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

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

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

Constructing a better world?

Any manager who has had a job interview recently (and –given the change in my contact details– you can see that I have had one not too long ago) will be familiar with this interview question (or at least something similar):

‘Can you give the panel an example of a difficult staffing issue with which you have had to deal?’

Whenever this comes up we invariably talk about successfully managing poor performance, motivating colleagues or dealing with conflict.

Despite the upbeat and positive answers we give in interviews, at the time these episodes are invariably quite draining, demoralising and –lets be honest– often quite depressing.

This, however, is nothing compared with the difficulties that some of our colleagues face.

Just as we were putting this issue of *SCONUL Focus* to bed I was sent a link to the diary of Saad Eskander, Director of the Iraq National Library and Archive. We were invited to include this in our journal. I have added it as this issue’s *Week in the life...* feature. For the most part, this series provides jolly little tales of what occupy librarians’ time. This is not a jolly read. But it is one of the most moving articles we have ever had in *Focus*.

In the rest of this issue we continue one of our recent themes in *SCONUL Focus*, the physical library. When I was a child librarian I remember being told about the imminent death of the book. Well, as with Mark Twain, reports of the death of print have been greatly exaggerated over the years.

More recently the Powers That Be have been wont to question the future of the physical library. Why should we bother with the library as a place when everything is available electronically?

Well, of course, everything isn’t available electronically and people still like studying in libraries. And they especially like studying in beautifully constructed libraries. Hence, every time a wonderful new library building goes up, so (inevitably) does the footfall.

In this issue we explore various developments, including projects at Northumbria and Kingston, as well as review the link between innovative technologies and the design of learning spaces (something close to my heart at my new institution). We also report on SCONUL’s regular visits programme to the most impressive in recent library construction.

In a world that sometimes seems to be in the grips of terror and destruction, it feels especially heart-warming that librarians –in so many ways– are still striving to build a better future.

Antony Brewerton
SCONUL Focus Editorial Board

A week in the life of ...Saad Eskander, Director of the Iraq National Library and Archive

The following was first posted on the British Library's Website at www.bl.uk/iraqdiary.html. Dr Eskander's journal, which appears with his kind permission, starts in November 2006 and describes the perilous and tragic situation that the Iraq National Library and Archive is operating under and which led to the institution's temporary closure at the end of that month. In early December, after consulting the heads of his departments, Dr Eskander re-opened the National Library and Archive even though the security situation remained as bad as before. The diary entries appear unedited.

NOVEMBER 2006

10-16 November, 2006

After seven months of postponement, I decided to accept an Italian invitation to visit Rome (9-11 November). The Baghdad International Airport was closed for three days, as the government feared the reaction of the pro-Saddam elements in the wake of a decision made by a special Iraqi court to sentence the dictator to death. I was lucky that the Airport was reopened on Tuesday, 8 November. It took me seven hours to leave Baghdad. I arrived to Rome from Amman on 9 November.

Sunday, 10 November, 2006

I participated in a well-prepared seminar organized by the Italian NGO, Un Ponte Per, and the Public Libraries of Rome. The purpose of the Seminar was to look for ways to assist Iraq National Library and Archive (INLA). Apart from me, several Italian librarians and state officials attended the Seminar, including the Italian Deputy Minister of Foreign Affairs.

At the beginning of the Seminar, a 10-minute film was shown about the destruction of INLA in mid-April 2003, and the sincere efforts of the Italians to help with the process of its reconstruction. The President of Un Ponte Per and the representatives of several institutions, such as Florence's National Library and Rome's Public Library System, talked about the importance of protecting Iraq's cultural heritage and the ways in which Italy could help. The Italian Deputy Minister of Foreign Affairs talked about the willingness of her ministry to help with the reconstruction of INLA. I was given 40 minutes to talk about the state of culture and cultural institutions in Iraq in the last 35 years. At the end of the Seminar, I felt that my three-day visit was a success and not waste of time and efforts.

11 November, 2006

I left Rome to Amman, and the next day, I arrived to the Baghdad International Airport. It is well known that the highway, which links the Airport to the Baghdad City, is the most dangerous road in the world.

For a security reason, I asked the taxi driver to drop me at the first military checkpoint, which is by car 3 minutes away from the Airport. One must not trust anybody, especially the Airport taxi drivers. At the checkpoint, my driver was waiting for me with his car. The security police asked us to leave the area immediately, as they were suspicious of abandoned car at the checkpoint. The highway was in a chaotic state, as everyone tried to leave the Airport area, including the policemen and the soldiers, who did not hesitate to point their guns at us, when our car slowed its speed in order to allow their cars to pass!!

I asked the driver to take me to my office straightaway. Minutes after we left the highway, two terrorists bombed a police checkpoint in the Al-Yarmook district, killing 60 people and injuring 90 others. My driver and I decided to take another route via the Al-Karradah district. Once again, just as we entered the Al-Karradah district, two car-bombs exploded killing and injuring a lot of civilians. I decided not to go to my office, as the other main routes were extremely dangerous. Indeed, on the same day and in the very busy Al-Sa'adun area, two more car-bombs exploded, killing and injuring many people. It was a very nice welcome and back to reality.

13 November, 2006

I received bad news, as soon as I arrived to my office. In my absent, INLA was bombed twice and snipers' bullets broke several windows. Fortunately, no body was hurt. My staff withheld these information from me, when I contacted them. They claimed that they did not want me to be worried and to spoil my visit.

I spent the rest of the week trying to advise a number of my employees what to do, as they got death threats. The Sunnis, who lived in Shi'i dominated district were given an ultimatum to abandon their homes and the Shi'is, who lived in a Sunni dominated district, had to leave their homes. So far, two of my employees were murdered, the first worked in the Computer Department, and the second was a guard. Three of our drivers, who worked with us by contract, were murdered and three others were injured.

19-22 NOVEMBER, 2006**Sunday, November 20, 2006**

It was a very tense and noisy day. I heard several explosions; some of them were not too far from my office. Exchange of fires and siren of ambulances followed the explosions. My staff got used to these daily events and make some funny jokes. We did not have electricity before 9.30 a.m. I have been trying in vain to persuade the Ministry of Electricity to give us uninterrupted electricity supply between 8.30 a.m. and 3.00 p.m.

Monday, November 20, 2006

It was another tense day. I could hear strong exchange of fires. It was just across the road. I learnt later that the convoy the Deputy Minister of Health, a die-hard Shi I fundamentalist, was ambushed by Sunni extremists in the Al-Fadhel area (just 250 meters away from our building) The American soldiers intervened in the ensuing battle, which lasted for one hour. Two personal guards of the Deputy Minister were killed. Our guards took their position in and around our two buildings. My staff were instructed to stay away from the windows. Earlier, I warned my guards against taking part in any armed clash outside our building. I told them that the best way was not to draw any attention to ourselves.

Tuesday, November 20, 2006

It was by far the worst day of the year.

As soon as my car arrived to the main building, I heard two big explosions. Sunni extremists shelled the medical city and the Ministry of Health by mortars. Both buildings 200 meters are away from our institution. The Minister of Health is a Shi I extremist. His predecessor was the same. Both men replaced the senior and minor staff of the Ministry with their loyal Shi is. The Ministry of Health is now a Shi i stronghold, while the ministry of Higher Education is the stronghold of the Sunnis. The latter was attacked by Shi i extremists last week, and 100 of its Sunni employees were taken hostage. It is the war between these two extremist camps, which threatens our lives day and night.

My secretary, Um Haitham, was a little horrified, as the two bombs landed 70 meters away from her car. Like other people, she talked about the incident for two minutes and then resumed her daily tasks.

I heard another explosion 50 minutes later. The exchange of fire continued for one hour and thirty minutes.

Nadia, a librarian who works at the Computer Department, did not show up. I was told that her father was injured yesterday. He had a bullet removed from his leg.

I met the head of the Bibliography Department, Nadhal, and her supervisor, Jamal, to talk about their works.

By 11.00 a.m. most of my Staff received their monthly salary. I toured some of the departments and talked to many of my staff. I am doing my best to keep their morale high.

At 11.00 a.m. I received devastating news. I was informed that Ali Salih was assassinated in front of his younger sister. Ali was a bright young man. I sent him to Florence in Italy to be trained as a web-designer. Upon returning, he and Nadia began to construct and run our official web-site. He was the symbol of the modernization and reform process of the National Library and Archive. I employed him in January 2004, like many other young librarians and archivists. I hoped that the new generation could lead the way.

It was a very sad day. All the people who knew Ali were weeping that day. All were depressed and morale was at its lowest. Amal, the head of the Computer Department where Ali used to

work, could not control her sad feelings. When staff evacuated the building and went home, Amal was still in her office weeping silently. I was the last one to leave. But I had a strong feeling at the time that Amal was still alone in her office. So I decided to go to her. After 15 minutes talking, I was able to persuade her to go home. I did not hide from her my true feelings that I was extremely worried about the safety of the rest of my young staff.

Before leaving, I held a meeting with the heads of all departments. I suggested that for security reasons we should divide the staff into three groups, each group would work only for two days and that the main reading rooms of the Archive and the Library should, as usual, remain open to serve our university students and researchers. All voted in favor of my suggestion. Some of my staff approached me, asking me to leave the country as soon as I could. They were very worried about me that I would be killed in vain.

I returned to my home very depressed; I hugged my 6 months old son and remembered that Ali left behind him two sons, 6 months old and 3 years old.

Wednesday 22 November 2006

Around 8.30a.m. I received a call from my deputy Kamil. He informed that his eldest son Ahmad was badly injured by a car-bomb, which fortunately did not explode.

DECEMBER 2006

Diary for the week 10-15 Dec., 2006

On Sunday, 10 Dec., the NLA was reopened, as we planned. Some of my staff were unable to turn up, as some roads were blocked by the army and American forces.

On Tuesday, I met the manager of a company that would renovate remaining parts of our building, including the Periodical Department and the open-shelf-collections room. We agreed to be in close contact to coordinate our works for security reasons. We both were concerned about the safety of our staff. He gave me the numbers of the cars of his company. In addition, we agreed to my suggestion that his employees would had their own ID, which they had to show to my security guards upon arrival and departing.

On Wednesday, I received more bad news. A terrorist group attacked the house of one of my staff. As a result, he and one of his sons (a university student) were injured, while the other son (a doctor) was murdered.

On the same day, I met Ali's brothers and talked about his pension, and how the LNA could support his wife and two sons. The brothers gave some of information about the assassination of their brother. They said that Ali was in his car, when another blocked his way, after he had taken his younger sister to her university. The assassins were 4 men, who ordered Ali to get out of his car. After leaving his car, Ali discovered the 4 men were armed with guns and that they intended on killing him. Ali was a brave person, and had well-built body. He attacked the 4 assassins, succeeding in bringing down two of them. Unfortunately, one the assassins shot him in the leg. After Ali fell on the ground, the assassins fired at his head, chest and stomach. Ali left on the pavement bleeding until he died. The street, the scene of the crime, was very busy that morning. But no one dare to intervene. It is highly likely that the assassins are members of one the militias that penetrated the security forces.

Our main concern now is the snipers. There are two areas, which the snipers use to kill innocent people at random. The first area is the infamous Haifa Street, the strong hold of the Ba'athists and al-Qadda. The Haifa Street is located on the other side of the Tigris (1 km away from our building). The second area is al-Fadhal, which is only 1/2 km. away from our building. A number of innocent people, including women, were gunned down by the snipers. The Republican Street, which separates our building from al-Fadhal, is no go area.

On Thursday, We, I and my driver, decided to change our route, as precautionary measure. As soon as we arrived to al-Sinak area, we learnt that a group of terrorists had just kidnapped 40 people. The terrorists safely walked away, as the police and the guards of several government buildings refused to intervene.

Diary for the Week 16-21 Dec.

The security situation is deteriorating in our area and in the al-Haifa Street. From time to time, different armed groups attack civilians, houses and government buildings. Most of the roads leading to the NLA were blocked this week. I was told

that a sniper killed a woman in the Republican Street.

My staff received their monthly salaries on Thursday, owing to the bravery of two of my employees, who work at the Accountancy Department. The two young women transferred the salaries (81 Millions Dinar = US\$60,000) from the Bank to our building in secret. It took them five days to complete the operation. The Bank is located in a dangerous area, where the terrorists can attack at any moment.

Diary for the Week 23-28 Dec.

It is another bad week for the NLA.

On Sunday, I learnt that Ahmed Salih, who was on leave, was murdered by a Death Squad in his own house. Ahmed came from a poor family. After his father's death, he raised his younger brothers and sisters. He worked very hard to educate them. I also learnt that Ahmed was engaged to a girl two weeks before his death.

On Monday, I received more bad news. The older brother of Maiadah, who works in the Periodical Department, was murdered by a group of terrorists.

I learnt that some sniper fired at a car in the Republican Street, killing the driver and all the passengers.

It was a Christmas period and the security situation was as bad as ever. We have four Christians in our institution. The first two, 'A' and 'B', work in the Archive, the third, 'C', in the Library, and the fourth, 'D', in my office. I gave them 5 day-break to celebrate Christmas. 'D' took just one day off. She continued to show up, even when the main roads were blocked. I advised her to cover her hair, when passing through dangerous areas (i.e. under the control of the militias and armed gangs). She said that she was wearing Hijab for some time to hide her identity (i.e. being Christian).

I had a meeting with my Minister on Tuesday. As usual, we talked about the security situation and the safety of the staff. As we were talking, the head of the Minister's office, Mahmud, entered the room. He informed the Minister that the security situation became worse around the Ministry of Culture; the terrorists murdered two people near the cinema (around 200 meters away from

the Ministry). As I left the Ministry, I heard that some suspected cars were roaming the area. The Ministry moved to its old building four months ago. The old building is located in al-Haifa Street, which is known to be the strong hold of the Ba'athists and al-Qa'ada. Just after I arrived to my office, I learnt that some armed groups blocked al-Haifa Street, and attacked a number of government buildings. The fighting between the armed groups and the guards of government building lasted for three hours.

The NLA will be closed between 28 Dec. 2006 and 7 January 2007. I hope my staff will enjoy their Eid al-Atdha holiday.

There'll be a welcome in the Library!

Creation and implementation of the Library Welcome Service at Northumbria University



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INTRODUCTION

Northumbria University Library serves 22,125 FTE students and 2,478 FTE staff. It operates over four sites with three libraries located on the City campus site and one approximately four miles away at the university's Coach Lane campus. Up until September 2006, caretakers employed by the university's accommodation catering and conference service (ACC) staffed the entrance desks in the two larger libraries at both City campus and Coach Lane campus. These desks provide the first point of contact for users wishing to access library and learning services facilities. In 2003, a smartcard controlled access system was installed

at both sites and this has gradually increased the complexity of the work carried out at these desks. In addition, the extension of library opening hours until midnight during term-time, and the implementation of increased self service provision, have led to increased expectations from users. During self service hours, users expect to be able to obtain PINs (essential in order to use the self service machines) and to receive help with the machines if they get into difficulties. They also increasingly require basic assistance with photocopying and computer issues.

TIME FOR CHANGE

Against this background the service provision at the entrance desks was reviewed. Although another key driver for change came in the form of some adverse criticism from the university community at large. There were complaints about the library's unacceptably rigid approach to users who had forgotten their smartcards, and a rather memorable description by one member of staff likening City Campus Library to Fort Knox. Further anecdotal evidence in the shape of user comments and staff observation suggested the entrance areas at both sites were too often perceived as barriers to access by some library users. This touched a nerve in the management team. It was clear the library was being cast in a negative light and it was also apparent that extending the remit of the caretakers (even if that had been possible) and relaxing the rules was not a solution. The situation demanded a radical re-think of what kind of experience we wanted to give our users from the moment they stepped through





the doors and embarked on their journey in the library. During the course of their work and studies at this university most staff and students come into the library many times a year (the footfall for 2005/2006 was 1,011,723). It was also noted that outside normal university office hours the library was often the only building left open with staff on duty, therefore it attracted a significant number of non-library directional enquiries. We were very conscious that during these times the library was the 'face' of the university and we had an ambassadorial duty to perform. It was, therefore, vital to improve on the welcome we gave our users, offering them assistance as soon as they entered the library and responding to their needs for an enhanced service.

SERVICE DESIGN

To this end, a new customer-focused welcome desk service was proposed that would operate at both City campus and Coach Lane campus libraries. A viable service had to include a re-design of working patterns to provide increased flexibility and match service needs. This would include planning staffing to cover newly extended opening hours (an additional 18.5 hours which allowed the library to open its doors at 08.00 and close at midnight during term time). The caretakers' restrictive patterns of work did not fit with this paradigm. This was influential in the decision to transfer responsibility from the caretaking staff to a team of specially recruited and trained library staff.

The creation of the welcome desk service also involved a detailed analysis of processes and tasks formerly carried out by caretaking staff. It explored the feasibility of service enhancements and how they might be integrated into the team work plan. This scoping of the service was done

in conjunction with several library teams and the caretaking staff. Feedback from staff and user focus groups was also invaluable. In particular, the user focus groups provided some very interesting insights into how the library entrance desk was perceived as a service. Some things we already knew (for example, the increasing user need for the issue of PINs during self service hours); some things were less obvious to us ('didn't think it was a library desk, thought it was a porters' reception'). What emerged from this analysis and scoping exercise

was confirmation that the work carried out at the entrance desk had evolved and grown more complex over the years. The increase in queries and activity, brought about by the introduction of controlled access and self service, had changed what had previously been a fairly simple role of monitoring the building and book security systems. Smartcard access and self service provision created a diversity of issues and queries that had led to the frequent call out of senior staff to the desk to deal with problems. It was felt that some incidents involving conflict between staff and users might be avoided if remits were changed to allow for a more multi-functional, flexible approach. It was also clear that desk staff had to be empowered to make decisions. This change would require considerable customer care and negotiating skills therefore effective staff training had to underpin the service if it was to be successful.

So, the vision was there. The next steps were to obtain agreement and financial support from the university executive, and then to tread the rather uncertain ground of consultation and negotiation with the trade union and staff.

NEGOTIATION AND A LITTLE BIT OF PERSUASION...

In February 2006 agreement and financial support was obtained from the university executive to include funding for the necessary additional staffing and desk refurbishment. Trade union negotiations also began at this early stage: although the caretakers had staffed the entrance desks to both libraries for many years, the jobs now had to be re-designed and job descriptions re-written. This meant the caretakers would no longer be required to staff the desk as part of their remit. Time previously spent on the desk was to be reallocated to

other tasks around the university in line with the work responsibilities of caretakers elsewhere in the organisation. After reaching agreement with ACC management, human resources and Unison representatives, all affected staff were invited to briefings and invited to ask questions, offer views and air concerns. Understandably there was some consternation and also some disappointment among some staff, including library staff. The possibility of redundancy, changes to existing contracts, worries about lone staffing and personal security for staff working until midnight, were key concerns. Questions and answers were documented and circulated to all staff after the briefings. In the event, there were no redundancies or changes to contracts. Risk assessments had already been carried out with regard to self service opening and lone staffing, but it was agreed they would be reviewed and updated as necessary. All existing staff on the appropriate grade, including the caretakers, were invited to apply for the new posts. Most of the staff appointments were completed by mid-July but a second round of recruitment proved necessary towards the end of August. This failure to appoint to all posts in the first round appeared to fuel staff scepticism with regard to the feasibility for staffing the service until midnight.

Although every attempt was made to allay staff worries, a significant level of negativity and scepticism remained among some staff. A key challenge for the project team was to try to win over the sceptics who, despite the provision for additional staffing, felt the new service would add



to their workloads when they were already under pressure due to other projects and developments.

IT'S ALL IN THE PLANNING

A project team was gathered together in May 2006 and aimed to implement the service by September 2006. The logistical planning seemed straight forward until the sudden announcement in June of an early release of funding for total refurbishment of the ground floor entrance and customer support area at City campus library. As the refurbishment would also include the welcome desk, it changed the complexion of the project and threatened to subsume the whole welcome desk service planning process. As the two projects ran concurrently and shared the same deadline, it was essential to implement good communication strategies to promote careful liaison and integrated scheduling, thereby ensuring the welcome desk project maintained clear parameters and focus. A key element in good project management is flexibility. The welcome desk project team, and our estates colleagues, demonstrated this quality admirably by working together to produce new plans and schedules within a week of the refurbishment announcement.

CHANGE? DON'T TALK TO ME ABOUT CHANGE...

The welcome desk project had already stirred up some mixed feelings among staff. The project came along a year or so after a period of service re-structuring and people were weary and wary of change. Many felt threatened and, despite assurances to the contrary, were convinced their contracts would alter. The introduction of other change elements within their service (for example, self service) as a result of the space redesign added to their sense of insecurity. It was clear from the outset that managing the change process was critical to the success of the project and had to be done effectively. Staff needed to be reassured the changes would not mean their tasks would be less interesting or their roles devalued. They were, however, extremely interested in what was happening in their section and very willing to offer ideas. Staff focus groups provided the ideal forum to tap this rich vein of expertise and also, at the same time, to allow the opportunity to air concerns and look for solutions. Some staff volunteered to join project sub-groups to explore the specific areas of service design. This involvement gave staff the opportunity to review and improve existing processes, and also to explore ergonomic issues particular to their area. It also allowed



them to see the benefits the new service would bring to staff as well as users. The idea of staffing a customer-oriented welcome desk, and taking on new tasks, appealed to many of the staff and had a very positive impact on morale generally.

Although not all staff were able to participate in focus groups and sub-groups because of service commitments and holidays, the ones who did take part were instrumental in the communication process: when they returned to their work area there was an informal 'cascading' of information which allowed the whole team to feel involved. There were occasions when this threatened to turn into Chinese whispers but the project team were alert to it and quickly provided clarification. On the whole, this informal information network worked 'for' rather than 'against' the project, and in a small way seemed to help to promote a positive attitude among staff.

More formal methods of communication including emails, publicity posters and notices were used to keep the university community informed of developments. In addition, regular, detailed bulletins were sent to library staff giving progress reports and alerts to expected disruption during building works. The aim was to keep all stakeholders in the picture and, in particular, not to spring too many surprises on the customer support team. They were fully occupied in continuing to deliver the customer support service, and dealing with changes ushered in by other concurrent projects. The team were faced with a huge shift in culture and the integration of the welcome desk into the main sweep of the new customer support desk would add to the challenges they faced. This appealed to some but not to others. Some were worried about taking on tasks they were not familiar with or had concerns about coping with security issues. Thus, training had to be compre-

hensive, high quality and tailored to the needs of the welcome desk service.

