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# SCONUL Focus

## Number 36

### Winter 2005

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### **Editorial information**

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*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.

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## 'Dear SCONUL Focus...'

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I am writing this Editorial on the train to London, on my way to a *SCONUL Focus* Editorial Board Meeting. An Editorial Board Meeting is invariably the best sort of meeting: hard work but good fun.

Being somewhat relaxed in our approach, we do not have agendas but follow the same pattern of business each time we meet: a review of any items of administration; reflection on the issue that is just about to be published; and then the real purpose of the meeting –a brainstorm for the next issue.

Despite coming up with lengthy lists of topics for potential articles –not to mention potential authors- for members of the Board to pursue, it is always reassuring to know that we can also rely on our readers to come up with some truly excellent unsolicited items as well.

One such gem arrived just as we were putting issue 35 to bed: a short piece on how life in the Territorial Army had made the author a better librarian. I have often reflected on how my non-librarian existence has impacted on my career, so we took this as an opportunity to see if others thought in the same way about their professional lives. Following a couple of pleas to *lis-link*, we were able to collect up a trolley-load of experience. Read the true confessions of a whole host of colourful colleagues in our lead article, *What made me the librarian I am*.

Talking of colourful colleagues, this issue sees the first in what we hope will become a regular series, entitled 'A week in the life of...'. Kicking off the series is our own illustrious SCONUL Secretary, Toby Bainton, who describes a typical week in his life. Anyone with an interesting professional life (or at least an interesting professional week) who is keen to report on their escapades should get in touch with one of the Editorial Board (details on page 2).

Another recent source of articles has come from the SCONUL Working Party on Communications and Marketing's plans to produce a Briefing Paper on marketing libraries. This compendium of good practice should be completed in the spring. In the meantime, colleagues at the University of East London and Edge Hill provide a taster of what is to follow in this issue.

I'd better end here. The train is on time and we are just coming into Paddington. Had we been delayed, I would have told you about all the other interesting articles in this issue, but I'll let you discover those for yourself.

Antony Brewerton  
*SCONUL Focus* Editorial Board

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# What made me the librarian I am

Compiled by:

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As a manager, I always think the most important thing I do is staff selection. Get it right and –with a bit of training, love and attention– your team will flourish and your service will shine. Get it wrong and your team will go into turmoil, your service offering will suffer and you will be spending a considerable amount of effort trying to rectify the situation. Hence, I invest a lot of time in poring over job applications and making sure I get the best out of interview days.

What makes life less easy for managers is that some candidates seem very good at getting the buzz words in...

Teamwork? Check.

Customer Care? Big tick.

Flexible approach? You bet!

...but seem a bit fuzzy on the evidence. Hence interviews are filled with questions that start ‘can you give me a recent example of...’ and then explore the themes of being flexible, caring for customers, successful teamwork and the like.

This, of course, is fine for us old hands who have plenty of –or hopefully at least a few– examples of where we done good in librarianship.

For less experienced candidates –say newly qualified staff applying for their first professional post– this can sometimes be more of a challenge. What often impresses me the most in such circumstances are examples given from outside our professional lives. Hence, for teamwork an example of organising a guide troop’s Christmas play might prove a better indication of talents than a tenuous tale about interlibrary loans. And exploits at Sainsbury’s might be better evidence of customer care than a textbook response on ‘customers in a library setting’.

But it is not just the novice librarian who can show the signs of positive moulding in this way. As a boy librarian I was also in a punk band. You will be surprised how this informed my information skills sessions. Delivery techniques –pacing, confidence, mastery of the stage– are not that dissimilar in both circumstances (though I cut down on the snarling when introducing Boolean operators). Structuring sessions to keep interest is not unlike organising your track listing. And a group of health care students are a breeze compared with some more spiky audiences!

More recently, professional activities outside Brookes have assisted the development of my skills in the workplace. Committee work has improved my meeting skills and understanding of how teams work. Delivering workshops up and down the county have made me more confident and more willing to take an audience-centred approach to sessions with my own students. And marketing consultancy work has made me continually review my own library’s marketing programmes with a fresh pair of eyes.

Many of my colleagues have similar tales to tell and our Customer Care Group often includes discussions which begin ‘when I was at Boots we...’.

So when SCONUL Focus received an unsolicited article on life in libraries and life in the Territorial Army, we thought this would be a good opportunity to round up some experiences from across the sector. Unsurprising, but still pleasing, a couple of pleas on [lis-link](#) elicited a huge response from ex-booksellers, saved ‘till tarts’, reformed solicitors, grown-up boy choristers and a variety of colleagues with quite chequered careers/pasts, all confessing ‘what made me the librarian I am’. No wonder ours is such an interesting profession. Enjoy!

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## WHAT MADE ME THE LIBRARIAN I AM...

Emma Rye,

Assistant Librarian, University of Glamorgan  
and Driver Radio Operator, 152 (Ulster) Ambulance Regiment RLC

I joined the Territorial Army (TA) in 2001, and since then I have travelled widely, had some amazing experiences, had a really good laugh, and made friends for life. I also get paid for the privilege (the same basic daily rate, less certain

entitlements, as the Regular Army, plus an annual tax-free lump sum called a 'bounty'). Moreover, I have developed skills that make my 'civvie' life easier, and me a better librarian.

Let me explain the background. Once upon a time I was a painfully shy teenager who chose to do my work experience placement at the local public library. I thought that librarians were quiet, retiring types and that I'd fit right in. However, I have a clear memory of the Branch Librarian taking me aside and advising me not to make a career in librarianship under any circumstance. Obviously I ignored his advice, but he had a point. I was too introverted to make a good librarian, even though I matched the stereotype.

Over the years I have worked hard to overcome my natural shyness, and joining the TA was the final hurdle. Less than two years after joining, I completely surprised friends and family by announcing my plans to take a career break with the Regular Army. I quit my job, rented out my house and jumped on the next plane to Canada. I then spent six months working with Armoured Battle Groups on a large scale tank training area on the prairies of Alberta. After that I volunteered to swap prairie for desert, and I spent the best part of last year serving on Op Telic in Iraq.

I had the time of my life, and my gamble paid off. Earlier this year I returned to the world of librarianship as the type of librarian I wanted to be – strong and confident, but still friendly and approachable – with the added bonus of a much more interesting CV. I now cope easily with any challenges that come my way, and take awkward customers and misbehaving students (as if!) in my stride. Best of all, public speaking and job interviews no longer strike fear in my heart, thus reducing my stress levels considerably.

There are many other benefits to being in the TA. I'm a lot fitter and stronger than I used to be, although you don't need to be a gifted athlete to cope with the demands of training. I now find I rarely take time off work through illness, and my concentration levels are greater. And, I no longer groan about shifting boxes around and all those other heavy lifting jobs that we, as librarians, are so often tasked to do (I have yet to see this aspect of our jobs written in a job description!).

The TA gives its members the opportunity to learn a trade. There are also the less tangible qualities you develop such as teamworking, management, communication, leadership, negotiation, etc. In

fact, almost everything taught by the TA is transferable across any library job or work place.

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#### **WHAT MADE ME THE LIBRARIAN I AM...**

Stephanie Verlander  
Information Officer  
The College of Law  
Chester

I try not to admit it often but in a previous life I was a solicitor. I now work as an information officer at the College of Law, Chester. Some people think it's a strange career change and that I've gone down in the world. All I can say is that having experienced both professions I know which one I prefer. However, I did learn a lot from my previous career – no, not how to be devious and money grabbing!

I have the advantage of knowing the reality of practising law. When the students find out that I used to work as a solicitor, they suddenly seem to take my advice and opinions more seriously. Having studied for a law degree and the legal practice course, I can identify with the fact that students aren't always impressed or interested in the vast range of resources available in the library. The courses are intensive and they just want to find the quickest way of finding the information they need.

The advocacy skills I learned in court are now useful in induction and training sessions. The interviewing skills I developed help when you're trying to find out what information students or staff are looking for. I also learned how to deal with difficult and demanding clients. So, when I need to deal with an unhappy student (fortunately, not very often) I remind myself that at least they're not swearing at me, stealing my purse, or asking for a lift to collect their methodone. I think this last incident may have led me to consider a life in librarianship!

I've also learned that stereotypes exist for all professions. Whilst we might rile against the dowdy, dull image attached to librarians, ask yourself what you think of solicitors. At any social gathering there was always someone who told me that all solicitors were arrogant, useless and only interested in money – then they'd proceed to ask my advice on their legal problems! As I said earlier I know which profession I prefer being part of.

---

**WHAT MADE ME THE LIBRARIAN I AM...**

Sandra Charles  
Gardyne Road Library  
University of Dundee

My experiences as a policeman (and police-woman) and a doctor have certainly helped to shape the librarian I am today.....

I should perhaps explain (no interesting sex-change stories I'm afraid). As a member of the women's singing group at Dundee Rep. Theatre I've taken part in various shows as a Victorian policeman (in authentic serge suit and helmet); a Victorian doctor explaining in pseudo-scientific terms why women simply don't have enough brain power to be allowed to vote (!); and a police-woman in a new Gilbert and Sullivan style comic operetta (wearing the first mini-skirt I'd worn for more than thirty years).

Now while this may not actually have improved my presentation skills or made me a better librarian, it has certainly given me more confidence and whenever I feel intimidated by a class of students I think that if I can stand in front of an audience of four hundred people at the Rep. as a Victorian policeman and make a complete fool of myself, I can certainly talk to a bunch of students.....

---

**WHAT MADE ME THE LIBRARIAN I AM...**

Steve Lee  
University of Glamorgan

Before I became a librarian at the age of 39, I had a background of work in the City of London (news-papers and shipping and forwarding) and in retail management. I then trained as Youth and Community worker at Westhill College in Birmingham.

Our training was based on working alongside young people or people in the community. Going out to them where they were. Asking them what they needed. Jointly setting specific small and measurable aims and objectives to try and meet those needs. Assisting them in taking appropriate actions to meet these aims and objectives. We would then jointly evaluate how successful we had been in meeting the needs. From this evalu-

ation we would set new aims and objectives and start again around the loop. Needs>Aims and Objectives>Actions>Evaluation>Needs, and so on.

The most important parts of this for me were meeting people where they are (not expecting them to come to us), and identifying the expressed and real needs of the people we were dealing with (getting them to tell us how they saw things and what their problems were and what they thought solutions might be).

I have applied this philosophy to librarianship ever since changing career to become a librarian 14 years ago. All I can say is it works. Go out and visit your lecturers and students where they are in the departments, student union etc. (Their territory not yours.) Do not expect them to come to you. They are very busy people. You are there to help solve their problems –not the other way around. Ask them what difficulties they have with your library and information sources and services, and then take action to try to resolve them.

If you are not prepared to do this and your senior management team or others are not willing to look at the problems identified by the users, and the way the difficulties affect them, and then try to alter the libraries systems to solve the problems then do not go out and ask your users what their needs are. Nothing undermines the usefulness of a librarian and the value of the library service more than (if having identified the needs of their users) then you are either not prepared to spend the time and effort to try and solve the problems or are not allowed to by the senior management team.

In my experience if you follow this model successfully –and things do change as a result of your agreed joint aims and objectives and action– then you will become an invaluable member of your users' support team, be it student or staff member. They will think of you as the answer to their problems, not the cause of them. They will be your allies in change not our enemies. Always remember that students only get one chance to complete their course work, especially in these days of high fees and loans. I have found library systems can often take years to alter. Students do not have time for this: we need to act fast now to solve their problems.

Lecturing staff members and often researchers are very busy, they now often have hundreds of students to deal with, many are often on short term contracts thrown in at the last minute to teach



courses. They often do not have time to consult us or see the library as a priority to meeting their teaching obligations. We need to go along and ask how we can help, and instead of blaming them to the students, or moaning about them not following the correct library procedures we should make the library procedures fit around their needs.

The big difficulty with this model is that it makes you very useful but it also makes a continual amount of extra work. If you ask them about their research interests and needs then you are going to have to do something about helping them with these. If you ask about providing information literacy courses for them or their students then they will say yes and you will have to deliver them. The list goes on. It is not the recipe for an easy job. It is however the recipe for an exciting ever changing job, where you never know what is going to happen everyday, as you respond to your users' needs, not the library systems' needs.

Librarians who follow this model will (I am sure) always be in high demand and will always get support from their academic colleagues and their student body.

Those who do not adopt this model but simply live in their library and expect others to come to them and to follow their rules and systems without any consultation should not be too surprised if someone turns around one day and says we do not like these people, we do not like their systems, do we really need them any more?

The answer could well be no.

You do not get rid of things that you value that are close to you that do an excellent job for you.

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**WHAT MADE ME THE LIBRARIAN I AM...**

Christopher Cipkin  
Faculty Team Manager, Arts and Humanities  
Reading University Library

As a boy chorister, singing solos was always something I dreaded. Nerves often got the better of me and with hindsight I regret the missed opportunities which resulted from my insecurity. During my teens and university education, I took organ lessons, began to play for church services as well as made my first solo recital appearances. Gradually, through having to regularly perform, I managed

to overcome the nerves and I began to enjoy the experience of performing in public much more. I'm now an established church organist and local recitalist. More recently, I have started to conduct amateur choirs and take on organ students.

So how has all this helped my professional life? Well, I have definitely found that I am now comfortable standing up in front of groups of other people, whether they be other library staff who I am training or students involved in an information skills session. Performing music has helped to develop certain aspects of my communication skills, such as planning logical programmes and engaging the listener's attention. Training amateur choirs and organ students has, in particular, taught me about assessing the variety of needs and abilities within a group and the importance of making learning both interactive and enjoyable. My musical knowledge, including my ability to read music, has also been a useful and valued asset in all the professional posts I have held. More generally, music practice hones two transferable skills which are important to the information professional: the ability to listen with an interpretative ear and also the ability to see a whole structure while paying attention to small details.

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**WHAT MADE ME THE LIBRARIAN I AM...**

Theano Manoli  
The Library  
Royal Agricultural College

Before moving to the UK in 1999 I had worked as a professional librarian in a Greek academic library for a number of years. However, I was initially unable to find work as a librarian so I was forced to look elsewhere. After all, I needed to earn some money! So much to my surprise my first job was as a sales advisor in the local branch of a well-known health food chain, and I stayed there for eight months.

At first I had no idea what I was doing in such a different setting from the one I was used to, but looking back on the experience now I can see that it benefited me when I did finally re-enter the library world. I really enjoyed being in a different work environment and I saw it more as a career break that gave me a chance to develop new skills and qualities as well as 'polish up' some old ones. In particular, it provided me with the opportunity to develop my customer care skills.

Now I know that librarians tend to frown on the term 'customers', but increasingly students are expecting to receive the level of service they feel they are paying for via their fees, and we do have things to learn from the profit-making sector.

In May 2000 I attended a training session run by the company I was working for. The main idea of the training course was that good customer service is about meeting (or preferably exceeding) customers' needs and expectations. In libraries too we try to give an added-value service that exceeds our users' expectations.

Just as a sales assistant in a store needs to have comprehensive level of product knowledge, so a librarian needs to know what resources and services are on offer and to be able to explain or demonstrate how they can benefit the user. We were taught the use of open questions to identify customer needs, and this has parallels with the 'reference enquiry' skills that librarians develop. In both cases this allows decisions to be made regarding what is appropriate and suitable for the customer or user, or -in a more empowering way- allows the user to make his or her own informed choices.

Very often in the health food store we were dealing with queries that were health-related. This made it vitally important to understand the customer's needs and to ensure that we didn't exceed the limits of our expertise. This is an important lesson for librarians too.

Offering a good quality service can improve our image and prove our worth, and as such a service ethos should be embedded in our culture. The need for such an ethos applies to any organisation that values its customers, regardless of whether it is a library or a shop. We should not be too proud to learn from commercial organizations.

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#### **WHAT MADE ME THE LIBRARIAN I AM...**

Jenny Berrisford  
The Learning Centre  
City and Islington Sixth Form College

After working as a library assistant in an academic library for a couple of years I went travelling for about 6 months. Upon my return I spent a nearly two years as a bookseller for a well known chain of bookstores. Now, I know this isn't the greatest

ever deviance from my chosen path but I really think that the change of scene helped to enhance my skills as an information professional. In the post I had responsibility for managing certain sections of the store which meant I was responsible for stock selection, marketing and displays in those areas. After a few months I became a supervisor which helped my confidence in dealing with complex customer care issues enormously. I also had to deal with a phenomenal amount of queries and customer orders so my knowledge of what's what in the book buying world became really good.

I am now back in the world of libraries (I have been working in the Learning Centre of a large further education college for just over a year) and I often find myself drawing on my experience as a bookseller. In particular, I have spent a lot of time improving our fiction collection, using my knowledge of what is popular at the moment, particularly for young adults. I also find that I am a much more efficient worker as the pace is really fast in a retail environment, and my knowledge of what makes good customer service is very good too as we had to become very adept at interpreting customer queries (which could be very vague at times) and turning them into sales.

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#### **WHAT MADE ME THE LIBRARIAN I AM...**

Anne Pickersgill  
Librarian  
Hyde Clarendon Sixth Form College

I took a (nearly 20 year) career break to work in the financial services industry, albeit in a business support role (administration and human resources). What did I learn?

That you use your librarian skills every day – sometimes a few times a day.

That the average punter hasn't got a clue to what he has free access via his library.

Librarians are per se inquisitive: this is not a characteristic shared by the general population.

All knowledge is useful at some time in your life. Knowing where to find things out is even more useful.

Every profession thinks that its qualification qualifies it to do everyone else's job. Librarians are no different - just better informed.



Go on every training course you can.

When on a course, don't worry if you knew ninety per cent of it. It's that last ten per cent that makes the difference. And anyway, you probably won't be able to implement more than ten per cent of what you learned...

Young women consider themselves 'average'.  
Young men consider themselves 'above average'.

Typing and time management are core skills that should be compulsory in schools.

It's great to be back in libraries!

---

#### **WHAT MADE ME THE LIBRARIAN I AM...**

Abigail Phillips  
Senior Library Assistant, Arts Team  
Hallward Library  
University of Nottingham

As all newly qualified twenty-somethings in the profession know, summer jobs in shops are a great grounding for a library career! We know this not just because we have to write it on every application form that comes our way but also because it's very true! I have vast experience of handling enquiries in shops, including a stint at Culpeper Herbalists that left me with a great knowledge of essential oils and herbal tea and, more importantly from a library point of view, developed my skills for identifying customer needs, not getting stressed when it's busy and keeping happy and smiley.

As for my days of temping ...they taught me that I didn't want to be stuck in an office all day doing dull tasks, and that's when I began to look for a more rewarding career. Another scenario I'm sure my contemporaries will identify with.

The other things that come to mind are my experiences with travelling and learning languages. My stints of backpacking alone through various parts of the world taught me so many vital life lessons, principally that 'you can cope with anything as long as you stay confident and calm' and 'expect the unexpected and laugh when it happens'. I learned to organise and plan ahead in my trips, manage a variety of uncertainties and minor crises on my own, it taught me intriguing lessons in the art of communication (gesturing wildly to

an unmoved Russian lady at a bus ticket office) and it taught me to smile through gritted teeth!

Languages taught me that with perseverance and enthusiasm you can learn about anything, however ignorant you are to start off with, a lesson I am still trying to put into practice in my shifts at the university's music library.

I know it's not really fashionable to say this but my love of books and my participation in book groups and online discussions have been a great asset to my library career. I now no longer look non-plussed when asked if we have anything by Ivy Compton Burnett! I have discovered that exclaiming 'who?!' is never a very impressive reaction.

(PS. It works the other way around too. Library skills are of great value to everyday life. Not only am I online researcher extraordinaire but I do a mean Christmas request list complete with ISBNs and publisher details that never fails to fox the grandparents).

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#### **WHAT MADE ME THE LIBRARIAN I AM...**

Nicola Mason  
Information Officer  
College of Law

It may seem a strange comparison – a fast food chain in relation to working in libraries– but working in McDonalds was my first experience of a 'real' job and working within a service environment.

When I first started at McDonalds I was one of the 'till tarts' as we were known. Basically, this meant I had to greet the customers and take their orders. Not only did this teach me how to deal with customers, it also taught me a lot about working under pressure. It's amazing how quickly the queues in McDonalds can build up on a Saturday lunch time and, as a young 17 year old, I have to admit there was more than one occasion when I ended up in tears after a hungry customer had waited too long for their Filet O'Fish! I was amazed at how rude people can be when they're waiting for their order and the pressures McDonalds puts on its staff didn't help much either – from queue to order delivery was supposed to take something like a mere 2 minutes!

I must confess that when I was considering a career in libraries, I was under the impression that it probably wouldn't be a particularly pressurised job. A nice quiet environment surrounded by books – what could possibly be stressful about that? However, I soon realised, of course, that the reality is very different and, as well as the increased responsibility due to the diversity of library roles, library customers are no less demanding than any other customer. Indeed, in the context of academic libraries, with the increased amount students are often paying in fees, they expect even more from their library service. So, even though I generally don't set foot in McDonalds now I have to show a little gratitude to them for helping me to deal with pressure more successfully in my 'proper' career.

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#### **WHAT MADE ME THE LIBRARIAN I AM...**

Jan Howden  
Associate Director and a Senior Librarian,  
Learner Support  
Glasgow Caledonian University

Imagine entering a world where they use strange language. You have to navigate your way around corridors. Find different enquiry desks. Be asked for the same information time and time again. Be sent letters telling you when to be somewhere. When you get there you have to queue because everyone has the same appointment time. Have events scheduled without consultation. You meet a host of different people who you don't know if you will see again or if they will play a significant part in the experience. Not understanding what the time with a specialist member of staff is for and being cut off for asking too many questions and advised to read a book (not a reference to a particular book). Going to a class and supporting a younger person from a non stereotypical background and being told that this is a specialist class and that support is offered by others. On top of all this you are stressed because you have just made a significant life change. This is not my experience of higher education but of having a baby.

The average age a student at Glasgow Caledonian University is 24. They have complex lives. At Glasgow Caledonian University we take this as the baseline for changing our services. Current major projects include: the Saltire Centre providing access to most student services including the library, careers, and registry; and the Student

Access to Services project which amongst other things created the student home page (<http://campus.gcal.ac.uk>, <http://student.gcal.ac.uk>). We just might do a focus group or two with students with babies in arms just to spark off more ideas; being an advocate for a significant other can help you rage against the system.

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#### **WHAT MADE ME THE LIBRARIAN I AM...**

Graham Daniels  
Electronic Services Librarian  
Coventry University

Road sweeper / bin man - Picking up litter shows you care about the place and enhances the environment.

Brewery drayman - Helping others to achieve their goals can be back breaking work.

Management trainee (Sainsbury's) - Untidy shelves make no appeal to customers.

Trainee London bus driver - You won't get far without a sense of direction. There's always room for one more upstairs.

London Underground guard - Serving your user population is a thankless task. As one door closes, another one opens. It's important to read the signals early. Training helps keep your career on the right track.

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# Breaking the mould: non-traditional roles for the information professional



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This paper is based on a presentation given at the 2005 Umbrella conference of the Chartered Institute of Library and Information Professionals (CILIP) as part of the Personnel, Training and Education Group session. The presentation sought to outline my experience of working in what can be seen as a non-traditional role with the Higher Education Academy Subject Centre for Information and Computer Sciences and my experience of working towards chartered membership of CILIP while in this position.

When I was asked to give a presentation at Umbrella on my traditional role within the library and information profession, I saw this as a timely opportunity to strengthen my chartership portfolio. I realised that the very process of the application for chartership would provide a focus to explain how my role fitted into the profession, and how I had built upon the skills I had learnt through my postgraduate course and my previous employment in libraries.

Having spent a number of years working in an academic library, I decided to further my career in the information profession by undertaking an MSc in information and library management at the University of Central England. My experience as a library assistant at Coventry University Library had been a valuable and varied experience, which had encouraged my interest and desire to develop my professional skills by providing opportunities to work in different departments in the library. This included participating

in working groups looking at various aspects of provision and development of library services, and undertaking CPD training.

I decided to complete the course on a full-time basis and continued to work at the library as a senior weekend clerk. This gave me the opportunity to develop my supervisory skills and provided opportunities to put some of the theory and ideas being taught through the course into practice, and to consider how they applied to a real-life working environment.

Having successfully completed my course, I started to look for full-time employment and applied for the post of information officer with what was then the Learning and Teaching Support Network subject centre for information and computer sciences (LTSN-ICS), and is now part of the Higher Education Academy. This was by no means the first post I had applied for, but it was the first post outside a traditional library environment, and one which I felt would offer me broader opportunities to develop and use my information skills.

The Information and Computer Science Subject Centre is one of 24 centres providing subject based support across higher education in the United Kingdom, in order to promote and enhance best practice and innovation in teaching and learning. The ICS Centre is a split site centre with the majority of the team based at the University of Ulster providing support for computer science, and the Subject Director (ILS) and I based at Loughborough University, providing support for the library and information science disciplines. It is through our activities including events and workshops, the development fund and the electronic journal ITALICS, that we provide resources to our user community via our website.<sup>1</sup>

As ILS Coordinator, the purpose of my role is 'to work as part of the team in the ICS Centre, to provide support to UK academic departments teaching information and library science / studies (ILS) on issues relating to ILS education and national policy agendas, in order to promote best practice in learning and teaching'<sup>2</sup>. This means that my key duties and responsibilities are:

- Providing information to the Directors to develop a programme of activities regarding innovation and quality enhancement in ILS education
- Providing support and information to ILS academics and departments nationally

- Monitoring and evaluating Centre activities
- Contributing to bi-annual reports and maintaining up-to-date financial records.

In order to achieve these aims, my work requires the careful management of a number of different activities in order to deliver the services offered to our user community. Through the provision of workshops, events and meetings, we try to encourage the sharing of good practice and the creation of communities of practice. The presentations and materials from these events contribute to the resources provided on our website, which also includes the Centre's electronic peer-reviewed journal (ITALICS), book reviews undertaken by our users, and links to ILS resources. We provide an enquiry service which feeds into the FAQ section of the website where appropriate, and work with and support projects and related initiatives within higher education. As well as working with the academic community, some of our activities are aimed at ICS students, including a specific area of the website and student competitions. Marketing and promotion are consequently key aspects of my role, as well as networking, managing JISCMail lists, updating and maintaining web pages, and general administration duties such as contributing to reports, papers, minute taking and budgeting.

Promoting our activities to the academic community is essential to the work of the Centre. It is therefore crucial to offer a variety of services which meet the needs of our users and help them to enhance the student experience. Consequently, feedback and evaluation are extremely valuable, and together with input from advisory groups, help to ensure that we liaise with and engage the community through the provision of activities that help to address the priorities of the community.

On starting this post, I also registered as a chartership candidate with CILIP. I was fully supported and encouraged to undertake this by my employer, but as I started to read through the 2002 regulations, and began to consider the requirements in line with my new post, I could not help but wonder if this job was appropriate for this qualification. Some of the regulations seemed to be aimed at professionals in a traditional library environment, and as I sat at my desk in an office, rather than a library, knowing that the majority of users would not set foot into the Centre and that I would not be required to issue a book or loan material, I was not sure I would be able to meet these criteria.

For those not familiar with the 2002 chartership regulations there are six sections, titled as follows:-

- Information generation, communication and utilization
- Information management and organisation in context
- Information systems and ICT
- Information environment and policy
- Management and transferable skills
- Personal and professional development.

As I started to collect evidence of my work and professional development, I realised that in order to understand how my post fitted into the library and information profession and the requirements for chartership, I needed a better understanding of my skills and how I use them in this post. This helped me to appreciate the scope of my role, and how my transferable and professional skills and abilities have developed since beginning my work with the centre. This also helped me to identify both the duties and responsibilities which most effectively demonstrated my development, and the evidence that could illustrate this in my chartership portfolio.

By mapping my duties onto the criteria it also became evident that many of my responsibilities, such as organising events and managing the Centre's electronic journal publication, addressed more than one section of the chartership criteria. Managing the review and publication process for the electronic journal ITALICS requires good organisational, time management and communication skills. The journal is peer-reviewed and published three times per year via the Centre's website. It provides an opportunity for ICS academics to disseminate best practice and research on teaching and learning within their subject disciplines. A key part of my role with ITALICS is to manage the review process. This ensures the quality and relevance of the submissions to the journal and requires me to liaise with reviewers, editors and authors in order to get all submissions reviewed and resubmitted where appropriate, within the deadlines for the issue. Marketing and promotion of the journal are essential and help to encourage further submissions and engagement from the community. Over the last year we have found that special themed issues are valued by the community, and by identifying guest editors for these issues I have been able to strategically plan for and improve the publication of the journal.

Legal and professional issues such as copyright must be considered with regard to ITALICS and all authors are asked to complete a copyright declaration form. Last year I worked with a colleague at Ulster to revise this form to ensure that this was in line with current legislation and supported the integrity of the journal. As the journal is made available online, I work with the web developer to prepare the issue for publication and this requires knowledge and understanding of the ICT systems available to support the service and their use. We are also required to keep statistics regarding user engagement with our services –including web use statistics– to help evaluate the use and interest the community has in the journal.

Consequently, from this aspect of my job alone I was able to provide evidence for my chartership portfolio that covered aspects of the criteria given under information generation, communication and utilisation; information management and organisation in context; information systems and ICT; information environment and policy; and management and transferable skills. This was also the case for many of the duties undertaken in my post including organising events and workshops, and supporting outside initiatives and projects such as the FDTL LIMES project.<sup>3</sup>

Throughout this post I have continued to develop my professional skills and abilities. This is partly due to the variety of duties required in the post and how these differ from my previous work experience in libraries. This has required me to reflect on my skills, both professional and transferable, and learn to apply them to working in a different context.

I submitted my application for chartership in August and hope that it will be accepted at the next board meeting in February. Going through the chartership process has been a valuable experience which has provided me with the opportunity to recognise where my current post fits into the information profession, and how transferable our professional skills are in an increasingly information driven society.

ment of Teaching and Learning (FDTL) and seeks to create teaching materials and resources to help address employability skills in the ILM curriculum. For further information please see <http://www.ics.heacademy.ac.uk/LIMES>

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- 1 Further information regarding our events and activities can be found at <http://www.ics.heacademy.ac.uk>
  - 2 Taken from the job description for ILS Coordinator
  - 3 The Library & Information Management Employability Skills (LIMES) project is funded through the Fund for the Develop-



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# I'm new to management – get me out of here!

Developing leaders and managers of the future – a case study



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As the management of information services is an increasingly complex and changing world, the need for effective leadership at all levels is a prerequisite for a successful service and yet it is often our own staff who seem unprepared or uninterested in applying for positions that include an element of management. This reluctance coupled with difficulties in recruiting senior staff externally has made strategic thinking on succession planning a necessity. We knew we had talented staff but we needed to ensure that not only did they have the necessary skills, knowledge and confidence, but that they be given opportunities to develop their aspiration to take on more senior management roles.

This short article looks at the approach taken by Edge Hill's Learning Services to support and develop staff to become managers and leaders of the future. While providing a brief overview of the aim of this 'Managers and Leaders Programme' the main focus of the article is on the impact the programme has had on one member of staff and how her own personal development has benefited as a result.

## INTRODUCTION AND BACKGROUND

Planning of the programme commenced during 2004 and it started in January 2005. We had been

thinking succession planning for some time but it was a presentation by Pat Noon at the 2004 SCONUL conference that really focused our minds and confirmed that we needed to both encourage and provide support staff to develop as managers and leaders.

The decision to proceed with succession planning was also influenced by a number of factors within the service which have also guided the format and content of the programme:

- A high staff turnover has resulted in the appointment of a number of new managers and supervisors across the service
- A need to reduce the gap between the work of our senior management team and the staff at the level directly below
- Difficulties in recruiting to senior posts staff who have the right mix of skills, knowledge and experience
- A need to tap into the potential of our existing staff. We knew they were good but we just needed them to realise it too

Participation on the programme was open to all staff but there would be a selection process. Those who applied had to submit an application which explained why they wanted to take part in the programme and what personal, team and service benefits they felt they would receive. A total of 15 applications were received and a cohort of 10 selected comprising a range of backgrounds and experience from new managers, supervisors and staff wanting to refresh existing skills.

The key aim of the programme was to provide a range of training and development activities along with personal support and the opportunity to put some of the theory into practice. The yearlong programme has now come to an end and certainly a wide range of sessions and support has been provided. Below is an account of one of the cohort, Helen Jamieson our Lending Services Manager

## I'M A NEW MANAGER – GET ME OUT OF HERE

I have worked as a supervisor within learning services for two years and during the programme an opportunity arose to undertake a secondment to the role of lending services manager. As the programme was coming to an end, I was asked to give a presentation to other colleagues on my experiences throughout the programme. After the recent success of the ITV programme, 'I'm a celebrity – get me out of here!' I based my presentation on this concept. I really did feel throughout my



time as a supervisor, and during the early months of my secondment, that without the leaders and managers programme, I would want to shout 'I'm new to management – get me out of here!!'

The programme provided me with both training and development, and also a number of support mechanisms that helped me reflect upon and put into practice what I had learnt.

#### **MENTORING**

Each participant was allocated a mentor for the duration of the programme – this mentor was a member of the senior management team and therefore an experienced member of learning services in terms of managing staff, teams and projects. My mentor was on hand to help guide me through the process, to be a confidante and a sounding board - but was also someone who could get me to think, develop, reflect and evaluate. Quite early on in the programme, my mentor and I agreed that one of my main priorities would be to look at service planning and development. We thought that this would enable me to start thinking and working at a more strategic level. As a result, I became involved in learning services' off campus strategy group and started to feed into decisions and planning at a much higher level within the service.

#### **SKILLS AUDIT**

At the start of the programme, we were asked to complete a skills questionnaire. The aim of this was to audit the skills that were part of my current role, skills I have used in the past, and skills that I needed to develop. The questionnaire formed the basis of my personal development plan, and the first meeting with my mentor. Skills that I identified as needing to develop included managing staff performance, delegating and time management. From this audit I was able to put together a personal plan of action and prioritise those areas I needed to work on first, and what relevant training or development I could undertake. This was a really useful exercise, as it enabled me to reflect on the skills that I already had and identify skills needing further development. One of the most important skills that I needed to acquire was how to delegate tasks and projects effectively.

#### **PERSONAL DEVELOPMENT PLAN**

As well as following the 'generic' leaders and managers programme, each participant was also required to put together a tailored development plan that was skills driven and fit for purpose being based upon each participants identified

needs. Following the detailed skills audit, I put together my personal development plan in close collaboration with my mentor. The personal development plan was the main tool for identifying the specific management and leadership skills that I needed to develop. A couple of examples from my personal development plan included time management and team development. I felt that it was important to improve all aspects of the way I manage my time, as I was aware that taking on a management role would mean I was involved in more projects and meetings, as well as managing a diverse team, and a busy service. I was also very interested in the area of team development, and I am using experience and ideas from the programme to encourage and facilitate better team working, and thinking of ways to improve and enhance communication within a large team that does not always have the opportunity to meet as a group.

#### **PROGRAMME OF TRAINING EVENTS**

The programme of events was varied and diverse – with some sessions being delivered by external trainers and some in-house. Sessions included 'communicating effectively', 'service development', 'problem solving' and 'decision making'. I found the session on Communicating Effectively particularly useful, having highlighted improving my skills in this area in my personal development plan. In my lending services manager's role I have a number of part time, weekend and term time only staff to line manage, as well as having to communicate with staff across three sites and outreach centres.

The programme included presentations, talks and case studies from professionals from higher education, public and private sectors. These sessions included managing change, customer relations and project management and were useful because they gave the group perspectives from different sectors and organisations. This was particularly effective when, for example, we looked at how customer relations are managed in the private sector.

#### **SUPPORT – FACE TO FACE AND VIA A VLE**

As well as the scheduled sessions and our meetings with mentors, the group also became mentors to one other and we would often meet on an ad hoc basis to discuss issues that we were grappling with. To support this informal discussion, an online area was set up in a virtual learning environment that allowed us to discuss issues with other colleagues on the programme in a more flexible way. Because the group was very

diverse, in terms of our skills and experience, we were able to bounce ideas of each other and look at problems or opportunities from different angles, and I found this very useful.

The programme also involved us in action learning where we were divided into smaller groups and given projects to work on. My group was given the task of reviewing the communication systems within Learning Services and making recommendations for improvements which could be fed back into the service. This was very timely for my development as the whole area of improving communication systems is extremely relevant to my role.

#### **A SUCCESS STORY FOR ME!**

I started the Leaders and Managers programme as a supervisor in Learning Services. However, the enormous range of skills and experience that I gained throughout the programme gave me the confidence to apply for a secondment to a manager's position within the service. I am now four months into this new position, and am so glad that I was chosen to be part of the programme. It has given me a lot more confidence, a wide range of new skills, a belief in my own ability and an insight into what managing staff, teams and projects is really all about. Since starting my new role I have already been involved in a wide variety of projects and new developments, where I have been able to draw on the skills that have I developed throughout the programme. Learning Services is presently in the process of developing various service areas including self issue and other self service developments – and I have gained the confidence to become involved in the development of these projects and take on a leadership role.

#### **... AND FOR THE SERVICE!**

From a service perspective the leaders and managers programme has been a huge success. We have not only received very positive feedback from the staff involved but also from colleagues across the service. We have seen staff take on additional responsibilities, lead project groups and generally have a more positive approach to their role. Two members of the group have now been promoted to senior posts and their performance to date has been excellent. The programme has certainly given them real opportunities to put management and leadership theory into practice but they also feel they have developed the necessary tools to do this with confidence.

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## The University of where?...



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Gillian Anderson, latterly director of user services at UEA, and head of lending at the University of Wales Bangor from 1993 to 2004, here outlines the challenges of her new role as the UHI Librarian.

#### **INTRODUCING UHI MILLENNIUM INSTITUTE**

The University of the Highlands and Islands doesn't exist. Yet.

UHI Millennium Institute (UHI) was designated in April 2001 as a higher education institution. It provides university-level education through a federated partnership of fifteen colleges and research institutions (the UHI academic partners), co-ordinated by the UHI executive office based in Inverness. Each academic partner has its own distinctive character: some are relatively large colleges in urban centres such as Elgin and Inverness, others are smaller institutions, such as the Highland Theological College in Dingwall, including some whose primary focus is on research, such as the Scottish Association for Marine Science near Oban. There are also over fifty learning centres located in the more remote parts of the region. Currently, over 5,200 students are studying on UHI courses or undertaking post-graduate research.

