issue and return machines. Self-services will now be the norm, enabling us to direct more assistance towards supporting users. The machines are proving increasingly popular and enable us to offer lending facilities during our extended opening hour periods. External security staff will be providing a staff presence for our extended opening periods. For further information, please contact Dilys Young d.young@leedsmet.ac.uk.

Measuring the impact of higher education libraries

Leeds Met was among the ten institutions taking part in the one year pilot project to assess the difference that libraries make. We chose the theme of learner support and centred our objectives around information literacy skills because of our recent work in developing an 'information literacy framework' at Leeds Met. The three objectives focused on raising awareness of the importance of information literacy amongst academic staff and students, assessing whether equipping students with information skills improves the quality of their bibliographies and establishing how far the library has integrated information literacy into the student curriculum. For the first objective, telephone interviews helped us identify where there is further work to be done in promoting information literacy and the interviews in them-

selves were instrumental in raising awareness. Many resulted in a discussion about the relevance of information literacy in students' learning and how learning advisers and academic staff could work in partnership to support the integration of these skills into the curriculum. It has been more challenging to assess whether our second objective of equipping students with information skills improves the quality of their bibliographies. Learning advisers first of all agreed a set of criteria for what makes a good bibliography. In partnership with academic staff, they are now using these criteria to review a sample selection of student bibliographies in subject areas where further integration of information skills teaching is planned. Our final objective is to integrate information literacy into the student curriculum. Learning advisers began an audit of their information skills teaching last year to assess the current level of integration and each learning adviser drew up an individual action plan for further integration. These baseline audits will be followed up annually to monitor progress and improvement. For further information, please contact Marie Scopes m.scopes@leedsmet.ac.uk.

Service standards

The library has extended its range of service standards. The service standards set out the levels of services that our users can expect from Learning Support Services. Following extensive consultation with academic staff we have extended last year's standards to include new ones on lab bookings, journal display times and budget allocations.

Changing names

The change of our email address (now leedsmet.ac.uk) was announced in the last edition of the SCONUL Newsletter. This has now been followed by a more comprehensive set of name changes. The Learning Centres have been redesignated Libraries from 1 August this year. To coincide with this, a number of post titles which refer to Learning Centres have also been changed. Learning centre managers have become campus library managers and their deputies are now deputy campus library managers. Learning centre assistants will be amended to information services assistants.

Library online

In line with the name changes, the online service, previously known as Learning Centre Online will become Library Online. A quality improvement project group, made up of staff from different areas of Learning Support Services, has been working on a new structure and interface to make

the service more intuitive to use, more attractive and fully compliant with disability recommendations.

Staffing news

Philip Payne will be leaving the university to take up the position of Librarian of Birkbeck College in London. Philip has worked at Leeds Metropolitan University for 14 years and in that time has led numerous innovative service enhancements and customer focused initiatives, leading to the Charter Mark award in 2001.

Katherine Everest
LSS Planning & Marketing Manager
Email: k.everest@leedsmet.ac.uk

UNIVERSITY OF LINCOLN

Adrian Wheal, formerly the Director of Computing Services, was appointed as the Director of Learning and Information Services in April 2004. The Directorate includes Learning Resources, Computing Services, Business Systems, and the Teaching and Learning Development Unit (formerly the Best Practice Office).

Learning Resources will vacate the Brayford Pool Learning Resources Centre (LRC) over the summer for a new University Library in the refurbished Great Central Warehouse on the same campus. Whilst the LRC is converted to its future use by the faculties of media and humanities and applied computing sciences, a reduced Learning Resources service is being delivered from one plate on the third floor. Many of the facilities are in storage for the summer. Services on other campuses are not affected. In August the move to the new building will begin and we are due to open to users on 13 September, at which time the department will change its name to Library and Learning Resources.

