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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.

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Clicks ...and bricks

Technology ...the knack of so arranging the world that we don't have to experience it.'

- Max Frisch,
Homo faber (1957)

I was once told, when we were looking for funding for a library building project, that there won't be libraries in five years time.

This was about six years ago.

In the meantime, I am pleased to report, library buildings have been popping up everywhere. Regular readers of *SCONUL Focus* will be familiar with beautifully illustrated articles reporting on building projects across the sector. Irregular readers (and I look forward to hearing your excuses!) are directed to www.sconul.ac.uk where you can catch up with past issues and interrogate SCONUL's *Library building projects database*.

Already listed in the database –an invaluable tool for anyone wishing to contact those who have lived through building projects and survived to tell the tale – is Glasgow Caledonian University's Saltire Centre. In this issue of *Focus*, Les Watson gives an in-depth description of how the building was planned and conceived. Similarly, Enid Pryce-Jones, Sharon McIntosh and Jane Richards report on developments at the University of Central England (again, on the SCONUL database).

The importance of these articles lies partly in the theoretical underpinning given to the decisions made. For Les Watson, quoting John Seely Brown, 'all learning starts with conversation'. Despite the beliefs of the prophets of doom, this conversation is not going to be solely virtual. Echoing one of my favourite quotations from Max Frisch, Watson asserts that "technology can work against this [learning conversation] –internet cafes, for example, are more about human/machine interactions than conversations."

This hugely important article reminded me of various studies that show we need more of what Richard Florida (quoted by Watson) calls 'real concentrations of people in real places'. Robert Putnam's *Bowling alone* argues that a virtual world may be a lonely one lacking in social capital (1). Other reports suggest that the internet could –paradoxically – prove a *communications* technology that promotes loneliness (2) and isolation (3), whilst other research shows that just as we communicate more electronically, the more we want to complement this with face-to-face contact (4).

Again, quoting Florida, we need 'quality of place'.

Edwards and Fisher have offered three roles for the physical library place: it provides space for the reader, storage for the book and the means of accessing electronic data:

'A good library is one which is alive with activity. Successful libraries are living, dynamic buildings which provide interaction between books and readers. They are market places in which people shop for knowledge or entertainment –searching both traditional and electronic material for their needs. Living libraries are open and inclusive, the democracy of space signalling freedom of public access. Being a living and dynamic

system, libraries need to be able to change and grow.' (5)

All of this can be found in this issue of *SCONUL Focus*.

Also included are reports from colleagues on recent developments with stock provision, training and staffing, including number 2 in our series 'a week in the life'. Number 1 brought revelations from the SCONUL Secretary. Now the spotlight falls on CILIP's Chief Executive. But this isn't merely a series focusing on the great and the good. We are keen to hear from professionals at all levels and all stages in their careers. So if you feel you have got an interesting job –or at least have recently had an interesting week! – please get in touch.

News of interesting libraries and interesting librarians: perhaps we should make this the *Focus* mission statement....

Antony Brewerton
SCONUL Focus Editorial Board

NOTES

- 1 Robert D. Putnam, *Bowling alone: the collapse and revival of American community*, New York: Touchstone, 2000
- 2 Robert Kraut, et al. 'Internet paradox: a social technology that reduces social involvement and psychological well-being?' *American psychologist*, 53 (9), September 1998, p.1017-1031
- 3 Dan Remenyi, 'As the first 50 years of computing draw to an end...: what kind of society do we want?' *Journal of information technology*, 2002, 17, p.3-7
- 4 See for example, Jess Gaspar & Edward L. Glaeser, 'Information technology and the future of cities', *Journal of urban economics*, 43, 1998, p.136-156 and Emmanuel Koku, et al. 'Netting scholars: online and offline', *American behavioural scientist*, 43, 2000, p.[0]-18
- 5 Brian Edwards with Bidy Fisher, *Libraries and learning resource centres*, Oxford: Architectural Press, 2002, p.207

The Saltire Centre at Glasgow Caledonian University

– a building that provides **S**ervices for our students, **A**ctive approaches to **L**earning and **T**eaching, a 21st century way of managing our **I**nformation, the repository of our **R**esearch collections, and **E**ngaging our students



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BACKGROUND

Introduction

On 30 January 2006 Glasgow Caledonian University opened the Saltire Centre. This new building is organised across five floors and has 10,500 square metres of space. It took three years to plan and build, cost around £23 million including fit out, and was completed within budget and on time (if you ignore a significant delay caused by a flood one month before handover). The building is designed as open flexible space that, importantly, allows reconfiguration to be undertaken relatively easily. So what do we think we are trying to achieve with a building like this?

Any new building has to be fit for purpose from the day that it opens. More importantly it has also to be fit for the future. Whilst we know how things are today, predicting what the future might be like is not easy, the only certainty is that we don't know what it will be like. We have only to remember some of the famous, usually misguided and short sighted, predictions that are often quoted to realise that whilst the present and the past may provide some guidance on what the future might be like, these data are often not even half the story. It is my view that forensic examination of the past, the major part of most planning strategies, is unlikely to produce innovative solutions for the future. What really matters are the broad lessons we take from the past, the weak signals in the current environment, and our beliefs

and values about what we are trying to achieve. The idea of a creative world view approach to our work is discussed by George Land and Beth Jarman in their book *Breakpoint and beyond*⁴ and described concisely in the following few lines:

‘...the reference point is the future, not the past. We don’t need to fall back on the past for our decisions. Choices are based on alignment with our purpose and our vision for a different world.’ (p.166)

Having a clear vision and purpose is a powerful driver of any project and the key to developing innovative solutions.

Where we started

At the outset we were planning a Learning Centre. Not surprising then that we visited a number of UK higher education learning centres to stimulate our thinking. These included Sheffield Hallam University, University of Derby, Millennium Point Birmingham, Oxstalls Campus at the University of Gloucestershire, and the University of Hertfordshire. These projects provided a starting point for our thinking. But our primary objective was to build a building that was really about supporting the process of learning. Universities expect students to spend somewhere between 2 to 4 hours on private study for every hour they are taught – but rarely do we think imaginatively about the space we provide for this. The nature of this required study has also become much more group orientated. So we started with an ambition to provide some inspirational learning space.

The university had already experimented with learning space in 2001 when it opened the Learning Café, REAL@Caledonian, in the old library building. The Learning Café received international acclaim. It had visitors from all over the world and sparked enormous interest amongst other universities and colleges with visits from around 30 institutions. It was never just a café – it was a conscious attempt to provide a social learning environment that made use of technology but was not dominated by it. Nor was it a cybercafé or internet café – it deliberately did not have a 1:1 computer to user ratio for important pedagogical reasons. The café provided a wide variety of seating styles and deliberately had only 80 computers for its 200 seats.

The Learning Café was developed around the concept of people and learningful conversation – with IT as support. It was deliberately designed like an open plan office as many of Glasgow Caledoni-

an’s students will experience this type of environment in, at least part, of their working lives and need to understand it, and know how to make best use of it. The feedback on the café from students and visitors made it an unqualified success. For the university it promoted further thought on the possibilities for space on campus, the nature of student learning in a vocational university, and the role of technology. The café was an important input to our thinking on the Saltire Centre.

Library resources

It was never our intention that the new building should be a learning resource centre. However, in addition to being people- and learning-centric we did want the building to provide the full range of library services, and house the majority of our library resources (with some off site in the combined store shared with other Scottish universities). My thinking was that we needed to put people, and their learning – both in groups and as individuals – first. This aligns with current thinking in much of the library world where many are seeking to move the focus to people and learning.

We were also aware that we had to accommodate our significant, and important, legacy of paper-based materials and at the same time develop and promote our increasing stock of electronic resources. The legacy of paper has a considerable space requirement and conflicted with our aspirations to provide as much study space as possible in the new building.

In July 2002 I attended the ‘Innovation in Student Services’ conference at the University of California, Berkeley. This conference had a wide range of presentations from North American universities and colleges that had integrated their student services. In most cases this meant building or refurbishing to provide a student centre for the delivery of student services. These were always separate from the library and always based on a counter service with a queuing system. It seemed to me that there was an opportunity to think more fundamentally about integration and the benefits, such as flexibility, that it could bring.

Quite early in our planning then the Saltire Centre became an aspirational project that was about the provision of innovative learning space, library services and integrated service delivery across the broad range of services to students. Having a clear vision, based on beliefs and values, as in the creative world view, meant that we needed to know what we wanted to achieve for learning, library services, and student services as well

having confidence that whatever the 'dominant design' for these activities and services might be in the future – we could ensure that we had not prevented it from being possible in the building.

UNDERLYING THEMES

Learning

The Learning Café was created to provide space in the library that students could use for their group assignments, problem solving work, and projects that they are continually asked to undertake. It was based on the premise that 'all learning starts with conversation' (John Seely Brown). Like Seely Brown, the Nobel prize winning physicist Richard Feynman recognised the power of conversation especially when the concept is extended to the personal reflective conversations that we have with ourselves:

'When I was a kid growing up in Far Rockaway, I had a friend named Bernie Walker. We both had 'labs' at home, and we would do various 'experiments'. One time, we were discussing something - we must have been 11 or 12 at the time - and I said, 'But thinking is nothing but talking to yourself inside'.¹

John Seely Brown also believes that 'learning is a remarkably social process. In truth, it occurs not as a response to teaching, but rather as a result of a social framework that fosters learning'. As the brief description above mentions, conversational and social learning are central to the Learning Café and we wanted to develop the facilities for this type of peer group learning further in the new building. Being based in the library and having access to the variety of resources that this provides was also important for the learning focus of the café and we had an opportunity to improve this integration in the Saltire Centre.

It is clear also that not only do we all have a wide range of facets to our personal intelligence (as in Howard Gardner's theory of multiple intelligence³) and consequently are all differently intelligent, but that we also have different learning styles. These learning styles are not, from my personal experience, fixed and constant but shift over time, and may vary according to the nature of the task. The key point here is that there is an inherent variety of need exhibited by learners and this is a complex phenomenon linked to their personal brand of intelligence and their preferred learning style. In the context of learning, then, the Saltire Centre had to have the capability to respond to this variety of need and the flexibility

to respond differently at different points in the university year. For example, pre-examination pressures are likely to demand more individual study environments whereas assignment deadlines might require more peer group collaboration. In response to our experience with the Learning Café and the clear need to provide a wide variety of learning space we aimed to provide a multiplicity of microenvironments in the new building described by our architect, Colin Allan of Building Design Partnership, as from the monastic to the mall.

Information resources

I have also mentioned above the tension between the paper legacy, electronic use, and space. I can remember in the 1990s trying to work out when our book and journal collections would start to diminish in the face of increasing online publication. The reality is that, at least at Caledonian, this has not happened to anything like the extent that we expected. But the collection, with reasonable management measures, has reached steady state at about 370,000 volumes. As a university with a high proportion of students from disadvantaged backgrounds we do have a significant collection of multiple copies of textbooks, often with several editions of these class sets. During the planning for the Saltire Centre we looked closely at borrowing. Around 25% of our stock of 370,000 volumes is regularly borrowed. It is difficult to know what use is made of the remainder but the assumption is that it is browsed, both physically and increasingly online, and accessed for use in the building. On this basis we decided to split the collection into borrowed and browsed sequences and house them differently. The borrowed books are housed on open shelves and the browsed stock is held in user accessible compact shelving. The space gain from doing this enabled us to provide 1800 seats for users in the Saltire Centre as compared with 900 in the old library building.

Services for students

As a result of discussions within the university following my attendance at the student services conference mentioned earlier, the university established the SAS (Student Access to Services) project a few years ago. This project had a simple principle:

'Students should not have to understand how the university is structured in order to access its services.'

At the heart of this project is the recognition that we have not designed our services – we have

inherited them and modified them over time when what we really need to do is rethink how they are configured and how they work for the student. As in most universities our services are generally too complex, organised in self-protecting silos, and based on a supply driven model. Just to be clear this is not a criticism of the staff that work in these services who are dedicated to students and their support. It is more about the massification of higher education and how we can simplify the university so that those not used to the higher education environment can benefit from the services that it offers as soon as they join us and continue to do so easily throughout their time with us. It is about looking through the eyes of the student in the context of our professional knowledge and experience when formulating our service provision. The modernisation of service provision is a current common theme in all public and private sector organisations as is the focus on the consumer. The comment below translates well into the university context by merely changing 'Carphone Warehouse' to 'the university' and 'customer' to 'student':

'When we fail – and we do fail – very often you can trace that failure back to the fact that we became too focused on internal priorities. We've been thinking too much about what's good for Carphone Warehouse and forgetting what it's like to be a customer'

(Charles Dunstone,
CEO Carphone Warehouse,
NewBusiness, spring 2005)

The SAS project started by asking groups of students what their major concerns were and not surprisingly they listed money, exams, and coursework as the top three. Working systematically with university service providers with the aims of providing excellent membership (not customer) services, taking a more systems-based approach to delivery and making the most appropriate use of people and technology we have, in the Saltire Centre, improved the access to our services (and will continue to do so). We started SAS with money, exams, and coursework – the agenda set by the students – and have now reviewed a wide range of our service offering. The Saltire Centre has a combined desk for all our services providing a single point of access to them. The desk consists of a main desk and two satellites. This is an attempt to respond more readily to demand. At busy times we can staff all three desks and at less busy times we staff the main desk and students can use the satellite desks. We have also provided

touch screen online access to services as well as first contact at the desk, referral to semi-private space, or to completely private consulting rooms. These services are all delivered in the social setting of the ground floor services mall in the Saltire Centre.

A public resource

The last time I checked, the Glasgow Real Learning network had 115,000 registered learners. With a population of around 700,000 in Glasgow that's almost every sixth person enrolled as a learner. This success is a tribute to the consortium of Scottish Enterprise Glasgow, the Glasgow City Library Service, the universities, further education colleges, and Learning and Teaching Scotland in promoting lifelong learning in the city. These partners have worked relentlessly since 1999 to promote learning to the citizens of Glasgow. Every city library has a Real Learning Centre where members can use technology to access a wide range of learning opportunities. Real has developed an infrastructure of technology equipped learning centres, online resources, and human support that has resulted in one of the most successful 'Learning City' projects in the world. Glasgow Caledonian's Learning Café is part of this network.

In his book *The rise of the creative class*² Richard Florida discusses the contribution that universities should make to their local community:

'The university's role ... to turn intellectual property into economic wealth, Creative Communities surrounding universities must be able to utilise it within a social structure of creativity. university and regional leaders in cities like Philadelphia, Providence and even New Haven are actively trying to generate such quality of place in and around their universities.' (p.293)

A role for the new building then is to provide that 'quality of place' not just for our students but for the lifelong learning community in the city. This relationship is two way for at Glasgow Caledonian University involvement in the Real learning network has stimulated our thinking about learning space and how technology can be used to promote learning and transform the learning experience. The educational paradigm at the heart of our provision is, as mentioned previously, that learning starts with conversation. Café culture, and its associated conversation, is a powerful medium for learners to test the strength of their personal understanding, explore new ideas, and

develop their conceptual frameworks. Technology can work against this – internet cafes, for example, are more about human/machine interactions than conversations. This careful balance of social learning space and access to technology was an important consideration in the design of the Saltire Centre.

Societal context

From the previous sections it is clear that we were always aiming to create a new type of facility primarily for the university but also open to the public. This is partly for the reasons expressed above but also for some more general, societal reasons which Florida's book *The rise of the creative class* also covers. The book is based on extensive research into creative class people from a wide range of information and knowledge based employment sectors and identifies some shifts that intuitively feel right such as the preference of creative class people for experiences²:

'Experiences are replacing goods and services because they stimulate our creative faculties and enhance our creative capacities. This active, experiential lifestyle is spreading and becoming more prevalent in society...'
(p.168)

Florida also has something to say on the importance of place – something that we all assumed would decrease in the face of the online revolution:

'The death-of-place prognostications simply do not square with the countless people I have interviewed, the focus groups I've observed, and the statistical research I've done. Place and community are more critical factors than ever before... the economy itself increasingly takes form around real concentrations of people in real places' (p.187)

Successful 21st century universities will be those that relate to, and compete with, real world experiences ensuring that they remain relevant to the broadest possible section of society.

THE SALTIRE CENTRE

The Building – a brief description

The Saltire Centre is a 10,500 square metre building that cost of £20.1 million with expenditure of a further £2.4 million in equipment and fit out. The Saltire Centre builds on the experience of Real@ Caledonian and has a ground floor 600 seat Learning Café providing a range of formal and informal

study space. What's really key to this space is that it does not only have this range of study space but also has access to our existing book stock combined with technology to access the wealth of information and resources available online. Technology, as always, is in transition. When did it ever stand still? So the Saltire Centre has fixed wired desktop machines along with laptops that can be borrowed that will make use of the 54Mb wireless network in the building. It is not only devices and networks that are in transition, information is also in a hybrid state. In order to make the legacy of paper-based information available to learners in the Saltire Centre without reducing the space for people, we have made extensive use of compact user accessible shelving. As mentioned earlier, two thirds of the book stock is stored in this compact shelving enabling us to double our seats for people from 900 in the current library to 1800 in the Saltire Centre.

The study space provision acknowledges that some users of the Saltire Centre need silent, reflective, study space. This is provided on the top floor of the five-storey building. Between the extremes of the quiet top floor and the highly interactive ground floor there is a variety ensuring that somewhere there is something for everyone. As mentioned above, learners have a wide spectrum of needs and learning styles. Transforming the learning environment therefore means different things to different users of the building – the Saltire Centre meets this challenge.

So - in summary - some key facts about the building are

- it is 10,500 m²
- over five floors
- has a ground floor 'services' mall of 2500 m²
- the whole building has 1800 seats
- which includes a 600 seat café in the ground floor 'services' mall
- houses our 370,000 volumes
- has 600 computers – 450 desktops and 150 laptops for loan
- it has 1800 ethernet points, is 54Mbit wireless, uses IP telephony and has RFID tagged bookstock
- it makes extensive use of compact shelving
- cost £20.1 million
- and £2.4 million to fit out
- had 68,000 visitors in the first two weeks
- is open to the public
- and makes extensive use of colour, audio signing and graphic design.

The web site for the Saltire Centre is www.caledonian.ac.uk/thesaltirecentre where you can find more information on the building.

THE IMPORTANCE OF DESIGN

'Design is but a language. If you have nothing to say it won't help you.' (Bang & Olufsen)

In the Saltire Centre we have paid detailed attention to many aspects of design – the design of the building itself, the interior design, and the design of the services that are offered in the building.

Building design

Increasingly, higher education recognises that we need to provide space for peer group and social learning. One of the challenges of providing this space in a building that also has traditional library services is the need to balance this with quiet space and provide the spectrum of provision mentioned earlier. The ground floor of the Saltire Centre, the services mall, provides 600 seats for social learning containing a café and wide range of seating from informal to formal. The mall is separated from the other four floors of the building by a resource wall so that each floor has an easily managed separate environment. The upper floors are accessed by crossing the bridges from the circulation tower into each floor. This design has worked very successfully to enable the creation and maintenance of separate environments within the building.



Services mall and pods

We also considered the need for privacy in what is essentially an open plan building. Rather than consider merely two alternatives as open plan or cellular we thought about how we could create semi-private space in the Saltire Centre. Until now we haven't had much experience of this

spectrum between open flexible and cellular space on campus. The Saltire Centre provides several types of semi-private space from the inflatable igloo offices on the ground floor, inflatable screens, canopies over tables that have writing surfaces on their inner faces, to utility walls that can screen off an area and provide new technology for presentations.



Inflatables

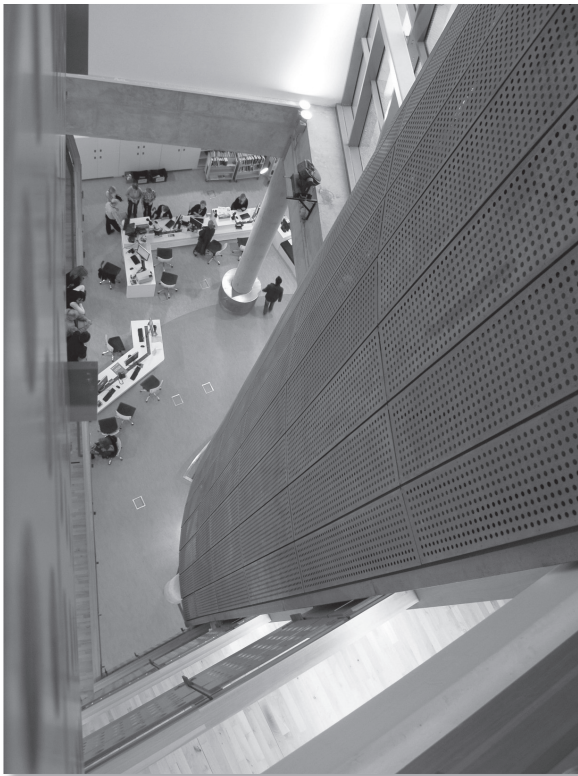
Interior design

Where can you learn how to DJ, collect water in the desert, recycle, sign the alphabet, and play a bunker shot just by going to the toilet? Well in the Saltire Centre of course! These are some of the tasks explained in graphics on the backs of the toilet doors. Each floor in the building has a different graphic metaphor; the ground floor mall is the city and the top floor the domestic living room, for example. We have also used colour in some of the structures of the building and in the glass wall at the back of the building with the 'hot' colours downstairs and 'cold' colours upstairs to influence the behaviour of users on each floor

Some feedback

We have, of course, been evaluating the building since it opened in January. Feedback during the first weeks of opening, when we had 68,000 people through the building and received feedback questionnaires from 450 who took part in conducted tours, was very positive. We also have web pages that receive feedback on a continuous basis and much of this is positive. The key concerns that have been expressed since the opening

of the building are worries about possibly having to queue for access to some of the compact stacks, and quiet floors being too noisy.



View from upper floor to desk

We have undertaken extensive monitoring of compact stacks and found that the maximum wait is of the order of five minutes, and this does not happen often. In the event that queuing for access to books in the compact shelving becomes a real issue, for example at particularly busy times, then we have the option of operating a fetch service for these materials. On the noise levels, we are encouraging users to self police this and also have roving staff reminding users on the upper floors that there are many places in the building for conversation where they can go if they do need to talk and this is now working well.



View of services mall

We have had many visitors to the Saltire Centre, both during its construction and after opening. Shortly after opening the building some visitors from North America, when asked what they thought of the Saltire Centre after just walking through level 1 to my office, said they thought it was great – then they asked ‘What is it – the students’ union?’. Imagine a library with the excitement and buzz of the students’ union! Sociality with purpose. I realise that this may not appeal to all those running higher education libraries – but it certainly cuts it for our students. And this comment is, to my mind, a great tribute to what we have achieved at Glasgow Caledonian in the design of the Saltire Centre. The Saltire Centre is a new concept in the provision of study environments for our students that cuts across traditional notions of space provision on Campus.



Services mall at night

SUMMARY

The Winston Churchill quotation that I’m fond of using – ‘We shape our buildings and afterwards our buildings shape us’ – has deep significance. What we build today can prevent us from doing tomorrow what might come to be the dominant ways of working and learning. This is why the Saltire Centre started from the premise of designing a building with open flexible space, the interior of which is defined by its furniture. In this building new requirements equals new furniture. And there will be further new requirements as our thinking on the sociality of learning develops and we will need the flexibility that this building provides:

‘You cannot expect old designs to work in new circumstances.’¹ (p.37)



Upper floor

The Saltire Centre is a building for people that provides inspirational space for interaction, conversation and learning. It also provides the full range of library services and access to all of our services for students. Within the building there's a multitude of micro-environments from the busy hubbub of social interaction in the ground floor café and services mall to the silent top floor. Imaginative graphics are used to convey a different look and feel on each floor supplemented by the careful use of colour and acoustic signing to send subtle messages to users about the expected behaviour in each zone. The Saltire Centre provides an inspirational learning venue for our students, and as Richard Florida states it is a third place...

'Third places'

'Third places are neither home nor work - the 'first two' places - but venues like coffee shops, bookstores and cafés in which we find less formal acquaintances.

These comprise 'the heart of a community's social vitality' where people go for good company and lively conversation.² (p.226)

FURTHER INFORMATION

www.intoreal.com tells you all you need to know about the real learning network in Glasgow.

www.realcaledonian.ac.uk has a description of the Learning Café Real@Caledonian that includes a 6 minute video introduced by Magnus Magnusson, the Chancellor of Glasgow Caledonian University, and giving the views of a wide range of students on it.

www.campus.gcal.ac.uk has a description of the campus development at Glasgow Caledonian University including a computer generated walk through of the Saltire Centre.

www.gcal.ac.uk/learningservices/synergy has electronic versions of the magazine Synergy produced by Learning Services at Glasgow Caledonian University. Each issue has articles on technology in education and the Saltire Centre.

www.caledonian.ac.uk/thesaltirecentre gives more information on the Saltire Centre.

My website is at www.leswatson.net.

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Build afresh or re-engineer? Two different approaches at UCE, Birmingham

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BACKGROUND

At the millennium the two largest libraries at UCE Birmingham were inadequate for the demands being made on them. The Nursing Library was struggling to cope with the growing number of nursing students; and reference and lending stock were split between two separate libraries in the same building. The Kenrick Library was a tired, outdated, and overcrowded facility that had reached the limits of what library staff could change or fund.

MARY SEACOLE LIBRARY

The Mary Seacole Library at the Westbourne Campus, Edgbaston, opened in September 2006 and forms part of a twenty two million pound development for the faculty of health. The library, named after the pioneering nurse and heroine of the Crimean War, occupies the whole of the ground floor of the new Seacole Building.

Associated Architects, who designed the new building, worked very closely with the faculty



Mary Seacole Library Reception Area and Lending Desk

librarian on all aspects of the library's final design, from incorporating the suggestion of using glass walls to separate the group study area from the silent study area, to the layout and choice of counters for the lending services and enquiry services areas.

The library features two large glass-roofed atria separated by oak panelled ceilings. It houses approximately 100,000 books and 650 electronic and print journals. Staffed by a team of eight librarians and sixteen library assistants, it primarily supports the faculty's nursing programmes. The new library, which provides more than 200 study spaces, is specifically designed to be a relaxed and welcoming environment where students can meet and study in comfort. In keeping with this philosophy, the library has leather sofas and armchairs; a large informal seating area; flexible group study areas with wall-mounted TFT screens and individual study rooms. The study desks were manufactured in Sweden to a design by one of the building's architects and feature motion-activated desk lights.



Mary Seacole Library Student Work Area

The new library has its own state of the art teaching room that seats 50 where a comprehensive programme of library skills sessions for all students is now run. In addition, a rolling programme of updating sessions on the use of electronic resources is offered not just to the facul-

ty's academic staff, but also to the NHS mentors and assessors of UCE health students working in Birmingham and the Black Country.



Mary Seacole Library Training Room

In 2005 the faculty of health was awarded a Centre of Excellence in Teaching and Learning (CETL) and the new library has benefited from this funding in several ways:

- a wireless network and seventy laptops for use in the library
- the post of enquiry services librarian, to establish an electronic enquiry service aimed at supporting placement and distance learners, and the wider faculty;
- an RFID system, planning for which is currently well under way
- student helpers to be on hand to give advice and help to students working in the library.

In addition to the public areas in the library, there is a large office that accommodates ten with its own kitchen, an archive room, and plenty of staff work space behind both the lending and enquiry services counters. On the first floor of the Seacole building, above the library, there is another very large assistants' office that comfortably accommodates fourteen. The Seacole building was in phase 1 of the building contract, with phase 2 currently under way to refurbish, both externally and internally, the adjoining building. This work is due for completion in June and will give a further five offices, a kitchen and a stack on the first floor.

Finally, the Mary Seacole Library is the first academic library in the UK to have a LiveReader. This fusion of CCTV and computer technology enables a printed or handwritten document to be digitally captured so that the image can be manipulated to change the type size, background colour etc., and the LiveReader then reads the text aloud. This is proving of immense value to dyslexic students, as well as those with visual impairment or

simply as a means of students proof-reading their assignments.

KENRICK LIBRARY

Kenrick Library was originally built in phases, the main phase being from June 1982 until summer 1984. A further addition was made to the building in 1991. After a number of years it became clear that the building was not offering the quality of study environment from which students were benefiting at other institutions. We had these specific issues:

- lack of different study environments
- poor air quality, lighting and decoration
- overcrowding of students leading to a culture of noise
- lack of shelving space
- access problems for people with mobility difficulties.

A successful bid was made to HEFCE for Capital 3 funding.

The project was too big to undertake over one summer as the library remained open and continued to offer its full range of services. Stock was always available except when being moved. As a result the project was split into three phases to cover three years commencing in the summer of 2004.

PROCESS

A project briefing document was produced to indicate to the architects the scope and vision of the project – to transform a building conceived in the early 1980s into one suitable for the twenty-first century. User opinion and feedback were gained from library staff and users through email, questionnaires, surveys and feedback from boards of study.

In conjunction with the university estates department the project team was chosen consisting of:

- the architect and lead consultant: Robothams;
- project management and quantity surveying: Faithful & Gould;
- mechanical, electrical and acoustic consultant: Arup & Partners;
- building contractor: GTH Construction.

SUMMER 2004 - PHASE 1

Top floor

The top floor of the library was dealt with in three phases to allow contractors to work in clearly defined areas and for us to make stock available in the limited space we had elsewhere in the library.

It was gutted, removing walls and drab wooden finishes which reflected noise back down towards the students. Instead of free standing two or four seater study carrels, benching was installed by the windows which increased the seating capacity dramatically. The lighting was upgraded, new carpeting put down and colours carefully chosen to create a calming atmosphere.



Top floor of Kenrick

Middle floor

On the middle floor fourteen SENDA-compliant single study carrels were installed to replace the original three tiny cubicles. These have been very popular with our users.

Due to the high standard of the finished work in phase 1, the project came in above budget. The university recognised that the quality needed to be maintained throughout the subsequent phases of the project and agreed to provide extra funding.

SUMMER 2005 - PHASE 2

Middle floor

A large portion of the middle floor and the ground floor were tackled. As with the top floor there was new lighting, carpeting and decoration. Another restful colour was chosen for the middle floor as this was being turned from a group study floor into a silent study floor. New catalogue tables were introduced down the centre of the floor and the group study tables were removed, taking away a culture of noise. Benching by the windows was installed.

The change from group work into silent study in the refurbished area of the floor has been mostly successful, although it will not work completely until we are able to remove the IT area in phase 3.



Catalogue tables on middle floor of Kenrick

Ground floor

The most dramatic change took place on the ground floor where 20 group study rooms were created, varying in size, for between 4 – 12 users. All activity in the study carrels is highly visible because of glazed doors and front walls.

The enquiry desk was moved down from the middle floor after consultation with the staff. Difficult to use stock such as statistics was also moved down as was the journal collection. New stand up catalogue tables were sited behind the enquiry desk.

The book stock was rationalised into one Dewey sequence over two floors with the exception of a small section to be moved in phase 3.

Again there was new lighting, carpets and decoration with a more striking colour being chosen for feature walls and pillars. The furniture is a consistent colour throughout.



Enquiry Desk on ground floor of Kenrick

The ground floor is now the group study floor, although even here the noise is being contained through the provision of the new group study rooms.