GETTING IT RIGHT

A key aim in introducing the welcome desk service was to change the almost oppressive atmosphere that had seeped into the existing service and, indeed, the whole entrance area. Staff and user focus group feedback contained references to 'suspicious' looks from staff; 'uniformed staff... that make the students feel intimidated'; 'inflexible staff' whose 'attitude is unfriendly'. There were also comments on the entrance environment: City campus was described as 'dark and gloomy' and 'cramped [with] lots of obstacles'; Coach Lane fared little better and was said to be 'like an airport lounge' with a desk so high it 'presented a physical barrier'.

Happily though, the feedback contained helpful suggestions about how we could address these problems and many of these were incorporated into the new service at both sites, and also in the City campus refurbishment plans. For example:

- bespoke customer care training was sourced from an experienced external consultancy – this proved to be an opportunity for team building as well as training
- a detailed training programme, tailored to welcome desk work and including personal security awareness, was rolled out to all staff
- the desk height was lowered to make it less of a physical barrier
- the City campus desk was designed with a soft, 'inviting' curve in a light wood finish
- the controlled access units at City campus were moved to allow more space on entry
- the lighting was upgraded and the area was re-decorated to create a light and pleasant ambience.

As the training was rolled out during the summer vacation, some staff were unable to attend all sessions so it was decided to run additional training sessions at a later date. Some, if they were able to, came in anyway and some even made a special effort to come in on the day the new recruits started work in order to welcome new colleagues in person. This certainly contributed to the team building process and the project team were grateful for this generous commitment to the service and the positive effects it generated.

It was an intense training programme which came in the midst of a trying time for the customer support team which had, by the middle of August, decanted to another part of the building. Such endeavour deserves reward, so a 'working treat' was planned for the whole team. As many of the casual enquiries received at the library entrances tend to be directional, it was decided to send the team off on an orienteering day across the city of Newcastle-upon-Tyne. The team met for coffee in the library's learning café and was then split into smaller groups. Staff were given a list of landmarks to visit and asked to bring back photographic evidence. They had to plan the routes themselves and had time constraints: everyone had to be at Baltic Rooftop Restaurant at 12.30 prompt for lunch and then the Tyneside Cinema Coffee Room for 15.30pm for tea and debriefing. What a hardship, I hear you say! The day proved to be a great success from all angles. Staff were able to familiarise themselves with key locations and landmarks across Newcastle, including some of the university's more remote halls of residence. Team spirit was in excellent form and, by the end of the day, new staff were well and truly integrated and initiated. It also gave senior library management the chance to formally thank the customer support team and the project team for their efforts.

GOING LIVE AND BEYOND

Coach Lane went live with the service first on 4 September, during its busy registration period. Despite a hectic couple of weeks, the training appeared to have paid off and staff coped well. Informal feedback from users suggested they felt there had been an improvement in service.

At City campus, the refurbishment programme made 'going-live' a more complex exercise since it ran concurrently with the implementation of newly expanded self-service process. In addition, the new desk design had altered work processes and team dynamics. The dovetailing of the two

projects was essential and a Pre-Go-Live day gave everyone a chance to re-focus on the key aims of the service. The day included a re-statement of vision from the Director and Assistant Director of Library and Learning Service, a short refresher seminar on customer care, and a chance for the customer support team to air ideas or concerns. The day worked well and was a key milestone before handover of the welcome desk service to customer support on 11 September.

A few months after implementation, the service is proving to be a success. In early December, the focus groups were invited back to the library to experience the new service and see the new desk (although many had already), and enjoy a glass of Buck's Fizz and mince pies by way of a thank you. We, of course, took the chance to gather some early feedback and issued questionnaires (there's no such thing as a free mince pie!). At the time of writing, the results are still being collated and analysed, and we will continue to collect feedback and review the service over the coming months. We expect to get a better idea of the problems and successes when the service has completed this year's academic cycle.

To summarise, the project was challenging on many fronts. The logistics were complex and the service design and training needed careful planning and coordination. Yet, these were relatively easy compared with convincing staff the service could work and that issues surrounding security were not insurmountable. By the end of the project, the comprehensive training programmes, the efforts made at team building, both formally and informally, and the sheer resilience and irrepressible enthusiasm shown by many staff, made sure the project was delivered successfully. A cursory look at the questionnaire feedback seems to confirm this success: typical comments were 'there is always someone available to help'; 'staff are friendly and helpful'. The one I like best though is 'it supplies the service people require'. Praise indeed.

Food for thought: learning services' approach to food and drink polices in the learning resource centre



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In September 2006 Learning Services (Edge Hill University) launched its innovative 'social learning space' on the ground floor of its three storey purpose-built Learning Resource Centre at the main site in Ormskirk, Lancashire.

BACKGROUND TO THE PROJECT

The remit for the project was to create a space where students and staff could come and engage in 'social learning' – a relaxed and informal space where learners could eat, study, access the internet and discuss group work in a supportive environment. The project 'brief' included; new modern furniture, relaxed and comfortable seating, capacity for formal and informal group work, wireless access (lap top loans), vending facilities, express PCs, a modern and contemporary feel.



The project was completed and the space opened to students, staff and members of the public in September 2006. As well as vending machines selling cold drinks and snacks we also have a café (aptly titled Book Ends!) which sells hot and cold drinks, sandwiches, cakes, fruit and opens Monday – Friday from 10.30 to 15.30. According



to a December 2004 SCONUL survey of cafés in British and Irish higher education libraries the idea of having a café within libraries is a growing trend and demand from customers for this type of facility is increasing all the time.

In terms of the changes within the LRC – the feedback from students and staff at the university has been incredible and LRC gate figures for October and November have doubled from the previous year. Recent evaluation of the space indicates that it is being heavily used by both students and staff. The evaluation will be used to enhance the services and facilities within the space and will also feed into our long term space planning strategy.

At the official launch, we ran a competition about the space:

'I love my LRC learning space because.....'

And some of the entries included;

- 'The resources are more accessible, as is the chance for coffee breaks'
- 'It provides everything I need for successful study plus I can relax'
- 'I can read, eat, chat and relax – all my favourite things!'
- 'You can eat and drink whilst you work'
- 'There is more space to relax and study with friends'

OUR POLICY ON FOOD AND DRINK

We have always considered ourselves a forward thinking service when it comes to policies on food and drink. We say no to any hot food and this is policed by all staff within the service – from casual staff who re-shelve stock for us, to senior managers. We also have staff who patrol the floors on a regular basis throughout the day to look out for this, as well as noise/mobile phone misuse and so on. We do allow other food and

drink into the Learning Resource Centres, for a number of reasons:

- Often we are the only building open on campus: we open until 21.00 weekdays and 11.00-18.00 at weekends
- We are keen to encourage the view that the Resource Centre's are our 'customers' space
- We have not had any problems with spillages as yet – either near book stock or PCs

Because of the success of the social learning-space, we do now have some issues with capacity, with noise, and with rubbish - which we have/are in the process of addressing. We need to ensure that students/staff clear rubbish away and do not leave the space a mess for any customers coming late afternoon/evening so we have invested in some heavy duty bins – and are working on improving signage. In spite of this, we feel that our policy on food and drink is fairly successful and ties in well with the new social learning space.

Move it! Move it! Move it!



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Wholesale removal of the entire stock in a library is not something which librarians do lightly, or indeed very often, but here at the Harold Bridges Library at St Martin's College in Lancaster we have moved our stock not once, not twice, but three times in the last three or four years. Since 2003 we have had our library re-carpeted, re-classified and re-shelved. With a wealth of removal experience, and the muscles to prove it, we aim to share some of our knowledge and expertise.

St Martin's College is a multi-site higher education institution based in the north west of England, with campuses at Lancaster, Ambleside and Carlisle – the Lancaster campus being the largest. The Harold Bridges library is located on two floors and is divided into four zones. Zones 1 and 2 on the ground floor contain the teaching practice collections and Journals. Zones 3 and 4 on the first floor house the main collection and oversized books. In total there are 100,000 volumes on 2.9km of shelving in the main collection alone.

RE-CARPETING

The original carpet, in zones 1 and 3, was laid in 1974. It was wearing out along several of the joins, especially in areas of heavy traffic, resulting in the copious use of hazard tape to piece the seams together. We had put in for a replacement on a number of occasions but had been turned down. Then in May 2003 we were told the money was available, but had to be spent by the end of the financial year. A new carpet was duly chosen, taking great care to make it match the more

recently installed carpet in zones 2 and 4. Anything would have been better than the mustard coloured carpet being replaced!

We then had to decide how it could be laid. Zone 1 did not present a huge problem as it mainly contains tables for group work and some wall shelving which was relatively easy to dismantle. Zone 3 presented a much bigger problem as it contains about two thirds of the main collection book stock. After discussion with our estates staff, the radical approach was taken of jacking the bays of shelving off the floor, moving them on the jacks, laying the carpet underneath before rolling the shelves back into place. In theory this should not have involved too much book moving but in practice we found we had to empty the top two shelves to stop the shelving run being too top heavy. In some areas we found we had to empty the whole run of shelving which caused some chaos, especially when the estates men tried to be helpful and replaced the books back out of sequence.

As this all took place during the quietest time of the summer vacation we were able to close the zones off in turn. If students required books, staff were available to retrieve them.

The whole project took two and half weeks to complete. I am not sure if I would recommend this way of moving shelves but it worked and was the simplest and cheapest way of getting the new carpet laid in a short space of time.

RE-CLASSIFICATION

The following summer we undertook a much bigger project to reclassify the library stock. Previously we had classified books using Bliss, but it was decided to change to Dewey for several reasons, including the fact that historically the three sites had used different Bliss schedules in the past so this would remove discrepancies. We also wanted to buy new shelf-ready stock to reduce staff costs. It was also felt that students would find it easier to retrieve material if a single classification system were in use.

The conversion of the data was done by Talis, using mapping schedules produced by our cataloguers. We then employed students to work from lists to identify items and replace the spine label with the new Dewey class mark. The books were then re-shelved. This would have been relatively easy but the conversion was not like for like, so books on shelves in one area of the library had to be moved to the other end of the building,

and those books moved to shelves in the middle. For example books in Bliss class P converted to Dewey 200, but the books in the area we wanted to put the 200 books were Bliss E which needed to be shelved in 500, where the K books were... (you get the picture!) It was a bit like a jigsaw puzzle and at one stage there were more books on the floor and in crates than on the shelves!

We did make the whole process more difficult in Lancaster by taking the opportunity to move all the main collection books onto one floor. Previously part of the main collection had been located on the ground floor in the same zone as the teaching practice books which caused some confusion. As this involved moving shelving from the ground to the first floor sometimes there were not even the shelves to put the books on!

We had to close each zone as we were working on it so again staff were made available to locate books for students but there was not a great demand as the work took place during the vacation. Some detective work was required in finding books as we had converted and unconverted books on the shelves, converted books in crates awaiting shelving and queried items we had not found on the lists to search through. We also identified in advance, sections which would be required by students still on courses during the summer (mostly nursing and health-related courses) and left those sections until the time we knew they were not in college.

The project was completed within the ten weeks scheduled window. We had identified before hand how long it would take to re-label and re-shelve each book and so how long it would take to complete each sheet of labels, and we made sure the students stuck to this. The sequence of converting the books was crucial to make sure we had empty shelves to take the newly converted books, so we split the student workers in appropriate teams.

A lot of planning was also done on where the shelving was to be moved to and which section of books went onto which shelves: however we were flexible and altered the plan as the project progressed. The project was successful but it took some time for staff to familiarise themselves with the new classification system and if we had £1 for every time a student commented during the following weeks 'you have moved all the books' we would all be in the Bahamas!¹

RE-SHELVING

In September of 2006, days before the new intake of students were due to arrive one unit of shelving was found to be listing to one side. On closer examination the feet down the right hand side had all failed. All the books were removed immediately and the uprights replaced but when we put the books back the replacement feet also failed! Further inspection found 18 other feet had failed in random locations throughout the building putting strain on the remaining ones. The shelving was over thirty years old and as the original suppliers no longer existed, and we had run out of 'spare' uprights. We had no choice but to follow the recommendations of a health and safety report to replace the shelving as quickly as possible.

Foster Ecospace, our chosen shelving company, were marvellous and they were able to deliver the new shelving units within four weeks from placing the order. This was a tight timescale for us all, especially as there was much preparation to do in terms of calculating the numbers of crates needed to store the books (1150), as well as identifying and securing a suitable space on campus (of at least 100 square metres) to store them all. This meant dislocating some teaching and placating the faculty. In addition the library had to provide extensive publicity and communication about closure periods, obtain extra sack trolleys and order protective gloves.



Old oversize shelving

As this move was right in the middle of our busiest term we did the project in two phases. Firstly we closed zone 3 for a two week period during which we removed the books to the PM Hall (down a lift, out of the building, down a ramp, across a road, down two more ramps – one member of staff calculated that this was a quarter mile round trip!). Estates dismantled the shelves behind us and threw them away. EcoSpace were working behind estates, building the new shelves and we had a second team bringing crates back and unpacking them onto the new shelves! At times it was extremely busy! When all the books were back we opened zone 3 and began immediately to work in zone 4.

During all this back breaking activity we kept the service desk open and the library operating as normally as possible. In addition we offered a 'runner' service to retrieve stock from the zones which were closed. This entailed students completing a form for the items they required. Staff were then dispatched to the shelves or crates to look for the book. Throughout the entire project we 'ran' for 1330 items and successfully retrieved 1138 of them. Students were very appreciative of this – and some suggested that they would like staff to continue finding the books for them!

We appreciated that this situation was not ideal for the students, so to minimise the disruption we put several measures in place:

- additional loan allocation (up to a maximum of 20)
- 7 day loans were issued for double the loan period
- returned items were re-shelved in some temporary shelving on the ground floor to allow for re-circulation
- all items not found by the runners were followed up from the enquiry desk
- reservations were placed for items at other sites
- electronic alternatives were sourced
- free inter library loans were offered (49 free ILL requests were placed, which was down on previous years paid for ILL figures)
- special borrowing access for our students at Lancaster University was negotiated for the duration of the project and 18 students took up this offer.



New shelving

If you are facing the prospect of a major move here are some handy hints:

- 1 plan carefully – you will need to calculate how many crates you will need and where these can be stored
- 2 do a risk assessment of the project
- 3 communicate your plans to the students but expect that many will turn up not having read your posters, e-mails or handouts and having no clue what is going on!
- 4 if access is needed to the crates stack them three high only
- 5 only pack the crates with one layer of books
- 6 stack oversize stock widthways across the crate – these will be heavy
- 7 label the crates with a sequential number and the class numbers
- 8 keep the crates in strict order
- 9 roster staff for a maximum of two shifts per day of heavy work
- 10 always have two members of staff to lift each full crate
- 11 arrange manual handling refresher training for staff in advance
- 12 keep on good terms with the estates crew – they will be invaluable
- 13 have a handy supply of chocolates– they make good energy food!

On the whole our project went well. Some students complained but most were supportive and even stepped out of the way of oncoming trolleys full of crates!

One of the interesting outcomes from operating the runner service was the revelation that 12.5% of requests were for items where the catalogue had not been searched correctly. This highlighted the need for more training for students on using the catalogue and the reservation system. This will be an area of work for our faculty liaison teams for the future.

The staff at St Martin's worked extremely hard even during the inclement winter weather. It was back breaking work but the library looks lovely now so it was well worth it. Of course the new shelving now shows up the old paintwork...

NOTES

- 1 For an in-depth article on the project please see: M. L. Weaver, and M. Stanning, 'Reclassification project at St Martin's College: a case study', *Library review*, 56 (1) (2007) (Publication in progress)

Kingston University's flagship C-SCAIPE facility: a centre of excellence for learning and sustainability



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The new Centre for Sustainable Communities Achieved through Integrated Professional Education (C-SCAIPE) at Kingston University's Penrhyn Road campus is one of 74 centres of excellence in teaching and learning being established across the country. Financed by the Higher Education Funding Council for England, C-SCAIPE is the only centre led from the built environment subject area and is one of only two taking sustainability as its main theme.

THE OVERVIEW

C-SCAIPE, designed by Dannatt Johnson Architects and constructed by Dovehouse Interiors Limited, was created by transforming part of a 1930s block into modern, accessible accommodation in the heart of the town centre campus. A flexible space has been delivered, anticipating innovation in future teaching practices, along with an optimum setting for modern education, enabling interactive teaching to stimulate learning.

COMPREHENSIVE LEARNING RESOURCES

Learning practices have changed over the years and while quiet study is of importance, sharing knowledge and discussion is equally critical to the teaching process. At Kingston University, therefore, an interactive learning resources centre called the Reading Room has been provided for quiet study. This space is informal and comfort-

able to enable students to relax or spend long periods of time working when necessary. The Reading Room, importantly, embraces the need for Internet access to supplement and inform study so a series of terminals has been provided for research purposes. There is also access to relevant teaching materials and resources on sustainability.



The Reading Room is enhanced by an adjoining teaching and debating chamber, which allows for more interactive learning and incorporates equipment for presentations and lectures. The colours and furniture are the same as the Reading Room which creates the perception of a continuation of space and represents a marriage of individual and group study. The debating chamber area is designed to be flexible and, as such, can be sub-divided to form two 60-person classrooms, or, alternatively, areas for group discussion, offices or meeting rooms.

SPACE OPTIMISATION

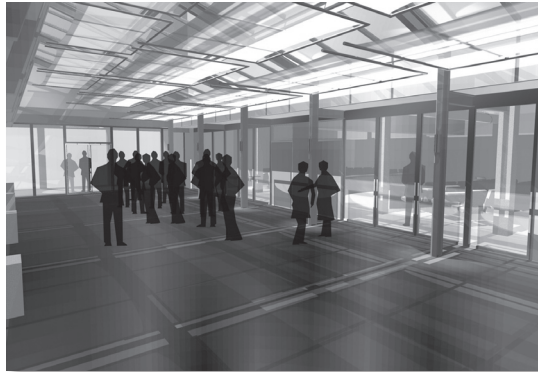
The new facility is designed to dedicate as much space as possible to the students. This is why the centrepiece of a new glass-roofed infill was selected as the solution to reclaim the unused space in an internal courtyard of the 1950s Penrhyn Road main building.

Inside the existing building, a complete strip-out of a section of the ground floor was undertaken, removing 50 per cent of the partitions to open up space for the debating chamber/lecture area and the Reading Room. In addition, corridor areas on the north side have been reclaimed to improve the space for office and teaching areas and to allow areas off the east circulation to be used for small group meetings and informal gatherings.

PRACTISING WHAT IT PREACHES

The entire centre is committed to producing graduates with a holistic understanding of sustainable communities. Given this emphasis on teaching sustainability, the facility is one of the

most sustainable educational projects undertaken by Kingston University and serves as a model for sustainable design. Every material – from the cast-iron drainage system to the timber worktops and floor tiles (made of 80 per cent recycled material) – has been chosen for its sustainable characteristics.



The glass roof of the Reading Room and roof lights of the debating chamber are formed of glazing specified to reduce the potential for solar gain while bringing in maximum natural light. They are also openable to enable natural ventilation. A series of cotton sun screens in the Reading Room are positioned to prevent glare throughout the year and electrically operated blinds provide the same protection in the debating chamber. Both blinds and screens can be dropped to allow full access to the glazed roof above for maintenance and cleaning. The visual connection between the debating chamber and the Reading Room is maintained through double glazed walls, which has the added advantage of allowing the debating chamber to make use of borrowed light from the Reading Room space. Privacy, if required, can be provided by operating integral electronic blinds. The debating chamber is also designed to consider the impact of noise on surrounding areas. While higher education establishments are not required to achieve the acoustic level recommended for secondary schools, the debating chamber and its movable dividing wall achieve these levels of sound insulation. The spaces within the entire building are naturally ventilated as far as possible and are designed to promote natural cooling through most of the year.

Kingston University has set a precedent for teaching and learning facilities based on an informal relationship and founded on sustainable principles.

The impact of innovative technologies on the design of learning spaces: lessons from the eSpaces study

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INTRODUCTION

The Joint Information Systems Committee (JISC) commissioned the Learning Development Unit at the University of Birmingham to carry out a 'Study on how innovative technologies are influencing the design of physical learning spaces in the post-16 sector' (the eSpaces Study 2005). The need for this study came from a recognition that most, if not all, education institutions are now integrating learning technologies into the design of new buildings and the refurbishment of existing ones. Managed learning environments, mobile computing, wireless LANs (local area networks) and broadband are just a few of the technologies that are influencing how we design, use and manage our learning spaces. The eSpaces Study sent out questionnaires to over 700 UK based universities, higher education institutions, further education colleges and sixth form colleges. All the responses were analysed and follow up questions were asked via email and telephone. Fifteen institutions were selected for site visits via this process.

This paper is adapted from a presentation that was given at the workshop 'Exploring research space' held by CURL and SCOUNL in June 2006. The presentation reviewed some of the main findings of the eSpaces Study and attempted to map these findings to the design and management of research spaces. The paper will argue that there is very little difference between the provision of learning and research spaces. This means that

institutions will need to explicitly identify where differences exist and how these should be implemented and supported.

MAIN FINDINGS FROM THE E-SPACES STUDY

Strategic drivers

The most successful learning spaces projects had two key strategic drivers: pedagogical and operational. The pedagogical drivers came from institutional learning, teaching and assessment strategies, and changes in learning and teaching methods within faculties, schools and individual subject areas.

The main operational driver was the need to refurbish poor estate such as updating lecture theatres, seminar rooms or class rooms. Without the pedagogical drivers, institutions would tend to replace like with like. However those that wanted to transform their learning and teaching, such as the University of Strathclyde (see site visit report in eSpaces Study 2005), would rethink how they wanted to use the space. Here lecture theatres are transformed into learner centred spaces where a range of learning activities can take place.

Effective change management

Like any innovation, the development and implementation of new learning spaces requires effective change management. Discussions with senior staff on the site visits showed that there is no certain formula for success. Kennedy (2002) has identified a series of success factors in managing educational change. If these are in place then the change is more likely to be successful.

One of the main challenges in the change management of learning spaces is changing the academics' role from lecturer to that of facilitator in supporting student centred learning. Some would argue that if one changes the learning space then one is more likely to change staff behaviour (JISC 2006). The eSpaces site visits also show that in most cases of successful change management there was a visionary member of staff. This visionary could be a senior member of staff within the institution or a member of staff that started off with a good idea. The visionary was able to 'sell' his or her idea and get the various stake holders on board with the appropriate resources to develop and implement their vision.

Service provision

The eSpaces Study also found that there is growing potential for the use of personal computing devices in learning and teaching, which may in

the long-run reduce the need for the central provision of computers. However, the introduction of a sufficient level of ownership of appropriate personal computing devices will need a fundamental change in many areas of the organisation as outline in the future trends section below.