In order to focus on the academic work of the university, both teaching and research, a new management structure will comprise a Head of Library and Learning Resources, and two Senior Academic Librarians (formerly the Resources and Support Managers). Each Senior Academic Librarian will be responsible for a group of academic subject librarians (formerly information and learning advisers), and one or more teams of service staff.

LONDON METROPOLITAN UNIVERSITY

TUC library collections

A new website *The union makes us strong: TUC history online* based on images and documents from the TUC (Trade Union Congress) library collections was launched in February at an event in Congress House attended by Tony Benn. The website at www.unionhistory.info is a University-TUC partnership project financed by the New Opportunities Fund *NOF-Digitise Programme*. Five learning resources are available to the public: a timeline of digitised images of photos, posters and documents; the 1888 matchworkers' strike fund register; the manuscript of *The ragged trousered philanthropists*; the 1926 General Strike archive and the TUC Congress reports 1869-1968. The site also includes audiovisual resources and a tutor's pack to support TUC and Workers' Educational Association courses. The website has had a good reception and in November received the CILIP Jason Farradane Award for outstanding work in the information field.

MIDDLESEX UNIVERSITY

For many years Library Services has been part of a converged service, Information and Learning Resource Services or ILRS. Recently we have simplified the name of the service to Learning Resources (preferably not abbreviated to LR, though the url does just that, being <http://www.lr.mdx.ac.uk>). The change was made because we recognised that ILRS was not easily pronounceable, and the acronym was not really self-evident. Did the 'I' stand for Information or Integrated? Was the 'S' Support or Services? Part of the impetus to change was the designation of two library staff as learning support fellows, with duties and rewards similar to those of the teaching fellows appointed as part of the university's learning, teaching and assessment strategy. The pro-active role that library and other learning resources staff play within the academic programme has at last been recognised. We still operate out of Learning Resource Centres (or LRCs) but we now recognise that these are frequently referred to as 'the Library', and that gradually the term is recognised as embracing much more than book storage and delivery. In fact the new LRC to be opened this September at Hendon (see below) will be called the Sheppard Library, honouring the University's Chancellor, Lord Sheppard of Didgemere.

The Sheppard Library, one of two major new LRCs planned for Middlesex University, occupies a commanding site on our Hendon campus. Its 8000m² are built in an unusual shape, being two intersecting structures, designed to minimise the effects of wind and sun on the building, its contents and its neighbours. It has been designed with environmental sustainability to the fore including rainwater harvesting, and chilled beams throughout. It will house the university's collections supporting the business school and computing science, with the possibility of receiving health and social sciences at a later date. It also offers a base for the university's language centre, including an English language test centre operated on behalf of the British Council (one of the busiest in the south-east). The other innovative feature will be the use of RFID (radio frequency identification) linked to the Horizon library system, to provide book security and to aid self-issue and stock checking.

Plans are also proceeding for a slightly smaller (7000m²) LRC at our Trent Park Campus, to serve the needs of arts, humanities and education. This is currently awaiting planning permission, which, given the planning constraints on the site, may well be difficult to obtain. It is unlikely to open before 2007, although the architects (BDP) have already released details to the professional press! The university is consolidating its campuses from ten (and four hospitals) to two eventually, and the good news is that the vice-chancellor intends the LRCs to be the flagship buildings which lead the development of these two campuses.

We recently appointed a university archivist (Judy Vaknin), to work on the university's own archives, and to co-ordinate work on archives loaned or given to the university. These include three collections with the common theme of race and equality which have received funding for archiving: the Runnymede Trust Library and Archive, the Future Histories Collections (focusing on Black Theatre) and the Bernie Grant Collection. Currently they are housed at Cat Hill, but will move to Trent Park when the LRC is completed.

Middlesex University manages a hospital library for an unusual partnership: several acute and community NHS trusts, and the joint UCL/Middlesex Archway campus. It was chosen to pilot the NHS Accreditation process for the London North Central Workforce Development Confederation, and we were very pleased to receive the highest grade. The library faces the challenge of trying to provide access to electronic information

and resources across the firewalls of two universities and the NHS.