SUMMER 2006 - PHASE 3

The work we need to undertake this summer is dependent on the dismantling of offices to return the space back to the library area. This will necessitate the relocation of staff and meeting rooms:

- the main internal staircase and the library entrance will be improved through the creative use of glazing, embodying the concept of a street with service shop fronts
- there will be a new walk in high demand collection: we hope that better accessibility will lead to increased usage of this stock
- the IT area from the middle floor will move to join the existing IT facilities on the ground floor: this will create a more self contained and controlled environment and remove the last of the noise element from the middle floor
- we will move the last of the book stock from the ground to the middle floor
- photocopiers and change machines will be moved to the ground from the middle floor
- heating and ventilation work will be done.

PLANS FOR THE FUTURE

These include a new training room, catering facilities and increased staff accommodation but will only be achieved if we are able to gain access to space currently occupied by the Directorate and other functions.

BENEFITS OF THE REFURBISHMENT SO FAR

Benefits include:

- a much quieter library with limited noise being restricted to the ground floor
- improved lighting compliant with the most up to date standard
- an increase in the number of study spaces
- wireless networking in certain areas of the library
- provision of a variety of brighter, cleaner study environments
- SENDA compliant study rooms.

The library management group took advantage of the refurbishment to introduce changes to two existing policies:

- **Mobile phone policy:** Users are now encouraged to go and talk on the back staircase where the introduction of acoustic panels on the walls means that noise is absorbed
- **Food and drink policy:** Increased opening hours have made it reasonable to allow limited eating and drinking when no other facilities are open and users might have a medical requirement. A large number of rubbish bins have been put throughout the library and are being used.

The architect most closely associated with the renovation is a former student of UCE, Birmingham, and has been instrumental in bringing about the most dramatic transformation of the Kenrick Library to date.

We are now looking forward to the completion of the third phase in September 2006.

The feedback that we have received, on both Kenrick Library and Mary Seacole Library, has been extremely positive from both library users and staff and there is no doubt that the new Mary Seacole Library with its improved availability of learning technology, better design and organisation of learning spaces, will play an important role in enhancing the student experience.

A week in the life of CILIP'S Chief Executive

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MONDAY

I'm not an early bird so the 6am alarm call is no fun – but that's the price I pay for living in the West Midlands and working in London. The train journey gives me time to collect my thoughts on the week ahead – and jot down a few notes for my next *From the Chief Executive's desk* bulletin for the CILIP website.

Into the office at Ridgmount Street. CILIP is a UK-wide organisation with a world-wide membership and I like to get out and about meeting Members across the UK and overseas. But not this week, when I'll be spending every day in London.

After my usual Monday meeting with Vivien, my (invaluable and unflappable) PA, I'm a desk jockey for the rest of the morning. Today it's 171 unread emails. I clear the inbox and the in-tray, nip out for a sandwich and then prepare for Monday afternoon's regular meeting with my Management Team.

When anyone looks round Ridgmount Street for the first time they're invariably struck by the variety of work that goes on here – and that's reflected in the range of topics for Management Team consideration. This week Rowena (Director of Finance) takes us through the latest set of monthly

financials, Teresa (Head of Personnel and Facilities) updates us on work towards the *Investors in People* standard, Jill (Director of Knowledge and Information) asks us to consider the next phase of our website development programme, Guy (Head of Policy and Governance) briefs us on development with our review of CILIP's processes of governance, and John (MD, CILIP Enterprises) brings us good news about a number of positive business developments. We also find time to consider staff achievement – a standing item at our Management Team meetings – so I end the day by applauding (literally) the work of the Membership team in clearing an immense influx of membership renewal forms. We really must speed up the move to renewal on the anniversary of joining to get rid of this annual bulge of work in the first months of the year.

Back on the train (where coach K, seat 006 has become my second office) I skim through the CILIP Enterprises business plan ahead of my meeting with John tomorrow morning.

TUESDAY

Each morning it feels a little like *Groundhog Day*. The alarm goes at 6am and I have a few moments respite with a cup of tea and the dawn chorus. Then it's coach K, seat 006 once again. This morning I need to concentrate – we're looking at the long-term future of the CILIP Pension Scheme and I have a complex set of papers to get my head round before this afternoon's meeting.

At Ridgmount Street I discuss the day with Vivien and then it's straight into my regular one-to-one meeting with John. CILIP Enterprises is a major success story, delivering over £1 million net contribution to CILIP's finances each year as well as contributing significantly to our professional mission. John and I spend an hour or so ranging across our four key areas of commercial activity – recruitment, training, publishing, events – reviewing progress and discussing new developments. It's a very positive meeting and I feel pretty good as I turn to the inbox and the in-tray. Oh happy day! – only 57 unread emails to clear. And in the in-tray here's the latest batch of CILIP certificates to sign – certification, chartership, fellowship, revalidation. I sign them all personally rather than using an automated signature – it's a small moment of my time in acknowledgment of the tremendous amount of time put in by the Members who are being awarded their certificates. Added to which, those certificates are the *raison d'être* for CILIP.

After lunch (another quick sandwich at the desk), it's time for the Pension Scheme meeting. In common with all 'defined benefit' schemes, we have to find ways to minimise the risk of future additional Pension Scheme liabilities. This is serious business and Nigel (Honorary Treasurer), supported by Martin (President) and Debby (Chair of Executive Board), takes us very ably through the issues to be considered. CILIP, as a registered charity incorporated by Royal Charter, is reliant on the calibre of those members who volunteer their time as Trustees in order to provide effective stewardship of CILIP's future. As ever, I end the meeting feeling immensely grateful for the time and commitment that Trustees like Nigel, Martin and Debby give to CILIP.

This evening is a mix of business and pleasure. The Government Libraries and Information Group of CILIP is hosting a dinner to raise funds for the restoration of Hikkaduwa public library in Sri Lanka after the devastation of the Tsunami. Nigel and I enjoy a convivial evening in good company for a worthwhile cause and also find time for a useful discussion on the state of public libraries in Northern Ireland. It's quite late when I check into the Tavistock Hotel.

WEDNESDAY

It's probably of no interest to you that the Tavistock Hotel is where Bury FC dined to celebrate winning the FA Cup in 1903 – but, for a lifelong supporter of the Mighty Shakers, this was a momentous discovery for me. The Tavvy is also cheap and cheerful and close to Ridgmount Street. I commend it to you.

Staying in town was not just about last night's dinner but also about this morning's early start. The Museums, Libraries and Archives Council (MLA) Board meets promptly at 09.00 and business is completed by mid-morning: a model which other more ponderous systems of governance could do well to note. Helping to focus MLA's strategic objectives and evolve the new MLA Partnership has been a worthwhile exercise and gives MLA a strong base from which to develop in the future.

The rest of the morning is taken up with an induction meeting for new CILIP staff. It's a small group from a wide range of backgrounds and, after I've said a few words about the role of the Chief Executive, we have a very interesting discussion about their first impressions of working for CILIP. The feedback is gratifyingly positive

although some staff comment on the discrepancy between a seemingly modern and business-like organisation and a seemingly archaic and overly bureaucratic system of governance.

Improving the way that CILIP is governed is going to be a Big Issue in the coming months. To fortify myself for this challenge ahead, I indulge in a splendid 'all day breakfast' for lunch in the café round the corner from the office.

The afternoon begins with a stroll round the building. MBWA – management by wandering about – really does work. I pause for a chat with Guy about the minutes of the recent Council meeting and the possibilities for a future conference on Information Literacy. I pop in to see Marion (Head of Qualifications and Professional Development - QPD) and emerge with a draft of her business plan ready for my meeting with her tomorrow. I have a word with Louisa (Corporate Marketing Manager) about plans for this year's CILIP Carnegie and Kate Greenaway award ceremony and about progress with our *Marketing Membership* Action Plan. Finally I stop for a while in the *Update* office to share intelligence about the news and views to be covered in the next issue.

Back at the desk I clear the backlog – 109 unread emails – and settle to composing a lengthy email about possible changes to the IFLA Statutes. With CILIP Members in 95 countries, the international agenda is important – which is why I was pleased to be elected last year to the Governing Board of IFLA, the International Federation of Library Associations and Institutions. Little did I know when I was elected that my reward would be to help in a review of the Statutes which govern IFLA's activities. Yes, it's governance again!

Then it's off to Euston and coach K, seat 006, accompanied by Marion's business plan.

THURSDAY

The Framework of Qualifications and Accreditation (FOQA) is the centrepiece of CILIP's professional activity and we've been working hard for the past four years to build a 'climbing frame' of qualifications of value for the whole of the library and information workforce and their employers. This year is the first time we've been able to put in place a fully costed business plan for every element of the FOQA. Marion and I spend most of the morning working through the details of the plan, making sure there is clear alignment between the FOQA development programme

and the QPD activity budget. One point which emerges clearly is how much CILIP relies on the volunteer activism of its Members – notably in delivering the FOQA, but also in many other areas of CILIP's work. We need to do more to recognise and celebrate these admirable and essential CILIP activists.

After lunch (pizza and a beer) with Mark Taylor, my counterpart at the Museums' Association - a valuable opportunity to share our experiences of running two similar professional associations – I settle to an afternoon at the desk. All the various business plans and financial papers to underpin CILIP's *Corporate Plan 2006-2009* are now ready for consideration by the Executive Board of Trustees so I give the papers a final read-through and then pass them to Vivien to format and send out. The dialogue on the *Freepint* discussion list about the value of CILIP membership for information professionals in the corporate sector rumbles on so I post a few observations onto the list – principally the point that if corporate information professionals want greater influence with CILIP, then they need to involve themselves more actively in CILIP. I make a couple of calls - to catch up on preparations for this year's Celtic Conference and to discuss developments relating to public libraries in Northern Ireland – and then it's time to head home. Back in seat K006 I finish the draft of my web bulletin that I began on Monday morning.

FRIDAY

It's almost the end of a busy week so it's time to treat myself – breakfast and the newspaper on the train this morning rather than any work.

The focus of the morning – and the final meeting of the week – is with the Management Group: the 20-odd staff at CILIP who have responsibility for delivering that wide variety of activities we run from Ridgmount Street. This is a regular quarterly meeting and today we're discussing the *Marketing Membership* action plan and the 'core proposition' that CILIP offers to prospective Members. The challenge is to identify a simple phrase that captures the emotional essence of the relationship that a Member has with CILIP. Three ideas emerge: the self worth and self esteem that comes from personal professional development; the sense of belonging and recognition that comes from being part of a professional community; the sense of purpose and fulfilment that comes from helping to make a positive difference in society. A lot more work is needed on this but it is vital work – communicating the right message about

the value of CILIP membership is key to CILIP's future, as is achieving a better 'fit' between the value of CILIP membership and the price paid for it. We need to be much more confident and assertive about the value we add as a profession – and as a professional body.

In the afternoon I touch base with Vivien to clear the intray, review the week, and run through the diary for the weeks to come. Then I tackle today's 137 unread emails. A tidy desk can be so deceptive when that backlog of emails is waiting impatiently in the inbox! I clear everything that needs to be actioned before the weekend, pick up the one file I need, and then head for the train.

Settling into seat K006 I open the file. It contains the notes I've been making for this *Week in the life* column. Shall I do a 'CILIP vérité' account of this week as it happened or a 'greatest hits' compilation drawn from several weeks? That'll be something to ponder when I start drafting this column on the train into work on Monday morning ...

Future Leaders Programme, March 2006 – 2007



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During the last week of March, twenty-one fortunate but rather apprehensive participants met at Aston Business School for the first module of a year-long programme designed to explore and develop the key components of leadership in information services. The *Future Leaders Programme* is run by the Leadership Foundation for Higher Education and supported by SCOUNL, UCISA (Universities and Colleges Information Systems Association) and the British Library. Applications were invited from experienced staff in library, ICT or related services in January 2006 and the rigorous selection process included submission of a project outline and a telephone interview to discuss the level of commitment required over the year.

PREPARATION FOR THE PROGRAMME

Once places were confirmed, the preparatory phase of the programme began with the completion of a 360 degree appraisal and a Myers-Briggs type indicator questionnaire. Participants were advised to begin keeping a reflective journal and read the two recommended texts on leadership and action enquiry. The next stage of the process was a detailed, one-to-one feedback interview with one of the course leaders on the questionnaire results. This preparatory phase began a process of self-awareness, reflection and raising the quality of thinking and conversation that will be sustained for the duration of the programme.

FIRST STEPS ON A PERSONAL JOURNEY

The rationale for the programme is based on the assumption that excellent leadership cannot be taught but can be learned. The difference in approach from more conventional management training was evident from the very first ice-breaker session when the participants were asked to discuss what they did, how they felt about it, why they did it, how they could do it better

and what was special about them. This series of conversations led to a much deeper impression of individual members of the group than the more usual opening discussions about jobs, families and hobbies. The process of self-reflection, seeking feedback and disclosing ideas and feelings continued over the four days and fostered an extraordinarily supportive and inclusive environment. The programme outline identifies the less tangible qualities of leadership such as presence, self awareness, the ability to build relationships, precision of thought and speech, and connecting with other people. All of these were explored on the first day, culminating in a relaxed after-dinner 'show and tell' session where each participant brought along and described an object that described their leadership style – ranging from tape measures to toolkits, roadmaps to musical scores, these again contributed to the formulation of a strong image of the personal qualities of each member of the group. In a parallel exercise, participants were asked to record their first impressions of two other members of the group, add to them during the week and feed them back on the last day to help participants understand the personal impact they make on other people.

ACTION ENQUIRY

An important concept explored during the first module of the programme is that of action enquiry. Leadership in modern complex organisations requires that the separation time between action and reflection is minimised, and that there is an understanding and continual re-evaluation of purpose, vision, strategy, action and outcomes. Exercises and group discussions during the week were designed to provide practice in the core skills of action enquiry, including enhancing awareness in the midst of action and communicating effectively (framing, advocating, illustrating and inquiring). The participants will put these techniques into practice in their day-to-day work and record their experiences in a reflective journal.

LEADERSHIP STYLE

The results from Myers-Briggs and FIRO-B (Fundamental Interpersonal Relations Orientation-Behaviour) questionnaires contributed to the sections of the programme on personality preferences and leadership style. It was probably unusual for the course presenters to discover from the Myers-Briggs analysis that among a group of 21 participants on a leadership programme there was an overwhelming majority of introverts and of 'thinkers' as opposed to 'feelers'. If so, they were very successful in creating an atmosphere where everyone in the group felt able to step

forward and contribute. The Myers-Briggs results were used to explore how we are likely to react to a variety of work situations, whilst a series of group exercises helped to illustrate the concepts of inclusion, control and 'affection' in team development and performance. In the last exercise of the module participants wrote and delivered their 'leadership signature', bringing all the learning elements of the programme together in a statement of commitment and personal development.

LEARNING SETS AND FUTURE MODULES

The group has been divided into three facilitated learning sets which will work together on their development projects, action learning, peer coaching and reflective learning throughout the year. The second module of the programme takes place in July 2006 with a week-long programme exploring the global and UK information services and higher education context, strategic leadership and cultural and organisational change. The learning sets will work together until March 2007 when the full group will return to Birmingham for the capstone day. It promises to be a challenging and rewarding experience.

This brief overview of the start of the programme will be the first of a series of articles contributed by different members of the group as the programme progresses.

Co-operative training - the NoWAL experience

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NoWAL (North West Academic Libraries) is a consortium of all the higher education libraries in Cheshire, Cumbria, Greater Manchester, Lancashire and Merseyside. One of the consortium's most successful long term projects has been the development of a staff development and training programme which includes accredited training, a general programme of short courses and a number of other activities such as job shadowing, exchange of experience events and a programme of summer visits. For 2006 a programme specifically aimed at middle managers and above has been added to the range of activities on offer. The consortium also provides support to graduate trainees and candidates for chartered membership of CILIP (Chartered Institute of Library and Information Professionals) offering programmes of training specially designed to support their professional development.

The training and development programmes exist to support and develop the abilities required of library and related staff to deliver existing and future services to users. By taking a consortial approach to training and development NoWAL aims to:

- provide staff with the appropriate level and range of training and development opportunities in line with individual service and institutional policies
- eliminate duplication of effort in staff training and development
- extend the range and flexibility of training and development available to staff
- ensure improved value-for-money through shared investment
- foster greater co-operation and communication among NoWAL staff to identify common needs and goals.

The full staff training and development programme is planned by the NoWAL Staff Training and Development Group (STDG). This group consists of one representative from each of the NoWAL institutions, usually the member of staff with responsibility for staff training, plus the Chair (Professor Colin Harris, University Librarian, MMU) and the NoWAL Support Officer.

The STDG meets in full twice a year. Throughout the rest of the year work is carried out via e-mail or through small working parties which report back to the main group. Current projects include the promotion of the new training for middle management and above; the production of guidelines showing how the various programmes can support staff working at all levels within library and information services to develop core, personal and professional competencies; and a critical review of the full programme for the last three years.

The training programmes are all self-funding. No provision is made in the NoWAL budget for training activities. The aim is to charge the institutions the lowest possible price for training and development activities whilst at the same time offering high quality events. Staff working in the library and information sector external to NoWAL are welcome to attend certain courses and events. They are charged higher fees than internal attendees, as the NoWAL institutions cover the staffing of the office which administers all the events. In recent years external delegates have accounted for 10% of attendees on general programme courses.

Once the training activities have been agreed by the STDG it is the responsibility of the support officer, with help from the NoWAL Support Assistant, to plan the programme. The office is responsible for all aspects of the training including finding locations, ordering catering, booking trainers, finances, publicity, monitoring the quality of events and supporting the NoWAL institutions in evaluating the impact of training and development events.

Bookings are received for all courses and events via the website. As well as the website, courses are publicised via e-mail lists and professionally produced leaflets. STDG members have access to the NoWAL intranet where they can track bookings, attendance at events and financial information for their institutions.

Staff attending general programme and middle management theme courses are issued with

attendance certificates which list the aims and objectives of the event. These can be added to personal development portfolios and are useful reminders of events attended and subjects covered. Certificates for CLIP units are issued by the OCN (Open College Network).

CLIP (CERTIFICATE IN LIBRARY & INFORMATION PRACTICE)

http://www.nowal.ac.uk/training/clip/about_clip.htm

The CLIP programme of training is accredited by the Greater Manchester OCN. Since it started in 2001 197 members of staff from institutions across the north west of England have undertaken units and have achieved over 1623 credits. The CLIP programme covers a range of library and information related topics including customer service skills, supporting disability in the workplace and training and learning skills.

Learners use the CLIP programme in a variety of ways. Some of the registered learners are proposing to obtain the full certificate and go on to study librarianship at degree level. Other learners only intend to register for one unit in order to improve their skills in that area.

GENERAL PROGRAMME

http://www.nowal.ac.uk/training/general_programme/timetable.php

Between September 2002 and the end of March 2006 NoWAL has run 160 courses attended by over 2470 people. Courses are held at NoWAL institutions throughout the region. Topics covered by this programme include emotional intelligence, writing minutes, creativity in the workplace as well as a number of courses aimed at improving management skills.

MIDDLE MANAGEMENT THEME

http://www.nowal.ac.uk/training/management_training.php

The NoWAL middle management theme is aimed at staff working within library and information services at middle/intermediate management level and above. This programme is new for 2006. Four courses will take place as part of this programme looking at management and leadership qualities, planning and managing services, budgets and managing performance. Participants are encouraged to attend all of the events but this is not compulsory. Delegates can choose to just attend one or two events depending on their job role/professional interests.

EVALUATION

http://www.nowal.ac.uk/nowal_groups/staff_training_&_development/papers_reports.htm
Evaluation is an important part of the training and development process. NoWAL aims to support the individual institutions in this process by implementing the evaluation policy agreed by the STDG last year. This policy outlines the responsibilities of the NoWAL office and what will be expected of those attending courses. It also makes suggestions as to how institutions might wish to use the evaluation forms which include space for participants to list actions they wish to carry out in the workplace as a result of attending the course. The evaluation forms are sent back to line managers after the event has taken place (this applies only to participants from NoWAL institutions; people from other institutions have their forms sent directly back to them). Line managers can, if they wish, use the action plans to discuss with participants what they learnt from the course and how it will impact upon their performance.

EXCHANGE OF EXPERIENCE EVENTS/SUMMER VISITS/JOB

SHADOWING

http://www.nowal.ac.uk/training/exchange_of_experience_events.php

<http://www.nowal.ac.uk/training/visits.php>

http://www.nowal.ac.uk/training/other_staff_training_and_development_activities.htm

These events are currently open to NoWAL members only. Exchange of experience events are often arranged at very short notice and have covered topics such as inductions and information literacy. The summer visit programme offers staff the opportunity to see how other libraries within the consortium operate and provides individual staff with the opportunity to meet their opposite numbers. The job shadowing guidelines exist to enable staff working within NoWAL the opportunity of job shadowing an identified member of staff in another service.

GRADUATE TRAINEE PROGRAMME

http://www.nowal.ac.uk/training/NoWAL_G_T_Programme.doc

A number of NoWAL institutions employ graduate trainees. NoWAL has worked with these institutions to provide a programme of training to enhance their experience. As well as visits to other library services the programme also provides trainees with customer service skills training and a number of opportunities to find out about the variety of posts available in the library and information sector.

SUPPORT FOR CANDIDATES FOR CHARTERED MEMBERSHIP OF CILIP

http://www.nowal.ac.uk/training/NoWAL_SPTP.doc

In order to support candidates, NoWAL offers a programme of training. This includes a three day introduction to management course, presentation skills and a variety of seminars covering topics such as wider professional issues, the assembling of a portfolio and how higher education institutions and their library and information services are financed.

FURTHER INFORMATION

If you would like more information about NoWAL please see the website at <http://www.nowal.ac.uk>. If you would like to be placed on our mailing list to receive copies of the general programme timetable (which is produced termly) or further information about the CILIP or middle management theme, please e-mail Laura Barber (l.barber@mmu.ac.uk) with your details. Alternatively you can contact me directly (details at the top of this article).

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- 1 The CLIP programme was originally developed by CALIM (Consortium of Academic Libraries in Manchester). When NoWAL became the lead consortial body in 2002 it took over the running of this programme.

Disability awareness training for libraries

Regular readers of *SCONUL Focus* will already be familiar with the Open Rose Group and their training package. In issue 31's review of the SCONUL Conference 2004 mention was made of the Group's success in the SCONUL Staff Development Award for that year and in issue 35 it was my pleasure to review their DVD *Disability awareness training for libraries*.

The DVD covers four key areas of disability: dyslexia, hearing, mobility, and vision. Each section is broken down into short (typically 2-3 minute) sub-sections, covering a wide range of issues, thus:

- **Dyslexia**
 - o induction and user education
 - o staff and services
 - o using OPACs
 - o finding material
 - o assistive technology
 - o coping with change.

- **Hearing**
 - o British Sign Language
 - o communication
 - o environment and safety
 - o visual aids
 - o library services
 - o perception and awareness.

- **Mobility**
 - o access
 - o library support
 - o induction
 - o library services
 - o awareness and assumptions.

- **Vision**
 - o assistive technology
 - o learning environment
 - o access to information
 - o library support
 - o transcription centre service.

I was happy to give the DVD a rave review. But what did others make of it?

What follows is an update explaining how some libraries have adopted *Disability awareness training for libraries* as a staff training aid and their plans for future use.

Antony Brewerton
SCONUL Focus Editorial Board

Disability awareness for libraries – how have the Open Rose Group used their training package in four member institutions?



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LEEDS MET UNIVERSITY - ALY PEACOCK AND SUE SMITH,
LEARNING SUPPORT OFFICERS

At Leeds Met, we have delivered four workshops on dyslexia to over 70 staff. We watched the film, did a language de-coding exercise, a short quiz, we also asked staff to pick out who they thought was dyslexic from a picture list of 30 famous people, varying our materials and delivery styles. We then did something a little different to our usual training format and made the scenario session in the supporting materials very hands on, the idea being to take staff out of their comfort zones and make the library a frustrating place to be.



We decided to put a different slant on a very practical activity to make the familiar environment and a routine task as problematic as it could be for a dyslexic student. We asked staff to go to a specific class number and

find a book, but there was a twist. The book numbers could be interpreted 2 ways, e.g. 690 or 069 depending on which way up the card was held – dilemma 1: which section of book stock do you

go to? This was done to illustrate that different people can interpret information in different ways. We know what the book numbers mean, they have context to us so we'd know which area our books could be shelved at; students don't have this level of understanding for Dewey! If we only give this information out verbally, will the student remember it? If we write it down for them, is the way we present information clear? Are we able to leave our enquiry desks and show people how to get to the book they need?

Once staff had found the right stock section, the trainers transformed themselves in to 'the library catalogue' and phase 2 began. We asked team members to find a book that matched a dummy book spine, the information on the spine was made up of 15 symbols rather than letters and words. Another twist, when staff looked for the matching book, they were faced with 15 books with very similar spines, so they needed to return again, and again to the catalogue for help. We repeated information when the team questioned us, sometimes we weren't very helpful –just like the library catalogue! Some staff enjoyed their nasty catalogue role a bit too much!

To add to the frustration, we only allowed them quick glimpses of the dummy spine and didn't let them take it to the shelves with them to see how they coped remembering the information, again simulating what we expect students to do and remember.

It was interesting to see how the teams worked to achieve the retrieval of the correct item, and often they didn't bring it back, they just brought us any old book; again, is this what a lot of our students do when they can't find exactly what they are looking for?

This really brought it home how our students can struggle with a task we view as simple and routine. It led to a discussion on how we can help people with book retrieval and how staff on the service points can present information in a variety of more accessible, inclusive and user-friendly ways.

Staff were surprised at some of the terminology used by the students on the film, calling the library 'alien' and 'intimidating', referring to it as 'our territory'. After completing the workshop, many have commented that they now have a greater awareness of difficulties faced by our students and are more confident when offering support.

We have a series of follow up training hours to deliver for the rest of this year on dyslexia; all the sessions are being devised around direct staff comments and feedback on training needs from this initial awareness session.

Staff on the Disability Services Group have enjoyed presenting the training as we have an excellent starting point – the film of real student experiences, which has made delivery easier for us as it acts as a springboard for discussion. Staff really engaged with the training and have said they are looking forward to using the film in future sessions.

LEEDS UNIVERSITY – AUDREY COBB AND LINDSEY SCUTCHINGS, LIBRARY DISABILITY CONTACTS

We decided to have a rolling programme of training covering each of the four sections of the film. Spread over two years, delivering training to all sections of library staff – a mammoth project.

Members of the Customer Services Disabled Users Group deliver the training. This is a challenge as none of us have trained on this scale before. Dyslexia was chosen first as a large percentage of disabled students at Leeds have dyslexia. It is also an 'invisible' disability and we wanted to try to dispel the myth that all disabled students are wheelchair users or visually impaired.

Six sessions were offered at various times to catch as many staff as possible, advertised by email and on the intranet, with approximately 30 participants per session. We found that non-Customer Services staff have sometimes been reluctant to commit two and a half hours to a training session, and the take up from some sections of the library has not been as good.

We divided the training into four sections:

- quiz (including decoding exercises)
- watching the film with discussion
- what can you do to improve services in the immediate-, medium- and long-term
- evaluation of the session (feedback form).

General remarks:

- 'The decoding exercise made people feel uncomfortable. Doing an unfamiliar exercise in an unfamiliar group put them on the spot. It was noticeable how the atmosphere changed, starting with a sense of discomfort moving to relaxed discussion.'

- 'Keep sessions informal so people are encouraged to share their views.'
- 'Allow ample time for feedback: staff were really enthusiastic.'
- 'Stress suggestions will be fed back to the appropriate managers/groups. Publicise staff feedback so participants contributions are acknowledged.'
- 'Many staff were unaware of the services the library currently offers. Awareness training ideas were raised, as was the promotion and marketing of existing services.'
- 'Producing training materials on cream paper using a different font to library documentation reinforced the importance of format to someone with dyslexia. This made staff think we should look at our house style – is it user friendly?'
- 'Stress that improvements for dyslexic users often improve services for all.'
- 'Small steps can make a difference – e.g. badges saying 'how can I help?''
- 'Raising awareness of how library practices make it difficult for dyslexic students, e.g., we know that major stock moves are inevitable again this summer - suitability of signage?'

Feedback from the sessions is overwhelmingly positive and enthusiastic – comments such as 'I didn't realise it was so hard for people', 'I didn't realise just coming in to the library was so difficult' were common responses. It raised questions regarding library policy, particularly with the increase in unstaffed self-service hours. It would be beneficial to implement some of the suggestions, no matter how small, and to make sure the issues raised are fed back to our senior managers. Above all, it is important to remember staff attitude is a major factor that can make a difference to dyslexic students.

It hit home with most customer services staff when we said think of students that keep coming back for help or keep asking the same question time and time again and can be regarded as 'pests'. We all felt a sense of embarrassment and guilt that we may have been irritated by such students without it ever having crossed our minds that they could be dyslexic, experiencing difficulties and had just plucked up courage to ask for help.

The film was the key factor which made the session a success as the comments from students of all ages are hard hitting and all staff could identify with the speakers and issues raised.

A training session using the dyslexia section of the film and supporting materials took place within the Learning and IT Services to trial the product and gain feedback from a cross section of different service areas. We trained IT specialists, students services staff, information assistants and advisers, and disability contacts.

The Learning and IT Services' disability co-ordinator gave a brief introduction to the morning's events and an overview of the support for students with disabilities offered by the department's disability contacts team, put in the wider context of the Disability Discrimination Act. We then viewed the dyslexia section which raised a variety of issues in the lively post-viewing discussion, such as:

- inductions for students with disabilities
- use of plain language (both verbal and written)
- the need for a spellchecker in both catalogue and databases
- use of colour-coded shelves and books
- roving profiles on networked PCs and loanable laptops.

Another issue arising from the film was the need to ensure that lecturers who may be used to recommending certain specific texts are aware that students who have difficulty getting into those resources may need to read around the subject: the implications for acquisitions policies and resource planning were recognised.

We decided to concentrate on two activities. The first was a quiz, using some of the suggestions in the supporting materials, including asking for a definition of dyslexia, a list of three or more positive characteristics which people with dyslexia may have and a list of three or more emotions which people with dyslexia might feel in the library environment. Everyone said they found it useful to see the film before the quiz to get some ideas from what the students had said.

After the quiz, we decided to hand out a list of resources and services offered by the disability contacts team, going through it together, taking questions. Also, a number of acronyms and specialist services had been mentioned in the post-viewing discussion, so it made sense for the benefit of those in the group with a non-library

background to go through these terms and services at this point.

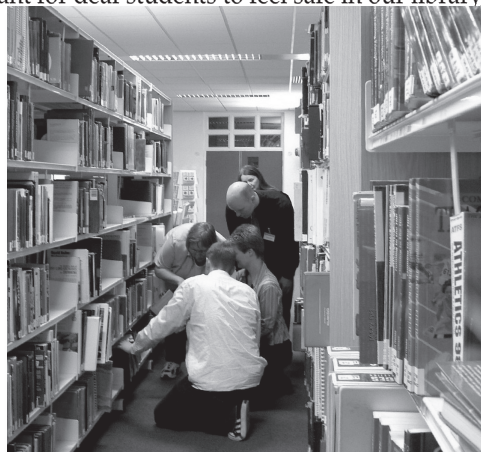
The second and final activity we trialled was the 'scenario', which asks the trainees to consider the many issues faced by students with dyslexia as they come into a library, find a book and take it out. For this activity, the participants were split into their peer groups in order to get feedback from particular viewpoints. The staff with IT backgrounds came up with their own version of the activity: a student wanting to book an IT room to use a piece of software on a specific PC. This worked really well as many of the difficulties matched a library-specific scenario, such as understanding the booking system, finding the room with its signage issues, finding the software and knowing where to get help. We concentrated on what front-line staff can do at a service point and considered ways of making reasonable adjustments.