FUTURE TRENDS

The main findings highlighted the following future trends:

- Forecasting over five years is difficult in any area of technology, so building and refurbishment projects need to build in contingencies for future changes, to 'expect the unexpected'
- The use of wireless networking and mobile computing devices is growing, but there is still a need for the institution to provide wired networking and permanently fixed desktop computers, which will increasingly be supplemented by wireless networking and mobile devices
- The provision of power for mobile devices is very important and will continue to be necessary for the next few years
- The management and development of technological facilities within open access and social spaces is growing in importance
- The design of all learning spaces needs to reflect the trend to more student-centred, collaborative and group learning
- Access to online services from outside the traditional institutional boundaries is growing rapidly
- The use of learning technologies will continue to grow.

Most of the 15 institutions visited had taken all the above points into account when carrying out major refurbishments or new builds and all agreed that designing for the future was the most difficult.

TYPES OF LEARNING SPACES

For the eSpaces Study we grouped learning spaces into four broad categories, namely:

Teaching Spaces: those spaces that are used for teaching activities and tend to be booked by lecturers via a central booking system.

Open Access Spaces: these spaces tend to be an integral part of library services providing open access to PCs and other enabling learning technologies.

Social Spaces: many education institutions are now providing internet cafés which are very popular with students.

Other Learning Spaces: with the advent of broadband and wireless LANs these spaces can be almost anywhere, on a train, plane or in the kitchen. Many retail outlets, especially cafés, are now providing free access to broadband.

How you support the learning space will of course depend on what type of space it is. Teaching rooms tend to be supported by audio visual technicians who work with academics to ensure that they get the best out of the teaching space. The type of support for open access and social spaces ranges from a help desk through to student helpers and learning advisors. It is crucial to ensure that appropriate support is in place for the type of learning space that is provided.

LINKS TO RESEARCH SPACES

What is a research space?

There are of course different types of research spaces from the very specialist, to those that are designated as 'open access' spaces for a wide range of research students, with the library usually providing the latter as part of its service provision. But what are the differences, if any, between open access spaces for research students and open access spaces for other students?

The University of Warwick's Learning Grid is a student centred open access learning space and is equipped with a wide range of equipment supporting presentational, collaborative and individual study. Wherever possible, furniture and equipment are designed to be flexible enabling students to create their own learning situations. The working environment is pleasant, light and airy. Movable acoustic screens act as ad-hoc dividers to help manage the noise levels. There is an active buzz of background noise that students appear to find relaxing and conducive to study, especially collaborative study.

The philosophy of the space is to allow flexibility and reconfiguration. Snacks and drinks are allowed within the space and meals can be eaten in the adjoining café area. Support staff are not placed at desks but are available within the room, identified by a blue t-shirt and by pictures on the surrounding plasma screens. These staff will both supervise the room and provide help to students.

Currently undergraduate and post-graduate students have access to the Learning Grid. However, change the name to that of a 'Post Graduate Research Centre' and restrict access to post graduate research students only and we have a research space. If in this scenario there is no real difference between a learning space and research space, why does one need designated open access research spaces? One of the main real differences, we would argue will be the strategic drivers.

Strategic drivers for research space

The strategic drivers for the development and implementation of research space are as yet unclear and there is a need to do a similar study to eSpaces to make these explicit. However, some years ago one of the main strategic drivers would most likely have been cost. If we go back fifteen or twenty years, enabling learning technologies such as the personal computer were very expensive and therefore in most cases were only made available to research students in dedicated research spaces. With the dramatic reduction in costs such facilities are now made available to all. We now have personal digital assistants (PDAs), mobile phones and iPods; all can be connected to the World Wide Web. So one could argue because of these cost reductions and the ever expanding use of the enabling learning technologies cost is no longer the main strategic driver in the provision of dedicated open access research spaces.

Other strategic drivers for the provision of open access research spaces will most likely include the refurbishing of old research spaces and the provision of high quality open access research spaces to attract the best researchers.

Effective change management for development of research spaces

Effective change management is of course essential for any change, however the development and implementation of innovative research space is not likely to change the way academics teach so we would not expect a change in academic staff roles. However the support staff will most likely have to change their roles as new types of research spaces are developed and implemented.

Service provision

The growing potential for the use of personal computing devices in research will reduce the need for central provision of computers. As personal computing becomes more powerful and with the advent of new enabling learning technologies such as the 'electronic book', researchers will be able to access their own research materials

anywhere and at any time. How we support these researchers (and other students) will need quite a fundamental change in many areas of the organisation.

Future trends and a vision of the future

Most of the future trends that applied to the eSpaces study apply for the development and implementation of dedicated open access spaces for research students. The eSpaces vision for the future 'will most likely be a world where learning is highly personalised and flexible. Learners will be able to access online services from almost anywhere and on almost any device. The capabilities of the devices and the supporting network systems may still vary, but learners will be in communication with learning systems at any time that suits their needs' (eSpaces Study 2005). As the enabling technologies develop the differences between the provision for learners and researchers will continue to decrease and institutions will need to have clear strategic drivers of why they should provide dedicated open access post graduate research spaces and how they should be implemented and supported.

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Introduction to HAERVI – HE Access to E-Resources in Visited Institutions

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Students and staff in higher education institutions often need to consult materials held in the libraries of other higher education institutions. This may be for personal convenience (students living at a distance from their home institution) or because of the need to consult specialist research materials not held by the home institution. Most higher education libraries now have systems in place to allow visitors to consult printed materials - the SCONUL Vacation Access scheme, SCONUL Research Extra, UK Libraries Plus and Inspire all provide structures for access to printed materials, and a number of regional collaborative arrangements also exist. However an increasing proportion of library stock is now held in electronic form only, and this proportion is likely to increase. In most institutions it is only possible to access this material if individuals have a network account, and such accounts are normally provided only to students and staff of the institution. Restrictions on access to institutional networks exist to support network security, and also to comply with legal conditions governing access to various electronic materials and software. As a result, however, *bona fide* academic visitors are often unable to gain access to these electronic materials.

To help overcome this problem, SCONUL and UCISA have launched a joint project, funded by JISC, to develop a toolkit to assist in providing workable solutions. No single solution is likely to suit all universities and colleges, so we hope that the toolkit will offer a number of options. The project's name is HAERVI (Higher Education Access to e-Resources in Visited Institutions) and it officially began on 1 October 2006 and is due to be complete by 31 May, 2007. The project

officer Paul Salotti, now a consultant and formerly Director of the University Computing Service at Newcastle University.

A range of relevant work has already been undertaken around this area in recent years:

- 1 JISC and Eduserv Chest have revised the terms of their **model licence** to allow walk-in user access under certain circumstances (visitors to be on campus, authenticated, signed up to local computing regulations and using resources for educational purposes only). It is estimated that between 50% and 70% of resources licensed by higher education institutions are covered by this type of licence, which includes NESLI e-journals. The new model licence is very welcome to institutions wishing to offer visitor access to e-resources, but it does mean that the onus is now on institutions to find ways of implementing the terms of the licence.
- 2 The **UK Computing Plus** project undertaken by UK Libraries Plus (www.uklibrariesplus.ac.uk) in 2002 asked libraries to investigate different ways of allowing visitor access to e-resources. This project started before the new model licence came into being, and a range of approaches were tried. Fifteen libraries currently offer some level of IT service to visitors through UK Computing Plus. A further survey in 2006 established that libraries still have difficulties in offering IT access to visitors, largely because of the need to maintain network security, licensing issues, and in some cases the perceived low priority of this work in relation to the wide range of other activities that library and IT staff are undertaking.
- 3 The **Research Information Network** has investigated access for members of the public to research output held in electronic form in higher education institutions. While RIN's target stakeholder group is different, SCONUL and UCISA anticipate working closely with RIN to ensure that both projects can benefit from the work undertaken in each area.
- 4 **JANET Roaming** (see <http://www.ja.net/roaming/>) is a service to permit a guest user (for example staff and students visiting another organisation) to gain guest network access at a visited organisation by means of their own usual username and password. Vis-

itors no longer need to be issued with temporary accounts – instead they are authenticated via the JANET Roaming service. This service offers an easy route for visitors to gain access to the internet, but it does not itself enable those visitors to use e-resources licensed to the visited institution.

- 5 Ongoing work with **Shibboleth** should make it easier for institutions to identify and classify visitors from other institutions. In connection with the JANET Roaming service above this may facilitate a route for enabling visitors to access e-resources licensed to the visited institution, but again does not by itself solve this problem.

The HAERVI project now seeks to develop a toolkit covering the legal, technical and administrative issues faced by librarians and IT managers wishing to allow visitors (staff and students) from other higher education institutions to access electronic information resources on their campus. The project is due to be complete by 31 May 2007.

A new departure: revising the websites by subject pages at WIT libraries

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PROJECT BACKGROUND

Based in southeast Ireland, Waterford Institute of Technology (WIT) is a higher education institute of 8000 full-time students up to PhD level. The academic structure within WIT is divided into six schools, namely: business, education, engineering, health sciences, humanities and science. WIT Libraries actively supports the teaching, learning and research needs of the staff and students across each of these schools.

The academic liaison initiative, which was established in 2001 to communicate library developments to academic staff at the Institute, is one such support. Although the service has evolved through the years, with the liaison team providing assistance and advice to lecturers on library related issues, one of the team's first tasks involved developing subject pages for the library website. These pages were initially collated in summer 2001 and included a selection of subject

specific gateway sites, as well as a collection of Irish and international web links. The pages were regularly checked to ensure that the links had not expired, but the individual pages were never re-structured, and so looked very dated by summer 2006. A significant update was required, particularly given the fact that the majority of courses had at this stage undergone transformations which the old pages did not reflect.

PROJECT AIMS

A project team was established in autumn 2006, with the overall objective of updating the pages in line with the current institutional structure and curriculum. Following the theory that 'students will search the internet with or without us; it is imperative that librarians take leadership in making the internet search experience a profitable one'¹ the team's primary objective involved producing a listing of quality academic sites for initiating intelligent and informed use of the internet. The plan was that while the listing could not, in any way, claim to be definitive, it would provide users with a starting point for academic research, guiding them onto other relevant and related sites, and ultimately helping them to become discriminating internet users.

The team began by assessing user needs. From their work at the circulation and information desks, and their involvement in liaison and learning support, the team members recognised the difficulty that users, particularly first year undergraduates, have with using the internet for academic research. The need for a transparent 'one stop shop' through which students could access some of the key websites for their subject areas and could learn about search tools and strategies, was immediately evident.

PROJECT FRAMEWORK

The team decided to transfer the 'websites by subject' page, which had been set up as a separate element on the library website, onto the main Internet page. The link to the subject page is now embedded on the library's internet page together with links to search tools and tutorials. This re-positioning of the section reinforces its association with the internet generally, and provides users with an opportunity, not only to intuitively access quality sites at the click of a mouse, but to simultaneously learn internet search skills. (See figure 1.)

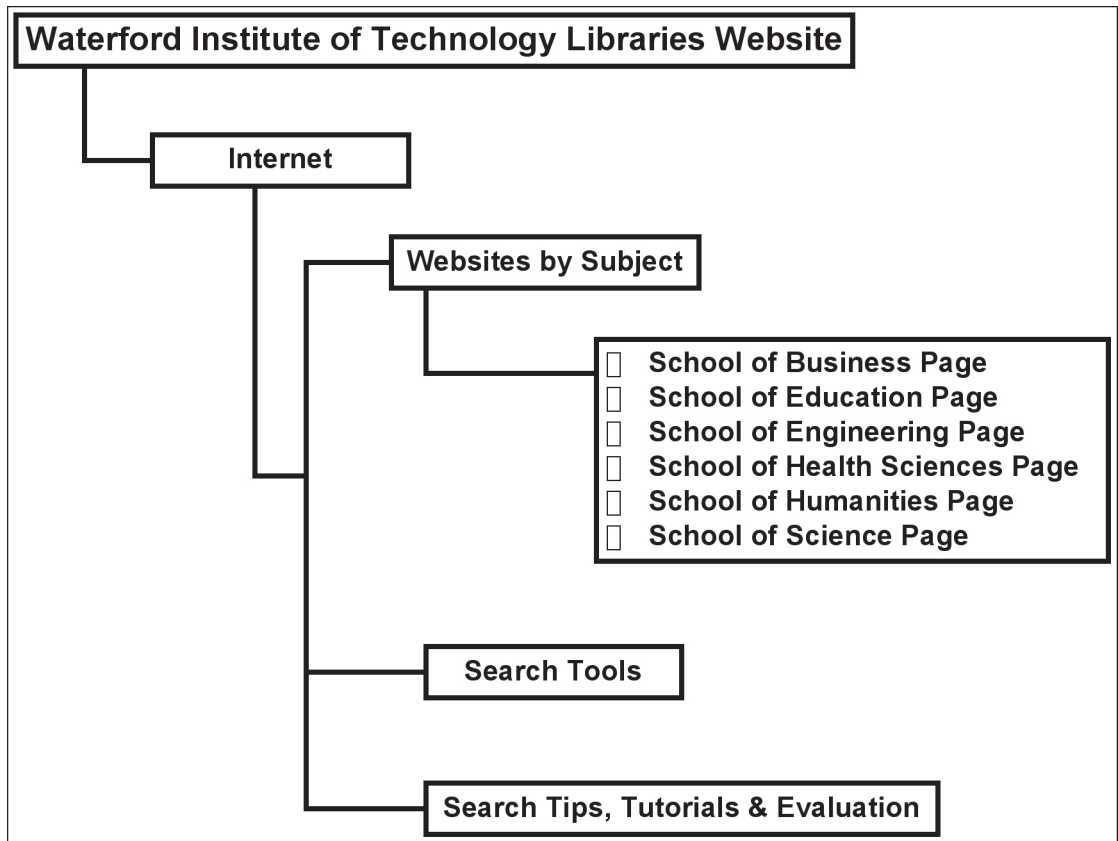
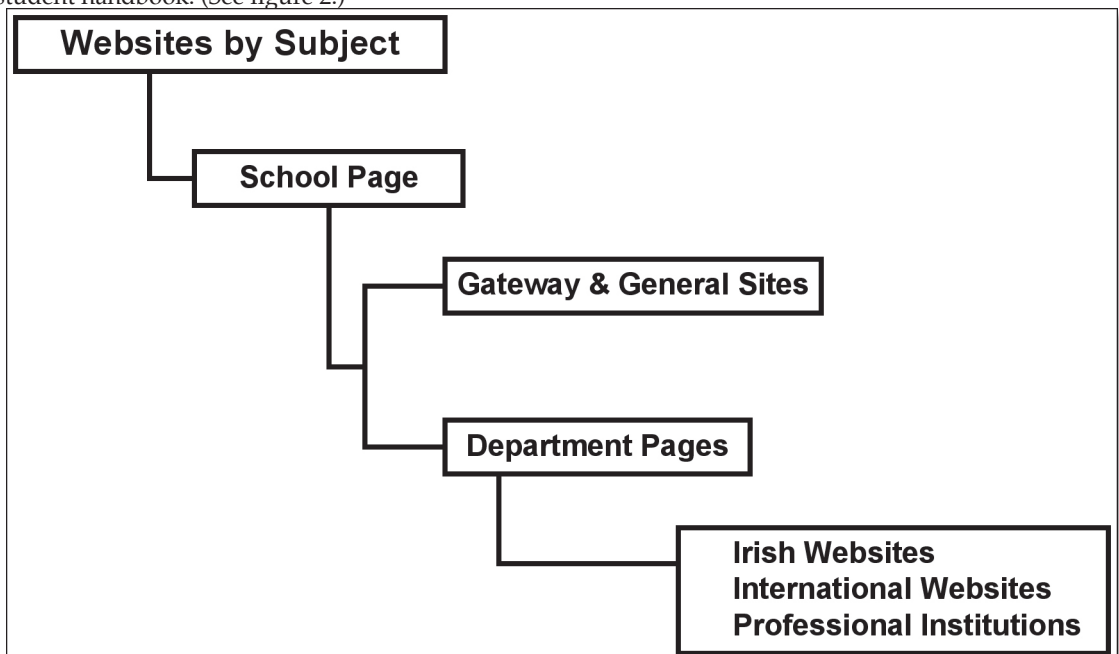


Fig. 1 – Structure of internet pages on WIT Libraries website

School pages

The 'websites by subject' page includes prominent links to all the academic schools at WIT. In an attempt to enhance associations between the library and these schools, as well as to the overall Institute, each subject page is further sub-divided according to an individual school and departmental framework. This division is in line with all other student information, including that provided on the institutional homepage and in the student handbook. (See figure 2.)

Fig. 2 – 'Websites by subject' page structures



In contrast to the old subject pages, which focused on providing links for each individual subject area, the decision to ground links to external websites in this way proves much more practical and relevant, for the reasons outlined below.

- **Gateways & general sites**

Following the new model, the opening page for each school includes a listing of key websites relevant to the entire school, regardless of any particular subject area. Gateway sites, which allow the user to access a wealth of links across a number of disciplines, are ideal for inclusion on the initial school page. Sites such as BUBL Information Service² and the recently launched Intute³ have proved so popular and useful within library training sessions that the team made a conscious decision to showcase these from the outset.

This model is in contrast with the former pages, which listed gateways for each individual subject, resulting in much repetition of links. In the current design, instead of having a link to the chemistry pages of a gateway, and a separate link to the physics pages of the same gateway, one overall link is now provided as appropriate on the opening school's page (in this case: science). This provides for a more efficient and effective framework.

In addition to listing gateway sites, these opening pages also include links to what the team defines as 'general subject sites', which are also relevant across the entire school. One example is Scirus,⁴ a science related search engine that provides access to academic sites, journals, news and other online web resources across the entire field of science.

Department pages

Links to individual departments are listed at the bottom of each school page after the gateway or general site listings. These departmental pages provide users with listings of subject specific sites, which, following the old page divisions, are categorised according to an Irish, international and professional context. The rationale for continuing to apply these divisions is outlined below:

- **Irish websites**

From our observations at group training sessions, we noted that many undergraduate assignments have a distinctly Irish emphasis. The team also noted that reference desk

queries revealed a tendency for students to request help in locating information in a specifically Irish context. In response to these needs, we felt it was important to demonstrate the availability of local and national information online. The Irish Government website,⁵ which provides a comprehensive overview of the organisations and departments within the state, is one example.

- **International sites**

In an effort to provide students with additional and alternate perspectives, and to encourage them to look beyond the Irish context, links to international and European Union sites were also included on the listings. A case in point is the World Health Organization,⁶ which provides access to comprehensive European and international information in the areas of nursing and healthcare.

- **Professional institutions**

In a bid to add a real-world focus to the pages, and following the strategic objectives of the Institute (which seek to 'produce graduates of distinction, equipped with a portfolio of personal, workplace and life skills that will ensure their value and success as employees and citizens alike'⁷) the team also decided to include links to professional institutions and bodies. The information on these pages not only foster and promote workplace skills relevant to the subject of study, but also include comprehensive links to additional web resources of potential interest. One example is the website for the Royal Institute of Architects of Ireland (RIAI)⁸ which contains a student resource section, plus links to a number of related websites.

SELECTING WEBSITES

With an established framework in place, our next task was to select and evaluate websites across all schools and departments that would match the new page templates. Despite being somewhat outdated and specifically structured according to subject, rather than schools and departments, the old pages provided us with a starting point for identifying quality academic sites. Whenever possible, content from the older pages was carried forward to the new structures, and modified accordingly. The BUBL Information Service site, which appeared on the initial 'websites by subject' pages, was, for example, transferred onto the relevant new pages. In addition, the team

drew on website listings that had been collated in other Irish and international third level institutions.⁹ The Irish Law site,¹⁰ hosted by University College Cork, is a valuable addition to the pages, as is the Teaching & Educational Development Institute (TEDI) site¹¹ from the University of Queensland. We also relied on recommendations from library mailing lists and other information resources worldwide. The HEAnet Information Resources Zone,¹² a web-based online repository of information resources of relevance to the academic and research community, is one such source. The internet resources articles from *College & research libraries news*, which provide annotated listings of Internet-accessible resources, is another.

EVALUATING WEBSITES

Taking our cue from a small number of information sources,^{13, 14, 15} the team aimed to select websites that were information-rich, up-to-date, reputable, reliable and well presented. All the links that appear on the 'websites by subject' pages were, therefore, evaluated according to the criteria outlined below.

Authority and currency

Authority refers to the author's or organisation's credentials, which we checked for repute. Given the nature and context of the project, our preference was for academic sites. As currency is related to authority, the sites were also monitored for date of creation and revision. This involved thoroughly inspecting each of the sites as we soon realised that even when the content appears to be current, certain sections, for example, news and events, may be glaringly out of date. Inter-site links were also tested to ensure that they were still live and current. Out of date information and expired links justifiably undermine the user's confidence in the usefulness of the site, and by extension, of the other sites listed on the page.

Content and reliability

Each website chosen for inclusion was deemed to have content of significant value to the teaching, learning and research needs of students and staff at WIT. The liaison team, who maintain regular contact with the lecturing staff, were useful advisers in this regard. While our preference was for academic sites, commercial sites were also included based on the valuable current information they contained in relation to specific industries.

Layout and design

The sites were also evaluated for ease of navigation. Ideally, design should allow the user to access each section of the site after the least possible number of decisions and clicks. As a general rule of thumb, sites with large amounts of unnecessary images, animations and banner advertisements were avoided as we felt such flashy graphics might be used to mask shallow content.

THE PROCESS

With the schools and departmental framework in place, and with the principles for selection and evaluation decided upon, the team set about collating and updating the 'websites by subject' pages. Working through the sections on either an individual or collaborative basis, depending on the complexity of the existing pages, the project was completed within six weeks.

In order to provide students with value-added content, jargon-free annotations were provided for each link. The generic descriptions from site homepages provided us with a starting point for preparing the annotations. Clear, simple, descriptive terminology was used throughout. As a pilot exercise, to determine the validity and the overall look and feel of the new design, the pages for the Schools of Business and Science were completed first. Following a positive reaction among staff and students, the pages for the schools of health sciences, education and humanities were then compiled. The pages for the school of engineering were finalised shortly afterwards.

ROLLING IT OUT

As the new pages were completed, they were gradually added to the library site. This phased approach, rather than an overall blanket switch, was considered appropriate, as it allowed for feedback on the pages throughout the course of the project.

It is worth mentioning that the websites by subject pages are becoming a crucial component of the library's internet training sessions. The fact that the listings have been selected and evaluated by a team of librarians and are of guaranteed quality instils confidence in the trainers and appeals to the students. Rather than randomly searching the internet for material for their assignments, students are now encouraged to bookmark the 'websites by subject' page as a starting point for research.