The Highlands and Islands of Scotland has a population of nearly 500,000 and covers an area of over 400,000km<sup>2</sup>, over half the area of Scotland. It includes over 100 inhabited islands. Until the advent of UHI the region had no higher education student communities or campuses. A major decision was taken in 1992 by Highland Regional Council and the Highlands & Islands Enterprise agency to support the development of a dispersed higher education institution to further academic and economic development throughout the Highlands and Islands. Thus the University of the Highlands and Islands Project was born, which was enhanced in 1997 by a £33.35 million grant from the Millennium Commission.

UHI's undergraduate and taught postgraduate degrees are currently validated by Open University Validation Services and the Universities of Strathclyde and Aberdeen, research postgraduate programmes leading to awards from the OU and the University of Aberdeen. The UHI mission is to play a pivotal role in the educational, economic, social and cultural development of this vast sparsely populated region of the UK through the establishment of a University of the Highlands & Islands. In September 2005 the Quality Assurance Agency (QAA) approved UHI's application for taught degree awarding powers, and is now carrying out the scrutiny process. For the UHI this is a significant step towards achieving university title, which it aims for in 2007.

#### **LINKED BY TECHNOLOGY**

UHI students, lecturers, academic partners and learning centres are part of an advanced high-speed electronic network. More than £75 million has been invested in technology to provide state of the art access to teaching and facilities throughout the region. But UHI is in no way a 'virtual' institution; academic partners and learning centres have real buildings, staffed by real people and located in real places. Students normally study at a college or learning centre, possibly using online learning materials. Students may come together individually or in small groups for video-conference tutorials and seminars, as well as having access to locally based study resources and support. This mix of blended learning is essential to ensure a high standard of education for students who live in remote rural communities.

In many respects, UHI is just like any other higher education institution or university, offering undergraduate and postgraduate courses and research opportunities in the traditional settings of lecture theatres, seminar rooms and laboratories. However, UHI is a pioneering and thoroughly modern organisation which is changing the way higher education is delivered. Recognised as being at the forefront of harnessing new technologies for teaching and research provision, UHI is increasingly being seen as a model for how universities might operate in the 21st century. For example, UHI is an early adopter of Shibboleth (replacing Athens) authentication, and is rolling out thin client (Citrix) technology across the partnership to replace desktop PCs.

Videoconferencing is a critical part of the advanced communications and technology strategy used throughout UHI for learning, teaching and administration. Currently there are over 150

VC units throughout the academic partners and learning centres. The VC master, based in Shetland, remotely manages more than 2200 multi-site conferences per year, as well as many locally inspired point-to-point calls. This makes UHI one of the biggest users of videoconferencing in the UK.

#### **LEARNING & INFORMATION SERVICES**

The UHI Library Service is part of the larger Learning & Information Services department, which is also responsible for UHI's IT services, networking, video conference facilities, learning resources, support for web based learning and virtual learning environments. The UHI Librarian is a member of the LIS management team, along with the heads of e-networks, strategy & development, operations and customer services. The Director of LIS, Alun Hughes, is one of UHI's executive management team.

Along with the registry and academic quality functions, LIS services are provided across all the academic partners, and are based on the principles of providing an equitable and high quality experience and developing an infrastructure that allows access to be provided and controlled appropriately. For the provision of services, responsibility is shared between staff in the executive office and academic partners. Front-line support for library and computing services is provided by, and at, academic partners; while UHI executive office provides a range of infrastructure and common services. In respect of library services this includes the management of the LMS and electronic resource management.

LIS Services are overseen by the information services committee, and the library service also reports into the learning & teaching and student support services committees.

#### **THE UHI LIBRARY TEAM**

Over the past few years UHI library service development has been via collaboration between the librarians of the academic partners (the UHI library team). The team has established common protocols and practices across the partnership, most particularly in relation to resource sharing. UHI library team members are employees of their own academic partner, not of UHI, and are responsible for running their college libraries to support local provision for further education in addition to their contribution in supporting higher education courses delivered across the UHI partnership. The UHI library team meets bi-monthly either face-to-face or by video confer-

ence, and has a dedicated email discussion list. It is regarded as an exemplar model of UHI network working by academic partners in helping to create the University of the Highlands and Islands.

The need to maintain close links between resource support and academic programme delivery and development is recognised as important, and as a result, each of UHI's subject networks has as a member one of the UHI library team. Subject networks can be equated to a department in a traditional university and there are currently fifteen subject networks across UHI's four faculties. Inclusion of a member of the UHI library team on each subject network allows for two-way communications regarding resources and services and improves reading list access and resource provision.

During 2004 a review of LIS was conducted by a panel of external experts and along with considerations of value-for-money, the panel addressed the issue of whether the service was of an appropriate range and configuration for an intending university. One of the recommendations was that a greater resource needed to be applied to the leadership and coordination of library services. The post of UHI librarian was then created and advertised, and Gillian was appointed, taking up post at the beginning of the academic year 2005-06.

#### **DEVELOPMENT OF THE UHI LIS LIBRARY SERVICE**

Gillian's first action after becoming UHI Librarian was to appoint an Electronic resources manager. As part of its commitment to better resourcing the central management of the library service, UHI allocated considerable funding for the development of e-provision. Elizabeth McHugh, previously librarian at Shetland College, was appointed to the post, and is charged with ensuring that UHI develops and exploits its collection of electronic learning resources so that it meets the needs of academic provision. An e-resource policy is currently being drafted, with the aim of ensuring that the funds available for electronic resources are deployed in an effective, equitable and accessible manner across the partnership.

As well as Elizabeth, Gillian's central library team currently comprises Catherine Saele, the library systems manager (in post for a few years) and another 2005 appointment, John Casey, the learning materials manager. This team provides central management, support and guidance to and for the wider UHI library team. UHI staff do not need to be based in the executive office in Inverness,

and can be based in any of the academic partner institutions. With Catherine on Shetland, John in Perth, Elizabeth in Dingwall and Gillian travelling around the network and beyond for on average half of the working week, communication methods include Skype, Netmeeting, instant messaging, video-conferencing, as well as email and texting.

In the distributed federated higher education environment that is UHI, certain service delivery concepts become fundamental to library strategic planning, such as equivalence, seamless access to resources and the provision of blended learning environments. For example, as well as his main responsibility of overseeing the development of a structured and quality-controlled collection of on-line learning materials in a new CMS (IntraLibrary) the learning materials manager is involved in the development of a learning object repository. His work on metadata and licensing is important for UHI to empower staff and student users of learning materials. However, another article the length of this one again could be written on the subject of the development of UHI's e-learning and blending learning environments.

In providing seamless access to resources the library catalogue and web based information will be integrated into the new VLE. Called CLAN (Collaborative Learning Academic Network), based on Bodington open source architecture, CLAN is currently replacing WebCT and Blackboard. Gillian's team works very closely with the VLE implementation manager, John Smith, to achieve the objective of increasing flexibility of access to resources for the wide range of UHI learners.

#### **THE FUTURE**

With responsibility for developing the UHI library service strategy and ensuring the creation of policies to build a university level library service, the future from the UHI Librarian's perspective is breathtaking. In the short term, assessment for degree awarding powers is a priority, as are developing structures for both leadership and coordination of the UHI library team and for liaison with faculties and academic partners.

Gillian also gives a high priority to planning to further develop collaborative services: not only from the perspective of building on current intra-UHI collaboration to ensure common and comparable service standards across the UHI partnership, but also from the perspective of collaboration with other library services and agencies in Scotland. Discussions have already been opened



with the Centre for Digital Library Research in Strathclyde University, the National Library of Scotland, the Highland Health Sciences Library, the Scottish Library & Information Council and a few of the local authority library services in areas in which there is a UHI presence.

As well as further development and integration of library resources with CLAN and the digital repository development (outlined above) and closer involvement with e-learning and learning environment strategies, an improved library management system is being considered, to allow greater interoperability in resource sharing, and enriched content to allow better searching.

Ultimately, as UHI matures and, hopefully, develops into a university, complex issues around UHI vs. academic partner library funding, collection development and resource models will need to be addressed. For Gillian Anderson, the first UHI Librarian, the future looks very exciting indeed.

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## It's more than just books: working with a corporate marketing team to promote library services



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What do students really need to know when they first encounter the library and how should we tell them?

We knew that we had to review our promotional and publicity material – we had a new Director, a new vision and a new sense of purpose. Moreover, both our service (Library and Learning Services) and our buildings (Library and Learning Centres) had been renamed, rendering much of our existing information confusing with its references to Learning Support Services and Learning Resource Centres.

So we set up an internal working group to rethink and revamp our publicity. The group consisted of library staff from all grades, each of whom had responded to an initial email asking for expressions of interest. However, whereas recent guides and other material had been written and designed entirely in-house, this time it was decided to involve our university's marketing services team as well. Consequently, we have been able to harness a fully professional approach to our publicity and the result has not only been a set of lively and attractive guides but also a fascinating insight

into another way of working. And perhaps most importantly, the process has forced us to reflect upon some of the assumptions that we make as librarians about how we should convey information to our users.

#### **SHORT-TERM OR LONG-TERM ?**

At the first meeting of our group we invited the communications officer and one of the graphic designers in the marketing department to come and speak to us. In the weeks that followed they effectively became part of our group and acted as the main points of contact between us and their colleagues. However, at the meeting an interesting contrast of priorities was revealed straight away. The communications officer outlined her concept of marketing as an ongoing process, based on the principle of finding out what our users wanted and designing our promotional material accordingly. A programme of interviewing students and staff was proposed. This wholly sensible but longer-term, holistic approach conflicted somewhat with our more immediate concerns as librarians: the pressing need for us to have some leaflets ready for the start of the new academic year.

In fact, our efforts so far have indeed centred upon producing something to give to new students but there is also a strong sense of this being the start of a longer-term project. What follows therefore is the description of a fairly small process – the design of a brochure – but one we might expect to be repeated over the coming months as we turn our attention to other aspects of our publicity.

#### **THE PROBLEM OF INFORMATION OVERLOAD**

Prior to this year, new students attending introductory library classes and tours would be given a laminated folder containing a number of double-sided A4 sheets describing our services (borrowing arrangements, the catalogue and so on) as well as specific databases. The view of the group was that the sheets both looked rather out of date (they used Times New Roman font, for example) and were also overlong and wordy. This opinion seemed to be backed up by the noticeable amount of folders which were left lying around the library after classes and the large number of sheets which we had to pulp at the end of the year

Information overload is a big problem for all new students these days as competing services bombard them with handouts and freebies from all angles. Conversely, making sure they get the information they really need is of the utmost importance, especially at a 'new' university. UEL,

which has 18,000 students from 120 different countries, is one of the most diverse in the country and many students will have little idea of what to expect.

To this end, in 2003 we had produced a short video which was designed to replace the traditional library tour. The need now was to back this up with some literature the students might actually take away with them and read.

#### **DEFINING OUR MESSAGE**

The communications officer, who is also studying for an MA at London Metropolitan University, was a useful source of information here. We were able to question her about her initial impressions of our service, what she knew about us, and what she thought a new student should be told. We were also able to draw upon our own experiences of dealing with students at issue and enquiry desks.

So, what did they need to know? That we existed, certainly, and that we were a place that not only housed a lot of books but also many other wonderful resources. They needed to know that we are open twenty-four hours, that we provide extra services for disabled and dyslexic students, and that we subscribe to a range of extremely useful electronic resources. But at this stage they probably didn't have to know the minutiae of our fine rates, the email address of every member of staff or the vagaries of Boolean searching.

#### **FORMAT?**

During initial discussions various ideas were floated about the format we should use to convey our message. One early idea was to produce a diary which would include information about all student services, the idea being that students might keep and use it. In the end, time prevented such collaboration, although this may be something we will return to in the future. Finally it was decided that the folder and sheets should be replaced by a brochure briefly describing our services and that this would be backed up with a suite of A5 guides which would contain more detailed and practical information (e.g. about the databases we subscribed to, fine rates and so on). These would be handed out at the point of need, rather than as a bulky pack readily discarded.

We were all agreed that the brochure should be in colour and professionally-designed. Colour printing has come down in cost so much that there is little excuse now for not adopting it. We also wanted the text to be as concise as possible and to



avoid library jargon at all costs. It would give an overview of our services but not get too bogged down in details.

#### DESIGN

So, a colour brochure - but what exactly would it look like? This is where the clash of cultures (libraries and marketing) really revealed itself. Some of us shared a concern about examples of posters and newsletters we had seen around the campus. To our eyes, they seemed rather garish, dominated by images of students and with clashing colours and fonts. By way of contrast, a member of library staff brought along an example of a brochure they had picked up from another university at a recent seminar. A sober twelve-page effort with tasteful pictures and a blue and purple colour scheme, it conformed far more closely to our own ideas of what looked acceptable. We decided to use it as a template

However, as we actually picked apart the brochure and discussed how we might replicate it with our own library in mind, it quickly became apparent that the template we had chosen wasn't as suitable as we had thought. The pictures, for example, were 'artistic' but they made the library in question look deserted. And the text - well, in truth, it was extremely dull. If we found *our* minds wandering, what chance was there that an eighteen year old would stick with it?

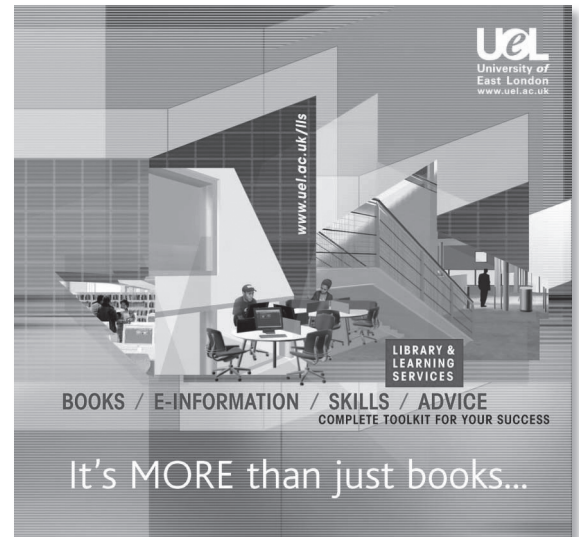
The communications officer asked us to bear in mind that the brochure would almost certainly not be read from cover to cover - more likely, students would flick through it and read parts that caught their eye. She argued that it should therefore include pictures of, and quotes from, their peers, as in her experience students are more likely to relate to these. She also suggested including library staff profiles. These would both serve to make us seem more human and give an insight into the sort of things we do.

In the end, we believe we achieved a happy compromise between the two conflicting approaches. The brochure is quite busy, with the quotes and profiles dominating the pages and it avoids dull description. But it's also well-designed, with a sane colour scheme and a core of key information.

#### BRANDING AND SLOGANS

The graphic designer designed a new brand image for the front cover: a sort of virtual, multi-dimensional image incorporating abstract shapes and computer-generated images of people in a library. This was accompanied by the slogan

'Books / e-information / skills / advice: complete toolkit for your success' and juxtaposed with a separate 'Library & Learning Services' badge (simple capitalised text in a box). It was intriguing to observe the working out of such an apparently simple design and the positive difference, for example, replacing 'and' with an ampersand made to the balance of the design.



Brochure cover

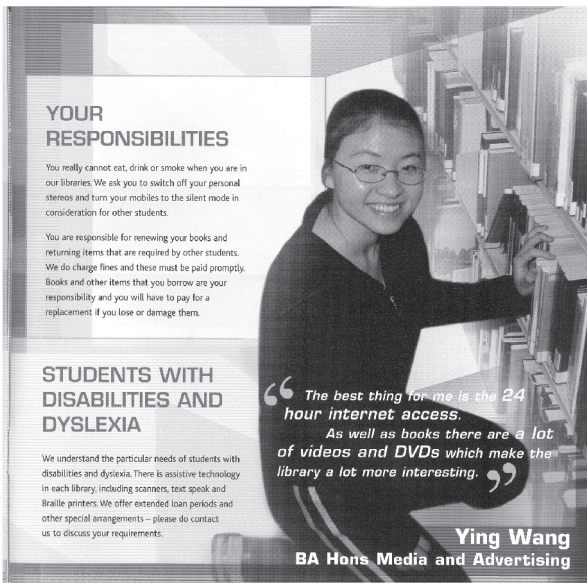
When it comes to graphics (and indeed layout) in library publicity, the designer will inevitably take the lead. Nonetheless, we were able to influence the evolution of these designs by offering opinions at each stage of their design and attempting to articulate our own ideas during the process. We are pleased with the finished look and will use this in other documents and on our web pages over the coming months.

A more controversial issue was the designer's insistence that, along with the designs, we include the motto 'its more than just books' on the cover. Some of us felt this was a little simplistic and a lot of time was spent discussing the merits of including it. The designer argued strongly that we retain it, as she felt it encapsulated the underlying message of the brochure i.e. that there is a lot more to a modern library than just a bunch of dusty old volumes. Once again we were asked to forget our own aesthetic preferences and think in terms of the students who would actually be reading the brochure.

#### EDITING AND CHECKING

After all the discussions about the concept, there was suddenly a pressing need for some words. A first draft was produced and over the next few days it was re-written and edited several times as it was circulated amongst the members of the group, the director of library services and even

the head of corporate marketing. The editing process also happened at the same time as the design was becoming clearer, and both influenced each other. We began to think about matching pictures with text and vice-versa.



#### Brochure contents

A final edit was performed by the communications officer so that the text reflected the university's house style. This was also quite an eye-opener. The university is very keen on the first person plural, replacing 'UEL' with 'us' and insisting throughout on 'our library staff', 'our computer system', and so on.

Finalising the text was not the end of the process. At each of the three proofing stages we had to painstakingly re-read it, looking for the inevitable typos (either ones we had missed or new ones by whoever had transcribed the text). This is something we almost certainly wouldn't have done so thoroughly had we been producing the brochure in-house. Once again, we were exposed to a more professional way of producing documents.

#### DID IT WORK?

The reaction of students to the brochure has been positive so far and most of the copies seem, at least, to have made it out of the building. We will be testing it more formally with a student union focus group in the near future and will also receive feedback from the library's student survey. All of this will be taken into account as we further develop our publicity and attempt to transfer what we have done to our web and e-services.

Additionally, the experience of working closely with a corporate marketing team has been of value in itself. Liaising with non-library colleagues is an increasingly important part

of an academic librarian's job, whether they are IT people, academic staff or marketing officers. Such partnerships will inevitably influence our own attitudes as we are exposed to different working cultures. Collaborating on a document has been a particularly interesting process in that it has forced us to work through some of those differences and also rethink some of our own assumptions.

The brochure we have ended up with is quite unlike the one we originally envisaged, and possesses some characteristics that we vowed to avoid. And yet, paradoxically, we are all very pleased with it. It's a bit loud at times, but also colourful, friendly and accessible, and with quieter spaces too. Rather like our library?



One of the follow up projects was a bookmark to advertise texting services





## 'Any time, any place, any where': a fresh approach to marketing at Edge Hill



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Edge Hill is a higher education institution in the north west of England, with 9,000 students on a range of degree and diploma courses and a further 6,000 on continuing professional development courses, particularly in education and health-related areas. We have strong centralised academic support structures enhanced by the formation of learning services in 2003. Learning services incorporates learning resource centres and information provision, learning support, ICT user support for learning and teaching, e-learning development and support, media services, and dyslexia support. Edge Hill was awarded Centre for Excellence in Teaching and Learning status in 2005 for its work in supported online learning. The Centre is managed and led by Learning Services in collaboration with Teaching and Learning Development.

Edge Hill and Learning Services have undergone a huge amount of change this year. As the institution continues to grow we have seen the implementation of a new student records system, alongside a new library management system, and the introduction of single username/single pass-

word for all students. As these key changes were made it was important for us to work on passing all the relevant information to our users, and as such we decided it would be very good timing to think about our first attendance at Fresher's Fair.

Learning Services' marketing and communications group has been in place for the last two years, led by Rachel Bury and with an enthusiastic staff who are willing to throw many ideas into the fray. The action plan for 2004/2005 had a very strong focus on the implementation of the new library management system (Innovative's Millennium) and as such we set up a sub-group to look specifically at that area. The sub-group worked on producing flyers to go out with registration packs (for returning students), branding the library catalogue (see the logo above) with a strap line to go with that, and also a brief evaluation of the old Geoweb Catalogue, so we could have a comparative study.

During the summer, the group met with a specific focus in mind to consider how we would present Learning Services at the Fresher's Fair. Some of the group had been to Antony Brewerton's 'Marketing gives your library wings' session, offered by NOWAL, and came back very enthused and with lots of ideas.

The head of corporate marketing joined the group for a brainstorming session where we identified what our key themes were going to be, and how we might present them. We also looked at consistency and merchandising. It was decided that we would attend the Fresher's Fair, but that we wanted to be in the thick of it. We made the decision to haggle for a stand next to the Student's Union, as we realised that most students would visit that stand, and we wanted to ensure we reached as many first years as possible on the day.

We also chose to increase the marketing and broaden our area slightly, and thought about our registration process, where we have a very captive audience whilst we print out library cards. This would also be a great opportunity to get our message across.

The purpose of attendance at the Fresher's Fair, and other associated events (the list kept on growing!), was to inform our users of our new 24-hour IT facility, and to remind them that we had implemented a new library management system.

Of course, that's not really saleable to many of our users so we tried as much as possible to sell the benefits, and came up with a Hollywood line (sell it in 30 seconds). This meant that we were pushing 24-hour access to resources, E-books, renewing overdue items through the library catalogue (which was a new feature), as well as our new 24x7 automated telephone renewals line.

As you can see from this, there was a theme emerging. The group chose to go with a '24' theme, using a similar font to the 24 TV show on posters, T-shirts and stickers, as we thought this was topical and people would recognise the link. We also decided on a strap line of 'Any time, Any place, Any where' for the T-shirts, thinking that this was a bit cheeky and might appeal to our clientele.



ANY TIME..  
ANY PLACE..  
ANY WHERE..

We had managed to squeeze some funding from the library management system project for marketing, and had ordered 5,000 key rings either shaped like a telephone, or as a bottle opener – both with our 24 hour telephone renewals number printed on. We also ordered 1000 stickers with 24 on, and our library web site address, and 20 T-shirts. We nagged Innovative into giving us some free pens so they were added to our freebie list.

The T-shirts were to be used as prizes in our competition, which had very easy 'GMTV' type questions. There were only five questions, and we asked entrants to circle the right answer and then give us their student number on the bottom, to be entered into a prize draw to win an MP3 player, a T-shirt, a home-made chocolate cake or a pot noodle. This served three purposes – it was a bit of light hearted fun, but also gave them some interesting information about our facilities and got them to identify their student number.



We used the stickers and key rings throughout the registration period, which stretched over about two weeks. Using a meeter and greeter in the queues, we could give out freebies and tell people what it was about while they were waiting which meant (again) we were keeping them busy and giving them freebies. People just love freebies!



On the day of the Fresher's Fair, we had about six staff that took turns to staff the stand. We dressed up as cocktail waiters and waitresses and had some student helpers who mingled with the crowd and gave free drinks away (fruit juice), and then pointed the drinkers in our direction. We started in earnest at 10.00 and had to close the stand at 14.00 because we had ran out of absolutely everything (drinks, pens, competition entry forms).



During that four-hour period, we spoke to over 600 people, had 600 competition entry forms handed in, served 50 litres of fruit juice and gave away 400 pens. It was exhausting but exhilarating, and we were stealing custom from other stands who obviously had huge budgets and great freebies, which is always good! On two occasions we had more competition forms printed out, and tried to borrow pens and other goodies from other stands, to ensure we could give our visitors something to take away.

In terms of lessons learnt, we definitely picked up some tips. We had tried to cover too many themes and gone off at a tangent. Picking up the 24 theme was really successful, but then we added time and hours and started using 24 in 24 different languages on posters, which in hindsight was more confusing than anything else. Working on a principle of keeping things simple would have been far more efficient and consistent.

Trying to pour drinks, speak to people and get them to fill in a competition entry all at the same time was difficult. We've learnt that they might only visit your stand for a very short time so you need to get across the most important points.

Using one of Antony's techniques of putting something on a sticker or poster, that people don't get immediately, was also good. We kept getting asked what the stickers were all about!

Overall, the group felt that the events had gone really well, and we got lots of positive feedback. Including:

'What does this stand do?'

'We're from the library.'

'Wow, you don't look like you're from the library.'

I think that made all of us smile!

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# Mystery shoppers in Liverpool

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## HOW THE PROJECT CAME ABOUT

Liverpool Hope University, along with the five other member of Libraries Together: Liverpool Learning Partnership (LT:LLP), was invited by Inspire to take part in an exercise, the aim of which was to assess the impact of existing access arrangements. (See the LT:LLP web site for more information about the access scheme at <http://www.liv.ac.uk/library/lgroup/lhg.htm/>.) There were two mystery shopper visits to each library. After the first visit, training was provided to remind staff of the access schemes. The second visit assisted in assessing the impact of the training on the staff's responses.

## INVOLVEMENT IN THE PLANNING STAGE

Nominated staff from each library attended a series of project meetings with Inspire staff to agree the method of the process and contents. In the end the project aim was extended to look at a broad range of issues that a new user might have to face such as how easy it was to actually locate the library, finding their way around and how they could make a photocopy. This was helpful as it added depth to the project and looked at the building and guiding as well as the performance of individual members of staff

## THE FIRST MYSTERY SHOP EVENT

Following the first visit, a report was produced covering general issues about the mystery shopper process and also the results for each individual library, which was then circulated to the directors of each institution. One of the main issues was the timing of the visit, which caused some problems especially in the visit to Hope which unfortunately clashed with a staff development event that meant only a member of security staff was on duty and so not all aspects of the evaluation could be undertaken. We found out the hard way the need to ensure the mystery shop-

per knows when anything out of the ordinary is happening to give advance warning so it can be avoided to ensure a realistic and full experience!

The report was taken to the library's senior management team (SMT) meeting, allowing all of the managers to see the results and contribute to the identification of improvements. From this we were able to make some changes very quickly. An example of this would be guidance on copyright. Copyright legislation guidance was provided but it was very complex and detailed. The report questioned if students would actually read and appreciate the information in this format so it was complemented with a more pithy notice on each copier asking the question 'Is your copying legal?', simplifying the guidance and then referring to the more detailed rules.

#### **THE SECOND MYSTERY SHOP EVENT**

Training was provided to the library team reinforcing the LT:LLP access schemes at a staff development morning. As security staffing is not part of the library team we were unable to provide them with this training.

When reflecting on the second report SMT were very aware that the feedback on the interaction with staff related to contact with only one member of staff so could in no way be seen as a reflection on the whole service and was very much a snapshot at that particular moment. This is reflected in the report which states 'no implication can be drawn that all library assistants in an institution offered the same level of service.' To gain a realistic view the exercise would have to be repeated several times, interacting with a range of staff to judge the effectiveness of the training. As this was an externally funded project with specific aims it was not possible to repeat, but it would be something that would be part of the planning if mystery shoppers were used again (e.g. using students as mystery shoppers or as part of another project organised with LT:LLP or other partners).

It was reassuring that the changes we had made to copyright guidance and signage did make a difference and were identified as a positive improvement. Again, I feel if we could undertake this type of exercise on a regular basis with different mystery shoppers (representing different user groups and covering the wide ranging and changing requirements of users from our services) we could gain invaluable insight that we can use to improve our services.

One area of frustration arose from negative comments related to areas that it would be difficult to change easily or were outside our direct control such as library location, institutional signage and the physical layout of the building. In some of these cases it was difficult to see how improvements could be made.

#### **EXCHANGE OF EXPERIENCE**

Once the libraries had had time to reflect on the reports it was felt that it would be useful to bring their representatives together with the consultant to evaluate the process and outcomes of this project. This was a very helpful session as all involved contributed to an honest and thorough review. Some concerns about the project were shared by the consultant and the libraries such as the timings of the visits, especially the second visit which occurred late in December. This was determined by the timings of the project and reflected the impact of an externally funded project which – as well as its own timescales – had set objectives which took priority over areas that the libraries may have found beneficial.

Another concern was how far this could be seen as a reflection of the service provided. It was agreed that it was easier to compare and identify changes and improvements on the environment rather than the performance of a few individual members of staff. The format of the mystery shopper visit with a single person having to both observe and record the visit was also seen as a potential weakness. There was a suggestion from the consultant that the use of two people would help overcome some of these problems and verify the results as they would be collated from two observers.

The role of security staff was also an issue for several of the libraries – including Hope – as these staff are often not directly managed by the library and are drawn from large teams. Getting them fully trained and then keeping them up to date with service changes and developments was a problem most libraries were grappling with. This is fundamental to an exercise that involves access as security staff are often the first contact the user has with the library. The group could find no easy answer to this problem but it is something the individual library needs to resolve within their own institution.

It was agreed that the libraries could only therefore use the reports as snapshots of our services and for meaningful results would need to repeat visits over time, on different days of the week



and at different times of the day. But this would be a much larger scale project than the funding permitted.

#### **WHAT NEXT?**

As an individual library we have benefited from the feedback included in the report and from the experience of undertaking the mystery shopper programme. The senior management would be supportive of repeating this type of exercise as it can identify areas that need to be improved. It would be beneficial to extend the approach to looking beyond the building: telephone services and web pages may be other areas that would benefit from objective feedback. Having complete control over the process would be a real benefit as the problems related to the requirements of an external funding body would be avoided and you could appraise a service in a more detailed way. For example, we could study how enquiries are handled face to face, by telephone and via web services so the experience of both on- and off-campus users could be evaluated.

For the Inspire project, feedback and actions were taken at senior management level, partly due to the tight timescales. For any future projects, managers would need to consider how to engage the whole team in the process and how feedback would be given in a constructive and useful way.

There were real benefits from undertaking this as part of a group, as colleagues in other institutions could be consulted and asked how they tackled similar problems. If another project could be organised involving our LT:LLP partners we would see this as valuable and enriching.

Overall it was useful to have someone look at our service with a fresh pair of eyes and I have to admit that not everything they picked up on as problematic was unexpected. What the mystery shop really provided for us was an opportunity to stop and take a focussed look at our front of house services from the users' point of view.

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# **A race through dark places: researching, embedding and innovating at Warwick**

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#### **INTRODUCTION**

The Research and Innovation Unit (RIU) at Warwick University Library was established as a concept during the library's strategic restructuring in late 2004 and came about as an actuality in January 2005. The intention was to establish a small but effective innovative unit to support the evolution of user services through developing a series of evidence based projects. These projects would, it was hoped, be conducted in close partnership with academics and departments in addition to subject librarians. The unit's full time team comprises two officers, though occasionally other members of staff are seconded to provide assistance with particular projects.

In a hybrid library environment it was naturally assumed that project activities would encompass the digital information arena but also engage with issues surrounding physical aspects of service provision. The unit's research role is to endeavour to help the library better understand how the varied user base exploit services and resources available to them. In this way it is possible to ensure that library activities are more closely profiled to observed, rather than assumed, user needs. The second part of the unit's work is to attempt to create innovative services or pilots that can be adopted and embedded within the library's operational environment. At times the unit functions relatively independently of the rest of the library's operations, and at other times it acts in a consultative support role working with and facilitating projects for various working groups and committees. The intention has remained that once

a project has been concluded by the unit responsibility for further development falls to the relevant operational section of the library. However, the RIU always has sought to ensure that recommendations made are embedded within the existing matrix of delivered services.

As a novel undertaking for the library, expectations were high that work conducted would shed light upon areas of dark uncertainty in as rapid a manner as possible. This article considers the degree to which this has been achieved during the first year of operation.

### REMIT

Whilst the unit's remit may well sound considerably broad with limited staffing resources it was decided that the initial focus would be upon projects that could best be described as seeking to *enhance the undergraduate learning experience*. Over time this focus has broadened to encompass aspects of the taught postgraduate experience, although at the end of the first year of operation it is unlikely that this will broaden further in the foreseeable future. While some more library centric projects have been engaged with, there is a preference for those activities that actually engage in some form with the student and academic body.

Crucially the unit's work has had to fit within the environs of the library strategic implementation plan and action matrix<sup>1</sup>. This aspirational document details a range of activities and priorities for the whole service, and any projects engaged with are expected to be in support of one or more of the four strategic goals. Typically though the RIU has engaged to meet the twin aspirations of developing the user focused library and enhancing the student educational experience.

### METHODOLOGY

With this remit in mind the impetus for initial RIU projects came from two major sources. Firstly departments where subject librarians were encountering difficulties, or were aware that particular student over library provisions had arisen. Secondly from areas where management perceived that *quick wins* could be achieved – successes that would improve public relations or proffer services with a minimum of time investment. All projects require the authorisation of the library managerial group before they are progressed into actuality.

As a novel, and at times experimental unit, there was a perceptible uncertainty during the first half of 2005 as to what degree of project load could be

effectively undertaken by the unit's officers. Thus a fluctuating pattern of feast and famine in terms of workloads was initially encountered. Many tentative explorations were made with academic departments and potential options proposed during this time, though only a limited number of projects were enabled. At the end of the first year of operation this portfolio of work has begun to broaden considerably now that effective work and operational efficiency levels have been established. Additionally the ability to occasionally acquire assistance from the library's staff pool has proved a considerable enhancer of the unit's efficacy.

With so many small scale proposals under consideration for progression to projects there was a necessity to employ a form of formal project management techniques to ensure effective workflows and evaluate potential risks. The unit adapted for its own purpose a schedule and approach utilised by the University of Cardiff<sup>2</sup>, adjusted for our own sensibilities into a project pro-forma. This helped considerably in terms of establishing predicted timescales, resourcing needs and risk assessment in any undertaking. Completion of this document is a requisite requirement before progression to full project status can be achieved. In particular the question or challenge that each project seeks to resolve is paramount in this form, and thus final successes can be benchmarked against this original statement of intent. This also ensures project goals can be directly correlated to the library's strategic planning objectives.

Key factors for most projects are the perceptions of the students as they pertain to the investigated service realm. To this end the unit has used a range of online or print evaluative surveys, interviews and observer studies to establish key perceptions or requirements. Whilst individually these reflect on the study in question, as a whole they are slowly developing a detailed longitudinal picture of the library's service environment and its interrelationship with the user community.

### Projects

What follows is a brief overview of the major projects or initiatives that the RIU has either spearheaded or assisted in during the first year of operation. They can be broadly split into four categories; more details on each can be found on the unit's website<sup>3</sup>.

### INNOVATIONS

The very first project conducted involved the creation of a resource bank of links for Early Childhood Studies students<sup>4</sup> directly linking to themati-

cally ordered relevant online resources relevant to their studies. Material was selected by the subject librarian to complement library physical provision perceived to be inadequate by the students. Very positive feedback to this initiative was received in the evaluation and the subject librarian has begun to expand on the initial collection.

Investigations into direct journal article links as part of this project led to the production of a set of guidelines on how to link to e-book and e-journal articles in all subject areas, from all our suppliers. These guidelines have been in only a limited distribution since mid-2005 due to the development of a tool that will create deep links automatically. With Warwick e-Lab the RIU has sought to create an online tool (Build-a-link) that builds a staple linking URL to articles when reference details are entered. The tool uses openURL standards to generate links to library-subscribed online journal content, sourcing data from Warwick's holdings and *Serials Solutions*. It is planned that once finalised the tool will be marketed widely throughout the university and used by academics and departmental staff to enhance reading lists and their own reference lists. Deep linked reading lists will introduce students to the concept of online journals, hosting services and searching in a way that is simple and intuitive.

A third innovation project has begun with investigations being carried out into the terms and conditions of the CLA trial online licence. Under this parts of published works can be used to create digital copies available to students across an institutional network. A pilot project is now under way to digitise appropriate material to support selected courses, evaluating the added value provided to students contrasted with the required workload from the library.

#### **INVESTIGATIONS**

Reading lists and levels of physical provision are a major concern for the library and its customer base. A series of projects relating to student perceptions and current standards and practice in this area have been engaged with. Initially a survey was conducted on the multiple copies of text book policies adopted by other higher educational institutional libraries, in contrast with the university's current approach. It was clearly demonstrated that current policies at Warwick are in line with the UK norm<sup>5</sup>. Following on from this a series of interviews and a semantic-differential questionnaire survey were conducted to establish the validity of a broad and thematic reading list style used within a politics depart-

ment undergraduate module. A student desire for more direction to key readings and a preference for traditional printed resources were among the discoveries from this study. Recommendations for improving the handbook were incorporated into the 2005/6 version of the module and will be the subject of a future comparative investigation.

Alongside this a survey was conducted within an undergraduate psychology department module to evaluate current reading list methodologies contrasted with library provision. With concerns that student focus remains upon core reading, rather than expanding into the broader collection offered by Warwick's research led collection, the students have been recently engaged in evaluative exercises in exploring and creating their own reading lists. It is hoped that recommendations from these projects will allow a refinement in the approach taken to directed reading within departments.

In support of this and future work a major and intensive effort has been ongoing over the summer to classify and evaluate the styles of reading lists utilised within all mainstream university departments. Comprehensive analysis of the data set subsequent to the initial report will allow further conclusions as to the state of library resource provision as it relates to departmental expectations to be drawn, as well as such data as the average and maximum course costs to the student. A full analysis and report is expected by the end of the year.

#### **CONSULTATIVE**

The unit analysed the survey data gathered by the Warwick Learning Grid<sup>6</sup> on their first year of operation and produced a report indicating the major areas of satisfaction or concern. With only 5% of respondents less than happy with current provision this clearly demonstrated the highly successful impact of the Grid upon the university's learning and study environment. It is planned that the RIU will lend its expertise to the analysis of future Grid surveys. The unit was also involved in collating and analysing the previously used methods of library user induction. As a result of this involvement the RIU took a prominent role in the procurement, establishment and evaluation of a new audio tour in the library. This instigation has been successfully received by the student body, and has been recommended to form a core part of the library's induction procedures. A future study into effective induction remains a possibility for 2006.

The design and usability of the current public Web catalogue has been a concern for some time. To investigate these aspects further representatives of the student and staff community participated in an RIU led usability study, adapted from an MIT methodology<sup>7</sup>. Participants were observed as they engaged with and critiqued the current OPAC functionality. Recommendations from this evaluative study comprising a wide range of small to large scale improvements to the interface were made, and are in the process of being implemented. A follow up to this study is expected to occur in 2006 to establish if improvements made have significantly enhanced the functionality of the catalogue for users.