In summary, this training session was a very good introduction to using the materials and suggested lots of ideas on how to customise the supporting materials in future sessions. The trainees liked the fact that only one disability was covered and by splitting the group into people who work in the same service areas, the trainers were able to receive some valuable, representative feedback.

UNIVERSITY OF HUDDERSFIELD - KAREN STATE, LIBRARY DISABILITY SUPPORT OFFICER

The Open Rose Group Disability Awareness training package has been an invaluable resource for staff training at our library. We recently used the film in dyslexia awareness and deaf awareness training sessions. It gave us an insight into how we can provide excellent customer service for students with disabilities.

Deaf awareness training: We felt that it is important for deaf students to feel safe in our library,





and talked about making sure desks face the inside of the room, placing mirrors strategically so that students can see what is happening around them. Good lighting is very important. Our photocopiers and printers are in corners of rooms and students may not be able to see what is going on. Staff are keen improve the environment in these areas. We talked a lot about effective communication and the ways that we can improve our help and communication methods. The training session also gave me an opportunity to talk about deaf culture and common myths about deafness such as that hearing aids completely restore hearing.

A comprehensive range of supporting training materials are included with the film and staff were impressed with the variety of exercises provided. Staff worked in small groups to reflect on the most important aspects of the film and how they could use this knowledge to make a difference in their day-to-day work, coming up with many practical, and viable solutions.

We received very good feedback for the training, commenting that it was enjoyable, fun, interactive, varied, and interesting with a good combination of teaching styles.

I enjoyed delivering the training sessions and I am looking forward to using the materials in the future.



If you would like to purchase a copy of this training package (DVD / VHS format. £40 inc p&p), or have any other enquiries about the Open Rose Group, please email openrose@email.com

Developing information skills for academic staff: SCONUL Staff Development Award 2005

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INTRODUCTION

The theme for applications for the SCONUL Staff Development Award project 2005 was for projects that would assist the skills and knowledge development of staff within an organisation. My project proposed to develop an online tutorial using the virtual learning environment software package WebCT.

Past information skills work at Manchester Metropolitan University (MMU) has focused on producing teaching materials and guides for supporting students. Academics often struggle to locate information or are unaware of what resources and library services are available to them. Comments made during the training needs survey undertaken for this project in the law department June-July 2005, for example, included 'the students know more than me – it's embarrassing'. The aim of my tutorial was to equip academic staff at MMU school of law with information skills to locate and evaluate legal information efficiently and effectively.

Other aims of the project were to:

- virtually support law staff in using library resources
- improve liaison and develop closer working relationships between the library and the school of law

- promote staff training and development using library resources
- ensure that all law staff have equal access to, and receive, the same standard in development training in order to carry out research
- train staff in research skills to conduct their personal research effectively and with confidence
- create a transferable staff training toolkit which can be used to train library staff in legal information resources
- develop an adaptable staff development tutorial to be tailored and scaled to all academic departments within MMU
- create a usable staff training model to be converted in other universities for the benefit of academic staff

BACKGROUND TO THE PROJECT

In 2001/02 MMU Library jointly managed a project with Leeds University Library to survey practice in information skills training for students in both higher and further education. Following the success of the Big Blue project, the Joint Information Systems Committee (JISC) funded further investigation into this area.

Big Blue *Connect*¹ was launched in June 2003 to investigate the information skills of staff working in higher and further education sectors. It found a general lack of staff awareness in the areas of information skills and in using library resources. In today's information intensive environment the Big Blue *Connect* project highlighted that academic staff need to develop their information skills to support students.

To ensure a need for training in this area existed within the MMU school of law, a survey of the current skill level of academic staff in using electronic legal resources, as well as their knowledge of general library services, was undertaken during June - July 2005. Comments made during the interviews were surprising:

- 'Google is great for finding Case Law'
- 'How do you know what to use if you don't know what resources are out there?'
- 'I only use the resources I use as I know how to use them, not because they are the best'
- 'Electronic information has developed so much - I'll never catch up now'
- 'I have no idea what resources to use'
- 'I just recommend textbooks to students'

The survey highlighted that use of electronic resources was extremely low. Staff felt unconfident using databases and e-journals, often using only one resource that they felt comfortable searching, rather than using a combination of specialist resources to satisfy their information needs. Others commented that they felt nervous using new technology and felt they had been with the school of law too long to participate in refresher training sessions or admit they were unfamiliar with the layout of the law library.

The survey highlighted that the need for standardised and accessible information skills training, tailored for academic staff within the school of law at MMU had to be addressed urgently.

OUTCOMES

Since September 2005, I have developed a series of interactive tutorials using a combination of Course Genie² Web authoring technology and INFORMs Software³.

After examining the survey results, I decided that the training module should be split into a number of sections to ensure all relevant information was delivered concisely and presented in an easy to navigate format. Examples of the sections in the tutorial (and the content included) are as follows:

SUBJECT RESOURCES

- individual sections for each subject taught within the school of law, e.g. family law, company law and land law
- details include relevant resources for each subject area such as databases for finding appropriate case law and locating relevant e-books
- each section includes information delivered using interactive tutorials for basic and advanced levels, plus help sheets and guides for downloading
- this section aims to promote resources with low usage statistics and widen staff's knowledge of all available resources

Electronic information

- general tutorials provide details of each of the legal databases that MMU Library subscribes to, including tutorials on how to search each resource
- information on e-books, locating e-journals, using EndNote⁴ bibliographic software, how

to search the internet effectively and devise efficient search strategies are also included.

Locating legal materials

- this section includes tutorials on locating legal information using printed reference materials in the law library, such as legal encyclopaedias, and links through to the electronic information section
- other information guides users through the basics of using the library catalogue and accessing materials held at libraries outside MMU

Keeping up to date

- a popular section which demonstrates how to create current awareness updates, browse current awareness sections of databases and receive table of contents alerts

General information

- aimed at new and existing academic staff who need to know about library services, such as opening hours, the book ordering process, borrowing materials, interlibrary loans, photocopying for staff and copyright issues

THE WORKING TUTORIAL

The module took six months to design, create, pilot and review. InfoSkills for Law Staff was launched in March 2006 with the use of promotional material, such as leaflets, posters and emails. Individual visits to staff were successful in raising awareness of the new service as well as promotion during forums such as meetings.

The tutorial has been well received and usage will be reviewed during summer 2006. Some comments made by MMU school of law staff, shown below, illustrate the initial reaction and support for the online training tutorial:

- 'So accessible – everything you need in one place'
- 'I didn't know you could get table of contents alerts, I'll definitely be using those'
- 'The current awareness section will save me time and energy. I no longer need to worry I have missed updates'
- 'Great! It's 24x7 training!'
- 'The subject specific resources are very useful'
- 'On demand, individual, tailored training'

- 'It's given me the confidence that I am searching along the right tracks'

BENEFITS

Undertaking this project has raised the profile of the importance of being proficient in information skills with academic staff. In subject areas where fewer academics take up information skills training offered by the library this training module is an excellent way to capture academics' interest in using a wide variety of information resources and may encourage staff to arrange information skills sessions for their students.

The flexible nature of the course enables staff to complete the tutorial at a time and place convenient to them. Staff can also refer back to the module for help and support when necessary. The training can be completed anonymously when needed, not just when training sessions can be offered. Training is now standardised and reaches people who may not normally attend training sessions or ask for assistance.

As the tutorial has been developed using Course Genie Web authoring software the content is easily adaptable to a variety of virtual learning environments. The tutorial will be beneficial to other librarians both within MMU and throughout the academic sector as:

- a scalable model of effective training and staff development materials has been created
- the easily adaptable model can be tailored by subject librarians to meet individual academic departmental information skills
- the tutorial is also an effective training development tool for librarians who deal with law enquiries
- library staff adapting the generic law tutorial will complete a valuable staff development activity by using virtual learning environments and virtual learning technology

THE FUTURE OF THE TUTORIAL

The marketing campaign and promotion of the resource within the school of law at MMU will continue through the summer term, April-June 2006. Steps are also being taken to ensure that the tutorial is embedded as part of the new academic staff induction programme.

During the academic year 2006/07 subject librarians at MMU will adapt the module for use with their academic staff as part of a library wide initia-

tive to help all academic staff at MMU develop their own information skills.

Finally, an investigation is under way to make the tutorial available for use by other academic institutions using forums such as the online repository service JORUM⁵ to assist in the sharing and reuse of teaching and learning materials.

- 1 Big Blue Connect: <http://www.library.mmu.ac.uk/bbconnect/index.html>
- 2 <http://www.coursegenie.com>
- 3 INFORMs technology created by Huddersfield University <http://informs.hud.ac.uk>
- 4 <http://www.adeptsience.co.uk/products/refman/endnote/>
- 5 <http://www.jorum.ac.uk>

User education: the development and implementation of a policy for Oxford University Library Services (OULS)



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BACKGROUND

Oxford University has a rich and diverse library sector comprising over one hundred individual libraries. There are major research libraries, libraries attached to the faculties, departments and other institutions of the university, as well as independent college libraries.

Most of the university's library facilities are now managed under the umbrella of the integrated Oxford University Library Services (OULS). OULS was established in 2000, administered by subject groups, to take forward integration. OULS comprises 34 of the university's libraries and is continuing to grow. It includes the Bodleian Library as well as the other major research libraries in the humanities (Sackler and Taylor), the sciences (Radcliffe Science Library) and the social sciences (Law and Social Science Library). Faculty and departmental libraries also provide significant services as part of OULS.

PLANS TO DEVELOP A CO-ORDINATED USER EDUCATION PROGRAMME

One of the OULS's key challenges is to develop standards for a number of services organisation-wide. The post of Head of OULS Reader Services was created in 2004 to lead the development of services for over 45,000 registered users. Within this context, OULS sees the promotion of high level information skills for our readers as a key priority. Therefore responsibility for developing user education or information skills training programmes featured predominantly within the remit of this new post.

User education also features within OULS's five year strategic plan, or 'Vision'. For example, within the Vision 2010, which was being developed when the Head of OULS Reader Services took up post, two key priorities within the section 'serving our users' were:

- to expand and develop user education programmes, especially on electronic and digitised resources, through the subject consultants and ensure a minimum provision across subjects and sites
- to improve the experience of new users through the expansion and development of user induction and ensure a minimum provision across subjects and sites.

DEVELOPING THE INFRASTRUCTURE

Shortly after the Head of OULS Reader Services took up post, a new 0.5fte post of OULS User Education Co-ordinator was created and this post was assumed by the OULS Educational Studies Librarian. In parallel, an OULS user education working party (UEWP) was established, to be chaired by the User Education Co-ordinator. Membership was to include a number of librarians drawn from the main subject areas to reflect the fact that OULS libraries are administered in subject groups. Group membership also brought on board other interested parties. This included a representative from the college libraries and one from Oxford University Computing Services (OUCS) who has a significant role in developing IT training programmes for university staff and students.

DEVELOPING THE POLICY: KEY AIMS AND PRINCIPLES

A draft policy for developing an OULS-wide strategy for user education was developed by the UEWP. This was initially launched for consultation at the OULS staff conference in March 2005, which focused on the development of reader

services. Subsequently, it was approved at senior management level.

The two aims of the user education policy are:

- to ensure all members of the university are offered effective support and guidance in identifying and using appropriate information resources
- to develop and promote information expertise as a general and transferable skill for students and researchers of the university at levels appropriate to their needs.

OULS has adopted the SCONUL seven pillars model for information literacy¹ as a useful aide in developing user education programmes which aim to develop transferable information skills as well as training in the use of specific bibliographic tools. Utilising the model, we seek to empower our readers to become independent and effective searchers. The policy places responsibility for delivering user education with a network of subject consultants working with subject-based reader services staff and a co-ordinating team led by OULS reader services.

COLLABORATION

The policy formally recognised the importance of joint working with key stakeholders in order to maximise success. It therefore states that OULS will engage:

- with academic staff and others to ensure user education is relevant and integrated as far as possible into course programmes and to match researchers' needs
- with other services such as the Oxford University Computing Services to co-ordinate activity and services and to learn from them wherever possible in the interests of delivering excellent skills training for all university members.

PUTTING THE POLICY INTO PRACTICE: WHAT HAS BEEN ACHIEVED SO FAR:

The first step in improving user education for Oxford University readers was identifying what was already being provided. We knew that many departments and faculties were provided with well developed courses in appropriate library research skills and in other areas the relatively generous library staff : reader ratios and the sub-

ject expertise of library staff was such that support could be provided on an informal, as-requested basis. It was essential however that the general level of provision was mapped across the system so that areas of need and best practice could be identified. We did this through developing a database (accessed through the new OULS website) which allowed one to link library provision to specific undergraduate and postgraduate courses for the first time. The database also differentiated between induction (introductory sessions designed to assist readers to use specific Oxford services and collections) and information skills (subject-specific programmes). This database was found to be especially useful in co-ordinating induction for undergraduate groups where we needed to negotiate with colleges as well as departments and faculties, and where students often were enrolled on joint honours courses. The database made it easy to see where clashes were occurring and also where librarians could co-ordinate provision so students did not have to experience, for example, an introduction to the library catalogue too many times. The database is still being revised in the light of developing experience and knowledge. For example, the webmaster is currently working on providing a choice of display between current events only or all events (see http://www.ouls.ox.ac.uk/information_skills).

For several years, the library services had put on lunch-time sessions open to all readers called the *Electronic Resources Awareness* programme, delivered by individual librarians from across the University in co-operation with the OUCS. These popular events have been developed over the last year and re-branded *WISER: Workshops in Information Skills and Electronic Resources* to reflect the hybrid nature of library resources (print, electronic and other). We have been collecting the presentations and handouts and mounting them on the web – they should provide a valuable resource both for researchers and also for librarians. For the summer term an ambitious, very varied and hopefully interesting programme is offered with three events each week of term-time. Examples include a series on various topics where academics and library staff can usefully work together – such as ‘constructing learning experiences’; ‘information skills’; ‘copyright’; ‘E-books’ and ‘electronic resources in teaching and learning’. There is a series on topics which are of relevance across academic disciplines – such as ‘Government and other official information sources’; ‘conferences’ and ‘subject gateways and web services for research’. There is also a series where

each session does have a subject focus – such as ‘Humanities: what is new in full-text’?

As noted earlier, collaboration with others was seen as key to the successful implementation of the policy. The OULS is developing the already good relations with other support services in the university – especially the OUCS who have provided a venue for the *WISER* sessions, helped to advertise them, dealt with bookings and provided automated feedback from participants. We are seeking (wherever appropriate) to develop shared events. For example, in the summer term we are offering a half-day workshop to academics and librarians on dealing with plagiarism – organised jointly by the OULS, the OUCS and the Oxford Institute for Learning.

STAFF TRAINING

Library staff training is a key element of our strategy for developing information literacy support. With the library staff development office we have provided ‘tools for trainers’ courses tailored for the needs of experienced and less experienced staff, as well as short courses in using our VLE Weblearn, developing INFORMS tutorials and a course for front-line staff on promoting information literacy.

We were successful in our bid to the Oxford HEFCE Innovation in E-learning Fund (organised by the Academic Computing Development Team (ACDT)) and were awarded a grant of £3,000 and – more importantly – significant staff time from the ACDT to review the possibilities for information literacy training for the future: specifically the kinds of software which might be useful for presentations, online tutorials and in the learning environment generally. This project is currently surveying the practice and recommendations of other institutions and will then review the most useful resources identified (see <http://www.surveymonkey.com/s.asp?u=693151886346>). This project will be disseminating its findings in a published report and also through a one-day conference for library staff where we will have the opportunity to explore, with expert assistance, a range of different resources.

CONCLUSION

In a relatively short space of time we have constructed a user education strategy which has been agreed with senior managers and we have made significant in-roads in putting it into practice. Collaboration has been key to the success so far,

both within the OULS and with others within the university. We still have much to achieve. One key strand will be conversations with faculties and librarians across the university to formally integrate information literacy training into the academic courses wherever appropriate. Another is likely to be the development of a range of online training resources which can be used by readers directly, or tailored by library staff to fit tailored course offerings. We need to make sure that training and online resource guides are linked seamlessly into the online library environment. We will also explore how best to evaluate all new initiatives introduced as part of the policy. This will go beyond measuring satisfaction with specific interventions; we need to find ways to determine how the policy has contributed to developing users' skills and information seeking behaviour generally.

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Reading lists under the spotlight: Cinderella or superstar?



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The article on reading list material and the library by Jackie Chelin *et al* in the last *SCONUL Focus* (Winter 2005) will have struck a chord with almost every reader. User satisfaction surveys in academic libraries everywhere have long rated the availability of core resources poorly despite our best endeavours¹ The role of University of the West of England's (UWE) library in managing student expectations of reading list material along with a recent article on course reading in the *Times higher educational supplement*² and our own research at Edge Hill suggest that it is time we put reading lists firmly under the spotlight.

READING LISTS AND INFORMATION LITERACY

Here at Edge Hill, our research into reading lists came about as a precursor to the development of our information literacy framework. We needed to understand what academic staff expected to achieve by their reading lists at each level of study so that we could match these expectations to an appropriate level of information literacy skills and harness student motivation. In our opinion, reading lists are fundamental to the development of information literacy in a higher education learning environment as they tell students that they have an information need. However, on their own, reading lists tell only a partial story and it is

the expectations that accompany them that we felt merited investigation.

While the operational aspect of reading lists has been written about by librarians, we found an almost minimal literature dealing either directly or indirectly with the teaching and learning aspect. We found ourselves asking 'what are reading lists for?' 'What are the pedagogical and philosophical rationales that underpin them?' With many assumptions but little or no evidence to back them up, we surveyed academic staff³.

TUTOR EXPECTATIONS AND PERCEPTIONS

While the results have not produced any great surprises, a number of themes emerged from the data. As might be expected, there are indications that tutors construct their reading lists from a range of influences: for example, personal ideologies, their own reading journeys, institutional policies around validation and curriculum design. The simple list of resources that the student receives is underpinned by a wealth of knowledge around its construction that remains the personal [or tacit] knowledge of the tutor.

Tutors frequently talked of the aim of raising student interest and engagement in the subject, of creating a passion for it. They expressed a desire that students *at all levels* read widely not only from the reading list but also beyond. This was seen as an integral element of developing student ability and autonomy. Reading lists were generally regarded as having a role in moving students from dependent to autonomous learners by offering support and guidance. We found that typically, there is a greater expectation of lists offering support and direction in the first year of a programme than the third year. This is linked with an expectation that students will develop information and critical thinking skills progressively over their programme of study.

It was acknowledged, however, that these expectations represent an ideal and that the reality was often quite different; for example, 'I expect that they go to the LRC and seek information from books and journals. The reality is that they want to sit in front of a monitor and get the information from a website' (social science tutor). Reference was made to students' 'inappropriate' use of websites and their 'gullibility' in acceptance of websites. Concern was also expressed about students' dependence on reading lists and being spoon-fed. A picture emerges of a perception of a student body that has an assessment-driven prag-

matism, which for the most part does not undertake wider reading. There was a consensus that many students at level 1 and 2 (and even some at level 3) have an unhealthy and uncritical dependence on commercial search engines. Despite this level of criticality, however, the role of Edge Hill's Learning Services in developing student information literacy skills was widely acknowledged.

THE STUDENTS' EXPERIENCE OF READING LISTS

But what of the students' lived experiences of reading lists? An enthusiastic kerbside discussion between the two authors of this article on the survey's findings led us to collaborate on a further investigation into how students perceive and act upon reading lists. We surveyed students across all three levels of the business degree at Edge Hill. Overwhelmingly, students think that reading lists are very important to their learning. Three strong themes emerged from the student data: instrumentalism; problem-driven behaviour and breadth of resource use.

INSTRUMENTALISM

You will not be surprised to find that students across the three levels demonstrated strong signs of instrumentalism with regard to use of reading lists. They illustrated this repeatedly by stating that they expressly focused on 'main books', 'useful books', 'essential texts', 'key texts'. This was particularly the case among level 1 students although it was also prevalent among the comments made by level 2 and level 3 students. Student respondents exhibited a clear instrumentality around identifying resources specifically for assignment work. Their mind-set was very much a means-end approach and there was an absence of a strong sense of a learning 'journey' through wider reading.

PROBLEM-DRIVEN BEHAVIOUR

The student commentaries reveal that for many, the experience of accessing reading list material is an emotional one. The principal emotion expressed being frustration. The obvious conclusion to jump to would be frustration at not being able to access materials from the library. This was a recurring sub-theme and certainly the innovative and proactive work of the UWE library in developing a reading strategies toolkit is now being given active consideration at Edge Hill. However, frustration was also frequently expressed over recommended texts not being easily understandable or readable. Miller has

observed that student reading skills vary widely and that there may be frequent mismatches between students' expected use of reading list materials and their ability to do so⁴. He concluded that as part of an overall strategy to develop reading ability, tutors should identify a range of reading list materials geared to different reading abilities.

actually access no more than two or three books [see Figure 1]. This was underlined by the tutor data with comments that this level of activity was evidenced in weak, thin and simplistic bibliographies in assignments and was further substantiated by many of the level 1 student comments.

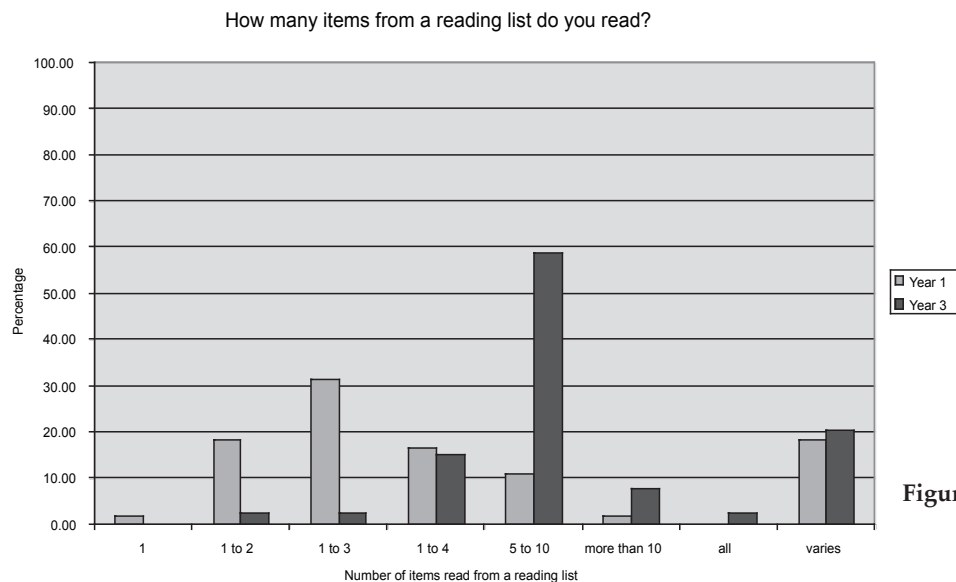


Figure 1

Students of all levels claimed to gain confidence from their tutors' expressed knowledge about and enthusiasm for the items they chose for their reading lists but did not tend to discuss their reading lists with them. This was pronounced among level 1 students where 75% said that they did not need to discuss their reading list with tutors. This reluctance is not uncommon; research shows that many students prefer to seek help from peers or relatives instead^{5,6}. This lack of discussion therefore denies the student an opportunity to access the substantial 'tacit', unwritten knowledge about the reading list material that resides within the tutor until bought out in some way.

BREADTH OF RESOURCE USE

One of the most surprising aspects of the research was the fact that while 77% of level 1 respondents stated that they did look at reading lists, a disturbing 23% of students do not look at reading lists at all! It is a matter of concern that nearly a quarter of the respondents replied in this way, as reading lists often provide the only interface between tutor, module and student around resources.

In contrast to tutors' expectations of students reading widely around a subject, 80% of those in level 1 [who looked at their reading lists] said that they consulted no more than four books. This suggests that a large number of these students

WHAT CAN WE DO WITH THIS INFORMATION?

This article can only give a flavour of the qualitative and quantitative data obtained from these two surveys. Reading still lists remain more Cinderella than Superstar despite their time under the spotlight. It is an area where there is little guidance for academics and librarians other than custom and practice. We are currently disseminating our findings within Edge Hill and working collaboratively with tutors to develop strategies for testing and evaluation. A prime concern voiced by tutors and librarians alike is that of spoon-feeding and any strategies adopted must demonstrate their worth in helping to foster autonomous learners. An area that we consider worthy of development is the use of annotated reading lists, which we hope will enable tacit, expert knowledge about reading list items to be brought to the surface. If any readers have any experience of annotated reading lists, we'd like to hear from you!

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UWE Library Services welcomes the CLA blanket scanning licence

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In September 2005 the University of the West of England (UWE) signed up to the Copyright Licensing Agency's (CLA) trial licence for photocopying and scanning. This licence extends the existing blanket photocopying licence to include the scanning of certain UK published materials. These can then be made available to students on specified courses via a secure network. This is a welcome development, not least because it will support e-learning activities which the library service and the faculties are actively promoting to students. UWE library services now pilots a digitisation service to support this initiative. But why did we feel ready to commit to the licence at this time?

UWE library services had, for several years, been making use of Heron Ingenta who provide a copyright clearing and digitisation service. In the academic year 2004/05, the library top sliced funds from each faculty librarian's budget to pump-prime this service, which was provided by a team consisting of 1.5 FTE staff. The team also managed the database of over 5,000 past exam papers for the university. Having spent over £20,000 on the Heron service for 2004/05, and having the staff in place to manage demand, the move to signing the CLA blanket licence was welcomed and seemed a natural step. Providing scanned materials had proved to be a popular service, but expansion was not possible due to the high costs of copyright clearance, and the time it took for some publishers to respond. The CLA blanket scanning licence promised to reduce costs and eliminate delay. It meant that we could move our digitisation service forward.

This development arrived at an opportune moment: UWE had introduced its Virtual Learn-

ing Environment (VLE), Blackboard, in 2002, and its use was expanding across all faculties. Making digitised readings accessible via the VLE was very desirable. Linked to this, the university has recently introduced a 'reading strategy' which recognises that the nature of information available to support students' studies has changed dramatically over the last few years with the increased availability of electronic resources. The reading strategy approach was introduced in response to this changing context and to the frustration experienced by students when trying to access recommended reading. At the heart of the strategy is a move away from the purchase of multiple copies of texts towards easy access to the recommended chapters for all students studying a module. Multiple copy purchase is expensive and nearly always leaves the majority of students disappointed. The provision of a digitised copy of the required chapter means access for all at any time, and an end to loss, theft and damage.

UWE library services are offering a central scanning service that will:

- check that any material to be scanned is covered by the licence
- create a text PDF file from the print copy
- store the material on the Library's Digital Collections database so that a link can be made to it from the VLE
- advise on linking to the text from the VLE if the library already owns a digital copy
- ensure the correct procedures are in place for the cover sheets, etc, in order to comply with the licence
- in the event of a request not falling under the licence, endeavour to clear copyright and digitise using other means.

We have set up a web page to explain the licence to our academic staff and provide online forms for requests to be made. Even though the signing of the licence and publicising the fact came rather too late for the start of the first semester, to date we have satisfied 450 requests under the licence and over 100 non-blanket licence requests through Heron.

The licence requires us to keep a record of what has been scanned. To this end each faculty has been asked to nominate a member of staff to monitor the scanning carried out in faculties and forward this information to the library which collates usage of the licence for the university as a whole. The library submits the required twice yearly returns to the CLA.

Currently we produce text PDF files, but we are looking to improve the scanning quality and incorporate optical character recognition (OCR) techniques to make the files more accessible to those using screen readers. We are also exploring the use of the Blackboard Content Management System for providing access to the scanned files directly from the VLE. Over the next few months we are planning to look at usage statistics and streamlining the process to automate the copyright statement sheet and possibly the CLA return spreadsheet. This should stand us in good stead to cope with the increase in demand that we foresee for this service over the next few years.

Self-service issues and returns at the University of Plymouth libraries



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At Plymouth a library extension was planned with an opening date of September 2004. The university is undergoing a period of academic restructuring which will ultimately result in the majority of teaching being relocated to the Plymouth campus over a period of four years. Built into the remit of the new extension was the requirement to make substantial staff cost savings and one of the features was to be self-service issue and return with no staffed counter facility to do this. The counter service would be for handing out reservations, payment of charges and other enquiries rather than the issue and return of materials.

My role changed as a result of the restructuring and I became the Library User Services Manager based at Plymouth, having previously held the post of Campus Coordinator at the Seale-Hayne campus which is now closed. One of my first tasks in this new role was to lead the self-service project and I have to admit that I was rather cynical, believing that there would be too many opportunities for our users to abuse any self-service system.

With much valued assistance from the university's procurement unit we prepared the documentation inviting tenders for the contract. We required two issue and two returns units for the Plymouth library and a dual purpose unit for the Seale-Hayne library, all for installation for September 2004. In addition, a dual purpose unit for each of the Exeter and Exmouth libraries was required for installation in January 2005.

The three shortlisted suppliers were invited to carry out presentations in May 2004. These presentations were attended by a range of library staff from all campuses, as well as IT colleagues. Our criteria to be scored against were:

- Technical merit
- After sales service
- Delivery date
- Cost effectiveness
- Price
- Quality
- Running costs
- Technical assistance
- Aesthetics

Our preferred supplier was PV Supa from Finland. We were unanimously impressed by the company's development programme and their willingness and ability to customise for our particular requirements. Other factors which influenced our decision were the price and aesthetics. The crucial delivery time and installation lead time also fitted our, by now, tight timescale.

The customisation was particularly important to us. Over the years, and from four campuses, we have inherited a wide range of barcode positions. Some were on the inside of the front cover whilst others were in a variety of positions on the first inside page and elsewhere. If we had selected other suppliers we would have had to re-barcode the entire stock. Our installation has the barcode readers positioned in the optimum position for reading the majority of our barcodes, though we have had, and continue, to change some. We were also able to choose a colour scheme which toned with that of the new extension.

Once we had declared the winning tender and were placing the order, PV Supa installed a loan self-issue unit in the Plymouth library. Although this was during the summer vacation, it did enable staff to become familiar with it and gain confidence. We were able to ensure that items were issued on Voyager, our library management system, correctly as well as being desensitised. We were also able to introduce some of our users to self-service issuing of books.

We took delivery of our units at the two campuses involved, and installation took place in September 2004. At Plymouth we had to obtain special permission to enter the still incomplete extension. We had been told that power and data would be available in situ, but found that neither was. Although a template had been provided in

advance, no holes had been cut in the counter tops. The installation team did as much preparation as possible whilst we negotiated with the builders to provide the power and data and to cut the required holes. Once the installation was complete we had to cover it all in plastic to prevent damage by the builders and decorators and we were then not able to access the extension until it was officially handed over a couple of weeks later. In fact we moved in and opened at the beginning of induction week giving staff little time for training and familiarisation.

At the Seale-Hayne campus the installation was relatively straightforward. At this campus there were to be reduced numbers of students during 2004/05 academic year as stages 1 and 2 had transferred to Plymouth. Several of the library staff had either transferred to Plymouth or left. The self service unit was to enable users to borrow and return and the remaining staff to put less emphasis on counter duties. During the evening and weekend opening hours, a library porter was on duty to supervise, and the arrangement worked even better than we might have expected.

Self-issue worked well from the beginning, although some users do not read instructions. We sometimes see users waving the books in mid-air under the barcode reader. These items will be issued but not desensitised. We also find that some users try to insert their card into the slot from which the receipts are delivered.