In line with the team's original disclaimer that the pages cannot presume to be a definitive representation of every web resource, the training sessions also go beyond the site listings. Students are introduced to a variety of search tools and to a number of search strategies for future searching, all of which focus on the academic context. The main values of the new pages lie not only in their provision of useful sites for initiating research, but also in their key role in fostering a range of transferable skills for future web searching.

GOING FORWARD

While the initial update of the 'websites by subject' pages has been accomplished, the team is aware that page maintenance is an ongoing project. The team is also aware that the content of the pages is subject to change over time, as the institutional structure grows and develops, and as new sites and suggestions for new sites come on-stream. With this in mind, we will continue working with the academic liaison librarians to monitor and evaluate page usage and to update the pages accordingly.

Access the 'websites by subject' pages on WIT libraries website. <http://library.wit.ie/GoingOnline/Internet/WebsitesbySubject/>

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Six Sigma = self service success

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'The core of Six Sigma is improvement in effectiveness and efficiency.'¹

This sounded exactly what we were looking for in our aim to increase and improve the use of self issue at Northumbria University Library. Six Sigma is a management methodology which must involve all levels of management if it is to work. Using DMAIC methodology –i.e. Define, Measure, Analyse, Improve and Control– processes are examined and obstacles identified.

With monthly issue and returns figures reaching 102,763 in January 2006 we needed to make better use of self service in order to manage the demands on the service and considered the Six Sigma methodology would help us in finding an answer.

SELF SERVICE HISTORY

Northumbria University had been using self service issue and return for a number of years but with limited success. In 1999 we installed our first self service unit at City Campus Library. This was a basic model which offered self issue. Success was limited with self issue figures reaching 2-3%.

The second phase of our move to self service was in 2001 when we upgraded to 3M 6210 self issue/return units. Percentage uptake was still low with self issue figures reported as 13% of the total issue figures. The new design of the units was certainly more user friendly but we still were not managing to significantly increase use.

SIX SIGMA

After watching a presentation by 3M in self service promotion and the use of Six Sigma, we approached 3M to work with us. 3M agreed to this and the project team was set up. Champions were from 3M and Northumbria University Library management. Other project team members represented 3M and a range of Northumbria

University Library staff involved in the issue/returns process in support of the library Talis system.

At the initial meeting we identified the project goal and timeframe, current defects with the existing self issue process, scope of the project and financial benefits.

The agreed goals were to:

- increase the percentage of self issues at City Campus Library from 18% to 50% per day by July 2006
- free staff time by 50% for other activities
- inform plans to develop the space on the ground floor of the library
- improve reliability and user satisfaction of self services during self service hours.

Data was taken from the university library management system. It was noted that around 30% of self issue was already achieved on Saturdays when fewer staff were on duty at the public service counter. Did this give us a clue to a 'quick win'?

The self issue process was analysed in depth and possible blockages identified and prioritised in terms of their influence on users take up of self service.

QUICK FIXES

After day 1 of the project we identified a number of 'quick fixes' through a 'brainstorming' process:

- Issue/return message wording should be uniform across all self check machines
- investigate whether it is feasible to enable account information screens on self-check machines
- students to be advised to remove cards from any wallets when placing them on self issue machine
- check if users were barred by any messages on the library system
- look at scanner location on self-check machines; these were often knocked out of alignment.

In addition to the 'quick fixes' already identified an analysis was undertaken of user-related and book-related successes and failures.

LIBRARY USERS

A survey of library user activities was conducted by library staff with guidance, at the start, from 3M staff. Over three weeks staff observed how library users used the self-check machines and recorded problems they encountered.

The differences between client-related and book-related problems were noted.

The main client-related problems were:

- **user friendliness of the units** - users had to select between 'check out' and 'check in': this resulted in delays as user selected their option
- **card handling** - library users often got confused about how to position the smartcard correctly and often removed the smartcard before it had been successfully scanned
- **book handling** - barcode labels, particularly on older books, had caused some problems; we had been re-barcoding but we still had a large number which could not be read by the scanners or were in the wrong position
- **PIN not known** - we had decided to use PINs to ensure an element of security, and although PINs were issued to new students at registration many did not remember them
- **over loan limit** - our loan limit for undergraduate students is 10 and 15 for undergraduate and final year students, which was quickly reached by undergraduate students.

The main book-related problems included:

- **bad barcode** - as with the client-related problems bad barcodes prevented self issues and returns; users became frustrated when scanning a pile of books only to find that the last item wouldn't scan and they had to go to the circulation desk to have their item issued
- **item reservation** - users who found reserved items on the shelves were similarly frustrated when they were stopped from borrowing an item which had a reservation against it
- **reference only book** - although labelled for reference use only students optimistically tried to borrow these via the self service units.

We compared these problems with reasons why library users were going to the issue desk to have books issued in preference to using self service machines. They were mainly:

- to pay fines
- to collect reservations
- check loan status
- self issue would not satisfy issuing client (i.e. the user requires something other than issue, return or renewal).

USER BEHAVIOUR

Other points observed:

- it was noted that whilst we had 'dual function' machines, to allow issue and return of books in one transaction, most users in fact used only one function, as the switch between issue/return was cumbersome and caused confusion and delays
- given the choice between the staffed issue/returns desk and a machine many users automatically selected the staffed service; this was in fact seen as one of the largest blocks to increasing take up of self service.

ACTIONS TAKEN

For the next two months we addressed the problems identified by the surveys with the following actions.

- meeters and greeters were available to help students use the self-check machines, demonstrate how to select the issue or return function, place the smartcard and book on the unit, enter the PIN and obtain a receipt, helping to overcome the previous negative experiences of users
- the number of staff at the issue desk was reduced and instead staff were timetabled to assist with self service: an average of 224 weekday hours was spent on the counter; the goal was to reduce staff time on issuing by 50%
- a campaign was run to promote use of PINs: we sent e-mails reminding students of their PIN, displayed notices and flyers around the university, and put details of how to get a PIN –and why it was needed– on the library plasma screens and web pages
- the fines limit was raised: when the limit of £3.00 outstanding fines was reached users were prevented from using self issue; we raised this to £10.00
- signage was changed: we removed the word 'self' so that the signs referred to 'issue' and 'return'
- the queuing system changed direction to face the self service units

- for one week we offered spot prizes of book tokens to users of the self-check machines
- we analysed statistics and reviewed the self check capacity to ensure the existing units could handle the potential throughput
- we trialled using trolleys for returned items instead of book bins: this did not prove to be very successful as the trolleys quickly filled as books were placed at random on the trolleys
- we promoted the Key Text Collection where core text books were available on a self service issue/return basis (in the Key Text Collection we were piloting the new 3M V series of self-check machine with RFID tags).

By applying all these actions identified by the Six Sigma Project we were able to see a significant increase in the number of self issues with a rise to 50%. However, it also became clear that using existing technology, current layouts and with the problems of unreadable book barcodes, usage of self service was unlikely to increase beyond this. Further development of our self service model required new solutions, and the outcomes of Six Sigma project were used to inform a number of major library developments.

Firstly, we had to decide whether to retain existing barcode technology and re-barcode stock or migrate to RFID utilising more efficient technology with added value functions available. Following the successful pilot in our Key Text Collection we agreed to proceed with RFID and to replace our old issue/returns machines with the new 3M V series.

Secondly, an opportunity arose to refurbish our ground floor entrance area and rearrange our services. A new welcome desk was created (see Annie Kilner's article in this issue of *SCONUL Focus*) and the issue/returns area rearranged in the light of Six Sigma outcomes, to give prominence to self service as the primary mode of operation, separate self issue and return functions, and allow better queue management. The result in October 2006 was a rise to 82% self issue.

CONCLUSION

Six Sigma in itself gave us few new 'revelations' as to why self service wasn't being used. Many of the problems identified we were already aware of ourselves. However, it did concentrate the mind in looking at these systematically, targeting issues which could be resolved quickly and giving us a more informed basis for some strategic policy

decisions regarding the future of our loans service and overall building design.

The outcomes of the project and the changes it informed have led to a successful major shift in service delivery in a period of five months.

Our thanks go to 3M and library staff in their considerable input into a successful project.

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Fishy freshers! ...or marketing gives you scales?? How attending Antony Brewerton's marketing roadshow prompted a fish theme for the Leeds Met Library in 2006

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The Leeds Met Library's publicity group was given the opportunity to do something different for induction this year when the university held a two week freshers' festival. Stalls in the Leeds Met Life event taking place across the two main campuses were asked to be fun and interactive rather than just hand out leaflets.

We jumped at the chance and remembered some ideas we'd come up with at Antony Brewerton's *Marketing Gives You Wings* event – e.g. 'Don't flounder in your first week at university – come to a library skills session' - we just had to make a connection with our day-to-day job! Then we realised that as library staff we are always Friendly, Informative, Supportive and Helpful = FISH.



A creative brainstorming session later, we decided on a lucky dip game (using a ball pool) to win fish-related prizes, giving us the chance to draw people in and then give them information about the library and our Skills for learning resources to help with their study needs. An accompanying 'fishy quiz' with fish-related answers to be found using the catalogue and library website was available at the stall and in the libraries. As this required more intellectual input than the ability to use a net we offered a DVD player as the main prize and (of course!) fish-related DVDs such as *Jaws* and *Finding Nemo* for the runners up.

We emailed library staff asking for volunteers to help run the stall and for any 'props' they might have to add to the display (promising confidentiality if this hinted at any fetishes) and ordered t-shirts for all those on the rota. Remembering that Oxford Brookes used stickers to identify how many people they'd talked to we came up with the idea of 'fish and tips'. Every ball was a winner – even if that was just a 'freaky fish' sweet (it's amazing what's out there when you look) and a useful library 'tip of the day'. This enabled us to calculate that we'd engaged with at least 1800 people over the two days.



When we started dreaming about fish we got a bit worried but in fact everyone had a great time running the stalls. Our aim was to encourage visits from people who wouldn't normally come near a library stall and we are sure that all who did came away with a very positive view of us, including many who returned for another go. We received lots of praise for the way the stall looked with both staff and students describing it as 'the best in the event'. The novelty factor drew more crowds than our 'competitors' and the fishy puns raised plenty of smiles and helped us engage with students who wanted to find out more about the library as well as having some fun. That just leaves us with the challenge of next year!



Using Personal Response Systems for induction



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In the autumn term of 2006 the business and economics subject team at Warwick University decided to try a slightly different approach to library induction for undergraduates. We wanted to keep our sessions brief, firmly believing that not much is retained by students from induction sessions, and we wanted a session that would not just be a brief introduction to services. Drawing on a colleague's experience we decided to focus on one specific problem we know students face early on in their course, namely understanding what they are looking for when they see references on a reading list. This had worked in a presentation format with quite large groups and included an element of interactivity. Having seen the Personal Response System (PRS) technology showcased on Warwick's e-learning website, we felt this might enhance the interactive element so arranged for a demonstration of the system in the library. PRS is used extensively by the medical school within lectures and is used to great success in revision sessions, especially when used in a competitive team environment.

This technology has been in use in other universities and disciplines for a while, including within libraries such as Birmingham University, as listed in their BRUM project¹ and Leeds University as detailed in the last issue of *SCONUL Focus*². A brief scan of the literature suggests views are predominantly positive about its value in engaging students and adding interactivity into lectures. The technology seemed simple enough, so we decided to build it into the undergraduate induction sessions as a trial.

HOW DOES IT WORK?

PRS uses handsets and 'ask the audience' software to elicit anonymous answers from participants. As in the television game show 'Who wants to be a millionaire', participants each receive a handset and are asked to vote on a set of answers. The TurningPoint³ software used at Warwick, once installed on the tutor PC, creates a toolbar within a PowerPoint presentation to enable slides to be created to interact with the handsets. Once each person has pressed the option of their choice the results of the voting are displayed on the screen for all to see. The next slide indicates which is the correct answer. PRS can be used to assess confidence levels and knowledge levels (pre- and post-training). One of the most attractive aspects, for us, was the belief that everyone in the audience could participate and (due to the anonymity offered by the technology) that everyone in the audience would participate. This active learning approach was felt to be a strong pedagogical reason for using the technology.

WAS IT EASY TO USE?

As with all technology, the PRS took a little getting used to, but was relatively straight forward. Warwick has over 400 handsets available for booking by academics. Most of the PRS sessions were delivered to small groups of 20 students in library training rooms, but PRS was used in the session to 400 business school undergraduates in one of the large lecture theatres. For the large lecture extra help was needed to hand out the handsets and collect them back in, and we requested technical support for that session. Each session lasted about 20 minutes, although more time had been allowed. Lisa Foggo and colleagues⁴ felt it important to allow 30 minutes set up time. Where the software was already installed on the PC our experience suggests this is not always necessary but – as with any software – allowances need to be made for a reboot of the PC if the handsets cannot be recognised.

The presentation was also fairly straightforward to create. Our presentation was based around helping students recognise references to books, journal articles, chapters in books (something we have found many students, even at masters level in term 3, have trouble with) and websites. We included a slide that made them think about assessing resources and websites for quality and also one to encourage them to ask for help from library staff rather than spend a long time looking

for information themselves. The first slide can be seen below.

HUCZYNSKI, A. and BUCHANAN, D., 2001. *Organisational behaviour: an introductory text*. 4th edition. Harlow: Pearson Education.

Is this reference:

1. an article in a journal
2. a book
3. a thesis
4. a giraffe



Fig. 1: Slide from undergraduate induction presentation

WHAT DID WE LEARN?

- **PRS does add interactivity and encourages participation**

In creating the presentation we originally included a joke option on each slide, but on reflection we reduced this to the first slide only as we didn't want to give the students the opportunity to sabotage the presentation by voting for the joke option each time. The initial joke broke the ice and relaxed the groups. We learnt that it was better not to wait every time for 100% response before moving on – it was better to keep up the pace of the presentation, but in fact most students participated on each voting slide. This is in stark contrast to former induction presentations where only a few confident students would respond to questions. As Hoffman and Goodwin⁵ found, the handing out of the handsets or 'clickers' also encouraged a good rapport between the library tutor and students, interested in knowing what was to follow.

- **Focus on the learning, not the technology**

The first two sessions, run simultaneously, produced the same feedback from each library tutor: asking the students to vote on one slide after another began to pall and students seemed to lose motivation (back to the usual induction scenario we were trying to avoid). It was decided to intersperse each voting slide with a live demonstration of the relevant point in the catalogue to break up the effect of the PRS. This worked well, as did asking students why they had voted in a particular way before the correct answer slide was put up. Interestingly, students were more forthcoming to respond to these

questions than in previous induction sessions. Maybe when students can see that they are not alone in answering one way they feel more confident to explain why they came to that answer? Steve Draper⁶ sees the ability of the technology to initiate a discussion as one of its more important applications and highlights the 'mathemagenic' (conducive to learning)' properties of 'having to produce explanations and reasons'. The slide on evaluating sources provoked most discussion. It posed a question where there was no right or wrong answer and it was interesting to see what assumptions students made. An interesting extension to the use of PRS is recommended by Wood⁷, where it is used in conjunction with the Mazur model of peer instruction⁸. After an initial vote, students are paired up and each student has to try to convince the other that their choice of answer is right. In a follow up vote, most students give the correct answer.

- **PRS provides feedback for tutors**

One of the biggest attractions of PRS for the tutor is that he or she can see very quickly from the displayed results how much the students know or understand and can address misunderstandings accordingly. PRS offers 'focus and direction' (Simpson and Oliver⁹). Where a high percentage of the class vote correctly, it is obvious immediately that the question is not challenging enough and needs to be amended. In our case, the citation to the website was too easily identified by each of the first few groups so a decision was made to take the voting off that slide. This also helped reduce the voting fatigue mentioned above and reduced the risk of making the students feel as if they were being patronised.

It is interesting to note that in some US universities (Nebraska, Arizona, Colorado and Wisconsin-Madison, for example) students are asked to buy a handset at the beginning of their course (often part refundable at the end of their course), and the voting is part of both formative and summative assessment as a particular handset is identifiable to a particular student by the tutor. Problems with individual handsets not working may cause problems, students need to remember to bring their handsets to a session, plus they need to be familiar with the technology if taken to this level.

- **PRS provides anonymous feedback for students**

The distribution of the results is displayed for the students too, so each one can see how they compare to the rest of the group and seeing they are not alone in answering wrongly seems to have a positive effect. The anonymity afforded by the use of PRS means students can answer without having to 'lose face'. This is something international students are particularly keen to avoid. Beekes¹⁰ found PRS useful in engaging students from particular cultural and education backgrounds, concluding that the PRS 'appeared to enable them to overcome their inhibition and lack of confidence to contribute to class discussion'. We did not observe this in our undergraduate induction but it would be interesting to use PRS with masters groups with large contingents of international students with a view to encouraging participation.

WOULD WE USE IT AGAIN?

Yes. PRS is great for involving your audience. We felt the session was well received and some students even quoted back to us information on the slides when coming in to ask for help, suggesting that at least some of the information had been retained and that the main message of seeing us as approachable and there to help had been conveyed. If handled well PRS can help build a rapport with your group and can make library sessions fun for both the tutor and the students. It is possible to save results to assess and compare each group and to fine tune future sessions based on the information given. The technology is fairly reliable, but it is advisable to practise with it first. It needs to be used carefully: as with any learning technology, how it is used determines how well it is received. As Simpson and Oliver point out, 'the adoption of technology does not 'cause' good teaching'¹¹ and the interactive element may be a little daunting for the inexperienced tutor, but this technology, for us, was a relatively easy way to add in fun and interaction to a topic that often doesn't engage students. We need to carry out more extensive use and evaluation of the effectiveness of the technology to ascertain whether it is worth purchasing a number of handsets for the smaller group sessions, to ensure no booking conflicts occur. But this is fine tuning for an excellent technology we plan to use again for induction as well as introduce into post-induction sessions and information literacy programmes, to assess

starting knowledge levels and provide formative assessment.

ACKNOWLEDGEMENTS

All members of the business and economics team helped in the development and/or delivery of these sessions: Charlotte Elliott, Kieron Punch, Simon Speight, and Hannah Perkins, now subject librarian: computing science, maths and statistics, built environment at Coventry University.

Thanks also to Martin Wolf, Social Sciences Librarian, for the initial PowerPoint.

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Serving them right? How libraries can enhance the learning experience of international students: a case study from the University of Exeter



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This article covers the steps I've taken to better support international students at the University of Exeter library since taking on the role of international officer.

BACKGROUND

Last year, the University of Exeter took part in the international Student Barometer: a satisfaction survey completed by international students and run every term. It covers all aspects of the student experience and the university used it to analyse service delivery with a view to attracting higher numbers of international students. (The university has aims in its corporate plan of increasing international recruitment.) Results for the library's service were disappointing: although international students saw library services as very important, they were not very satisfied with them. Satisfaction levels were also significantly lower than other universities from the peer group. The questionnaire itself was very generalised: the relevant question simply asked how satisfied they were with the library facilities; there was no

breakdown of which aspects of library facilities. Extra comments gave some clue to the particular problems perceived: these tended to focus around access to textbooks, which is governed by devolved funding at Exeter, and therefore the responsibility of the academic departments. However, as part of a response to these results, at the start of the summer I was asked to take on the role of library international officer and to develop new services that enhance the library experience for international students. This role complements my post as subject librarian: I look after several departments, including the school of business and economics, who attract a large international student population each year.

LOCAL AND PROFESSIONAL RESEARCH

I was conscious that new services needed to be in place by the start of the new academic year, so a rapid response was needed to meet this deadline. I started by meeting the university's international student support officer to gain some insight into her work and to discuss the best sort of services to put in place. She gave me many initial pointers on specific issues that could arise, for example: the use of roman numerals is particularly confusing to other nationalities. At the same time, I was also able to share issues of unrealistic expectations that we meet amongst library users. For example, I observed on a visit to a Russian university that many students are lent a full complement of textbooks by the library at the start of the academic year. There is no competition for texts, so our system of expecting students to purchase key texts and only providing a few copies in the library can come as a shock and a perceived poor service. As Jackson notes¹, students from other countries might be experiencing stress simply trying to settle in and adapt to a new culture, so managing expectations before arrival could help with the adjustment process. The support officer also introduced me to several other important contacts within the international office and made me aware of other services across campus with whom it would be advisable to liaise.

I next searched the professional literature to discover who else was working in this area and what sort of services were delivered. Singer's article² was particularly informative as she had already surveyed lis-link quite recently and compiled a list of services. Her article also gives some good background facts on the current numbers of international students in universities in the UK. Whilst researching recent developments, I noted that the drive towards a customer focus in the higher

education sector is also reflected in the market for international students: a Higher Education Policy Institute survey recently showed that a third of respondents believed that universities in the UK did not offer good value for money³. In order to attract more students here, we need to be offering higher levels of services that give added value and enhance the learning experience of all. Overall numbers of international students entering higher education this term have remained static, though numbers of students from China and Nigeria have dropped (8% and 34% respectively), whilst numbers from new EU countries have risen (50% rise in Polish students)⁴. The recent news that continental universities are now offering degree programmes taught in English for a fraction of the fees charged in the UK⁵ also means that British universities will have to find new ways of attracting and retaining international students, offering more and better services to justify the difference in fees.

I contacted registry for a list of countries of origin for our own international students with a view to examining if there were any particularly large groups (and therefore cultural issues). The spread was vast, with over 84 different countries represented, though the two largest groups came from China and the United States – these students made up a third of the total. The other two thirds were quite thinly spread across the remaining 82 countries.

A web survey also seemed logical as many prospective students will browse through institutional websites before application. However, I found that a web presence for international student library services was minimal – many libraries simply gave the name of a support officer, though some had a single page of help and orientation information. In view of the need to attract new students to the institution, I felt strongly that the support structures should be clearly visible on the website in order to 'sell' the facilities and also to enhance the student experience even before arrival.