#### **OUTREACH**

The RIU approached the history department to propose a project, and the activity with the most potential was to host an expertise sharing event for them. During the event the RIU, subject librarian and an e-Lab adviser informed the department members of developments of interest. There was much interest in the Build-a-link tool and an online information skills module which could be adapted to the department's needs, and indeed the scanning pilot. This style of event is under consideration for replication within other departments as it provided an excellent opportunity for bilateral communication and advocating the library's developing services in support of students and staff members.

#### **CHALLENGES AND IMPACTS**

Like any new concept the RIU has encountered many operational challenges, beyond such mundane issues as establishing how internal procedures, policies and workflows would impact upon our work. One of the greatest difficulties has been borne out of the remit to work closely with academics. Areas of the university where the RIU has sought to tackle challenges are not automatically ones in which academics will be able, or willing, to respond to overtures in a suitably timely or effective manner. Even when they have shown enthusiasm at the instigation of a project, the willingness to communicate and provide support has at times waxed and waned with alarming irregularity. As such it was rapidly established by the unit that one of the most important ground rules for any project before official commencement is a requirement for all stakeholders to engage in regular bi-directional communication. This arrangement has not always been successful, but it has provided a reason for certain projects to be de-prioritised until communications can be reconfigured.

Perhaps the greatest challenge faced by the unit is moving from research and pilot projects to the embedding of recommendations into delivered services. It is often the case that subsequent to a project's conclusion and report where a potential enhancement to service delivery has been demonstrated there is the slower challenge of ensuring its continuance without any further input expected from the unit. There have been some successes in this respect with the resource bank being adopted by the subject librarian, a number of academics making use of deep linking instructions and proposed changes to the audio tour promotion. However, other successes in this respect have been harder to achieve. For example recommendations for improvements to the OPAC made in the middle of the year will only truly see the light of day for users in early 2006. Whilst this time lag is necessary to turn recommendations into effective actuality, it can be frustrating for the team in terms of achieving demonstrable real impacts and physical changes to the services.

#### **THE FUTURE**

All projects were developed as part of the library's overarching strategic matrix<sup>1</sup>, seeking to clarify important issues or achieve operational goals. An overall plan for the coming year has now been drawn up for the unit and whilst the actual projects that will seek to meet these aspirations remain under discussion, the shape for the future is now set. The unit hopes to increase the quantity and frequency with which it disseminates its findings and conclusions both within the university and the wider professional community through direct and indirect routes. It is also hoped that other LIS professionals and services may be able to benefit from the insights generated from its work.

To a degree it is perhaps too early to tell the true extent of the RIU's impact upon the library service and institutional learning support environment. Certainly the various research experiences have produced an ever increasing body of longitudinal evidence on the habits, needs and desires of the institution's learning community valuable to managers and subject specialists alike. While this role moves the library's strategic information portfolio more from an anecdotal and incidental viewpoint to an informed and evidenced one, there remains a crucial desire for the unit to contribute more to the physical and virtual services delivered through the library service. It is hoped that many projects now under consideration or development will now truly begin to embed innovative services within the library's operations. Thus for the unit

it is becoming less a race through dark uncertain places and more a case of seeking a focused progression into an effective operational dawn.

*Acknowledgements: With thanks to Jenny Delasalle for her input in the preparation of this article. The unit remains open to any and all comments and communications on any of the projects or issues discussed in this article, and is happy to share the full reports on any of their projects.*

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# Practical experiences of using formal usability testing as a tool to support website redesign

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#### INTRODUCTION

Early in 2005 the University of Hull Library Services made a decision to redesign the library website ready for the new academic session in September 2005. Before any design changes were undertaken, we embarked on a consultation process with library staff and customers. The consultation process included brainstorming sessions, interactive surveys and usability testing. This article describes the usability testing undertaken with students, and highlights the valuable data regarding user expectations and understanding gained from the exercise.

#### WHY USABILITY TESTING?

Anecdotal evidence from library staff suggested that the electronic resources were being hidden from customers due to the hierarchical structure of the existing website. The library website was designed to create a 'magazine' look and feel with the links embedded within the text, so that in some instances customers were required to make a series of five or six clicks to reach individual electronic resources.

Undertaking formal user testing<sup>1</sup> presented itself as the most practical method of gathering data to assess the impact of the problem, and to find out if customers also encountered difficulties locating information regarding library services. A decision was then made to focus the testing on our largest customer group - students, as our other consultation exercises were largely focused on staff.



### FINDING PARTICIPANTS

The usability testing took place between March and April 2005. During this period, the JISC funded Contextual Resource Evaluation Environment (CREE) project<sup>2</sup> (based at Hull University), also required student participants for prototype testing. This enabled both projects to combine publicity, and probably more importantly, incentives. Each test was advertised as taking no longer than thirty minutes and (within limits) could be organised on a day and time to suit the volunteer.

Students were encouraged to volunteer for both sets of tests, which would enable them to enter into a prize draw to win an IPOD (which was funded via the CREE project). In addition to this students were offered either a book token or photocopying card or printer credits to the value of five pounds for each of the tests in which they participated.

### THE PARTICIPANTS

Research conducted by Nielsen and Landauer found that, 'fifteen users will be able to discover all the usability problems'<sup>3</sup>. While at the outset we were slightly wary of using so few participants, the time element involved in conducting and administering the tests and the timescale for the whole project necessitated this limit.

The participants were selected to represent as wide a range of students as possible in terms of level of study, location, course and faculty. Of the fifteen participants, nine students were undergraduates and six were postgraduates. Eleven students were based at Hull and four were based at the university's other campus in Scarborough. Within the group, three were classed as mature students and two as overseas students. The participants were studying on fourteen different courses spanning all but one of the university faculties.

Before the tests began the students were asked to provide an assessment of their own IT skills. Although 'IT skills' is a very broad term, it provided an accurate guide to our participants' confidence levels. We also asked the participants how often they used the library website (excluding the library catalogue), in an effort to gauge their familiarity with the structure of the existing website.

Participants self assessment of IT skills		Participants use of the library website	
Poor	0%	Never	13%
Below average	7%	Once a semester	13%
Average	20%	Monthly	13%
Good	13%	Weekly	20%
Very good	27%	Daily	40%
Excellent	33%		

### THE USABILITY TEST

A script was created with nine imaginary tasks for the students to complete, and was piloted by library staff before the testing began. The tasks involved either finding information about library services or finding electronic resources, and each task was based around a practical scenario, for example:

- *'Your library books are due back today, and you want to ring the library and renew them. Please find the telephone number of the Library circulation desk.'*
- *'Your lecturer has told you about a database of images called the 'Education Image Gallery', and you want to find it on the library web pages.'*

### THE USABILITY TESTING – PART 1

The usability testing took place in an office away from the main library to limit distractions. Two members of staff were present for each test, one to read the tasks to the student, the other to make notes on the student's progress. Before each test began the purpose of the test was explained to the student, with an emphasis placed on the library website being under scrutiny rather than their own skills.

### THE RESULTS

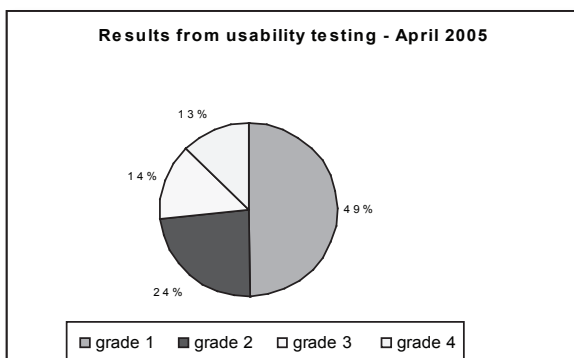
One option to record the results (in addition to taking notes during the test), would have been to record the time taken to complete each task. However, this was felt to be inappropriate as, in theory, the answer should be found within seconds and using a stopwatch could make the participants feel under more pressure than was necessary. Instead, it was decided that each test would be graded, based on the number of attempts made to find the resource or information required. The results of each test were graded into four categories:

- Grade 1 – Found the information or resource straight away (the volunteer performed a correct series of clicks to locate the answer).



- Grade 2 – Found the link after two or three false starts, during this time the volunteer confidently clicked through the URL links until they found the information or resource they needed.
- Grade 3 – Found the information or resource they needed after more than three attempts. During this time the user became less confident, they needed the question repeating to them and were hesitant and unsure of possible routes.
- Grade 4 – The volunteer was unable to find the information and abandoned the task or they had answered the question incorrectly, and despite hints.

The results of these tests were surprising. Firstly, despite the small number of participants, patterns did emerge and the same misunderstandings repeated themselves, which convinced us that fifteen participants really was enough people for accurate results. The table below illustrates the combined results for all fifteen participants, who between them completed or attempted to complete, 135 tasks.



It was encouraging that 49% of students found the information or resources they required at the first attempt, especially as in some cases the students were in their third or fourth year at the university. Within these results however, patterns of difficulty emerged, either surrounding particular tasks which consistently caused difficulties for participants or individual participants who struggled with the whole series of tasks. Not surprisingly, those with the lowest levels of confidence in their IT skills produced the weakest sets of results.

#### LESSONS LEARNT

Normally, the opportunities to spend time with customers on an individual basis and talk about the services and information they require are limited. The usability testing provided a setting which enabled us to find out far more about our

customer requirements and misconceptions than would have been possible by other means. These are some of the main findings:

- Library jargon played a huge barrier for students. For example, while we use the term 'periodical' to describe our paper journal holdings we use 'e-journal' for the electronic equivalent. This confused many of the participants who did not understand that these terms broadly mean the same thing.

- The role of academics in directing students was very important. Many of the students were familiar with our e-journal holdings after being directed to them by lecturers but unaware of other resources, such as databases, reference works or internet sites, that are available to support their subject.

- The term 'database' confused several participants. This again seemed to be linked to the participants' unfamiliarity with electronic material provided beyond e-journal packages. For example the question listed above to find, *The Education Image Gallery* database, proved problematic for some participants, who seemed to struggle to understand what this was.

- When in doubt, students turned to the library catalogue and used it as if it were Google. While this worked for finding resources, it couldn't help students trying to find help guides or opening times.

- We needed to create a new library website which could meet the needs of all our customers, whatever their level of confidence or experience in using the web. The usability testing provided insights to problems which, as library staff, we were too familiar with the website to spot.

#### REDESIGNING THE LIBRARY WEBSITE

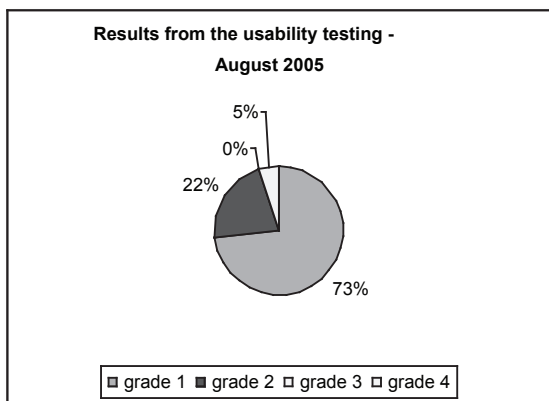
The final task required of our participants was to comment on another library's website. As a result of feedback sessions there was a strong feeling that we should redesign the library homepage to be more functional. To test this theory, the participants were shown Westminster University Library's home page<sup>4</sup>, which was felt to highlight the elements we wished to incorporate in our new design. The majority of the participants preferred this site and found it more 'user friendly' than Hull's, which provided the evidence required to move forward on our new design. After the

usability testing and surveys, the project team spent several months designing a new site which incorporated the important elements highlighted during the consultation exercises.

### USABILITY TESTING – PART 2

Once our new library website<sup>5</sup> had been designed and was ready for testing, the students who attended the first set of usability tests were invited back again. Even though the second set of testing took place in early August, we were lucky enough to have seven of the original participants living locally over the summer and who were prepared to take part again. These participants were asked to complete the same nine tasks used in March and April.

The results showed a significant improvement, as illustrated below, which was very encouraging for the project team for several reasons.



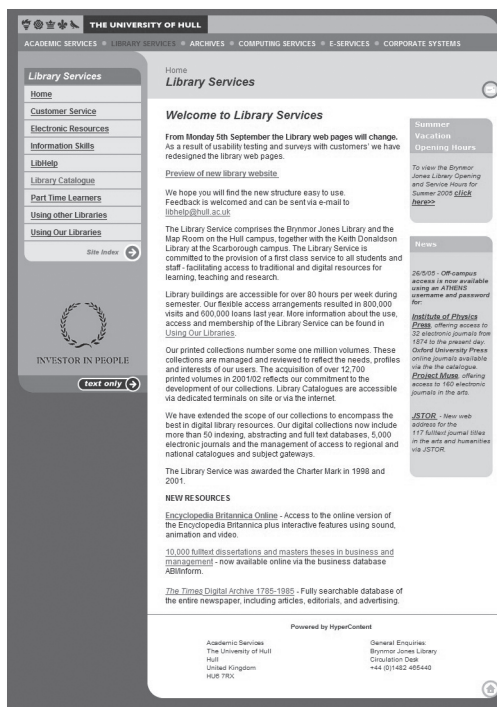
Firstly, this time the participants were working 'blind' and using a website of which they had no prior experience, instead of one which should have been familiar. Secondly, the results showed the greatest improvements for participants with the weakest IT skills. All the participants made positive comments about the new design, and all felt it was easier to use.

After the usability testing staff felt sufficiently confident to launch the new site to the university community at the start of September. At the time of writing, the transition between the old and new pages has gone smoothly, with our customers pleased with the new site. Over the academic year we will be closely monitoring usage statistics, for both the site and individual electronic resources, to gather data on how our site is being used and whether the usage of resources has increased.

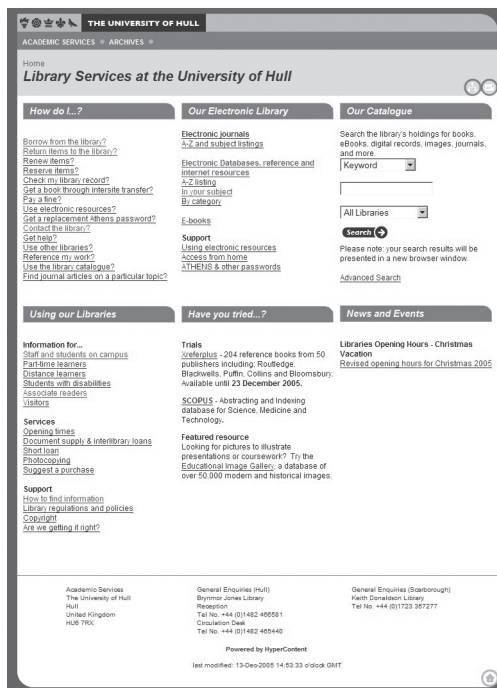
### CONCLUSION

As part of a wider consultation process with customers prior to redesigning the library web pages, usability testing proved to be a very valuable

exercise. While time-consuming and staff intensive, usability testing provided the key evidence required to successfully redesign the library website and make it more 'user-friendly'.



Website 'before'



Website 'after'

### QUESTIONS USED FOR THE USABILITY TESTING

#### TASKS

##### Task 1

You have an essay due to be submitted on Monday and want to spend as much time as

possible in the library on Sunday researching and writing but you are not sure when the library opens on Sunday. Please find this information on the library website.

#### **Task 2**

Your library books are due back today and you want to ring the library and renew them by telephone. Please find the telephone number of the BJJ circulation desk

#### **Task 3**

You are a Politics student and want to find all the electronic reference works for your subject area. Please find this information on the library website.

#### **Task 4**

You are a business school student and your lecturer has asked you to find and bring 2 journal articles to your next tutorial. He has suggested that you use the database Business Source Premier to find them. Please find this information via the library website.

#### **Task 5**

You have been asked to find the electronic journal 'The Journal of Social History' and have been told that it is available via the electronic journal provider SwetsWise. Please find this journal via the library website.

#### **Task 6**

Your lecturer has told you about an image database called the 'Education Image Gallery' and you want to find it on the library web pages.

#### **Task 7**

You have heard about the library's e-book collection from Taylor and Francis, and want to look at it through the library web pages. Please find this information on the library website.

#### **Task 8**

You have lost your Athens password and you would like to organise getting a replacement. You have been told that this information is available on the library web pages.

#### **Task 9**

A friend has told you about a really useful help sheet on the library web pages called 'how to plan a search strategy', but they can't remember where it is. Please find this information on the library website.

#### **Task 10**

<http://www.wmin.ac.uk/page-611>

This is the home page for the University of Westminster Library, would you have found the tasks I have just asked you to do easier for more difficult using this website?

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# SUNCAT as a national serials' facility for researchers and librarians



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## INTRODUCTION

Journals and other periodicals continue to play an extremely important role in scholarly communication. They have been the favoured means of reporting research work outcomes in all disciplines for a very long period and continue to be so even in an age when technology has revolutionised the means of production. Technology has helped streamline the process of publication but electronic journals manifest the same characteristics as paper journals in publishing collections of papers, usually in a particular subject area for scholarly record, at defined time periods. At the same time, technology has also encouraged the growth of periodical publishing, both formal and informal. Search engines, especially Google, in all its new forms, also play a part in encouraging periodical usage by retrieving periodical titles which students expect libraries to hold.

The need for scholars, researchers and students to consult periodicals, in paper form or electronic, is as great as it ever was. Indeed, in some disciplines, such as biological sciences and medicine, it is even greater, with the requirement to be working with the most up-to-date knowledge and best practice. Libraries, though, have been challenged by the increasing numbers of periodicals being pub-

lished and the increased costs of purchasing them. Serials have increased in price much more than monographs with the result that libraries have been forced to reduce the number of subscriptions they take out.

What if a particular periodical is not available for reading in an institution to which a researcher belongs? This ought not to be a major problem if it is available in another institution. How, though, does the user find the location(s) and means of access to the journal whether on-shelf or on-line? Clearly it would be possible to search the OPACs of other institutions but that could be very time consuming and would result in hit and miss results due largely to inconsistency of search and catalogue display styles across different library management systems (LMSs).

The answer put forward is a national, UK Serials **UN**ion **CAT**alogue (SUNCAT). Managed by EDINA at the University of Edinburgh, the national serials union catalogue is providing access via a comprehensive series of search options within an easy to use interface to the serial holdings of major UK research libraries. By searching a single title, users can readily find which institutions hold that title, what holdings they have and whether or not an online version is available, and under what privilege. At the time of writing, SUNCAT has over 4 million bibliographical records and serials holdings for 22 major UK research libraries<sup>2</sup>.

SUNCAT has also been designed to be a source of high quality bibliographical records for serials which can be downloaded to library OPACs. To this end the Co-operative Online Serials (CONSER) database comprising around 1 million bibliographical records and the ISSN Register also comprising 1 million records have been loaded and will be available for download to those libraries which are participating in SUNCAT.

The design of SUNCAT is discussed by Burnhill, Halliday, Rozenfeld and Kidd<sup>3</sup>. The role of SUNCAT in the evolving information environment is explored by Burnhill and Law.<sup>4</sup>

## THE ORIGINS OF SUNCAT

SUNCAT has arisen out of a series of preparatory projects carried out on behalf of the Joint Information Systems Committee (JISC) and Research Support Libraries Programme (RSLP) in conjunction with the British Library. In 2000/2002 the bodies funded a feasibility study for a national union catalogue (UKNUC). The key findings, as



far as the serials element of a union catalogue was concerned, were that the catalogue should:

- include the records and holdings from the larger research and university libraries, including the British Library, the national libraries of Scotland and Wales, as well as smaller, specialised libraries
- be a centralised catalogue of high quality bibliographic records
- use customised software to import serials records from local catalogues, match them with existing high quality records from external sources (e.g. CONSER), upgrade records where appropriate and upload them into SUNCAT with standardised holdings information
- be able, where appropriate, to copy back upgraded records to local catalogues
- be so designed to facilitate linkages and enable the development of added-value services

Consultation on the findings was carried out with the user community and the outcome was strong support for a serials' union catalogue but not a monographs' union catalogue. The funders then agreed to fund a scoping study and specification of a serials union catalogue. From this an invitation to tender was issued and, in February 2003, following a successful bid, the University of Edinburgh and its partner, Ex Libris, started work on the SUNCAT project. EDINA has provided the project management and much of the staff effort; Ex Libris has supplied and installed the Aleph 500 library management system on hardware at EDINA to act as the database for SUNCAT.

#### **HOW DOES SUNCAT WORK?**

##### *Overall model*

The Aleph software allows for the creation of 4 types of union catalogue. These are:

- 1 Central catalogue
- 2 Central catalogue and local catalogue
- 3 Union view catalogue
- 4 Union catalogue

##### *1 Central catalogue*

The characteristics of this model are that there is a single bibliographic record for each title. The central catalogue is shared by multiple administrative libraries with each one controlling its own acquisitions, circulation and serials.

##### *2 Central catalogue and local catalogues*

Whilst having a single bibliographic record (as in the above) participating libraries copy records for material held by them from the central database to local catalogues. If the central record is updated all libraries with copies of the central record are notified.

##### *3 Union view catalogue*

There may be multiple bibliographic item records for a single title, with no central cataloguing authority having the right to control the bibliographic record. There is no deduplication of records for the same title in the catalogue. Rather, deduplication is carried out for the purposes of viewing; that is, the user interface supports title-level searching.

##### *4 Union catalogue*

A single unified database is compiled from the records sent by participating libraries. As with the *Union view catalogue* records are not physically deduplicated and deduplication is done for view.

The SUNCAT system follows the Model 3, the Union view catalogue.

#### **APPLICATION OF THE MODEL**

All incoming records are converted into MARC21 format, by no means a trivial task now largely automated. Those received from contributing libraries are at the 'item-level'. The approach taken in support of Model 3 is to form sets of matched records that are equivalent with respect to key attributes. The ISSN, LCCN, BNB and Short Title play a role in the initial stage, with subsequent use of weights on the Date of Publication, Place of Publication, Main Entry and Added Entry.

It is often not possible to distinguish between print and electronic format from the data obtained. Matching is therefore carried out above the level of the 'manifestation', at the 'title' level. All equivalent records within a set are assigned the same SUNCAT ID. When a search is performed all records sharing the same SUNCAT ID are displayed as though one record. The administrative records for each separate record are linked making it possible, thereby, to view a complete integrated list of all holdings of all libraries for that title.

#### **POPULATING SUNCAT**

The priority set for the project was to build a critical mass of serial titles from the outset. This was done for the holdings of the twenty-two

largest research libraries in the UK, in three waves. The records from the associate partner libraries (Cambridge, Oxford, Edinburgh and the National Library of Scotland) provided the testbed in the first wave.

#### OVERVIEW OF PHASES

SUNCAT has evolved and continues to evolve in a series of phases related to funding periods but with particular series of activities happening. These are:

**PHASE 1:** This ran from February 2003 to December 2004. The key areas of activity were:

##### *Organisational issues*

- Development of a governance structure

##### *Liaison activities*

- Contact with candidate libraries
- Use of focus groups to assist in development of the user interface
- End user testing of the interface
- Production of training and other materials
- Publicity and dissemination of information about SUNCAT

##### *Development of processes and procedures*

- Software installation (initially Aleph v.15)
- Establishment of processes
- Data conversion
- Data loading

##### *Quality assurance and evaluation*

- Quality assurance by EDINA staff
- Evaluation of the SUNCAT Serials Union Catalogue by Centre for Research in Library and Information Management (February 2005)

##### *Investigations*

- Survey of e-journal management in Phase 1 libraries
- Investigation of emerging standards and initiatives with reference to electronic resources

**PHASE 2:** (January 2005 – December 2006). This is the current phase. The key areas of activity are:

##### *Organisational issues*

- Review of governance structure

##### *Liaison and promotional activities*

- Contact with all participating libraries
- Reach agreement about downloading of records with third party organisations
- Extension of promotional activities

##### *Implementation of processes and procedures*

- Data conversion of new libraries
- Implementation of streamlining process
- Data updating of participant libraries

##### *Hardware upgrading*

- Installation of new processor
- Installation of new disks

##### *Development*

- Implementation of Librarian's Interface to assist with deduplication and allow controlled record downloading

##### *Preparations to become a service*

- Develop service level definitions (SLDs) for testing
- Test SLDs
- Consideration of funding options for Phase 3.

##### *Investigations*

- Implement a capacity to accept ONIX for Serials messages.

**PHASE 3:** (January 2007 - ) The key aspect of this will be the running of a sustainable service.

#### **PHASE 1 (FEBRUARY 2003 – DECEMBER 2004)**

##### **Organisational issues**

The SUNCAT Project was overseen by the SUNCAT steering committee, which had come into being as part of the Research Libraries Support Programme. The committee, chaired by Professor Derek Law (University of Strathclyde), comprised representation from libraries and staff from the JISC Executive. EDINA staff attended as invited.

The SUNCAT steering committee also established a sub-committee, chaired by Peter Burnett, University of Oxford. This sub-committee played a key role in advising the project team on appropriate libraries and groups of libraries who should be invited to participate in SUNCAT.

The SUNCAT Project team comprised staff drawn from EDINA and the University Library responsible for direction and management, bibliographical staff, systems staff and staff responsible for user testing and dissemination. Ex Libris designated expert staff based in Israel.

From the outset, EDINA established the Bibliographic Quality Advisory Group (BQAG) comprising representatives from the Associate

Partners, library experts well qualified to advise and comment on technical matters related to data quality<sup>5</sup>. The BQAG played a key role in guiding the project team and providing support.

#### **Liaison activities**

Working with contributing libraries was critical to the project's success. That there was ready acceptance to participate, thereby involving a degree of local effort, bears witness to the recognition by librarians of the importance of creating such a central resource. Information about the contributing library, its data and the library management was captured in two data questionnaires completed by the libraries. Special attention was given to ensuring that libraries were well informed about what the likely commitments would be and what the likely benefits would be, through the document, *Contributing libraries: benefits and expectations*, routinely issued to all potential contributors.

There was also special focus on developing an attractive and highly usable user interface, drawing upon experience within EDINA for its other bibliographic services. A focus group of nine people, comprising cataloguers, serials acquisitions staff, subject librarians, reference enquiry staff and interlibrary loans staff was established and aspects considered were the layout of each screen, the wording of the on-screen text and the labeling of functions.

User testing was carried out in the period August to October 2004. This involved end users from a number of disciplines carrying out a set of defined tasks as well as a range of volunteers from Phase 1 contributing libraries, BQAG members, SUNCAT Steering committee members and members of the sub-committee. The outcomes from all the testing were collated and led to changes being made to the interface.

Effort also went into the production of instructional materials, some freely available from the project web site and some restricted to contributing libraries. The key dissemination activity was the SUNCAT web site, launched in July 2003. Information about the project was provided at a number of professional conferences including those of UK Serials Group and CILIP's annual conference.

#### **Development of processes and procedures**

The ingest of data from libraries having different library management systems represented a large challenge. The approach adopted involved initially working with the partner libraries (Universi-

ties of Oxford, Cambridge, Glasgow, Edinburgh and National Library of Scotland). These libraries are all characterised by having large numbers of serials records, as well as considerable experience and expertise in the operation of library management systems. The task proved extremely time consuming and labour intensive. From the initial work with the partner libraries, however, there emerged a series of processes and procedures which were adopted with the later libraries. These were:

- a) Libraries were approached by SUNCAT staff about becoming a contributing library (CL). (The steering committee advised SUNCAT on potential libraries). A document entitled *Contributing libraries: benefits and expectations* was sent to all potential contributors. This document outlines the process which is followed as well as listing what CLs will be expected to do.
- b) If the library agreed to become a CL, staff were asked to complete a *preliminary questionnaire*. This included questions about the specific Library Management System used, number of serial records held, format, number of records added or amended each month and the way in which e-journals are managed.
- c) A submission date was agreed and by that date the CL would have sent a file of all serial records together with a completed *data questionnaire*. This questionnaire included detailed questions particularly on the way holdings and location information has been handled by the CL.
- d) To ensure that the data is normalised for coherent display in SUNCAT, manipulation was required. A *data specification* showing the proposed mappings was prepared by the SUNCAT Team and submitted to CLs.
- e) Once the *data specification* had been agreed by the CL and SUNCAT, the data was converted according to the specification and loaded to the pre-production database.
- f) Further checks were carried out and once completed the data was copied to the production database.

#### **Quality assurance and evaluation**

Quality assurance was an important element within the project. This was supervised by a

member of staff of EDINA and involved external (to the project) assessment of each of the work packages. The main areas reviewed were:

- Project documentation
- User guides
- User testing
- Interface accessibility

The commitment to internal QA assisted the external evaluation of the SUNCAT Serials Union Catalogue carried out by the Centre for Research in Library and Information Management (CERLIM) in the latter part of 2004. The report submitted to the SUNCAT steering committee in February 2005 concluded that SUNCAT was a successful project and should continue to be developed; it also stated that there needed to be better communication with the wider community about the aims and intentions regarding SUNCAT. The report contained recommendations about multiple entries of records and a number of matters relating to the web site and its adherence to W3C Web Accessibility Guidelines. It was also suggested that more Help information was required. The steering committee approved the recommendations at their October 2005 meeting; Phase 2 has involved implementing all of the recommendations.

### Investigations

Three separate 'R&D' work packages were also carried out. The first, a *Survey of electronic-journals holdings for the UK National Serials Union Catalogue (SUNCAT)*, was a survey of practices and procedures adopted by the 22 libraries in Phase 1<sup>7</sup>. It revealed that the libraries surveyed had adopted a myriad of practices and procedures for the management of e-journals. For example some libraries included e-journals in their main LMS whilst others had completely separate systems. Sometimes libraries had single records for print and electronic journals and sometimes they had separate records. There was evidence of moves towards the use of OpenURL resolvers and proprietary management systems such as Serials Solutions and TNet but by no means did all libraries have definite plans to implement such systems.

The second work package was entitled *Study of NISO/EDItEUR developments*<sup>8</sup>. The emerging ONIX for Serials message formats for the transmission of information across the journal supply chain (publishers/aggregators/agents/libraries) were examined in the context of potential use by SUNCAT to keep holdings data up to date.

The third work package entitled *Requirements analysis for SUNCAT* considered four categories of issues concerned with electronic journals in the SUNCAT context<sup>9</sup>. These categories were: data issues; licensing (access) issues; linking issues and third party services issues. The first three categories of issues were considered in the context of existing systems and services: ONIX for Serials; Electronic Management initiative of the Digital Library Federation; OpenURL Router; GetCopy; ZETOC; Directory of Open Access Journals and Scoping Study into Institutional Profiling and Terms and Conditions Services.

## PHASE 2 (JANUARY 2005 – DECEMBER 2006)

### Organisational issues

Accepting that the governance structure created for Phase 1 reflected SUNCAT's status as a project, the Steering Committee has been considering how to modify itself to be appropriate to SUNCAT, initially as a pilot service and then as a full service. No definite decisions have been reached as yet and for the time being the Phase 1 governance structure continues.

### Liaison and promotional activities

Moving to a service requires focus on promotion and dissemination. Much of this work will be carried out as part of EDINA's user support activity, in association with the JISC Communications and Marketing Team. A detailed plan is to be presented at the next SUNCAT steering committee meeting in January 2006.

Liaison is also required within the project, both to increase the number of contributing libraries and to extend the functionality of SUNCAT to allow the download of records into OPACs.

Considerable effort has been made to increase the number of participating libraries. Thirty seven additional libraries have agreed to participate and, as well as more academic libraries, this figure includes a number of libraries with specialist and unique collections.

The facility to download high quality bibliographic records is requiring attention to three issues. One is to do with workflow at contributing libraries; the second is technical; the third relates to licence. The CONSER file contains records which can be made freely downloadable for libraries. Records in the ISSN Register, on the other hand, required that a licence has been acquired - the facility dependent upon the development of an authentication facility (see below).



There are, of course, other records in the SUNCAT database which have been supplied to libraries by third parties. Discussions are currently being held with the third parties to reach agreement on downloading of those records.

#### **Implementation of processes and procedures**

The SUNCAT database was completely rebuilt in December 2004 as part of the Ex Libris standard practice for moving into service. This allowed data currency to be improved and revisions to the matching and de-duplication processes to be introduced.

There are major challenges in keeping an union catalogue up to date. One reason for this is the considerable variance in the form in which updates are presented and in some cases it has not been possible for a library to create a file of updates. There have also been some issues associated with the way updates are handled by the software. This has involved detailed discussions both with contributing libraries and with Ex Libris. It is expected that the main issues will be resolved to allow updating to be completed, in large part, by early 2006.

Processing holdings data for each library was found to be the most time consuming activity during Phase 1. Priority was therefore given to developing a set of procedures to streamline the process. The approach adopted was to mark holdings by location only and omit summary holdings statements. This reduces, quite dramatically, the time required to add new libraries. To date, two libraries have been loaded using this process.

#### **Hardware upgrade**

Phase 1 of the Project operated on older hardware, deploying equipment owned by the University of Edinburgh as part of a quick start for the project. A dedicated server was specified once more was known about load and performance, and this, together with a new array of disks, was installed during the summer of 2005, shortly to provide the platform for the SUNCAT service in the Autumn.

#### **Development**

The system was set up using Aleph 500 Release 15 in the Union view along the lines of the implementation in Melvyl, union catalogue of the California Digital Library.<sup>10</sup> It was quickly recognised that the system had some limitations at least partly arising from the more variable quality of data for the UK. The matching algorithm, for example, which seemed to work well in the Californian context where incoming data was richer

and more consistent, did not work so well in the UK context. Aleph Release 16 provided additional functionality to improve matching and this was implemented in late 2004.

There are three aspects to the planned developments in Phase 2. They are:

- a) Development of a Librarian's Interface
  - b) Implementation of a title level identifier (SUNCAT ID)
  - c) Z39.50 improvements
- 
- a) A number of components were identified for the Librarian's Interface. They include a facility to assist manual matching of a contributing library's records as well as controlled downloading of records from SUNCAT. Two other components, notification to changes to the preferred record and manual registration of holdings are currently being considered by EDINA and Ex Libris.
  - b) The SUNCAT ID has been developed given recognition that many titles in SUNCAT do not have associated ISSNs and that a unique number (at title level) needs to be in existence. The SUNCAT ID will be assigned to all record sets.
  - c) Testing carried out by the M25 Systems Team in 2003 on Library Management Systems targets, including Ex Libris targets, revealed some issues over implementation of the standard. Additionally some developments specifically concerned with SUNCAT requirements were identified.

#### **Preparations to become a service**

An important part in operating a service is the definition of service levels and performance indicators for all aspects of the service including operation, updating, supporting users and supply of documentation in an agreed Service Level Definition document. In the pilot service phase the opportunity is taken to implement and report on the measures to assess their validity. A draft Service Level Definition document is currently in the process of consideration with the JISC Services Team.

#### **Consideration of funding options**

Work has commenced to consider what funding options might be possible for full service running from January 2007. There is strong commitment to a service that is free at the point of use, and there are doubts that universities can be persuaded to subscribe for such a national facility. Nevertheless, an agreed revenue model has to be established

that will provide maximal benefit as a productivity tool for researchers and librarians.

### Investigations

The need for 'R&D' continues, especially for the development of functionality to meet the demands of electronic journals and allied licence information. On behalf of SUNCAT, EDINA was successful in bidding for funding under the JISC Publisher Metadata & Interoperability Projects II. The project entitled *Automating Ingest of Metadata on Serials Subscriptions* (AIMSS), and which will run from October 2005 – May 2006, will take forward proposals explored in Work Package 2 of Phase 1<sup>11</sup>. The project partner is Serials Solutions<sup>12</sup>. EDINA will develop a capacity to accept real-world data from Serials Solutions, process it and update the SUNCAT test database accordingly. Data will be transmitted using ONIX for Serials (Serials Online Holdings) message format.<sup>13</sup> This outcome of this project should have value more generally for research libraries.

### PHASE 3 (AUGUST 2006 – DECEMBER 2006) AND PHASE 3 (JANUARY 2007 ON)

SUNCAT is scheduled to operate as a service from August 2006 onwards. However, further development of SUNCAT is envisaged. Most obvious is the extension in the number of contributing research libraries, obliging firmer definition of what is a UK research library and what is not. There is also the matter of electronic subscription information, and the integration of SUNCAT into the larger UK digital library environment, linking to article supply. There is much to be defined as part of the agenda for Phase 3.

There is already background work reflecting upon the appropriate architecture for a modern serials union catalogue, given the successful set-up of SUNCAT, and as interoperability standards and practices mature.

### CONCLUSION

The SUNCAT project has been, and is, both ambitious and complex, reflecting the importance of journals and other serials for scholarly communication; there is considerable challenge in understanding and meeting expectations in the digital era within the context of the legacy position inherited by the UK serials community, and the commitment to access to the scholarly record, in both print and electronic format.

There is still work to be done to create a top quality invaluable resource for researchers and librarians. From a standing start, though, much

has been achieved and a solid platform is in place to allow SUNCAT to play its part in the evolving information environment by serving the needs of researchers and librarians.

### ACKNOWLEDGEMENTS

We wish to acknowledge the efforts of all members of the SUNCAT Team (past and present). They are:

#### *Direction and management*

Christine Rees (January 2005 –) co-director  
Leah Halliday (February 2003 – February 2005)  
project manager

#### *Systems*

Morag Macgregor (February 2003 - ) systems  
librarian

#### *Bibliographic*

Nathalie Schulz  
(March 2003 – March 2005) project officer  
Natasha Aburrow-Jones  
(October 2003 – April 2004) senior library assistant  
(May 2004 - ) project officer  
Maira Whitson  
(July 2004 - ) senior library assistant  
Nicola Osborne  
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#### *User requirements*

Liz Stevenson (February 2003 - ) (electronic  
resources librarian Edinburgh University Library)  
Zena Mulligan (August 2003 - ) project officer

#### *Quality assurance*

Peigi MacKillop (EDINA)

#### *Special advisers*

Tony Kidd (University of Glasgow)  
Slawek Rozenfeld (Paris)

- 1 Project Manager since June 2005
- 2 <http://www.sunecat.ac.uk/about/contributing.html>
- 3 Peter Burnhill and Leah Halliday 'SUNCAT: a modern serials union catalogue for the UK', *Serials* Vol. 17 No. 1 March 2004 pp. 61-67 [http://uksg.metapress.com/\(yci2cmvu3paqjz55i2wnwrvy\)/app/home/contribution.asp?referrer=parent&backto=issue,15,21;journal,6,18;linkingpublicationresults,1:107730,1](http://uksg.metapress.com/(yci2cmvu3paqjz55i2wnwrvy)/app/home/contribution.asp?referrer=parent&backto=issue,15,21;journal,6,18;linkingpublicationresults,1:107730,1)
- 4 Peter Burnhill and Derek Law, 'SUNCAT Rising: UK Serials Union Catalogue to assist document access'. [To be published in *International review of library interlending*].