Like many universities, Middlesex has developed a VLE: we use WebCT. The library now has access to its services embedded into WebCT, and is developing use of TalisList to enhance the provision of required reading for the designers of each module. We work closely with the university's Centre for Learning Development, helping academic staff to exploit VLE techniques more effectively as part of delivery of the academic programme.

William Marsterson
Pro Vice-Chancellor, Head of Learning Resources
and University Librarian
E-mail: w.marsterson@mdx.ac.uk

NATIONAL LIBRARY OF SCOTLAND

Acclaimed poet and primary school win prestigious poetry award

An acclaimed Scottish poet, in collaboration with an Ayrshire primary school, has secured the top prize at this year's prestigious Callum Macdonald Memorial Award at the National Library of Scotland. The Award, organised annually by the National Library of Scotland, and supported by the Michael Marks Charitable Trust, has been won by Gerry Cambridge in collaboration with the pupils of P6 (2001-02) at Lawthorn Primary School, North Ayrshire, for *'blue sky, green grass' a day at Lawthorn Primary*. The runner-up was Alison Prince for *The whifflet train*, published by Marsicat. The Award was created in 2001 to recognise publishing skill and effort and to validate the practice of poetry publication in pamphlet form. It also aims to encourage the preservation of printed material of this kind in the national collections. The awards, now in their 4th year, attracted over 30 entries from all over Scotland.

Living legend goes online at the National Library of Scotland

A unique insight into the life and work of Scotland's greatest living novelist can be viewed online as the National Library of Scotland launches a new website today, to celebrate the grand dame of literature, Muriel Spark. The website, produced with the approval and help of Dame Muriel, showcases the library's Muriel Spark Archive which is the largest in the world and unique among the library's collections, being one of the most comprehensive personal records relating to a Scottish author. Many of the items

featured on the website have never be seen by the public and marks a further development in the library's ongoing digitisation programme which aims to widen access to all of its collections.

Using original source documents from Spark's personal records, the website details the life of the writer before and after she found fame and worldwide success. The earliest papers date from the 1940s and reveal the struggles of an unknown author in wartime Britain. The site places Spark's writing in the context of her biography by detailing when books were written and the real-life episodes that inspired her work. Alan Taylor, associate editor of the *Sunday herald*, says of the site: 'Muriel Spark exemplifies what it takes to be a great writer. Of course, you need talent, which she has in super-abundance, but you also need dedication. The story of her life – as told in this welcome new website – is the story of a woman whose focus on her vocation has never wavered. A terrific website and very classy.' The site goes live to coincide with the return to Edinburgh of *Dame Muriel Spark: Scottish by formation*, the library's travelling display about Spark's life and work, which was staged last year to commemorate her 85th birthday. The exhibition opened at the Writers' Museum on 9 July to run until the end of October.

www.nls.uk/murielspark/

Read all about it!

The story of the news in Scotland from the National Library of Scotland

Scots have long been among the world's most avid readers of news. In fact, people in Scotland read more than twice the column inches of their counterparts in England and, in total, buy nearly 2.5 million Scottish-produced newspapers every week. A broad sample of what has fed this appetite for news throughout the centuries is on show at the National Library of Scotland's free summer exhibition. *Read all about it!* tells the story of the news in Scotland, featuring material from the millions of newspapers in the library's collections. Also charted is the development of news production, from what's believed to be the first newspaper published in Scotland, in 1641, through to the online 24-hour coverage of the 21st century. Original printed sheets and newspapers are on display, together with external exhibits such as an 18th-century wooden printing press and the Olympic gold medal won by Scottish athlete Eric Liddell in 1924. *Read all about it!* Saturday 5 June until Sunday 31 October 2004.