SCHEDULE OF WORK

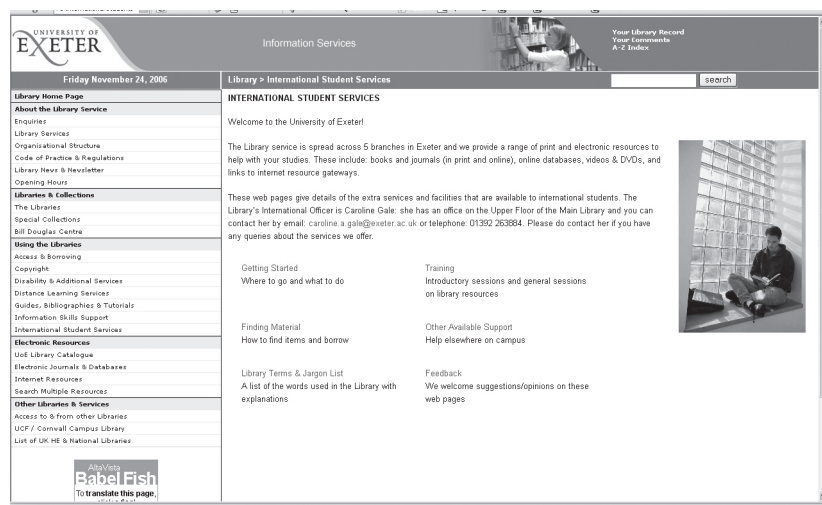
The next step was to call together a working group of interested colleagues, some of whom had been international students in other countries in the past. Together we planned a schedule of work to put in place services for the new academic year including:

- a new set of web pages

- a jargon list of library terms
- an introductory leaflet to complement the existing welcome leaflet distributed to all new students
- contributing to internal newsletters to advertise the support available
- extra induction teaching sessions, focusing on library basics and cultural differences in library practices
- drop-in sessions run at several points throughout the term so students could bring specific issues for one-to-one help
- obtaining books for students, mainly guides on living/studying in the UK and other books using basic English for those learning the language.

We prioritised these tasks and completed the leaflet first as this was subject to a design and print deadline. The web pages were the next priority as we recognised that students might want information pre-arrival. Most importantly, I wanted the pages to be visible, rather than buried deep within the library website, so I requested a menu link from the homepage for 'International Student Services'. I noticed from my web survey that many libraries do not have a similar link on the homepage, although there are many who have links for services for disabled users (for example). We decided to use a question and answer format on the pages rather than straight factual lists, so we hoped they would be more intuitive. A link was added to the Alta Vista Babel Fish translation programme⁶, so students can obtain an automatic translation of the pages into eight different languages. The web pages are available at:

<http://www.exeter.ac.uk/library/international/>



We also incorporated a help page on roman numerals and a new jargon list of library terms. We were aware of a few lists produced by UK universities, but Oxford Brookes' list seemed the most comprehensive⁷. Using the Oxford Brookes list for inspiration, we created an initial list of terms that needed definition, then adding local terms and any others that we thought of. The list is now quite lengthy, but we are still adding new terms when required.

An introductory leaflet for international students was compiled in the house style of general information guides. It covers the basic information a new student would need, including how to join the library, finding and borrowing books, passwords, and asking for help. I liaised with the international office staff to ensure that all new students received one of the leaflets in their university welcome packs.

Our team offered extra library induction sessions for international students, covering the basic information that was given in the aforementioned leaflet. These proved surprisingly popular, leading us to run extra sessions throughout 'Welcome Week' before the start of term. We also decided to offer drop-in sessions later in the term for students to bring their own issues to, though these have proved less popular. The introductory sessions, combined with the invitation to ask staff if problems arise seem to be sufficient from the evidence so far.

It was also noted that a collection of books covering British culture and how to survive as a student in the UK would be useful, so we purchased a selection of titles. We plan to purchase

more, including materials that will help those learning English. A visit to the nearest public library was arranged to see what sort of material they hold on this topic, so we could complement their holdings. It also seemed sensible to locate all these books together in a specific section, so they are easy to find. Whilst setting up the services for international students, it was clear that a wider issue of race equality also needed to be addressed within the service. The University of Exeter has its own race equality group, so I joined

as the library representative and hope to contribute to this issue at a higher level.

Staff training is always a crucial issue when new initiatives are undertaken. Awareness of cultural issues and the sensitivity to know when extra help is required are key. Cross-cultural awareness in communication has been highlighted within library literature: Zhang⁸ highlights the need for librarians to understand the effect different cultures have on communication. As an initial introduction, the working group organised a staff training session, inviting along the university's equality and diversity officer as well as the international student support officer to talk about the issues involved with students from other countries. There was a clear message that the range of countries represented at the university is so vast that it is hard to make generalisations about cultural issues. However, all staff were asked to think about potential barriers the students faced as well as problems they had encountered themselves. Follow up sessions are planned and I hope to add to this by contributing to a new online training package covering equality and diversity issues. Finally, we purchased some book titles on cultural awareness and supporting international students to add to library stock as an additional training aid.

CONCLUSION

Setting up the services for international students has been –by necessity– an exercise in rapid response. It will be easier to reflect on the success of the services I have put in place after a full academic year has elapsed. However, results from the autumn term student barometer survey will be available in the new year and I hope the satisfaction levels will reflect the extra work that has been put in. The university has recently announced a partnership with INTO to recruit more international students, so additional challenges will be facing us next academic year with the arrival of 100 extra students, rising to 500 over the next few years. Existing services will need to be developed and extended, but I look forward to the new intake and the challenge it will provide.

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Staff development at Canterbury Christ Church University

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At Canterbury Christ Church University (CCCU) library, staff development takes many forms, such as induction for new staff, attendance at conferences and workshops (in-house or external), formal courses leading to a qualification, and lectures and talks by CCCU staff which help us to gain a better understanding of the work of the university. Our definition is that training is understood to be those activities by which staff attain the necessary level of efficiency and effectiveness in job-related skills, whilst staff development is those activities which contribute to the broader enhancement of staff skills, which may be less job-specific than training activities. Annual funding is available to support staff development, and managers are required to ensure that all staff have access to the best possible training and development opportunities. Staff are expected to keep an individual record of their own training and development to aid them in preparing for appraisal, for personal and career development, and for evidence of continuous professional development where required.

In common with many higher education libraries, the library at CCCU has had a well-established induction programme for new staff. When combined with workshops and courses offered by the university staff development office or the learning and teaching enhancement unit, we believed that library staff had 'reasonable to good' opportunities to enhance the knowledge and skills needed for their work. In addition, for much of the year, we ran weekly half-hour slots on various topics – ranging from talks by the disability and equal opportunities adviser and someone from the quality and standards office, to shelf-tidying 'parties'!

Whilst this approach was good for staff morale, we gradually came to believe that a more struc-

tured approach was needed, even if some of the sessions remained informal. Staff development sessions held at the Canterbury campus, whilst not compulsory, were attended mainly by the same people each week – and hardly at all by staff based at our other campuses. Whilst this demonstrated that at least some staff were taking responsibility for their own continuing development, the response was piecemeal and there was no evidence of records being kept either by individuals or the library.

The library's staff development group identified the need for greater consistency and clearer practices; and felt that there would also be a benefit in an improved appraisal process. To assist in this process, a survey of SCONUL members was undertaken in February 2006. This revealed that a majority of libraries had some sort of structured approach to staff development. The group then set about identifying training which was essential for all staff as well as training specifically required for front-line staff. This included university training programmes (such as Staff orientation and welcome; Introduction to equality and diversity; Data Protection Act; and Fire safety training) as well as those arranged in-house. It was agreed that all new full-time staff should undertake these within six months of their start date. Other training would be required in the following six months. We recognised the particular problems of part-time staff in ensuring that they received the appropriate training in the timescale required, and have set longer timescales for these. Training and development activities should satisfy organisational and departmental training needs, as well as the needs of the individual.

Alongside the formal programmes, we agreed on a more consistent approach to our induction for new staff. Our minds were somewhat concentrated by the fact that from September 2006 the enquiry and issue desk services were no longer to be offered by Library Services staff, but via a separate department of Integrated Support Services (ISS). Although some staff were transferred from Library Services to ISS and had therefore already been through our old induction programme, as well as having good experience of working in the library, the remaining ISS staff had not! We therefore had to undertake an intensive induction period for eight staff who had previously worked on the computing helpdesk, some of whom had very little understanding of the activities and operation of the library. This forced us back to basics! We therefore ensured that the induction programme provided an overview of Library

Services, and its relationship to other departments in Information Services, together with overviews of the work of each section. This has now become the basis of our induction programme for all new staff.

One thing that emerged in the summer, when devising this programme, was the need to keep records of who has attended what – and when. Not many respondents to our SCONUL survey reported use of Personal Development Portfolios (PDPs). Whilst in use for students at CCCU, staff PDPs are a development for the future. In their absence, and without a single co-ordinator for staff development in the library, we have found it difficult to keep track and ensure that new staff do actually undertake the training we have agreed they should have. This came to light when new ISS staff were found to have been missed out for health and safety training. Some form of monitoring is essential to ensure agreed programmes have been completed, with managers being required to release staff to undertake these. Line managers should provide an opportunity for review of all development activities in order to create an environment of continual review, and allow additional development needs to be identified. To be effective such evaluation and review should occur soon after the training, but as yet, this does not happen with any consistency.

Staff development is an ongoing process. As stated in our library staff development policy, the department's greatest resource is its staff, both in terms of financial cost and potential benefit. Without appropriate staff development opportunities, Library Services will not be properly equipped to take up the increasing challenges posed to the academic library sector, and to meet the specific objectives set out in the university's strategic plan. Both training and development activities contribute to effectiveness, professionalism and good management within library services. To keep staff involved and up-to-date requires hard work and a great deal of investment by the staff development team. Our view is that this is worth the effort.

News from SCONUL

New SCONUL members

A warm welcome to our new members the Edinburgh College of Art, represented by Wilson Smith, Glasgow School of Art, represented by Catherine Nicholson, the Tate, represented by Kate Sloss, and St Mary's University College, Belfast, represented by John Morrissey. At Queen Margaret University College Library the new Director is Fraser Muir.

New designation

On 16 October 2006 our member St Mary's College in Twickenham became St Mary's University College, Twickenham.

Government and parliamentary

The politicians and civil servants were busy in December 2006.

Westminster Parliament – Education & Skills Committee: higher education

The Education and Skills Committee announced two inquiries into higher education: one looking into future sustainability of the sector, and an initial, shorter, inquiry on the impact of the Bologna process on UK higher education. Written evidence is already in and oral evidence will be gathered early in 2007. Further details at http://www.parliament.uk/parliamentary_committees/education_and_skills_committee/espn031106b.cfm

HM Treasury – Gowers review of intellectual property

The UK Government has announced its acceptance of the recommendations of the 'Gowers' Review of intellectual property. The review, published on 6 December, recommends (amongst other things)

- A 'private copying' exception to copyright so that within a private household people can copy material from one format to another
- Enabling access to content for libraries and educational establishments, to facilitate storage for preservation and access for learning – by clarifying the exceptions to copyright
- Keeping the 50-year term of copyright protection for sound recordings and performers' rights

Gowers review

http://www.hm-treasury.gov.uk/media/53F/C8/pbr06_gowers_report_755.pdf

Government response

http://www.hm-treasury.gov.uk/media/571/B7/pbr06_chapter3.pdf

Press release from the library and archive community welcoming the review

http://www.sconul.ac.uk/news/gowers_laca_press%20release/laca_gowers.pdf

SCONUL's response to the review (21 April 2006)

http://www.hm-treasury.gov.uk/media/51C/C0/society_of_college_national_and_university_libraries_443_35kb.pdf

European Commission – Digital Libraries

The EC's High Level Group on Digital Libraries (one of whose members is Lynne Brindley, Chief Executive of the British Library) has a sub-group on copyright (one of whose members is the Secretary of SCONUL). The sub-group held two meetings in Brussels in December, one on digitisation for preservation purposes, and one on the digitisation of out-of-print works. The signs are that right-holders are prepared to allow more than one digital copy to be made by libraries for preservation purposes, regardless of the law, provided that certain conditions are met. The sub-group also hopes to produce a model licence to ease negotiations if a library wants to digitise an out-of-print work whose copyright-holder is known.

VAT on e-resources hampers switch from print to electronic

Despite the European Union's aim to encourage a dynamic information economy, its finance ministers insist on a VAT regime which treats electronic publications less favourably than printed ones. A new study (supported financially by SCONUL and other members of the 'Frankfurt Group') shows the adverse effects, which are described in a press release issued at the recent Frankfurt Book Fair. See http://www.sub.uni-goettingen.de/frankfurtgroup/PR_Survey.pdf

Legal and parliamentary - UK/Europe

On 6 November I attended a consultation organised by our European library/archive allies with a distinguished Dutch intellectual property lawyer in Amsterdam. On the library side we wished to know the effect of various recent judgements in the European Court of Justice with regard to database right. Did the judgements reduce the rights libraries have over the databases we

create – especially our catalogues? Fortunately, although the legal position is complex, it seems that our databases remain protected.

Access to e-resources: HAERVI project officer appointed

The HAERVI project, run by SCONUL and UCISA and funded by JISC, aims to simplify access to e-resources for visitors between higher education institutions - see SCONUL e-bulletin Sept 06. Paul Salotti has been appointed project officer to carry out the work. Paul is a consultant who until recently was Director of the University Computing Service at Newcastle University.

e-Theses - a toolkit

Those who attended one or more of the 'ETHOS' project events in 2006 may be interested in the 'ETHOS Toolkit', now available at <http://ethos-toolkit.rgu.ac.uk>. The ETHOS project is now completed, but the Toolkit will be maintained and updated until further information is available regarding the development of the ETHOS Service. Queries or suggestions for improvements to Susan Copeland (s.copeland@rgu.ac.uk).

New model licence for authors of research papers

JISC and its Dutch counterpart SURF have published a model agreement to help authors make appropriate arrangements with publishers for the publication of a journal article. This 'Licence to publish' is the result of several years of international consultation and aims to establish a balance of rights and interests in the emerging scholarly communications environment. See www.surf.nl/copyrighttoolbox/authors/licence/

New agreement allows librarians to copy from Ordnance Survey mapping

The Libraries and Archives Copyright Alliance (SCONUL is an active member) has successfully concluded a new agreement with Ordnance Survey. It clarifies the conditions under which librarians and archivists may copy mapping for users. It takes effect from 1 November 2006 and will be reviewed in December 2009. See http://www.ordnancesurvey.co.uk/oswebsite/business/copyright/library_terms.html

Watch this space

The use of space in higher education is much scrutinised by the funding bodies. HEFCE recently published a report at http://www.smg.ac.uk/documents/spaceneedindicator_userguide.pdf which on p 5 gives very basic space norms for libraries. Thanks are due to our Working

Group on Space Planning whose Chair Andrew McDonald approached the authors of the report and ensured that its references to library space do accord with reality, as revealed in our annual library statistics.

Buildings and the preservation of holdings

The National Preservation Office has announced a new course (London, 12 February 2007) designed to help libraries and archives provide the optimum environment for their holdings. *Knowing the need*, the NPO's report on the emerging picture of preservation need (<http://www.bl.uk/services/npo/publicationsnpo.html>), highlighted the improvement of environmental conditions as an imperative for the long-term survival of collections. An online booking form for the course is at <http://www.bl.uk/services/npo/environment107.html>

Friends and allies - the British Academy

On 9 November the British Academy held a workshop to discuss their report on e-resources <http://www.britac.ac.uk/reports/eresources/index.html> Both Robin Green (Executive Director of CURL) and I gave presentations outlining the view of university libraries.

Friends and allies - CURL

If you are not in membership of CURL (www.curl.ac.uk) you may not have heard that Mark Brown (University of Southampton) is now Acting Chair of CURL, following Michele Shoebridge's move to Exeter.

On 15 November SCONUL's Chair and Secretary met CURL's Chair and Executive Director for one of our regular liaison meetings. As usual it was amicable and useful, and unusually it took place at the University of Warwick. CURL invited members of SCONUL to join the afternoon session of its own Members' Meeting in London on 2 November. Discussions there were on the subject of library involvement in implementing funders' requirements in relation to research outputs, and a summary of the presentations is at <http://www.curl.ac.uk/members/membersmeetingautumn2006.htm>

Friends and allies - RIN

The Research Information Network has recently published a report on the use made by researchers of 'discovery services' <http://www.rin.ac.uk/researchers-discovery-services>

Statistics about UK libraries

LISU has just published the last in its long-running statistical series supported by the Museums Libraries & Archives Council (MLA) and its predecessors, summarising activity in a broad range of library sectors, the Annual Library Statistics 2006. A press release can be found at: <http://www.lboro.ac.uk/departments/dis/lisu/pages/pr/als06pr.html>

A resource for foreign legal research

FLARE: Foreign law research <<http://ials.sas.ac.uk/flare/flare.htm>> is a website designed to improve access to research material in foreign, comparative and international law. (FLARE is an association of major research libraries collecting law in the United Kingdom.)

Library buildings: a SCONUL study visit

Some 70 SCONUL members visited Glasgow on 7 and 8 December (see www.sconul.ac.uk/groups/space_planning/events/prog06.html) for a successful and instructive review of Glasgow University Library's building redevelopment programme and the Saltire Centre at Glasgow Caledonian University.

UK Access Management Federation

Announced on 30 November 2006, the UK Access Management Federation has been launched by JISC. It is the centrepiece of JISC's significant investment on behalf of the education and research community in developing next-generation access management systems based on Shibboleth technology.

The federation, to be run by UKERNA on behalf of JISC and Becta, will be made up of 'identity providers', such as universities and colleges, and 'service providers', such as publishers of online resources. Federated access management establishes a way of exchanging information between individuals and providers of digital resources. It protects the security of the individual and of the resource. The federation aims to bring UK education and research a step closer to achieving single sign-on to network and online resources. Further information at <http://www.ukfederation.org.uk/>

New policy for public access to outputs of Canadian research

The Canadian Institutes of Health Research have introduced a draft policy implementing broad access to publicly-funded research. SPARC (the Scholarly Publishing and Academic Resources Coalition, <http://www.arl.org/sparc/>) and CARL

(the Canadian Association of Research Libraries, <http://www.carl-abrc.ca/>) have commended the strength and timeliness of the Draft Policy (<http://www.cihr-irsc.gc.ca/e/32395.html>) which will govern peer-reviewed journal publications, research materials, and final research data stemming from CIHR funding. For libraries, the policy marks a significant step forward for Canadian science and puts Canada in the forefront of the global open access movement. CIHR is the major federal agency responsible for funding health research in Canada. Both SPARC and CARL have issued letters welcoming the policy and suggesting refinements to it. The SPARC letter to CIHR is at http://www.arl.org/sparc/advocacy/canada/cihr_draft_policy_response.pdf.

The CARL letter is at http://www.carl-abrc.ca/projects/open_access/pdf/cihr_draft_policy_response.pdf

JISC briefing paper on digital preservation

JISC has recently produced a briefing paper on digital preservation, available at http://www.jisc.ac.uk/publications/publications/pub_digipreservationbp. JISC will send printed copies of the briefing paper to higher education and further education libraries.

Francisco Partners acquire Endeavor Information Systems from Elsevier

Francisco Partners completed the acquisition of Ex Libris a few weeks ago.

Francisco Partners plan to make a further acquisition and announced that a definitive acquisition agreement for the purchase of Endeavor Information Systems Inc. has been signed. The deal is expected to be completed by the end of 2006, at which time the Endeavor organisation will merge with Ex Libris, operating as a single company with the Ex Libris name.

New design for SCONUL website

SCONUL's website has been given an exciting new look and feel. The redesigned structure arranges SCONUL's activities according to its strategic interests, rather than following its internal organisation. More use is made of the graphics and pictures to give added interest. Navigation is simpler by a set of blue tabs for the main menu, with a red banner under each tab giving further subdivision. The new design is the first phase in a thorough overhaul and expansion of the website. The design work was by 529 LLP.

Fit for the flexible future?

Report on the SCONUL Buildings Visit, December 2006 to University of Glasgow Library and Glasgow Caledonian University Saltire Centre

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All pictures are by the authors and were taken during the visit

DESIGN PRINCIPLES

As a primer for the actual visits to the buildings, the two days began with Ros Smith from JISC and an overview of the key issues in modern learning design as covered in *Designing spaces for effective learning*¹ which she wrote for JISC. Key customer expectations are that everything will be online and that buildings should inspire people to learn. To make this happen learning spaces should:

- Reflect the strategic vision of the university and be shared by all stakeholders
- Have technology which is pervasive, flexible and active
- Be social and inclusive, enabling collaboration learning from others
- Contain digital resources which are unobtrusive but easy to find and use
- Contain embedded AV
- Flexible and future proof, for example wireless everywhere.

Examples of this new type of space are the *Learning Grid* at Warwick, which has 24x7 access and is staffed by student guides and whose ethos is management 'by you for you', and the *Saltire Centre*, which is now so successful as a social hub (as we saw on day two) that it needs more quiet study spaces. In response to questions at the end from delegates, Ros commented that staff also need good quality space, but that this needs to be open plan too so staff mix and are open to customers and so that they can be found when necessary. Key people are the technical support staff to ensure kit actually works. She also suggested institutions need to experiment with bold ideas citing the example of the *Learning Café* which had been the forerunner to the *Saltire Centre*.

Sheila Cannell (University of Edinburgh) then briefed us on her plans for updated research spaces in the refurbished library² (we think we can see where the SCONUL visit will be in a couple of years time!). In many ways the key features echo those for learning:

- An intellectual hub to inspire creativity and scholarship
- A focus for activity which will be hybrid and interdisciplinary
- Open and flexible space which celebrates past and current achievements (e.g. exhibitions on current academic activity)
- Social space for conversing and engaging

One problem with the design work has been the self perception of the researchers who are convinced they use the library more than they actually do and many of whom don't need to use the library at all, given the use of Google Scholar and online resources as the tools of the trade. Indeed the pressure to publish more and more each year means they have less and less time to use the library, so the new design really needs to make an impact if researchers will be attracted to it. Some needs the new design will have to address are:

- The need for more space, which means reducing the books on site by 30% through a policy of active collection management (much of the 30% is science journals replaced by electronic access)
- Increased use of special collections, where digital access and information is promoting their use
- Support – Edinburgh plans a combined IT and library help desk with more support staff in the building at the expense of space for stock

- Work space which is not group work space, for example lockable roll top desks with good task lighting and wireless access
- A place library staff will use too so they interact with researchers
- Good coffee!

At Edinburgh this translates into exhibition space, secure reading area, a mixed staff and user area and a garden with good quality interior design to make it attractive enough for people to seek it out. However, perhaps the most exciting thing we can possibly look forward to is sound sensitive wall paper which Sheila found when researching the project, which is designed to glow when the library gets too noisy. By the end of her talk, everyone was clamouring for the URL³!

GLASGOW UNIVERSITY LIBRARY

If Adam had known Glasgow's library was 12 stories tall (200 seats and 2M books), he might not have attended, being one of those people who doesn't have much time for heights and certainly not keen on floor to ceiling glass at high altitude. Fortunately there was so much to see both inside and out – spectacular views of mountains we got – it wasn't too bad.



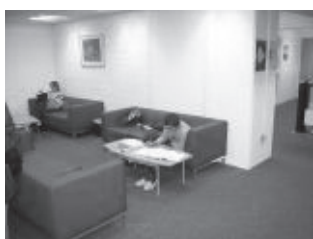
The building dates from 1968 and suffers from a number of on going problems, the most serious (and yet to be resolved) being the leaking exterior cladding.