- 5 Members of the BQAG in Phase 1 were:  
Alason Roberts (Chair and University of Edinburgh); Hugh Taylor (University of Cambridge); Hugh Croll (University of Edinburgh); John Nicklen (National Library of Scotland); Susan Miles (University of Oxford); Tony Kidd (University of Glasgow); Slawek Rozenfeld (special adviser)
- 6 <http://www.suncat.ac.uk>
- 7 This work was carried out by the M25 systems team. The project officer was Fraser Nicolaides
- 8 This work package was carried out by Fred Guy, as consultant
- 9 This work package was carried out by Fred Guy, as consultant
- 10 <http://www.cdlib.org/news/background.html>
- 11 [http://www.jisc.ac.uk/index.cfm?name=programme\\_pals2](http://www.jisc.ac.uk/index.cfm?name=programme_pals2)
- 12 <http://serialssolutions.com/home.asp>
- 13 [http://www.editeur.org/onixserials/ONIX\\_SOH1.0.html](http://www.editeur.org/onixserials/ONIX_SOH1.0.html)

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## Inspire – realising the future of access



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Inspire is a national programme to encourage and support libraries in providing co-ordinated access to resources for learners and potential learners.

There is a wealth of information stored in libraries throughout the country and, despite online catalogues and the ubiquitous Google, these resources are often largely invisible. Universities are known to be power houses of information and to hold many special collections: there are numerous small, specialist collections which are little known and equally unique collections hidden in public libraries. Work on Inspire related projects in the East Midlands (DiadEM)<sup>1</sup>, Wolverhampton and in the Milton Keynes area (Milton Keynes Inspire [www.mkinspire.org.uk/](http://www.mkinspire.org.uk/)) is already beginning to unearth some of these gems.

So the aim of Inspire is to harness the resources of libraries and the skills of library staff to support learning in its widest sense and to make what is, in effect, a distributed national library of collections visible to all those who can benefit from it. There is a vision of a UK wide programme; however, for practical and funding reasons, most of the work will be started in England.

Inspire has grown out of a range of initiatives all of which contribute towards the development of the knowledge economy through Widening Participation, Social Inclusion and improving use of and access to learning resources held in our libraries.

The Inspire programme is endorsed directly by the major library bodies in the UK including SCONUL, the British Library, CILIP, MLA, and the Society of Chief Librarians and its funding is from The Department of Culture, Media and

Sport, Framework for the Future and Regional Libraries Advisory Group. The National Libraries of Scotland and Wales have expressed their support for Inspire and most of the libraries in the Northern Ireland Foyle group have already registered

Inspire was successfully piloted in the west midlands and the north west of England in 2004. As a result the Inspire standard framework was created. This consists of:

- Registration of all public and higher education libraries in England and expansion of this group to include libraries from all other sectors
- Use of the kitemark criteria<sup>2</sup> to create a coherent national offer
- Use of managed referral between libraries
- Creation of an easy to use, online resource discovery tool
- Support for registering libraries by providing:
  - publicity materials for use within the library and outside it
  - a briefing pack for all staff involved with information on Inspire and suggestions as to how it can be managed locally and regionally.

Inspire is now being extended across England as a whole.

#### **INSPIRE AND THE HIGHER EDUCATION SECTOR**

For the higher education sector, Inspire can help to achieve many of the government's strategies as expressed in the Aimhigher programme including:

- Creation of a direct link to the target of 50% widening higher education participation by 2010
- Encouraging more and better-prepared students to stay in education beyond the age of 16
- Raising attainment and participation among those groups of young people currently under-represented in higher education - and also -
- Building on and encompassing regional partnerships

Whilst encouraging libraries to welcome any learner who can make use of their collections, Inspire is conscious that the principal responsibility of higher education libraries is to serve their core community. This is therefore reflected in the

principles upon which Inspire is based, principles which follow closely with the major precepts of the SCONUL Access policy<sup>3</sup>.

#### **1 Managed referral**

It is only when users have exhausted the resources of their home library that a librarian will 'refer' them on to the library in another institution. To make this possible, Inspire will gather data on the subject strengths and special collections of all participating libraries and this will be made available via a web site so library staff and users can identify an appropriate source for the information they are seeking. This will prevent wasted journeys and disappointment for the visitors and wasted time of library staff.

#### **2 Reciprocity**

The Inspire pilots and other local reciprocal access schemes have shown that participating libraries have not been overwhelmed with visitors. Those visitors who have used the facilities have benefited considerably from them. These early schemes have also enabled library staff to give a better service to their core users by enhancing local resource awareness. Inspire will take this considerably further by providing access to information on both regional and national resources.

#### **3 Flexibility**

Inspire does require participating libraries to provide a standard minimum level of access for visiting users. In order to encourage as many libraries as possible to join, this standard is set deliberately low (reference access for all referred users to hardcopy materials only). Beyond this, libraries are encouraged to set their own 'referral' terms such as requesting visitors to bring ID, telephone in advance or attend only at certain times of the day or the year thus retaining control of the visitor situation.

These terms will be made clear to users before they visit which means that, as well as benefiting the library, they can have confidence in approaching a previously unknown library as they will know terms under which they are permitted to visit and can act accordingly.

At the time of writing more than forty universities and higher education colleges across the country had already registered with Inspire. We would



like to encourage all higher education libraries to join the scheme both for what Inspire can do for you but also for what you can contribute through Inspire, to the greater aims of widening participation, lifelong learning and, in this way, supporting both the local and the national economy.

If your library has not already joined Inspire, or if you wish to know more, please visit our website ([www.inspire.gov.uk](http://www.inspire.gov.uk)) or contact me for more information and / or a registration form (address below). You can also download the Inspire registration form from the website which includes many more downloadable documents as well as details of all the libraries that have already registered with Inspire in your region.

- 1 Details of the DiadEM project can be found on the Inspire website at: <http://www.inspire.gov.uk/documentation.php>
- 2 Full details also available on the Inspire website as above
- 3 see 'The future of access' a report from the Task and Finish Group on Access, by Sara Marsh, pages 70-73

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## Formation of a distributed national collection of foreign official gazettes: towards the celestial city?



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### WHAT ARE LEGAL GAZETTES?

Official gazettes are the national or state level publications used in most jurisdictions outside the United States and the United Kingdom to promulgate laws and regulations. They contain bills, acts, statutory instruments, regulations, decrees, orders and resolutions and for some jurisdictions international treaties, and selected court reports, usually from the highest court. In addition, all gazettes include formal government notices such as announcements of personnel promotions, auctions, sales and invitations to tender for contracts. Gazettes are often published with supplements, in several separate series or with loose legislative inserts. Most jurisdictions still produce official gazettes in print although increasingly in more recent years they are also made available electronically.

While official gazettes contain the authoritative texts of laws as promulgated, they are often poorly indexed and so difficult to use. For most

purposes, legal researchers prefer more user-friendly commercial compilations of laws. However legal gazettes remain:

- The authoritative statement of the law in case of any dispute or inconsistencies
- A preferred source of correct legal citation
- The most up-to-date (and for some jurisdictions the only) current published source of primary law
- A key source of information about the status of legislation since publication in the official gazette is for many jurisdictions the act which causes a law to come into force
- A unique source of historical information about the development of the law for researchers with access to a long run where the gazette is the only source of primary law

Thus official gazettes constitute a unique but low use source of legal information and other governmental announcements. They are also complex to manage. They are difficult to acquire due to the idiosyncrasies of some government publishing offices; voluminous and unwieldy in that many are published daily and in variable sizes; problematic to arrange at the shelf as they are issued in numerous series and sub-series; costly to preserve as they are printed on low quality paper and often arrive damaged by being folded; expensive to catalogue as they regularly change title; and challenging to use as they are either inadequately indexed or not indexed at all.

#### **THE VISION OF THE DISTRIBUTED NATIONAL COLLECTION**

Because gazettes are at the same time key sources of information about primary law, little used by researchers, very costly in staff time to acquire, record, and maintain, and costly in space to house, Jules Winterton, Associate Director and Librarian of the Institute of Advanced Legal Studies, proposed the idea of creating a distributed national collection of official gazettes. The concept was inspired by the work, in the United States, of the Center for Research Libraries (CRL). Its foreign official gazette project aims to collect and preserve official gazettes worldwide up to 1995 and it acquires these in a variety of ways: through purchase, through deposit by member libraries, as a result of preservation filming or through collaborative projects with organisations such as the Association of Research Libraries. Mr Winterton proposed that it was important that a comprehensive collection of official gazettes should be available in the UK to support research but that the pain and cost of acquiring and making available this complex material could be shared among

leading libraries working in partnership to avoid unnecessary duplication of holdings. Partner institutions could take responsibility for maintaining a full set of the gazettes of an allotted number of jurisdictions, and for making them accessible nationally to researchers. The aim would be eventually to assemble the most complete set of each gazette possible, which all researchers could use, from the incomplete sets currently held in various collections.

The idea was considered by the FLARE (Foreign Law Research) Group, an association of leading research libraries dedicated to the improvement of the national coverage, management and exploitation of foreign legal materials in the UK. The five members of FLARE are the Squire Law Library, University of Cambridge; the Bodleian Law Library, University of Oxford; the British Library; the School of Oriental and African Studies Library and the Library of the Institute of Advanced Legal Studies, both part of the University of London. The FLARE group welcomed the proposal and agreed to take the idea forward. In order to facilitate access, it also agreed to create and maintain a union list of official gazettes on its web site at <http://ials.sas.ac.uk/flare/flare.htm> which would eventually map the location of holdings nationally.

As the Institute of Advanced Legal Studies Library (IALS) and the British Library (BL) already had an active collaborative collection development agreement in place, they undertook to act as pioneers to prove the viability of the concept of a distributed national collection of foreign official gazettes through a pilot project to merge their back runs of the *Moniteur Belge*, and the *Gazzetta Ufficiale della Repubblica Italiana*. It was agreed that on this occasion the IALS would deposit its back runs with the BL for safekeeping. This would create a national set of the *Moniteur Belge* from 1831 and of the *Gazzetta Ufficiale* from 1861.

These two gazettes were chosen for several reasons. Both libraries have quite long runs of these titles, with the BL having the longer run in each case; IALS knew that its sets were little used (this could be monitored accurately because both were kept on closed access); the IALS has current subscriptions to commercial legislative titles for each jurisdiction with extensive historical holdings and so most of their researchers' current and historical needs were satisfied; the IALS library is experiencing an acute shortage of space; the alternative possibility of obtaining microform sets for the complete runs was found to be prohibitively expensive.

### PROVING THE CONCEPT

British Library staff began by undertaking a detailed shelf check of their institution's holdings to establish definitively the completeness of the run, its extent in linear metres, whether bound or unbound, and the physical condition of the binding and the paper. Staff next visited the IALS to conduct a parallel audit and visual inspection of the stock. The runs were then compared using these criteria and it emerged that:

- IALS stock could be used to fill many gaps in the BL's holdings
- IALS stock was in many cases bound where BL's consisted of loose parts wrapped in acid-free paper for preservation
- IALS bound volumes were both more accessible to patrons and in better condition than BL's loose parts.
- The IALS stock occupied more linear metres than the existing BL holdings, raising storage issues.

Both parties agreed a working model for proceeding with the pilot under which incoming IALS stock would be used both to fill gaps in the BL's runs and to replace existing BL stock in poorer physical condition.

### THE FORMAL AGREEMENT

The next step was the negotiation of a legally binding agreement in the form of a trust deed to govern the terms under which the IALS holdings were transferred to the BL. Negotiations lasted about eighteen months as senior management on both sides had to be sure that the interests of neither their institution nor its readers were put at risk. Concerns raised and addressed included the value of the assets being transferred, their futureproofing to the satisfaction of the BL Board and the IALS, and how access for IALS researchers could be assured. The concept of putting stock into quasi shared ownership is novel and issues emerged around possible loss of institutional autonomy and control.

As regards access, the deed provides that IALS staff and researchers will have the right to consult the material in the BL reading rooms, and or to have it delivered to the IALS for consultation there. In relation to futureproofing, the deed assures long term access to the material through the permanent retention and preservation of a complete national archival set, provides for the runs to be passed on to the other partner or to a collaborating third party library should the need

ever arise and guards against the scattering or discard of the material.

### INTEGRATING THE STOCK

IALS library staff prepared their volumes for sending to the BL by inserting book plates to show that the volumes had been transferred under the terms of the trust deed. They then arranged for the volumes to be packed in shelf order and transported to the BL's site at Boston Spa where they were unpacked. Once the transferred runs were delivered to the BL, much detailed work was required to merge the two sets. This work is ongoing at the time of writing and includes:

- Separating the material into volumes/issues to be kept and duplicates for disposal
- Identifying a staff resource for ownership stamping and labelling stock new to the BL
- Developing a shelving plan for the new stock, as it will not exactly fit into the shelf space vacated by departing BL duplicates due to the gap-filling element of the exercise
- Amending the BL catalogue and the FLARE union list
- Removing the duplicates to temporary storage pending disposal

Unexpected snags emerged at this stage. For example it was found that between 1920 and 1939 the *Gazzetta Ufficiale* was issued in two parts. The IALS held part 1 only, because it contained the legislation. BL holds both parts, and so staff had to systematically untie all the paper packages and extract the part 2 issues which could not be discarded because they are not duplicates!

### DISPOSAL OF DUPLICATES

The British Library is committed to following open and transparent procedures for the disposal of surplus stock under its deaccessioning policy, which can be consulted on its web site at <http://www.bl.uk/about/policies/bldeaccess.html>. Moreover, under the British Library Act, stock transferred to the BL from the British Museum Library can be discarded only with the specific permission of the Board. In order to comply with the BL deaccessioning policy and the Act, a complex and well documented disposals procedure has to be followed in strict order:

- 1 Seek Board permission for the disposal of stock transferred from the British Museum Library
- 2 Confirm that there is no service requirement for the material elsewhere in the BL, via a general email to all staff

- 3 Offer the surplus material back to the IALS, as required by the trust deed
- 4 Offer to the Bodleian Law Library and the Squire Law Library as they are both partners in the FLARE Group and also hold the most comprehensive collection of foreign legal materials nationally after the BL and the IALS
- 5 Offer to UK academic and research libraries generally via an alert on the lislink and lislaw discussion lists
- 6 Offer to law libraries overseas via international law discussion lists such as int-law, law-1 (ifla), euro-lex, fcil-sis (American Association of Law Libraries members), and the International Association of Law Libraries members' list
- 7 Offer to the second hand book trade for resale, via an open process

If anyone reading this article would care to offer a good home to an incomplete second hand set of either the *Gazzetta Ufficiale* or the *Moniteur Belge*, please contact Jennie Grimshaw at the address below!

#### **OPEN FOR BUSINESS**

We envisage completing the integration of the two runs by spring 2006, after which they will be available for consultation in the British Library's St Pancras reading rooms or at the Institute of Advanced Legal Studies for IALS library members. The British Library will continue to subscribe to the *Gazzetta Ufficiale* in order to keep the run up to date; production of the *Moniteur Belge* in print and microform ended in 2002 when the Belgian government decided to make it available electronically only.

Researchers requiring access to foreign official gazettes have two major web-based sources of information about the location of this material both of which were created and are maintained by the FLARE member libraries and are hosted on the IALS website.

The FLAG database was devised as a finding tool that would help improve access to print and microform primary resource materials in foreign, international and comparative law, excluding EU law. It covers a wide spectrum of primary legal materials including law reports and treaties but can be searched by specific categories including official gazettes. It offers general descriptions of the holdings of 62 libraries throughout the UK and includes links to their catalogues. It may be freely accessed at [\[wpld/textbase/collsearch.htm\]\(http://wpld/textbase/collsearch.htm\) and is updated periodically.](http://193.62.18.223/dbtw-</a></p>
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The FLARE union list is more narrowly focused and is a union list of European official gazettes. Currently it includes the holdings of the British Library and the Institute of Advanced Legal Studies and links to electronic versions where available. The holdings of other FLARE libraries will be added in due course. It can be freely accessed at [http://ials.sas.ac.uk/flare/flare\\_fog\\_union-list\\_europe.htm](http://ials.sas.ac.uk/flare/flare_fog_union-list_europe.htm)

#### **CONCLUSIONS**

The project to create a distributed national collection of foreign official gazettes demonstrates that collaboration between libraries with expertise in the management of specialised materials and their use has the potential to benefit the research community both by saving resources and by making material more widely available. As official gazettes increasingly become available online, this is an appropriate time for libraries to look at historic print holdings which are little used and often incomplete, and seriously consider how best to deal with them in future. The formation of a distributed national collection that is reasonably complete, well documented and accessible will serve the research community well and can enable libraries to make the transition to electronic access more easily.

As the project continues to develop, the lessons learned in the pilot will enable future work to be carried out more swiftly and efficiently. The model described is one which could readily be adopted by other partnerships between libraries with similar interests. The pilot demonstrated the importance of detailed planning, and the need for the support of the senior management of all the institutions involved. Binding legal agreements concerning the transfer and disposal of duplicate material and the negotiation of good access arrangements for researchers cement trust and confidence in the project. Detailed holdings records are essential to guide researchers to the national sets, but are costly in staff time to create because of the complexity of the material. The availability of suitable staff to carry out the detailed work and patience and good will on all sides were also vital to the success of the pilot and will remain key to the success of any similar projects.



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# Five hundred into 4 won't go – how to solve the problem of reading list expectations



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All of us who have worked in academic libraries over the past few decades and have seen the huge increase in student numbers, not just across the board but on particular courses, will bemoan the 'not quite enough multiple copies' syndrome. In an article in *Relay*, last year, Chris Powis<sup>1</sup>, an ex-colleague from the University of the West of England, wrote about 'overcoming poor funding and combating ... a less than adequate collection' by 'a deliberate attempt to compensate through service excellence'. This is our tale of how UWE Library Services is attempting to address a situation where the collection is perceived to be inadequate by some, but that the library believes can be made to work more effectively.

## THE PROBLEM

The library has been trying to cater to the needs of large student numbers (up to 800 on some modules within the Business School) by using traditional mechanisms. These have included

buying multiple copies of some key texts, allocating some to reference only status, placing some in short loan, beginning to use the HERON service for digitisation of odd chapters and articles. However, short loan collections are not helpful for part time students. Even 20 multiple copies of a text are not likely to satisfy the needs of 1,000 students who have an assignment to complete within a month (leaving aside the effect it has of reducing the breadth of the collections). Many library and academic staff have been put off by the costs of permissions to digitise, although the new trial Copyright Licensing Agency's (CLA) blanket scanning licence offers potential to remove this deterrent to a certain extent.

One of the authors (Malcolm McEachran) has devised a multiple copies formula that helps to illustrate the problem. He fears that it may already exist under another name, be wrong or be perfectly obvious... but here it is anyway:

Imagine that 100 students are given a reading list with 20 titles on it and are expected to read a quarter of these titles. Each student will need to take out a quarter of 20 = 5 books, so there will need to be 5 x 100 = 500 books on the shelf. As there are only 20 titles involved, this means 25 copies of each title. In general terms:

$$m = \frac{s \times i}{r}$$

- m = multiple copies needed
- s = number of students
- i = number of items to be read
- r = number of items on reading list

McEachran's formula enables you to demonstrate very quickly the futility of multiple copy provision. The proportion of the reading list that students are expected to read (i divided by r) multiplied by the number of students gives you the number of copies you'll need to provide (almost always ridiculously large). This works irrespective of the length of the reading list. For example, if 30 students are expected to read half their reading list, the number of copies you'll need is 15 (half the number of students).

The formula assumes that the students all need the books at the same time. This may seem a little pessimistic. You might suppose that some copies would reach more than one student during an assignment. But we doubt if this is often the case as our students work to fairly tight deadlines. [The idea that access to resources can be facilitated

by encouraging some students to do their reading before writing their assignment and others to do it afterwards has so far proved too radical even for one of the UK's newer universities!]

#### THE CONSEQUENCES

If students are given a reading list they expect copies of the books to be available within the library and not to have to beg, steal or fight to borrow them. If the copies are not easily available they become dissatisfied. When they are asked to rate the library service as part of UWE's annual student satisfaction survey they rate 'availability of core books/course materials' very poorly.

Despite glowing reports about other parts of the library's services, e.g. 'telephone service renewals' and 'inter library loans' this seeming lack of access to required readings drags down the ratings and consistently shows the library to be failing to meet one of its key objectives, namely to 'expand and facilitate easy access to library materials'<sup>2</sup>. Not only this, but the library spends over half a million pounds per year on electronic resources – including full text journals and e-books. Surely these could be helping to meet that objective?

#### THE SOLUTION

If students are expecting something the library cannot easily provide, then we need to address and manage their expectations. In order to do this, we need to change the approach adopted by academic staff to resource provision for their modules/programmes. In order to do that, a culture shift needs to take place. Library staff are critical agents to effect this change. But how to articulate this?

Two of our faculty librarians put pen to paper in 2003 and coined the term 'reading strategies'. As a working title, it aimed to draw attention to the fact that reading lists are only a part of a wider 'reading strategy' that should include consideration of not just **what** students should read but how they will get **access** to it. If a recommended item is essential reading for a particular module, then the module leader should ensure that all students can access it, either by using the traditional methods, e.g. short loan (but only if appropriate in terms of student numbers, mode of attendance, etc.), or by maximising the use of 'newer' options. These options could be to exploit the CLA's blanket photocopying licence or to find out what useful articles are already available in full text electronically through library subscriptions and then provide (legally permitted) links to them.

The strategy might also include selling photocopies to students or making it clear that they are expected to purchase particular key texts.

The strategy might be different depending on the level of the students, e.g. more direct help with texts in the first year, but an expectation that students will find their own support materials in their final year (although not without ensuring they have been offered appropriate information skills sessions). This raises another issue with which academic librarians have been grappling, that of ensuring the timeliness of information skills (IS) seminars, i.e. an appreciation that one session at the start of a student's degree does not necessarily meet all needs. Although at UWE the faculty librarians offer a large number of 'reader instruction' sessions per year (1,221 during 2003/04), the promulgation of reading strategies can still provide the opportunity to encourage a rationalisation of IS teaching across a programme. It can reduce duplication of effort between modules and also avoid the situation where each module leader believes/hopes that another module leader within the wider programme has asked the librarian to cover IS (there being no separate 'study skills' modules at UWE into which such teaching might fall).

One particular document, entitled 'Reading strategies in a nutshell'<sup>3</sup> has been devised to encapsulate the essence of reading strategies succinctly for the busy academic.

#### READING STRATEGIES IN A NUTSHELL

As well as outlining ways in which academic staff can address the effectiveness of reading lists, the 'Nutshell' also aims to clarify the distinction between 'essential' and 'further' reading. It had become obvious, in discussions with academic staff, that a variety of vocabulary was in use across the institution with respect to readings, e.g. 'indicative', 'core', 'essential', 'additional'. This all added to the confusion and miscommunication of expectations to students.

The reading strategy approach therefore proposes that, where possible, **essential** reading should be limited to material which is available electronically or which will be provided for students as a printed study pack. The advice to academic staff is based along the following lines:

- Make use of the increasing number of journals that are available electronically via the library catalogue

- Utilise the university's CLA blanket photocopying licence that enables you (within limits) to make as many copies of a journal article or book chapter as you have students
- Consider requiring students to purchase a set text for particular modules
- Liaise with the programme management team to ensure that students are not required to purchase an unreasonable number of books
- For smaller cohorts, consider putting books in the short loan collection

To some academic staff this involves little change to their current practice except perhaps to articulate the expectations more clearly. However, for some this may seem like a lot of extra work.

The reading strategy approach proposes that **further reading** is ideally also limited to materials that are readily available. Where this is not possible, access strategies should be suggested to students thus managing their expectations and avoiding frustration. Such strategies might include:

- Explaining to students that you realise access may be difficult unless they are prepared to purchase copies. It is important to avoid giving students the impression that the faculty, or the library, has failed to understand their needs
- Encouraging students to make use of the library catalogue, bibliographic databases and other electronic resources to identify further reading for themselves.

With respect to the latter, the following is also suggested in terms of meeting the students' information skills needs:

- Liaise with the programme management team and the library to ensure that students have developed their information skills to a level which enables them to make full use of the electronic resources available.

#### THE IMPLEMENTATION

The processes by which we steered the reading strategies proposal through the university's formal committees, and are implementing RS across the university, is the subject of another article and will probably have to wait until next year when we have more fully evaluated the effects of the initiative, so far.

What the library has done in practical terms in order to aid academic staff with the adoption of reading strategies is to provide a service that offers:

- To help to identify material that is available electronically
- To provide photocopies of material to be sent to the printing and stationery department
- To obtain a copyright cleared photocopy from the British Library if the item is not held in any UWE Library
- To facilitate use of the library's digital media archive and the HERON digitisation service
- A centralised scanning service taking advantage of the new CLA trial licence<sup>4</sup>.

For further information about reading strategies, please do not hesitate to contact the authors, and/or check out the web sites mentioned below. We should certainly be pleased to hear of other initiatives that have been established to try to address the reading list problem in academic libraries.

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- 1 Chris Powis 'One copy for three hundred: collection management on limited funds', *Relay*, May, 56, 2004, pp 8-9.
  - 2 <http://www.uwe.ac.uk/library/info/about/docs/plan-section3.pdf>
  - 3 <http://www.uwe.ac.uk/library/info/academic/toolkit/nutshell5.htm>
  - 4 <http://www.uwe.ac.uk/library/info/academic/digitise.htm>

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# New infra red imaging technique solves riddles of defaced documents at the Royal Horticultural Society Lindley Library

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Teamwork between the Photonics Innovation Centre at the University of St Andrews and the Royal Horticultural Society has revealed the original print which had been defaced or deliberately obscured in centuries old gardening documents. The new infrared imaging technique represents a major advance in antiquarian book research, enabling print to be uncovered without damaging historic documents.

The breakthrough is the result of an initiative by Dr Ian Christie-Miller of [earlypaper.com](http://earlypaper.com) to combine an infra red illuminator with a dedicated book imaging device. Working with Dr Cameron Rae of the Photonics Innovation Centre, School of Physics and Astronomy at St Andrews, and the RHS Lindley Library team, he integrated the illuminator with a specialised portable version of the book imaging system originally acquired by the RHS to study watermarks.

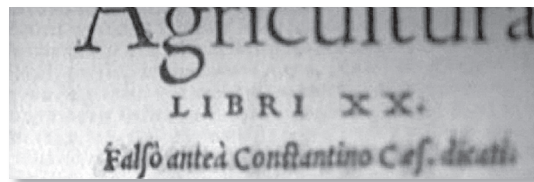
The combination allowed items to be imaged by three different sorts of light – conventional light reflected from the surface, backlighting allowing paper structure to be recorded, and infra red light in four different ranges.

Trials were conducted on a selection of books from the RHS Lindley Library. Early trials were

disappointing in that the system was unable to differentiate between shades of colour when handwriting in ink was obscured by another set of ink writing. However, Dr Christie-Miller got spectacular results with print which was obscured by handwriting in ink. In the picture below, from the 1553 edition of *Dio Cassius de Agricultura*, the overwriting obscures a line of the title page. The second image shows how effective the Infra Red Illuminator was in totally removing the ink from view.

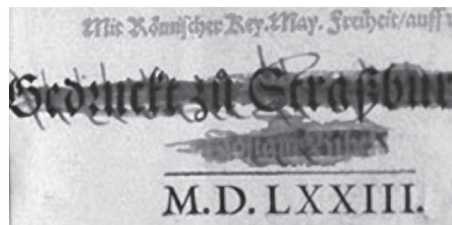


*Dio Cassius de Agricultura, 1533, Cassii Dionysi: manuscript obliteration in red ink*  
Reflected light



Light from infrared torch

Similar success was achieved with *Deutsche Apoteck*, 1573, Ryff, as may be seen from the image below:



*Deutsche Apoteck, 1573, Ryff: overprinted legend in red above imprint*  
Reflected light



Light from infrared torch  
Note red print removed from view and indentions showing

In this case not only has the ink been made invisible but so also has the red print. Careful examina-



tion shows that this removal has been so 'successful' that the indentations left by the printing press can be studied.

Dr Brent Elliott, Head Librarian at the Lindley Library, said, 'This will be an invaluable aid for scholars and librarians who have to cope with the problem of annotated copies of rare works.'

Dr Christie-Miller said 'Care of the book has been uppermost in the trials. Happily this new combination is not only safe but highly successful in showing how a few more of the mysteries in such old books can be unlocked'.

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# Self-service machine at the University of Worcester



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## INTRODUCTION AND BACKGROUND

We introduced the concept of self-service at the University of Worcester Library in 2002 as there had been several requests for the library to be open for longer hours. As part of the process of introducing the self-service machine some research was done into other libraries' experiences of self-service, so that we could hopefully be aware of any possible problems that could occur and thus try to avoid them happening. An article by Vilas Edwards<sup>1</sup> in the *SCONUL Newsletter* was very useful. Unfortunately we did not manage to avoid all problems when it was first installed. These were not always consistent and it was difficult to resolve some of them initially although they were all resolved in time.

When we took delivery of our self-service machine it was initially situated against a pillar opposite the issue desk. This position meant that if any borrower needed assistance, or had a problem, it was easy for a member of staff to go across and help them, although the temptation was there for the transaction to be dealt with at the issue desk rather than the user wait in a queue to ask for assistance and then return to the self issue machine.

To advertise the introduction of the self-issue machine we produced some posters which were placed in the library foyer. We also advertised it on table slips in the students union and included an article in a newsletter we produced for users. We also had a draw, to win a book token, which could only be entered by borrowers who had used the machine. After the new department of information and learning services was formed by the amalgamation of the library, IT and media & print, the facility was again advertised in a new

newsletter, *ILS Matters*, which was available both in print and via the department's new web pages.

A year ago, during the summer vacation 2004, the machine was moved from being opposite the issue desk to being against a pillar on one side of the library foyer, at right angles to the issue desk, so it was side-on to anyone entering the library although it was closer to the entrance. This was part of a re-organisation of the library foyer so that the issue desk could be extended to accommodate members of staff assisting with IT problems, and the issuing of media equipment. The only sign advertising the self-service machine was over the unit, on the pillar, so could only be seen when facing it and not on immediate entry to the building. Consequently it was not obvious to any users when they first entered the building and some of the returning students thought it had been disposed of. The staff who worked during the library's opening hours had to spend a large amount of time pointing the new position out to users.

#### **CURRENT SITUATION**

In 2005 a decision was made to further increase the opening hours of the library, but to reduce the number of hours that the issue desk was open and staffed. Consequently this meant an increase in the number of self-service hours, with reduced staffing provided by a student IT helper and a security person.

The decision to increase opening hours, with decreased staffing levels, resulted in more reliance on the use of the self-service machine. As a result of the fact that several members of staff thought that the unit was not being used as much as we had hoped for, it was felt that more needed to be done to promote it and encourage borrowers to use it. I was therefore asked to place a message on the mailing list 'lis-link' asking other libraries who have self-service machines how they promoted the use of them, where they were situated in relation to the issue desk and front doors of the library, and what usage was made of them.

I received responses from six academic libraries with some invitations to visit, so a group of us visited two of them. One common theme amongst everybody who replied was that the machine needed to be placed in a prominent position close to the issue desk, even if it was not possible to have it as part of the desk. It was also commonly agreed that it should be heavily promoted, with clear instructions on how to use it displayed

prominently by the unit. Apparently, two suppliers also stated that the best use of the units took place when they formed an integral part of the issue desk.

It was also suggested that some members of staff should be positioned by the machine and suggest to users that instead of standing in a queue to have items issued or returned they used the self-service unit. Although we had done this when we first had the unit, it had not been continued. However, it was suggested that this needed to be done at the start of every academic year both to encourage and show first year students how to use it and to remind returning students of its use.

With the above recommendation in mind, our self-service machine was moved during September as part of the rearrangement of a section of the issue desk. It was placed at the end of the new layout of desks, facing the main entrance, with a sign hanging from the ceiling above it and a sign on the front of the base of the unit. It is still rather to one side of the main issue desk where most of the issuing and returning of items is done, but it is more prominent and in a more obvious position than its previous location. Unfortunately it was not possible to physically include it in the issue desk owing to the wiring and cabling under the work surface. It is closer to members of library staff working on the issue desk so it is easier for help to be offered to anyone who requires it. We also have a data projector in the library foyer with several slides on a loop, and one of these suggests that people use the self-service machine rather than wait in a queue.

The wording of the messages that appear on the screen of the self-service machine at different stages of each transaction was checked and, where necessary, altered to try to be more precise about what is happening and what should be done next. For instance the message that appears when an item is being issued says 'Being processed. Please wait before removing the item', and then when the issue has been accepted the message reads, 'Issue accepted. Please remove the item from the tray.' Previously the messages were vaguer and it was easy to remove the item from the tray before it had been either successfully issued or returned.

We have tried to remove as many obstacles as possible to the successful use of the unit so that borrowers will be encouraged to continue using it and will also be confident in the use of it. For instance, we have altered library borrowing rules so that users are not barred from borrowing if

they have items overdue or have small fines on their record. They are now only blocked when overdue items on their records are a set number of days overdue.

So far there does appear to be an increase in the usage of the machine, although further analysis of the data is required so we can ascertain when the usage is occurring. If it is mainly happening during self-service hours then we will need to have a second look at the positioning of the machine and the publicity we produce so we can increase its use during standard opening hours.

Unfortunately we will need to acquire more data as during the summer of 2004 the self-issue machine was shut down during July and not re-started until the end of September due to the fact that we changed library management systems. We had issued all items on the old system until a date at the beginning of October and everybody had to register on the new system before they could start borrowing for the new academic year. So as to minimise problems we waited until the end of the first week of the new academic year before switching the machine back on, and during that week we put posters up warning users that they would not be able to use the machine until they had re-registered with the library on the new management system and we also placed table slips in the Students Union with this warning.

#### USAGE FIGURES

Below are the usage figures for 2004 and the first part of 2005. Although the figures for January 2005 are very low the trend does show that the unit is being used more.

All 2004	Valid Cards	Items Issued	Items Renewed	Items Returned
January	508	731	10	393
February	832	959	106	382
March	752	804	66	531
April	872	1155	79	760
May	588	739	29	557
June	165	191	8	104
July	41	39	0	38
August	24	25	0	5
September	239	167	6	54
October	1285	1318	126	635
November	1100	1289	85	868
December	227	294	25	196
<b>TOTALS</b>	<b>6633</b>	<b>7711</b>	<b>540</b>	<b>4523</b>

2005	Valid Cards	Items Issued	Items Renewed	Items Returned
January	11	1	0	42
February	579	47	68	404
March	949	94	128	864
April	1151	140	98	1101
May	1190	133	90	1685
June	188	23	20	370
July	51	6	1	60
August	31	0	0	36
September	612	390	2	101
October	1617	1917	108	911
November 1st – 17th	768	932	43	553
<b>TOTALS</b>	<b>7147</b>	<b>3683</b>	<b>558</b>	<b>6127</b>

The usage figures for September to November 2004 compared with those for the same period in 2005 indicates that the use of the self-issue machine has increased, but so have the number of transactions conducted over the issue desk.

1st Sep -13th Nov 2004	At desk	Via Resources Online	Self-Service Machine
Issue	22660 (92%)		1965 (8%)
Renew	7437 (74%)	2424 (24%)	171 (2%)
Return / Discharge	13147 (97%)		410 (3%)
<b>Total</b>	<b>43244 (90%)</b>	<b>2424 (5%)</b>	<b>2546 (5%)</b>
<b>1st Sep -13th Nov 2005</b>			
Issue	21043 (87%)		3050 (13%)
Renew	8022 (48%)	8635 (51%)	144 (1%)
Return / Discharge	16327 (92%)		1460 (8%)
<b>Total</b>	<b>45392 (77%)</b>	<b>8635 (15%)</b>	<b>4654 (8%)</b>

#### FUTURE POSSIBILITIES

If the use of the self-service machine can be increased sufficiently to warrant the cost, hopefully a second one can be purchased. One of the responses I received to my initial enquiries did say that they had found that increasing the number of machines had increased usage.

More analysis of the data will have to be undertaken, particularly that for January 2005, and possibly a spot count of the numbers of people using the machine at certain times of day will need to be taken.

The possibilities of targeting borrowers during specific times of day will also need to be investigated so that more use can be encouraged during the hours when the issue desk is open and when there are staff around to resolve any problems which arise.

More promotional literature and posters will need to be produced and the facility will be advertised more vigorously. In the long term, it would be useful if it could somehow be integrated more with the issue desk or placed closer to the entrance.

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- 1 Vilas Edwards, 'Self-services: transforming the role of library staff', *SCONUL Newsletter*, 14, 1998, pp 30-32

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# Obituary

## A. Graham Mackenzie

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A G Mackenzie joined SCONUL in 1965 when the University of Lancaster was one of seven brand new universities. In 1977 he moved to St Andrews University where he remained until he retired in September 1989.

Mr Mackenzie's active involvement in SCONUL began soon. In 1967-1968 he became a member of two sub-committees, on automation and on national library provision for the humanities and social sciences. Then his major interest took hold, first as a member in 1970 and then as chairman, 1974-1978 and 1982-1984, of a new sub-committee on new media, renamed media policy in 1977 and investigatory studies in 1980. The original committee considered developments, use, storage and exploitation of new media and kept watch on new developments relating to non-book materials. From 1980 to 1989 he served as a member on the sub-committee on staffing matters; 1980-1981 on copyright; 1981-1989 on the sub-committee for recurring expenditure. In 1988 he joined the Advisory Committee on Performance Indicators and its sub-committee on statistical data.

Mr Mackenzie was elected to the Council (as SCONUL's governing body was called) in 1980 and from 1982 until his retirement in 1989 he served as the Honorary Treasurer.



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# Obituary

## Brian Perry

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Brian Perry, Director of the British Library's Research and Development Department from 1984 to 1995, died on 1 January 2006, aged 70, after a prolonged illness. Few in the fledgeling world of information science in the 1970s, 80s and 90s have not been influenced by his support, friendship, interest and encouragement. No mere bureaucrat, he was always ready with thoughtful, intelligent advice, and was a major influence in the development of new library and information services, especially in the application of information technology. The worldwide success and reputation of the Research and Development Department, and of the projects it funded, were largely due to his leadership.