The word on the street – 1,800 broadsides published on new website

For almost three centuries broadsides filled the place occupied today by the tabloid press. Local news from the past 300 years can now be accessed online as a new website, *The word on the street*, was launched recently by the National Library of Scotland. This major new addition to the library's web resources goes live to coincide with the opening of the *Read all about it!* summer exhibition. *The word on the street* brings to light in the digital age the news and ballads that enthralled ordinary folk in Scotland from the seventeenth to the twentieth centuries. The website is made up of 1,800 broadsides – single news-sheets – which were published over a three-hundred year period. It is the first time these broadsides have been available to the public in digital form and have been drawn together from across the library's vast collections. Each of the 1,800 broadsides is text-searchable and each broadside comes with a detailed commentary and transcription of the text, plus a downloadable PDF facsimile. *The word on the street* can be viewed at www.nls.uk/broadsides/index.html.

Programme to save Scotland's web heritage

The National Library of Scotland is ensuring that web sites of Scottish cultural interest will be available to the public long after they have spiralled out of cyber space with the launch of the UK Web Archiving Consortium (UKWAC). The consortium comprises six leading institutions – the National Library of Scotland, the British Library, the National Library of Wales, the Joint Information Systems Committee of the higher and further education councils (JISC), the Wellcome Trust, and the National Archives. It will run for an initial period of two years and will archive some 6,000 websites. The National Library of Scotland will collect material of significant cultural relevance to Scotland.

Although the web has become the information tool of choice little thought has been given to preserving websites. This project aims to preserve the valuable educational, cultural and scientific resources on the web that could be lost in the future. Infrastructure costs such as software, hardware, and ongoing technical development and support will be shared equally among consortium members. The software to be used, PANDORA Digital Archiving System (PANDAS), has already been developed and tested by the Australian National Library. The archive will be available to the public in January 2005 and, after a trial period until January 2006, an evaluation exercise will consider what use has been made of the site, and whether selective archiving is sustainable.

www.webarchive.org.uk

THE NATIONAL LIBRARY OF WALES

On 12 June 2004 the National Library of Wales in Aberystwyth opened its new auditorium, the 'Drwm'. This striking air-conditioned building, in the shape of an ellipsoid and clad in stainless steel, has seating for 100 people, and contains state-of-the-art technical facilities for talks, presentations and the showing of sound and moving image material from the collection of the National Screen and Sound Archive of Wales, which is housed at the library. Above the auditorium, and linked to the library's Gregynog Gallery, is a small specialist gallery called Hengwrt, where treasures from the library's collection are displayed under carefully controlled conditions.

The opening of the Drwm represents the culmination of a major development at the library, aimed at broadening access to the collections. Areas of the building have been refurbished to create display galleries, a restaurant and a shop. An accessible entrance has been provided at the front of the building, which leads directly to the new visitor area. In addition, an education service has been established to build links with schools and colleges, and new staff have been appointed to the marketing and exhibitions teams. These efforts have already begun to bear fruit in the increased numbers and more varied range of visitors to the library.

Rhidian Griffiths
National Library of Wales

UNIVERSITY OF NEWCASTLE

The usual variety of summer projects are under way once again this year. The after effects of the 2002 university restructuring continue to be felt in that another two Schools have asked for their library collections to be relocated to the Robinson Library. This summer we have moved 3000 books in from the former Music Library (sound recordings will be next year's challenge and sheet music a nightmare yet to happen!) and some 80m of reports, periodicals and books from the former Transport Research Library. Added to which, we have the usual summer move around of the stock to make ever more effective use of space – praise be for summer students! The four year phased re-carpeting of the Robinson Library continued this summer with Level 2 being completed – only another level to do!

In the Walton Medical Library the third and final phase of the £1.5M redevelopment is almost complete. This phase will include another 30 PC cluster, café, toilets, a number of group study rooms, facilities for students with disabilities and a redesigned reception area including access control. During this 14 month redevelopment project the library had to remain open at all times so grateful thanks to our long suffering library staff and users.