Since 1996 there has been a rolling programme of refurbishment which is now almost complete. This has included:

- A new level 12 special collections floor which takes advantage of the building being strong enough for two extra floors. The space has 3m high rolling stacks weighing 20 tonnes each (a statistic to make the knees wobble that high up) on a concrete floor a metre above the roof of the original library and thus fire proof. This freed space for
- A very large short loan collection in the former basement, but now entry level to the building (which removed the DDA non-compliant steps). This uses RFID technology for self issue and return, but keeps tattles for security as the RFID tags are very obvious. Short loan is one week or less, so 50% of the loans are from this area of the library. We

saw an RFID wand in use, vital as the stock in the collection is well used so easily misplaced.

- The former entrance floor (which has a much higher ceiling) is now a reference collection floor with help desk and a huge copier room, there being no copiers elsewhere in the building.
- Other floors have been refurbished in pairs as there are light wells linking them. On our tour round particular features were sofas with the student shown getting the full library paparazzi treatment, lap top friendly arm chairs (see picture which also shows the light wells between floors) and a research room where visiting researchers can book a desk from one day to twelve weeks.



As always when touring libraries you pick up good ideas. Adam's from this tour was that of library scholarships. These are fixed fee specific projects

which the library needs researching and which it employs students to do. By being fixed fee, the library knows the work can be afforded and they provide useful opportunities for students to do practical research which then leads to better services for all.

After the visit we heard from Robert Kilpatrick (Estates, Glasgow) and David Thirwell (Jacobs Babbie Consultants) about the technical aspects



of the project. For the librarians on the visit this was all perhaps a bit technical, but Michela was thrilled to be hearing about building work, boilers and light fittings which she finds much more interesting than cat and class. Particular problems they have dealt with are:

- Separating the library's heating system from that of other buildings so that work on the library doesn't also mean making other buildings unusable
- Life expired heating system unable to cope with extra student numbers
- No networking and not enough power for PCs

- Building not compliant with modern DDA and fire standards
- Water vulnerable to legionella
- 'Sick building' issues of heating, lighting and ventilation
- Energy inefficient lighting
- Glare and solar gain from large windows
- Gloomy décor described by users as grim and dull

Refurbishing each floor pair takes 17 weeks (between end of the summer term and start of the autumn term) including 2 weeks to remove stock (6000m) and then reinstall, 2 weeks for asbestos removal. That leaves just 13 weeks actual time for building works. An added complexity is then creating external access to the floors up the side of the tower. The most recent pair of floors has cost £2.2M, with some £10M spent in the past six years on the project. An important feature of the project planning has been that after each summer's work, a review is carried out to learn from what happened so that the following year's work is better. Each year's work has been separately tendered to ensure lessons learned can be put in the tender.

What has been gained, as we saw, is much better more flexible space, better finishes, better furnishing, more group space and full air-conditioning.

So how do we know this was value for money? Jacqui Dowd (University of Glasgow Library) gave us a short overview of the LibQual survey results which show clear improvement as the building has been improved, particular from post-graduate students. In particular she highlighted the introduction of noise zones from 2003 as a major success.

SALTIRE CENTRE, GLASGOW CALEDONIAN UNIVERSITY



The Saltire Centre is a truly striking building and is on the front cover of the postgraduate prospectus for the university. How

many other libraries are so prominently placed to symbolise their institution? We were all very keen to learn how we might achieve the same elsewhere.

Day two opened with presentations from Colin Allan (BDP Architects) and Val Clugston and Scott Mason (Nomad – interior designers). Colin took

us through the features design of the building which included:

- Non-traditional look, reflecting the diverse nature of the students (28% are part time with an average age of 24)
- Landmark building, hence the drum feature
- Flexibility in use of space
- Use of technology including 150 laptops for loan
- Colour to indicate location



- Bridges to link existing buildings through the centre (visible in the photo either side of the centre) which did raise obvious concerns about security for the stock, as the centre has five entrances
- Energy efficiency – atrium to trap heat with fresh air cooling of concrete slabs at night (as seen at Coventry and Open on the previous buildings visit)
- A central wall to separate the noisy from quiet areas
- Glass to enhance visibility, but translucent not clear on the north side to hide the M8 inner ring motorway.
- Design spend concentrated on what is at eye level
- Books in rolling stacks to free space for technology and study (and on the basis that printed stock will dwindle in the future).



Interior design is a striking feature of the building from the use of wood in the atrium, to the design of different seats (including bean bags) to the

art on the walls and of course the inflatable pods for instant group work space. Nomad's starting point was the Learning Café which the university had built as an experimental predecessor. One

interesting point they made was that in comparison with the commercial sector, we have a much wider age range with much more diverse needs, so simply applying design from the business world is not the answer.

As research for the project a lot of time went into finding out how people use spaces. For example, observation of students led to the use of square desks for PCs, not long rows. A fascinating activity was journey mapping where students were followed (someone did dub this as 'stalking'). This mapping of students wandering round looking for PCs resulted in the departure board information screen (a very large screen in the centre entrance) including a constantly updating bar chart showing where free PCs can be found. Other activities used were cultural probes where users completed a diary of activities and comments and focus groups with academic and service staff. One thing not to do is ask direct questions as you will not get a real answer. Make sure you ask abstract questions and back up with observation of what people actually do (rather than think they do!)

From this work evolved the idea of the centre as a central market place with each floor having a distinct



identity using big floor numbers, sounds (the 4th floor says 'shush' as you enter!) and landmarks, which are things such as help points, self issue machines and LED information displays. All this is particularly useful for clients with some disabilities where bland uniformity is unhelpful and confusing.

Some ideas were dropped. For example, the idea of a 360 degree service desk had been tried elsewhere and failed as users need to know how to approach a desk and staff need places for stuff without which they cannot work.

The visit then went on a tour followed by a plenary session on the building. Points of interest we noted were:

- The centre is hugely popular and suffering from very high use, a good problem to have. The Student Union are very pleased as with

more students on campus staying later to work, they are making more money in the Union!

- Surveys at the five exits suggest there is not a theft issue, the alarms being most often triggered by stock from other libraries. The belief is that the quality of the space has encouraged a sense of ownership. In addition the added value of the increased use as the centre is easy to drop into makes this worth the risk. There is also extensive CCTV cover and the building is not open 24x7, closing at 23:00.
- The roof garden has seen little use as the limited fire exits means a limit to numbers allowed on it, which is impossible to easily police.
- Rolling stacks were introduced following observation of the actual use of the stock in the old library. This suggested that people browse the catalogue and then find a specific item rather than browsing the shelves. The stock in the stacks is that on longest loan, but in spite of this there still have been some problems with access at peak times in the run up to submission of course work. The solution is to have more gaps with a 1:5 ratio of gap to stack, rather than the installed 1:10.
- A book stock handling area where returns are sorted is publicly accessible. A lot of high use stock then never needs to be shelved as it is rapidly borrowed.
- The Base (which is a multifunction issue desk and enquiry point) is backed up by roving helpers (students), a phone help line and self issue/return on every floor. The combined desk involved major re-training for the centre staff. Enquiries are handled diagnostically using an FAQs list and aims either to deal with the basic enquiry immediately or to make an appointment for the person to see an expert. The aim is to not waste customer time with people sent from place to place.
- Furniture plays a key role in defining use and changes behaviours, so for example no bean bags in silent study areas. With hindsight, too many single study spaces were removed and so there has been work done to put them back in.
- Much work still needs to be done to get teaching staff to change ways of teaching and thus use the centre to the full.
- Fines income is down as users are in so frequently, their books are being renewed too often!



As with the previous year, this was a very useful two days and our thanks go to all those who organised the visit, particularly the

two libraries for taking the time out from busy term time days to show us round and answer our questions. The common themes of flexible space, inspiring interior design and learning as a social activity will no doubt be influencing future library designs. At Roehampton we are in the midst of a major re-jig of the LRC and these ideas noted will hopefully be finding their way into our LRC. Please can we have three places on the next visit?

REFERENCES

- 1 http://www.jisc.ac.uk/publications/publications/pub_spaces.aspx
- 2 <http://www.is.ed.ac.uk/MLRP/>
- 3 <http://loop.ph/twiki/bin/view/Loop/WallsWithEars>

CURL/SCONUL Digest of Scholarly Communication News

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This is taken from the CURL/SCONUL Digest of Scholarly Communication News of October and December 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.

PUBLISHERS RUSH TO OFFER AUTHORS AN OA CHOICE

One feature of the scholarly communication scene which has been changing rapidly during 2006 is the start of open access (OA) publishing trials by many well-known subscription-based publishers. OUP (Oxford University Press), Blackwell and Springer had already set the pace in 2005, Elsevier followed with a selection of their journals in Spring 2006, and during the summer Wiley, the American Physical Society, the American Chemical Society, CUP (Cambridge University Press) and Taylor and Francis all followed with offers to their authors of free access for readers to particular articles in return for a fee. None of these trials change the publishers' attitude towards deposit in institutional or subject repositories, and policies in regard to such deposits are still being monitored by the SHERPA/RoMEO team in Nottingham. The motivation behind the offer to authors can only be speculation but it is likely that the risk to publishers of losing authors who wish to support OA to other publishers played a part. One

scenario likely to develop is that authors will come to choose their publisher on the basis of the level of OA publication charge (which varies considerably between publishers) and the level of service authors and readers receive for that fee. The conditions attached to the OA option vary considerably between publishers, for example in the arrangements for reduction or non-reduction of library subscriptions as OA income rises.

LAUNCH OF DUTCH SITE FOR DOCTORAL THESES

In September 2006 the SURF Foundation launched the national site for doctoral theses originating from universities in the Netherlands. Over 10,000 theses are already freely available on the web-site www.DAREnet/promiseofscience and approximately 2,500 these will be added each year. The name 'Promise of Science' was chosen to complement the 'Cream of Science' database of publications from established Dutch scholars. The expectation is that the easier availability of Dutch doctoral theses will lead to much higher use of the content and greater awareness of the quality of research in Dutch universities. The Dutch Government supports such initiatives as part of its promotion of the Netherlands as a knowledge economy.

NEW AUSTRALIAN RESEARCH PRESENTED AT JISC OA CONFERENCE

One of the many powerful presentations at the JISC (Joint Information Systems Committee) OA Conference held at Keble College, Oxford (27/28 September) was an outline of the research begun by Professor John Houghton of Victoria University Melbourne on the economic benefits of various forms of scholarly communication. The value of this approach is that it is a view by an economist of the total economic framework in relation to developments such as open access. The traditional consideration of the impact of different models upon a factor such as balance of payments is placed into a wider view of the effect of different models upon GDP. A description of this approach was first presented at a meeting organised by SPARC Europe (Scholarly Publishing and Academic Resources Coalition) and the Open Society Institute in New York in March 2006. John Houghton's initial report for the Australian Government on Research Communication Costs in Australia is available at http://www.dest.gov.au/sectors/research_sector/policies_issues_reviews/key_issues/australian_research_information_infrastructure

TWO EXPRESSIONS OF CONCERN ABOUT BRITISH COPYRIGHT LAWS

A new report from the British Academy expresses fears that the copyright system may be impeding, rather than stimulating, the production of new ideas and new scholarship in the humanities and social sciences, because current provisions that are overly protective of the rights of existing ideas may inhibit the development of new ones. Writing about current exemptions, John Kay (Chair of the BA's Working Group) states, 'there is, however, little clarity about the precise scope of these exemptions, and an absence of case law'. The Academy publishes with the report a draft set of guidelines for Fellows and scholars on their rights and duties under copyright legislation. The guidelines state that authors and producers of original creative material should understand that their interests in copyright are not necessarily identical with those of publishers, that the law should be clarified to make clear that the use of copyright material in the normal course of scholarly research in universities and other public research institutions is covered by the exemptions from the Copyright Act, and that publishers should not be able to use legal or technological protection through digital rights management systems to circumvent copyright exemptions. The British Academy report (available at <http://www.britac.ac.uk/news/release.asp?Newsid=219>) parallels a report from the Royal Society, *Keeping science open: the effects of intellectual property on the conduct of science* (2003), which expresses related worries about the ways in which intellectual property, its interpretation and its use, impact on the progress of science.

In similar vein, on 25 September the British Library issued a Manifesto on Intellectual Property - available at www.bl.uk/news/pdf/ipmanifesto.pdf - which also expresses concern that 'the traditional copyright framework is creaking under the strain' of adapting to the digital environment. The Manifesto urges the Gowers Review of Intellectual Property to deliver changes in key areas such as archiving, the term of copyright and orphan works. Taking as a principle the balance of rights between rights-owners and the public interest, the Manifesto states that 'getting the balance right is intrinsic to a healthy creative economy and our education sector'.

MORE LEGAL CHALLENGES FOR GOOGLE

The world-wide legal battle between publishers and Google continues, with each side winning

a skirmish here and losing one there. The latest skirmish has been in Belgium, where some newspapers obtained an injunction to stop Google displaying extracts from their publications. Google claim that they are acting legally in only making short extracts freely available. The real issue appears to be whether Google should be passing over to the publishers a share of the advertising revenue it receives when users access the newspaper extracts. There are claims of loss of advertising revenue by the newspapers, but they are difficult to substantiate, as are the claims by book publishers of loss of revenue from the sales of older books Google makes available. Publishers claim the moral high-ground in defending copyright but risk appearing Canute-like in attempting to halt the progress in access to digital content.

WIPO BROADCASTING TREATY

Protectionism continues to feature strongly in the copyright discussions at WIPO (World Intellectual Property Organisation). Long-standing discussion of a new Broadcasting Treaty began eight years ago with fears about signal theft, but vested interests in some countries have attempted an extension of the scope of the Treaty to cover the content carried in the signal as well as the signal itself. The United States also pressed for web-casting to be included in the Treaty, but this move has been defeated. The draft Treaty provides broadcasters with exclusive rights and goes further in respect of content protection than existing legislation such as the Rome Treaty. The draft also provides for technical protection measures which could enable broadcasters to block legitimate access to content in the public domain. Only Governments are able to influence WIPO, and as most Western Governments support rigid copyright protection, the struggle to protect users' interests is being fought by Governments in the developing world, with support from public interest groups in Western countries.

NATURE CONFIDENTIALITY CLAUSE

Concern has arisen in the US library community about the re-introduction of a confidentiality clause in *Nature's* licence. The good news is that *Nature* is allowing a form of open access to its archived content, but the licence that goes with the archived content contains a clause which ensures that libraries keep confidential the pricing and licensing terms. This move is disappointing because *Nature* had been seen as moving in a more open direction on such terms. Librarians in the US are discussing this issue with *Nature* rep-

representatives and UK librarians are invited to look out for such clauses in their licence agreements.

DIGITAL PRESERVATION COSTING

UCL (University College London) and the British Library have completed phase 1 of a JISC funded project examining the costing of digital preservation activities. The LIFE Project (Life Cycle Information for E-Literature) has developed a methodology for analysing and costing the elements of a digital object's lifecycle, including preservation. It has tested and refined this methodology by applying it to a number of case studies. These include voluntary deposit of e-materials at the BL, web archiving at the BL, and commercial e-Journals at UCL. A short summary of the final report can be found at <http://eprints.ucl.ac.uk/archive/00001855/01/LifeProjSummary> and the final reports from the LIFE project are on the project website: <http://www.ucl.ac.uk/life-project/documentation/>.

ASSESSING THE IMPACT OF ARCHIVING ON THE ARCHIVED

An interesting angle on digital preservation has been reported in the Research Libraries Group Diginews (http://www.rlg.org/en/page.php?Page_ID=20962). The article 'For the record: assessing the impact of archiving on the archived' is by Edgar Crook of the National Library of Australia. The study examines publisher attitudes and behaviour to internet archiving in the PANDORA database, and one finding is that publishers found archiving in PANDORA had a positive effect upon their publications. The survey asked publishers whether archiving had affected the number of hits to their publications. 65% said that it had had no effect and of the 34% who believed there had been an effect, 92% thought the effect positive. There was also an indication that some journals had increased citation rates as a result of being in the archive. The author of the article is cautious in generalising from the PANDORA experience but the generally benign effect upon publishers could encourage more publishers to accept a 'light' archive.

WHEN SOCIETY JOURNALS CHANGE PUBLISHERS

The International Association of Scientific, Technical & Medical Publishers (STM) has issued a position Ensuring Quality Customer Access to Online Content when Society Journals Change Publishers. Many STM members publish scholarly journals on behalf of scientific or medical societies. When such societies change publishers, there are

often important transitional questions not always dealt with clearly in the underlying contracts. STM has identified certain core principles that should govern such transitions. The core principles are that the prior publisher should be able to continue to offer access (on a non-exclusive basis) to previously licensed journal content under, and according to the terms and conditions of, existing customer licences; that the prior and new publishers should work together to minimise disruption to use by sending out joint communications and co-ordinating work on changing the access arrangements; and that the new publisher should aim to provide access on-line as soon as reasonably practical after the transition. STM salutes the work of other associations and publishing groups on these issues, particularly the UK Serials Group working group 'Transfer' (see <http://www.uksg.org/transfer.asp>). and ALPSP in its Advice Note 18 called When a society journal changes publisher (see <http://www.alpssp.org/socjour1.pdf>).

NEW JISC COLLECTIONS ORGANISATION

JISC Collections was formed as a limited company – on 1 August 2006 – in order to allow it to operate within a commercial framework and to place it on an equal footing with the commercial content providers it negotiates with. Further education (FE) and higher education (HE) institutions are now being invited to join the company and will in time be directly represented on its Board. Lorraine Estelle has been appointed CEO of the new company. The new arrangements will not affect the services provided to HE and FE institutions in purchasing and making available electronic content.

WILEY ACQUIRES BLACKWELL PUBLISHING

'Blackwell and Wiley have similar cultures', so read the letter from the Wiley and Blackwell Publishing CEOs announcing the acquisition of Blackwell Publishing (not the bookshops) by Wiley's STM (Scientific, Technical and Medical) division. Most of the large publishing groups now have a 'culture' of few concessions in their negotiations with libraries. Do mergers make for even harder negotiations, as the size of the 'big deal' increases? The test for libraries in dealing with the enlarged company will come with the negotiations for 2008 subscriptions, as the two companies have pledged that the 2007 subscriptions will not be affected. There are also implications in the merger for learned societies, as Blackwell publish on behalf of a large number of societies, and the recently-established UKSG (UK Serials Group)

Transfer Group will face a big challenge in ensuring that society subscriptions are handled well within the merged company. The announcement also provides a test for the UK Government's attitude towards yet another merger in the journal publishing industry.

A NEW FACE AT THE UK'S DEPARTMENT OF TRADE AND INDUSTRY

The effect of the resignation of Lord Sainsbury upon Government attitudes towards changes in scientific publishing is still unclear. Although Lord Sainsbury was opposed to open access at the time of the Science and Technology Committee's report on scientific publishing, his view had become less hostile and more willing to be convinced of advantages to the open access model. The views of the new man in the job, Malcolm Wicks MP, are not known, and even if sympathetic to change in scientific publishing he may not be in the job long enough to make any difference, further government changes being likely in the first half of 2007 when a change of Prime Minister occurs. The change in Minister may mean no change in government policy on scientific publishing during 2007.

JISC/SURF LICENCE TO PUBLISH

SURF and JISC have published a model agreement that will help authors make appropriate arrangements with publishers for the publication of a journal article. This 'Licence to Publish' is the result of several years of international consultation and aims to establish a balance of rights and interests in the emerging scholarly communications environment. The main features of the Licence to Publish are that: copyright in the published work remains with the author; the author grants the publisher a licence to publish the work; the licence takes effect as soon as the publisher has indicated that it wishes to publish the work; once the article has been published, the author can make it publicly accessible – in the form in which it was published by the publisher – by making it available in a repository; and if the publisher so requests, the start of such public accessibility can be delayed for a maximum of six months. Use of the Licence to Publish is supported by the Wellcome Trust. The text of the Licence to Publish is available at <http://www.surf.nl/copyrighttoolbox/authors/licence/>.

NEW DFG OA PORTAL

The Deutsche Forschungsgemeinschaft (DFG) is funding the implementation of a nation-wide online information portal on Open Access issues that is operated cooperatively by the Universities of Bielefeld, Göttingen, Konstanz and the Free University of Berlin, with support from DINI (German Initiative for Networked Information). The platform is intended to inform scientists, their professional societies, university administrations and the interested public on the objectives and use of Open Access, and support them with practical assistance on its implementation in practice. The information platform will also concentrate on concrete recommendations for action, know how and argumentation aids as well as the sharing of practical experience. After its completion in May 2007, the online platform will be open to all interested users and to additional partners for the exchange of information and experience. More information may be found on the website of the project <http://www.openaccess-germany.de/>.

SUCCESSFUL BIDS UNDER FIRST ROUND OF JISC CAPITAL PROGRAMME

JISC has announced the successful bids under the first round of funding of its capital programme. Representing an investment of nearly £5.5M, the 27 projects are being funded under the e-learning, e-infrastructure and repositories and preservation strands of the programme. The first call under the programme – which represents a total investment of some £81M over three years – was issued in April 2006 in response to which nearly 100 bids were received. A second call is currently issued, totalling around £15M of further funding. Among the 11 funded projects in the repositories and preservation strand of the programme is the national Repository Support Project to be managed by SHERPA at the University of Nottingham and supported by the University of Wales at Aberystwyth, the University of Southampton, UKOLN and the Digital Curation Centre (DCC). The project will provide a free 'one-stop shop' for advice and support to all higher education institutions in England and Wales in establishing and developing digital repositories. Wider take up and development of institutional repositories is an important objective of the capital programme and, along with the other funded projects in this strand, the national support project will provide an important focus for national activities in this area. Among the 13 projects funded in the e-learning strand will be those linking with HEFCE's Lifelong Learning Networks which are providing

regional progression pathways between further education colleges and higher education institutions as a means of widening participation. With a key focus of the e-learning strand being the exploration of technology's potential to enhance learning and teaching, another focus for a number of the funded projects will be how ICT can enhance practice-based learning, particularly in health, nursing and medicine. Along with these projects, other activities funded through the capital programme for which expenditure is now committed include: SuperJANET5, the upgrade to the JANET network (£27.6M); enhancements to the national e-infrastructure, including enhancements in the areas of access management, the National Grid Service and text mining (£3.6M); the interim repository service PROSPERO (£0.5M), and collaborative activities with the Higher Education Academy in the area of e-learning (£2M).