Born and brought up in Exmouth, Brian Perry never forgot his roots. He trained in the family business of nursery gardening, before taking a degree at King's College London in biology, specialising in plant taxonomy.

He started in information work as an abstractor and indexer with the Department of Scientific and Industrial Research (DSIR), and he was a member of the planning body for the National Lending Library for Science and Technology, now part of the British Library. In the early 1960s, he helped set up the DSIR Industrial Liaison Centres, providing scientific, technical and business information to small and medium-sized enterprises, and also set up and ran the DSIR Office for Northeast England. From 1965, he became involved in research funding for library and information science in the Office for Scientific and Technical Information (OSTI).

On the death of his mother, he returned to Exmouth in the early 1970s to run a family business, with a reputation built on service. The personal touch acquired came back with him when he rejoined OSTI as Deputy Director and assisted in its transfer, in 1975, as the Research and Development Department of the newly-formed British Library, and he became the Department's Director in 1984.

Under Brian Perry's direction the Department, unique in the world in its field as a research support body, developed a wide range of

programmes. At a time when computing and telecommunications were far less capable and sophisticated than they are today, many of these programmes anticipated the information society, providing data for decisions on provision and form of information services, matching the needs of the communities they served. Experiments in information retrieval, cooperative library networking (especially support of the UK Online Library Network centre), digitisation of texts and electronic journals, all contributed to the conception and development of what we today know as the internet. Aside from studies with concrete applications in view, he always reserved a part of the budget for basic, 'blue-sky' research, without which, he believed, the profession would stagnate.

Although most research was undertaken in the academic and public arena, Brian always insisted that commercial service providers should be involved, and their concerns and doubts taken into account. His experience in running a business gave him insight, unusual in a public servant, into the practicality, constraints and risks of exploiting research in the real world. His lifelong love of books made him sympathetic to the publishing and bookselling community, but also prepared to criticise restrictive practices and trade hang-ups. A small group, the BNB Research Fund, chaired by Julian Blackwell, brought together players across the book world and had an influence out of all proportion to the funds dispensed for its projects.

Such was his reputation for sound administration of research programmes, that both the Department, and Brian personally, accrued many extra responsibilities during his reign as Director: grants for preserving and cataloguing nationally important library materials; the National Manuscripts Conservation Trust; grants to public libraries on behalf of the (then) Department of National Heritage; the British Library's Consultancy Services and its International Office. His advice was much valued in the British Library and in national, and international circles, and he threw his wholehearted participation into a wide variety of committees and working groups. He was particularly adept at spreading the word abroad through both existing international associations and ad hoc collaborations, such as the Anglo-French and Anglo-Nordic conference series. He reserved particular affection for Japanese colleagues, who held him in a respect amounting almost to awe, and he developed an interest in Buddhist philosophy, reflected in his outlook in later years.

Never at ease with hands-on aspects of technology, he was nevertheless a great visionary, and fought his corner tenaciously, never afraid to take on experts and push forward with ideas often considered before their time. A typical example of Brian's bravura was his plan to produce Britain's first CD-ROM of bibliographic material. Despite the reluctance of some colleagues in the British Library to release material, and the lack of mastering facilities in the UK, he drove forward a process which involved shuttling back and forth between Britain, the USA and the Netherlands, but the whole process was completed, with the CD-ROM up for demonstration, in ten weeks.

Throughout his life Brian was a man of integrity and principle, a leader and far-sighted mentor, an immensely genial companion, much loved by all who knew him. Many will remember his trademark sign-off when closing a conference: "and now we must end and return to our loved ones or, failing that, our spouses". Recognition of his sterling work came with the award of an OBE, and conferment of an honorary Doctor of Technology by De Montfort University.

It was natural that he should return to Exmouth on his retirement ten years ago, first with compassionate intent of helping his aging stepmother through the final years, and then to enjoy his fine, ever-expanding book collection, developing his many interests in art, history and crime thrillers, in no way impaired by his failing physical condition.

He left no surviving close relative.

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## A week in the life of the SCONUL Secretary

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### MONDAY

The week begins with a conference-call between SCONUL's four officers: I join the Chair, Vice-Chair and Treasurer by telephone. We discuss several financial matters, before moving to recent or forthcoming meetings with important allies – the Research Information Network and the Leadership Foundation – so that we all know what has recently been agreed or is in the offing. We finish with a quick look at the 2006 conference programme. Things are shaping up well but it's striking how far in advance bookings have to be made – for speakers as well as for the venue. We decide to ask the Executive Board's next meeting to consider the conference venue for 2007, although we still have more than two months left of 2005.

At lunchtime I take the five-minute walk to the offices of Universities UK, and join the UUK team that negotiates with the Copyright Licensing Agency. It's a disparate group comprising librarians, representatives/administrators of institutions, an academic lawyer and the head of a university department of information studies. We consider our tactics about the renewal of the CLA's photocopying licence, and move on in the afternoon, to the CLA's offices – another five-minute walk – for a session of eyeball-to-eyeball negotiation. The eyeballs on both sides are friendly and the talks go quite well.

### TUESDAY

I spend the day in Brussels. I've been invited to a public hearing on proposed measures for more rigorous enforcement of intellectual property rights. When there's no opportunity for harsher laws, the rightholders press for harsher penalties instead. The current political movement is towards treating every copyright infringement not as a matter of civil law but as a crime. Yet some copyright-holders don't mind their rights being infringed – academic authors, for exam-

ple, and independent musicians in their early careers, are only too pleased for people to copy their works: widespread use of their work, within non-commercial limits, enhances their reputation. Crime has no place when the supposed 'victim' is actually content. The public hearing in Brussels is an unusual idea, led by the Italian MEP who has the job of managing a new draft Directive. About a hundred people assemble in formal semi-circles in a vast committee room. To my surprise, people sympathetic to the library view (less criminalisation) make at least half of the contributions. I manage to get in early with mine (the first time in my life I've been simultaneously translated into four languages). My friends and allies have distributed ourselves all over the room – it's psychologically effective when we all speak from different positions. It's a long way to go to make a two-minute speech, but it's very important to be heard at such a meeting.

#### **WEDNESDAY**

Back in the office and a chance to tackle the backlog of e-mails (it never disappears) before a colleague from South Africa arrives. She has asked to talk about SCONUL's constitution and activities, because she chairs the new, exactly similar, association in her country. It's a fascinating discussion. Later in the day we have another visitor – the records manager from one of our London members arrives by the kind arrangement of both our Chair and of his library director. He is here to advise on our own records management practices. In a helpful interchange he suggests some improvements and reassures us that by and large our practices are sound.

#### **THURSDAY**

Another burst of e-mail activity and then one of SCONUL's Working Groups meets in our committee room to discuss activity in support of Performance Improvement. Meetings like this are a welcome chance to catch up informally with what's happening in our member libraries. Solid work is done too on developing SCONUL's statistical base for our members: one of the latest initiatives is a software package to make it easier to analyse data about library services. The back-set of SCONUL library statistics suddenly comes to life in instant pie-charts!

In the evening I go to a hotel near Tower Bridge to represent SCONUL at the awards ceremony for the National Teaching Fellowships. Two librarians are to receive awards from higher education Minister Bill Rammell. The Higher Education Academy has organised the occasion through an

events agency which seems to send invitations by e-mail rather than on gilt-edged cards. Still, I'm an e-mail man myself. When I arrive, in good time, I'm perplexed to find the lobby well signposted but eerily quiet. Two elegant events organisers approach me. No, they don't have my name on their list of those attending. No, there's no need for me to produce my e-mailed invitation. They're sure, having consulted their seating plan, that it will be Quite All Right. I need to be aware that the event has already begun, earlier than scheduled. All I need to do is wait until the first speech has ended. Then I am to go to Table 16, where I'll find a place bearing the name of Grace Porter. There I am to sit. Bemused, I follow their instructions. Aghast, I find that it is a black-tie dinner. (I am wearing my smartest French summer jacket in beige.) Never mind, the events agency has evidently kept the dress code from Bill Rammell too, and he looks perfectly comfortable in his lounge suit. I move confidently through the tables and take my place. There ensues an interesting and enjoyable evening, the librarians Moira Bent (University of Newcastle upon Tyne) and Josephine Webb (De Montfort University) amongst academic staff all receiving their due applause and recognition. At the opportunity for conversation, the opening gambit of my dinner companion is to raise his left eyebrow ever so slightly with the equable challenge: 'You're not Grace Porter'.

#### **FRIDAY**

One of the autumn's big challenges to librarianship, the UK's Terrorism Bill, takes up much of the day. In its efforts to stamp out the dissemination of terrorist publications, the Bill threatens to make innocent librarians guilty of a criminal offence. SCONUL members have responded rapidly to a call to mobilise their allies amongst MPs and peers, and we've contributed well to the political protests mounted by the combined library and academic professions. For today I write letters to a selection of peers and bishops encouraging them to attend and vote at the next stage in the House of Lords. Then I move to the British Library for a meeting of a dozen allies (the British Library itself, Universities UK and more professional library bodies than one usually sees in one room). We discuss how things are going and who we need to talk to next. Over recent weeks we've become very well informed – our trump card is sharing what we know. That's SCONUL's strength too.

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# SCONUL Secretary's notebook

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## **SCONUL AND ALLIES AND THE EUROPEAN COMMISSION**

I met SCONUL's European lobbying allies at a meeting in Denmark on 29 and 30 October. Rather than reacting to the eventual proposals, we have decided to do some agenda-setting with regard to the European Commission's intended review of copyright law (yet again) next year, and will be meeting the official who is to be responsible for guiding the review. We have also sent a joint response to the Commission's recent 'i2010' digital libraries consultation, and to the unrelated working paper on 'Strengthening the competitiveness of the EU publishing sector'. The Commission's main concern, in issuing the last paper, is the vulnerability of the newspaper industry as its readership gets older and its classified advertising steadily migrates to the internet. However, the library community has taken this chance to make a few cogent points about publishing in general.

## **G8 SUMMIT – SCONUL'S INVOLVEMENT (!)**

Tucked into the declaration from the 2005 G8 Summit was a commitment from the member governments to enforce intellectual property rights more effectively. As president of the Summit, the UK had the job of implementing this commitment, and on 11 October a meeting was arranged (scrupulously shared between the Foreign and Commonwealth Office, holding the chair, and the Department of Trade and Industry, the responsible department) to discuss the options. Plenty of rightholders were there calling for severe penalties to be enforced routinely against infringers. SCONUL was one of the few representatives of IPR users to attend (CILIP was another), and I pointed out that vigorous pursuit of criminal counterfeiters, laudable though it may be, should not be so indiscriminate as to catch honest people who have inadvertently infringed a copyright regime which in most countries has become extremely complex.

## **IPR USERS' CHARTER**

On 13 October 2005 the Royal Society for the encouragement of Arts, Manufactures and Commerce launched its Adelphi Charter – designed as an antidote to the constant current pressure for

more stringent laws about IPR. The charter points out that the encouragement of creativity and innovation could do with more relaxed legal provisions instead of the general drift to more regulation and longer-lasting monopolies. It makes for encouraging reading – now we need governments to believe in it. See <http://www.adelphicharter.org/>

## **SCONUL, CURL AND THE RIN**

Michael Jubb, Director of the Research Information Network, is holding regular update meetings with officers of SCONUL and CURL. At the meeting in October 2005 he described the RIN's plans. A first priority will be to report next year to the Office of Science and Technology on the UK's resource discovery (search and navigation) infrastructure, in order to feed into the next comprehensive spending review. The RIN has also proposed a study into the wants, needs, aspirations and habits of researchers; and a quite separate study on progress UK-wide in the area of retrospective catalogue conversion. Two related areas for forthcoming work by the RIN are collaborative storage for libraries, and collaborative collection management. All these issues were discussed, and a report was given by SCONUL on progress towards merging or aligning various schemes for users of libraries to borrow from libraries other than their own (see below).

## **SCONUL RESEARCH EXTRA AND UK LIBRARIES PLUS MOVE TOWARDS MERGER**

In order to simplify the approaches for library users, and to streamline the procedures for library staff, the two borrowing schemes, for (respectively) researchers and distance-learning students, are working towards unified governance and administration. A first step is an over-arching constitution for both schemes, which had been drawn up and is on the way to joint approval.

## **LEADERSHIP PROGRAMME IMMINENT**

SCONUL and UCISA have agreed with the Leadership Foundation on a new leadership programme which will run, for the benefit of existing or aspiring senior library managers, in the spring and summer of 2006. It will be part of the portfolio of courses offered by the Leadership Foundation for Higher Education and will build on the successful past collaboration in running such courses between SCONUL and UCISA.

## **NEW DESIGNATIONS**

Congratulations to our members Bath Spa University College, now Bath Spa University, University College Chichester which became the University



of Chichester on 13 October 2005, Southampton Institute which on 15 August 2005 became Southampton Solent University, and University College Northampton which became the University of Northampton on 1 August 2005 and whose erstwhile Chief Librarian, Hilary Johnson, became Director of Information Resources and Services on 1 October 2005.

#### **SCONUL CONFERENCE 29 NOVEMBER 2005**

One of our biggest one-day conferences for members took place at the British Library's conference centre in London. A wide variety of speakers gave papers and their presentations are now up on our website at [http://www.sconul.ac.uk/event\\_conf/egm2005/presentations/](http://www.sconul.ac.uk/event_conf/egm2005/presentations/)

#### **REGISTRY OF DIGITAL MASTERS**

Our allies in LIBER (Ligue des Bibliothèques Européennes de Recherche) have announced that they will be coordinating European additions to the Registry of Digital Masters, a project of OCLC and the Digital Library Federation to set up a continuously updated database of digitised works, in order to avoid duplication of digitisation effort, to assemble a critical mass of digitised materials, and to develop standards for metadata and access. European additions to the database will be based on exchanges between EROMM, the European Register of Microfilm Masters, which now also includes digital surrogates, and the RDM in the USA. LIBER would like to see more intensive use of the database which is at [www.eromm.org](http://www.eromm.org) with notes on standards for digitisation at <http://www.eromm.org/standards.htm>

#### **OPEN CANADA**

Our colleagues in Canada have launched the Open Canada digitisation initiative, to provide on-line access to Canada's recorded heritage. See [http://www.carl-abrc.ca/new/pdf/OCDI\\_communique-e.pdf](http://www.carl-abrc.ca/new/pdf/OCDI_communique-e.pdf)

#### **SCONUL ANNUAL LIBRARY STATISTICS; AND SCONUL Focus**

We announce a decision of the Executive Board: the price of the printed version of the statistics will increase in 2006 from £40 to £80. The price has been relatively unchanged for many years and the statistical series is costly to produce. At the same time the Board decided to continue the printed version of SCONUL Focus, but to standardise the distribution of free copies to one per member.

#### **LISU ANNUAL LIBRARY STATISTICS**

Our trusty statisticians at LISU have just published their annual volume, in which the academic library figures as usual draw heavily on ours. 'LISU annual library statistics 2005' is now available online at <http://www.lboro.ac.uk/departments/dis/lisu/pages/publications/als05.html> For further information, contact: Claire Creaser, LISU, telephone +44-1509-635682 or e-mail [lisu@lboro.ac.uk](mailto:lisu@lboro.ac.uk)

#### **PERCEPTIONS OF LIBRARIES AND INFORMATION RESOURCES (A SURVEY)**

OCLC has produced a report to its membership of an international study on information-seeking habits and preferences, amongst other perceptions of libraries. It can be downloaded from <http://www.oclc.org/reports/2005perceptions.htm> where a print copy can also be ordered.

#### **VLEs (A SURVEY)**

A new report records the results from a national survey undertaken by JISC and UCISA into issues relating to the acquisition, use and support of Virtual Learning Environments. It complements a similar survey conducted by UCISA in 2001 and a joint JISC/UCISA survey in 2003. It is available at [http://www.ucisa.ac.uk/groups/tlig/vle/index\\_html](http://www.ucisa.ac.uk/groups/tlig/vle/index_html)

#### **NEW SCONUL MEMBERS**

A warm welcome to Ex Libris (UK) Ltd and Swets Information Services, who have joined our existing corporate members Forster Ecospace Ltd and Youth Media Ltd, and three new full members, the Institute of Cancer Research, Harper Adams University College and Heythrop College, who have joined from 1 January. We look forward to seeing you all at our meetings in 2006.

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# CILIP, UC&R and SCONUL – working together at a time of change in higher education and libraries

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Back in early 2004 Maggie Haines (President of CILIP) and Suzanne Enright (Chair of SCONUL) discussed the relationship between SCONUL and CILIP (Chartered Institute of Library and Information Professionals). While a few 'summit meetings' had been held in the past, with some ongoing interaction at officer level, the two organisations had never tried seriously to clarify overlapping roles and so help maximise joint effort.

Clearly there are differences in how each body is set up and managed, in subscription models, etc., but we felt that it was an opportune time to have a fresh look at the issue especially as both SCONUL and CILIP believe that libraries inform and promote the new impetus for learning and teaching which has learner support at its heart.

Maggie and Suzanne, with the support of their respective Executive Boards, convened a targeted group of library directors and associated others in July 2004 – the main criterion being active in both CILIP and SCONUL – to brainstorm this ques-

tion, and to look at areas for mutual collaboration. Those attending were:

Mary Auckland  
David Ball  
Suzanne Enright (Notes)  
Maggie Haines (Chair)  
Nigel Macartney  
Glynis Platt  
Debby Shorley  
Phil Sykes  
Margaret Watson  
Martyn Wade

There were three broad and often overlapping areas for discussion:

- 1 How can SCONUL and CILIP improve joint policy development based on agreed areas of interest?
- 2 How can SCONUL and CILIP best work together to deliver joint working?
- 3 How can SCONUL and CILIP involve library staff more widely in areas of joint policy development and common interest?

From the ensuing discussion we identified three key areas of common interest:

- Focus on **high level advocacy**; this would ensure SCONUL and CILIP speak with a common voice whether seizing opportunities, proclaiming success or issuing rebuttals. Examples included 'joint declarations' when lobbying, and specifically when responding to key government policy areas such as the House of Commons Science and Technology Committee report (2004) on scientific publications, etc.
- Focus on **continuing professional development (CPD) and CILIP's new qualifications framework in relation to academic (and related) libraries**; this would embrace joined-up work in relation to succession planning, leadership, standards and benchmarking, and so on
- Focus on **information literacy** across the profession: this was thought to be a big win rather than a quick win! It was seen to time well with various UK initiatives, and with competency development work at lots of levels.

From the meeting Maggie and Suzanne were tasked with:

- preparing a joint statement

- preparing a report for both Executive Boards
- turning this list of ideas into a work plan.

The CILIP and SCOUNL Joint Declaration was approved by the Boards at the end of 2004 and formally launched at the SCOUNL Conference in Brighton in April 2005. It says:

***CILIP and SCOUNL will work closely together in areas of mutual interest, including:***

- to support library and information services practitioners involved in the delivery of library and learning support to higher education programmes
- to speak with a strong, united voice about government policy relating to education, research, librarianship and information related matters
- to build on past good work and disseminate good practice
- to maximise effectiveness and minimise duplication of effort
- to promote leadership and succession planning.

***CILIP and SCOUNL will concentrate joint policy development on areas of mutual interest, including:***

- scholarly communication and support for research
- learner support and information literacy
- access and diversity.

***CILIP and SCOUNL will work together in the following ways:***

- establishing clear procedures to enable a rapid response on specific issues where necessary
- including each other in committees as appropriate
- joining up conference planning and participating in each other's conferences and events
- developing training programmes for shared target audiences
- establishing joint task groups as required
- facilitating access to each other's mechanisms for influencing government policy as appropriate
- providing joint support for, and engagement with, other sectors as appropriate.

***CILIP and SCOUNL will encourage active involvement of library and information staff by:***

- promoting continuing professional development for all staff
- encouraging staff to seek professional qualifications
- promoting national and regional events organised by either body or its subgroups

- sharing relevant research findings and good practice for the benefit of the wider library community
- disseminating information on key strategic issues through effective use of SCOUNL and CILIP publications, websites, etc.

We have also set up a Joint Steering Group.

Meeting for the first time in February 2005, it is composed of:

- 1 Either CILIP President or senior elected member of CILIP having a connection with higher education (currently Debby Shorley)
- 2 SCOUNL Chair (currently Suzanne Enright)
- 3 Chair, CILIP Policy Development Committee (currently Eric Davies)
- 4 Chair, CILIP's University, College and Research Group (UC&R) (currently Liz Jolly)
- 5 SCOUNL Secretary (Toby Bainton)
- 6 CILIP Head of Policy (Guy Daines)

We also co-opted Maggie Haines who chairs both the CILIP Health Executive Advisory Group Implementation Group and SCOUNL's Health Strategy Group. CILIP and SCOUNL alternate chairing the Steering Group and noting the meetings. The main tasks of the group are:

- 1 to oversee the group workplan
- 2 to deliver a joint CILIP/SCOUNL web presence covering SCOUNL/CILIP partnership on the CILIP and SCOUNL websites respectively
- 3 to ensure appropriate representation on shared working groups, e.g:
  - Debby now represents CILIP on the CURL/SCOUNL Joint Scholarly Communications Group
  - Toby is on CILIP's Freedom of Information Group
  - Suzanne has a standing invitation to UC&R meetings

We have now established a reasonable working method and are pushing on with the workplan.

So, what's in it for SCOUNL members?

- 1 Improved, high level advocacy:
  - New protocol on consultations has been drawn up, including dealing with events requiring rapid response – and it is openly recognised that SCOUNL and CILIP may differ on occasions

*continued over...*

- Response to the Research Councils UK statement on open access in the joint names of SCONUL, CURL and CILIP
  - Exploring the future of CILIP and SCONUL health groups with a view to maximising potential impact for advocacy.
- 2 SCONUL's Space Planning Group is looking into possible areas of cooperation in developing a new SCONUL library buildings database based on/merged into the Designing Libraries database software (<http://www.designinglibraries.org.uk/>). It is expected that the new joint working will also better support staff involved in planning libraries as learning spaces.
- 3 Exploring a closer working relationship between SCONUL and UC&R, as a Special Interest Group of CILIP, in relation to visibility of activity and continuing professional development activity. This will be of considerable benefit to learners and library services within higher education as well as to members of both organisations. Progress so far includes:
- Improved participation in UC&R events by senior managers as a result of publicity for UC&R on the SCONUL website
  - Protocol on jointly badged events
  - Standing invitation to UC&R National Committee meeting to Chair of SCONUL
  - Invitation of UC&R Chair to SCONUL conference
  - Invitation of SCONUL Chair to UC&R conference
  - Meeting of SCONUL Chair (Suzanne Enright) and UC&R Chair (Liz Jolly) to discuss CPD activity and to progress issues
  - Planned regular updates in *SCONUL Focus* and *Relay* with contributions from both SCONUL and UC&R.
- 4 In addition to the areas of mutual interest above we believe that particular advantages will be:
- Greater understanding of key strategic issues surrounding supporting learners and enhancing their experience
  - Greater alignment of service-wide and institutional staff development needs with personal professional development issues
  - Improved communication with heads of service regarding the benefits of active membership in the professional association
- Increased opportunities for contribution to policy development
  - Opportunities for involvement in issues surrounding succession planning within the sector.
- 5 Working together we hope to better support those library staff involved in curriculum planning, validation and development, and in teaching information literacy and study skills as desktop delivery of information is vital to underpin the 'learn anywhere, work anywhere' culture, which is leading students and researchers to expect more of their libraries.

For more information contact please contact the authors (details above).



# e-Resources in SCONUL member libraries: what the statistics tell us

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## INTRODUCTION

Some new or amended questions relating to e-resources were included in the 2003-04 SCONUL statistical questionnaire as a result of the e-measures project. It was decided to include the e-measures retrospectively in the SCONUL return for 2003-04, while recognising that not all libraries would have systems in place to answer. It was felt that some libraries would be able to respond, including those 25 libraries that had taken part in the e-measures project during 2004. It was also hoped that having some results for 2003-04 would then encourage a greater response in 2004-05. This paper looks at how many libraries answered these questions, what comments they made and what conclusions can be drawn from the results.

## PERIODICALS – TITLES

The revised questions (numbered 2d – 2g) asked for a breakdown into print only, electronic only and combined print/electronic. Previously, the category for electronic had included 'print and electronic'. Results were as follows:

	2d total	2e print	2f e-only	2g print & elec
Libraries responding	130	125	118	115
Mean figure	6,997	1,664	4,567	1,102
Lowest figure	62	62	0	0
25th percentile	2,153	578	674	284
Median	6,172	1,150	3,635	628
75th percentile	9,591	2,142	6,639	1,116
Highest figure	28,742	10,714	24,077	12,547
Total	909,661	207,945	538,963	126,696

Out of 137 respondents to the questionnaire, 130 (95%) gave a figure for total periodicals and 125 (91%) attempted some sort of breakdown, with 115 respondents (84%) giving a full breakdown.

There were a number of comments. These related to:

- Figures given for each category were often estimates
- Figures lower than previous years because of new guidelines
- Possible overlap between print and e-journal titles
- New methods of calculation now put in place to give more accurate results in future

Compared with 2002-03, the mean total for all periodical titles is down from 7740 to 6997, perhaps reflecting the comments on previous over-counting noted above. On the other hand, the mean for print only is down from 3106 titles to 1664, with e-only and print/electronic up from 4855 to 5669. This shows the balance shifting from print to electronic and may also suggest that libraries have made more effort to separate out their print and electronic subscriptions using the new guidelines.

## DATABASES AND E-BOOKS

Database titles were previously included in the question about periodicals, and e-books were included in the question about books, so it is not possible to make comparisons with previous years. Results of the new questions 2k and 2l were:

	2k data-bases	2l e-books
Libraries responding	126	121
Mean figure	74	5,621
Lowest figure	0	0
25th percentile	30	2
Median	46	200
75th percentile	96	779
Highest figure	699	456,856
Total	9,315	680,191

## DATABASES

A total of 126 libraries (92%) answered this question (2k). Some libraries gave details of the databases they had included. Several comments relate to the 'Definitions table' supplied with the questionnaire, which defines which titles are to

be included here and which under Periodicals and which under e-books. A number of queries on these definitions have also been received by e-mail and there have been requests to update the table and make it more comprehensive.

#### **E-BOOKS**

It is worth noting that although 121 libraries (88%) answered the e-book question (2l), 35 of these had no e-books and a further 12 had less than 10. This gives 74 libraries (54% of all respondents) reporting on significant numbers of e-books for 2003-04. While some have heeded the new definitions, the maximum figure for e-books (456,856) suggests this has not always been the case and emphasises once more the need for consistency in these figures.

Comments were:

- Details of some titles or collections excluded because no statistics available
- Limited period e-books in use (several libraries acquired collections during the year)
- Suppliers having different methods of counting
- Discrepancy with aggregator statistics
- Estimated figures

Full-text article requests: e-book accesses

These questions (4r and 4s) replaced previous questions on electronic resource sessions (4c) and number of views/downloads (4d). Results were:

	4r article requests	4s e-books
Libraries responding	80	72
Mean figure	365,456	4,331
Lowest figure	832	0
25th percentile	124,562	333
Median	262,038	1,933
75th percentile	488,306	5,571
Highest figure	2,112,564	31,123
Total	29,236,514	311,852

#### **FULL-TEXT ARTICLE REQUESTS**

Eighty libraries (58% of all respondents) answered this question (4r). Given the need to have recording systems in place during 2003-04, this is a good result. Comments were:

- Details of services not included as no data available or data not collected

- Different figures obtained from aggregators and publishers
- Estimates based on limited number of publishers or limited time period
- Systems now being put in place for improved data collection
- Athens figures used and do not include on-campus use

These comments indicate that a degree of caution is needed in interpreting these figures, although it is clear that a number of respondents have put effort into trying to obtain accurate and consistent results. As more publishers become COUNTER-compliant, the coverage should improve.

#### **E-BOOK ACCESSES**

72 libraries (52% of all respondents) answered this question (4s). As noted above, only 74 libraries had 10 or more e-book titles, so this is actually a high response.

Comments were:

- Limited time coverage (a number of libraries had acquired e-books during 2003-04)
- Different methods of counting from different suppliers
- Incomplete data

Again, actual results must be treated with some caution. The new COUNTER code of practice for e-books should lead to more consistency in counting accesses in the future.

For both these new questions, results look more consistent than the limited and vastly different replies received to the old 'electronic resource sessions' and 'numbers of views/downloads' and should help to track usage of e-journals and e-books across the sector in a more reliable way in future.

#### **SERIALS SUBSCRIPTIONS**

The breakdown into print only, e-only and print and electronic was retained, but with new guidelines intended to relate costs to number of titles reported in 2d-2g and to the usage question in 4r.

	7b total	7c printed only	7d electronic only	7e print and electronic
Libraries responding	137	83	79	73
Mean figure	649,198	302,956	156,683	249,899
Lowest figure	1,119	1,119	0	0
25th percentile	198,810	65,457	20,333	67,523
Median	477,392	203,000	77,210	172,700
75th percentile	814,107	370,773	228,501	343,030
Highest figure	3,033,227	2,364,074	837,900	1,280,696
Total	88,940,170	25,145,377	12,377,963	18,242,600

All respondents provided a total figure for serials subscriptions and 83 (61%) were able to provide some sort of breakdown. The mean figure for print only has gone down from £327,433 in 2002-03 to £302,956 in 2003-04, while e-only has increased from £132,804 to £156,683 and print and electronic from £186,598 to £249,899.

#### ELECTRONIC RESOURCES

The 'electronic resources' question is now broken down into databases, e-books and other, as follows:

	7g total	7h databases	7j e-books	7k other
Libraries responding	132	112	101	91
Mean figure	161,852	159,384	8,470	3,288
Lowest figure	0	0	0	0
25th percentile	50,821	65,041	0	0
Median	147,700	149,827	3,265	0
75th percentile	240,145	220,860	8,630	2,115
Highest figure	585,436	563,529	198,968	84,523
Total	21,364,440	17,850,971	855,490	299,225

Out of 132 respondents, 112 (85%) provided some breakdown, although several indicated that actual figures were 'guesstimates'.

As the figures above indicate, there were a number of nil returns in relation to e-books, and particularly in relation to the 'other' category, which only 38 libraries had actually reported on.

#### DEVELOPING RATIOS

SCONUL's Working group on Performance Improvement, which manages the collection and publication of the statistics, agreed that during this pilot phase there would be no formal report on e-measures ratios in the SCONUL statistics. Out of interest (and in relation to the work my colleagues and I at evidence base at the University

of Central England are doing for e-measures), I have produced some ratios from the figures. They show cost per request and cost per title for e-journals, and cost per access and cost per title for e-books. Enough information on e-journals was provided by 47 libraries for these ratios to be produced, the average cost per request being £1.81 and the average cost per title £176.23. On e-books, 50

libraries gave sufficient information, with the average cost per access £9.95 and average cost per title £17.63. There was much greater variation in the range of average costs for e-books than for e-journals, illustrating the particular difficulties noted above in tracking costs and usage in this growth area.

#### CONCLUSIONS AND RECOMMENDATIONS

Although some inconsistencies remain, libraries have clearly put effort into answering these new e-measures questions and the fact that in this pilot phase 50 libraries have been able to provide

sufficient information for ratios to be derived suggests that it will be possible in future for libraries to use these statistics for bench-marking as they do other sections of the SCONUL statistics.

The focus of spending away from print and towards electronic can be tracked in these questions, as can the growth

in the purchase and use of e-books. A decline in the number of inter-library loans (down from a mean of 7024 in 2002-03 to 6278 in 2003-04) is just one factor that points to the importance of having accurate figures of use of e-resources.

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# E-research for libraries

## The CURL/SCONUL joint task force on e-Research

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### TERMS OF REFERENCE AND MEMBERSHIP

This new task force has been established jointly by SCONUL and CURL, with the following remit:

- 1 To raise awareness and understanding of the issues associated with support of e-research in CURL and SCONUL member libraries and to stimulate discussion about them at institutional level
- 2 To position CURL and SCONUL member libraries' staffs to engage with their local e-research stakeholders and to encourage them to make appropriate inputs at the research proposal stage
- 3 To identify skills gaps in relation to support of e-research and to assist member libraries in addressing them
- 4 To work with other e-research stakeholders, including the Digital Creation Centre, Research Information Network and the British Library, to ensure that information management to support e-research is a high priority for future investment by funders
- 5 To advise the CURL Board and SCONUL's Executive Board on matters relating to the support of e-research
- 6 To monitor, and report on, the Group's progress against an action plan agreed annually by the CURL Board and SCONUL Executive Board.

The Task Force has been established with the following membership, and its first meeting will take place in early 2006.

- Martin Lewis, Director of Library Services & University Librarian, University of Sheffield (Chair)
- Liz Lyon, Director, UKOLN
- Luis Martinez, Data Librarian, LSE Library
- John MacColl, Head, Digital Library, University of Edinburgh Library
- Carmen O'Dell, Academic Liaison Librarian, University of Sheffield Library
- John Owen, Head of IT Facilities Management, University of Birmingham

- Jane Savidge, Head of Learning & Research Support, Kingston University Library Services
- Mark Thorley, Data Manager, Natural Environment Research Council (NERC)
- Jan Wilkinson, Head of Higher Education, British Library
- David Whitehurst, Head of Technical Support, John Rylands University Library, University of Manchester
- Stéphane Goldstein, Research Information Network (observer)

The *Focus* reader will detect that we have a team of hugely talented individuals from a wide range of institutions poised to apply themselves vigorously to the Task Force's terms of reference. But what is e-research, anyway? And why now?

### WHAT IS E-RESEARCH?

E-research started out as e-science, a label that is still in use, although there's a developing consensus that the distinctive features of e-research are not limited to the sciences.

The UK established its e-science programme in November 2000, by allocating targeted funds to each of the (then) seven Research Councils, along with funding for a Core Programme that was intended to develop generic technologies and infrastructure to support e-science. The core programme is administered by the Engineering and Physical Sciences Research Council (EPSRC), and its first Director was Professor Tony Hey, who was seconded from the University of Southampton. With the creation of Research Councils UK (RCUK)<sup>1</sup> as a coordinating body for the Research Councils in 2002, oversight of the UK e-science programme has passed to it, although EPSRC continues to deliver the Core Programme.

When the e-science programme was launched, Dr John Taylor, then Director General of the UK Research Councils, offered the following definition:

*'e-science is about global collaboration in key areas of big science and the next generation of infrastructure that will enable it'*

E-research (or e-science) has rapidly become one of those buzzwords ignorance of whose meaning it is uncool to admit. If this means you, then relax: help will soon be at hand. One of the primary goals of the Task Force is to enable library staff to learn more about e-research without feeling awkward about asking questions. In fact the whole area is beset with definitional challenges



of the type that can (and do) provide hours of fun at conferences. But that doesn't mean that e-research is a passing fad: on the contrary, it's a maturing concept which offers new opportunities for the skills of information professionals. The government's long-term commitment to support e-research is evident in the Treasury's *Science & innovation investment framework 2004-2014*<sup>2</sup>, which describes investment in the 'national e-infrastructure'. I'd pick out the following e-research keywords as a way of understanding what's going on:

**Collaboration:** as John Taylor's definition indicates, e-research is intended to make it easier for researchers to collaborate internationally. Don't researchers do this already (you ask)? Yes: but e-research involves moving huge amounts of data across the globe, for example enabling real-time simulations to be run, and very large datasets to be interrogated, remotely.

**Infrastructure:** aha, the Grid. Isn't this just a new name for very fast internet connections? Well, e-research can and does use the internet for connectivity, but the Grid is really a set of *services* for sharing computing power and data storage. It uses *middleware* to handle the complex authentication and scheduling requirements of e-research, and to link together the various applications, devices and computing resources in as seamless a way as possible. Developing middleware is one of the themes of the UK Core Programme.

**Data:** e-research is characterised by the huge volumes of data it handles and generates. But this is not just a storage challenge: the data needs to be described, preserved, and retrieved ('curated'); and a key concept underlying e-research is that data can be actively re-used in multiple ways, on multiple occasions and at multiple locations. Suddenly, lots of non-librarians are talking about metadata. And in terms of bytes, we're moving beyond giga ( $10^9$ ) through tera ( $10^{12}$ ) and onto peta ( $10^{15}$ ) and exabytes ( $10^{18}$ ).

**Research:** with all the terabytes of words being generated about the technology of e-research, it's easy to overlook the research itself. The UK e-science programme has funded a number of what are, in effect, demonstrator projects, ranging from *Astrogrid* (which is the UK's contribution towards building a global virtual observatory) to *INWA* (analysing commercial and market data in real time). But e-research is by no means limited to projects which have received funding under the UK e-science initiative. As time goes by, more and more research will start to take on the character-

istics of e-research – collaborative, digital, data-intensive. And, increasingly, the arts and humanities are joining other disciplines as participants in e-research: the sharing of very high-resolution digital page images by medieval codicologists and paleographers is a good example. The Arts and Humanities Research Council's delivery plan for 2005-2008<sup>3</sup> commits it to establishing in 2007 a programme to develop e-science in the arts and humanities.

#### **WHY NOW?**

Perhaps we should ask ourselves first: why not a couple of years ago? This question was posed by Tony Hey in his 2004 challenge to librarians published in *Library and information update*<sup>4</sup>, which led to a discussion between him and the CURL Board, and a presentation to the CURL members meeting in October that year.

Clearly, the area of e-research with potential for libraries to add value is in the management of the large datasets associated with e-research. So why hasn't e-research generated a bigger blip on our radar? There are some good reasons for this, other than librarians' lack of foresight. For a start, the e-science core programme hasn't had earmarked funds for the development of data management capacity by libraries, so there haven't been any calls for projects. Neither have most libraries experienced the sharp end of customer demand for data curation.

Another factor in libraries' limited response to e-research thus far is that it's by no means clear – even now – where the responsibility for data curation should lie. Should it be at institutional level? Or researcher level? Or at national or international level? There are already good examples of data curation at national and international level, and for large datasets with a potentially global user base, this may be a more effective and economic solution than asking individual universities to establish collections of data and the expertise to curate them. The European Molecular Biology Laboratory's European Bioinformatics Institute (EBI) is already the international repository of choice for nucleotide and protein sequence information, for example; and the UK Data Archive and Arts and Humanities Data Service have excellent track records in providing high quality data curation facilities.