Self-return was not such a success story. At first we had to manually re-return everything. We had not had time to develop the 'sorting' of returned materials at first although that quickly happened. Sorting meant that the return units requested users to place their returned items into, for instance, Bin 1 on the left or Bin 2 on the right. One of these bins was for 'normal' returns, i.e. items which could go straight back onto our shelves. These items were both returned on Voyager and re-sensitised. The other bin was the 'alert' bin and contained items which required further processing e.g. reservations. These items

were re-sensitised but not returned on Voyager until a member of staff did this manually and that activated the reservation for the next person in the queue. We continued to manually re-return everything for 6-8 weeks, but we could cope neither with the number of staff we had available nor with the limited space available behind the counter. By this time we were finding that a very high percentage of returned items were being placed in the correct bin so we decided that we had no option but to stop manually re-returning everything – 'normal' returns went for re-shelving, and only the 'alert' items were processed by staff.

This situation resulted in:

- users receiving a receipt whatever they did with the returned item
- many users just placing items into a bin without returning them through the system
- some reservations being re-shelved and not cancelled from loan
- many users soon finding, and using, loopholes in the system
- more staff being involved in sorting out problems and queues becoming longer.

In January 2005 Exeter and Exmouth installations were completed. At these libraries the units supplement counter operations; they are positioned close to the counter and can be supervised reasonably easily. These units have led to some reductions in staffing requirements at counter.

Fortunately the plight of staff dealing with self-returns at Plymouth, and the knock-on effect on our users, was recognised and funding was found enabling us to order two automatic sorting units. These were installed in September 2005, and again were customised to accommodate our barcodes and barcode positions (in Scandinavia the normal barcode position is on the outside of the book) as well as colour coding of the units and returns bins. Now that sorting is done mechanically we have very few problems with items ending up in the wrong place – those which do are normally attributable to staff error.





To summarise some of the problems that remain:

- some barcodes cannot be read, especially on sorting units
- a few covers are too thick for the guides on returns units
- a few books are too big
- dust jackets can sometimes catch in the book path
- users do not read instructions
- books placed incorrectly can jam the mechanism
- crashed PCs / Voyager problems
- printers.

Troubleshooting that we have to undertake:

- the 'admin' card / password solves 95% of problems
- rebooting of PCs solves most of the remaining problems
- clearing printer paper jam – normally when user has tried to insert card into printer
- switch off / on printer – clears most printer problems
- replacing printer paper rolls.

We have only needed a few service calls, once to reposition a barcode scanner which a user had moved, and the rest to adjust a persistently noisy conveyor belt – now fixed. Several other problems have been sorted out from advice given over the telephone.

In conclusion, if we knew then what we know now we would not have recommended self-service returns until we could have automated sorting between 'normal' and 'alert' returns. The majority of our users like the self-service system and the fact that there is less queuing involved. We need to provide staff to support users of self-service, especially when there is a new intake of students but also continuing throughout the year. My initial cynicism has changed to enthusiasm for our self-service system and I am proud of it and am always pleased to receive visitors and offer any advice on the strength of our experience.

How to keep the noise down without using the 'Shush' word!



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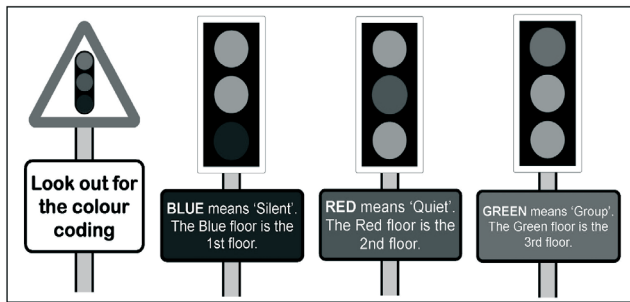
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In autumn 2005 Leeds Metropolitan University's Civic Quarter Library began a pilot to 'zone' study space to meet the differing demands of students. Requests asking for increased group study areas as more assignments require collaborative work had to be balanced by silent areas to support more traditional use of the library. Previously staff had often found themselves in an unpleasant situation trying to keep noise levels down on the floors: we hoped that by offering students somewhere else to go within the library it would be less stressful for all concerned.

The three main floors were designated silent, quiet and group study and the library's publicity group was tasked with raising awareness of the new arrangement and also thinking about how we could 'teach' students the type of behaviour acceptable on each floor. As part of the original building design each floor had been assigned a colour to distinguish between them (they all have the same basic layout of main book room with open access PC and study areas and separate areas of group study rooms, teaching rooms and print areas. The corridor leading to the latter had already been designated 'phone zones' in an earlier initiative.)

Clearly this gave us our starting point and we used a 'traffic light' system with each colour

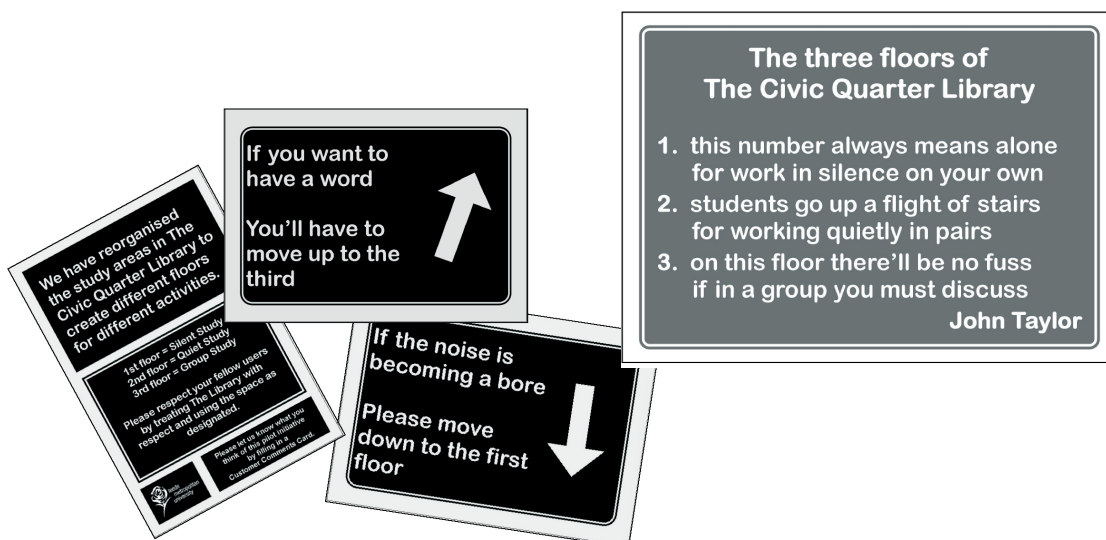
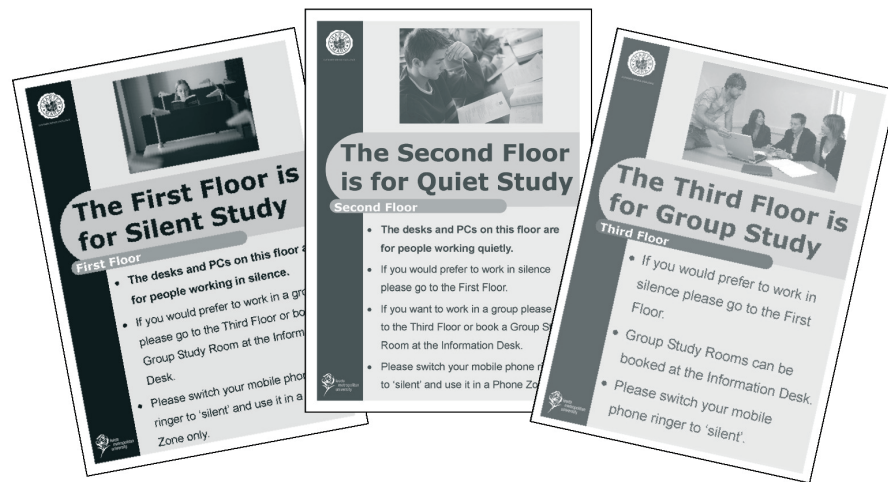
representing the type of study environment, i.e. blue for silent, red for quiet and green for group. The colours were used as background to posters displayed throughout the library, including the lifts, so students knew which floor to select to suit their particular study need.



We decided to use flyers to support staff in monitoring the use of the space and, in true library style, sent an email to colleagues asking them to suggest slogans to help. Our usual positive response however meant that Karen and I found ourselves in the position of judges and had to gently turn down some of the less (or more!) creative efforts! In the end we chose slogans as the basis for flyers directing students to the most suitable floor and used a 'complete work' displayed in the staffroom to remind staff of the

initiative. The flyers were left on tables on each floor and also given out on an individual basis. The library was very keen to ensure that students were happy with the zoning and conducted an initial survey which included a question on whether respondents were aware of the different environments. A 100% positive response rate indicated that we'd raised awareness and staff reported the flyers helped them enforce the rules without being too confrontational. Students have voted to continue with these new arrangements, recognising the library's attempts to support the needs of all its users. And it means it's much easier to provide silent study without anyone having to say 'shush'!

For further information on Leeds Met's zoning project please contact Dilys Young (D.A.Young@leedsmet.ac.uk)



News from SCONUL

TERRORISM BILL: SUCCESS FOR LIBRARY LOBBYING

When the Terrorism Bill received royal assent on 30 March, it included a provision that librarians had been arguing for since the previous October. In order to be guilty of disseminating a terrorist publication, a person would need to have 'intended' to encourage or assist terrorism. This simple proviso clears the way for academic research into terrorism and for the acquisition and use of related publications by libraries. Before the provision was introduced into the Bill, librarians and academic staff would almost inevitably have found themselves guilty of disseminating forbidden publications; unless they took action which would have hampered the normal use of libraries and academic research. SCONUL members can be very pleased with the efforts of individual librarians, of their local politicians, and of the alliance of lobbyists, who all succeeded in persuading the opposition parties in the House of Lords to propose an amendment meeting our concerns. Once the Lords had accepted this on a vote, the Government lost no time in modifying the proposed law.

FREEDOM OF INFORMATION ACT: RESULTS AND A TRAINING KIT

The new year 2006 began with a press release about the first year of the Freedom of Information Act in English and Welsh higher education institutions. A study has shown significant resources devoted to compliance with the Act, a steady demand for information (especially from the press), rather than a brief early surge, and creditably timely responses in general from institutions. [Scottish institutions had their own survey arrangements.] See <http://www.jiscinfonet.ac.uk/foi-survey> JISC Infonet, the source of the press release, has also issued a training pack including a CD-ROM for trainers on the topic, and unlike the reported survey it embraces the Act in Scotland.

STUDENT SATISFACTION IN THE UK

A second survey has begun to collect students' opinions about the quality of their experience of higher education. This time it includes some Scottish institutions and the independent University of Buckingham. The imperative for brevity means that, just as last year, only one question addresses

the quality of library provision. See <http://www.hefce.ac.uk/news/hefce/2006/nss.htm>

QUALITY ENHANCEMENT IN SCOTLAND

The Scottish Funding Council has issued a second annual assessment of the higher education quality enhancement framework: SFC/03/2006 of 27 January <http://www.sfc.ac.uk/library/sfc/circular/2006>

The Scottish higher education quality regime is to be reviewed, with a workshop at Napier University on 8 June (SFC/19/2006: http://www.sfc.ac.uk/library/06854fc203db2fbd0000010a023cee5a/sfc_19_06.pdf)

E-LEARNING IN CANADA

Our colleagues in SCONUL's counterpart in Canada, CARL, have produced a substantial report on their libraries' contribution to e-learning. See http://www.carl-abrc.ca/projects/e_learning/pdf/final-report.pdf

OPENDOAR OPENS UP

OpenDOAR – the Directory of Open Access Repositories – has announced the release of its primary listing of open access archives, available from <http://www.opendoar.org> A press release giving the background is at http://www.opendoar.org/documents/OpenDOAR_Press_Release_Jan06.pdf

JISC ISSUES GUIDANCE ON OPEN SOURCE SOFTWARE

Also on 24 February JISC issued a briefing paper to raise awareness of the issues around open source software, 'increasingly considered a viable and cost-effective option' for higher education. See http://www.jisc.ac.uk/index.cfm?name=pub_ossbp

UNIVERSITY OF QUEENSLAND APPOINTMENT

Keith Webster, formerly SCONUL Representative at the School of Oriental and African Studies, University of London, has been appointed University Librarian and Director of Learning Services, University of Queensland. He will take up the post within the next few months. He is currently the University Librarian at the Victoria University of Wellington, New Zealand.

COPYRIGHT LICENSING UK: PROGRESS

a briefing (Information note I-06-18) was sent recently to heads of UK higher education institutions about progress in negotiating copyright licences. Universities UK met the Copyright Licensing Agency at their new London offices

on 7 April to review progress in the operation of the higher education scanning licence. Nothing seems to have arisen that might cause anxiety to publishers. As one of their negotiating team I was part of UUK's delegation.

COPYRIGHT: TREASURY REVIEW OF INTELLECTUAL PROPERTY ('GOWERS REVIEW')

SCONUL has made a submission to the important UK Government review of intellectual property (www.hm-treasury.gov.uk/Gowers), making several recommendations about copyright law. Our submission is one of many sent by the library and information community, and a good deal of sharing of information took place between library bodies.

DATA RETENTION

More tricky legislation is embedded in the Data Retention Directive, adopted by the EU in December 2005. Within 18 months, all Member States will have to introduce compulsory retention of internet and telephony data for periods between 6 months and 2 years. The purpose is to provide evidence for the prosecution of criminals. Ireland has announced that it will contest the directive in the Court of Justice as being contrary to EU treaties. University network managers will no doubt be hoping for Irish success.

LOBBYING UPDATE

On 2 February I was one of a delegation from the Libraries and Archives Copyright Alliance who gave evidence to the UK Parliament's All-Party Internet Group on the rather technical subject of digital rights management systems. We were side by side with the British Library's delegation. Parliamentarians are increasingly interested in questions about intellectual property, and are becoming distinctly aware that such issues affect ordinary people as well as large commercial enterprises. On 10 February I headed an EBLIDA delegation which met the European Commission official responsible for several copyright matters, including the Commission's recent 'i2010 digital libraries' initiative.

INSPIRE NORTH EAST PASSPORT

In the middle of February 'Inspire North East' was launched in the north east of England, to promote the use of appropriate libraries by life-long learners. One of many recent developments in the expansion of Inspire (www.inspire.gov.uk), it has an intriguing passport feature to encourage learners to visit other libraries. See <http://www.nemlac.co.uk/inspire.htm>

RIN MEETS SCONUL

On 21 March the officers of the Research Information Network, Michael Jubb and Stephane Goldstein, held a useful information-sharing meeting with officers of SCONUL and CURL. Such meetings now take place every three months.

LOOKING AT THE SQUARE METRES

In circular letter 2006/06 HEFCE gives a wealth of information on the estates of higher education institutions throughout the UK. Library space appears to be included in 'support space' which at 3.6 million m² much higher than the 1.2 million recorded by the SCONUL statistics as devoted to our libraries. The report notes the decline in space per student overall, and shows institutions in Scotland doing rather better than their English and Welsh counterparts at saving energy and water. See http://www.hefce.ac.uk/pubs/hefce/2006/06_06/

MORE ON SPACE AND BUILDINGS

Two new HEFCE publications about buildings generally:

2006/09 Promoting space efficiency in building design

This publication aims to identify which aspects of building design contribute most to optimum space efficiency. It includes 15 case studies of recent refurbishment, expansion, upgrading and new builds in higher education institutions.

2006/10 Impact on space of future changes in higher education

This report approaches space use from the perspective of how academic activity might change in the medium term. It will be of interest to academics and managers who are seeking a fit between their changing operations and the physical infrastructure.

<http://www.hefce.ac.uk/Pubs/hefce/2006/smg/>

LEARNING SPACES

Higher education is increasingly interested in spaces in buildings designed for learning. JISC has distributed its new paper 'Designing spaces for effective learning' (www.jisc.ac.uk/eli_learningspaces.html) and the Scottish funding council has published (17 March) its Circular SFC/20/2006 on 'Spaces for learning' (http://www.sfc.ac.uk/information/information_learning/spaces_for_learning.html)

The SFC's Learning and Teaching Infrastructure Funding is intended, amongst other purposes, to pay for 'student support and general

learning facilities, for example, libraries and study space (SFC/21/2006, 'Learning and teaching infrastructure funding (LTIF): criteria and allocations of funding for FY 2006-07 and FY 2007-08' http://www.sfc.ac.uk/library/06854fc203db2fbd000010a0242c57a/sfc_21_06.html)

HOW USEFUL ARE ELECTRONIC INFORMATION SERVICES?

The evaluated toolkit is designed to support information services staff with the evaluation of electronic information services (EIS). It is freely available at <http://www.evaluated.uce.ac.uk>. The toolkit has recently been relaunched. New additions include: a perceptions section (advice and tools to help you to evaluate staff and student perceptions and expectations of EIS); project management support; dealing with common evaluation problems; advice on sampling, and so on.

HOW FAR ARE WE RESEARCHERS?

What is the role of research in the working practices of library and information professionals? How do practitioners access and implement research findings? To what extent do practitioners see themselves as researchers, and what networks exist between academic and practitioner communities?

These key questions are addressed in a study funded by the Arts and Humanities Research Council (AHRC), due to be completed in May 2006. The project is being carried out by Juliet Eve, from the Social Informatics Research Unit (SIRU) at the University of Brighton and Noeleen Schenk of ikmconsult. For more information or to be involved in the study please contact Juliet Eve (j.eve@brighton.ac.uk, 01273 643506)

INSPIRE LAUNCHES 'FIND IT!'

Find it! is a new website created by Inspire to provide publicly accessible information on libraries throughout England and the resources they hold. It was launched at the Inspire conference held at the British Library in London on 25 April. One of the central pillars of the Inspire programme to support learners and learning, Find it! will hold data from all the libraries involved with Inspire, public, university, further education, health plus an increasing number of specialist libraries. It will promote the great wealth of collections and information which until now, has largely been hidden in our libraries.

PRESERVATION: KNOWING THE NEED

The National Preservation Office has published (February) a report, *Knowing the need*, on the emerging picture of preservation need in libraries and archives in the UK.

Analysis of data shows that significant amounts of unique or nationally important material are at risk because of poor preservation practice and that 13% of the material surveyed is actively deteriorating or will be damaged if used. The findings are commended to strategic consortia, regional and national organisations as well as to individual libraries. The report is obtainable from the National Preservation Office, British Library, 96 Euston Road, London NW1 2DB; npo@bl.uk; 020 741 7612

DIGITAL PRESERVATION: MINDING THE GAP

Also published in February was the Digital Preservation Coalition's report *Mind the gap: assessing digital preservation needs in the UK*, by Martin Walker and Robert Sharp, available in hard copy and at <http://www.dpconline.org/docs/reports/uknamindthegap.pdf>

BRINGING DIGITAL PRESERVATION TO LIFE

The JISC-funded LIFE project will soon report on what it really costs to manage, store and preserve digital collections. It aims to provide a real insight into lifecycle management and will set out a framework for libraries to apply a cost to their own digital collections.

The LIFE conference was held on 20 April 2006 at the British Library, London. Details: <http://www.ucl.ac.uk/lis/lifeproject/confprog.shtml>

NEW SCONUL MEMBERS

A warm welcome to our new corporate members 2CQR Ltd, EBSCO Information Services, Intelligent Ltd and Wiley Interscience.

YORK ST JOHN

York St John became York St John University College on 1 February.

JISC/CNI 2006 - MEETING IN YORK

The Joint Information Systems Committee (JISC) and the Coalition for Networked Information (CNI) announce the Sixth JISC/CNI Meeting to be held at the Park Inn York (formerly the York Moat House Hotel), on 6-7 July 2006, bringing together experts from the US and the UK. Parallel sessions will explore and contrast major developments on both sides of the Atlantic. The meeting will interest all senior management staff in information systems in the education community and

those responsible for delivering digital services and resources for learning, teaching and research. Further information: <http://www.ukoln.ac.uk/events/jisc-cni-2006/>

join the e-list, then please contact either Helen Carpenter, the project coordinator (helen.carpenter@llda.org.uk) or John Vincent, The Network (john@nadder.org.uk).

SUPERBOOK RESEARCH PROJECT AT UCL

UCL has announced: 'We are about to witness a major paradigm shift in the use of books: e-books are emerging as a major resource in the academic world. In recognition of this development, CIBER (Centre for Information Behaviour and the Evaluation of Research) at the UCL Centre for Publishing, together with UCL Library Services and partners from the Department of Information Studies, University of Wales, Aberystwyth, the Department of Media and Communication, University of Leicester, EmeraldInsight, OUP, Taylor & Francis and Wiley will be embarking on a one-year major investigation into the use of e-books in higher education.

The study aims to create a live research laboratory at UCL to put e-books through their paces, under the microscope, and in a real-life setting. From this 'laboratory', academics, publishers, users and librarians can learn, exchange information and contribute ideas to be tested.

More information: Professor David Nicholas, UCL Centre for Publishing (www.publishing.ucl.ac.uk; david.nicholas@ucl.ac.uk).

WELCOME TO YOUR LIBRARY

John Vincent writes: Welcome to Your Library is a project connecting public libraries with refugees and asylum-seekers. The project started in five London boroughs, and has now extended nationally, with current partner library services in Leicester, Liverpool, across Tyne & Wear, and in the London Boroughs of Hillingdon and Southwark. The project is being coordinated by the London Libraries Development Agency (www.llda.org.uk) in partnership with The Network (www.seapn.org.uk).

We are very interested in exploring with SCONUL libraries what work is being undertaken in the higher education sector, and, particularly, whether there are links that could be forged between SCONUL, public libraries and refugee & asylum-seeker communities. We are also launching an e-list to develop awareness of relevant resources and policy developments and provide information on practice issues.

If you would like to respond with information about work you are doing and/or would like to

Defining a new agenda for development and progress: an update on SCONUL Executive Board's action plan

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INTRODUCTION AND CONTEXT

About this time last year I reported in *SCONUL Focus*¹ on the strategic outcomes following discussions at SCONUL's Annual General Meeting in 2005. The six broad objectives identified back in June 2004, which have formed the backbone of the SCONUL Executive Board (EB) Action Plan while I have been Chair, have been the subject of intense discussion and debate since, with a series of papers to articulate and implement new strategies presented regularly to EB and appropriate recommendations going forward to both SCONUL's 2005 and 2006 AGM. All proposals that went to the AGM last year were endorsed and lots of new activity is now incorporated into Secretariat, EB and Group action plans.

This update brings you a progress report on the work of the Executive Board since summer 2005 to bring about changes based consistently on SCONUL's vision, mission and role within a communications and marketing strategic framework. All of this work is designed to:

- support SCONUL to become a more strategic organisation
- enable a step change increase in SCONUL activity levels

- secure the aims of influencing and leading
- help members meet new challenges
- ensure members are getting maximum value from their subscriptions
- respond to member concerns about SCONUL's visibility, impact and value for money
- respond to Advisory Committee Chairs' concerns about sustainability issues

The strategic directions were all informed by:

- the ORC focus group study - which called for SCONUL to concentrate on, and develop, its branding in terms of its unique selling point(s) http://www.sconul.ac.uk/activities/comms/focusgroup_report.doc
- the SCONUL Vision 2010 meeting http://www.sconul.ac.uk/pubs_stats/pubs/vision%202010
- the SCONUL Representatives' Top Concerns email survey <http://www.sconul.ac.uk/activities/comms/2006topconcerns.pdf>

PROGRESS TOWARDS DELIVERING AN ENHANCED AGENDA

A new **strategic planning framework** is now based round an annual planning/strategy meeting held soon after the SCONUL AGM, attended by Group officers and EB members. This is augmented by the continued publication of annual operational plans (with predicted financial requirements) and reports for all Groups, including EB. A new Annual Review with improved format and refreshed content reports on progress against strategic priorities: the 2005 edition is currently at the printers.

The Task and Finish Group on Advocacy and Lobbying - set up to advise on **improving influencing, partnership and collaboration** - has recently reported. It concentrated on identifying partners and targets with the aims of improving and widening SCONUL's external profile and addressing where it is not represented. This will define where best to put SCONUL's lobbying effort. This activity complements discussions and active joint working with partners such as the Joint Information Systems Committee (JISC), the Chartered Institute of Library and Information Professionals (CILIP), the Universities and Colleges Information Systems Association (UCISA), the Research Information Network (RIN), the Leadership Foundation for Higher Education, and the Higher Education Academy. EB reviewed the panoply of Groups and bodies SCONUL has representation on, and has got this down to the bare essentials,

retaining only those with which there is strategic fit.

EB is now implementing the **new financial strategy**, predicated upon increasing income levels and simultaneously reducing certain designated areas of expenditure. As a result, SCONUL now has the potential for an enhanced financial position to support sustainability, in conjunction with movement towards a more robust, multi-year planning process. SCONUL has successfully introduced the new subscription methodology for 2006 and beyond. Efforts by a range of people have been rewarded by increased external, directly attributable funding. Examples include funding from the Higher Education Academy for the joint desk research study on information literacy (£25,000 was made available) and by the Leadership Foundation to underwrite development costs for the new joint leadership course (estimated £25,000 available). In addition, approximately £35,000 was secured in 2005 which would not otherwise have been available (including RIN support for SCONUL Research Extra administration to the tune of £7,000). The Task and Finish Group on Fundraising and Sponsorship reported recently and the recruitment of new corporate members is under way. As part of the planning process, EB regularly runs formal status checks on implementation of the financial strategy and receives updates against targets.

In addition, EB has initiated and completed separate finance-related reviews in relation to:

- central costs
- risk management issues
- SCONUL reserves

After AGM 2005, EB worked with members to identify new areas for **targeted strategic investment** within planned resource levels for 2005/06. There were two new projects identified which are now well under way:

- **Project VAMP** - designed to support members to demonstrate impact and the value for money provided to their institutions; this new work is being led by the Working Group on Performance Improvement
- the further development of the SCONUL **Website**, including an online membership directory and improvements to the buildings directory; the Website development project is will be in two stages – a new design will be in place by June 2006, whilst the new

member directory is planned for autumn 2006²

The mammoth task to **review, refresh and restructure all Advisory Committees and other Groups** - so as to improve their effectiveness - is now finally complete. New Working Groups and shorter life Task and Finish Groups reporting to the EB have now been set up; they are designed to lead on defined high visibility areas of work. Implementation of improved planning and reporting is also well under way based on Group work plans supported by EB. The review also saw the locus of a range of steady state activities successfully move into the Secretariat.

At its strategy meeting in August 2005, EB was asked by Group Chairs to **review current procedures in relation to group membership** so as to clarify processes, support increased effectiveness, help with succession planning and ensure consistency and transparency of process in all Groups. This work is almost complete and includes:

- articulating the remit and purpose of the Group and the profile of the members
- defining roles and responsibilities of Group Chairs and Group members
- clarifying election processes for Group Chairs
- defining processes to fill vacancies and populate new Groups

EB has also completed a review of **Executive Board operations**, based on a programme of work concentrating on functional activities, modus operandi and workflow. As part of this work, EB sought advice on records management from Jan Booth, Records and Archives Manager at King's College London. Jan was asked to review SCONUL's current arrangements for creating and preparing, distributing and publishing, maintaining and retaining Board paperwork, as well as how and where all this is archived. He also looked at the organisation of Board records in the SCONUL offices and on the Website. His recommendations were approved. Overall the review concluded that EB operations work well and the supporting office administration is well organised. Members will be pleased to know that the review looked at information from the Charity Commission to ensure confidence that the Board is not derelict in carrying out its (surprisingly extensive) formal duties. Many issues raised in the review are already on the way to solution.

Lastly, work has been underway since autumn 2005 to implement the **review of the Secretariat**, led by a small Group consisting of EB members assisted by an external consultant (Mary Auckland Consulting). To date, focus groups and teleconferences – supplemented by open input (written submissions) from members – has been carried out in parallel to work with members of the Secretariat (including Group meetings, individual work and self-assessment). In addition, the review is ensuring triangulation with other current SCONUL strategic review activities and carrying out a ‘thin’ review of other comparable organisations. So far interim reports have been presented to EB and the final report is expected to form a key agenda item for the summer 2006 strategy meeting

...AND THE FUTURE?

EB has worked hard on using the new planning framework to address member concerns about SCONUL’s visibility, impact and value for money. Moreover, SCONUL’s enhanced financial position will help support the developing agendas of the new Group structure. Indeed, I believe EB can congratulate itself on significant progress to date on all fronts.

That said, members of EB are not complacent. We know that further potential for success has to be worked for. It will be helped if ongoing engagement with members on SCONUL’s objectives and priorities is maintained, if there is continuing communication with members about Group activities, if the website re-design project goes well, if the office administrative systems are overhauled and technology exploited more usefully, if corporate members are recruited and retained, if the sponsorship strategy is implemented successfully, if outcomes from targeted strategic investment projects (such as VAMP) are useful and if further new, directly attributable external funding opportunities are secured.

That is a lot of ‘ifs’ ...but that is the challenge of change, development and progress!

To ensure the SCONUL Executive Board keeps on track, members have asked EB to review the outcomes of the new financial strategy (including the new subscription model) and of the new and revised structures and activities (Group, EB and Secretariat) in 2009/2010. I look forward to seeing the outcomes reported at future meetings of SCONUL as well as in *SCONUL Focus*.

NOTES

1. S. Enright, ‘Report on the SCONUL Annual General Meeting, 6 April 2005’, *SCONUL Focus*, 34, Spring 2005, p.76-78
2. Hot off the press is the news that a bid by CILIP/MLA’s Designing Libraries Group to develop SCONUL’s Buildings Database has been successful and so we will be able to use the more sophisticated software that Aberystwyth developed for the Designing Libraries database –we can have pictures, floor plans and Web links– along with the potential for sharing buildings/space information between sectors (see <http://www.designinglibraries.org.uk>).

SCONUL Representatives' top concerns 2006

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The SCONUL Executive Board recently repeated the Top Concerns exercise – which we first ran at the end of 2004 – asking SCONUL Representatives to identify their three top concerns or issues having a serious impact on the services during the previous three months. This time round there were 80 responses to the survey from a wide spread of members: an encouraging increase of 65% over 2004.

Again there were quite a high number of common concerns. The most common responses grouped were around four themes:

(a) Planning and strategy (including implementation)

- dealing with the impact of internal structural, organisational, resource allocation and cultural changes; a number of recent institutional review/restructurings have required colleagues to realign their library/IS mission and strategy with the 'new' institutional strategy
- defining and implementing new organisational structures around academic support (wider than library and IT convergence) by the integration of library services with other areas of student support ('super-convergence')
- institutional strategic and financial planning, including the impact of the impending fees regime
- implementing institutional HR policy/strategy in relation to the pay modernisation agenda/new National Framework Agreement/job evaluation and dealing with the impact of these

- increasing load of institutional information compliance and legal liability issues: copyright and the new licence; institutional print repositories and records/rights management; freedom of information; data protection; health and safety; Disability Discrimination Act; and a variety of HR issues;
- political influencing of new university senior management team (various – VC/DVC/Pro VCs)
- the production of short to medium term service-specific plans and reports – strategic plan, budgets, business plan, annual report (and others) – often involving complex accommodation and finance issues

(b) Space issues

- learning spaces and learner support in line with the institution's estates strategy; specific library building projects: a wide range involving all stages from visioning and planning to implementation

(c) Implementing self-issue and return service

- combining quality of service with efficiency gains
- with or without RFID
- with or without extending opening hours

(d) Digital deposit and repository development

- setting up an institutional/digital repository, including image as well as text
- associated IPR issues

For full details on the Top Concerns findings go to

<http://www.sconul.ac.uk/activities/comms/>

There was considerable interest in the outcomes of the first exercise and these played a big part in informing SCONUL's activities over the past year. This new survey will inform our future plans and activities in the same way: chairs of working groups have been asked to look in detail at the results and they will be considered further by the annual SCONUL strategy meeting in the summer to:

- help inform Executive Board priorities (including partnerships with other bodies) and financial planning
- help inform the work of SCONUL Working Groups
- help SCONUL better meet the needs of the community in planning services/activities/events for the next two years.