FURTHER SUPPORT FOR OA IN AUSTRALIA

The Australian Government Productivity Commission has released an important study, *Public Support for Science and Innovation: Draft Research Report* (2 November 2006) available at <http://www.pc.gov.au/study/science/draftreport/index.html>. The draft report looks at the benefits from the public funding of research, recommends delaying implementation of the Australian equivalent to the RAE – because of uncertainty about the cost of implementing the procedures – and also discusses the relationship between public and private funding of research. In a chapter on the 'Impediments to the functioning of the innovation system', the draft report comes to the following conclusion: "There is scope for the ARC [Australian Research Council] and the NHMRC [National Health and Medical Research Council] to play a more active role than they currently do in promoting access to the results of research they fund. They could require as a condition of funding that research papers, data and other information produced as a result of their funding are made publicly available such as in an 'open access' repository." In reaching this conclusion the authors of the draft report refer to the work of DEST (Department of Education, Science and Training) on the economics of various dissemination models (see the item on the Houghton report in the October 2006 Digest) and also to the decisions by funding agencies in the UK and US to support open access through repositories.

WILL REPOSITORY ACCESS DAMAGE SUBSCRIPTIONS?

A report on *Self-archiving and journal subscriptions: co-existence or competition?* has been published by the Publishing Research Consortium. The report is based upon a survey of librarians' attitudes towards the acquisition of content, relating purchasing or cancellation decisions to cost, quality and availability. The key findings will not come as a surprise to any librarian, viz that librarians prefer content that has been peer-reviewed, that is available quickly, and that is free or low-cost, all other factors being equal. Some might interpret these preferences as showing that librarians are doing the job they are paid to do and providing users with high-quality, cost-effective content. Others draw a different conclusion, that librarians will cancel journal subscriptions when high-quality content is readily-available in repositories. The issue of potential cancellation is a serious one, but this particular study was too narrow in scope (for example not covering academic input into cancellation decisions) to help us answer the question: will repository access damage subscriptions?

UNDERSTANDING THE PUBLISHING INDUSTRY

Useful facts about the publishing industry are often difficult to find, so the recent report *UK scholarly journals: 2006 baseline report – commissioned by RIN (Research Information Network), RCUK (Research Councils UK) and DTI (Department of Trade and Industry) – promised much*. Unfortunately the report is most notable for telling us how little is known about the economics of journal publishing. For example, we know very little about the cost of academic contributions in the form of editorial or reviewing work, nor about publishers' sales of subscriptions. As an illustration of the limitations this lack of evidence places upon policy decisions, it is very difficult to calculate the true cost of peer-review when there are so many unknown variables, and equally difficult to predict the effect of journal cancellations when much subscription and usage data is held as 'commercial-in-confidence'. However, realising how little useful information is available may be the first step towards gathering such information, and RIN, RCUK and DTI do wish to undertake further work in this area. The report is available at <http://www.rin.ac.uk/data-scholarly-journals>.

SOUTHAMPTON / MIT RESEARCH ON FUTURE OF WWW

The University of Southampton and the Massachusetts Institute of Technology (MIT) have committed to a long-term research collaboration

that aims to produce the fundamental scientific advances necessary to guide the future design and use of the World Wide Web. The Web Science Research Initiative (WSRI) will generate a research agenda for understanding the scientific, technical and social challenges underlying the growth of the Web. Of particular interest is the volume of information on the Web that documents more and more aspects of human activity and knowledge. WSRI research projects will weigh such questions as, how do we access information and assess its reliability? By what means may we assure its use complies with social and legal rules? How will we preserve the Web over time? The initiative will have four founding directors: Tim Berners-Lee, director of the World Wide Web Consortium, senior research scientist at MIT and professor at the University of Southampton; Wendy Hall, professor of computer science and head of the School of Electronics and Computer Science at the University of Southampton; Nigel Shadbolt, professor of artificial intelligence at the University of Southampton and director of the Advanced Knowledge Technologies Interdisciplinary Research Collaboration; and Daniel J. Weitzner, Technology and Society Domain leader of the World Wide Web Consortium and principal research scientist at MIT.

NEW CANADIAN POLICY

The Canadian Institutes of Health Research (CIHR) has issued a draft policy on access to research outputs. The draft policy starts from the principle of the need to provide access to the latest knowledge, and requires all new grant applications to include a 'Research output access plan'. Dealing with access issues from the very first stage in a research project will avoid uncertainties and problems which can develop if no thought is given to dissemination until after the research is complete. The CIHR proposes to ask all its grant-holders either to deposit a copy of any article in a repository (allowing a six-month embargo if necessary) or to publish in an open access journal. The draft policy is at <http://www.cihr-irsc.gc.ca/e/32326.html>. Interestingly several Commonwealth countries – India, Australia, New Zealand and now Canada – are very active in promoting open access.

NEW DEVELOPING COUNTRIES OA STATEMENT

At a workshop held in Bangalore in November 2006, delegates from academic organisations in several developing countries agreed to recommend to their governments A National Open

Access Policy for Developing Countries. The Statement supports repository deposit of publicly-funded research and encouragement for authors to publish in OA journals. The workshop web-site is at <http://www.ncsi.iisc.ernet.in/OAworkshop2006/>.

NEW EC COPYRIGHT REPORT

The Copyright Subgroup of the European Digital Library Initiative – a flagship project of the European Commission's i2010 strategy – recently published an interim report covering in particular the three following issues: orphan works; out of print works; and digital preservation. The report proposes a series of concrete measures to be implemented by or with the direct involvement of the stakeholders (mainly publishers, libraries, archives, collecting societies, Member States). These measures constitute an important step forward for facilitating the digitisation, online accessibility and digital preservation of cultural material. The report is available for download at http://europa.eu.int/information_society/activities/digital_libraries/doc/minutes_of_hleg_meet/copyright_subgroup/interim_report_16_10_06.pdf

The measure of all things: assessing the impact of academic libraries: SCONUL autumn conference, 28 November 2006

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This stimulating one-day conference, held at the British Library Conference Centre, examined the challenges inherent for academic libraries in measuring and proving their value. The afternoon speakers focused on specific interventions, whereas the speakers in the morning provided overviews of current initiatives and set the scene generally.

Anne Bell, Chair of SCONUL, introduced the conference theme by noting how libraries have traditionally been very good at quantifying their services through, for example, the collection of statistics. However, she noted the limitations of this approach, suggesting that it served to measure activities rather than being an effective measure of impact.

The first keynote speaker, Michael Gorman, Dean of Library Services at the Henry Madden Library, California State University, encapsulated Anne's observation with a revised title for his presentation, *'the louder they talk of outcomes, the faster they*

counted their beans'. Yet he noted that the complex and multi-faceted nature of the higher education environment suggests that libraries need to collect evidence which is somewhat more sophisticated in nature than bean counting. He went on to identify a number of difficulties inherent in adopting a more sophisticated technique which provides evidence of true impact. For example, he noted how the current (very US based) literature, concentrates on digital developments, rather than the wider picture. Similarly, value studies tend to centre on public libraries rather than their academic counterparts due to the complexity of the latter. He also noted confusion over definitions of, for example, measures and indicators, and highlighted that the lack of standardisation between libraries in the development and implementation of assessment procedures, renders the encapsulation of a picture across higher education difficult to achieve. Library strategic plans, and their execution and evaluation, need to be embedded within the missions of the organisation in which they operate, yet Professor Gorman recognised that there was often a mismatch resulting from a lack of true engagement, here.

Michael Gorman went on to offer 6 main characteristics of evaluation – it should

- 1 Result from planning, not accident
- 2 Be purposeful, with clear objectives
- 3 Have the overriding aim of service improvement
- 4 Go beyond measurement (e.g. not just bean counting)
- 5 Recognise that small-scale evaluation projects can be just as meaningful.
- 6 Acknowledge that there is no one right way to evaluate

In relation to the final characteristic, Professor Gorman offered up a number of strategies which might be adopted; these included:

- Mapping collections to the curriculum
- Assessing reference services, in particular seeing the role of reference librarians as educators, going beyond the traditional role of answering students' questions
- Measuring the access, availability and use of library services, seeing the library both as a place (facilities) and as an organisation which serves remote users

- Evaluating service quality which goes beyond the quantitative approach into a subjective evaluation of quality derived from robust business practices.

Professor Gorman suggested that the examples above could assist libraries move beyond their current evaluation practices, for example the use of the LibQual+ survey, which tend to be good for PR and marketing and for measuring individual subjective responses, towards methods which capture the objective whole, which may suggest real world changes.

However, it's not going to be easy! This was a message all three speakers who contributed to a very thought-provoking morning's programme relayed. The second speaker, Professor Peter Brophy, Director of the Centre for Research in Library & Information Management (CERLIM), Manchester Metropolitan University, offered a general overview on issues related to impact measurement. He spoke of impact measurement in terms of the three Es – *Economy, Efficiency and Effectiveness* and suggested that it was only the third which took us anywhere close to measuring impact. He also offered up a fourth E- *Equity* – and advocated that libraries should engage with this if they are to strive to meet fully the needs of the minority, specialist users.

Like Michael Gorman, Professor Brophy noted the limitations of current methods which tend to be very collection based, rather than embracing a number of other facets, for example; buildings, services, access, competencies and becoming embedded with academic activities of the institution. He offered up a number of satisfaction attributes which we might measure from the customer perspective. These included; *performance, features, reliability, conformance, durability, currency, aesthetics, perceived quality* and *usability*. Although these might be useful approaches to measure customer satisfaction, Professor Brophy also posed the question, 'how qualified are users to make judgements?' In the context of the morning's presentations, this could be perhaps viewed as rhetoric, providing food for thought, otherwise it could suggest a whole new debate in itself!

The third speaker, Stephen Town, Director of Knowledge Services and Deputy University Librarian, Cranfield University, offered up a progress report on the SCONUL Value and Impact Measurement Project (VAMP). He noted how the ultimate aim of VAMP is to fill the gaps of current measurement tools so that the library com-

munity may provide evidence of both value for money and impact, thus contributing to the two bottom lines driving universities – financial (as businesses) and academic (teaching, learning and research).

Progress to date has included a critical review of current measurement initiatives, a SCONUL members survey to determine what they are doing to measure impact and a gap analysis synthesis. Survey results echoed some of the key messages to be highlighted throughout the morning's presentations; the importance of becoming embedded within the University's strategic mission, and the difficulties inherent in measuring 'real' value or impact.

Stephen Town briefed the audience on VAMP's next steps. These were summarised as

- 1 Content products: Value and impact guidelines (incorporating guidelines on: impact on teaching and learning, on research and on value for money), staffing and operational guidelines and the re-branding and repackaging of existing tools.

and

- 2 Process products: The latter will consist of a website, the establishment of a community of practice (at the time of writing, it is envisaged that a call for invitation to become part of the community of practice will be made shortly) and the maintenance and sustainability of products.

In conclusion, the morning was both thought-provoking and stimulating. It will not be an easy road. Although all three speakers at times made many similar points, they served as positive reinforcements as part of three high-quality presentations, rather than being tedious repetitions. They can perhaps be summarised as follows:

- The need to become embedded within the strategic aims of the wider institution
- The need to move away from merely the quantitative towards the qualitative, although not abandoning the former; a mixed-methods approach is needed
- The need to become much more sophisticated in what and how we measure and yet the more sophisticated we become, potentially the more difficult it becomes to measure real impact – a conundrum indeed.

Let's hope that current national initiatives, such as the VAMP, help us along the road and move us on from our bean counting.

The afternoon speakers presented different perspectives on impact measurement and evaluation. Although the topics differed widely, common themes from the morning session were continued, including the importance of developing standardised measures and tools that are widely understood, the challenges we face in using such impact measures to move libraries higher up the institutional priority list and the need to take a more holistic view of all our activities.

Andrew Booth is Director of Information Resources and Reader in Evidence Based Information Practice at the School of Health and Related Research (ScHARR), University of Sheffield. His work on evidence based library and information practice (EBLIP) is derived from the principles of evidence-based practice in medicine and the focus of his talk analysed the application of these principles to the evaluation of information literacy programmes. Evidence-based practice is about using a combination of professional expertise, evidence of user preferences and the best available research to improve decision-making. Andrew described the adaptation of the 'PICO' model (Perspective, Intervention, Comparison, Outcome) to the evaluation of information literacy skills training. PICO was expanded and amended to become SPICE:

S	Setting	What is the context of the question?	Undergraduate engineering students in a university in north-east England
P	Perspective	Who are the users/potential users of the outcomes?	Engineering staff
I	Intervention	What is being done to them?	Attend information literacy training
C	Comparison	What are the alternatives?	No training
E	Evaluation	How will you measure if the intervention is successful?	More confident/competent students

Andrew Booth stressed the importance of ensuring before the start of the exercise that all the data required to answer the question will be available. The best evidence will be comparative, longitudinal, with a clearly described intervention, specific, measured outcomes and compared to a relevant study population. Often in libraries this will not be the case: we do not have enough reliable data over an extended period and it is more difficult to establish cause and effect. In particular, we need more research articles to enable us to take a more

holistic and informed view of the effectiveness of information literacy programmes. The content products and the community of practice being developed in the VAMP Project described by Stephen Town in the morning session could make a significant contribution to building up a relevant and valuable body of evidence.

The second afternoon session provided a very different perspective on measuring the impact of information literacy programmes. Professor Niels Ole Pors can only be described as an iconoclast and his presentation was thought-provoking and stimulating as well as entertaining. In his very individual style, Professor Pors, from the Royal School of Library and Information Science in Copenhagen, offered us his views, sometimes uncomfortably close to truths we all recognise at times from personal observation, that librarians tend to speak the language of their stakeholders, not their users, that we have idealistic models such as the Seven Pillars of Information Literacy which do not relate to students' actual experiences, and that many students actively try to avoid too much learning and information as their main concern is to get their degree. He noted that very often students do not distinguish between free information on the internet and expensive information resources, and that they tend to avoid library guides, information portals and other library systems and services, which is very different from what we try to teach them in our information literacy programmes. All of this was

a little painful for the audience, but delivered in a good-humoured and engaging manner which made the medicine go down more smoothly.

The results of Danish national library surveys outlined by Professor Pors provided some interesting points for comparison with our own surveys. Physical use of the library is still very popular as it provides a means for students to identify with their peer group. High information users tend to use all resources at their disposal

– print, internet, electronic resources purchased by the library – and there is a psychological propensity for information behaviours, with some feeling more confident if they have lots of data and others deliberately limiting the amount of information they will gather and use. Important factors affecting library usage are whether teachers mention these in classes and whether there is a requirement in the coursework to use information resources. Students had only very vague ideas about collaboration between teachers and the library and many of the services set up by librarians were not used by students.

Professor Pors went on to describe a controlled experiment in the School of Nursing to measure the impact of information skills teaching on cognitive skills, affective skills and IT competencies. Differences were noted in only three variables among the group which received information skills teaching: topical searching, use of the library home page and the construction of search profiles. The study had hoped to show that information literacy teaching has a positive impact on academic performance, but the results were not particularly encouraging. Professor Pors went on to recommend on how we can improve the impact of our activities on students:

- Integrate the library more into teaching programmes and take a more active involvement in academic life
- Market resources and services, using the same communications channels as students
- Conceptualise information literacy in a way which influences behaviour
- Use a different, less idealistic, discourse
- Stop creating services nobody really wants or uses and design a seamless library system providing immediate, full-text access to information
- Librarians need to become more visible in both the physical and digital library
- Segment user groups and define what we actually mean by personalised services
- Think about the relationship between user satisfaction, user perceptions and the importance of services

In the final session Professor David Eastwood, Chief Executive of HEFCE, gave his perspectives on the role of libraries in supporting research. The main theme running through his presentation was a modern interpretation of the Enlightenment concept of the library at the heart of the university as a representation of what the university is, and how we can re-imagine the library for the twenty-



l-r: David Eastwood, Anne Bell, Andrew Booth, Niels Ole Pors

first century. In the UK higher education context, although HEFCE and JISC recognise and support libraries, most have to make the case for funding within their own institutions and compete with other institutional priorities. The change drivers affecting the whole sector such as diversification of the student body and IT developments will require librarians to adapt to a changing environment for learning and research. A key challenge is to do more with the same resource, forcing senior managers to make hard choices. Library managers have to provide a mixed economy of print and electronic resources, good buildings, well-trained staff and increased IT facilities. As the higher education environment becomes more competitive, it is difficult to predict what users will find attractive in ten years' time and in a digital environment it is more difficult to demonstrate a well-stocked library. Students will expect immediate access to the information they require for modularised coursework but we will also need to ensure that they are equipped for independent learning. Immediate access to high quality information is also important for research but there will also be a requirement for archiving and data storage. One of the dangers of the increase in digital information is that we risk creating a new kind of canon based on ease of access: librarians can help to keep the vision broad and replicate the richness and depth of print resources in their electronic equivalents. Professor Eastwood's vision of the role of the academic library is distributed, hybrid, providing expert advice on finding, using, accessing and storing information, ensuring continuity of access to the record of knowledge and providing appropriate space for students and researchers to work in their own way.

HEFCE, via JISC, is helping to provide the tools, services, content and repositories to support libraries. A new project in development is the UK Research Reserve, a national resource for rarely used serials. Librarians will have a key role to play in persuading colleagues to take it up and in

developing a rational approach to de-accessioning and centralisation to free up their own resources.

Professor Eastwood ended by outlining the current opportunities and challenges facing libraries:

- The opportunity to take on a new role as expert guide to knowledge resources
- Develop better understanding of user needs
- Explore the implications of more digital resources in relation to equality of access, for example by providing laptops
- Develop flexible learning spaces for students to use as best meets their needs
- Consider student learning time in relation to access policies
- Share and disseminate information produced by higher education institutions via institutional repositories
- Pool resources and collaborate and help us move up the world league tables

The lively plenary session picked up on points covered by all the speakers. Issues raised included the need to develop the skills in library staff required for sustainability, how we can encourage collaboration between libraries when institutions are effectively in competition, the importance of assessing the impact of teaching on students after they leave university and enter the workplace, and reflections on where the library fits in a world where information is much more widely distributed and accessible.

News from member libraries

University of Birmingham

FUNDING TO HELP ELECTRONIC LEARNING

We are involved in an Eduserv Foundation funded project investigating the creation of electronic reusable learning objects (RLOs) to help students enhance their information skills. The project is being led by Ann-Marie James, team manager business, law and social sciences and Nancy Graham, learning adviser, life and health sciences of academic liaison team, within the learning and research support division. The objective of the project is to develop a repository of effective RLOs that academics can access. It would be another tool to help improve students' information literacy and will require input from academics and students. The project will be focusing on five different types of RLO, these are: captivate demo, choose your own adventure PowerPoint, digital recording (audio and visual), Turning Point interactive quiz and Podcast. For more information visit <http://brumproject.blogspot.com>

TIME FOR A CLEAR OUT

We have piloted a records management project with university stakeholders which aims at improving the way paper records are stored. The project should free up significant space. The university needs to improve its records management in line with legislative developments such as the Data Protection Act 1998 and Freedom of Information Act 2000. The following are being introduced: an integrated records management policy, records management procedures and guidelines, retention disposal guidelines, physical storage strategy for records and review of current physical records within the pilots.

GETTING STARTED

Welcome Week (or in fact Welcome Two Weeks) saw staff from all four corners of the library coming together to help get new students (and staff) started in using the resources and services of the university library. Over 200 new UK and international students attended the Information Services 'Study support at Birmingham' talk and over 1500 students attended fifty sessions offered by the academic support teams. Library

tours were offered for students to familiarise themselves with services and facilities, and 150 students attended the tours. A new webpage called Getting Started and the *IS Essential guide* for students publication provided students with valuable information on our services and facilities.

Outside the tours and presentations, all library services staff worked hard to ensure that new students felt welcome. Not only did they greet them as they came into the building and show them how to get through the turnstiles but they also spent time walking around the building ensuring that no-one got trapped for hours looking for the exit!

A NEW WAY OF LEARNING

We have been busy converting tired teaching rooms and offices into new learning spaces in line with the university's learning spaces Strategy (see www.isprojects.bham.ac.uk/index.htm). The Nuffield building, formerly a derelict building consisting of old workshops and stores, has now been radically transformed into a modern learning centre providing a range of air-conditioned, high-quality learning and teaching accommodation. It comprises two flat-floored lecture theatres, two seminar rooms with a classroom layout, two seminar rooms with a boardroom layout, five small group teaching/study rooms and a flexible learning space for student-centred open access learning, and a range of audio visual equipment that can be personalised to suit student's needs. Strathcona is a listed building so any work carried out required approval. The building now has seven lecture theatres with fixed seating, 13 seminar rooms with a range of furniture and layouts and three computer clusters with a total of 120 high specification PCs. A new small wireless café has been provided and a plasma screen located in the foyer will show room booking information.



HAVE A NICE DAY!

During summer and autumn 2006 staff whose roles involve directly interfacing with customers took part in a tailored customer service training

programme delivered by Mentor Group, with collaboration from the staff development unit and the international office. Managers and the senior management team also experienced the programme – in all around 200 staff from IS participated. For staff the programme included elements on how to create a positive first impression, cultural awareness, delivering excellent customer service, essentials of good communication and dealing with difficult people and situations. Two key behavioural elements, Proactivity and Attention Direction, were also woven into the course. To ensure maximum retention the programme was delivered over two half day workshops. Feedback from staff has been extremely positive with over 90% rating the course as good to excellent. An important element of the overall programme was the work completed with the managers to equip them with the coaching tools to help their staff transfer the learning into the live environment. This is seen as really key to the long term success of the programme.

The British Library

DIRECTOR OF SCHOLARSHIP AND COLLECTIONS

Ronald Milne has been appointed Director of Scholarship and Collections at the British Library, to succeed Dr Clive Field who retired 15 December 2006.

Ronald has been Deputy, and most recently, Acting Director, University Library Services at Oxford University. With extensive experience across the university library sector, at Glasgow, Cambridge, and King's College London, Ronald currently chairs the National Preservation Office Board, and is a board member of the Digital Preservation Coalition and of CURL (Consortium of Research Libraries in the British Isles). He was the Director of the Research Support Libraries Programme (RSLP) for four years: a UK initiative, funded by the four higher education funding bodies, to facilitate the best possible arrangements for research support in libraries. The programme sought to streamline access arrangements, fund projects to enhance humanities and social science resources and to encourage collaborative approaches in collection management in different disciplines.

ENGLISH SHORT TITLE CATALOGUE NOW FREE

The essential resource for historians, English language and literature scholars, and all those interested in early printed books, periodicals and ephemera, the English Short Title Catalogue

(ESTC) provides bibliographic records for all known British printed material before 1801, held by the British Library and by over 2000 other institutions worldwide. The file was made freely available to researchers for the first time at <http://estc.bl.uk> from Monday 30 October 2006.