But the situation is changing. The number of researchers generating significant volumes of data will grow rapidly, and the need for universities to be able to provide capability for advising on data

curation – even if they don't store the data - will increase. And institutional repositories currently focusing on published literature may be able to expand to accommodate collections of data, albeit on a smaller scale than the national and institutional services. Indeed, this is one of the topics being explored by the SToRE project based at Edinburgh, and funded by JISC and CURL.

It's also a good time to be engaging with these issues because of the emergence of the Digital Curation Centre, led by Chris Rusbridge (who coordinated the eLib programme for most of its history and is well aware of the role of libraries in relation to digital content). The DCC has been funded under the second phase of the e-science Core Programme, in association with JISC, and will be seeking to answer some of the questions raised above about the optimum solutions to the data curation challenge posed by e-research. Liz Lyon, a member of the Task Force, as well as being Director of UKOLN, is the DCC's Associate Director for Outreach; it will be important for the Task Force and the DCC to work together to raise awareness in the professional community of these issues. The DCC's Associates Network is open to individuals with an interest in data curation, and if you've read this far you should probably consider signing up to it.

You might think that the global nature of collaborative e-research suggests that the UK is not alone in seeking to develop its e-research capability, and you'd be right. The US National Science Foundation issued a key report on the development of 'cyberinfrastructure' in 2003<sup>5</sup> – cyberinfrastructure being American for e-research infrastructure. The EU is looking to develop e-research infrastructure as part of its Framework Programme 7, and strategy in this area is being led by the European Strategy Forum on Research Infrastructures (ESFRI)<sup>6</sup> along with the intriguingly named e-Infrastructure Reflection Group (e-IRG)<sup>7</sup>. Australia's Department of Education, Science and Training has recently set up an e-Research Coordinating Committee, on which CAUL, SCONUL's sister organisation, is represented. This has just issued an interim report<sup>8</sup> which, drawing on US and UK experience, offers an excellent overview of the e-research landscape.

#### WHAT HAPPENS NEXT?

The Task Force's first meeting will develop an outline work programme for the 18 months of its establishment, with an emphasis on staff development, training and awareness. Its first event has already taken place – a workshop in London organised jointly with the DCC, which generated

an encouragingly high level of interest from the SCONUL and CURL communities. Presentations from this workshop will shortly appear on the Task Force's webpage<sup>9</sup>. Nationally, the UK's Office for Science and Technology OST has established an e-Infrastructure steering group to develop a vision for the development of e-Infrastructure in the UK, building on the *Science & innovation investment framework*, and to inform its submission to the next spending review; and most of the Research Councils either have, or are putting in place, policies on data management and curation.

E-research is here to stay, and for university libraries, doing nothing about it is not an option, even if the longer-term nature of our contribution may be unclear. Different institutions will already have different levels of awareness of and engagement with e-research. Whatever level you're starting from, the Task Force would like to know how it can help you.

#### REFERENCES AND FURTHER READING

- 1 The RCUK e-Science home page <http://www.rcuk.ac.uk/escience/>
- 2 Science & innovation investment framework 2004-2014. Norwich: Stationery Office, 2004. ISBN 184532031X [http://www.hm-treasury.gov.uk/spending\\_review/spend\\_sr04/associated\\_documents/spending\\_sr04\\_science.cfm](http://www.hm-treasury.gov.uk/spending_review/spend_sr04/associated_documents/spending_sr04_science.cfm)
- 3 The Arts & Humanities Research Council Delivery Plan. [http://www.ahrc.ac.uk/ahrb/website/images/4\\_96121.pdf](http://www.ahrc.ac.uk/ahrb/website/images/4_96121.pdf)
- 4 *Why engage in e-Science?* Library + Information Update; 3 (3) Mar 2004, pp.25-27. <http://www.cilip.org.uk/publications/updatemagazine/archive/archive2004/march/update0403b.htm>
- 5 Revolutionizing science and engineering through cyberinfrastructure: report of the National Science Foundation Blue-Ribbon Advisory Panel on Cyberinfrastructure. Washington DC: NSF, 2003. <http://www.nsf.gov/od/oci/reports/toc.jsp>
- 6 The ESFRI home page <http://www.cordis.lu/esfri/home.html>
- 7 The e-Infrastructures Reflection Group home page. <http://www.e-irg.org/>

- 8 An e-Research Strategic Framework: the interim report of the e-Research Coordinating Committee. Canberra: Department of Education, Science and Training, 2005. [http://www.dest.gov.au/sectors/research\\_sector/policies\\_issues\\_reviews/key\\_issues/e\\_research\\_consult/interim\\_report.htm](http://www.dest.gov.au/sectors/research_sector/policies_issues_reviews/key_issues/e_research_consult/interim_report.htm)
- 9 The Task Force's homepage <http://www.curl.ac.uk/about/groupsEResJoint.htm>
- 10 P. Lord, and A. Macdonald, e-Science curation report: data curation fore-Science in the UK: an audit to establish requirements for future curation and provision. Prepared for the JISC Committee for the Support of Research. Twickenham: The Digital Preservation Consultancy, 2003. [http://www.jisc.ac.uk/uploaded\\_documents/e-ScienceReportFinal.pdf](http://www.jisc.ac.uk/uploaded_documents/e-ScienceReportFinal.pdf)  
*An early but thorough overview of the data management challenge posed by e-research.*

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# The future of access

## A report from the SCONUL Task and Finish Group on Access

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### INTRODUCTION

The SCONUL Access Group began life in early 2005, and we are scheduled to 'finish' our 'task' by the end of 2006. The key achievements in 2005 have been to produce a SCONUL Policy Statement on Access (now available on the group's website and circulated on the SCONUL list in September), and to work with UK Libraries Plus and SCONUL Research Extra towards a combined management structure for these schemes to take effect from August 2006. We are also exploring ways to support the Inspire initiative.

### POLICY STATEMENT

The Policy Statement on Access is reproduced at the end of this article. Its aim is to articulate a commitment by SCONUL member libraries to the principle of reciprocal access, while recognising the constraints under which different libraries operate and thus managing user expectations. We hope to use the Statement to promote SCONUL's work in this area to the wider community, and this work will be developed during 2006.

### ACCESS SCHEMES

UK Libraries Plus and SCONUL Research Extra are keen to work more closely together in future. The UK Libraries Plus Steering Group approached SCONUL in 2004 to suggest that the scheme should come under the SCONUL umbrella, and we know from comments received at the UKLP Reps' Day in 2005 that front-line staff would appreciate a more streamlined approach to the two schemes. A shadow steering group chaired by Toby Bainton and comprising representatives from both schemes has been established and is working on a new draft constitution. It is suggested that a single steering group including SCONUL nominees and elected representatives should start work in August 2006. A joint confer-

ence for UK Libraries Plus and SCONUL Research Extra representatives is planned to take place in June 2006 at the Open University in Milton Keynes. This will include the opportunity to discuss how the two schemes can move forward together, and to influence the work of the new steering group.

One of the key current issues is to encourage and assist institutions to develop visitor access to IT. This work started with the UK Computing Plus initiative, and a number of libraries have now developed solutions to this issue - see <http://www.uklibrariesplus.ac.uk/ukcp/partici.htm>. UK Libraries Plus will be reviewing progress in this area in early 2006, and we hope that this might be an area for future collaboration between SCONUL and JISC.

#### **INSPIRE**

The Access Group is a focus for SCONUL's support for the Inspire initiative, and Sally Curry's article 'Inspire - realising the future of access' (which also appears in this issue, pages 43-45) outlines Inspire's work to date. SCONUL would like to encourage member libraries to register with Inspire, and the Access Group will be working through regional contacts to promote these developments.

#### **CONTACTS AND FURTHER INFORMATION**

Full details of the Task and Finish Group on Access, including terms of reference, action plans and membership, are on the SCONUL website at <http://www.sconul.ac.uk/activities/access/>. Your comments and suggestions are welcome at any time.

#### **SCONUL POLICY STATEMENT ON ACCESS**

##### **SCONUL, Society of College, National and University Libraries**

SCONUL is an organisation with membership from 174 library and information services in the UK and Ireland. Its members include libraries in higher education institutions (universities and colleges); the British Library and the National Libraries of Ireland, Scotland and Wales; and libraries in national museums and other specialist institutions.

##### **Summary**

SCONUL fully supports the principle of reciprocal access between libraries, both within the higher education sector and across sectors. SCONUL member libraries will therefore:

- Develop access policies that recognise the needs of visiting learners, without compromising the quality of service provided to the students and staff of their parent institution.
- Encourage their own students and staff to visit other libraries as necessary, while continuing to meet as fully as possible the teaching, learning and research information needs of their parent institution.

##### **Supporting government policy**

SCONUL member libraries currently play a key role in implementing the widening access policies of their parent institutions in support of government strategies such as Aimhigher in England and 'Reaching Higher - Reaching Wider' in Wales. Where members of the local community are made welcome in higher education libraries, the library can be seen as a gateway into the campus for those who may have regarded universities as "not for them", and hence the first step towards pursuing a formal course of study.

Many higher education libraries are also involved in a range of initiatives to raise educational aspirations in their local communities, hosting school visits and offering facilities during specialist summer schools for instance.

In developing reciprocal arrangements with other local libraries, higher education libraries can help to create a culture of lifelong learning in their region. Such libraries participate in a range of regional initiatives funded by bodies such as the Museums, Libraries and Archive Councils. Learners who may have exhausted the possibilities of the local library service can be directed to appropriate resources available in their nearest higher education library, thus developing pathways to learning supported by experienced information professionals. The work of licensing bodies such as JISC and Eduserv Chest to negotiate 'walk-in user' clauses in electronic information service licences is very welcome in this respect.

##### **Access schemes**

SCONUL institutions are involved in a range of access schemes at both national and regional level. SCONUL supports all such initiatives, and has particular involvement with the following:

- SCONUL Research Extra - managed by SCONUL, this scheme allows borrowing at member higher education libraries for academic staff and research postgraduates. See [http://www.sconul.ac.uk/use\\_lib/srx/](http://www.sconul.ac.uk/use_lib/srx/)



- UK Libraries Plus - fully supported and endorsed by SCONUL although currently managed independently, this scheme allows borrowing at member higher education libraries for part-time and distance learning students of any level, and reference access for staff and other types of student. Some members have also piloted visitor access to licensed e-resources via the UK Computing Plus initiative. See <http://www.uklibrariesplus.ac.uk/>
- ALCID (Academic Libraries Co-operating in Ireland) - supported by SCONUL though managed independently, this scheme allows reference access for higher degree students, academic and academic-related staff in member Irish libraries.
- Inspire - SCONUL is a lead organisation (with the Society of Chief Librarians and the British Library) in this initiative which seeks to develop managed referral partnerships between public and academic libraries. See <http://www.inspire.gov.uk/>

### Key concepts

SCONUL's support for visitor access to higher education libraries is informed by the following key concepts:

#### *i. Managed referral*

Formal systems of managed referral (as proposed by the Inspire framework and as currently operate within the UKLP and SRX schemes) ensure that access is granted appropriately. These systems encourage individual formal or informal learners to engage with staff in their "home" library as a first step, often leading to a greater awareness of the resources of that library and possibly obviating the need for a visit elsewhere. If a visit to another library does prove necessary, library staff can advise individuals directly as to the most appropriate library and thus avoid wasted journeys.

#### *ii. Reciprocity*

Reciprocal schemes such as UK Libraries Plus and SCONUL Research Extra allow SCONUL libraries to offer a service to external visitors while gaining a benefit for their own students and/or staff. Member libraries keep careful statistics of incoming and outgoing visitor numbers, and the evidence to date shows that no libraries experience unacceptable levels of demand by comparison with others, especially when incoming visitor demand is set against the benefits to their

own students and staff of participating in such schemes.

#### *iii. Flexibility*

SCONUL member libraries will normally set their own terms for visitor access. Although schemes endorsed by SCONUL may suggest minimum guidelines for participation, SCONUL recognises that member libraries operate under a range of constraints (including rules imposed by their constitution or parent institution) and it is not reasonable to expect all members to offer uniform levels of visitor access. A flexible approach encourages more libraries to provide at least a minimum level of service to visitors while allowing them to retain control. Many HE libraries are already offering significant levels of access and support to underpin their institutional widening participation strategies.

#### *iv. Financial contribution*

SCONUL supports the principle that member libraries experiencing exceptional levels of external demand may receive financial support in order to maintain their level of service, especially if the alternative would be the withdrawal of such services. SCONUL members will continue to explore appropriate funding streams to facilitate their participation in widening access initiatives.

### FUTURE DEVELOPMENTS

SCONUL will:

- Work with other organisations to remove barriers to learning, such as restrictive licence clauses in electronic information services which may prevent higher education libraries from granting access to visiting learners and academic researchers.
- Keep in mind the needs of the individual library user at all times, supporting initiatives such as Inspire which facilitate access arrangements on a large scale, and creating a national infrastructure within which local schemes can be accommodated or subsumed.
- Encourage or participate in cross-domain initiatives with similar aims.
- Support and encourage collaboration between higher education libraries, the National Libraries of Ireland, Scotland and Wales, and the British Library.
- Encourage all members to review access arrangements regularly, and as a general

principle to participate in visitor access schemes at least on a trial basis.

- Maintain an overview of the issues pertaining to access, and continue to make recommendations for action by SCONUL to meet any new requirements.

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# SCONUL's Working Group on Performance Improvement

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## IMPROVING INFORMATION FOR MEMBERS

- **SCONUL statistics on the web**

These web pages give easy access to data in the SCONUL *Annual Library Statistics* from 1993 onwards. You can download data relating to your own library along with comparative data into Excel, Access or Word. There are four easy ways to use SCONUL *Statistics on the Web*:

- 1 Institutional data

With data for a single year you can display one set of data for up to seven institutions. For example, you can compare the Total Study Places in your own library against up to six similarly sized institutions.

- 2 Ranked lists

Produce a ranked list of all SCONUL member libraries for single items of data such as study places. You can see where your library is in ranked list of Total Study Places in all SCONUL libraries divided by the number of FTE students per institution.

- 3 Institutions time series

With time series data you can compare one set of data for up to nine institutions over a period of years. For example you can compare the total provision of total study places and then introduce the variable of open access workstations.

- 4 Variables time series

This allows you to display nine sets of data for a single institution over a period of years. For example you can display the result from a range of questions from 1993 onwards.

Use your institution specific user name and password to access the statistics data at:  
[www.sconul.ac.uk/pubs\\_stats/stats/0304/report/](http://www.sconul.ac.uk/pubs_stats/stats/0304/report/)

- **Survey templates**

The group's web pages now have improved and expanded information on customer surveys. There are more examples of library surveys and a variant template for use in converged services. Samples of management responses to surveys and the dissemination of results are also provided.

**PROJECTS IN PROGRESS**

- **Value for Money**

One area of concern identified by SCONUL Executive Board in its regular consultation exercise with members is the need for tools to enable libraries to demonstrate value for money. Some members have asked for such tools to help in countering budget cuts in their institutions, others in order to help with changing managerial requirements. Executive Board has approved up to £25,000 to enable work to be carried out in this area and a sub group of the WGPI will work on a specification in order to go out to tender. We will ensure that this work is linked to other initiatives such as impact measurement and the use of statistical data.

- **E measures**

Following collaboration on the development of a series of questions on holdings, usage and cost of e-resources for the SCONUL statistics return, we are continuing to work successfully with evidence base<sup>1</sup> at the University of Central England. In September the group agreed to collaborate on a new initiative, working with fifteen libraries, to provide a framework for analysing usage against other variables such as the cost of subscriptions.

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1 Evidence base [www.ebase.uce.ac.uk/evalued/](http://www.ebase.uce.ac.uk/evalued/)

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# SCONUL Buildings Visit 2005

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Imagine you are pitching to your Vice-Chancellor for the new LRC you have been planning for the last xxx years. Imagine being able to tell her/him that

- The whole building will cost 5% less than the equivalent modern buildings elsewhere on campus
- That the annual running costs for heating and ventilation will be 45% less than the 1990s building next door.

The secret? Fresh air ventilation.

The Buildings Visit 2005 was a tale of two cities, Coventry and its castellated Lanchester Library followed by the Open University in Milton Keynes. Both libraries have at their heart fresh air ventilation. But why bother with this at all? What's wrong with conventional air conditioning?

**SAVING THE PLANET**

By 2080 if current CO<sup>2</sup> emissions continue at current rates, Birmingham and Manchester will have the climate currently enjoyed by Barcelona or Nice. It will be common for temperatures to peak at 32°C. That sounds nice until you realise the south of France will have the climate of north Africa. Those of us familiar with the London tube in the summer will realise how awful London is going to get in the summer. Indeed London is now a heat 'island' with temperatures around 6°C hotter than the suburbs. It is now impossible to build a fresh air ventilated building in central London which does not have a chilling system to cope with the hottest summer days. (Go see the School of Slavonic and Eastern European Studies as an example of how to get round this.)

Like building more roads to cope with traffic, installing air conditioning is not the solution as, the energy used to run air conditioning merely

adds to the problem. I was surprised to learn that whilst some 30% of CO<sup>2</sup> is down to cars, 50% is created by buildings.

In addition, energy costs are increasing rapidly. Coventry faces an increase in gas prices of 65% in 2006. Electricity is going up 55%. So on the basis of 2006 prices, the Coventry library will be costing the university £120,000 less per year than an equivalent conventional building.

#### **BASIC DESIGN PRINCIPLES**

Fresh air ventilation is really a modern computer controlled reworking of hypocaust system the Romans used to heat floors. Modern fresh air ventilated buildings are sealed like air conditioned buildings and rely on controlling natural flows round the building. Coventry has 4m high ceilings making for a nice light filled environment and aiding air flow up from the basement, where you will be pleased to know we didn't find a casual student library shelver stoking the fires. At the top of the building the rather curious looking stacks (effectively chimneys) create draught to get the air up and out without air flowing the wrong way. (See picture used as a theme on the Coventry library web at <http://corporate.coventry.ac.uk/cms/jsp/polopoly.jsp?d=208>) The roof also has 200 mm of insulation to keep the heat in or out.

In the summer, at night cold air is allowed to flow through the building reducing temperatures and cooling down the concrete floors to act as cold stores during the warmer day. Air flows are controlled by flaps at floor level to let in cold air and at ceiling level to release hot air. Each room has sensors monitoring temperature and CO<sup>2</sup> levels, so as the speeches went on and hot air filled the room, flaps opened and cool air came in. It's actually quite impressive to see and feel and much nicer than the whirring fans of air conditioning. And it costs only 50% of a conventional air conditioning system. Or put this another way, over the 40 year life of the Coventry building, the university will save £6.4M on running costs.

#### **COVENTRY VISIT – RADICAL DESIGN**

The first day of the two day tour at Coventry was part library information and part high level physics and fluid mechanics, hence the details above. The importance of this was that the group got a very detailed understanding of how fresh air ventilation works and why it is so important. Amongst the more conventional library design issues noted during the visit were:

- Toilets located in spurs off the main building, so any flood will not come down into any book stock area.
- Plenty of circulating space and group work space but also 10% silent study. This was seen as essential by students but is in reality little used.
- Flexible floors to the same pattern to aid orientation. We did note that the staffing of the subject floors is becoming harder as the numbers of staff needed are costly.
- Furniture is modular and there are no fixed benches.
- Lighting is diagonal to allow shelves to be arranged irrespective of the lighting grid. Of course the high ceilings help too. The photo shows this and also the windows into the internal light and ventilation wells.



*Coventry University LRC*

The building has been a major success. Use is up and the library is seen as the best building on campus, useful as it is not centrally located. It gets high ratings in user surveys and the awards won by the design have been very politically useful too.

#### **OPEN UNIVERSITY VISIT - PARTNERING**

The OU library is also fresh air ventilated, but with much more conventional raised floors and lower ceilings. Indeed, from the outside, the building is a much more conventional box. The layout is designed to take air through a raised floor and out via the central atrium. Design details to help included putting offices (which are a source of heat due to computers) on the north side and stock, which doesn't generate heat to the south. Each storey has a high ceiling with no suspended ceilings to impede air flow.





*Open University LRC atrium*

What made their build interesting was the partnering approach to the management of the project. What this means is that instead of going to separate architects, builders, surveyors and others, the university asked for bids from consortia to design and build the whole project. This method saves money as the consortia bid to do the job for a fixed sum of money. It also saves money on the costs of contracts between the different companies involved, for example, cutting down on the numbers of letters between the consortium members by 50%. As each letter costs £100, that's £500,000 off the project costs.

However, key to this is getting all the parties together as a team. So the cost savings were offset by spending on regular team building events led by a client adviser who acts as a mediator and mentor throughout the project. This cost an additional £120,000. The payback is in much better communication and mutual understanding leading to fewer delays and errors due to misunderstandings. For example, gaining a common understanding between the parties as to exactly what was meant by 'floor loading' allowed redesigns which saved £650,000. And the project came in on time and on budget in an industry where 80% of buildings are late and most costs overrun by 5%.



*Open University LRC chairs*

Some of the other features we noticed included:

- The use of coloured carpet to zone the building
- Brightly coloured furniture, such as these chairs
- Art pieces round the building (1% of the costs)
- Movable library stacks, to allow space to be cleared for events.

As with Coventry, good design has led to increased use, up 120%. Indeed the Vice-Chancellor is so pleased she is a regular user.

Thanks are due to the staff at Coventry University and Open University, the Working Group on Space Planning, SCONUL Secretariat and all the professional experts for a very interesting and informative two-day event.



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# CURL/SCONUL Digest of scholarly communication news

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*This is taken from the CURL/SCONUL Digest of Scholarly Communication News of August/October 2005. This online newsletter (supplied to SCONUL representatives in member libraries) is a service provided by the CURL/SCONUL Group on Scholarly Communication for internal distribution to staff of library and information services in SCONUL institutions.*

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

## **CURL/SCONUL DIGEST OF SCHOLARLY COMMUNICATION NEWS – AUGUST 2005**

### **RCUK draft statement on access to research outputs**

The long-awaited Research Councils UK (RCUK) statement on access to research outputs was published on 28 June 2005, still as a draft for further consultation. Representatives from all stakeholders in research dissemination have been consulted over the past months as the draft went through several versions, but the rumour is that at least one publisher was considering legal action against RCUK unless more time was allowed for consultation. The period of consultation will end on 31 August and the CURL/SCONUL Scholarly Communication Group will be submitting a document urging RCUK to adopt the draft statement as its policy. The draft - which can be read at <http://www.rcuk.ac.uk/access/index.asp> - starts from

four principles and moves to specific recommendations for the application of those principles.

### **US Senate investigates NIH deposit**

The US Senate Appropriations Committee (which authorises the funding of the National Institutes of Health (NIH) and other federal organisations) has started to take an interest in the way in which the new policy on the deposit of NIH-funded research in PubMed Central is working out. The Committee has requested a prompt report evaluating the success of the policy. The problem about which the Committee is concerned is that only about 3% of the potential number of articles funded by NIH research have been deposited since the arrangements came into effect in May. The Appropriations Committee has asked for information on the embargo period selected by each submitting author, as it is thought that publisher pressure for a 12-month embargo is slowing the rate of deposit.

### **UK PubMed Central proposal still moving forward**

The proposal by a number of UK medical funding bodies, led by the Wellcome Trust, to establish a UK version of the US PubMed Central service is still moving forward. A published 'Expression of Interest' invitation resulted in a sufficient number of responses from potential suppliers of the service for the steering group to be confident that a supplier could be found to set up and maintain a reliable service at reasonable cost. Firm commitments on funding are now being sought (JISC has promised £30K towards set-up costs) and provided these firm commitments are made, a formal Invitation to Tender will be issued. The new service will use the US software as its basis and adapt it for specific UK requirements. In order that the database can be of maximum value to researchers, content deposited in the UK database will be shared with the US service and vice-versa.

### **EU publishing study delayed**

The publication of the study on scientific publishing commissioned by the European Commission one year ago and due last month has been delayed until October. It is not expected that the study will result in very strong recommendations but will propose the exploration of various avenues to improve scientific dissemination. European Commission officials are understood to wish to adopt an even-handed policy in relation to the interests of the various stakeholders. As the study nears its conclusion consultation is taking place with stakeholder groups. A meeting was held with publishers on 12 July, a meeting with

research leaders on 5 September, and a meeting with librarians the following day. The delay will not displease the UK Office of Fair Trading, which is using the European study as a reason for delaying its response to Parliament's Science and Technology Committee Report.

#### **ALPSP journals collection growing**

Perhaps one of the most significant developments of the subscription model has been the Association of Learned and Professional Society Publishers (ALPSP) Journals Collection. This Collection (developed in response to criticism of some 'big deals' as being too inflexible) is a platform for financially-independent publishers to offer a business model in common. The popularity of the model has encouraged more publishers to join, with five new publishers added for the 2006 Collection. The number of titles in the Collection will increase from 433 to 558. One way in which the ALPSP Collection is more flexible than a normal 'big deal' is in offering subject-specific packages, and four such packages will be available for 2006.

#### **JISC international colloquium**

As part of its response to last year's Science and Technology Committee Report, the Joint Information Systems Committee (JISC) held an International Colloquium (21-22 June 2005) bringing together librarians, academics and public employees from many countries across the world who have an interest in the dissemination of research outputs. The Colloquium agenda covered various purchasing models as well as alternative means of dissemination such as institutional repositories. Full information about the Colloquium and the set of principles agreed by the delegates can be read at [http://www.jisc.ac.uk/index.cfm?name=event\\_international\\_0605#Int\\_Coll](http://www.jisc.ac.uk/index.cfm?name=event_international_0605#Int_Coll). The agreed principles support both purchasing and open access models, recommending changes in the way purchasing models operate (for example by removing confidentiality clauses), and supporting authors and institutions in retaining intellectual property rights.

#### **Further collaboration with publishers**

Although areas of tension exist between publishers and librarians, current problems should be set in the context of many years of discussion and collaboration. The CURL/SCONUL Scholarly Communication Group recently held a joint meeting with publisher representatives, and JISC is continuing its collaboration with publishers under the Publishers' Association PALS (Publisher And Library/Learning Solutions) umbrella. One area of practical difficulty has been

the interaction between library systems and the many different technical systems used by publishers, and JISC has recently announced funding of £100K for a further round of metadata and interoperability projects. Further information is available at [http://www.jisc.ac.uk/index.cfm?name=funding\\_publisherprojectsii](http://www.jisc.ac.uk/index.cfm?name=funding_publisherprojectsii).

#### **JISC scholarly communication studies**

The JISC Scholarly Communication Group has received drafts of the studies commissioned earlier this year on learned society business models (by Mary Waltham), on disciplinary differences in scholarly communication (by RightsCom), and on open access citation information (by members of Loughborough and Southampton Universities). The Group has also received from Key Perspectives a draft *Author's Guide to Scholarly Publishing* intended to assist authors in the increasing variety of dissemination choices open to them. These documents will probably become available on the JISC Website during August and September.

#### **JISC support for open access journals**

JISC has published an invitation to tender for publishers wishing to bid for financial support during a transition from subscription to open access. This is the third and final year of the programme supported by the JISC Journals Working Group. The Group is also about to issue an invitation to tender for the evaluation of the three-year programme.

#### **Elsevier continue to develop Scirus**

As part of its re-positioning within the information market, Elsevier is continuing to develop its Scirus service, described as 'the most comprehensive science-specific search engine on the Internet'. It is noticeable that (unlike other Elsevier products) apart from a small copyright symbol there is no mention of Elsevier on the Scirus web-site. Perhaps that is because Elsevier do not wish the new service to be associated too closely with their own content or their own reputation? They are making a strong effort to enable Scirus users to search across open access content as well as any subscription content they own or licence. The Scirus Library Advisory Board consists of two well-known librarians, David Goodman and Hans Geleijnse (although the address they have for Hans on the Website is two years' out-of-date), and any UK Scirus users may care to send any comments on the service to David or Hans.

#### **Russell Group statement**

The Russell Group have issued a 'Statement on Scholarly Communication and Publishing'. Sev-

eral SCONUL, CURL and JISC representatives have held discussions with Russell Group VCs over the past two years and these discussions have resulted in the statement now available at [http://www.russellgroup.ac.uk/2005/scholarly\\_communication.htm](http://www.russellgroup.ac.uk/2005/scholarly_communication.htm). Like the RCUK, the Russell Group begin with a statement of principle that 'publicly-funded research should be publicly-available' and proceed to 'encourage' Russell Group members to adopt policies which enable this principle to be a reality. Most Russell group universities already have repositories but this Statement may lead to more institutional policies encouraging academic staff to deposit their content in the repository.

#### **CHINESE ACADEMY OF SCIENCES CONSIDERS OPEN ACCESS**

And finally, perhaps the most tenuous but also potentially far-reaching item in this edition of the 'Digest': the Chinese Academy of Sciences held an international conference in Beijing (22-24 June) to discuss the way in which the Academy might support open access developments in China. The news is tenuous in that no firm resolution was made at the conference, but if the current interest in open access in China continues to develop, the growing influence of China in the world economy will ensure that any commitment by China to open access will affect scholarly communication world-wide, especially when combined with the increasing commitment to open access within the Indian scientific community. The presentations from the Chinese conference are available at <http://openaccess.eprints.org/beijing/pdfs/> and particular attention is drawn to the words of Professor Qiheng Hu in her keynote address: 'open access - a necessity to promote capacity building in science and technology'.

#### **CURL/SCONUL DIGEST OF SCHOLARLY COMMUNICATION NEWS - OCTOBER 2005**

##### **RCUK statement on access to research outputs**

The RCUK received many responses to its consultation on the draft Statement on Access to Research Outputs. It is understood that nothing new of significance emerged from the responses, most stating points already understood within RCUK. However, RCUK staff are very grateful for responses received and consideration is being given to the points made with a view to issuing the final version of the Statement at the end of October. Interest in the RCUK Statement is coming from organisations world-wide and it is known that research organisations in several countries are looking to RCUK to take a lead in promoting access to research publications.

##### **Universities UK Conference discusses access statement**

In early September Universities UK (UUK) issued a statement on access to research publications available at [www.universitiesuk.ac.uk/mediareleases/downloads/Open%20Access\\_UK%20policy%20principles\\_FINAL.pdf](http://www.universitiesuk.ac.uk/mediareleases/downloads/Open%20Access_UK%20policy%20principles_FINAL.pdf). This statement sets out 'key principles' upon which universities may choose to act, among the principles being that 'institutional repositories provide an excellent example of how universities can work to ensure the results of research are disseminated more widely'. The statement was allocated a substantial period of time at the UUK Annual Conference. Robert Terry presented the Wellcome Trust's perspective on access to medical research, and then the meeting split into five discussion groups each with an external adviser. The discussion in each of the groups appears to have been very positive, supporting the UUK statement and requesting more attention to certain issues in relation to repository content, particularly quality assurance, copyright and costs. The feedback from the discussion groups will be used by UUK in further work on access to research publications, including the link between learning support and research dissemination.

##### **Version identification in repositories**

As part of the attention being paid to issues of quality in repository content, several initiatives are now under way or about to start work. Under the JISC Repositories Programme a grant has been awarded to the London School of Economics (LSE) for the VERSIONS Project, which is investigating how journal articles in economics may be identified in repositories. This work will be linked to the work of two National Information Standards Organisation (NISO) groups looking at the version control of journal articles in repositories, a technical group looking at use cases and a review group considering the results from the technical group. NISO set up these groups at the request of publishers, who feature prominently in the membership of the groups, but the library and information communities are represented. In addition JISC will shortly be issuing an invitation to tender for a scoping study on version identification in repositories, looking not only at journal content but at identification issues for the wide range of content in institutional repositories.

##### **OECD study on scientific publishing**

The Organisation for Economic Co-operation and Development (OECD) has published a study on scientific publishing, prepared by John Houghton and Graham Vickery for the OECD Working

Party on the Information Economy. The Report was submitted to the Working Party in December 2004, and it is understood that publication was delayed (as with so many other similar documents) by pressure from the publishing industry. It is not known what changes were made to the Report before it was published. A valuable factual analysis of the world-wide publishing industry contained in the Report illustrates the huge financial interest in publishing, the size of the entire publishing market being greater than the size of either the motion picture or sound recording markets. The Report identifies the three major business models as the 'Big Deal' aggregations, open access publishing on the author pays model, and open access archives and repositories. The Report concludes with 'Challenges and Policy Considerations', which bring out the importance of enabling maximum access to findings from publicly funded research. The Report is available at <http://www.oecd.org/dataoecd/42/12/35393145.pdf>.

#### **WIPO development agenda**

At the World Intellectual Property Organisation (WIPO) General Assembly currently being held in Geneva attempts were made by several nations to progress the Development Agenda proposed at the October 2004 General Assembly. During the past year the Development Agenda (which asks for intellectual property treaties to consider wider social issues) has been considered in high-level 'Intersessional Intergovernmental Meetings' but the US Government objected to the continuation of this process on the grounds that intellectual property does not hinder development. Although the US Government was almost alone in its view, the UK Government (in its role of presidency of the EU) supported the US proposal that discussion of the Development Agenda be moved to the less-influential WIPO Permanent Committee on Cooperation for Development Related to Intellectual Property, effectively side-lining the issue. It remains to be seen how the countries supporting the Development Agenda will deal with this situation.

#### **Global information commons for science initiative**

Following a meeting held at UNESCO in Paris in early September, the Committee on Data for Science and Technology (CODATA) has proposed the formation of a 'Global Information Commons for Science' to assist the implementation of a World Summit for the Information Society principle on the sharing of research results. The CODATA initiative aims to leverage the strengths

of a diverse coalition of public bodies to increase the effectiveness of activities facilitating various methods of open access and re-use of publicly-funded scientific data and information, and to promote cooperative sharing of research tools and materials among researchers. The Initiative would not duplicate existing efforts but would provide a shared global platform for members to promote existing initiatives, broker new ones where more effort is needed, build partnerships and share experience, and develop and publicize principles, guidelines and best practices. The Initiative will be considered further at the World Summit on the Information Society (WSIS) Summit in November.

#### **European Commission plans for digital libraries**

On 30 September the European Commission unveiled its strategy to make Europe's written and audiovisual heritage available on the Internet. The Commission proposes a concerted drive by EU Member States to digitise, preserve, and make this heritage available to all. It presents a first set of actions at European level and invites comments on a series of issues in an online consultation (deadline for replies 20 January 2006). The replies will feed into a proposal for a Recommendation on digitisation and digital preservation, to be presented in June 2006. The Commission communication sets out three key areas for action: digitisation; online accessibility; and digital preservation. At present, several initiatives exist in the Member States, but they are fragmented. To avoid creating systems that are mutually incompatible and duplicate work, the Commission proposes that Member States and major cultural institutions join EU efforts to make digital libraries a reality throughout Europe. For its part the Commission will step up coordination work and contribute funding through its research programmes and through the eContentplus programme. Details and links are available at <http://europa.eu.int/rapid/pressReleasesAction.do?reference=IP/05/1202&format=HTML&aged=0&language=EN&guiLanguage=fr>.

#### **RLG Archiveit**

In September RLG launched a pilot Web archiving service, uniquely designed for the needs of research institutions. The service, called Archiveit, will allow organisations with limited infrastructure and technical staff to archive and manage Web content. RLG is partnering with Internet Archive, a non-profit organisation that manages the largest publicly available Web archive, to offer this remotely hosted service. Internet Archive currently provides these services to large institu-



tions like the Library of Congress; it is working with RLG and a handful of other organisations to make the same service available at a scale and cost that is broadly accessible. The pilot is scheduled to conclude in November; if all goes according to plan, the service will launch in January and be available to all RLG members.

### **Digital preservation matters**

The August 2005 issue of RLG's 'Diginews' (accessible at [http://www.rlg.org/en/page.php?Page\\_ID=20744](http://www.rlg.org/en/page.php?Page_ID=20744)) contains two articles with valuable messages for the UK. The first article by Anne Kenney and Ellie Buckley reports on a survey of US 'institutional readiness' in developing digital preservation programmes for different types of content. In summary the result of the survey is that most institutions recognise the need for effective policies but that achievement in implementing those policies is patchy. The authors also point to a shift in awareness of digital preservation from a purely technological issue to a policy issue. Within the UK that shift has also taken place, at least at a national level, with the growing commitment of organizations like JISC and the British Library. The second article in 'Diginews' (by the RLG 'Diginews' staff) records current initiatives in a number of countries and recognises the valuable work being undertaken in the UK. As with the US survey, however, the message - despite the growing commitment of policies and resources - is not one of complacency, given the huge task of ensuring digital preservation.

### **CrossRef OpenURL resolver now available**

CrossRef has launched a freely available OpenURL resolver to facilitate navigation to about 17 million items registered in CrossRef. The resolver enables users to enter an OpenURL, and the service therefore acts as a 'look-up' facility. Successful users are directed to publications from the publishers and societies that participate in CrossRef through the Digital Object Identifiers they have registered for their content. The OpenURL resolver is offered at no charge for individual use, and is compliant with a NISO standard. All of this is very technical, but potentially OpenURL resolvers are a valuable way into electronic content. The problem users will face with the CrossRef resolver will come when they get through the resolver and find that they are denied access to the content because a subscription is required.

### **And finally, something very practical ....**

BBC News reported a very practical aid for people in developing countries at <http://news.bbc.co.uk/1/hi/technology/4292854.stm>. The report

is about the development of a laptop to be made available at a price of less than US\$100 designed by Nicholas Negroponte of the Massachusetts Institute of Technology (MIT). The laptop will be tough and foldable in different ways, with a hand crank for when there is no power supply. The laptops will be encased in rubber to make them more durable, and their AC adaptors will also act as carrying straps. The Linux-based machines are expected to have a 500MHz processor, with flash memory instead of a hard drive. They will have four USB ports, and will be able to connect to the net through wi-fi - wireless net technology. Negroponte's non-profit One Laptop Per Child group plans to have up to 15 million machines in production within a year. A prototype of the machine should be ready in November at the World Summit on the Information Society (WSIS) in Tunisia. Professor Negroponte predicts that by 2007 there could be 100 million to 150 million produced every year.