SCONUL Human Resources Task and Finish Group – a report on progress

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Members: Margaret Duncan, Salford University; Sue McKnight (Chair), Nottingham Trent University; Julia Munro, Reading University; Anne Poulson, School of Oriental and African Studies

This Task and Finish group was established by the Executive Board in August 2005 with a remit to investigate

- whether there was scope for a more strategic, holistic approach to human resources management for SCONUL
- whether there should be a refocus on helping members address issues which impact in relation to human resources (HR)
- whether or not there should be closer working with the national higher education HR directors group, or others, and, if so, how to effect this
- the potential structure within any future longer life group (if set up)
- whether any future longer life group (if set up) would need to be widened to introduce stranded sub-groups on different topics, which would help broaden input from membership

and to report in time for the AGM in 2006.

Further direction on the scope for the group emphasised that

- SCONUL should not be providing a HR arbitration/broker service to members; however, SCONUL does have a role in providing a network of people and resources that could be

available to members who needed HR advice or to exchange experience

- staff development, per se, was not within the remit.

The SCONUL Human Resources Task & Finish Group has met on three occasions and has supplemented these meetings by email and with telephone conferences. At our first meeting we discussed our terms of reference in some detail and came to the following conclusions:

- as the terms of reference were explicit on being 'strategic', our focus would be on trying to come up with tangible ways of assisting SCONUL members to respond to a changing HR environment, rather than responding to today's needs
- every institution has its own HR environment, and library management must respond to that local environment as appropriate; it is not possible for SCONUL to advocate on institutional issues as these are all unique and steeped in the local culture and institutional processes
- in addition to the institutional framework that SCONUL members must operate within, there are legal and national agreements that impact on HR matters.

With these principles in mind, over our next discussions the following recommendations have been formulated.

- 1 Some **guidelines on best practice in HR** have been drafted. In drafting these, we recognised that SCONUL should not promote one particular framework of good practice in human resources management over another. However, it was also considered that we should not reinvent guidelines that have been proved in many organisations throughout the United Kingdom, so the draft includes details of 'Investors in People' as well as some more general topics for consideration.

The guidelines are for reference purposes only as SCONUL cannot suggest a particular course of action in human resources management. SCONUL members must undertake whatever HR practices and reforms are deemed necessary within their institution and in accordance with the institution's human resources policies and practices.

- 2 A **checklist of key areas in HR** has been drafted. This is aimed at new directors/heads of service and is intended to help these

staff achieve an overview of the many issues in HR management and how these can overlap and inter-relate. It may also prove useful as a personal measure of experience.

- 3 An **updated web site** providing links to other useful sites or resources on HR issues has been proposed. Some ongoing liaison between the Group and the SCONUL Secretariat to develop the HR pages in the context of SCONUL's new web site will be necessary for a defined period. Periodic checks will be necessary for broken links, accuracy or currency of the information.
- 4 Provision for the **maintenance of a 'watching brief' on HR matters** has been proposed. One member of the SCONUL Executive Board should be nominated to maintain a watching brief on HR issues and to feed key topical concerns into, for example, the annual conference planning if appropriate, or to make other suggestions that will alert SCONUL members to such matters.

The group also agreed that other gatherings within SCONUL and services already provided by SCONUL, which touch on human resources management issues, should remain and be supported. For example we recommend that SCONUL

- encourage the continuance of the SCONUL Second Tier Staff Groups, as a useful means of enabling these staff to exchange experience, and thereby perhaps assisting with succession planning
- continue to liaise with other groups and organisations as appropriate (e.g. CILIP) to ensure that SCONUL members, and their staff, have access to a wide range of staff development opportunities; there is recognition that a number of strong regional groups or consortia (often cross-sectoral) offer staff development opportunities
- encourage SCONUL members to continue to use the SCONUL email list as a way of seeking input to issues of relevance to them; where members of SCONUL may have sensitive HR issues, the SCONUL Secretary might act as a confidential broker and call for people willing to share relevant experience.

The Task and Finish Group also reviewed the 2004 survey of Top Concerns of SCONUL members, in relation to HR matters. The concerns presented a mixture of strategic and operational HR issues. However, the group believes that the above rec-

ommendations do present ways of addressing the key issues identified by SCONUL members.

The responsibilities for these recommendations in the longer term are suggested by the group as either appropriate for the SCONUL Secretariat or for the Executive Board. Therefore the Group has proposed that its work should cease with these recommendations and it should be disbanded. The recommendations and this conclusion (together with appendices of the guidelines on best practice and the checklist) constitute the group's final report to the Executive Board.

On a personal note, the HR Task and Finish Group members found our meetings and interactions stimulating and interesting. Ideas were put forward and discussed in a challenging, but supportive, way. We hope that our final report will be approved and we believe that the recommendations should provide a sound, and sustainable, basis for supporting SCONUL members strategically on the HR issues with which they need to engage.

This may have been a short-lived Task and Finish Group - we never lost sight of that word 'finish' - but this doesn't reflect the enjoyment we found in the task. So much so that we're planning for our informal reunion!

CURL/SCONUL digest of scholarly communication news

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This is taken from the CURL/SCONUL Digest of Scholarly Communication News of December 2005, February and April 2006. 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.

WESTMINSTER HALL DEBATE

After the publication of the parliamentary report on scientific publications in summer 2004, the House of Commons Science and Technology Committee pledged to maintain their interest in the topic, and at various points in the past 15 months individual MPs have raised the issues in the HC399 Report, for example in questions to Lord Sainsbury. The Committee's continuing interest, particularly in the light of the delay to the Research Councils UK statement on the publication of research outputs, led to a Westminster Hall Debate on scientific publications on 15 December. The Westminster Hall forum provides an opportunity for MPs to have a full debate (reported in Hansard) in a less adversarial setting than the Commons Chamber. It would be helpful if CURL and SCONUL representatives could make their local Member of Parliament aware of this debate. The CURL/SCONUL Scholarly Communications Group has prepared a two-page summary of key points which can be sent to MPs.

The Research Communications Forum set up by the DTI in the wake of the parliamentary report on scientific publications organised a conference on 'Extending access, priorities and solutions' at the British Library Conference Centre on 22 November. Although neither open access nor the draft RCUK statement appeared formally on the agenda, most presentations and most questions from the audience raised one or other of these topics. The conference was valuable in bringing together representatives of all stakeholders in scientific dissemination, except that no authors were invited as authors. It was a publisher who, at the end of the day, expressed the disappointment felt in the hearts of many delegates that the discussions had not led to any clear conclusions, and he suggested that the Forum needs a 'vision' which can be used to develop an agenda for discussion between stakeholders. Some delegates felt that the need could better be described as being for 'principles' rather than for a 'vision', but there was a general feeling that if the Forum is going to continue it needs to have a more effective structure.

RUSSELL GROUP MEETING

The future of scholarly communication was on the agenda of a Russell Group meeting on 1 December. The meeting considered a paper prepared by the CURL/SCONUL Scholarly Communications Group and presented at the meeting by Stephen Pinfield. The Russell Group has considered scholarly communication issues at several meetings over the past three years, and the growing interest of Vice-Chancellors in the issues has been very noticeable.

IMPROVEMENTS TO NIH POLICY?

The US National Institutes of Health (NIH) policy agreed nearly a year ago suffered from two flaws which have reduced its effectiveness: that grant-holders were only requested and not required to deposit copies of their research articles; and that up to a twelve-month delay after publication was imposed. As a result only a small proportion of NIH-funded authors have deposited their research articles, an outcome which has concerned the US Congress. A recent recommendation from an NIH Working Group will - if implemented - reverse these flaws, requiring deposit and allowing a delay of only six months. This decision will bring the NIH in line with Wellcome Trust policy.

NEW ZEALAND NATIONAL DIGITAL AND CONTENT STRATEGIES

The New Zealand Government has launched a National Digital Strategy, supported by a National Content Strategy. The Goal of the National Digital Strategy is described as 'to unlock New Zealand's stock of content and provide all New Zealanders with seamless, easy access to the information that is important to their lives, businesses, and cultural identity'. The Goal of the parallel Content Strategy is 'to unlock New Zealand's stock of content and provide all New Zealanders with seamless, easy access to the information that is important to their lives, businesses, and cultural identity.' The strategies are backed up with a funding commitment of \$400 million over five years. In both Australia and New Zealand it is noticeable that the respective governments are taking an active role in supporting developments in digital content, and they are also working in an open and collaborative way not only with their academic and library communities but also with business and community leaders. The benefits from national information strategies the governments see as being for all sections of New Zealand society. Copies of the strategy documents are at <http://www.digitalstrategy.govt.nz/>

ROYAL SOCIETY POSITION STATEMENT ON OPEN ACCESS

From Peter Suber's SPARC Open Access (OA) Newsletter <http://www.earlham.edu/~peters/fos/newsletter/12-02-05.htm> :

'On November 24, the Royal Society issued a position statement on open access that was clearly designed to delay or derail the OA policy forthcoming from the Research Councils UK (RCUK). It was not remarkable for expressing skepticism about OA; we've seen that before. It was remarkable for misreading the RCUK proposal and disregarding the facts and evidence. It accused 'some' OA advocates of aiming to stop journals from profiting from publicly-funded research, when in fact all the proposals for OA to publicly-funded research are compatible with journal profits. It worried that OA archiving might lead researchers to stop submitting their work to peer-reviewed journals, when all the OA archiving mandates apply only to works that have been published in peer-reviewed journals. In addition, of course, all the professional rewards of research attach to peer-reviewed publication, not to unrefereed archiving. It raised the old canard that OA journals charging author-side fees will exclude indigent authors, when it is now known that more subscription-based journals charge such fees than OA journals.

Moreover, none of the OA archiving mandates require or even encourage submission to OA journals. It worried that extensive OA archiving will undermine journal subscriptions but it disregarded all the evidence that this is not true, e.g. in physics where the journal publishers themselves have publicly acknowledged that 15 years of high-volume OA archiving have not harmed them. It called on funders to 'remember that the primary aims should be to improve the exchange of knowledge between researchers and wider society' when its own arguments would compromise this criterion by subordinating knowledge-exchange to the financial interests of existing publishers like itself. (The Royal Society publishes seven journals, all subscription-based.) It called for a study, oblivious to the many studies that have already been done, including the extensive inquiry undertaken by the UK House of Commons Science and Technology Committee which was the basis of the RCUK draft policy and to which the Royal Society submitted written testimony. The Royal Society is not speaking for all its members and clearly did not even consult them on this question. Much of the public response to the Royal Society statement criticized its criticism of open access, but much of it also took the society to task for failing to live up to its tradition of careful analysis and evidence-based inquiry.' The Royal Society statement is at <http://www.royalsoc.ac.uk/page.asp?id=3882>

NEW FUNDING FROM JISC

Through Comprehensive Spending Review funding, the Joint Information Systems Committee (JISC) has allocated an extra £80 million of capital funding over two years for further developments in a number of key areas: repositories; the SuperJANET network; digitisation; e-learning; e-research; and user environments. The press release announcing the additional funding is at http://www.jisc.ac.uk/index.cfm?name=funding_1005. The funds will be used to give an extra push to developments under way through existing Programmes such as the Digital Repositories and Preservation Programme. In the repositories area, for example, support is being given both for the development of institutional repositories and for a national framework for improving access to content across repositories.

NEW JISC SCG STUDIES

The JISC Scholarly Communication Group is continuing its strategy of funding short-term studies of key issues. The studies already funded are listed on the JISC SCG web-page <http://www>.

jisc.ac.uk/index.cfm?name=jcie_scg . A study on version identification in repository content will be awarded to a contractor during December, and an ITT for a new study on the use of research content in e-learning will be issued shortly.

MEETINGS OF INTERNATIONAL ORGANISATIONS

A meeting of the World Summit on the Information Society – a United Nations body – was held in Tunis in the second week of November. At this meeting governmental representatives from several developing countries continued to press the case for greater access to information, easing the copyright restrictions imposed by powerful US and European companies. No clear outcomes have been reported from the meeting. Likewise the World Intellectual Property Organisation (WIPO) consideration of the Access to Knowledge agenda continues, for example through recent meetings of the WIPO Standing Committee on Copyright and Related Rights, at which library groups from Europe as well as from developing countries spoke in favour of changes in WIPO legislation. The stranglehold large commercial organisations have over the WIPO procedures continue to make any shift in international legislation in favour of content users very difficult to achieve.

NEW SPARC OPEN ACCESS SERVICE

SPARC (Scholarly Publishing and Academic Resources Coalition) has launched a new service to enable the sharing of experience between libraries on their open access work. The service is called 'Open Access Programs' and the web page is <https://db.arl.org/oap> . Institutions can submit information about the open access developments at their campus or discover what is happening at other institutions. Much of the content listed on the Open Access Program site at time of launch was originally gathered by Rebecca Kemp, Electronic Resources/Serials Librarian at UNC Wilmington. SPARC's site grew out of this grassroots effort to list open access work for the benefit of the library community as a whole. The content on the new web site is described as being 'completely library-driven and is intended to benefit libraries'.

WESTMINSTER HALL DEBATE DISAPPOINTING

The Debate held on 15 December 2005 in Westminster Hall on the Report on Scientific Publications by the Science and Technology Committee (HC399) was disappointing. Many of the old

myths about open access re-surfaced and one disappointing feature was that around 85% of the time was spent on open access publishing, only about 10% on open repositories, and about 5% on trivia such as the fact that one MP has published in Nature while another has only published in Royal Society of Chemistry journals. The HC399 Report is a great tribute to the quality of the UK parliamentary system; the Debate on the Report did not live up to the quality of the Report. The Debate opened well with the best speech of the afternoon from Phil Willis MP, the new Chair of the Science and Technology Committee. He outlined the Committee's work on scientific publications, accurately identifying the key points in the HC399 Report. Three Members who signed off last year's Report spoke: Ian Gibson MP, Brian Iddon MP, and Evan Harris MP. They did support the Report's recommendations but they did not speak with the kind of passion necessary to make the Government take any notice of their words. Two Members of Parliament spoke almost entirely about open access journals. Edward Vaizey MP for Wantage spoke of the threats to the jobs of many of his Oxfordshire constituents from open access publishing while Charles Hendry MP (background in public relations) said that the Government should not interfere because the publications market is working well. He listed the 'benefits' in the present system, amongst which was the fact that copyright is protected. Finally there was 20 minutes left for the Government to reply in the person of Barry Gardiner MP, Parliamentary Under Secretary of State for Competitiveness at the DTI. He followed the existing Government line on the need for a "level playing-field". He did say that funders should be able to provide open access publications charges to authors if they requested it, but later appeared to go back on that statement. He spoke of the benefits of repositories for long-term archiving but said that each institution has to make its own decisions. On VAT (which had arisen at several points in the Debate) he said that the Government could do nothing because VAT is a European issue. And he ducked a question on the importance of Government action to support the communication of UK research to developing countries through open access, another theme which came up at various points in the afternoon and one of many serious issues on which the Debate resulted in a sense of disappointment.

INDIAN SUPPORT FOR OPEN ACCESS

The special session on Open Access held at the 93rd Indian Science Congress in Rajendranagar,

Hyderabad, on 6 January 2006, agreed the following recommendation for 'Optimal National Open Access Policy':

'The Government of India expects authors of research papers resulting from publicly-funded research to maximise the opportunities to make their results available for free. To this end the Government:

- Requires electronic copies of any research paper that has been accepted for publication in a peer-reviewed journal, and is supported in whole or in part by Government funding, to be deposited into an institutional open access repository immediately upon acceptance for publication.
- Encourages Government Grant Holders to publish in a suitable Open Access Journal where one exists; the Government will cover the publication costs, if any.
- Encourages Government Grant Holders to retain ownership of the copyright of published papers where possible.'

GOVERNMENT REVIEW OF INTELLECTUAL PROPERTY FRAMEWORK

On 2 December 2005, the Chancellor of the Exchequer announced that, as part of the Pre-Budget Report 2005 package, he was asking former *Financial Times* editor Andrew Gowers to lead an Independent Review to examine the UK's intellectual property (IP) framework, reporting to the Chancellor, the Secretary of State for Trade and Industry and the Secretary of State for Culture, Media and Sport in Autumn 2006. The scope reads: 'The review will provide an analysis of the performance of the UK IP system, including inter alia, the way in which Government administers the awarding of IP and their support to consumers and business; how well businesses are able to negotiate the complexity and expense of the copyright and patent system, including copyright and patent licensing arrangements, litigation and enforcement; and whether the current technical and legal IP infringement framework reflects the digital environment, and whether provisions for 'fair use' by citizens are reasonable.' The Joint CURL/SCONUL Scholarly Communication Group will be considering the submission of evidence to this Review.

US CURES BILL

Senator Joe Lieberman has introduced a bill into the U.S. Senate that would mandate open

access to the bulk of federally-funded medical research. Called the American Center for CURES Act of 2005, the bipartisan bill was announced on December 7 2005 and formally introduced on December 14. The CURES Act would create a new agency within the NIH, the American Center for Cures, whose primary mission would be to translate fundamental research into therapies. The open access mandate in the Bill covers research funded by the Department of Health and Human Services. Over half of the non-classified research funded by the federal government is funded by that Department. The bill goes beyond the NIH public-access policy in several important ways: it requires free online access and does not merely request it; it requires deposit at the time of acceptance by a journal; it shortens to six months the permissible delay or embargo between deposit and free online access; it extends the OA policy beyond the NIH to the other agencies within the Department of Health and Human Services; it explicitly says that non-compliance may be a ground for the funding agency to refuse future funding; and it explicitly relies on the existing government purpose license instead of publisher consent as the legal basis for disseminating the research results.

FIRST EVALUATION OF EU DATABASE DIRECTIVE

The European Commission has published a report on whether the policy goals of the 1996 Database Directive have been achieved, and in particular whether the *sui generis* right introduced by the Commission (the right is unknown in other legislations) has had an adverse effect upon competition. The report contains the unremarkable statement that 'the *sui generis* right is difficult to understand!' Introduced to stimulate the growth of databases in Europe (in competition with the US database industry) the conclusion in the report is that six years after implementation the economic impact of the right is unproven. The report available at http://europa.eu.int/comm/internal_market/copyright/docs/databases/evaluation_report_en.pdf invites comments from interested parties by 12 March 2006 on four options for the Commission to consider: repealing the whole Directive; withdrawing the *sui generis* right; amending the right; and maintaining the 'status quo'.

UK PUBMEDCENTRAL

The work to establish a UK service based upon the PubMedCentral service managed by the US National Institutes of Health is about to enter a

new phase with the start of the official procedure to select a service-provider. The 'Expressions of Interest' advertisement last year produced enough responses of high-quality within the broad estimate of cost to give the partners in this project confidence that a suitable service-provider can be found, and although not all medical funding agencies and charities have as yet made formal commitments, sufficient support has already been received for the project partners to proceed to the stage of the formal EU tendering process. It is likely that the service will be managed by a consortium of funders. Wellcome Trust staff are currently undertaking the considerable work involved in taking this important project forward.

NEW CANADIAN INITIATIVE

Canada's International Development Research Centre (IDRC) has announced plans to create an Open Archive, the first among Canadian research funding organizations. The Open Archive will provide full access over the Internet to IDRC's rich research archive. The culture of protecting intellectual property, soaring costs of accessing research literature, and difficulties in having research published in traditional journals are restricting the development of research capacity in the Southern Hemisphere. The Open Archive will help Southern researchers to engage in the international dialogue on important development issues and increase the impact of their research. The Open Archive will streamline and centralize the capture of IDRC project outputs and research documents. It will raise the visibility and facilitate the retrieval of the vast array of IDRC materials. As a first step, IDRC will build a demonstration model in early 2006.

SPARC PARTNERS WITH SCIENCE COMMONS

SPARC (the Scholarly Publishing and Academic Resources Coalition) and Science Commons, a project of Creative Commons, have teamed up to enhance the functionality of the SPARC Author Addendum. The SPARC Author Addendum allows authors to retain critical rights, including the right of authors to post articles in online repositories. Science Commons is creating a machine-readable version of the SPARC Author Addendum that can be read by Internet search engines, as well as a text version that functions as a legal tool. The enhanced SPARC Author Addendum will be made available on the SPARC web site (www.arl.org/sparc) once the project is completed in early spring. The effort represents a continuation of Science Commons' effort to

promote access and voluntary sharing in scientific publications. This cooperation advances three goals shared by SPARC and Science Commons: to support authors' right to distribute scholarship over the Internet; to promote access and reuse of the scientific literature; and to facilitate author self-archiving. Once completed online by the author, the enhanced SPARC Author Addendum can be printed out and attached to the standard publishing agreement. Authors are advised to include a cover note drawing the attention of the publisher to the addendum. For more information about the enhanced SPARC Author Addendum and the partnership with Science Commons, including its scheduled release date, please see: www.arl.org/sparc.

PUBLISHERS INCREASE OPEN ACCESS CHOICES FOR AUTHORS

The Society for Endocrinology has joined the growing number of publishers offering authors the choice of making their article open access in return for a fee. The Society will offer this option through 'Endocrine-Related Cancer' at an 'introductory' price of US\$1500. Oxford University Press (OUP) now offers a similar 'Oxford Open' choice to authors publishing in over twenty of its journals. In December OUP, Blackwell Publishing and Springer reached agreement with the Wellcome Trust that any article by a Trust-funded author would appear in journals from the three publishers on open access with the publication fee paid from the Trust grant to the researcher. This kind of arrangement between publishers and funding agencies will probably be a feature of scholarly publishing in the future, bringing competition between publishers on the level of the publication fee in order that publishers can attract the best authors on cost as well as on the impact factor of a journal.

SPRINGER PARTNERS WITH GERMAN LIBRARY SERVICE

Springer has set up a partnership with the library service Bibliotheksservice-Zentrum Baden-Württemberg (BSZ). The BSZ runs the Südwestdeutscher Bibliotheksverbund (SWB), a library association catalogue database with 12 million titles from 1,000 libraries in South-West Germany. The aim of the partnership is to add elements such as sample chapters, tables of content, prefaces, and book covers to the Springer book content included in the SWB. Springer delivers these data electronically every month to be posted on the BSZ server.

CURL/SCONUL SCHOLARLY COMMUNICATION ADVOCACY PROGRAMME

The Advocacy Programme agreed in 2005 by the CURL/SCONUL Scholarly Communication Group was originally intended to coincide with the publication of the RCUK Statement on Research Outputs. With the delay in publishing the RCUK Statement (still awaited), the planning group for the advocacy programme are recommending that local advocacy events be organised with or without the RCUK statement. Support for changes in scholarly communication has been expressed by Universities UK (UUK) and by the Russell Group Vice-Chancellors, and the CURL/SCONUL planning group has advocacy materials available for use in CURL/SCONUL institutions. Any library director willing to organise a local advocacy event is invited to contact Paul Ayris p.ayris@ucl.ac.uk.

CURL/SCONUL LOBBYING

The lobbying power of commercial publishers has been very evident in the moves by governments and funding agencies to establish policies favourable to open access. The library community does not have the funds available to employ professional lobbying companies or lawyers, nor do we have the direct access to Government Ministers that publishers seem able to arrange. However, the CURL/SCONUL Scholarly Communication Group has been active in producing lobbying information which is sent to as many influential organisations and individuals as we can contact. For example, a briefing document was prepared for members of Parliament in advance of the recent Westminster Hall Debate. The CURL/SCONUL Group relies upon library directors in member institutions to identify key individuals who might be sent any information the Group produces. Examples could be senior academic figures or politicians who may sit on university governing bodies.

EU STUDY ON SCIENTIFIC PUBLISHING

The long-awaited European Union *Study on the economic and technical evolution of the scientific publication markets in Europe* is now available at http://europa.eu.int/comm/research/science-society/pdf/scientific-publication-study_en.pdf. The Study contains a number of recommendations, including:

- guaranteed public access to publicly-funded research, at the time of publication and also long-term
- a "level-playing field" so that different business models in publishing can compete fairly in the market
- ranking scientific journals by quality, defined more widely than pure scientific excellence, but also taking into account factors such as management of copyright, search facilities and archiving
- developing pricing strategies that promote competition in the journal market
- scrutinising major mergers that may take place in this sector in the future
- promoting the development of electronic publication, for example by eliminating unfavourable tax treatment of electronic publications and encouraging public funding and public-private partnerships to create digital archives in areas with little commercial investment.

In relation to new models for the dissemination of scientific research the Study concludes: 'In comparison with the current reader/library pay model, both the author-pay and the pay-per-download models would raise price sensitivity... and could therefore be expected to lower prices and raise access to knowledge'. The EU Commission invites comments on the Study by 1 June 2006.

PARTICLE PHYSICS OA PUBLISHING INITIATIVE

An important new open access publishing initiative was announced at the Potsdam Berlin 4 meeting on 31 March. A Task Force established by the Director-General of CERN is recommending the transition of several journals publishing particle physics research to an open access model, funded by sponsorship from CERN and other organisations until a longer-term business model can be established which links the cost of research publication to the cost of the research itself. The CERN Director-General has launched this initiative in time for experiments conducted with the new Large Hadron Collider to be published on open access in 2007. The Task Force has established that the interim sponsorship model is viable and contact has already been made with leading publishers of physics research. The Berlin 4 meeting also heard that the long-standing open access journal *New Journal of Physics* is close to economic viability and that the new *Beilstein Journal of Organic Chemistry* is attracting good academic support. The *New Journal of Physics* will be receiving further financial support through the

payment by the Max Planck Society of publication charges for all its scientists publishing in the journal.

OUP OPEN ACCESS JOURNAL 'HOTTEST' SINGLE-DISCIPLINE JOURNAL

Thomson-Scientific has published its list of 'Red-Hot Research Papers' published in 2005. The list contains the most-cited papers from ISI-indexed journals. With three articles in the top 40, OUP's *Nucleic Acids Research* was ranked as the 'hottest' single-discipline journal in the world and the fifth "hottest" journal overall. NAR is a fully Open Access journal, providing rapid publication of leading edge research into the nucleic acids. In January 2005 it became the first title from Oxford Journals, and indeed the first journal of its size and prestige, to adopt a fully open access model. Given that the journal achieved this ranking in its first year under an open access model, this is a remarkable achievement.

DFG ADOPTS OPEN ACCESS GUIDELINES

The German Research Foundation 'Deutsche Forschungsgemeinschaft' has adopted a policy instructing its grant-holders to provide open access to DFG-funded research. The policy reads: 'The DFG expects the research results funded by it to be published and to be made available, where possible, digitally and on the internet via open access. To achieve this, the contributions involved should either be published in discipline-specific or institutional electronic archives (repositories), or directly in referenced or recognised open access journals, in addition to conventional publishing. When entering into publishing contracts scientists participating in DFG-funded projects should, as far as possible, permanently reserve a non-exclusive right of exploitation for electronic publication of their research results for the purpose of open access. Here, discipline-specific delay periods of generally 6-12 months can be agreed upon, before which publication of previously published research results in discipline-specific or institutional electronic archives may be prohibited.' See http://www.dfg.de/forschungsfoerderung/wissenschaftliche_infrastruktur/lis/projektfoerderung/foerderziele/open_access.html

JISC PLANS NEW WORK USING SPENDING REVIEW GRANTS

The UK Funding Councils have agreed new grants to JISC totalling £80 million over two years April 2006-March 2008. The grants will be used to increase expenditure in the following

budgets: network infrastructure £27.6m; digitisation £5.76m; e-learning £11.36m; e-infrastructure £10.05m; user environments £6.75m; repositories, shared services and preservation £13.805m. A

Governance Framework for this important new Capital Programme has been prepared along with a Risk Register to ensure that the Funding Councils receive value for money from the expenditure. An evaluation framework will also be put in place. The first call for new bids under the Repositories Programme will be issued at the end of April, with a second call in September. The new funding provides an opportunity for a leap forward in the provision of digital content to UK higher and further education users.

UKSG TO LAUNCH METRICS STUDY

The United Kingdom Serials Group (UKSG), in association with the online usage metrics organisation COUNTER has announced its intention to fund a study which will explore how online journal usage statistics might form the basis of a new metric of journal quality. The widespread adherence by journal publishers to the COUNTER Code of Practice has increased the credibility of usage statistics as a reliable measure of the comparative use of journals. What usage statistics do not currently do is provide a comparative measure of journal quality or value. All other things being equal, a journal publishing 2000 articles a year will generate significantly more downloads than one publishing 50. The initiative launched by the UKSG sets out to see if it will be practical to address this situation in a way similar to the way ISI's Impact Factor seeks to compensate for the fact that larger journals will tend to be cited more than smaller ones.

US LEGISLATIVE INITIATIVES

Several proposed changes to access to US federally-funded research are still under consideration. The outcome of the NIH Public Access Working Group recommendation that deposit in PubMed Central should be mandatory and the delay reduced from 12 to 6 months is still unknown but the NLM Board of Regents has asked the Working Group to consider the proposal further at a meeting on 10 April. Also still working its way through the legislative system is the CURES Bill (reported in the February 2006 *Digest*), which would mandate open access to all medical research funded by the US Government. Even wider in scope is a new Bill to be introduced into the US Senate which would require open access to research funded by all US Government agencies. This Bill (known as

the Cornyn-Lieberman Bill after the names of its sponsors) - like equivalent Private Members' Bills introduced into the UK Parliament - may not have a high chance of success but the high level of US legislative activity around open access is in strong contrast to the lack of activity in the UK Parliament.

CHANGES TO RAE

The UK Government has announced a decision on the future of the Research Assessment Exercise (RAE), as included in the just-published Science and Innovation Investment Framework update available at http://www.hm-treasury.gov.uk/media/1E1/5E/bud06_science_332.pdf. The Department for Education and Skills (DfES) press release announcement is at http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2006_0041. A working group is to be formed to develop the RAE's successor, the preferred system likely to use a metrics-based approach.

NEW INDIAN OA GATEWAY

Amongst Asian countries India continues to lead the way in access to open access content. The latest service to be introduced is Open J-Gate, an open access extension of an existing e-journal portal for scholarly, research and professional journals. Over one million articles in over 2,500 open access journals back to 2001 have been indexed. The service is available at www.openj-gate.com.

FRENCH PARLIAMENT SUPPORTS COMPETITION

The decision by the French Parliament to allow competition to Apple's iPod by banning proprietary formatting may not appear to have any relevance to scholarly communication, but it is believed to be the first time European legislators have acted against commercial interests in a digital market controlled through Digital Rights Management (DRM). Those organisations representing user interests in legislative bodies such as WIPO or national parliaments rarely succeed in having legislation changed, so powerful is the lobbying on behalf of commercial interests. Even if French annoyance with US global companies played a part in the French Parliament's decision, it is to be hoped that more attention to user interests will also lead to more competition in the scholarly publishing market. The BBC report on the French Parliament's decision is at <http://news.bbc.co.uk/1/hi/programmes/newsnight/4837834.stm>.

JISC OPEN ACCESS CONFERENCE

The JISC Executive is currently planning an Open Access Conference to be held at Keble College, Oxford on 27/28 September 2006. Further details will be announced in due course.

However did we survive without SCONUL Research Extra?

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We take many things for granted in life, accepting without question the comforts of our living and working environments. People complain about the absence of things; winter sunshine, trains leaving on time, a view from their window, but rarely stop to appreciate the conveniences of our everyday life.