A number of other service developments have occurred over the last few months. The library web pages have been redesigned, a new library promotional DVD has been produced for use with researchers and academic staff, and the ResIN (Research Information at Newcastle) service (<http://www.ncl.ac.uk/library/resin/>) has been refocused and heavily marketed to the university's new research institutes. The academic liaison team have been busily engaged in promoting the library's contribution to research. A self-return pilot is currently in operation with satisfactory results to date. We have also introduced a web based inter-library loans service for all users which, combined with use of the BL's Secure Electronic Delivery, is adding a new dimension to electronic document delivery and appears to be much appreciated by users.

Accreditation is very much the buzzword at the moment as we move towards our fourth Charter-Mark revalidation in October and also await the outcome of our preliminary Investors in People 'healthcheck'. Erika Gwynett, Medical Librarian, has also been trained as a Helicon assessor and over the next six months will be preparing the Walton Medical Library for Helicon accreditation.

Jon Purcell
Deputy Librarian
E-mail: J.purcell@ncl.ac.uk

NORTHUMBRIA UNIVERSITY

New publication by University Library & Learning Services

Planning & research note (PRN) No. 190 Survey of Newcastle University students using Northumbria libraries 2004 (C Willoughby)
A copy is available at <http://www.unn.ac.uk/central/isd/isu/prnind.htm>

Paula Vardy
Library Systems & Management Support
University Library and Learning Services

NOTTINGHAM TRENT UNIVERSITY

Sue books her place at Nottingham Trent

A former Australian Library Manager of the Year has become Director of Libraries and Knowledge Resources at Nottingham Trent University. Sue McKnight has joined from Deakin University in Australia, where she was Executive Director, Learning Services and University Librarian for four years.

This is Sue's first appointment in the UK and she will be playing a key role in leading, developing and managing the provision of library services and e-learning at the university. At Deakin University Sue led and managed staff at five campuses and provided state-wide knowledge and information services for 30,000 students in Australia and offshore.

Sue has worked for various libraries and universities throughout her career and has won many awards for her management and leadership skills. In 1999 she became Australian Library Manager of the Year and later won the VC Inaugural Award for outstanding leadership from the Australian Library Information Association.

She said: 'This is going to be a challenging role, but one I'm really looking forward to. The facilities here are fantastic and there is so much available to enable students' studies to run as smoothly as possible. I, like the university, am very passionate about students' learning experience and am keen to explore the opportunities that Nottingham Trent presents.'

OXFORD BROOKES UNIVERSITY LIBRARY

Dorset House Library

With the university's move of the school of health and social care to a new site at Milham Ford, teaching at our Dorset House site came to an end at the close of this summer term. Consequently, the Dorset House Library – a small occupational therapy library- closed too. Stock, services and staff were integrated into the main Headington Library over the summer vacation (thankfully with limited disruption, due largely to comprehensive planning library-wide). To celebrate the past and bid the students farewell, Dorset House

Library staff held a special party on 14 June. Pictured cutting the library cake are the health care library staff (left to right) Cath Lidbetter, Maureen Davies, Hazel Rothera, Vicki Farmilo, Gill Bridgeman and Ann Tucker.



Library Survey

Library

wound up?

what's wrong?

complaints, compliments, comments
- tell us what you really think about
your library

complete the Library Survey during
Weeks 6 and 7 (24 May - 6 June)
to help us shape services for the future

OXFORD
BROOKES
UNIVERSITY

Directorate of Learning Resources

www.brookes.ac.uk/services/library

For the first time in several years, the library ran a user survey during weeks 6 and 7 of the summer term (24 May – 6 June). A paper-based questionnaire, based largely on the SCONUL model, was made available across the four library sites and all Brookes campuses. In future, we aim to run paper and virtual options in tandem. The learning resources customer care group is currently working through the returns, but we have already solicited much useful information to inform planning developments with the library environment.