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# E-learning strategy through partnerships: the art of the possible

SCONUL Autumn Conference, 29  
November 2005, British Library  
Conference Centre, London

Account and review of the event by:  
Judy Reading  
*User Education Co-Ordinator for Oxford  
University Library Services*

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The first speaker of this conference was Dr Liz Beaty, Director of Learning and Teaching, HEFCE (Higher Education Funding Council for England). She gave a very interesting overview of HEFCE strategy with relation to e-learning and talked about HEFCE policy and how it related to government policy. For example the government is very interested in 'joined up' policy and is interested in using technology to support development of lifelong learning. For universities this is likely to manifest itself into the need to support seamless transition from schools to university and then into continuing professional development – and not necessarily in such a clear-cut progression. The government is also keen to exploit the potentials of informal learning. Dr Beaty suggested that SCONUL would need to align requests for funding to fit government and hence HEFCE lines of interest.

Dr Beaty outlined the key strands of HEFCE E-learning strategy – she suggested e-learning was putting a much greater emphasis on the role of professional support staff in the development of learning environments through the provision of resources and support for students. Other key issues included quality – kitemarks for information, copyright, ownership, plagiarism, equal access and the way e-learning questions authority structures in learning and teaching. She said it was crucial that research into e-learning continued. HEFCE has recently invested money in 74 Centres for Excellence in Teaching and Learning across the country who are expected to foster innovation in their own institutions and across the system. HEFCE has also funded a number of

projects designed to enhance learning and teaching in higher education including supporting the Higher Education Academy which is setting professional standards for teaching.

Professor Mark Stiles was the next speaker – an IT specialist and an academic. He started by asking 'What is e-learning?' and suggested that it was actually just learning – when we didn't need to label it any more than we had it. E-learning offers us the opportunity to innovate in pedagogy – the ideas were developed in the 50s and 60s but it is only now we have the resources to enable them. E-learning also allows us to improve the learning experience and to widen participation. It is about the whole learning experience and we have to address all the systems which impact upon it including organisational culture. This last is very often what prevents innovations from making long-term improvements as institutions tend to be much more focused on the survival of the institution than the needs of learners whatever mission statements may claim. Unless there is a fundamental re-evaluation of what is being done e-learning can just mean sticking lecture notes into the VLE. He finished by raising the important issue of copyright and digital rights management – echoing the feeling expressed by several in the audience that something needs to be done about the signing away of intellectual property generated by universities to publishers.

Sue McKnight spoke next on international perspectives on e-learning – actually comparing the situation in Australia with the UK. Probably the most important theme for me was the need to place the learner at the heart of library provision – making systems adaptable and user-friendly. For example a book-loan service for distance learners can easily be extended to save busy academics having to go to the library. Librarians need confidence and creativity in engaging with academics in enhancing learning and teaching – we should hold our heads up and be aware of our real skills and contribution. We should also seek new partners and develop new skills – meet the challenge of Google and Amazon by learning from their success. E-learning or enhancing learning? From a student perspective the boundary of where the curriculum ends and the support information services begin is a blur. As long as those responsible for funding the service know that the service is seen as useful and popular it doesn't matter if the students don't know who is responsible for what.

Suzanne Enright then gave a brief update on SCONUL activity and plans including the news

that the Leadership Foundation for Higher Education be launching a course aimed at aspiring leaders of the library and information systems professions based on proposals from SCONUL and UCISA.

Nicola Wakefield, the winner of the Staff Development Award 2004, then described the creation of a series of online tutorials using WebCT, CourseGenie and Informs. The tutorials were created to help academic staff in the law faculty locate and use various law resources and had proved very popular with them. The tutorials were not intended to replace traditional workshops or individual sessions but were especially useful where law staff were embarrassed to reveal their lack of skill and database awareness.

After lunch Sarah Currier talked about learning objects and learning repositories and her work at the Stor Curam learning object repository project at Strathclyde University. She pointed out the similarities between learning repositories and libraries – they both collect resources, provide quality assurance, catalogue resources, store resources, make resources available to users, support users in their use of the resources and help users find resources wherever they are located. She described her experience of working in an area where several very different cultures are brought together – something often found in cutting edge research and development. She repeated Etienne Wenger's comment that it can hurt when two tribes meet and one moves out of what is accepted and familiar to discover that others do not share your values. She found there was little understanding of the useful contribution traditional librarian skills of cataloguing and classification can have in the construction of metadata – and underestimation of the importance of information ordered to aid retrieval – although perceptions are changing and many more librarians are working in this area. On the other hand the perceptions of others can be salutary – such as an understanding that while librarians feel they are making information available – others used to free access on the internet see us as controlling access. E-learning re-evaluates power structures. Traditional cataloguing was about sharing scarce resources – abundant resources are associated with metadata – democratised, decentralised. Information tribes need to approach each other willing to learn – as equals. The traditional roles of librarians are morphing into e-learning or hybrid librarians.

Dr Phillipa Levy and John Davey then gave an outline of developments at the Centres for Excellence in Teaching and Learning at Sheffield and Edge Hill respectively. Some interesting themes to emerge included the role these CETLs have in liaising between various parts of their institutions – especially between academic and support staff. Sheffield has adopted inquiry-based learning – student-directed open ended inquiry requires support in the development of information literacy and the provision of an appropriate resource environment in which to conduct those inquiries. Sheffield has developed multi-professional partnerships using technology to best advantage and involving students as partners in the process has been crucial.

At Edge Hill they are working with all sectors to develop supported online and blended learning. They have encouraged teaching staff to experiment with them – for example producing videos of a regular lecture series for an English tutor so he can make it available as a learning resource.

Dr Paul Brett and Dr Susannah Quinsee described the Head of E-Learning Forum which gives the Heads of E-Learning from all institutions the chance to join a supportive network. The Forum was established two years ago, has 115 members to date and allows one member only from each institution. There are no membership fees and events have been sponsored by hosting member institutions. There is a lively discussion list and three one-day events every year. During the audience question-time it was suggested that for most institutions there was not a clear single head of E-learning and that it would be helpful if HeFL could re-consider the rule of single membership.

Professor Jane Core gave the last presentation on 'Balancing the physical and the virtual: new learning spaces'. The main theme for me was again the importance of the learner in the learning environment – placing them at the centre and wrapping the library services around them. For example they found that students want a mixture of provision – some quiet and some group-work space. Students like to be able to eat and drink while they work and they like to be able to work collaboratively. Professor Core recommended changing the structures that students see as authoritarian and old-fashioned – for example when librarians moved around the library freely they were much more likely to be asked for assistance than when they waited behind an enquiry desk. Websites and VLEs need to be sophisticated, targeted, transparent, customised, self-organising

and flexible to enhance learners' personal styles and choice.

To summarise this was a packed day and I found it very stimulating. It was a lot to take in and my only criticism is that I could have done with a couple more tea-breaks. It was also a bit of a scrum to get at the very tasty lunch. But that is just being picky – judging from the comments from other participants it was one of the most interesting programmes SCONUL has put together.

Copies of the Powerpoint presentations given on the day are available on SCONUL's website at [http://www.sconul.ac.uk/event\\_conf/egm2005/presentations/](http://www.sconul.ac.uk/event_conf/egm2005/presentations/)

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## 2nd National Advocacy Campaign: October 2005- July 2006

Paul Ayris  
*on behalf of the Joint CURL/SCONUL  
Scholarly Communications Group*

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The Joint CURL/SCONUL Scholarly Communications Group has launched a 2nd National Advocacy Campaign from higher education libraries in the UK and Ireland. The campaign will last from October 2005 to July 2006. There are three strands to the campaign:

- Advocacy materials
- Speakers and Conferences
- Guidance on holding local advocacy events

### **TARGET AUDIENCE**

The campaign is aimed at those libraries in the CURL/SCONUL community who have not previously held advocacy campaigns. Its aim is to help those libraries look at current scholarly communication issues and to communicate their interests and leadership in this area to their academics and senior administrators in their institutions.

### **ADVOCACY MATERIALS**

A number of new materials have already been produced, which can be used:

An overview of current international repository developments can be found at

- <http://www.surf.nl/download/country-update2005.pdf>

The new JISC Open Access leaflet is available at

- [http://www.jisc.ac.uk/index.cfm?name=pub\\_openaccess](http://www.jisc.ac.uk/index.cfm?name=pub_openaccess) or [http://www.jisc.ac.uk/uploaded\\_documents/JISC-BP-OpenAccess-v1-Final.pdf](http://www.jisc.ac.uk/uploaded_documents/JISC-BP-OpenAccess-v1-Final.pdf)

A new leaflet on Open Access repositories by Helen Hayes, Chair of the JISC Repositories and Preservation Advisory Group, is at

- [http://www.jisc.ac.uk/uploaded\\_documents/HE\\_repositories\\_briefing\\_paper\\_2005.pdf](http://www.jisc.ac.uk/uploaded_documents/HE_repositories_briefing_paper_2005.pdf)

A further advocacy leaflet is being produced by SPARC Europe and will be notified to the community during the course of the Advocacy Campaign

#### **SPEAKERS AND CONFERENCES**

The campaign will compile a list of speakers who have agreed to speak at advocacy events run locally by university libraries. The list will contain speakers' contact details and a description of their interests.

Costs for transport and local accommodation for these speakers should normally be met locally by institutions. In exceptional cases, applications for funding to support attendance should be submitted to Paul Ayris ([p.ayris@ucl.ac.uk](mailto:p.ayris@ucl.ac.uk)), who is leading on the Advocacy Campaign on behalf of the Joint CURL/SCONUL Group.

International conferences will also be advertised to the community. Discussions have also been initiated, in which the Joint CURL/SCONUL Scholarly Communications Group is involved, which may lead to a major Open Access Conference in the United Kingdom in 2007.

#### **GUIDE TO HOLDING LOCAL ADVOCACY EVENTS**

The organising committee for the 2nd National Advocacy Campaign is also compiling short guidance on the elements which make up a good advocacy event. This guidance will be distributed to the community by the beginning of 2006, building on work on advocacy from the OAI4 Conference at Cern (Geneva) in October 2005 and JISC-funded work currently being undertaken at Loughborough University.

#### **EVALUATION**

The results of the 2nd National Advocacy Campaign will be evaluated by the organising committee, to provide information on the success of the approach adopted and pointers for future activity.

#### **WEB PRESENCE**

The Joint CURL/SCONUL Scholarly Communications Group has web presences at:

[http://www.sconul.ac.uk/activities/sch\\_comm/](http://www.sconul.ac.uk/activities/sch_comm/)  
<http://www.curl.ac.uk/about/GroupsSCJoint.htm>

Details of all the materials produced as part of the 2nd National Advocacy Campaign will be

mounted at these locations.

#### **ORGANISING COMMITTEE**

The organising committee for the 2nd National Advocacy Campaign is:

Paul Ayris - [p.ayris@ucl.ac.uk](mailto:p.ayris@ucl.ac.uk)  
 Fred Friend - [ucylfj@ucl.ac.uk](mailto:ucylfj@ucl.ac.uk)  
 David Prosser - [david.prosser@bodley.ox.ac.uk](mailto:david.prosser@bodley.ox.ac.uk)

Please send any comments or questions to any member of the committee.

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# New publications from LISU

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## LISU annual library statistics 2005

LISU's latest publication LISU annual library statistics 2005 is now available online at <http://www.lboro.ac.uk/departments/dis/lisu/pages/publications/als05.html>.

This series is now well established as the most comprehensive set of statistics about libraries and information services in the UK. It gives the most recent figures available for libraries in all sectors, presenting the national picture appropriately broken down to give a useful overview of the current position, and in many cases how that position was arrived at. Coverage this year includes:

- Public libraries - trends for up to ten years, on key aspects of expenditure, stock, services, use and users, by local authority sector
- Academic libraries - trends for up to ten years on a range of features including expenditure, users, provision of stock and facilities, drawn primarily from higher education institutions' returns to SCOUNL and HCLRG (HEFC Colleges' Learning Resources Group)
- Other libraries - the most recent information from the three national libraries and libraries in government departments is given, with some limited trend information where available
- Statistics of general interest - including indexes of general, book and periodical price inflation and detailed information on Public Lending Right. A comprehensive bibliography gives details of the various sources used, and other relevant volumes and web sites.

For further information about this report, contact Claire Creaser, LISU: tel: 01509 635682 e-mail: [lisu@lboro.ac.uk](mailto:lisu@lboro.ac.uk)

## Average prices of British and USA academic books

The latest figures from LISU on the average prices of academic books show that prices for UK sourced titles have fallen in the latest academic year to June 2005, but by just 4p, to £41.85. Over the last four years, since 2000-01, UK academic book prices have risen by an average of 6.7%, compared to a general UK inflation rate of 10.2%.

USA academic book prices are increasing rather more rapidly than those from the UK, with a rise of 2.2% over the last year, and 27% over four years, to \$67.60. However, changes in the dollar-sterling exchange rate have mitigated the effects of this rise for UK librarians. Adjusting for the exchange rate leads to a much lower increase over four years of just 6.2%, but an increase in average price of 3.3% over the last year.

These broad figures conceal a wide variation between subjects, however, both in average prices and rates of increase. The LISU reports give figures for eight broad subject areas, with average UK prices in 2004-05 ranging from £37.86 in humanities to £62.84 in technology subjects. Social science texts record the highest rates of increase, at 3% this year, with technology the lowest – a fall of almost 9% this year. Data are also given for 64 narrower sub-categories to enable libraries to match price changes with their own collections.

*Average prices of British academic books Jan-June 2005* – paper copy: ISBN 190178696X; ISSN 0261 0302; price £17.50; CD-ROM: ISBN 1901786986; price £20 + VAT; paper copy and CD ROM price £25 + VAT.

*Average prices of USA academic Books Jan-June 2005* – paper copy: ISBN 1901786978; ISSN 0951 8975; price £17.50; CD-ROM: ISBN 1901786994; price £20 + VAT; paper copy and CD ROM price £25 + VAT.

Available from LISU, Loughborough University, Loughborough, Leics LE11 3TU  
Tel: 01509 635680, Fax: 01509 625699, Email: [lisu@lboro.ac.uk](mailto:lisu@lboro.ac.uk) and through TeleOrdering.

For further information contact

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LISU

LISU is a national research and consultancy centre which promotes good management practice in information, cultural and academic services, through publishing appropriate material, providing independent advice and support for advocacy, and for performance evaluation and enhancement. It is based in the Research School of Informatics and the Department of Information Science at Loughborough University.

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# Managing academic support services in universities: the convergence experience,

edited by Terry Hanson, London: Facet Publishing, 2005

Reviewed by:

Anne Bell

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This collection consists of an introductory chapter, a history of convergence within the UK and sixteen case studies of convergence, de-convergence and non-convergence within UK universities. In addition, three chapters provide an overview of convergence in Australia, continental Europe and the United States.

The UK case studies include a range of Russell Group institutions (Birmingham, Bristol, Manchester, King's College London, Southampton) as well as examples from the University of Wales (Aberystwyth, Newport, Swansea), the post-1992 institutions (Brighton, Hertfordshire, Bristol UWE), and an ex-CAT institution (Aston), in addition to Surrey, Roehampton, Ulster and Strathclyde. Notwithstanding the range of institution types, the key drivers that led to convergence amongst the case study institutions appear remarkably similar, primarily focusing on technological issues impacting on service delivery, a perceived failing service, opportunism arising from the departure of one or more service heads or the arrival of a new vice-chancellor or other senior officer committed to convergence.

The editor characterises convergence by three models:

Model One: Oversight at pro vice chancellor level with a common reporting line for the heads of service

Model Two: Strategic co-ordination with a senior post of director (or dean

or pro vice-chancellor) exercising active co-ordination with considerable autonomy for individual service heads within an agreed strategic framework and significant levels of interdependence and co-operation. May include limited integration at the service level.

Model Three: An extension of Model Two with significant levels of service integration, perhaps to the point where roles and titles have been re-defined.

The twelve convergence case studies split evenly with half reflecting Model Two and half Model Three, supporting the editor's suggestion that user and service needs are increasingly driving convergence models beyond the need for strategic co-ordination.

Does the book make the case either for or against convergence? It doesn't, nor would it be appropriate for it to do so. What it does, however, is give a good sense of the experience of managing a converged service from the director's perspective, as well as the local context that led to convergence, together with an equally clear view of the thinking from institutions which have subsequently de-converged or decided not to converge.

However, it is perhaps unfortunate that the book deliberately chose to focus on the sole perspective of the director. There is no input from a vice-chancellor, pro-vice-chancellor or user perspective and no consistent attempt to provide objective evidence to support the case that improved service delivery and user satisfaction has been secured as a result. This is certainly asserted by several of the contributors, with some providing details of QAA outcomes or improving student satisfaction ratings as evidence to support their assertion. As a sector, though, we do not yet have robust performance indicators to answer categorically the case for or against convergence when considered, for instance, against a non-converged service where collaboration exists between the various academic support services. Nor do we have sufficiently developed methodologies to measure the potential opportunity costs that can be involved when considering convergence. (The use of convergence as displacement activity by universities to avoid tackling head-on the issue of a perceived failing service seems particularly perverse.)

Notwithstanding such limitations, the book provides a useful summary of UK experience that is usefully counter-balanced by the chapters on the situation in Australia, continental Europe and the United States. Field notes that 'paradoxically, although convergence began in the USA, it has been proportionally more persuasive in the UK', perhaps suggesting that external factors in the UK, including the impact of the first Follett report and the role of JISC, have had a significant impact. Clark, however, in the case study on Manchester (which has chosen not to converge, despite repeated reviews) sees it primarily as a resource issue stating that 'world class institutions do not have converged service delivery... Worldclassness tends to be related to funding and naturally the services in these institutions are better resourced'.

Perhaps the last word should go to Larry Hardesty who writes that 'so far the history of converging and de-converging of computer centres and libraries in the USA has not shown us a clear model... (it) suggests we are still looking for the right solutions - to sometimes undefined problems... I posit that we expect too much from the organisational structure and should look more carefully at the people involved'.

The jury is still out.

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# Library and Information Show

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two events are a perfect complement providing visitors with the opportunity for cross-fertilisation of ideas and expertise.

For further information, contact VNU Exhibitions Europe 020 7316 9000, or visit the websites at [www.lishow.co.uk](http://www.lishow.co.uk) & [www.museum-expo.co.uk](http://www.museum-expo.co.uk)

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The Library and Information Show will be held on 26 and 27 April at the Pavilion, NEC, Birmingham.

Now in its 17th year, the Library and Information Show caters for all sectors of the library profession, bringing them together to share key industry developments, the latest technology, exchange ideas and debate current issues. The event features suppliers of library management systems, security and self-service systems, AV equipment and special needs services, amongst others. Library workers currently face more challenges than ever before, with increasing user expectations, mounting government legislation and the application of new technologies all having an impact on traditional roles. The Library and Information Show is the event where the library and information community comes together to address these challenges.

A highlight of the show is a programme of free, high quality seminars on the show floor with full days dedicated to the four library sectors: public, academic, workplace and school. Presented by senior librarians and industry experts from across the UK, the emphasis of the programme is on providing practical help rather than theory. The following session is aimed at the visitors from the academic library sector.

**Thursday 27 April 2006, 12.30 – 13.05**

**A new model for buying e-books** - David Ball, University Librarian, Bournemouth University

David Ball of Bournemouth University outlines the structure of procurement in UK higher education for both hard-copy and electronic information resources. His presentation goes on to discuss a ground-breaking new tender for the supply of e-books to UK universities and presents the first results of this new approach.

The Library and Information Show is running alongside MUREX, the UK's national exhibition for museum resources. Supported by the Museums, Libraries and Archives Council (MLA), the

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# News from member libraries

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## The British Library

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### **UPDATE ON THE BRITISH LIBRARY'S COLLABORATION WITH LSE: NEW SCAN AND SEND SERVICE**

Researchers and scholars using official publications from western European governments are benefiting from world class collaboration between the British Library and the library of the London School of Economics and Political Science. The official publications collections are a particularly rich and practical source of social, economic and political information of various kinds – statistical data, research reports, policy documents, parliamentary debates, legislation.

So far the collaboration has enabled both institutions to optimise their investment in, and to extend the range of, the collections and services they provide for social scientists from this country and abroad. The two organisations recognised the complementary nature of their collections: LSE's collection is strongest in statistical series, while the British Library's strengths have been in official gazettes, parliamentary and other policy material.

The collaboration is now about to take a new turn. The benefits to researchers will be enhanced with the launch of a new 'Scan and send' document supply service. From 31 October 2005 this initiative will offer users access to west European government documents held in the other partner's collections at their 'home' library, saving the time and effort involved in a personal visit to the holding institution. They will be able to request electronic delivery of the document they need from the partner library collection.

To access the 'Scan and send' document supply service the researcher should go to the social sciences reference enquiry desk in the British Library or the main information desk at the LSE to ask the staff there for the paper request form linked to the service. This should be completed and returned to reference staff.

Documents requested before 15.00 will be delivered the same working day by 17.30 at the latest. Each partner will aim to deliver material within two hours of receiving a request. Documents

requested after 15.00 will be delivered the following working day. Requests will not be processed at weekends or during bank holidays.

Documents received will be on yellow paper and treated as original library stock i.e.

- they can be retrieved by readers at the issue desk and returned at close down or when the reader leaves
- if the reader requires copies these can be taken in the normal way from the yellow copy at the rate usually charged by their home institution.

For those who prefer to make a personal visit, both libraries' websites now indicate which location a researcher should go to for a particular series, historical or current. For collection descriptions and a link to admissions procedures, including fast track access to the LSE Library for existing British Library reader's pass holders visit either website:

British Library <http://www.bl.uk/collections/social/ssresource.html#gpbllse>

LSE <http://www.lse.ac.uk/library/govpub/Default.htm>

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Regional and Library Programmes  
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### **MICROSOFT AND THE BRITISH LIBRARY WORK TOGETHER TO MAKE 25,000,000 PAGES OF CONTENT AVAILABLE TO ALL**

On Friday 4 November 2005 Microsoft and the British Library announced a strategic partnership to digitise 25 million pages of content from the Library's collections in 2006, with a long term commitment to digitise still more in the future.

Microsoft and the British Library will work together to digitise around 100,000 out-of-copyright books and deliver search results for this content through the new MSN Book Search service which will help people find precisely what they're looking for on the web. MSN Search will launch an initial public beta offering next year. Lynne Brindley, Chief Executive of the British Library, said, 'This partnership helps us fulfil our vision of promoting ready access to our collection for everyone who wants to use it. This is great news for research and scholarship and will give unparalleled access to our vast collections to people all over the world: the items digitised will be available to anyone, anywhere and at any time.'

Microsoft is already working with the British Library to help build the digital infrastructure for the National Digital Library providing software tools, advice and technical support to the Library's experts. The National Digital Library is a cornerstone of the British Library strategy launched in June this year ([www.bl.uk/about/strategy.htm](http://www.bl.uk/about/strategy.htm)). The Digital Object Management (DOM) system will enable the long-term storage, preservation and access to digital items such as e-journals, e-books and CD-ROMs acquired by the Library through legal deposit. The system will use open standards, allowing the Library to adapt to future shifts in storage, preservation and access technologies.

#### **BLACK EUROPEANS AND CARIBBEAN VIEWS: AFRICAN ANCESTRY OF WELL KNOWN EUROPEANS REVEALED**

Caribbean Views and Black Europeans, two new virtual exhibitions created by writer and broadcaster, Mike Phillips, was launched online at the British Library's website ([www.bl.uk](http://www.bl.uk)) on 2 November 2005.

Following an invitation from the British Library to curate a virtual exhibition on a topic of his choice, Mike Phillips selected maps, manuscripts, printed books, and newspapers relating to the British West Indies from the Library's Collect Britain website. These items form the basis for Caribbean Views and are accompanied by Mike's personal responses and reflections that conjure up a vivid picture of life in the English-speaking Caribbean during the eighteenth and early nineteenth centuries.

Using the themes of sugar, slavery and the making of the West Indies, Caribbean Views explores the African slave trade and the contrasting lives of plantation owners and plantation life as experienced by the slave population. The experiences of former slave Mary Prince are sharply contrasted against the journal of Maria, Lady Nugent, wife of the Lieutenant-Governor and Commander-in-Chief of Jamaica, who lived in the Caribbean at the same time. Maria, Lady Nugent's journals talk about a life of relative ease with a constant round of social engagements, dancing, and carriage rides in the mountains. Mary Prince's experiences are chronicled following her escape from her owner, John Wood, in 1828. Mary Prince arrived in England where her cause was taken up by the Anti-Slavery Society. Her story, *The history of Mary Prince* published in 1831, detailed horrific brutality at the hands of her owner and was the first substantial account of life as an enslaved woman. The final part of the

exhibition looks at the eventual approach to the abolition of the slave trade.

Caribbean Views can be viewed at the following link:

<http://www.collectbritain.co.uk/galleries/caribbeanviews/index.html>

Drawing on items in the British Library and other collections such as the Royal College of Music and Wandsworth Local History Service, Mike's second exhibition, *Black Europeans*, features five people of African descent who made a contribution to the mainstream of European culture and society: Alexander Pushkin; Alexandre Dumas; George Polgreen Bridgetower; Samuel Coleridge-Taylor; and John Archer. Mike's essays on each of these individuals explores how they were all aware of their mixed backgrounds but also regarded themselves as part of a European nation and thought of their work as a contribution to their own sector of the culture of Europe and the world. The essays go on to discuss how each of the figures highlighted in *Black Europeans* have been generally accepted to be an important part of Europe's cultural heritage to the point where most people ignore, or have forgotten about, the 'black' element of their identity and its significance in their lives and work.

*Black Europeans* can be viewed at the following link: <http://www.bl.uk/onlinegallery/features/blackeuro/homepage.html>

#### **CITIES OF THE WORLD**

*Cities of the world: a history in maps*, a new British Library publication by Peter Whitfield, holds up a mirror to sixty-four of the world's greatest cities, and is the first book of its kind to trace their historic form and special character through maps and panoramic views produced over the centuries. Drawing from the British Library's extensive map collection, *Cities of the world* contains a selection of familiar places such as Rome, Paris, and New York as well as some of the more unusual cities of Isfahan, Palmanova and Karlsruhe.

These colourful reproductions range from plans of the unbuilt dream city of Azilia, designed in 1717 by Sir Robert Montgomery to be placed in the territory of Georgia, but never built, through the medieval panoramas of Jerusalem, Constantinople and Rome, to the elegant geometric plans and elevations of the eighteenth century cities, to the more familiar grid like designs of conurbations such as Oxford, Stockholm, and 'new cities' like Salt Lake City and Chicago.



#### **THE ESSENTIAL SHAKESPEARE- LIVE**

A two CD set, *The Essential Shakespeare Live*, featuring scenes from Royal Shakespeare Company performances from 1959 to 2003, recorded by the British Library Sound Archive and personally selected by RSC Associate Director Gregory Doran, was made commercially available for the first time on Wednesday 26 October 2005.

The CDs cover a period of over four decades of Shakespeare performances including the earliest live Royal Shakespeare Company recording held by the British Library Sound Archive – Peter Hall's *Coriolanus* with Laurence Olivier at Stratford-upon-Avon, in April, 1959, recorded by then stage manager Hal Rogers – Paul Scofield in an excerpt from Peter Brook's *King Lear* at the Aldwych Theatre in 1964 and Judi Dench in *All's well that ends well* in 2002. Other celebrated productions included in the collection are the now legendary *Wars of the roses* from 1963 and John Barton's *Richard II* with Richard Pasco and Ian Richardson. Actors represented include Peggy Ashcroft, Alan Howard, Derek Jacobi, Ian McKellen, Alan Rickman, Antony Sher, Donald Sinden, Robert Stephens, Patrick Stewart, Janet Suzman, David Oyelowo and David Warner.

Catriona Finlayson  
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#### **University of Buckingham**

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The University of Buckingham has implemented Moodle, which is now widely used by staff and students to give the benefit of blended learning, and a virtual learning element to many courses in law, business etc, alongside our small tutorial groups.

Louise Hammond  
Librarian (Law and Science)  
E-mail: [louise.hammond@buckingham.ac.uk](mailto:louise.hammond@buckingham.ac.uk)

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#### **University of East London**

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Professor Andrew McDonald has been the Director of what is now known as Library and Learning Services at UEL for over a year now, and many positive changes and service improvements have taken place. Andrew came from the University of Sunderland, well known in the sector for its leadership and innovation in both learning and libraries.

#### **OPENING HOURS**

We have extended our opening hours by over 20%. We now offer 24x7 opening throughout both semesters and overnight access into the Christmas and Easter vacations to assist students in the build up to exams and assessments, and we will be open on the Easter and May bank holidays.

#### **COMMUNICATION AND QUALITY**

Within the context of a new communications strategy, we have modernised our visual image and have improved the 'look and feel' of our library literature. We have also introduced new feedback and access mechanisms, consistent with our university's thrust towards a Charter Mark submission. Our web-based 'comments, compliments and complaints' forms are generating a number of interesting issues, and happily so far, there have been more compliments than complaints. We have also introduced a web-based 'Ask a librarian' enquiry service which has become well used. We are committed to responding to both services within two working days.

#### **INFORMATION SKILLS**

We are delighted to have appointed an information skills developer to work alongside our subject librarians to completely revise and expand the information literacy materials in our university's VLE and on our web pages. The importance of skills training is never far from our minds and we will soon be able to offer this service online to an even greater number of students.

#### **EUROPEAN COMPUTER DRIVING LICENCE**

We have led the successful introduction of the ECDL for students to improve their basic IT skills and employability. In the three months since it has been available, over 1,800 students have taken up the offer: that is more than 15% of the campus based student population.

#### **ARCHIVES**

The African and Asian Visual Artists Archive (AAVAA), has been reborn under a new title, Diversity Arts Forum, and is now one of the growing number of archives held within the library on the Docklands campus. A grant from the Heritage Lottery Fund has enabled the archive to return to its 'living' status and two projects are currently running. AAVAA Online is a web resource of all the artists' work and details within the archive. The schools project, involving workshops with students in local schools, will result in CD-Rom to introduce young people to the rich heritage of black and Asian visual artists in the UK.

In 2006 the Eastside Community Heritage Archive will join Diversity Arts Forum and the Refugee Council Archive in the specially-designed archive space in the new library building. This is a very exciting digitised collection of oral histories and personal photographs of people living and working in east London. You can see some of their work on their Hidden Histories web site: <http://www.hidden-histories.org.uk/index.html>.

#### **NEW LIBRARY BUILDINGS**

Just six years after our new Docklands campus opened we are building a stunning new waterfront library and learning centre to be opened in the summer of 2006. The new library will provide services to our schools of architecture & the visual arts, business, computing and technology, and social sciences, media and cultural studies. There will be a 'trading floor' with 500 PCs and a 400-seat lecture theatre at ground level, and the East London Business School will be located on the top two floors. The architects are Building Design Partnership who are responsible for a number of notable library projects. The building consists of large diminishing planes, deep open spaces, bridges and mezzanines – all trademarks of their exciting libraries. The 'hub' will be a social, interactive learning island with a number of facilities, including a café, informal seating, collaborative spaces, multimedia resources, an editing suite, and Skillzone (a range of services to support study and employment). The Longbridge Road Campus will close in the summer of 2006. We are already planning another new library to be built at our Stratford campus in two years time, as we move to two main campuses.

#### **STRICT – STRATEGIES FOR MANAGING ICT AND ITS APPLICATIONS WITHIN COLLEGES AND UNIVERSITIES: POLICY AND PRACTICE**

Following a successful bid under the JISC Leadership and Management in ICT programme, we are carrying out a national study in collaboration with Education for Change Ltd to investigate the ways in which universities and colleges undertake the process of strategic planning and management of ICT. STRICT will provide better insights into how different strategies and organisational arrangements are used within universities and colleges to direct developments in ICT. The research will be finalised by the summer when the results will be disseminated.

#### **TOGETHER FOR LEARNING**

Through our 'Together for learning' project, we are seeking to enhance collaboration with librarians in the surrounding boroughs and in partner

colleges in east London with a view to improving access to libraries and learning within the region.

#### **BARKING LEARNING CENTRE**

The University of East London is working in partnership with Barking College, the Adult College of Barking and Dagenham, and the London Borough of Barking and Dagenham to deliver a new sort of learning centre right in the centre of Barking. This will provide much-needed learning opportunities and skills to help local people gain employment, particularly within the public sector. As well as a place to study, our learners will enjoy the benefits of a combined public and academic library and an employment service.

The three learning providers will deliver a seamless range of courses from basic skills to further and higher education in five main areas. These are early years and childcare; health and social care; schools support services; business and public sector administration; and sport, hospitality and tourism. There will be work placement tasters and entry level qualifications (level 1) through to professional and graduate qualifications (levels 4/5/6) with progression possibilities to the college and university.

Within the building, learners will have the support of a new integrated public, college and university library service. The employability centre will not only provide one-stop information and guidance on employment but will also strengthen the links between local providers and employers. The centre will also house the Council's Customer First service (one-stop shop for services), a children's health advice centre, an IT centre, a crèche and a café.

This unique regeneration project designed to raise the aspirations of local individuals and employers, will also provide a number of town centre apartments, and it is due to open in September 2006.

#### **THAMES GATEWAY AND THE OLYMPICS**

Our university is moving into a very exciting period. As well as the Docklands development itself, the Thames Gateway will be an important opportunity to provide new and innovative learning opportunities. The success of the Olympic bid has placed us right at the heart of the cultural, sporting and economic activities taking place around the games.

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Gavin Beattie  
Electronic Courseware and Resources Manager  
E-mail: g.beattie@uel.ac.uk

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## Edge Hill

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### **IMPLEMENTING INNOVATIVE MILLENNIUM**

Learning Services have implemented a new library management system with Millennium. The project ran to budget and to time thanks to the hard work of the project manager Mandy Phillips and her trusty steering group. It's not over yet though, for as well as the usual core system of modules, we have also purchased Web Access Management software which will authenticate our users more easily, as well as Metafind and WebBridge. In addition, we have secured 24x7 telephone renewals, digital collections management software, reading list management software and electronic resource management.

Edge Hill have begun working with Innovative as a development partner in their Short Messaging Service (SMS) Initiative, which will allow the library to send text messages to users mobile phones to alert them that reserved items are on the shelf. Students will get an immediate notification from their mobile phone rather than waiting until they next check their email.

### **CHARTER MARK STATUS**

Charter Mark status has recently been awarded to Learning Services. The planning work undertaken in preparation for applying for Charter Mark was carried out by a working group comprising staff from all levels and from across the service. It was a steep learning curve for all involved: as a service we prided ourselves on the high level of service on offer but we didn't articulate our service standards sufficiently. All that is in the past, however, as the working group consulted all staff in setting service standards and in measuring performance against said standards. The Charter Mark assessor said of the service: 'Learning Services set standards, meet them and provide a high level of customer service that is recognised in feedback from learners, academic staff and partners.' Our hard work doesn't end there, however, as we are already working towards improving upon the standards we have set and preparing for our next review.

### **KNOWLEDGE TRANSFER PROJECT**

Edge Hill successfully secured funding from the Higher Education Innovation Fund for an integrated programme of eight projects to address

regional needs in all three sectors of the economy – private, public, and voluntary and community. The wider Edge Hill project seeks to enhance the institution's engagement with region's economic and social communities, continue to develop and enhance research performance and capability and continue to ensure under-represented groups in the region can benefit from a higher education experience. The two strands managed by Learning Services are as follows:

- Information literacy, knowledge management, e-literacies: targeted at information professionals
- E-learning: increasing awareness of and skills in use of e-learning for middle managers and trainers

As well as working with voluntary and community organisations within the north west of England, we are also collaborating with Knowsley Public Libraries with a view to embedding e-learning within their staff development programme.

### **SOLSTICE**

Edge Hill has been awarded the status of Centre for Excellence in Teaching and Learning (CETL) by the Higher Education Funding Council for England to develop its supported online learning initiative **SOLSTICE** (Supported Online Learning for Students using Technology for Information and Communication in their Education – a bit of a mouthful!). Funding will be used to develop the SOLSTICE initiative over the next five years, to ensure that Edge Hill continues to lead in the effective use of new technologies to support and develop learning wherever it takes place.

SOLSTICE is an innovative method of programme delivery that has been developed within the Faculty of Education in collaboration with Learning Services and the Teaching and Learning Development Unit over the last six years. SOLSTICE is being managed through Learning Services, in close collaboration with the Teaching and Learning Development Unit and will work in partnership across the Faculties and with central areas. For more information on SOLSTICE, please visit the web site at <http://www.edgehill.ac.uk/Sites/SOLSTICE/>

### **LRC SERVICE STANDARDS 2004/2005**

The LRC operates a series of seven customer service standards and eight customer service commitments. Users of the LRC are entitled to know what levels of service they can expect from its key activities. We are committed to monitoring our services against these standards and publicising the results. This item reports on last year's monitoring.

#### **1 Queuing at service points**

*Standard:* We will ensure that users are served at loans desks, help desks and media reception within 5 minutes of joining a queue.

*Result:* Loans desks: During the year queues at loans desks in both LRCs were measured at different times of the day (11.00; 13.00; 15.00) on five separate occasions (25/10; 23/11; 9/2; 10/3; 22/4). At Treforest 83% of users were served within 5 minutes of joining the queue. At Glyntaff ALL users were served within 3 minutes.

Help desks: Following last year's monitoring it was decided that there was no need to continue it as there were no queuing problems. Media reception: It is recognised that the 5 minute standard in relation to the loan of media equipment has caused some problems due to students attending in groups.

*Action:* To explore other ways of meeting the standard for loan of media equipment.

#### **2 User enquiries**

*Standard:* We will ensure that enquiries received via email (LRC enquiry, interlibrary loans, loans enquiry, media enquiry) will receive a response within one working day.

*Result:* LRC Enquiry: Total number received during the year was 399 (direct email = 221; webform = 144; OPAC comment form = 34). This is around double the number for last year. The one day target was met around 98% of the time.

Interlibrary loans enquiry/loans enquiry: Requests into each folder averaged 20 – 25 per week and were dealt with on a daily basis.

Media enquiries: Due to problems with data collection we were unable to provide accurate statistics on response times.

*Action:* To explore ways of improving data collection for Media Services including AVS enquiries.

#### **3 Reshelving**

*Standard:* We will reshelve books and other items within 48 hours of their return during 90% of the time.

*Result:* Monitored monthly between October 2004 – May 2005, at Treforest the standard was met 84% of the time (73% last year), at Glyntaff it was met 93% of the time (60% last year). This was clearly a tremendous improvement on last year, particularly at Glyntaff.

*Action:* To continue to employ a shelver/shelvers to work 20 hours per week throughout the academic year including vacations.