In the academic sector, we have all grown accustomed to SCONUL Research Extra, a library based research support tool. SCONUL Research Extra works, so why would we want to write about it? Failure makes more interesting press. How many good news stories do you read for every one cataloguing death and despair? There have been no scandals, no big battles between the large general and specialist institutions of the university world. This access scheme works for the researcher because it is simple, inclusive and gives free rein to academics to access a wealth of printed resources. However there could be a danger in assuming that the scheme will just look after itself.

We are all aware of the graveyard of initiatives from the academic sector – excellent ideas which were initially well funded and supported, but went on to wither and die when they were longer tended! SCONUL Research Extra would be no different. We are therefore extremely grateful to Research Information Network for recognising the need to fund the ongoing development and support of the scheme, since a great deal of work still goes on in the background. The SCONUL Research Extra Steering Group, the SCONUL Secretariat, the scheme administrators and the institutional contacts have continued to support the scheme and this care has been reflected in the researchers' confident adoption of SCONUL Research Extra.

One of the most important reasons that SCONUL Research Extra has flourished over the last twelve months has been the continued commitment of the institutional contacts, who have also come to realise that to be successful the scheme needs ongoing input at all levels. Last summer the Steering Group instituted a major review of all scheme procedures and statistics collection exercises. We would like to take this opportunity to thank those who took the time and trouble to provide feedback, especially those who reviewed the revised procedure documents before they were reissued.

Familiarity has however brought its own challenges, as staff changes and a necessary relaxation of the hierarchical level of the contact within some member institutions could have led to a decreasing awareness of institutional responsibilities to the scheme. In most cases it is to the credit of the library staff that this has not happened, but where there could have been a potential problem, it was picked up by the scheme administrators through regular monitoring of the e-mail discussion list *lis-rx* and ongoing contact with the members.

At the time of writing, 95.7% of SCONUL members eligible to join SCONUL Research Extra are in membership. This figure varies slightly from that reported in *SCONUL Focus* in winter 2004 as a result of merger activity within the sector¹. Recent new members include the Institute of Cancer Research, the School of Hygiene and Tropical Medicine, and Heythrop College. Demand for access to the scheme has led the SCONUL Executive Board to review the criteria for membership of SCONUL itself and even the tariff for membership subscriptions, in order to encourage as many eligible institutions as possible to join. We expect this to lead to a continued expansion of membership of the scheme.

It is interesting to consider that as time goes by, the scheme itself could be expected to encourage a change in the behaviour of our researchers. Greater use of electronic search tools accompanied by the ability to obtain physical access to the discovered resources should result in a more discerning library user, who once they are on site, are likely to find and borrow additional material. These positive experiences would be expected to feed back into their next attempt, raising their expectations and extending, then refining their electronic search techniques. This year has seen activity within the scheme continuing to grow at a healthy rate. In the academic year August 2004 to July 2005 a total of 9,504 academics and research-

ers had joined the scheme, generating 99,501 loans; i.e. 9% more users borrowing 7% more books than we reported in the first 14 months of the scheme.

Nine and a half thousand individuals borrowing ninety-nine and a half thousand items is an impressive fact, which begs the question of how, or indeed if, such needs were met before the arrival of SCONUL Research Extra. What percentage of this research interest would have been left unmet or considered 'too marginal' to justify other means of obtaining the material? How significant is the added benefit of serendipity when visiting other specialist collections and accessing material hitherto unknown? Research support is an art not a science so we don't have the answers to these questions. We are probably safe in stating that a more straightforward system has encouraged researchers to access a wider range of collections in the search of relevant materials.

So SCONUL Research Extra is an established service with a confident institutional membership and a growing number of research 'customers'. We believe that the level of involvement across the sector speaks volumes about its success but is it value for money? SCONUL Research Extra's unique benefit is the ability of researchers to borrow the required publications and that is where we should be looking. Discounting the initial set up costs and comparing the ongoing annual funding of the scheme with the loan figures already given we have arrived at an approximate cost of 6p per loan, which must surely be described as a veritable bargain! However it is important to recognise the hidden costs of the scheme to individual researchers and to the member institutions. The travel costs of researchers are part of the equation, as is the library staff time invested in the scheme. SCONUL Research Extra members are an active bunch of people as the 770 plus emails between the administrators and the institutional contacts over the last academic year will testify.

With SCONUL Research Extra running smoothly to the benefit of academics and researchers, it is perhaps time to turn our thoughts to the future. Work has begun under the auspices of SCONUL to bring two access schemes in higher education, UKLP and SCONUL Research Extra, under a single umbrella. This will streamline the administration of the schemes, whilst still allowing institutions to sign up to the level of service which best suits their own requirements. Inspire England is taking a similar holistic and national approach to

access agreements between libraries from different sectors. All of which makes the face of access in the UK almost unrecognisable in comparison with just a few years ago, to the benefit of all concerned.

Evolution not revolution; progress through informed consent. SCONUL Research Extra should be seen not simply as a working access scheme but as an exemplar of change management within the sector. The credit for this success must be shared between all our members, and our funder the Research Information Network, and we are proud to belong to a profession which puts the needs of its user group ahead of partisan concerns!

NOTES

- 1 M. Hiscoe, and S. Baker, 'SCONUL Research Extra: a new age of enlightenment?' *SCONUL Focus*, 33, Winter 2004, p.80-82

SCONUL deputies/senior managers' group meeting, Loughborough, 25-27 November 2005

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In a recent issue of *Focus*, Margaret Oldroyd wrote about the 'Gatherings'¹ – groups of second tier library managers who meet on an annual basis to discuss issues of mutual interest and to provide peer group support. A number of these groups are already in being and a further, fourth group assembled for an initial meeting at the Burleigh Court Conference Centre at Loughborough University over the last weekend in November 2005.

Things got under way on the Friday evening with a drinks reception and dinner, during which the 24 individuals from across the higher education library sector were able to start to get to know one another. The main programme proper started on Saturday morning with an introductory session led by guest speaker Liz Chapman from UCL, which provided a framework for exploring the widely varying roles and responsibilities of deputies/second tier managers. During the course of the session, the dynamics and nature of the director and deputy relationship were analysed and the role of the deputy was compared with that of an au pair, bringing nods and smiles of recognition from around the table. Although the formal deputy is said to be an endangered species, the experience of being 'in the middle', between the staff and the director, was familiar to many.

All the other sessions over the weekend were led by members of the group itself and the rest of the morning was taken up with three informal presentations on: staff motivation and job enrichment; how additional staff funding can be used

to increase library staff contact time with users; and how services can be qualitatively evaluated. Each presentation sparked a lively and stimulating group discussion which was conducted in an open and relaxed way; a particular strength of the meeting being the understanding that all that is said remains confidential within the Group.

After lunch, the afternoon was free for informal networking (or pre-Christmas shopping) but many members of the group attended a guided visit to Loughborough University Library, in the course of which a number of issues relating to service development and building design were discussed. The day ended with an excellent dinner and further networking opportunities.

Sunday morning was taken up with four more informal presentations on: innovations in collection development; the feasibility and desirability of outsourcing ICT; the future of the role of the academic liaison librarian; and the role of the information professional in supporting dyslexic students and those with other disabilities. Despite the unnatural sensation of discussing such matters at a time of the week usually given over to more domestic activities, the ensuing discussions were lively and productive as the group members became more comfortable with each other.

The meeting concluded with a unanimous expression of desire to meet again next year and a mailing list has been set up to allow members to continue to communicate and share news and ideas. Despite some initial misgivings, on my part at least, the well-organised weekend proved to be both a valuable and stimulating experience and participation in the formation of any further groups can be highly recommended. If you are working in a deputy/second-tier management role and are interested in joining a similar group, please contact Margaret Oldroyd (meo@dmu.ac.uk) who maintains a waiting list of prospective members on behalf of the SCONUL.

1 *SCONUL Focus*, 33, 2004, p 78

Notes from a BIG island: the SCONUL Australia Study Tour 2005

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INTRODUCTION

Following in the footsteps of the SCONUL-facilitated study tours to Boston and Washington (1995), Barcelona (1997), and New York (2003) the Australia study tour set new records in the distance travelled – both literally and metaphorically. The visit attracted 18 individuals representing a diverse range of higher education institutions from across the UK and Ireland. The timing of the tour also coincided with the CAUL national conference (Council of Australian University Librarians <http://www.caul.edu.au/>) held in Brisbane, which we had the pleasure to attend and, for some of us, present at. This review article attempts to capture the themes of the visit, a sense of current developments in Australian university library and information services and a flavour of the experience. It has been compiled from the multiple contributions of members of the tour group.

OBJECTIVES AND THEMES

Key objectives of the tour were to

- Offer members an opportunity for collaboration and involvement in SCONUL activity within an international context
- Share knowledge and experience towards the identification of innovation and good practice which can be brought back to the UK and Ireland
- Promote SCONUL in Australia
- Create and strengthen networks both between institutions and between SCONUL and CAUL

The agenda in itself was wide in scope and as such certainly met everyone's needs; irrespective of type of institution, service and interests there was something for everyone. The themes encompassed were too extensive to list here but are evident in the topics explored in this article – from learning spaces to e-presses, from convergence models to marketing and communications.

OUR HOSTS

Janet Percival, University College London and Anne George, Falmouth College

We were warmly welcomed by colleagues in a range of institutions:

Monash University <http://www.monash.edu.au/about/>
Melbourne University <http://www.unimelb.edu.au/>
Deakin University <http://www.deakin.edu.au/about/>
Sydney University <http://www.usyd.edu.au/>
Sydney University of Technology <http://www.uts.edu.au/>
Queensland University <http://www.uq.edu.au/>
Queensland University of Technology <http://www.qut.edu.au/>
Griffiths University <http://www.gu.edu.au/>

A smaller group also visited Canberra prior to the main tour and visited:

The CAUL offices
Australian National University <http://www.anu.edu.au/>
National Library of Australia <http://www.nla.gov.au/>

We all appreciated the enormous friendliness of the Australian librarians and directors of information services we met, and of their students. The friendly welcome covered everything from their willingness to answer a barrage of technical questions as we toured their libraries, their patience as our digital cameras clicked (the students posed happily for us without a single complaint), their tolerance at finding ways for us to read and send email, and their enthusiasm for the history and landscape of their country. We all collected armfuls of useful documentation from the libraries visited, and will be forever grateful to the thoughtful staff, only too familiar with international travel and the limitations of baggage allowances, who whisked the folders full of leaflets away, and airmailed them back to the UK for us.

continued over...

No request from us was too trivial ('where can I buy...?', 'what should I buy?' 'what should I see?' and many more). The forum for many of the discussions, both professional and personal, was the delightful institution of 'morning tea', which provided not just tea and conversation, but tea, cakes, scones, fruit, cheese and conversation. We were entertained to lunch several times, and to dinner in a select university dining room with spectacular views in Brisbane, and on the terrace of a restaurant overlooking Sydney Harbour and the Opera House. Both of these were very memorable occasions, immortalised in digital images.

We can only hope to repay all the goodwill we encountered (and show off our own sartorial elegance) by entertaining visitors from Australia when they next come to the UK.

THE HIGHER EDUCATION CONTEXT

Pat Noon, Coventry University

On the face of it is difficult to see how higher education in Australia could be more different from higher education in the UK. They have 38 publicly funded universities, we have about 120 institutions in this category. Theirs are spread over an island the size of Western Europe whilst ours are crammed into a densely populated small island. Our universities tend to be around the 10-20k students with the occasionally larger one whilst theirs seem to be significantly larger Monash for example has 56k students (28k ftes), Melbourne 40k (33k) and Queensland University of Technology 40k (28k). They are proud of their long historical legacy stretching back to 1850, which the UK of course can beat by more than 500 years. And yet there are more than enough similarities to reassure librarians that visiting and sharing experiences with our counterparts in Australia is going to be very rewarding indeed....provided you don't mention the A word (that's the Ashes for non-cricketing fans!)

The topology of higher education in Australia for example is very similar to our own. If we have the Russell Group they have their Group of Eight (Go8), a lobby group for the tertiary institutions generally considered to be the most prestigious and research-intensive universities in Australia. Operating informally as a network of vice-chancellors since 1994 and formally incorporated in 1999, it is roughly equivalent to the American Ivy League. All members of the group except UNSW and Monash are known as 'sandstone universities', and all of their primary campuses are based within an Australian capital city. Of these

the study tour visited the University of Sydney, Monash University and Queensland University

For our redbrick universities they might substitute their Innovative Research Universities; universities founded between 1960 and 1975 and which include Griffiths which we visited on our trip. Against our modern universities they would field their Dawkins universities, the creation of which signalled a significant expansion of higher education institutions overnight and a correspondingly dramatic increase in student numbers. From this group we visited the University of Technology Sydney and Queensland University of Technology

In Australia of course students already pay tuition fees under their higher education contributions scheme which is then repaid through the tax system, a scheme that did much to influence the fees debate in the UK. As a reciprocal gesture Australia is about to embark on their own version of the Research Assessment Exercise where they are leaning heavily on our experience. For teaching and learning universities are already accountable for the reducing government funding which is increasingly dictated by performance assessment and some institutions know they will receive very little central government funding in the future. Universities have learned, therefore, to be less reliant on government funding. Monash for example only receive 30% of their funding from central government. Universities have looked instead to income from fee paying students and a significant reliance on overseas recruitment. At Sydney University overseas recruitment has grown by 36% since 2003, at Monash 29% of their students are international with 16% off campus and Melbourne recruit 27% of their students from overseas.

STRATEGIC PLANNING

Helen Durnell, Glasgow University

In general, we were impressed by the level of transparent strategic planning evident at all the institutions. Perhaps this goes some way to explaining the current success of Australian universities in the global league tables. The University of Melbourne, with a converged information services structure, described a 'rich planning environment' based on the university strategic plan. Prince2 is the favoured methodology and we were given copies of the draft information management plan.

QUT (Queensland University of Technology), with a collaborative structure (library, IT services

and teaching and learning support services all report to the deputy VC for technology, information and learning services), have a 4-step cycle – plan, implement, review, improve. The balanced scorecard methodology is used, reviewed quarterly by the senior management group. A library planning forum of 25 managers and 4 staff representatives meets 4 times per year, with an annual overnight planning retreat. The library's strategic plan comprises three-yearly strategic objectives and a series of annual action initiatives. Key performance indicators are used to measure the library's progress. The current three year plan is encapsulated into a wall chart which, in my opinion, was one of the most covetable items we received on the tour.

Griffith University, converged since 1988 with a realignment in 2002, works within an overall strategic plan. There are groupings of faculty librarians and educational designers in discipline based teams which aim to get involved in academic planning at an early stage. There is a capital fund for e-infrastructure and governance arrangements for involvement by key stakeholders. Plans exist for divisional and service groups and at team and individual level, with service managers responsible for developing roadmaps for future activity.



Ipswich Campus Library, Griffiths University

STAFFING MODELS

Nick Bevan, Brunel University and David Perrow, Oxford University

For most of us the libraries we visited were (like their parent institutions) on a different scale with much larger staff numbers; this made comparisons based on organisational diagrams or staff structure charts quite challenging. Staffing as a topic featured less heavily in the programme than e-resources and learning environments. However, there were several points of interest for us. The majority of libraries we saw were not part of a converged service and, much as one might expect in the UK, there were differing opinions on converged structures. For the University of Melbourne, for example, which had been going

through a process of realignment within the information division and had a strong project planning framework for activities, the integration of library and IT was seen as integral to its service delivery. On the other hand at least one library had been through a process of de-convergence and viewed with some relief its rediscovered status as an independent department. At QUT close co-operation between library, IT and learning support was achieved through co-ordination at deputy VC level plus attendance at each other's management team meetings, job exchanges and secondments. IT teams within libraries were often well staffed providing support not only for the development of repositories and e-presses, but also, for example at the University of Queensland, IT helpdesks and student IT skills training.



Learning environment

In addition to the area of e-resources and e-scholarship, some of the other strengths of Australian libraries were reflected in specific posts. One strand, highlighted later in this article, was the focus on marketing and communications and several libraries had specific posts to support this with titles such as communication manager, marketing and communication manager, and communication and external relations manager. The strong emphasis on information literacy was reflected in posts such as information literacy coordinator or manager, information and awareness and literacy services. While on the subject of terminology it was also of interest (at least to those of us trying to decide whether we serve users, customers or clients) to note the general use of the term 'client' (as in client relationship managers, client services unit etc).

The challenge of change was an implicit theme of much of the study tour. This was reflected in staff reviews and realignments that had taken place in several of the libraries and which formed

the main theme of the sessions on staffing. With the emphasis on the strategic imperatives driving change, the review processes and outcomes it was hard to tell exactly how the change process had been seen by the grassroots staff, although a couple of speakers did refer to the challenges faced by some managers in environments which remained highly unionised. However, the attention paid to quality and planning frameworks appeared to be underpinned by attention to staff development and consultation. This was not a topic that was particularly covered by the programme but, as an example, a passing comment on the staff development activities at one university was, at our request, quickly followed up by a hurried copying and distribution of a comprehensive range of induction and other programmes and checklists.

In general, it struck us how open all the library staff were to change and innovation in the libraries we visited. Of course, we were there to see developments at the 'cutting edge', but the attitude, openness and acceptance of the need to change was striking. In part this is driven by the Australian view that professionals must travel abroad and seek out new technologies and ways of doing things – hence why we see so many Australians here in the UK on sabbaticals. These absences abroad not only create an expectation that innovations and learning will be brought back, but it creates opportunities at home for Australian librarians to act up to fill the gaps left by the travellers. Overall, all innovations and changes were viewed as temporary and transient.

LEARNING SPACES

Sheila Cannell, University of Edinburgh

A constant theme was the redeveloping of library space for the learning needs of twenty first century learners. Several libraries were engaged in 'masterplanning' exercises (e.g. Monash, Melbourne). Melbourne in particular were looking at the whole learning estate – libraries, lecture theatres and the wider learning infrastructure. There was a feeling that New Zealand, with its information commons developments has already made this shift and that Australian libraries were 'catching up' with developments. The drivers for this redevelopment were identified as: clients who expect that the 'last refurb' should not have been in the 1960s; changes in learning, in particular thinking of learning as a social activity; the presence of cafés; changes brought about by the possibility of having fewer books in the library

through the availability of e-resources and offsite and collaborate stores; and the consequent preference to privilege the needs of learners over the needs of researchers, whilst retaining specialist environments for the latter.

One impressive library was the University of Queensland (UQ), which brings together all these drivers. We saw the Duhig library, the biological sciences library and the Ipswich (off-campus) library. Of these, the Ipswich campus library, which was a relatively small library, was the most striking. From the entrance the library is full of greenery. To the left are computing and group learning facilities; to the right books and quiet reading spaces. Between these is a garden, complete with running stream, and fish, which provides quiet contemplative space for students. UQ, in common with other libraries, are adopting a corporate image and using the same colours in all library sites (often red for busy service functions, blue for more information rich functions), the same typeface for notices, the same furniture, even, where possible, the same direction from the entrance for particular functions such as training rooms and helpdesks. Linked to this 'corporate' look and feel, several libraries had a zero tolerance approach to 'feral' notices, aiming to provide a consistent, minimalist and professional image.

We saw some interesting helpdesks, often with movable furniture or pods (petal desks). Many libraries were aware of the 'cattlegrid' nature of their entrance, and were striving to change this into a more welcoming and inspirational space. Some libraries had interesting facilities for researchers – giving them their own space, with more generous desks with lockable drawers or study rooms. We also saw some good use of artwork, e.g. at Monash where the artwork followed a theme of 'failures in science' in order to make the students engage intellectually with the process they were learning about.

There is clearly a difference in café culture in Australian libraries based on the weather! A pattern which we might not be able to emulate (certainly in Edinburgh) is to have the coffee shop inside with most of the space for drinking adjacent, but outside, sometimes heated with patio heaters, and certainly with wireless access. Cafés were often adjacent to, but outside the security perimeter of libraries. There seems to be a much more relaxed view of food and drink, whereby it is normal to permit any food and drink into some parts of the library, and to permit covered drink and cold food anywhere in the library.

INFORMATION LITERACY

Tricia Heffernan, Open University

What were the key aspects of information literacy provision that really made us sit up and think when we were visiting the Australian universities? The presentation from Judy Peacock at the Queensland University of Technology when we were taken on a tour of the vegetable market and the QUT 'fresh approach' to information literacy certainly was a highlight, with Judy selecting and choosing from the 'vegetable stalls' across the information literacy open market. There they take a holistic approach to education and have a strategic alignment with university aims. They hope to engage with academics on their terms both online and on campus, working with them towards curriculum embedding and blending. Information literacy is related to generic skills and 'life-wide' learning. Course units are analysed to understand what is required. Learning is 'scaffolded' so that students are supported throughout the three years of their degree and is closely mapped to graduate capabilities. Work is being done to align the literacy work with the standards being used for learning outcomes and for the assessment of students' work so that the information literacy is truly embedded in the course material.

Key performance indicators play a big part in assessing the value of the work being done; the goal is that as far as student satisfaction is concerned, 60% of students should be engaged with information literacy. These concepts have meant that librarians have needed to learn new skills themselves. QUT have taken this aspect of training their librarians so seriously that they are developing a course 'Fuse' – information literacy professional development programme, which should help to enrich the librarians' skills. Monash University are also working with their teaching units to train librarians for their new role.

It was very clear wherever we went that librarians needed to be a partner in the learning and teaching activity, they needed to get out and talk to academics, professionals needed to get out of routine tasks and into the faculties – in short, very similar to thinking and professional practice in the UK and Ireland. They needed to be part of the scholarship – giving papers themselves. In short they need to be high profile and to be aware of promoting and selling the library role, to 'lead and enable change and growth'. Griffith University has created the role of 'learning advisers', staff with academic backgrounds to help with skills development. They offer interactive group work-

shops focused on oral and written communication, problem solving, and analysis and critical evaluation. They also gave opportunities for individual and small group consultations. The message was that we should all be aware of the need to align resources with university strategies develop staff skills to deliver those strategies.

MARKETING AND COMMUNICATIONS

Jan Haines, Oxford Brookes University and Elaine Urquhart,

The need to promote and market academic library services both internally and externally is just as topical in Australia as it is in the UK and Ireland, and for very much the same reasons as those which drive our own initiatives. Liaison librarians provide the main interface between library and academic colleagues. Interestingly, at Melbourne, five new posts of client relationship manager have been appointed to create productive partnerships between the Information Division (library/IT services/communication) and the institution and to feed directly into planning processes.

A sizable proportion of Australian university libraries for many years have been utilising the Rodski survey methodology to measure client satisfaction and to benchmark performance against other institutions. At the CAUL Conference Dr. Stan Rodski himself treated us to an overview of 10 years' worth of data. We maybe sensed a certain measure of dissatisfaction with the nature of the survey output and an increasing number of libraries are now making use of LibQual+. Whatever the methodology, gauging client opinion is commonplace, through surveys, questionnaires and focus groups, and incentives are often utilised to encourage student participation. While we were there, Griffith University were running a 'Did you find it?' survey with a \$100 book voucher for the lucky winner plucked from the hat.

Whilst we're all familiar with the four (or even seven) Ps of the marketing mix, at QUT use is being made of the lesser known four Cs - customer, cost, convenience and communication. These are elements that are perhaps easier to utilise in a library context than, for example, the unpalatable P - price. We gained an impressive sense of how market orientation is central to what QUT Library is about. Focusing on client wants and needs and emphasising benefits to the customer, researching and understanding the market(s) for library services, integrating communication and promotional activities across all departments and managing the client relationship

by fostering repeat customers provide a framework. This framework underpins activities including campaigns such as 'learning to learn' (web portal, newsletter to academics, card wallet for students detailing training sessions), printed publications (e.g. their 'Part time? No time? Save time!' brochure), and the 'I found it at QUT Library' trailer that plays as students settle down for user education sessions or on large screens in foyers. But it also feeds into what happens at service points where a proactive personal selling stance is encouraged ('Did you know we also have...?' 'Would you like to take this brochure for...?' 'Will you have fries with that?').

We were very taken by the concept of 'feral' notices which we encountered both at Monash and Queensland University. As librarians we all suffer from a primeval urge to produce an abundance of signs telling our readers what to do, what not to do, what to expect, what's gone wrong, what's happening, where things are ... and our libraries soon fill with an assortment of notices of all shapes, sizes and quality all vying for attention and generally failing to get the message across. De-cluttering the library and adopting consistent templates for essential communications was a common theme during the tour. Consistency of branding across all libraries within a single institution featured in terms of physical configuration, choice of colour schemes, furniture, signage and fixtures and fittings as well as within communication channels such as web sites, newsletters, guides and other printed publications. The degree of centralised control was perhaps unexpected – but very effective in delivering a cohesive approach.

But customers are not restricted to existing students and staff; the University of Queensland has had in place since 1998 a novel scheme with secondary schools. Through a cyberschool <http://www.library.uq.edu.au/schools/cyberschool.html> they have developed a 'community of practice' which provides access to online resources for the school community. Some of the information is free, but in other cases where there is a charge associated with the database or journal, the cyberschool consortium has negotiated very favourable discounts which have made it possible for schools to buy the resources. The cyberschool not only negotiates on subscription discounts, but also supports the schools with technical expertise and training so that resources are introduced successfully. As of June 2005 189 schools had taken out 400 subscriptions to 32 different databases. Training and support is provided face-to-face

and online to students and teachers. Services to parents are also being developed to support those parents who wish to acquire the necessary skills and knowledge to assist them in supporting their children complete school assignments. This outreach programme was developed to assist students in the transition to university and thereby improve retention rates at university. Information literacy was also identified as a problem and the initiative was seen as one way of addressing this particular problem. These challenges also face us here in the UK and Ireland and we have much to learn from this excellent example of community outreach.

E-PRESSES

Tom Graham, Newcastle University

Of all the digital information developments seen on the tour, perhaps the most unusual for UK visitors was the development of E-presses at some institutions. Three of the institutions have developed these as an integral part of their service. The nature of the presses varied between the institutions. At Monash University, the development was seen as very much part of the institutional research exposure agenda, integrated with e-print and e-theses developments. The focus here was on journal publication, though monographs and conference proceedings were also published. The work was at an early stage (four journals). While conventional publishing software was used, the financial objective is to break even rather than generating a profit for the institution.

The motivation behind the University of Technology Sydney ePress was a similar desire to publicise research output, and there are also links with other digital developments within the library. The range of material covered is similar to Monash, though it consciously plans for covering both peer-reviewed and non-peer-reviewed journals, as well as conference proceedings, blogs, reports, and other digital content. UTS ePress has also been active in the Systrum development, designed to assist regional universities develop electronic publishing infrastructure.

In contrast to these, the University of Sydney ePress is being developed as (at least partly) a cultural initiative. Though a library, rather than a university, development, it was designed to re-invent the former conventional university press in a digital environment. A primary output is the printing on demand of key Australian texts, though some new books have also been produced. It has provided print on demand services

to Monash and internally for teaching handbooks. The financial basis is also different in that it has used library reserves to date and is based at present on marginal costing, with a business plan envisaging breaking even in three years. It is at this point that the university will determine whether it continues its support.

There are a number of issues to be addressed in such developments. These include governance, policy and content development, a range of systems issues, including software to be used, handling of multi-media or foreign language content, standards, the development of value-added services, digital preservation, and the management of the infrastructure. In addition, there are issues about the staff skills which have to be available. In some cases, this has involved collaboration across the university, in others it has been very much a library development.

Why have they been developed? In part, it seems that it is a response to the lack of academic publishers in Australia itself. It is clear, however, that the major driver has been in thinking about the role of the library in scholarly communication as a whole, and where the library meets digital publishing. The most interesting questions in the future development of such services will lie in how this kind of thinking develops and what will be the nature of the interface between 'conventional' digital content repositories and scholarly publishing in the future.

HELP DESKS AND IT SUPPORT

Nicola Dennis, Aston University

All the Australian Universities we visited were adamant that a library technology team or an equivalent was an integral part of the staffing structure within the library. It was made very clear that the expertise was needed to support the library services and resources within the library building, to off-campus students and to help develop IT projects with the library staff across the university.

The library technology team were visible on IT help desks situated within the library building. These IT help desks were staffed separately from other library enquiry points and are physically located close by to the subject enquiry desk or located within the computing labs within the library. The IT help desks are staffed primarily by student advisors usually studying a computing related degree at the university. Some of the universities we visited also trained para-professional

library staff to answer general IT queries. If the query could not be answered immediately, it was logged to be answered by specialist staff.

In particular, the Queensland University Libraries were considering or had already started to merge their enquiry and IT help desks to create one service point. The decision also included merging staff in the same way so that student advisers or para-professional staff answered general queries and IT specialists and liaison librarians were on call to answer specialist queries.

It was also interesting to see that the IT help desk staff wore distinct sweatshirts which helped to distinguish who they were and their role within the library. This was even more important as their responsibilities included 'roving' around the computer labs. Staff also wore headsets to help keep their hands free to work around the computers.

At Griffith University there is a highly structured three tier enquiry system. A physical enquiry point deals with all queries. If the query cannot be cleared immediately it is logged in to specialist software, given an urgency rating and a decision is made who needs to provide an answer. Once the query has been logged, the computer software tracks that query until it is answered satisfactorily. The tracking software alerts staff how long they have to answer the query and if that service agreement is breached alerts management that there is a problem. Before the call is closed it goes back to Information Services who check if the client is satisfied.

Before the software was introduced in to the working environment, library staff were consulted and given the opportunity to pick the urgency ratings for different types of queries. They also created the time frames in which different urgency ratings needed to be answered. Any issues over time frames, urgency ratings or client satisfaction are passed over to be sorted out within the management team.

As well as providing innovative enquiry services the library technology teams within Australian Universities also provide the expertise to develop ICT technology to support students. For example, SMS messaging notification to students alerting that their library books are due back, digital repositories, e-publishing and ubiquitous wireless access.

REFLECTIONS AND CONCLUSIONS

It's a long way from home and was a blistering travel schedule over a two week period – so, was it worth it? This review article has provided a mere snapshot of our experiences, of what we discovered, considered and compared. The impact of the tour is evident in the continued reflections on specific elements, images, conversations and in the renewed sense of purpose that we each brought back with us. We did take comfort in the significant similarities between Australian and UK academic library and information services – we had a lot to be proud of too and this was borne out at the CAUL Conference that concluded the trip where several members of our group presented on a range of UK topics including: SCONUL itself, digitisation, e-learning, the quality agenda and collaboration. SCONUL and CAUL should certainly maintain and nourish links and a reciprocal visit from Australia to the UK would be a terrific follow-up.

Appendix A contains a full list of the tour members including our great organiser Helen Durndell who ensured, with grace and great organisational skills, that we were always where we were supposed to be. We would also like to thank Diane Costello, CAUL Secretary, for all her advice and hospitality. Thank you to all members of the tour who contributed directly and indirectly to this review article. If readers of SCONUL Focus would

like further information on any of the themes please do contact members of the tour group.

APPENDIX A: SCONUL AUSTRALIA STUDY TOUR DELEGATES

David Perrow	University of Oxford
Sheila Cannell	University of Edinburgh
Pat Noon	Coventry University
Sue Roberts	Edge Hill
Helen Durndell	University of Glasgow
Nick Bevan	Brunel University
Tricia Heffernan	Open University
Jan Haines	Oxford Brookes University
Elaine Urquhart	University of Ulster
Tom Graham	Newcastle University
Nicola Dennis	Aston University
John Hall	Durham University
Kevin Ellard	University of Central Lancashire
Howard Nicholson	University of Bath
Jane Harrington	University of Westminster
Margaret Duncan	University of Salford
Janet Percival	University College London
Anne George	University College Falmouth



SCONUL tour members (most of them)

Developing potential: maximising your skills in a changing world

Oxford Libraries Staff Conference, St Catherine's College, Oxford, 16 March 2006

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With the promise of doughnuts to the first 100 arrivals, the 2006 Oxford Libraries Staff Conference was guaranteed a good early attendance! In truth, the focus on changes and personal development was probably the bigger crowd-puller.