Antony Brewerton
awbrewerton@brookes.ac.uk

Trainee liaison librarian scheme

Our trainee liaison librarian scheme continues. Trainees are appointed for three years, follow an approved scheme, manage their own training budget and have many opportunities to become involved for chartered membership of CILIP with professional projects within the library. At August 2004, the current group included Katharine Battley, Katie Eldridge, Sam Tyler, Ian Badger and Paul Johnson.

Successful 'earlier opening project' continues

During the summer term 2004, we piloted opening Main Library Whiteknights earlier on weekdays from 08:30. This proved so popular it will become a permanent feature. It resulted from the library's general survey of students and academic staff December 2002 – March 2003 where library users themselves suggested earlier opening. In a questionnaire, they indicated which services they would probably use between 08.30 and 09.00. Whilst staffed services open at 09.00 Monday to Thursday and 10.00 on Fridays after staff development hour, the most popular services have been made available. These include self-service issues, returns via a book drop, photocopying and use of PCs.

Bindery closure

After a long review and consultation process, prompted by a need to restructure binding and preservation functions, the university decided that its bindery should cease to operate at the end of July 2004. Periodical binding is now sent to commercial binders. Many new books are bound by suppliers. Specially trained in the conservation and preservation of old/rare material, former bindery manager, Geoff Gardner is retained to carry out this vital function, amongst other projects.

Music Library continues despite department wind-down

The university has decided that it will no longer offer music degrees. Some students have been assisted to find places elsewhere whilst finalists complete their studies here during the session 2004-2005. For this session Music Library remains open providing a revised service. Plans are afoot to ensure relocation of holdings to another site library in the future.

Faculty of Arts and Humanities team manager change

Barbara Morris, a long standing member of staff, retired in September 2004. Latterly arts and humanities faculty team manager, she started work at Bulmershe Library in 1968 (before the former college merged with the university in 1989). She is replaced by Christopher Cipkin, formerly liaison librarian for English, film, drama and music. His new role incorporates an exciting new element, that of course support co-ordination.

Archives project

The start of a new project at Reading University Library has recently got under way to try to deal with the long-standing shortage of suitable space for keeping our archives and manuscript collections. A new store being planned will accommodate all the special collections, archives and rare books, and will meet the BS5454 standards. A grant from the UK's Science Research Investment Fund secured by the Directorate of Information Services, and money bequeathed to the library by a local resident, will fund the building work. At present, while our rare books are for the most part kept in appropriate conditions, some of the archive and MSS collections are kept in scattered locations which are not all environmentally suitable. At the time of writing work is going on in the Main Library's basement, for example, to repair walls and shelving after a minor flood there last winter (no collections were damaged in the flood).

It is planned that the new special collections store bringing together archives and rare books will be built at St Andrew's Hall, an old university hall of residence about a mile from the Whiteknights campus, designed in 1880 by the distinguished architect Alfred Waterhouse, and currently undergoing redevelopment in a £10.5M project to house the Museum of English Rural Life, the university's prestigious designated museum. The library and the museum will join forces in a special collections facility based on a newly developed reading room and the new store, combining archives and books from both. A conference room, seminar room, exhibition space and other user facilities are planned for the joint facility.

Reading's most celebrated archives are papers of Samuel Beckett (letters, notebooks, etc.), and the records of many British publishers. In addition we have over 150 other collections of literary and historical papers. Rare book collections include incunabula, private press and other literary, historical and scientific books which are used regularly for

both teaching and research. About 1500 users visit our special collections facility each year, a figure which we expect to increase when the new project is complete.

Rachel Redrup
Marketing Co-ordinator, Reading University
Library
E-mail: r.m.j.redrup@rdg.ac.uk

ROEHAMPTON UNIVERSITY

Restructuring

Financial cuts at the end of the academic year have led to a very rapid restructuring of Information Services, with a reduction in the number of managers across the service and a number of voluntary redundancies in IS and elsewhere across the university. The end result for us is a more compact management team and some interesting decisions to be made on service levels. One definite is the outsourcing of reprographics from early next year.