#### **4 Interlibrary loans**

*Standard:* We will provide users with 90% of interlibrary loan material requested within 10 working days of requests being made.

*Result:* Taken across the academic year this standard was met, with the average waiting time between interlibrary loan request and item arrival being 9 (actual) days.

*Action:* As we currently have no way of measuring performance as the service standard is framed, adopting a simple method of dating, alerting and counting long-delayed requests will be explored.

#### **5 Book orders**

*Standard:* We will add to the LRC collections 90% of the books and other items ordered within 8 weeks of the order being received by an information librarian.

*Result:* We were able to meet the target of 8 weeks, as 90% of orders were received in just under 6 weeks of the order being placed on the system. It is recognised that these figures exclude the time taken *before* the order is created and *after* the item is received in Purchasing. It has proved difficult to provide a simple system to view the whole picture without creating extra work.

## 6 Print journals

*Standard:* We will make available prioritised journal issues within 24 hours of their receipt and other journal issues within 4 working days.

*Result:* This standard was met for prioritised (within 24 hours) and other journal issues (within one and a half days).

## 7 Suggestions, comments and complaints

*Standard:* We will respond to official suggestions, comments and complaints within 7 working days.

*Result:* 86% of comments received via email or handwritten were answered within 7 working days. This response rate was much improved on last year's 69%.

### THREE NEW SERVICE DEVELOPMENTS

#### *PHONE-it – our new 24 hour loan renewal service*

We recently launched our new automated telephone renewal and information service. Call PHONE-it anytime to automatically extend the loan time for books that are becoming due for return. Callers to the service are asked to enter their library borrower number using the telephone keypad. You can then

- Renew all books, with an option to hear which books have been renewed
- Renew a specific book
- Hear a list of books and renew specific ones from the list
- Hear a list of books currently on loan with their due dates
- Hear a standard message giving library information
- Transfer to a member of staff, or if outside normal hours, to a mailbox

#### *Self-issue – the new models are here!*

Increasingly, students are avoiding queues at the LRC Loans Desk by checking books in and out themselves. Our self-service machines are available until quarter to midnight during the week and also at weekends. They have become a key part of library services and, of course, are particularly important for part-time students.

We have now invested in three more new machines. The new models have an impressive modern design, are easier to use and are fully integrated with the library management system. The self-service machines form a key part of our aim to provide flexible services that are available when our customers need them.

#### *The Store is just next door*

The LRC does not have enough space to accommodate all our stock. Therefore, in common with many academic libraries, older material is housed in a separate store. Until recently this store was located a couple of miles away on an industrial estate. We have now completed a major project with Estates to re-locate the Store to Ely Building (D Block). During this time we were unable to operate our store request service. However, the project has been successfully completed and the service is now fully operational again. The proximity of the Store means that we can respond speedily and flexibly to requests. Material will be ready for collection by noon of the following day and we will attempt to retrieve very urgent requests on demand.

### STAFF – COMINGS AND GOINGS

Since the last issue of SCONUL Focus we have seen a number of LRC staff arriving and leaving:

In October Helen Gwerfyl joined as University records manager. This is a new post, based in the LRC, with the aim of developing records management policies and procedures for the university. Helen was previously records manager at Wrexham CBC. Emma Rye has joined up with Louise Graham in a jobshare partnership as information librarians supporting the Schools of computing and electronics. Following the retirement of Dave Clark to Australia Neil Lewis' duties have been modified and Roger Carruthers has become media support officer. Three permanent appointments have been made following the end of the ECW Project: Beth Pearce as rights officer, Sue Abbott as learning support librarian and Rachael Morgan as digital resources librarian. They will be working with colleagues in departments and schools/faculties to help embed e-learning. We welcomed two new learning resources assistants, Ewa Kulon and Kate Price.

Steve Morgan

Deputy Head of Learning Resources Centre

E-mail: smorgan1@glam.ac.uk

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## Imperial College London

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Imperial College London Library is delighted to announce that it has recently been accredited as an Investor in People. The decision to undertake assessment was primarily for benchmarking – to measure the progress of internal change as well as to compare with other organisations – and the standard provided a helpful framework for



developing good practice. The external perceptions of the adviser from the Learning and Skills Council and the Investors in People assessor were especially valuable.

All organisations approach Investors in People from a unique starting point and factors such as the policies of the parent institution and dissemination of staff across multiple campuses come into play here. For Imperial crucial advances included bringing all staff into the appraisal process and the library leadership team visiting outlying campuses to explain the new library vision, so that the link between strategy and day-to-day roles was better understood. With such developments, as well as inclusive staff development opportunities, in place and shown to be working, we were able to demonstrate successfully that the overall culture is one in which staff appreciate their roles in the larger context of the organisation.

Dr Janet M. Smith  
Imperial College London  
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## University of Kent

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Information Services at the University of Kent has been through a process of change in recent months and I am very pleased to report several significant developments.

### STAFF NEWS

In January 2005 Margaret Coutts, Director of Information Services and Librarian, left to take up her new post of Librarian of Leeds University and Keeper of the Brotherton Collection. John Sotillo, former Head of Computing Services at Kent, was appointed Director of Information Services. An internal review of Information Services has been undertaken and a new senior management team has been established. Carole Pickaver has been appointed Head of Library Services and will lead the strategic development of the library service to ensure the University of Kent continues to be actively engaged with the research library community.

### NEW SERVICES/PROJECTS

*Medway:* September 2005 saw the joint partnership to deliver single information service provision to a new campus come to fruition with the opening of the Universities at Medway Drill Hall Library at the Pembroke Campus. This is a unique joint partnership between the University of Kent, University of Greenwich and Canterbury

Christ Church University to deliver seamlessly information services support for all three universities engaged in providing higher education to the Medway area. Extensive refurbishment of the listed Drill Hall building on the Pembroke site has enabled the partners to provide converged service provision in an exciting modern environment. Virginia Malone has been appointed as the Drill Hall Library Manager. <http://campus.medway.ac.uk/library/index.php>.

*Templeman Library:* Several projects taking place during the past 12 months have enabled us to improve availability and accessibility to information resources. We are currently in the process of converting our card based record of slide collection holdings (135,000 items) to make it available via the online catalogue. This is the first step to making available information about our multimedia resources readily accessible in our new multi campus environment. Self service issue terminals were introduced at the start of new academic session. These are proving extremely popular with our users and during the first week after implementation accounted for 22% of our main loan collection issues. We are currently implementing Endeavour's Encompass Digital Library system for resource access to improve the federated search options for our users. We are aiming to have the service go live in January 2006.

### COLLECTIONS

The Templeman Library has been extremely fortunate in securing the Giles Cartoon Collection and the Lord Renfrew personal archive. The Giles Cartoon Collection is a substantive collection of original artworks and a rich source of social history resource material including correspondence, images and memorabilia. The collection adds significantly to the resources already held by the Centre for the study of Cartoons and Caricature. The Centre has also recently been successful in being awarded AHRC core funding (<http://library.kent.ac.uk/cartoons/>). Lord Renfrew is a key figure in the field of archaeology and his personal papers will provide a unique insight to his early archaeological research as well as substantively add to archaeological holdings of the Templeman Library.

John Sotillo  
Director of Information Services  
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## Kingston University

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### **NEW UNIVERSITY PROJECT**

The New University Project, or NUP, is Kingston University's major estates initiative which will see the university purchase the current County Hall site on Penrhyn Road in the centre of Kingston. Further building projects are planned for the Roehampton Vale and Kingston Hill campuses. At Roehampton Vale, it is anticipated that there will be some re-working of Learning Resource Centre (LRC) space, whilst at Kingston Hill a significant extension is proposed to the LRC building. Library staff are currently working closely with the NUP project team to plan this space.

### **ACADEMIC RESTRUCTURING**

In summer 2005 Kingston University restructured from 6 to 7 academic faculties. Library Services has reflected this change within its own staffing to ensure that the subject support teams continue to match the university's structure.

### **EXTENDED OPENING**

The Kingston Hill LRC is now open 08.30 till 02.00 during term time and there are plans for a 24 hour opening trial for the summer 2006 examination period. The Kingston Hill LRC has all the advantages of being a purpose built, independent library building and the move to extended opening has gone relatively smoothly with close co-operation between library and security staff. It is intended that the Penrhyn Road LRC should also open for longer but achieving this in a building that is effectively buried within a much large university building is proving a challenge. Currently we are able to open a small part of the building till 02.00 which allows students some computing access. However, we are keen that access should be to the entire LRC and are currently working to resolve the health, safety and security issues to enable this to happen. We are optimistic that, by the time this journal goes to print, we will have achieved extended opening at Penrhyn Road too.

### **RFID**

Kingston is currently out to tender for an RFID self-issue/return system. Although previously seen as being behind the times, the fact that we do not have an existing self-issue system may prove an advantage in that we are able to move directly to RFID. It is hoped that the tender will be awarded in the spring of 2006 with rollout beginning at the Penrhyn Road LRC during the summer. Self-issue will provide enhanced services during periods of extended opening but will

also free up staff time to focus on further student centred support.

### **ARCHIVES DEVELOPMENTS**

We are pleased that we have been able to appoint a part time archivist to manage the Vane Ivanovich Collection and the Iris Murdoch Oxford library. As well as ensuring the material is fully catalogued, the archivist's role will be to promote this use of these research collections both within the university and to external researchers.

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## Leeds Metropolitan University

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### **TEACHER FELLOW**

Marie Scopes, who leads the team responsible for delivering key skills within the library has been appointed a University Teacher Fellow. As well as sharing good practice and developing learning materials with colleagues across faculties, Marie intends to examine and evaluate the role of key skills development in supporting students' transition to higher education, raising their achievement and improving retention. Please contact Marie at [m.scopes@leedsmet.ac.uk](mailto:m.scopes@leedsmet.ac.uk) for further information.

### **WELCOMING NEW STUDENTS**

The library has been taking part in a project to provide additional help and support for students new to the university and who are using library services for the first time. This 'Meeting and Greeting' service aims to present a friendly and approachable way of showing students how to find their way around and demonstrate some of the facilities they will use in their first few weeks. This includes showing students how to find books on their reading lists and then taking them to the shelves in the library as well as giving password information to help them get started on the PCs. Student feedback through an online survey has been positive and initial responses indicate that they appreciate this additional help at what is a very busy time of their lives.

### **ZONING STUDY SPACE**

In response to student feedback for more group study space, the Civic Quarter library has developed a pioneering plan to zone the study floors to provide distinct areas to support the range of study environments students need. The first floor has been designated as a silent study area, the second floor for quiet study and the third floor as a group study area. Students are being encouraged to use the floor which most meets their needs, and to respect the needs of other users by moving to particular areas. It is anticipated

that this will take pressure from the heavily used group study rooms. For those students wanting complete silence there are now dedicated areas for this. Feedback from students about the new layout is being sought. For further details please contact Dilys Young at [d.a.young@leedsmet.ac.uk](mailto:d.a.young@leedsmet.ac.uk)

#### **SUPPORT FOR STUDENTS WITH DISABILITIES**

The library continues to develop its provision for students with disabilities. Over the summer work was done to ensure compliance with the DDA by lowering part of the counter to enable access to the dual function self service machine. In addition, 21 electric height-adjustable desks have been installed throughout the library to support different study needs and display large screen catalogues.

As part of the university's staff development festival a large number of library staff attended a screening of the DVD produced by the Open Rose Group 'Disability Awareness Training for Libraries'. This formed the first part of a two year training programme working with staff to raise their awareness of the experiences of students with disabilities using our services and to explore how barriers can be broken down.

Sue Smith and Aly Peacock are leading the training and can be contacted on [s.a.smith@leedsmet.ac.uk](mailto:s.a.smith@leedsmet.ac.uk) and [a.peacock@leedsmet.ac.uk](mailto:a.peacock@leedsmet.ac.uk). The DVD (as reviewed previously in SCONUL Focus) is available to order – please contact [its.office@leedsmet.ac.uk](mailto:its.office@leedsmet.ac.uk)

#### **SERVICES FOR REGIONAL UNIVERSITY NETWORK PARTNERS**

The university is developing a Regional University Network of partners in the further education sector and library staff are working to extend learning and information services to students and staff involved in university programmes in the partner colleges. These colleges already have access to the university campus libraries, library catalogue and library online website, and in the immediate future students will be able to borrow up to five items from the library. The Skills for learning web-based resource is also available for installation on the colleges' intranets. A network group of librarians from the colleges and university has been formed, and discussions have begun on identifying resource sharing and collaborative opportunities which will add value to all the partners.

Helen Finlay  
LSS Planning and Marketing Manager  
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## University of Leicester

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#### **SIRSI ROOMS**

The University of Leicester Library became the first in Europe to launch the new subject portal, Sirsi Rooms, at the end of September 2005. Subject rooms covering all the main areas studied within the university replaced the static subject web pages, offering users a quick and efficient way to find the information they need.

The content of the rooms varies according to the needs of the subject concerned but can include newsfeeds, links to websites, embedded web-pages and links to databases. Search boxes have been embedded into the pages so that users can search across a number of databases or search engines simultaneously without leaving the room and some searches have been predefined to ensure that the users find information about key sources with minimal effort.

The library piloted the service with five rooms in early 2005 and the response to this pilot was extremely positive. Usability tests and focus groups were held and user comments fed back into the design process. Users quickly became familiar with the new features of the rooms and liked them so much that they asked that the pilot remain live on the library website over the summer. Since the pilot, the library's information librarians have built up the number of rooms available from five to forty-five and have carefully selected the resources using their detailed knowledge of the subject area and their users' needs.

The university's work on the new service was presented at Sirsi's European user group conference in Dublin and received much praise from delegates. A presentation on the library's work on the usability tests was made at the Online Information conference in London in November.

For more information, please contact Louise Jones (Head of Collections & Information Systems) [lj14@le.ac.uk](mailto:lj14@le.ac.uk) or tel 0116 252 2041.

URL: <http://rooms1.library.le.ac.uk/rooms/portal/>

Stephen Rawlinson  
Head of Library Administration  
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## Liverpool John Moores University (LJMU)

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### **STOCK MOVES**

A major stock move between the two city-centre learning resource centres (LRCs) took place in the summer of 2005 following the relocation of several academic departments. The Aldham Robarts LRC now houses the learning materials supporting two faculties (business and law, and media arts and social sciences), whilst the Avril Robarts LRC covers science, technology and environment, and health and applied social sciences.

### **METALIB/SFX**

A second phase of systems development has begun, following the installation of the Aleph library management system in 2004. We began with the implementation of the SFX link resolver and worked on customising the interface prior to the Easter 2005 launch date. MetaLib, the e-resources portal and cross-searching tool, was implemented in September with a basic version of the platform. Further development work will take place in the first half of 2006. We are already seeing the benefits of the increased visibility and usability of our e-resources with a 47% increase in full-text downloads in 2004/05.

### **ENQUIRY SERVICES**

As part of a series of process reviews taking place across the university we have undertaken a review of enquiry services. A cross-section of staff formed the process review group (led by an external facilitator) and made recommendations on the types of enquiry desk provided, location of the desks, service hours and core staff training. Members of the group visited three other library and information services to compare their policies and practices and gathered a great deal of useful information which informed the outcomes of the process. A number of changes to the enquiry service were introduced in September 2005 and these will be evaluated in January 2006.

### **USER EDUCATION**

Over the past year we have also reviewed user education with the aim of introducing a new programme based on current research and good practice in the sector, tailored to the needs of all students including distance learners and part-timers. The new programme is based on learning outcomes and includes a generic, minimal induction followed by progressive, subject-specific information skills sessions mapped to the SCONUL Seven Pillars model. The induction package (Level 0) was completed for the start

of session and includes a generic PowerPoint presentation, a pack of supporting information, online information skills tutorials, a community module in the BlackBoard VLE and a virtual tour of services and facilities. The next steps are to define the content for levels 1 and 2 and develop the strategy for embedding information skills in the curriculum.

### **RESEARCH SUPPORT**

In response to the increase in postgraduate and research student numbers at LJMU we have introduced new facilities and services to meet their needs. There are now designated research support areas in the two city centre LRCs with large, office-style desks, wireless network capability and staff assistance close by. We have created a new website which aims to provide a 'one-stop-shop' linking to the resources and support provided for researchers. This has been very well received by the Research and Graduate School and has been incorporated into their web pages:

<http://www.ljmu.ac.uk/lea/info/research>.

Valerie Stevenson

Academic Services Manager

E-mail: [v.stevenson@ljmu.ac.uk](mailto:v.stevenson@ljmu.ac.uk)

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## University of London Research Library Services

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### **NEW APPOINTMENTS**

Following a restructuring, three new senior appointments have been made: Ian Snowley will move from the Royal Society of Medicine to be director of academic services, Paul McLaughlin (previously a Sub-Librarian in Senate House Library) will be director of technical services, and Christine Muller (formerly at London South Bank University) will be director of user services. The new posts will be taken up in February 2006.

### **OTHER DEVELOPMENTS**

Creating the ULRLS is a convergence process, bringing together the libraries at the centre of the University of London (Senate House Library and the libraries of the Institutes of the School of Advanced Study). A milestone along the road was the unification of the databases, completed in September, to create one single catalogue interface to all the libraries – this can be searched all together, or individually by collection ([www.ulrsls.lon.ac.uk](http://www.ulrsls.lon.ac.uk)).

Senate House Library abandoned its restrictive access arrangements for current members of the



University of London at the beginning of the 2005-06 academic year, and introduced a scheme of automatic universal access. The impact to date has been positive; the move was well-received and both registrations and use are noticeably increased this year, without having become unmanageable.

The pre-1850 holdings of the Goldsmiths' Library of Economic Literature (ca. 35,000 volumes), the largest of the many special collections in Senate House Library, are now available in full-text digital facsimile as part of The making of the modern economy, published by Thomson-Gale in July 2005. MOME, which follows the model of the very successful Eighteenth-century collections online, also includes the equivalent content from the Kress Library at Harvard University, the other major collection on economic history which complements the Goldsmiths' Library and which was assembled by the same man (Herbert Foxwell). This significant new academic resource will be marketed by Gale in the usual way but will be freely available to all members of the University of London via the ULRIS website.

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## National Library of Scotland

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### 'ADVENTURES IN TWIN TIME TRAVEL'

'In the footsteps of Isabella Bird: adventures in twin time travel' an exhibition of photographs by Professor Kanasaka of Kyoto University, has taken place at the National Library of Scotland. This was the first time the exhibition has been seen outside Japan. Over the past ten years Professor Kanasaka, a geographer, has retraced the footsteps of the intrepid nineteenth-century author and traveller Isabella Bird, taking contemporary photographs of remote regions in China, South Korea, Japan, Iran, Turkey, Egypt, Morocco, USA, England, Ireland and Scotland. One hundred of these images were displayed alongside a selection of the pioneering explorer's own photographs taken over a century ago.

Professor Kanasaka was inspired to undertake his 'adventure in twin time travel' when, in 1974, he read the Japanese edition of Bird's book *Unbeaten tracks in Japan*. This publication had significance to Professor Kanasaka's own research and study and he has translated Isabella Bird's *The Yangtze valley and beyond* into Japanese.

He said: 'To understand Isabella's travel writings, and especially to translate *The Yangtze valley and beyond* to Japanese, it is indispensable to visit the

areas and places she visited. To look at the change or the continuation of the landscape is very interesting and exciting, and the use of geographical research photographs is important.'

Isabella Bird was a remarkable woman. Born in Yorkshire in 1831 she became a well-known figure as a result of her travels and travel writing. In 1892 she became the first woman to be elected into the Royal Geographical Society. She married an Edinburgh doctor in 1880 and died in 1904 in Edinburgh.

The exhibition ran from Thursday 27 October until Sunday 27 November 2005.

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## University of Newcastle upon Tyne

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Summer has been and gone with the usual long list of stock moves and building enhancements. The most far reaching change this summer was a radical rearrangement of the information desk areas on each of the upper subject floors of the Robinson Library. This involved merging our current periodicals with our pre-current bound backruns, substantially reducing our reference sections, relocating the information desks into a more central and visible location and creating a more open and welcoming space on each floor to allow casual seating and display areas. We also completed the final phase of the four year library re-carpeting project. We need to start on the lights next! As usual, our band of summer students were invaluable in helping us to achieve the many summer projects which are now such a feature of the 'quiet summers'

In the Walton Medical Library access control has also been introduced. This is the final piece of the two-year Walton Library re-development project and the least noisy bit! As part of our gradual absorption of the Music Departmental Library, we began the process of cataloguing 3000 music CDs and creating sound stations for students to access this collection. The remainder of the music books has also been catalogued. The usual stock moves and reorganization activities also took place, either from stack to store or compact shelving, or from store or compact shelving to disposal. The object, as always, is to optimise available stack and store space.

The library and university computer technicians have also been busy replacing and upgrading some 300 PCs in the Robinson Library. The smaller footprints and flat screen monitors help



to improve the overall look of the library. An increased number of student express workstations have also been installed throughout the library and the remaining wireless blackspots wireless enabled.

Online reading lists with links to the OPAC also became a reality for students in the non-medical sciences subject areas and again, thanks to our summer students for their input.

All in all, a busy summer.

The autumn term saw the introduction of slightly extended opening hours and the continuation of our successful 'Self guided library tours' which new and even existing students seem to enjoy.

Jon Purcell  
Deputy Librarian

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## University of Paisley

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We were shocked and saddened by the sudden death on 3 October of our friend and colleague Gordon McCrae. He had been a Deputy Librarian since 1989, having first joined the then Paisley College Library in 1980. His responsibilities comprised our automated system, acquisitions, and circulation. Gordon will have been known to many colleagues through his various professional activities, including editorship for many years of the National Acquisitions Group's journal *Taking Stock*.

We have decided not to seek a replacement for his post (Gordon himself was irreplaceable) but are reverting to a Librarian/Deputy structure. Teresa Gilbert (Gordon's co-Depute) assumes his responsibilities, while other aspects of his work are distributed among various members of the library staff.

Given Gordon's enthusiasm for and major involvement in local history (he had designed for the university's Lifelong Learning Department and was delivering for a third successful year a Renfrewshire local history module in collaboration with Paisley Museum) we have set up a memorial fund in his memory to provide grants or scholarships for Renfrewshire local history research or education. The university has agreed to match whatever sum is raised (we are well into four figures already) by a donation from library fines income.

Meanwhile we are pressing on with various developments. A new building is being planned for the Ayr Campus, scheduled to be available from 2009, and planning for library facilities in that is under way. The possible merger with Bell College in Hamilton will widen still further our range of service outlets, supplemented by the university library's active involvement in partnerships across west and south west Scotland. The pay grading and modernisation project has been completed for all library staff, and the library is heavily involved in a full economic costing exercise.

Much else is happening or being planned, and so we are looking to establish a wide-ranging marketing strategy to ensure all our users and potential users, are aware of what we can offer.

Stuart James  
University Librarian

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## University of Reading

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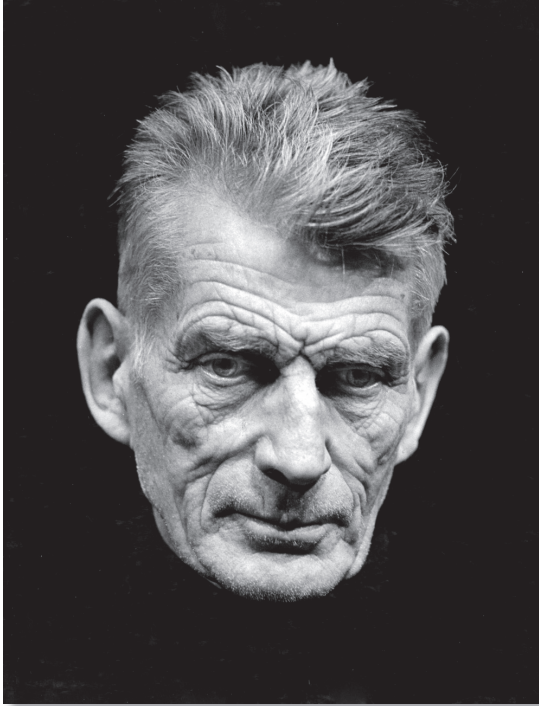
### BECKETT COLLECTION AWARDED DESIGNATED STATUS

The University of Reading's unique collection of manuscripts, papers, photographs and other materials relating to the author and dramatist Samuel Beckett has been recognised as having outstanding national and international importance. The Museums, Libraries and Archives Council (MLA) has awarded Designated status to the collection, one of only two such awards in the south-east of England and of 38 in England as a whole.



This important award is particularly apt at the moment – 2006 is the centenary of Beckett's birth, and the Beckett International Foundation, which co-ordinates the Collection, will be helping to organise a series of major events to celebrate the life and work of the author. The year 2006 will also see the completion of the university library's new archives store at the city centre campus (where the Beckett Collection will eventually be housed) and the start of the new special collections reading room service, in partnership with the university's Museum of English Rural Life. The archives store will ensure that our manuscript and rare book collections, such as the Beckett Collection, are kept in better environmental

conditions, with improved security and research facilities.



*Samuel Beckett photographed by John Haynes*

More information about the new joint reading room service at can be found on the university library's web site at: [www.library.rdg.ac.uk/colls/special/jointservice](http://www.library.rdg.ac.uk/colls/special/jointservice) or by contacting Rupert Wood (r.j.m.wood@rdg.ac.uk, ext 6784). More information about the Beckett Collection can also be found online at: [www.library.rdg.ac.uk/colls/special/beckett.html](http://www.library.rdg.ac.uk/colls/special/beckett.html) or by contacting the Beckett International Foundation (j.a.garforth@rdg.ac.uk, ext 8776).

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## Roehampton University

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### THE FLOOD

There is a moral to this tale. Don't tempt fate. On Thursday 8 September 2005, Sue Clegg (Director IS), Pat Simons (bibliographic and technical library services manager) and I met to discuss valuing the library stock for insurance purposes. At some point in the meeting we got on to discussing possible disasters that might befall the Learning Resource Centre (LCR) and one of us jokingly suggested that as we are on a hill at Roehampton, at least we wouldn't need to worry about a flood.

Twenty five hours later we were proven spectacularly wrong. At around 15:30 on 9 September there was a sudden very severe rain storm over Roehampton. We later discovered that in Roehampton Village water was up to a metre deep

in places, with cars flooded and road surfaces washed away.

At the university several buildings were hit with damage to student rooms, a major flood into a canteen and worst of all the LRC. At 15:45 Claire Williamson (Front Line Services Coordinator) came running into my office with a cry of 'It's coming out of the floor!'. Cue admin and directorate staff hurtling down stairs to find brown and very smelly 'water' (I'm not at liberty to tell you what exactly as the University policy is to refer to a severe flood, but you can work it out!) pouring up out of a manhole behind the counter.

Within a few minutes floors around the circulation desk, IT help desk, Media desk and Bib services were covered in brown stuff. As staff frantically piled books and equipment up onto any available work surface, the brown tide went on spreading across the floor. Typically one student begged to be able to photocopy the last two pages as the tide hurtled towards him. I don't think I displayed my best customer care skills in asking him to leave rather forcefully!

Whilst this was going on, another flood came in from the Jubilee Courtyard into our staff room, fortunately this time clean water. The two floods nearly, but not quite, met.

The end result was the entire ground floor (but incredibly not the lower ground floor journals area) was covered in 'it' all over the carpets. One act of heroics was Pat Biggs (circulation supervisor) who put bin bags over her shoes to retrieve the cash from the till. (Well it does have flexibility and adaptability in her job description!)

By 16:30 the university was declared closed and all staff sent home. A few of us retreated to admin away from the smell.

Over night, Estates brought in contractors to remove the carpet and spray disinfectant on the floors.

The next day (Saturday), Sue Clegg was in for emergency meetings with the Vice Chancellor and Estates staff to assess the damage and plan. Ground floor became Zone 5, the most heavily contaminated area with access only if staff wore masks and gloves. On leaving the area feet had to be sprayed with disinfectant (like foot and mouth!).

On Sunday more staff came in to retrieve stock out of Zone 5 and on Monday we had an all staff meeting to announce plans for temporary desks to get back in business. More stock and service moves took place in a huge rush. Bibs to the first floor, media to the 3rd floor, circulation to the 1st floor and enquiries and IT to the lower ground floor. Fortunately we were able to get a team of men from Edes removals in on Sunday/Monday to assist.

We then had two days when no staff were allowed in any part of the LRC whilst the whole building was decontaminated. On Thursday 15 September we reopened for public service, having amazingly only lost four days' service to the customers.

Of course we were incredibly lucky that the contamination was very shallow. With shelving being above floor level, very few books were lost. What we have lost is all the carpet, a number of bits of wooden furniture, skirting boards made from unpainted stained wood and, most dramatic of all, every single fitted counter in the whole ground floor. In addition, the concrete floors were completely saturated (we won't go into what was in the bottom of the two lift shafts but let's just say I now know that they have drains linked to the sewers too!)

The picture below shows the remains of the main library counter which used to run from the glazed wall in the background to the pillar and then round to the right. The snail like object is one of the fans used to assist dehumidification. The source of the flood was approximately where the traffic cones are located.



So how are we managing now?

Circulation is now in a portacabin outside a fire exit on the north side of the building. Other services are dispersed round the building. We have lost a lot of group study and PC suite space as ground floor services have moved in.

After nearly six weeks we have finally got permission from the loss adjusters to talk to library suppliers and we can get on with ordering new counters. With a lead time of six to eight weeks, it will be January/February at the earliest before we can get back to normal. The plus side is we get brand new modular counters to replace the less than perfect bespoke counters installed some while ago and adapted only last summer to a new layout.

It has been quite an extraordinary time. There have been some superb acts of positive 'can do' working by staff to get things going, plenty of problems in making services work in new unplanned locations and hassles getting things back from off site store. With autumn upon us, the portacabin has needed work around it to keep the heat in. Indeed a major constraint is that access to the whole building for 7200 students is via a single width door!

Finally, you'll be amused to know that when a TV camera was sent down the blocked pipe to see what had caused the whole disaster, they found a single soft drinks can, stuck at a crucial join in the pipes.

#### **INVESTORS IN PEOPLE (IiP)**

Despite all of the above, we were awarded IiP on 19 October. This achievement reflects a huge effort to improve in particular staff communications and has been led by Beverley Lightley, our head of staff development and communications. She's now been invited to assist those academic departments that have yet to gain full IiP.

#### **PEOPLE NEWS**

Following the departure of Liz Corbett and Polly Braggins (academic liaison officers) at the end of the summer term, we have as new recruits Anne Pietsch and Emily Selvidge, both recent graduates from Sheffield and City Universities' library courses.

J. Adam Edwards  
Head of Learning and Liaison Services  
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#### **University of St Andrews**

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We welcomed Jon Purcell from Newcastle University as our new Director of Library Services in November. Jon's arrival has coincided with a number of new initiatives to align the library more closely with the university's learning and

research agendas. Recent library developments have included:

#### **RETROSPECTIVE CONVERSION**

The library was successful with its bid for SRIF3 money to support a project to retrospectively catalogue remaining areas of its open access collections, and was awarded £250,000 in August 2005. By the end of the project we expect the majority of stock on levels 3 and 4 of the Main Library to be catalogued online and available for online circulation. As well as greatly increasing awareness of the scope of our collections, this project will make it easier for us to facilitate future moves of stock as and when the need arises. We intend to carry out the work predominantly through a partnership with an external supplier of records although for sections of the collections where there is clearly no cost benefit to using this methodology, the work will be carried out in house

#### **LEVEL 2 REDEVELOPMENT**

The university's academic council have identified funding for a major re-development of level 2 of the university library. Following extensive consultations with users, plans have been prepared to substantially improve staff working areas, increase computer provision, redesign the front entrance, improve the general physical environment and develop new group working areas for students. We anticipate that the level 2 redevelopment will have to be completed in tandem with a new library store so it is expected that both developments will have a two year completion schedule with work being concentrated into the summer of both 2006 and 2007

#### **SELF-ISSUE**

In September, the library replaced its existing self-issue machine and purchased an additional unit. The intention is to increase the use of self-issue in the library so we can release staff time to develop new services and provide better support for existing services. As part of this change, we have been working jointly with our suppliers 3M on a project to eliminate barriers to the use of self issue. Although the project is still on-going, we have already been able to increase the use of self issue from 1% to over 40%. Another important benefit of this project has been to allow us to enhance our services in the evenings by allowing us to offer issuing when the service desk is unstaffed.

#### **CLA DIGITISATION**

St Andrews University was an early adopter of the new CLA digitisation licence. After consultation with senior management in the university, it

was agreed the library should act as the co-ordinator for the management of the licence and that we would use our first semester to run a pilot project to assess the impact of the licence. The main goals of the project are to find out what the likely interest in using the licence will be from the academic schools, what are the technical issues involved in delivering content using the licence, what are the workflow issues around producing the content and managing the associated documentation, and to assess how much resource would be required to introduce a fully operational service, open to all schools.

At the start of the semester we identified a number of schools which had experienced student concerns about lack of access to key readings and who expressed an interest in using the licence. This gave us a mixture of subject areas and student profiles. We currently have three schools using the licence for some of their modules and this includes one evening studies module. The schools provide the material to the library in hard copy, the library then digitises the content, logs the copies and places the article in the relevant WebCT modules.

Our experience of the service to date has been positive and the feedback from students good. It does appear to address effectively the student need to get easier access to core reading. Other positive spin offs have been improving our working relationship with our learning technology colleagues who manage the WebCT system, a recognition by the university that the library has the skills and ability to manage digital content on its behalf, an acknowledgement that the library is the place in university where issues concerning copyright can be explored (and we have certainly learned a great deal more about copyright in the last few months), and a general heightening of awareness amongst academics of what is available digitally and the value of delivering content in this format as part of their teaching. There have been a number of technical issues for us to resolve with our IT colleagues around the delivery of PDF files to our classroom PCs but we expect to resolve these by the end of our pilot project. Our favourite story of the service to date is the evening degree student who, when on holiday in Spain, was delighted to find out he could do his course reading whilst sitting on the beach.

#### **SPECIAL COLLECTIONS**

Special Collections has launched a new version of its online photographic database, reached from the photographic pages of <http://specialcollec->



tions.st-and.ac.uk. The site makes over 50,000 catalogued images available online, and it is hoped that the next phase of development will include an e-commerce facility. The department is continuing its commercial work, scanning out-of-print historical publications for Canadian e-publisher TannerRitchie's 'Medieval and early modern sources online' series; and has also recently collaborated in several large-scale photographic publications. We have participated in the university's 'Gradskills' programme of post-graduate training, having offered three courses on the use of rare book and manuscript materials. Other teaching activities have included palaeography classes for postgraduates in medieval history and in English literature and undergraduate lectures on thirteenth-century Scotland, as well as classes on the history of the book and on photographic digitisation. We have welcomed several groups of visitors to the department, including the Yale Library Associates and the students of the annual American Summer School. Major cataloguing projects continue, primarily on the Anstruther of Balcaskie papers, the J.D. Fleeman papers and library, the university's muniment collections, and the photographic collections (on which a major preservation survey is also under way). The extensive series of church records (held under charge and superintendence of the Keeper of the Records of Scotland) are currently part of a major digitisation project being carried out by the National Archives.

Jeremy Upton  
Collections Manager  
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## University of Strathclyde

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The University of Strathclyde has appointed an institutional repository co-ordinator to build a digital archive of the university's intellectual property (<http://eprints.cdli.strath.ac.uk/>). The post-holder is part of the complement of library staff and the service is managed by the library. Additionally the service draws on a pool of experience and expertise built up during previous project work at Strathclyde on institutional repositories (e.g. <http://hairst.cdli.strath.ac.uk/>), and is supported by the Centre for Digital Library Research and wider Information Resources Directorate.

The initial service was set up in autumn 2005 using the EPrints software package. The focus at present is on collecting metadata and electronic

full text of research papers authored by Strathclyde employees, but it is hoped that the collection development policy will become broader in the fullness of time.

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## University of Sussex

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### **NEW AND IMPROVED**

The University of Sussex Library has made important changes designed to ensure improved services and communication both between staff and line managers, and the library and its users. A key feature of the reorganisation is a flatter staff structure with four departmental heads under Librarian, Debby Shorley.

Dorothy Sheridan is now head of special collections and research services. Her team includes research liaison manager, Jane Harvell, and is dedicated to providing support to researchers. Fiona Courage has been promoted to special collections manager and Sandra Koa-Wing as Mass-Observation Archive development officer.

Cath Morgan is now head of information services. In Cath's team are learning & teaching support manager, Emma Walton, and learning and teaching support officer, Chloe Barnes. This section is providing support by working with individual departments and ensuring that reading list processes are as streamlined as they can be. Gráinne Mac Dermott has taken the role of lending services manager.

Adrian Hale is head of technical services, with Chris Keene working as technical development manager, Eleanor Craig as electronic support officer, and Tim Graves as library systems support manager. Sally Faith is now head of library administration.

For the full organisational structure please visit [www.sussex.ac.uk/library/aboutus/structure.pdf](http://www.sussex.ac.uk/library/aboutus/structure.pdf)

[insert Sussex pic]

Clockwise from back row, left: Dorothy Sheridan, Adrian Hale, Sally Faith, Cath Morgan, Debby Shorley

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## University of Warwick

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The University of Warwick library is a member of the Nereus Consortium of leading academic European libraries in economics and related subjects. Our prime mission is to provide rapid access to today's top European and global economics research by connecting and unlocking new content, and developing innovative information services for the economist. For further information contact Simon Speight (business and economics librarian) or Charlotte Elliott (business and economics information assistant).

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# Advice for authors

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*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.

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Items should be submitted (preferably) via email or on disk to your contact on the Editorial Board or Antony Brewerton ([awbrewerton@brookes.ac.uk](mailto:awbrewerton@brookes.ac.uk)).

As well as text, we are also keen to publish images and would especially like to include author photos where possible. Please either send prints or digital photographs (resolution 300 dpi or above) to your contact on the Editorial Board.

It is helpful if authors follow our house style when submitting their articles:

- Spelling in '-ise' etc. is preferred to '-ize'.
- Capitalisation is ruthlessly minimal. In individual libraries it is usual to refer to 'the Library', 'the University', 'the College' etc. Please resist this in our newsletter: unless there is any ambiguity use 'the library' etc.
- Spell out acronyms at their first occurrence. Avoid 'HE' for 'higher education', which we prefer to write in full (our overseas readers may be unfamiliar with the abbreviation HE).
- 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

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We look forward to hearing from you.