A WORLD OF CHANGE

Change was put at the top of the agenda by Ronald Milne, acting director of Oxford University Library Services (OULS) and Bodley's Librarian, who opened the conference with a brief overview of the projects currently under way that will change the face of Oxford's libraries. While undertaking one project on a massive scale could be seen as daunting but necessary, to undertake three (at least!) at the same time could be seen as overwhelming. It was with this in mind that Martin Moore, head of human resources at the British Museum, gave the opening address. Drawing on personal experience and real-life examples, he gave an overview of the need for change and creativity, and emphasised the role of the manager in encouraging staff and looking out for new ideas. This may well have been of primary relevance to managers but the rest of us were listening! And now we know what 'creativity killers' sound like...

GETTING SMART

With much food for thought (and more biscuits in hand), the conference dispersed to the various

seminar locations across the college. From the wide range on offer, I chose 'Get SMART. Beat the Clock' given by Jayne Plant from Reader Services. This was a very practical and lively session, with plenty of audience participation, and with lots of tips being offered and picked up. As well as ideas for managing our own time, Jayne gave some suggestions for dealing with lengthy meetings as well, all delivered with good humour and plenty of encouragement. Above all the session was realistic and encouraging, reminding us that everyone finds it impossible to get everything done in the time available. And one day I may even be able to remember what SMART stands for without having to refer back to the handout!

HAPPY HOUR?

I admit to a certain amount of nervousness on approaching the next conference session. When most of us saw 'Happy hour' on the selection form, that included options such as yoga, singing and belly dancing, I think we were more than a little surprised. So as I made my way up the stairs to my karate demonstration, I was wondering why I hadn't chosen the screening of 'The Office' instead! However, I was pleasantly surprised by the friendliness of the demonstrators and more than pleased that we wouldn't be expected to break bricks with our bare hands. Instead, we were given a very gentle and practical introduction to basic self-defence as well as an impressive display from the professionals.

MAKING AN IMPRESSION

After the excellent lunch, I attended the session on 'Impression management' given by Kathy Ennis of CILIP. The (notably all female) group, while slightly disrupted by the interview skills session going on next door, was encouraged to understand the importance of the impression we gave in the workplace. The extent of first impressions were vividly shown by a group exercise to describe the owner of a particular style of carrier bag – it's amazing how much you can tell from a tiny detail and it highlighted for us the importance of making a good impression. Much fun was also had drawing some weird and wonderful pictures of the 'ideal librarian'. This made us think about what people's expectations of librarians are and how we can reinforce or contradict them in very simple ways, although, unlike our drawings, no-one present had six arms or three heads!

For the final seminar of the day, I opted for the 'Project management primer', given by Mark Norman of Oxford University Computing Services. Having been expecting something more theoretical and full of management speak, I was pleasantly surprised to find it an extremely practical session, giving tips on how to actually plan a project well. Mark was very honest about the realities of project planning and delivery, emphasising the importance of planning for every kind of project, whether obviously 'plannable' or not and including how to manage when things inevitably wander away from the initial outline: don't panic; be realistic; and keep on planning. He also demonstrated some extremely useful software, which, having acquired it since the seminar, I can honestly say is of great practical value!

CHOCOLATE LOGGING

The final session of the day brought everyone back together for a talk under the main title of the conference, given by Rachel Duffy from Levelheaded. Realising the need to retain the audience's attention after a long day, bribery was resorted to and chocolates handed out to the most enthusiastic participants in the team exercise – the ones who came up with the most number of different ways to learn, in addition to formal training. It's amazing how many you can find when you actually stop and think about it. While much of the talk was on the theory of learning, Rachel also emphasised the importance of a learning log, keeping track of everything done and learnt. While a more tangible example of this would have been useful, it was good to close the conference on a more individual note; having started with organisational change, we came back to one of Martin Moore's first points – that change is something we can only experience individually.

Overall, the conference gave delegates much food for thought, while the seminars provided more practical advice and suggestions. Thanks must go to our sponsors and the staff of St Catherine's College, as well as to Gail Merrett and the staff development team for making the day possible.

A user's guide to copyright

Michael Flint, Nicholas Fitzpatrick
and Clive Thorne. 6th edition Tottel
Publishing 2006, 641 pp, ISBN 1-
84592-068-6

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This new edition of a well-established legal guide to the labyrinthine world of copyright, produced by experts in copyright law and intellectual property, is a welcome addition to the canon of books on the subject. Considerably longer than previous editions, the guide is both fairly comprehensive and quite readable, despite its subject matter. The authors have made a valiant effort to cover the variety of digital exploitation of copyright and the increasingly international nature of copyright law.

The Guide consists of 33 chapters, extensively cross-referenced to statutes, cases and to some academic works on the subject. Divided into two parts, this useful reference book provides a helpful breakdown of recent legislation with definitions of all aspects of copyright as interpreted by recent case law and as applied in all realms of activity. Part 1 contains clear definitions and illuminating explanations of principles, including an interesting section on future challenges and the emergence of 'creative commons'.

Academic librarians may find chapter 9 on 'Exceptions' particularly interesting with its account of 'fair dealing' for private and research purposes, its amendment as a result of European directives and the resulting emphasis on the non-commercial nature of the research and the statutory requirement for acknowledgement. Indeed the authors offer a controversial interpretation of 'commercial' university research based on the Patent Office guidelines, suggesting that, in addition to work done for spin-off companies, work undertaken by an author contributing to an academic journal for which he is paid royalties or in preparation for a paid conference speech would be considered as 'commercial' and therefore would not be deemed as fair dealing and an exception to copyright law.

Not an interpretation that would gain complete agreement in academic circles.

Part 2, 'Copyright in use' is less comprehensive, and the chapter on education is sketchy. Surprisingly there is no reference to the significant and successful reference to the Copyright Tribunal by Universities UK and SCOP (the Standing Conference of Principals) and its influence on subsequent CLA licences, nor is there anything on the impact of digital information sources and digital techniques of duplication on the higher education sector. However the extensive chapter on 'Networked communication' is an extremely detailed attempt to interpret how broadcasting and digital products are affected by recent copyright legislation.

Despite the, perhaps inevitable, failure of the Guide to cover all applications of copyright law in detail, this is an informative reference book, which guides the reader through the legal minefield of recent copyright law with accessible and well-indexed definitions and explanations. It is not exactly a snip at £78, but a valuable up-to-date reference book to keep behind the librarian's desk.

Members get 20% off

SCONUL members are entitled to the discounted rate of £62.40. To order your copy call direct sales on 01235 465500 and quote your membership.

Globalisation, information and libraries

Ruth Rikowski. Chandos Press

2005, 425 pp, Paperback: ISBN

1843340844; £39.00, Hardback: ISBN

1843340925; £59.95

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Ruth Rikowski's *Globalisation, information and libraries* is an exemplary book dedicated to the critical analysis of libraries and information in the international context. The book traces the development and impact of world trade treaties in relationship to the transforming world of library services and the digitisation of library materials. This book, among many in the field, highlights many of the significant changes to libraries in the late stages of capitalism, such as the commodification of knowledge and the transformation of the library community from one of collegial relations to one of commercial interests.

The book's principal theory is founded in an evolutionary account of social relations, and thus an evolution of international institutions. In seeking to establish this fact, Rikowski examines the modes of globalisation and world trade as an evolutionary phenomenon. The General Agreement on Trade and Services (GATS) and Trade Related Aspects of Intellectual Property Rights (TRIPS) form the empirical basis for her analysis. The implications of GATS for library services are traced through a series of case studies based in participating nations, while the inscriptions of TRIPS are found through the changing of intellectual property rights worldwide. Through these expositions, Rikowski demonstrates the progression of both library services and intellectual property rights toward the realm of internationally traded commodities (ITC). ITCs, as specific category of regulatable materiality, transform the way libraries and information services must treat their collections and customers.

This ongoing transformation is critiqued from the standpoint that some traditional institutions in our world have been kept outside the relations of production in capitalism. These institutions, such as libraries and the education of youth, are based on the provision of information as a public good that is necessary for the proper functioning of democracies. Because of the promotion of corporate interests above and beyond the interests of the democratic public, the capacities of libraries to collect and distribute things for the public good will continue to be impaired. While Rikowski makes this argument from a Marxist basis, that does not cloud the centrality of the problems being described and critiqued. Without an information infrastructure to support democracy, by default the infrastructure supports the distributed authoritarian regimes of corporate governance and their interests. These regimes have already become dominant providers of goods in the working and consuming spheres of our life. We should find ways of acting and learning that support the separation of the public and democratic spheres of our lives as autonomous from corporate regimes.

Rikowski suggests that we can use our democratic government to enact laws that bring balance back to copyright, and the larger system of intellectual property rights. As we look around the world, there are already a few legal remedies to the burdens of TRIPS, such as open source licensing and contributing to the public domain. However, as citizens we can push for a copyright regime that serves our interests as a democratic body and seeks to find ways of weighing the balance of copyright in our favour. We can request a new balance where freedom of expression and freedom of information are once again prioritised over profiteering as the core of international information policy. We have to do this at the national level though, through our elected representatives.

Rikowski's book is necessary reading for those who need to understand the implications of international trade for libraries. This group of people is rapidly expanding as information services and internet services are collapsing into library services in late capitalism. Without the critical awareness that this book provides, libraries, information services, and librarians will be under-prepared to deal with the regulatory and social demands upon their libraries.

New guides to average book prices from LISU

LISU is pleased to announce the publication of the latest editions of *Average prices of British academic Books* and *Average prices of USA academic Books* (report 38).

For further information about these reports see <http://www.lboro.ac.uk/departments/dis/lisu/pages/publications/abpi.html> or contact Claire Creaser at LISU (tel: 01509 635682; e-mail: lisu@lboro.ac.uk).

News from member libraries

University of Abertay Dundee

We missed the last issue of Focus so some of our news goes back to September.

The Voyager system is now well bedded in, and we are now realising the benefits of added functionality. Self issue became fully operational in September along with email notification for overdue books etc. We have taken the decision to issue receipts for all transactions whether from the service staff or self issue so no more inky date stamps and labels. An added feature to our OPAC is the ability to browse through the new books and other recent acquisitions

We were the first library in Scotland to issue our students with a Smartcard to replace the old University ID card. The Smartcard development is the result of a partnership with the Dundee City Council. The UAD smartcard is interoperable following SCASC, the standard adopted by most Scottish local authorities. The next stage of the project is to add relevant local authority services to the single card for the benefit of students and staff.

In response to user feedback, we had a bit of upheaval last summer moving furniture and some shelving around to improve zoning for silent study areas. The zoning was backed up by staffing intervention and has proved to be very effective. Wireless networking was extended throughout the library and AthensDA has made significant improvements to authentication. Now we are taking a completely fresh look at the library and its services and planning developments to support the university's innovative new strategy and approach to teaching and learning.

In the spring 2005 issue we reported on the information literacy work we are doing with one of the local high schools. This has now been extended to two more schools. In addition to the information literacy skills the pupils will get a taster of a university environment and we hope this might encourage those who are unsure about progressing to higher education.

New members of staff include Jean McGuinness and Donna Wilkinson. Jean is working intensively in the information literacy area and her special interest is in developing our information literacy partnership with the local high schools and creating supporting material for the new e-pdp (personal development planning) service developed by our careers service and to be adopted by all programmes next session. Donna is a key player in developing the information architecture for the new university portal and is integrating her skills as a librarian firmly in the process, whilst getting to grips with Oracle and other technical know-how.

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University of Birmingham

WATCH THIS LEARNING SPACE!

The university's senior management group is soon to consider the approval of a university strategy for learning spaces following a project led by Fiona Parsons, Assistant Director, Learning and Research Support. It was recognised that a strategic approach was needed for the university to continue to support independent student learning whilst competing to recruit and retain the best students. If the long term strategy is approved, a plan will be developed, taking university learning and teaching spaces to 2009 and onwards.

AWARD WINNER

We have scooped an award for our innovative work on the university portal – my.bham

The Talis Insight 2005 award for 'Embracing the power of community: improving student access to information' was presented at the Talis Insight annual conference in Birmingham by Poet Laureate Andrew Motion. Talis Information Ltd supply the library management software, which includes the online catalogue and reading lists.

We were nominated for the award as we have been early adopters in terms of establishing and developing an online portal (my.bham) for staff and student use. The integration of the Talis user account information within my.bham in 2004 via the 'My Library Account' channel brought the vision of my.bham as a 'one stop shop' a step closer. In 2005 this was supplemented with 'soft messages' via the 'My Library Messages' channel to make the information more meaningful.

CHANGES TO OPENING HOURS

The computing helpdesk is extending its opening hours from the end of March. This is in line with the university's objective of an efficiently run university and the IS objective of 'getting it right'. The helpdesk is aiming to offer three levels of service, across opening hours of 06.00 to midnight.

This year, for the first time, we will open the Main Library and Barnes Library over Easter on the university closed days, but not the public holidays. These arrangements will benefit all students, but in particular have been made in response to requests from international students for longer opening at Easter.

SPECIAL COLLECTIONS REFURBISHMENT PROJECT

During the summer vacation and autumn term Special Collections will be undergoing a small refurbishment to improve access and accommodation. A new reception area, seminar room, collection storage and staff space will be created.

CELEBRATION OF CHRISTIAN YOUTH MOVEMENTS

The Special Collections department hosted a reception in February to celebrate the launch of the 'Christian youth movements: their history and significance' conference.

The conference was jointly sponsored by the Royal Historical Society, YMCA England and University of Birmingham Special Collections, and was held at the University of Birmingham. The conference was in commemoration of the 150th anniversary of the founding of the World Alliance of YMCAs and the centenary of the death of George Williams, founder of the YMCA in London.

SECRET QUESTION

Students at Birmingham have had to create a secret question and answer in order to access IT services. With access to student IT services at Birmingham changing, Information Services asked students to create their own password to allow them to reset their university password. One of the benefits of students creating their own password is not having to queue at the computing helpdesk to get their password reset. On completing the secret question and answer, they were automatically entered for the prize draw. iPods were donated by Discount Computer Supplies Ltd, who are based on the Edgbaston campus in University Centre.

EXPLORING PLAGIARISM AT THE UNIVERSITY OF BIRMINGHAM

Alison Davies, research project officer in the learning development unit, has recently been awarded a teaching fellowship from the university staff development unit to work with staff and students across the University of Birmingham to examine their views and experiences of plagiarism. In particular, the project will evaluate and monitor staff use of two electronic plagiarism detection systems: JISCPAS plagiarism detection software and CopyCatch.

The project also aims to explore the extent to which plagiarism occurs within individual Schools at the University, and the kinds of formal and informal strategies and mechanisms that staff adopt to deal with it. In addition, student views on plagiarism and the use of detection software will be examined to try to understand their attitudes towards plagiarism. From these investigations the project hopes to identify good practice in the implementation and use of the detection methods that staff adopt to deal with the problem.

LOCKSS PROJECT

We have been successful in our bid to be one of the libraries in the Joint Information Systems Committee UK LOCKSS (Lots of Copies Keep Stuff Safe) pilot programme for e-journal archiving and preservation. The project will run for two years, beginning February 2006. The UK libraries involved in the project are the British Library, Cambridge University, Imperial College, Oxford University, University of Leeds and University of Kent.

The aim of the pilot is to raise awareness of LOCKSS amongst UK higher education libraries and to develop a critical mass of libraries in the UK to act as the UK archive. As a member of the pilot programme Birmingham will be given technical help and training on the LOCKSS software and related issues such as licensing etc. The LOCKSS software will run on PCs in the pilot libraries to store the content of the subscriptions of those libraries. Each library will therefore be a node in a network which will preserve a major proportion of the e-journals important to the higher education community.

£2K RAISED BY IS STAFF

As part of our internal communication action plan we now have a staff social group organising social events, as well as raising funds for a regional charity and international charity. The group consists of staff from across IS, all with varied job roles. There have been a number of successful events

through 2005, including quiz nights, summer picnic, colour co-ordination session and Christmas party raising over £2,000 for the charities.

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University of Cambridge

JANUS MARKS ITS THIRD BIRTHDAY

Janus, the internet resource for catalogues of Cambridge archives, provides a single point of networked access to catalogues of archives in the university, colleges and other institutions in Cambridge. Since its launch in October 2002, Janus has completely altered the landscape for Cambridge archives, their users and custodians. 'Cambridge archives' are extremely diverse in scope, extending from the personal papers of the many writers, artists, scientists, politicians and others associated with the place to the corporate records of the university and colleges, learned societies and hospitals. More than 1,400 catalogues are now Janus; that is 100 megabytes of electronic data. In the last two years, there has been a more than 16-fold increase in the volume of website traffic. Current catalogue favourites are those of the Royal Commonwealth Society archives at the University Library and the politicians' and scientists' papers at the Churchill Archive Centre. Now, as one Janus partner says, readers are able to 'plan their visits effectively before they arrive and hit the ground running' - very important in the Cambridge context where repositories are small and the collections inter-linked, so that the reader may wish to take in several in one visit.

Website: <http://janus.lib.cam.ac.uk>

CATHERINE COOKE BEQUEST

In addition to the important collection of Russian books bequeathed to the library by Dr Catherine Cooke, the library also received, as the major beneficiary under Dr Cooke's will, a financial bequest of the order of £1 million.

The major part of this bequest will be used towards the final phase of the library extension, for which fundraising is currently under way. This will contain the special collections storage area, where the Cooke Collection will be housed in due course. The remainder of the bequest will pay for the sorting and cataloguing of the collection of books and other materials left by Dr Cooke, and as matching funding for a number of major

externally-funded projects due to begin in the next year or two.

VISIBLE LANGUAGE: DANTE IN TEXT AND IMAGE

The library's new exhibition (until 1 July 2006) celebrates the ways in which the works of the Italian poet Dante Alighieri (1265-1321) have been interpreted in text and image over seven centuries of book production. In his *Defence of poetry*, Percy Bysshe Shelley wrote that Dante was 'the bridge thrown over the stream of time, which unites the modern and ancient world'. From the youthful lover of the *Vita nova* to the marvellous journey through the afterlife of Hell, Purgatory, and Paradise in the *Divina commedia*, Dante's works continue to challenge and inspire modern audiences.

The exhibition draws on Cambridge University Library's own collections and the private library of the Italian businessman and bibliophile Livio Ambrogio, and brings together manuscripts and printed books, illustrations and fine bindings. It is a chance to explore some of the library's treasures and a rare opportunity to admire a private collector's books. As well as beautifully illustrated manuscripts and early printed editions, the exhibition includes modern artists and writers too with illustrations by Salvador Dalí, Tom Phillips, and Monika Beisner, and an autograph manuscript of Jorge Luis Borges's essay 'La última sonrisa de Beatriz'. An illustrated catalogue is available. The exhibition is open between 9.00 and 18.00 Mondays to Fridays and from 9.00 to 16.30 on Saturdays (closed on Sundays, and from 14 to 17 April inclusive).

De Montfort University

SERVICE RESTRUCTURING

An unprecedented number of vacancies between March 2005 and January 2006, including senior posts, has been used to restructure the service into three areas. Academic Services is managed by Jo Webb, Public Services by Richard Partridge, and Technical Services by Alan Brine. Margaret Oldroyd as Staff and Quality Development Manager, plus Diana Saulsbury as Library Services Manager Bedford complete the Senior Management Team led by Kathryn Arnold, the Director of Library Services.

The department now has a structure more appropriate to a service with three libraries rather than the earlier twelve service points, and one which gives a clearer focus to service management

and delivery. The reorganisation has seen most recently the merger of the two subject teams and the student support section to create an integrated academic services team.

CUSTOMER SURVEY 2006

The online customer survey carried out by the department in February and March of this year found 94% of respondents agreed that 'overall, the library provides a good service to me' - up 5% from the previous survey in 2004. Further good news was that satisfaction ratings had risen across the board - for all services and facilities.

There was also a parallel rise in the importance attached to all resources and services compared with the last survey - perhaps indicating a more demanding customer base.

When importance and satisfaction are linked, the biggest satisfaction gaps were:

- course books and essential texts
- range of books
- range of journals
- library environment (noise, heating, ambience).

Most frequently used facilities were using a computer and using the OPAC – the same as for the last survey. There was a close match between issues raised in the survey and service priorities identified in our planning process. For the first time this year we have produced survey reports for each faculty, as part of liaison activities.

LEARNING ZONE

The department has been successful in attracting £1.7M of funding in the HEFCE 06/08 Capital Round for the redevelopment of level 2 (entry level) of Kimberlin Library to create a richer and more flexible physical space, to be called the Learning Zone. The aim is to offer an integrated and welcoming 24-hour learning environment where students not only have access to electronic information resources and learning materials, but are also inspired to participate more actively in the learning process and develop 'graduate skills'. The Zone will also create a more learner-centred service with a range of expert support structures to underpin student learning in its broadest sense. It will include:

- general information skills support as well as help with specific electronic tools and resources
- IT training support/helpdesk
- academic and learning skills support such as essay writing, numeracy, presentation skills etc
- dyslexia/disability support.

Work on the Learning Zone will start in summer 2006 with a target completion date of Christmas 2006.

RFID

Conversion work will begin in summer 2006 in readiness for the introduction of RFID at DMU Libraries. The project has a strong emphasis on self service by users with staff assistance, and is aiming for 80% of circulation transactions at the main Kimberlin library to be self service by Easter 2007 - with a parallel shift in staff roles from transactional to supporting library users. By September 2007 it is expected that staff at DMU's two smaller sites (Charles Frears and Law Libraries) will be using RFID for issue/discharge etc.

ONLINE ENQUIRIES

Just Ask! - the department's online enquiry service - was launched at the end of 2005. Enquiries on library facilities and services can now be submitted via the library website, with the prospect of an answer within 24 hours. The service is available for all kinds of enquiries, whether subject-, IT-, or password-related. The new 'virtual reference desk' also hosts a list of 'frequently asked questions'.

INVESTOR IN PEOPLE

The department's Investor in People recognition was renewed in May 2005. The new profiling tool yielded two level 4 scores, nine at level 3, eight at level 2, and three at level 1. Level 1 is equivalent to meeting the standard, and level 4 means demonstrating outstanding characteristics of the standard and using self-review and external sources to improve its practice. In planning for our next review against the new IIP standard, we are working on making our objectives SMARTer at all levels and achieving clearer definitions of managers' roles and tasks.

LIBRARY SITES

Bedford Library will leave the department in August 2006 when, along with the rest of the Bedford campus, it joins University of Luton to form the new University for Bedfordshire. From August the DMU will run three libraries: the large Kimberlin Library at the main site in Leicester; Charles Frears Library (for nursing students); and the Law Library.

Dave Thompson
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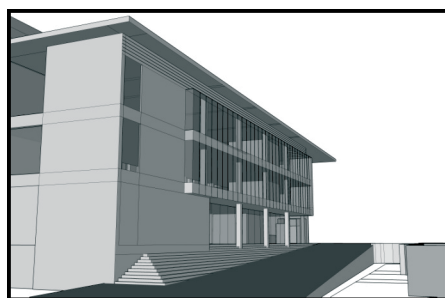
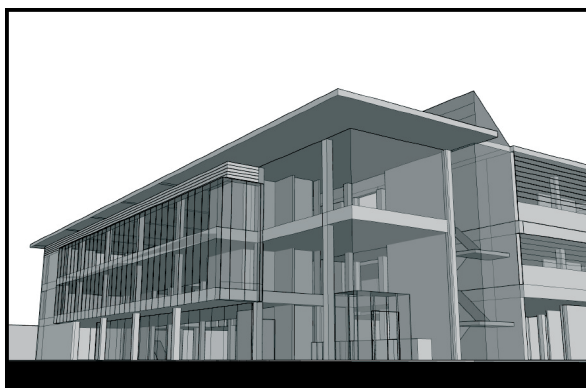
University of Dundee

STAFF CHANGES

We have recently said goodbye to our Deputy Librarian, Ellis Armstrong, who has retired from the university after more than 36 years of service. As a result of Ellis's departure there has been a restructuring of staff allowing us to welcome Ann Cummings from the University of Gloucestershire as an Associate Librarian. Ann brings with her a wealth of experience in terms of building projects, which is useful, as we are about to embark on such a project.

MAIN LIBRARY – EXTENSION NEWS

The university has recently approved funding for a major redevelopment of the Main Library. Construction work is due to begin in April 2006 with building finished in time for the 2007/08 session. The building will be extended eastwards and will allow for the creation of an innovative and modern learning space, more reflective of users' needs in the 21st century. New features of the Main Library will include more study space, more IT provision, a social interactive study space and a quiet room for research.



Architects' impression (© Austin-Smith:Lord)

LIBRARIES ON THE MOVE!

The Education and Social Work Campus at Gardyne Road is due to close in 2007 and, as a result, the library at the Gardyne Road Campus will be incorporated into the Main Library. The Mathematics Library, currently held within the

mathematics department will also be moving into the Main Library.

The mathematics move should be completed in time for the start of session 2006/07, with the Education and Social Work Library being integrated in time for session 2007/08.

CUSTOMER CARE TRAINING

The library training focus this year is on the issue of improving 'customer care'. To this end, the normal 'away days' planned for the summer will feature external trainers from this field, and will involve all library staff.

Iain Gillespie

Assistant Librarian

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University of Glasgow

ONGOING REDEVELOPMENT OF THE UNIVERSITY LIBRARY

Glasgow University Library will be carrying out a full refurbishment programme of levels 10 and 11 of the Main Library building this summer. This completes the programme of improvements to all levels of the library.

The programme starts on 3 June 2006, and it is expected that the work will be completed by the start of the next session. Both levels will be closed for the duration of the refurbishment and the stock normally located in these areas will be unavailable.

Subjects affected are classics, theology, oriental, philosophy, theatre studies, film and television studies, fine art and bibliography.

Further information is available on the Library's website: www.lib.gla.ac.uk

STAFFING NEWS

Catriona Fisher has joined the library as customer services manager. Catriona previously worked at James Watt College in Greenock and North Ayrshire for six years, latterly as head of library services, before her move to Glasgow University Library in February.

Moira Sinclair

Marketing Officer/Subject Librarian

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Leeds Metropolitan University

LOOKING AFTER THEIR DISKS?

The library ran a campaign during the spring term to encourage students to take better care of their floppy disks, CDs and USBs. A series of posters explained how to look after and transport them while an 'art installation' formed the basis of a competition to guess the number unclaimed from each campus library the previous term (see accompanying photo).



Approximately 500 entries were submitted with the winners receiving personalised USBs. At the same time anyone who went to the IT helpdesk with an enquiry was encouraged to put their name on their disks with free labels or lent a pen to mark their CDs.

WORLD WIDE HORIZONS FILM FESTIVAL

In partnership with Leeds Met's Film School and the International Faculty the library ran a festival showcasing its film collection. Prize winning titles were selected from countries reflecting our international student population and a Film School student gave a short talk to introduce each evening with the chance for questions and discussion afterwards. This also provides a forum for home and international students to work and socialise together.

CHARTER MARK SUCCESS

Learning Support Services underwent its first continuous improvement assessment under the Charter Mark scheme. This follows on from our second reaccreditation in December 2004 and involves an annual health check against the criteria rather than a full inspection. Once again the visit was successful with the service described as 'student centred' and having a 'strong culture of improvement from front-line staff to managers'.

READERS' GROUP

Working in partnership with the public library in Leeds, the library has set up a readers' group for students and staff. Meeting monthly, the group has discussed Clare Morrall's *Astonishing splashes of colour* and Mark Haddon's *The curious incident of the dog in the night-time*. Members can buy titles at a discount from the university bookshop or have free reservations courtesy of the public library.

NEW LOOK SKILLS FOR LEARNING

Our Skills for Learning website will have a new look next academic year following an extensive study. Usability Services, a Leeds Met University consultancy, has been assessing the accessibility of the site, how easy it is to use and how relevant to student needs using a combination of evaluation methods.

The Usability Services team have conducted user tests with volunteers recruited from the students and staff of the university. State of the art eye tracking technology assesses how participants complete a series of tasks. The eye tracker captures eye movement unobtrusively as people look at the web site on, what at first glance is a normal flat PC screen, but which actually has a camera recording eye movements, integrated into its base. Questionnaires and interviews have also been used to enable us to find out more about users' perceptions and attitudes towards the website.

Helen Finlay

Planning and Marketing Manager

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University of Liverpool

It has been some time since developments at Liverpool University have been reported in SCONUL Focus. Inevitably, then, this report can only give the highlights of the last couple of years.

The library said farewell to University Librarian Frances Thomson in September 2003. Frances had been librarian since 1989 and had presided over a period of unprecedented development in service provision, ensuring that the library had a high reputation for achievement and efficiency. Frances was immensely respected within the university and by her colleagues locally, regionally and nationally. No one who knows her will be surprised to learn that she is enjoying a very active retirement. Not long after Frances's departure, Phil Cohen, our Head of Technical Services, also

left to take up an appointment as Head of Library Services at Dublin Institute of Technology.

During the eight month period between Frances Thomson's departure and Phil Sykes's arrival in May 2004, Ian Jackson was acting University Librarian. Ian ensured that the library continued to improve during this period and did much to ensure a smooth handover to the new librarian.

The most significant strategic development over the last two years has been the creation of a development plan for the library covering the period 2005/09. The plan is a relatively brief document setting out the changes that will take place over the next few years and the ways in which these will help the university improve research performance, student recruitment and satisfaction, and the quality of students' learning. The main priorities of the plan are improving the quality of our collections, enhancing access to information and facilities, and making friendly expertise easily available to the users of our services.

One of the purposes of the 2005/09 plan was to persuade the university of the case for additional investment in the library, which was poorly funded in comparison with similar civic university libraries. The campaign for additional funding appears to have been extremely successful so far: after allowing for inflation in material and staff costs the library received a 'real terms' increase of some 10% in its budget for 2005/06; and at the time of writing we appear likely to receive a further similar increase in 2006/07.

One of the principal aims in our four year plan is to enhance the quality of our collections, and the recent improvements in funding have enabled us to make a good start on this. Our level of book purchases had previously fallen to a very low level, because of the need to maintain subscriptions to journals that were increasing rapidly in price. Additional funding has allowed us to tackle this problem to some degree, much to the satisfaction of students and, particularly, of researchers in the arts and humanities. Although we still spend a slightly lower proportion of our budget on books than our immediate comparators, we bought as many books in the last four months of 2004/05 as we did in the whole of the previous year! (our technical services staff coping manfully with the influx). We have also used the additional funding for books as an opportunity to allocate a greater proportion of the bookfund on a discretionary basis, rather than by formula.

Our 2005/9 plan places great emphasis on improving access to library buildings and services. Our most publicised step here has been the implementation of 24 hour opening, for 37 weeks a year on weekdays, at both our major libraries, after the success of the pilot described by Laura Oldham in issue 35 of *SCONUL Focus*.

Through a combination of improved funding and refocusing of the roles of existing staff we have been able to improve the support our academic liaison staff provide. Prior to the changes we made there were only six staff with responsibility for liaising with faculties and academic departments. Now there are fourteen. Most of the additional funding we received for academic liaison posts was used to recruit additional library assistants. These staff were able to take over clerical duties that had previously been performed by professionally qualified staff, thus releasing those staff to perform professional liaison work. One of the first fruits of the strengthening of the subject teams is much improved library representation on the boards and committees of faculties and academic departments.