University name change

As forecast in the last issue, we have changed our name to plain Roehampton University. So much work in progress changing signs, updating web pages, etc.

Staff changes since March 2004

Pat Simons, who had been working as our project officer, has been appointed as learning resources support services manager. Her new team brings together bibliographic services, cataloguing, electronic resources and library systems.

Faye Jackson is now confirmed as customer development manager.

Sarah Mendoza has been appointed to head the subject enquiry officer team. These staff work on the subject enquiry desk to free the academic liaison officers to do training and liaison work. We have said farewell to Derek Powell, media and graphics manager.

Building works

The Roehampton Lane LRC is in the middle of major building works and we are keeping services running in the midst of it. IS senior management, the academic liaison officers and many other staff are now housed in a former gym. Our former offices are being demolished to make room for more books elsewhere in the building. Customers will see most front line services on the ground floor and a new disabled accessible computer suite open 24 x 7. On the book floors, space will

be released to bring in the Whitelands site stock, when they close from 10 December 2004.

Adam Edwards
Head of Academic Liaison and Customer Development
E-mail: adam.edwards@roehampton.ac.uk

UNIVERSITY OF SUSSEX

Library annual report

The library's annual report is available at http://www.sussex.ac.uk/library/gen_info/annualreport2002to3.pdf

Strategic plan

The university senior management group recently endorsed a three-year library plan. The plan was the result of a process of information gathering, consultation and decision-making which began in October 2003 and finished in May 2004. The process involved all library staff and included a user survey, focus groups and visits to other libraries. The main themes running through the plan will come as no surprise to readers of this newsletter: increasing the flexibility and accessibility of service; managing the on-going transition to electronic delivery of information and achieving an appropriate balance between support for learners and support for researchers.

<http://www.sussex.ac.uk/library/news/strategicplan.shtml>

Special Collections

Over the next few weeks, we are taking part in the preservation needs assessment survey run by the National Preservation Office. This is the first time we have been able to do a comprehensive examination of the physical condition of our rare books and mss collections and we hope to use the results to plan applications for funding a conservation programme. We have also been surveying our users by participating in the Survey of Visitors to British Archives (The Institute of Public Finance Ltd/ Market Research Unit). The results will allow us to evaluate our services against the national findings.

Three books based on the Mass-Observation diaries are to be published in the autumn; two are whole diaries written by two women during the second world war, and the third is an anthology from diaries written in the immediate aftermath of the war between 1945 and 1948 ('Our hidden lives' edited by Simon Garfield, Ebury Press).

In collaboration with colleagues at the University of Brighton, an exhibition on the Paris Commune (1871) has been mounted at the Barbican House Museum in Lewes as part of the Tom Paine Festival 2004. On display are contemporary cartoons, posters, newspapers, books and artefacts which are part of the Eugene Schulkind Paris Commune Collection. The collection is one of only four such collections in the world which comprehensively cover the Commune.

For more information contact d.e.sheridan@sussex.ac.uk

Staffing news

Ben Wynne, E-strategy leader at the University of Sussex Library for two years, left in August to take up the post of Deputy Librarian at the University of the West of England. Ben implemented several major initiatives at Sussex, including the Single sign-on system reported in 'News from member libraries', in SCONUL Newsletter, 30, winter 2003. Among the many other projects Ben was involved in was our Information Literacy Skills project, which has produced an online information skills tutorial. Ben's contribution to the University of Sussex Library, in these and other areas, was considerable. Our best wishes go to him for success in his new post.

Ian Budden, i.d.budden@sussex.ac.uk

Online Information 2004

This year will see a record number of 120 papers presented at the Online Information conference, which takes place from 30 November to 2 December 2004 at Olympia, London. Running alongside the annual Online Information exhibition, the conference has a slightly revised format for this year. Delegates will now be able to attend what is in effect a series of one day conferences, plus a whole new track: Managing Enterprise Content.

The main themes for this year's conference are:

- Open access: new models for scholarly publishing
- Digital library developments (including virtual reference)
- Information discovery – practical insights into search
- Intranets, blogs and portals
- Managing complexity and change – strategies for success
- Next generation knowledge management
- Business information and competitive intelligence challenges in the 21st century

In addition, the conference will be opened by a keynote session hosted by Dr Jakob Nielsen. Described by the New York Times as 'the guru of web usability', and known as 'one of the web's ten most influential people', Dr Nielsen will discuss 'what's new, what's old in online usability'. The session will give delegates insights into the secrets of what makes a successful intranet or website.

Members of SCONUL will benefit from the following conference booking discounts:

- Register by 2 November 2004 for the Association Super Early Bird discount, saving 25%.
Total cost: £561 + VAT
- Register after 2 November 2004 for the Special Association Delegate rate saving 15%.
Total cost: £636 + VAT.

To view the conference programme in full, or book your place online, please visit: www.online-information.co.uk/conference.html.

Spring 2005 LibQUAL+ survey registration

Registration for the spring 2005 LibQUAL+ survey will open on 7 September 2004. To register, interested participants should go to the LibQUAL+ web site at <http://www.libqual.org/Register/index.cfm>. Registration will run through until 10 December.

To date, more than 500 libraries have implemented the LibQUAL+ survey, including 33 libraries that participated through an arrangement with SCONUL in 2003 and 2004. The more than 28,000 responses that have been collected from SCONUL users to date represent a wide spectrum of higher education libraries in the UK. The analysis of those results indicates many similarities between the US and the UK in how library users perceive libraries, especially the ways in which users are increasingly valuing their own ability to navigate the information universe independently.

LibQUAL+ helps libraries solicit, track, understand, and act upon users' perceptions of service quality. Participants have included college and university libraries, community college libraries, health sciences libraries, law libraries, and hospital libraries in the US, the UK, Canada, mainland Europe, and Australia.

For more information on the LibQUAL+ survey, go to <http://www.libqual.org> or contact libqual@arl.org.

Advice for authors

SCONUL Focus is the journal of SCONUL, the Society of College, National and University Libraries. It aims to bring together articles, reports and news stories from practitioners in order to generate debate and promote good practice in the national libraries and the university and higher education college sector.

Contributions are welcomed from colleagues in all fields and at all levels: we merely request that the items contributed are concise, informative, practical and (above all!) worth reading.

Although we do not make strict stipulations about length we do recommend authors to consult a recent issue of *SCONUL Focus* to see if their approach seems in keeping with other published pieces.

SCONUL Focus is published in both paper and electronic versions. The electronic version is on open access via the SCONUL Web site. Any author who does not wish to have their article made available via the Web should let the Editor know.

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- Please use single quotation marks, not double.
- Web addresses should be written in full and –where possible– be underlined for purposes of clarity.
- References should appear as numbered footnotes at the end of the article, in the following forms (we prefer not to reverse surnames and initials)

1 A.N.Author, *Title of book*, Place: Publisher, 2000, pp 23-6

2 P.B.Writer, 'Title of chapter or article', in Q.V.Editor, ed., *Interesting articles about libraries*, Place: Publisher, 2000, pp 262-3

3 B.M.Researcher, 'Title of article', *Journal of pseudodocumentalism*, 70 (2), 1989, pp 117-20

Anyone wishing to discuss possible articles or needing more information should contact:

Antony Brewerton,
Editor, *SCONUL Focus*
Oxford Brookes University Library,
Headington Campus, Gipsy Lane, Headington,
Oxford. OX3 0BP

Tel: 01865 483139;

Email: awbrewerton@brookes.ac.uk

We look forward to hearing from you.