Building work is starting shortly to extend the Sydney Jones Library, our main arts and humanities library. The £20M scheme basically involves building a link between the Sydney Jones and the adjacent Senate House building and converting Senate House entirely to library use. The entrance to the library complex will be through Senate House, where most library staff will be located and where the bulk of open access computing provision will be. Most of the stock and all the quiet study areas will be housed in the existing Sydney Jones Library building, which will also be extensively refurbished. We hope, therefore, to create the bright and lively atmosphere that appeals to some of our users while also providing a large area where traditional quiet study can take place. The scheme will allow us to give greater prominence to our special collections and archives by moving the reading room and staff offices from the basement to the entrance floor and enabling us to provide a dedicated teaching room and improved display facilities.

Our most significant technological advance over the last couple of years has been the introduction of open URL linking (in 2005) and federated database searching (in 2006). Rather than going for the market leader, Metalib, for federated searching we have bought the Endeavor product. Among the attractions of Endeavor was the ease with which it

could be integrated seamlessly with our Blackboard-based VLE.

One of our success stories over recent years has been the development of a research arm under the leadership of Paul Watry. A major area of work for the team has been the development of the Cheshire search engine which, among many other purposes to which it has been applied, underlies the Archives Hub. Paul's team have also been developing a product known as Multivalent, which allows electronic documents in superseded formats to be accessed and manipulated without the expense and difficulty of conversion to new formats. Both Cheshire and Multivalent have great potential in the areas of digital archiving and preservation, and this is being exploited in a number of collaborative ventures with leading US and UK universities.

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London School of Economics

ALL HOLDINGS NOW CATALOGUED ONLINE

The library has completed a retrospective catalogue conversion making it one of the few major UK research libraries to have all its holdings catalogued online. The project has converted all records for items listed in the older card catalogues. Jean Sykes, Librarian and Director of IT Services said: 'The library is celebrating the completion of this major project which means that records for all items can be accessed by researchers working anywhere in the world.'

Nearly half a million card records have been converted since the library moved to a computerised catalogue in the 1980s. This final phase of the project, which started in earnest in 2001, converted the last 305,000 records. It was made possible by research access funding under the UK's Research Support Libraries Programme. The records relate to items acquired by the library from its foundation in 1896 until the early 1980s. The items included intergovernmental organisations' publications, British and international government publications, special collections such as the Webb trade-union collection and the history of book production, publishing and bookselling, Fry Library rare books and Civil War tracts. Further enhancements to the records were made by adding extra subject headings within the catalogue records. The completion of the project will

also enable greater cooperation with other libraries and research collections by contribution of these records to national databases such as CURL (Consortium of Research Libraries) and SUNCAT (national union catalogue of serials for the UK).

The library knew that the project would take several years and offered an ingenious interim solution. The Card Catalogue Online consisted of scanned images of the cards arranged in an alphabetical sequence of drawers, just as the cards were stored in the original wooden cabinets.

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Manchester Metropolitan University Library

SERVICE DEVELOPMENTS

The library's electronic services development team has implemented OpenURL technology using the Ex Libris product SFX to improve access to full text resources. Amongst many benefits to users, 'Find it!' links have been embedded into a number of databases such as Compendex and Medline - breathing new life into many non-full text services. In cases where documents are available via several suppliers, SFX allows users to choose their preferred host.

'Find it at MMU Library' links have been added to Google Scholar ensuring that access to electronic documents is available via a wide range of platforms. The SFX software also links users to library catalogues in cases where electronic versions aren't available, thereby improving access to print resources as well.

INSTITUTIONAL REPOSITORY

MMU Library is in the process of setting up MMU's institutional repository 'e-space'. The system will provide an online means of collecting, cataloguing, preserving and promoting MMU's research output to a national and international audience. The repository is available via its own interface (<http://e-space.openrepository.com/e-space/>) and can also be searched via Google. In time, e-space content will become accessible via the University of Michigan's OAIster search engine (<http://oaister.umdl.umich.edu/>) which provides open access to over 600 similar repositories worldwide.

The e-space project is managed by MMU Library and the service is hosted by BioMed Central.

RECENT ACQUISITIONS

The North West Film Archive, a part of MMU Library, has recently acquired a unique collection of 16mm films. The material consists of around 500 films by Sam Hanna – dubbed ‘the Lowry of film making’. Hanna had a lifelong passion for cinematography and pioneered the use of film in the classroom, often against strong opposition from the education authorities. Self-taught, Hanna created a unique record of such long-forgotten crafts as brush making, coopering, clog making, and charcoal burning. Also of great interest are his films of local events and customs, notably colour footage of the ‘Busby Babes’ in 1957, and VE Day celebrations in Burnley. Following specialist preservation and cataloguing work, the collection will become accessible for research and public access.

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National Library of Scotland

JOHN MURRAY ARCHIVE ARRIVES AT THE NATIONAL LIBRARY OF SCOTLAND

The John Murray Archive (JMA), the most important archive to have become publicly available in the last 100 years, has now arrived at the National Library of Scotland.

Following the recent announcement in February which confirmed funding of £17.7million from the Heritage Lottery Fund, the John Murray Archive has now made the move from its previous home in Albemarle Street, London to the National Library on George IV Bridge, Edinburgh.

A treasure trove of 150,000 items valued at £45M, the Archive contains letters, manuscripts and correspondence from some of the greatest writers, politicians and scientists of the late eighteenth to the early twentieth centuries.

The National Librarian Martyn Wade said: ‘It is wonderful to welcome the John Murray Archive to the National Library. Now we can start the work of making this fantastic resource available to the people of Scotland and further afield. To bring such a unique and important collection to Scotland is an impressive task and I would like to once again thank the Scottish Executive and the Heritage Lottery Fund for their most generous



l-r: Martyn Wade (National Librarian), Patricia Ferguson MSP (Culture Minister) and Ruth Boreham (John Murray Archive Curator at NLS)

support. The library is now working hard and making good progress with our fundraising campaign to raise the final £6.5M required to finalise the purchase.’

Culture Minister Patricia Ferguson said: ‘The arrival of the John Murray Archive in Scotland is hugely exciting for the National Library in Edinburgh and for Scotland as a whole. As the most significant literary archive to become publicly available in the past hundred years it is literature’s jewel in the crown and it is an immense achievement to see it finally arrive in Scotland.’

Ruth Boreham, JMA Curator, NLS, said: ‘As the JMA Project Curator I have been working with the archive over the past nine months and have discovered correspondence from over 16,500 individuals, with fascinating evidence of collaborations, relationships, friendships and influences throughout. These personal connections and the often gossipy comments within the correspondence, give an insight not often seen to the personalities and lives of many of the individuals represented. From the world’s most extensive and important collection of Byron’s work to the personal letters of ‘ordinary’ life, the Archive is timeless and, with its breadth and the exciting plans the National Library has for it, there is something for everyone - whether you are interested in literature, travel, science, arts, politics, archaeology, geology, social history, ordinary people, famous people, business records, Scotland, the rest of the UK, or the rest of the world.’

The National Library of Scotland now plans to bring the archive to the people of Scotland and beyond. From May until September 2006 access to the archive will be by appointment, and it will be fully available to researchers by October 2006. With a major permanent exhibition due to open by summer 2007, travelling exhibitions, outreach projects and events, and a major digitisation pro-

gramme which will bring thousands of items onto the internet, this is the start of an exciting chapter for the National Library and the John Murray Archive.

BURNS CELEBRATIONS TO MARK LIBRARIES' PARTNERSHIP

The sound of the bagpipes filled Aberdeen Central Library at a special Burns night celebration to mark the launch of an exciting new partnership between Aberdeen Library and Information Services and the National Library of Scotland. A day of special events celebrating the life and works of Robert Burns was organised to coincide with the official launch of the partnership, which took place in the children's department of Aberdeen Central Library.

Lord Provost John Reynolds was amongst the guests welcomed by Martyn Wade, National Librarian, and Neil Bruce, Aberdeen City Council's Service Manager for Library and Sports Facilities. Neil Bruce said: 'We are delighted to be entering into this partnership with the National Library of Scotland, which can only be mutually beneficial for us as well as the customers who use the libraries.' Martyn Wade added: 'This new partnership with Aberdeen Libraries and Information Services is an exciting development, and we look forward to working together in a number of ways, including exhibitions, education and outreach, digitisation and sharing skills and knowledge. This initiative will bring together national and local resources in new and imaginative ways, and the national collections closer to the people of Aberdeen.'

Traditional Scottish music was provided by piper Calum Adamson and Erin Smith of the Aberdeen City Music School, followed by a programme of entertainment provided by the Aberdeen Burns Club and prizewinners from the Robert Burns World Federation Schools Competition. In the evening, the National Library of Scotland and Multi Ethnic Aberdeen organised a World Burns Night in Aberdeen Art Gallery, where a range of performers from local ethnic groups interpreted Burns in their own traditions and an international buffet was served. The National Library also took part in Aberdeen's annual Storytelling and Theatre Festival, with various activities being held in the Children's Library in Aberdeen including schools workshops based around the NLS' Scotland's Secret War travelling exhibition.

NLS SUMMER EXHIBITION: BIRDS OF A FEATHER - AUDUBON IN EDINBURGH

John James Audubon's name is forever linked to the USA's Bird Protection Society. The production of his most famous book *Birds of America* began in Edinburgh, aided by the city's leading lights, such as conservator William MacGillvray and engraver W.H Lizards. This free exhibition explores the relationships among this circle of brilliant men that shaped the work of one of the greatest wildlife artists in history.

Step back in time to a Georgian drawing room in Edinburgh and learn about the lives and work of these influential characters. Visit a typical engraver's workshop from the 1820s and discover how these remarkable works were produced. See Audubon's work for yourself, including life-size plates from *Birds of America* and learn how Audubon's legacy has influenced wildlife conservation, from the 19th century until to the present day.

Opening times: Monday - Saturday 10.00-17.00 (20.00 during Edinburgh Festival), Sunday 14.00-17.00 (4 July - 12 November)

FOOTBALL FEVER

As World Cup fever warms up south of the border, the National Library of Scotland has also been in the news recently for some of its more esoteric footballing memorabilia. First, to coincide with Hibernian striker Garry O'Connor's move to Lokomotiv Moscow, NLS revealed the proof that O'Connor would not in fact be the first Scot to play in Russia. That honour goes instead to RH Bruce Lockhart whose 1912 Moscow League winner's medal is held in the library's manuscripts collection as part of an archive of Lockhart's papers.

As the English FA announced that Embrace are to record England's official World Cup song, it also emerged that NLS holds a rare printed copy of what is believed to be one of the very first football songs. The ditty in question is entitled "The Dooley Fitba Club", written in the 1880s and later adapted by Jimmie Macgregor and Robin Hall to make the legendary Fitba Crazy in the 1960s, which in turn is widely reckoned to have been the inspiration for the current Match of the Day theme tune.

In other football-related news, the library has loaned a rare book for a major exhibition to mark the 2006 Football World Cup in Germany. 'Vocabula' by David Wedderburn (1709), a Latin textbook which contains the first references to

football as 'a passing game', will be displayed at The Fascination of Football exhibition in Hamburg. The book will be used in the exhibition to help present the claim that Scotland invented the modern game. The Fascination of Football opens at the Vöelkerkunde Museum on 27 April.

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Oxford Brookes University

NEWSWORTHY ARCHIVES AT BROOKES



Jon Snow

23 March saw the official opening of Oxford Brookes University's research centre, the Buckley Building, by the University's Chancellor Jon Snow. The new building, on the university's Headington Campus, was part funded by a £2M HEFCE grant in recognition of Brookes' excellence in this field. As well as housing the Institute for Historical and Cultural Research, the Institute for Sustainable Development, a new Research Centre, the Research and Business Development Office plus group and individual study facilities for research students and staff, the building is also home to the library's special collections and archives.

The university library has developed its special collections in three main areas. Food and drink collections include the Fuller Collection (of seventeenth and eighteenth century cookery books), the Jane Grigson Collection and the National Brewing Library. The history of medicine – a particular research strength for the university – is supported by the books and papers of Charles Webster,

official historian of the NHS, and the archives of Dorset House, the first school of occupational therapy in the UK. The library's other area of collection is in publishing prizes and Brookes is most fortunate to have recently acquired the Booker Prize Archive. Pictured is Jon Snow admiring items from the archive, which includes promotional materials, press releases, newspaper cuttings, speeches, photos and correspondence form the Prize's 38 year history.

For more details on all the library's special collections go to www.brookes.ac.uk/services/library/speccoll.html.

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University of Plymouth

Since the last update in December 2004 the University of Plymouth has seen continuous change and service improvement.

SERVICES TO USERS

The new library extension (opened in September 2004) incorporates our 24x7 open access computing area. The service first went 24x7 over the Christmas vacation of 2004 and from day one has proven popular with our students. Access control issues have been resolved although we are still working to refine it to allow an expansion of the 24x7 area to include computers with assistive technology, a Braille printer and 14 study spaces. The library extension is on the shortlist for a possible regional RIBA 2006 award. The judging panel visited in April to take a detailed look around and talk to the building's users, including our staff.

Summer 2005 saw the Plymouth Library absorb material from the Seale-Hayne Library as the university transferred all activities to the Plymouth campus. We also moved arts and humanities materials from campuses at Exeter and Exmouth to Plymouth, again to reflect changing teaching locations. The summer of 2007 will see all of this material on the Plymouth site. The faculty of education will move from Exmouth to Plymouth in 2008. As part of planning for these relocations we extended our bookstore to accommodate an additional 1,632 linear metres using Nord Plan units.

After Easter we will be implementing Secure Electronic Delivery (SED) of materials from the British Library. We are able to obtain a secure electronic

signature and a pilot of SED for a number of academic staff and students in this academic year has been very successful. All deliveries of papers from the British Library are now SED; however we do have in place procedures for those patrons who cannot access information in this format.

We have extended our range of information literacy sessions to the graduate school and now all new post graduate students (taught and research) have information literacy as a key part of their induction skills programme. This is delivered by our subject librarians and also acts as a 'contact' point for follow-up activities. Ruth Charlton, Senior Subject Librarian (Health) presented a paper on this development at this year's LILAC conference.

Turn around time for over 90% of new orders has been significantly reduced by introducing Dawson's Fastraq shelf-ready supply service. This service provides high quality MARC records and books delivered with spine labels, address stamps and security triggers. Alongside the MARC records from Dawsons we have embarked on a major authorities control project that saw the whole of the library database exported to Marcive and reimported with valid MARC and MESH subject headings and a tidier authors file. As part of this contract we also get monthly updates to the files.

IMPROVEMENTS TO SELF-SERVICE

Following the successful introduction of self-issue and self-return in 2004, we recently introduced mechanical sorting of returns. This has significantly reduced the human error factor and speeded up the returns process. Unfortunately the sorting is not as sophisticated as we would like, but that is related to the information sent by our library management system, Voyager. From very early on the system has been handling over 80% of all our issues and returns. Angela Blackman, User Services Manager, is often asked about our experience of the system (provided by PV Supa) and is happy to be contacted by any institution looking for more information.

Access to e-journals has been improved by implementation of an A-Z list and the addition of MARC records to the OPAC. This system allows patrons to browse full-text journals by subject or to search for individual titles. The system links patrons to the publishers' or aggregators' pages for the titles.

Information and Learning Services has regularly produced a great number of help sheets and FAQs. Traditionally these have been provided on paper or as static FAQ pages with no relationship or possibility of cross-searching. We have now developed ILS Self-help, based on a Novo Solutions SQL database, that will house not just the FAQ information, but help sheets (including those supporting electronic resources) and policies and procedures. We have only soft launched the system, but it is proving popular.

Fiona Greig

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University of Reading

SPECIAL COLLECTIONS MOVE

Our Special Collections of archives and rare books are moving this summer from the Main Library Whiteknights to a new store next to the university's Museum of English Rural Life (MERL). From autumn 2006, our collections will form part of the new 'Special Collections Service', a joint venture between the University Library and MERL.



From 15 May until the new service begins, except when in transit, some material can be made available in the MERL Reading Room, Redlands Road, Reading RG1 5EX, (map online at: www.merl.org.uk/the_centre/the_location.html), open 10:00-16:30 Tue – Fri. Check online for the latest news at: www.library.rdg.ac.uk/colls/special/jointservice or e-mail queries to specialcollections@rdg.ac.uk

Rachel Redrup

Marketing Co-ordinator

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Roehampton University

THE FLOOD – PART TWO

Last issue's item was written in October 2005. At that stage we were operating from a portacabin, a PC suite acting as temporary entrance to the journals and other temporary locations around the building. We had just been given the ok to talk to suppliers about new counters, after a month of dehumidification of the damp concrete floor. I optimistically wrote that we were aiming for the end of January as a reopening date.

Emergencies like floods mean we didn't need to tender, just get three quotes from suppliers. We chose a company (who will remain nameless but you can email me!) on the basis of fastest delivery and best price, and because we liked their designs - for example the curved disabled accessible bits of the counters. They came and did a site survey and promised detailed designs in three weeks. Based on that plus four to six weeks promised for delivery (they assured me this was a quick job and four weeks would do it) and allowing for Christmas shut down, I hoped for counters by the start of semester two in early February.

In parallel, Redwing Construction moved in to repair the damage caused when all the skirting boards and counters were removed. This got us a complete repaint of the ground floor and complete re-carpeting, extra lights over the counter and a redesigned entrance area, so we made sure we took full benefit of the chance to change things.

Redwing's site manager Brian Kent, and the site foreman, a Lithuanian called Rom, were really good at working with us, being flexible and working creatively to solve problems. Their work was completed ahead of schedule and below budget in mid January. I should have course have noticed the glee with which Brian received the news that we'd be dealing directly with the counter company. Well we live and learn...

In the run up to Christmas it became critical that we got plans for at least the new enquiry desk by the entrance as the positioning of screens and electrics around the 3M security gate had to be done. At this point it became clear that far from producing the counter plans in three weeks, a whole month had gone by with no work on the plans at all by the counter suppliers. Several phone calls of increasing 'intensity' finally produced the enquiry desk plan just in time for the

builders, with promises of the rest of the plans immediately after Christmas.

The full plans actually arrived in late January and were so poor we had to have a further site visit by the rep to measure most things over again. Two further editions later we were able to sign them off and we finally got an installation date of 20 March 2006, a good two months later than they had claimed they could actually do.

In the meantime, staff were coping with temperatures in the portacabin well below legal minimum (the single leaf door had to be open all the time because of the numbers of people coming and going, faced north and we are on a hill!) and we are so grateful to them for carrying on. In an attempt to cope, Estates bought two bottle gas heaters (think student flat all those years ago), so gas supply became a very hot topic. Staff became expert at shaking the bottles on a Friday to guess if there would be enough to last the weekend, for example! Information Services managers were meanwhile having to explain why the date for reoccupying the ground floor kept on slipping.

The good news is that some of the counters did actually arrive as promised on Monday 20 March. We were promised a three day installation, which I double checked and was doubly assured would definitely happen, so 3M and our Estates electrical staff were booked for the Thursday and Friday. By the Monday evening we had the subject desk and much of the media area fitted out. But no sign of the main issue counter and its linked IT help desk.

On the Tuesday the fitters took it upon themselves to drive to Birmingham to fetch the enquiry desk rather than be idle, so we got that, but with a solid corner rather than an open corner unit due to a manufacturing error. On the Tuesday evening I had a call at 5pm from the rep. 'We've got a problem with the main counter...'. They had run out of marmoleum for the work tops and had forgotten to add a silver metallic strip to the earlier desks. I therefore had a choice of dismantling all the desks already installed and sending them back or leaving it off the main counter. 'Leave it off,' I agreed and then asked what time they were coming the next day. Oh no they weren't.

So on Wednesday there was no installation work, the delivery on the Thursday actually coming around lunchtime. We finally got the main counter installed late on the Thursday night. Of course there were also missing holes for cables, no allowance for sockets in places and a very narrow gap

to get to one desk as the wall on the plan was a metre or so out of place! (So much for laser measuring kit then!) The *piece de resistance* was finding out from the fitters that the job had always been in their book for four days and that the three days I had been told and doubled checked was simply an economy with the truth.

Fortunately the 3M technician Andy Fish and our Estates guys worked round the counters and we moved counter services out of the portacabin on the Saturday morning, opening up with the new library counters on time and as advertised at 12:00. As you can imagine, I was very reliant on a large number of Information Services staff rallying round and getting everything back on time. (And for calming me down when I was dealing with the counter suppliers.)

The good news is that the new look ground floor has been much appreciated by customers and the university management. Our repeated communications to staff and students keeping them informed on what we were doing meant we received a lot of praise and support during this whole project, which was particularly nice for the staff in the freezing portacabin.

At the time of writing, the counters are still not signed off as there is still a wooden gate to be fixed which fell off within hours of installation. You couldn't make it up!.

RESTRUCTURING

In the midst of all the flood recovery, Information Services was reviewed by Southern Universities Management Services (SUMS) who recommended to the university that we be de-converged, as part of a wider restructuring of the university administrative and service departments (yes, it's been quite a year so far!).

The new two department structure is:

Library and Learning Services, which is the library services, the management of the LRC and the WebCT team (from the now disbanded Roehampton Educational Development Centre)

Information Technology Services: networks, IT support, management information systems, media and TV, but with some areas of TV work going to the School of Arts, and web and switchboard going to marketing

Other sections of IS leaving us are employment and careers (off to join Student Services), corpo-

rate information (to a new central Legal Compliance team) and our head of staff development and communication (to Human Resources where she will be expanding her good work to help the rest of the university).

As part of the changes a number of teams will move out, so we are planning a major move round of virtually every item of stock over the summer. As a first stage, the Froebel Archive (education special collection) has moved into the LRC, so we now have an archivist on the team.

The new counters will be on the move again very soon. Thank goodness they are modular.

STAFFING

The new Library and Learning Services management team is:

Sue Clegg: University Librarian and Director of Learning Services

Adam Edwards: Head of Library Academic & Research Services and Deputy Librarian

Faye Jackson: Head of Library User Services

Michela Wilkins: Head of LRC Operations

Phil Cheeseman: Head of e-Learning Services

Library Academic and Research Services comprises of the Academic liaison team (academic liaison librarians and subject enquiry officers) and the bibliographic and technical services (BaTS) team who look after library systems, learning resources supply and cataloguing. Academic Liaison Manager is Kwasi Darko-Ampem, who joined us from the Open University at Christmas, and Pat Simons leads BaTS.



l-r: Michela Wilkins, Phil Cheeseman, Faye Jackson, Sue Clegg, Adam Edwards

As the Director of IT Services is only now being advertised, Sue is still running both departments. The IT team will also acquire a new Head of IT User Services and Faye and the appointee will jointly be ensuring that the LRC appears seamless to the students. Joint working is also assisted by a

single admin and finance team and collocation of senior managers in the same office suite. The new IT managers should join us in late summer / early autumn.

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Sheffield Hallam University

LAUNCH OF LEARNING AND IT SERVICES

The university had seen dramatic changes in the last 18 months, moving from ten schools to four faculties, as it sets out its agenda for growth. On the back of the faculty formation came a review of central departments. It was apparent that the strategic and economic implications of information technology, information and media services are critical in allowing the university to achieve its objectives.

A decision was taken to converge the Learning Centre (libraries, media services, Learning and Teaching Institute) with Communication & IT Services. The new department, Learning and IT Services (LITS) was launched in September 2005. Bringing together the relevant professional, pedagogical and managerial skills necessary to deliver integrated services across the disciplines puts us in a strong position to support the changing learning environment and the increasingly diverse needs of our students.

LITS STRUCTURE

A fully converged model was adopted. This provides clear and simple lines of authority, enables good strategic planning and drives decision making and deployment across all areas in a co-ordinated way that is informed by customer needs. The department is structured into the following six service groups, each managed by an executive member and led by the Chief Information Officer, John Hemingway:

Head of Business and Planning Services - Edward Oyston
Head of Customer Support Services - Aline Hayes
Head of Information Services - Biddy Fisher
Head of IT Services - Mark Lee
Head of Business Transformation Services - Nicola Haywood-Alexander
Head of Learning and Teaching Institute - Paul Helm

Although it is still early days, the new department has enormous potential to be a powerful lead for innovation in learning, teaching and research in the university, through developing collaborative partnership between information professionals, IT professionals and the Learning and Teaching Institute.

The benefits of this approach can be seen in some of the early initiatives which include: the development of the student portal, a collaborative approach to reviewing the student entitlement framework and the creation of a new digital image database. We hope to report on the progress of some of these initiatives in future editions of this publication.

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University of Wales, Swansea

LIBRARY AND INFORMATION CENTRE REFURBISHMENTS

Summer 2005 saw a number of major refurbishments in our library and information centre, followed by service improvements later in the year:



- A brand new entrance was installed to provide a more direct route into the building and to cope with our 1.1 million visits a year. Following the lead of restaurants, hotels and pubs, our entrance lobby has two prominent quotations from poets associated with Swansea.
- Our main service points (the issue desk, the information desk and the IT support desk) were modernised and relocated.
- We updated our rather antiquated book security system to a modern full circulating system.
- We introduced three 2CQR self-issue points. In December 2005, we went live with a

Scandinavian-style 2CQR book return sorter.

Both of these services have proved to be very popular with our students, who have already christened the book return sorter 'Room 101'.

- The introduction of self-issue and self-return has allowed us to extend our weekday opening hours to 8.15am until midnight.

OPEN TO ALL

Open To All is a pilot project run by ATLAS (Access To Libraries in Swansea Bay), our local library partnership. Funded by CyMAL (Museums Archives and Libraries Wales), Open To All allows free access to and borrowing from the two higher education institutions (Swansea University and Swansea Institute of Higher Education) and the three further education colleges in the area for any local registered public library borrowers. The scheme aims to create learning pathways for local people to both higher and further education.

LOANABLE LAPTOPS

We have recently increased our number of loanable laptops to 75. These can be borrowed by Swansea University students from our issue desk for up to one week. A £50 deposit is paid and the laptop must be returned in good condition. The laptops have a range of applications to link to our student desktop. They are also pre-configured to work with our extensive wireless network. The wireless network is available in 100% of university-owned student residences and in most major buildings on our main campus, including the library and information centre.

SUMMER 2006 MOVES

This summer also looks very busy. Our education branch library at our Hendrefoelan campus will move most of its stock to Swansea Institute's Library, following the transfer of the Education Department to the Institute. The South Wales Miners Library will then relocate to the former Education Library building.

On our main campus, following the merger of the careers centre with library and information services, careers staff and services will move to the library and information centre. This will enable them to provide services in a busy, student-centred building with long opening hours. Our remaining branch library on our main campus, the natural sciences library, is also likely to relocate to the library and information centre this summer. Space for these moves will be created by moving lower-use stock to an off-campus research store.

THES 'BEST STUDENT EXPERIENCE' AWARD

In December 2005, Swansea University won the *Times Higher Education Supplement* 'best student experience' award. This was based on 10,841 online interviews with students at 156 UK higher education institutions. Swansea came first in three areas of student experience and second in the remaining two. We were pleased to see that one of the areas where we came first was in response to the statement *Overall, I find the library and IT facilities at my university to be first rate.*

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University of the West of England, Bristol

A NEW VICE CHANCELLOR

In December 2005 Alfred Morris retired as Vice Chancellor after twenty years at the helm of the institution. Sir Howard Newby joined the University from HEFCE in February 2006 as the new Vice Chancellor. It is still too early to see what changes this will bring.

NEW STUDENT VILLAGE

The university is building new accommodation for c.2000 students combined with a new sports hall on the Frenchay Campus. The new development is scheduled for completion for the September 2006 intake. The impact of this on the library will be monitored closely.

SUPPORTING THE CLA BLANKET TRIAL LICENCE FOR SCANNING

As from 1 August 2005 the library has signed up to the CLA (Copyright Licensing Agency) licence that permits us to digitise print copies of journal articles and book chapters published in the UK (with some exceptions). The library is offering a service to provide lecturers with electronic documents from printed materials for their module and to make them accessible by students on that module via the VLE. The service is already being well used (contact Liz.Weeks@uwe.ac.uk).

24-HOUR OPENING AT FRENCHAY

Following a successful pilot from September 2004 to June 2005, the Frenchay Campus (Bolland) Library continues to open 24 hours a day during term time, providing library users with access to a wide variety of resources. Extended opening hours are supported by house services staff who provide the security presence. Reference only opening hours at Glenside and St Matthias were

extended to include Sunday opening from September 2005 (contact Eleanor.Webster@uwe.ac.uk).

SELF SERVICE

In order to support reference only opening, the library has expanded its range of self-service facilities. Self-issue machines are now available at the Frenchay, St Matthias and Glenside Campus libraries and were purchased for the short loan collections at Frenchay and St Matthias, enabling students to borrow short loan items at any time. The new catalogue interface has made it easier for library users to check the due dates of items they have on loan, to renew items online and to place holds. The iTiva telephone renewals system is available 24x7. A series of self-service promotions were held throughout the year in order to ensure that library users are aware of these services and can use them outside of library staff hours (contact Eleanor.Webster@uwe.ac.uk).

COLLABORATING WITH NHS LIBRARIES

This past year has seen significant developments in partnership working with our colleagues in the NHS. The NHS librarians in Avon, Gloucestershire and Wiltshire were granted honorary lecturer status by the university in recognition of the significant contributions they make to supporting our students in practice. We have also merged our Bath Campus Library with the NHS Library at the Royal United Hospital (RUH), Bath to form a new multidisciplinary service at the RUH. The new 'academy library' at the RUH is run by the NHS. UWE Library Services is working in partnership with the NHS to ensure that the new library meets the needs of staff and students in the faculty of health and social care at UWE (contact Jason.Briddon@uwe.ac.uk or Malcolm.McEachran@uwe.ac.uk).

HELICON ACCREDITATION

In December 2005 the faculty of health and social care libraries were subject to an accreditation visit conducted in line with the Helicon national accreditation framework. The library was awarded 'Stage Three Accreditation with significant evidence of excellence and innovation for a period of three years' (contact Jason.Briddon@uwe.ac.uk or Malcolm.McEachran@uwe.ac.uk).

INSTITUTIONAL AUDIT

The university underwent an Institutional Audit in December 2004. When published, the report of the university's audit highlighted five features of good practice which included 'the effectiveness of the relationship between library services and the faculties in ensuring user needs are met'.

READING STRATEGIES

Library services has been leading on a reading strategies approach to supporting teaching and learning. Academic staff are requested to be explicit about how each module is supported in relation to access to the information required by the students taking the module. A university committee, chaired by the dean of education, has been convened to oversee the implementation of reading strategies (contact Jacqueline.Chelin@uwe.ac.uk).

MSc INFORMATION AND LIBRARY MANAGEMENT

This programme was successfully validated at UWE on 5 May 2005, for three years in the first instance. It transferred from the University of Bristol to UWE's Faculty of Computing, Engineering and Mathematical Sciences (CEMS), with the first intake of both part-time and full-time students in September 2005. The validation event included representatives from CILIP who also accredited the programme. It will build on existing strengths, e.g. taught largely by practitioners, and will be developed in conjunction with academic colleagues in the CEMS School of Information Systems. A deputy librarian is actively involved, taking the role as joint course leader with a faculty member of staff (contact Jacqueline.Chelin@uwe.ac.uk).

Catherine Rex

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Advice for authors

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

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

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

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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).

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.