The ESTC is unparalleled in its depth and range containing all types of printed material including letterpress books, pamphlets, newspapers, serials, advertisements, slip-songs, election handbills and a variety of other ephemera. The coverage extends to items printed in all languages in the British Isles and beyond, to colonial America, United States of America (1776-1800), or territories governed by Britain before 1801. It covers Portuguese printing from India, German printing from North America, Gaelic printing from Scotland. It also includes false 'Londres' imprints, for material printed surreptitiously in France and the Netherlands. Engraved music, maps and prints are excluded from the catalogue but wholly engraved atlases and texts are in the ESTC.

FROM 'CONNECTING' TO COLLECTING: SECOND WIN FOR BRITISH LIBRARY ANNUAL REPORT

The British Library has won the *Accountancy age* award for the public sector annual report of the year – for the second year running. The British Library annual report 2005-06 came top in the 'public & voluntary sector annual report' category, taking a place on the podium alongside other big winners of the evening, including BDO, Tesco, the Metropolitan Police, KPMG and the AA.

The judges praised the library's efforts: 'This report was excellent, engaging and provided comfort and reassurance as to what the management was up to. The whole document was very easy to understand in its presentation of the key facts.' Also acclaimed was the online version of the report, which has hyperlinks to relevant pages on the websites of the library and its key partners, and features an extended video question and answer session with Chief Executive Lynne Brindley. Go to: www.bl.uk/about/annual/2005to2006/introduction.html

The theme of the British Library's annual report 2005-06 was 'connecting', emphasising how the library's role of making its collections and expertise available to researchers, students and entrepreneurs has been transformed by digital technology. This win follows the library's success at the 2006 Chartered Institute of Public Finance and Accountancy (CIPFA) and PricewaterhouseCoopers Public Reporting and Accountability Awards,

where the British Library annual report for the previous year (2004-05) won in the category of 'national organisations with an annual turnover of more than £50M' – again, for the second year running.

Accepting the *Accountancy age* award, Jon Purday, Head of Corporate Communications at the British Library said: 'We are thrilled to be highlighted as a benchmark for national best practice alongside the likes of Tesco, the AA and KPMG. At the library we are acutely aware of the importance of reaching out to stakeholders using the media that are most relevant to them. We make the most of the different strengths that the printed page and the web offer us. It's a great commendation to the library teams who bring such expertise to the printed and digital formats that their innovative work was singled out by the judges.'

Full details of the awards can be found on the *Accountancy age* website at: www.accountancyage.com/accountancyage/news/2168772/accountancy-age-awards-2006

University of Buckingham

The University of Buckingham has just subscribed to e-books with NetLibrary and has also added to its electronic collection for law with HeinOnline. Both libraries have just had new carpeting, and the paint work is having a freshen up over the Christmas vacation.

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Courtauld Institute of Art

After Timothy Huw Davies's retirement at the end of 2006, the Institute has appointed one Head of Libraries (a combination of his post and Sue Price's position as Head of Academic Information Services) from 29 January 2007. The head of libraries is Antony Hopkins.

De Montfort University

ONE-STOP SHOP FOR LEARNING SUPPORT

We are delighted to welcome a new group of colleagues into the department. From 1 September the range of academic support services already

provided by the library was enhanced and extended by the integration of the Maths Learning Centre, IT Training Team and the newly established Centre for Learning and Study Support (CLaSS). The aim is to provide a 'one-stop shop' for students wishing to develop their learning skills and strategies, and the new Learning Zone will be the focus for this.

STAFF CHANGES

Amanda Poulton has been appointed to the post of academic team manager (learning & skills development/creative industries). Amanda has substantial management experience, most recently within Northamptonshire Libraries, and she completed a DMS here in 2005. She has previously worked within the higher education sector at Aston and the University of the West of England.

Carol Keddie has been promoted to the post of senior assistant librarian responsible for art & design and the student experience. Carol had previously worked for eight years as assistant librarian supporting the faculty of business and law.

University of Exeter

CONVERGED SERVICE

At the University of Exeter, IT services and the library have merged to form 'Information Services'. Michele Shoebridge has been appointed as the new Director of Information Services. Michele joined us on 30 October, and previously held the same post at the University of Birmingham.



Michele says: 'I am excited about moving to Exeter because it has a clear vision and is committed to creating a high quality Information Services to support that mission. I am looking forward to working with the IT and library staff who seem very committed and enthusiastic.'

The convergence of the two services reflects wider trends, as libraries and other academic activities become more 'electronic' and it in general becomes more and more essential to the life of the university.

IT HELP SUITE MOVED INTO THE MAIN LIBRARY

IT support services have moved from Laver Building to the Main Library. The new IT help suite brings the IT helpdesk, IT reception and the software office together in one place in the centre



of the Streatham Campus. The popular afternoon laptop clinics are held in the same location.

The move is the most obvious result so far of the convergence of the university's IT and library services into a single entity, bringing us a step closer to a 'one stop shop' for all the information support needed by students and staff alike. Bringing our services together in this way may also allow us to streamline and coordinate more of our operations, and look for ways to integrate library and IT customer services.

WALK-IN USER PCs

A walk-in user PC has been provided in the Main Library, so that members of the public can access some of the university's electronic resources (depending on licences/contracts). More walk-in user PCs will be distributed to site libraries in due course. This is a valuable way of extending the amount of resources available to external users, who are already welcome to use printed library resources for reference use.

WIRELESS NETWORKS

A survey of new students this year showed that over 60% have some kind of wireless-enabled device. Wireless networks have been installed across many areas across campus, including the Main Library, Law Library and St Luke's Campus Library.

BRIDGET RILEY – ADDITIONS TO THE UNIVERSITY'S FINE ART COLLECTION

Following Bridget Riley's exhibition in Northcote House Gallery in April-July 2006, Bridget Riley's screen-print 'June' 1992-2002 (40"x53" sheet size) was purchased using funds donated for the purchase



of notable artwork from the university foundation. As a direct result of this purchase together with the exhibition of her work, Bridget Riley has

donated a new screen-print to the university's fine art collection, entitled 'Large fragment' 2006 (see picture).

BOND IS BACK

To celebrate the release of the new James Bond film, *Casino Royale*, the Bill Douglas Centre at the University of Exeter has put together a display of books, toys and memorabilia from Bond films, collected over the years. Items on display are jigsaws from *Thunderball*, *From Russia with love* and *Goldfinger*; a toy Citroen car; and a James Bond 007 secret service game. James Bond 007 Annuals are displayed alongside souvenir books from *Octopussy*, *Moonraker* and *For your eyes only*. Exhibits can also be viewed on the Centre's online catalogue and exhibition space, EVE (Everyone's Virtual Exhibition) at www.billdouglas.org/EVE.

INTERNATIONAL STUDENTS

University of Exeter Information Services has greatly improved the library resources provided for international students.

New international students were given specialised library skills training sessions (called 'InStOr@The Library') during Welcome Week, designed as an addition to subject based library inductions organised by their academic Schools. We recently launched web pages for international students at www.exeter.ac.uk/library/international. These provide a wide range of information, including details of library training sessions, how to find materials in the library and links to other sources of help at the university. The web pages are available in various languages, including French, German, Italian, Portuguese, Chinese and Japanese.

Another useful feature of the web site is the library terms and jargons list. This is an excellent resource which explains many mysterious library terms such as 'OPAC' or 'TR', and should be valuable for all library users, not just international students.

The library has also started to develop a small collection of books about living, working and studying in the UK – these are kept in the reference section on the ground floor of the Main Library.

Kate Newell

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King's College London 2006

DEVELOPING SERVICES ACROSS OUR SITES

Reflecting the growing evidence that London is a city that never closes and responding to user demand we piloted 24-hour opening at two sites, the Maughan Library & Information Services Centre (ISC) at Chancery Lane, and New Hunt's House ISC at Guy's. The period coincided with the intense summer heat wave in 2006 which meant that students could relax in the peaceful gardens when they needed a night time break from their studies. Providing 24-hour opening was universally welcomed by the students although it threw up many of the issues you will recognise. Canteen vending machines stocked to sustain those burning the midnight oil could not keep up with demand, and extra skips had to be brought in to contain all the additional rubbish generated.

Another well-received introduction was RFID self-service which we trialled in ISCs at Denmark Hill and then also introduced at the Guy's campus. We plan to roll out self - service to other campuses with Waterloo coming on stream next.

Producing A0 posters is an essential part of many of our students' work and this year we installed more plotters so that each of the four major campuses, Strand, Guy's, Waterloo and Denmark Hill could now all offer their own plotting service. To enable students to check emails or browse the web wherever they are, we have been increasing the number of internet kiosks throughout our buildings. The total now stands at 28.

BEHIND THE SCENES

The major launch of the new look King's website, using a content management system, provided the opportunity to update the interface of our electronic resources, and the library catalogue which we upgraded to Aleph version 18. We also standardised the processing of books across the sites and introduced electronic data interchange on Aleph to allow electronic transmission of orders to book suppliers. Shelf-ready books now save time and the implementation of the Aleph Reporting Center ensures we can extract relevant and timely statistics to continue to improve service delivery.

STAFF CHANGES

Maggie Haines, Director of Information Services and Systems, left us in April 2006 to return to her home in Canada as Librarian at Carleton Univer-

sity, Ontario. Joining us in January 2007 as Chief Information Officer & College Librarian is Karen Stanton. Karen was previously Chief Information Officer at Nottingham University. This new post unifies academic computing services and administrative computing services under a single department.

MLA DESIGNATION

The Liddell Hart Centre for Military Archives was awarded designated status by the Museums Libraries & Archives Council for its outstanding military collections. Designated status is awarded, among other things, for nationally significant cultural assets.

Liz Newell

Senior Information Officer

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Kingston University

LAUNCH OF INFORMATION SERVICES

On 1 August 2006 Library Services and ICT Services formally converged to become Information Services under the Directorship of Graham Bulpitt. The move was part of a larger restructuring of the university's administrative departments. Information Services provision underpins all university activities and the focus for the department's work will be to ensure that the potential of information and ICT is fully exploited in the university's learning, teaching, research and business operations.

SELF-SERVICE GOES LIVE

Self-service issue and return using Intellident's Smart Media RFID solution went live at our Penrhyn Road LRC in September 2006. Four Paragon units have been installed plus a separate returns unit. Students appear to find the futuristic 'games' style machines irresistible. Issue figures during week one showed a phenomenal take up with 75% of issues being carried out on the machines. The self-service project continues moving onto our Knights Park campus next with a view to launch in February 2007, with Kingston Hill and Roehampton Vale campuses following in summer 2007.

The adoption of self-service at Penrhyn Road enabled us to restructure our desk-based services freeing up library staff to help students with a wider range of enquiries and providing space for colleagues from student services and administration to work alongside. This has proved

immensely popular with students who are now able to ask questions about careers and student funding at the same point as library and ICT enquiries. To enable LRC staff to respond to this range of enquiries efficiently and effectively, a 'dashboard' linking to key help tools has been created by our e-services team within our Sharepoint portal environment.

NEW UNIVERSITY PROJECT

The Kingston Hill LRC is being extended as part of Kingston's overall New University Project (NUP). Work on the new building began in summer 2006 and is due for completion for September 2007. The extension will provide a significant expansion of study space as well as learning café facilities and a flexible learning centre for developing technology-based learning.

The New University Project also includes new buildings at the Penrhyn Road and Roehampton Vale campuses which will provide significant improvements to teaching space.

EXTENDED OPENING

Following a successful pilot during the summer examinations period, 24 hour access to the LRCs at Kingston Hill and Penrhyn Road was launched on a permanent basis from 5 November 2006. These two LRCs are open from 10.00 on Sunday morning through till 21.00 on Friday evening and are staffed by a team specially recruited to keep the students and the building safe and secure. As many other universities have found, there is a steady demand for 24 hour access but with usage increasing significantly around assignment deadlines and examinations.

INSTITUTIONAL REPOSITORY

Kingston's Research Repository is now 'live' and research outputs are starting to be added to the database. Using the GNU E-Prints software, the database has been configured to enable the addition of a wide range of output types, including performance, exhibition and multimedia, as well as the more conventional books and journal articles.

Elizabeth Malone

Head of E-Strategy and Collection Management

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University of Leeds

LAUNCH OF NEW STUDENT PORTAL

The library has been leading the development of the new student portal, which went live in July 2006. The portal is based on the Luminis product from Sungard HE, and provides a seamless interface for accessing a range of university information systems and services, including single sign-on access to the library catalogue, electronic resources, online reading lists, group communication tools, email, student calendar, student records, the VLE and campus intranet. The portal has been a great success with students, and currently around 10,000 users are logging on on a daily basis. The portal is available at: <http://portal.leeds.ac.uk>

MIDESS PROJECT

The library is leading this JISC-funded project (part of the digital repositories programme) to develop a digital repository for images and multimedia material. We have selected the Endeavor Curator product to provide the digital repository, and this is currently being implemented. The project has resulted in a lot of interest around the university and we are currently working with pilots in the School of Medicine, History and Philosophy of Science, and Media Services. The project is also working with the ALPS CETL (Assessment and Learning in Practice Settings, Centre for Excellence in Teaching and Learning) at Leeds to explore issues relating to the integration of a digital repository with a VLE.

VLE PROCUREMENT

Following a major review, the university is about to go out to tender for a new VLE system to replace the current in-house system - Bodington.

EVIE PROJECT

The EVIE Project is funded under the JISC Virtual Research Environments Programme, and is developing a prototype research portal. The project is being led by the library, with the British Library as a key partner. EVIE has been extended until Feb 2007 to enable a more detailed user testing and evaluation phase to take place.

ONLINE COURSE READINGS

The library is currently piloting an online course readings service, using the new CLA trial digitisation licence; and has just signed up to HERON to facilitate this pilot.

ATHENS-SHIBBOLETH GATEWAY

The library has gone live in September 2006 with the new Athens-Shibboleth gateway, which means that selected electronic resources are now accessible using institutional usernames and passwords rather than Athens IDs. Currently, over 70% of our Athens traffic is using the new gateway, and helpdesk calls regarding access to Athens resources have dropped dramatically as a result.

BROTHERTON CELEBRATIONS



Leeds University Library has celebrated its greatest benefactor, Lord Brotherton.

Proud relatives of Lord Brotherton of Wakefield (1856-1930) attended a special celebration at the Brotherton Library on 12 October 2006 to commemorate the 150th anniversary of his birth.

The magnificent Brotherton Library building was Brotherton's gift to the university. At the heart of the library is another of his benefactions – the Brotherton Collection – one of the finest collections of rare books and original manuscripts in the country. Members of his family gathered to celebrate his life and achievements and to view some of the rare literary treasures from his collection. For many of them this was their first visit to Leeds with some travelling from as far afield as New Zealand, Luxembourg and France.

The 150th anniversary celebration featured exhibitions giving an account of Brotherton's life and career, and showed treasures from his book and manuscript collection which includes a fine collection of illuminated medieval manuscripts. More information about the Brotherton Collection can be found in the Special Collections webpages at <http://www.leeds.ac.uk/library/spcoll/brocoll.htm>





SSHHH...!

The latest fashion trend at Leeds this academic year is the library SShhh...! bags available in fuschia or brown. Made from biodegradable jute and with climate neutral credentials 5,000 bags now populate the campus. Bags are now being spotted across the country and overseas (see picture). Stock are now exhausted, but new consignments in turquoise and royal blue are scheduled for January.

Liz Waller
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Leeds Metropolitan University

COMMUNITY USE OF THE LIBRARY

The library has for some time been working with staff in the community partnerships and volunteering department of the university to support various Leeds Met projects which assist local refugees. Refugees have been able to use library facilities and resources, with volunteers from library staff both past and present, offering tours and ongoing assistance to ensure a positive and useful experience. This work was also being highlighted in a workshop at the Inspire conference in April.

We hope to further develop access to the library for the wider community by supporting organisations that already have links with the university. The community partnerships and volunteering team have assisted us in contacting 110 local community groups. We have offered a range of library services and asked the community groups to provide feedback on how the library could contribute to their work. We would like to invite interested groups to attend an event in the library to explore the possibilities further.

ENVIRONMENT QUIP

The library environmental issues QUIP (Quality and Improvement) group was set up in 2004 to

identify ways in which Leeds Met libraries could be more environmentally friendly. Comprising staff from various departments it has introduced recycling bins into the student and staff areas; run highly successful staff training hours – prompting us to recognise our environmental footprint and organised annual fair trade events for staff. The group acts as a link between the university's environmental project manager and the library, disseminating information about university and external initiatives. In May 2006 the group decided to continue their work via an email discussion forum where issues of environmental concern are raised. The forum has also been invited to get in touch with a 'Green group' from Birkbeck College to exchange environmental ideas and practice.

FOOD AND DRINK POLICY

As a further extension of the decision to zone our study environments, and following requests from a number of feedback sources, we are running a pilot to allow students to bring drinks and cold food into designated areas of our Headingley and Civic Quarter Campus libraries. Additional cleaning and extra bins have been requested as we develop our services to provide increased choice in the working environments for students whilst retaining more traditional silent study areas. Different models of provision are being piloted: at the Civic Quarter library we are allowing a limited range of food and drink onto the group study floor whereas at Headingley it will be in a separate room, adjacent to the library entrance. Feedback is being sought from students and staff as to whether this should be mainstreamed.

HELP AND INFORMATION POINTS

To make it easier for students and staff to get help in the libraries, a single help and information point has been created by combining the former counter and information desk services. The redesign of our Headingley library allowed the opportunity to rethink how help is provided in the libraries. The integration of services is also enabling a rethink of the layout of the Civic Quarter library ground floor to make more effective use of the open space. Information, IT help and services will all be offered at the same point at both campuses.

NEW SKILLS FOR LEARNING WEBSITE

A new look for the Skills for Learning website was launched in September. A detailed usability study tested whether students found the website easy to use, accessible and relevant to their needs and provided practical recommendations and solu-

tions which helped the re-design of the new Skills for Learning website. Members of the Skills for Learning team have been working together with academic staff across the University to develop new materials for the two new themes of Reflection and Enterprise.

SELF SERVICES

Our RFID project was implemented over the summer and involved staff at each of the three campus libraries tagging a stock of over 350,000 items in only 16 weeks. This was a tremendous effort as it was achieved at the same time as several other large summer projects. Installation of the staff and student workstations followed the tagging process and the system went 'live' just two days before the new students arrived on campus. Leeds Met is only the second university library to implement the 'Biblioteka' solution from D-Tech Direct and the first in the UK to install 'hybrid' intelligent security gates which detect both traditional 'tattles' and the RFID tags, thus providing security for both lending and reference stock. Student feedback has been very positive and they love the speed and simplicity of the technology as well as the additional functionality which allows them to issue, renew and return stacks of mixed media materials in one transaction.

*Helen Loughran
Planning and Marketing Manager
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University of Liverpool

This year saw the retirement of several long-standing members of staff. Colin Morgan, Arts Faculty Librarian, John Boston, Bibliographic Services Manager and Sue Tysoe, Periodicals Librarian, all retired in the summer. Colin's successor will be Martin Wolf, currently social Sciences librarian at Warwick, who will be joining the staff in March.

24 hour opening has now been extended throughout the academic year from September to June. Both main libraries are now open continuously from 08.30 on Monday until 21.30 on Saturday and from 12.00 to 21.30 on Sunday.

This year we have made a concerted effort to promote self-issue. We have installed three machines in each of the main libraries and deployed issue desk staff on the library floors to encourage use. We have also increased the help available to users

by staffing a second information support desk on the upper floor in each of the two main libraries.

Responding to a demand from users, the library initiated a book and copy delivery service in October 2006. The service is operated from within the inter library loans staff team. The service is open to all library users and costs £3 per book or article/chapter. Items are retrieved from the shelves, copied if necessary and posted first class to users. We hope that the service will appeal to students studying off campus, part time students and busy academics. It is being marketed to faculties through the team of subject librarians and to targeted groups of students with direct mailing.

The library is introducing a new approach to providing more help for our users in the early part of 2007. The library guide scheme will supplement our existing support for dealing with general and reference enquiries by deploying a team of roving assistants, known as library guides, who will be on hand in the entrance areas of the Harold Cohen and Sydney Jones libraries. They will help library users to make best use of basic facilities like the catalogue or the self-issue system and they'll also be there to provide more assistance for people trying to find their way around the buildings or with difficulties generally. Part of their job will also be to take library users to the members of staff who can provide more specialised help with subject queries or IT problems.

The library has continued to grow its portfolio of electronic resources. We have made a major foray into e-books with a subscription to the ebrary Academic Complete collection of around 30,000 titles. Our experience has been very positive: MARC records were supplied very quickly and imported into our library catalogue without any problems; readers have had few problems installing the ebrary Reader client and usage statistics have been very encouraging with over 260,000 pages viewed in our first two months.

The library has continued to expand its provision of e-journal big deals. In 2007 we will be subscribing to all available NESLi2 agreements, including the Nature Publishing Group Platinum Collection (all titles). We have improved our offerings of e-journal backfiles by subscribing to more JSTOR collections, purchasing the Springer and Lippincott, Williams and Wilkins backfiles, and obtaining a licence for the OUP archive (purchased by JISC).

Work on the extension to the Sydney Jones, the arts and social sciences library, is progressing well and staff and services will move into the new wing in June 2007 when work on the refurbishment of the existing building will commence. The project is scheduled for completion in summer 2008.

Carol Kay
User Services Manager
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Manchester Metropolitan University

MARKETING AWARD FOR MMU LIBRARY'S WELCOME CAMPAIGN

Each year, the Publicity & Public Relations Group (PPRG) of CILIP (Chartered Institute of Library & Information Professionals) offers gold, silver and bronze awards for excellence in the marketing of libraries and their services. During the summer of 2006, MMU Library's InfoSkills team put together a submission for PPRG's 2006 Awards. The team entered the library's Welcome campaign marketing materials (our freshers' fair, induction and awareness week publicity materials) for the award. The submission was successful and MMU Library has subsequently been given a gold award in the category of integrated marketing. Ours was the only gold award presented in any of PPRG's categories of marketing excellence for 2006. PPRG's reason for presenting MMU with the award was as follows:

'Each year, academic librarians across the country are faced with the problem of providing effective inductions to new students who are bombarded with huge amounts of information essential to their academic careers. Discussions about how little or how much information can be endless.

Manchester Metropolitan University Library has taken a very measured and focused approach to induction following wide consultation and benchmarking exercises. They have developed a timed programme in order to promote specific information over a period of weeks. The information is communicated to students when it will be most helpful to them. For example, information about reading lists prior to reading week; and information about PINs and renewals after the first month of term. Their induction material has been carefully branded with appropriate design and complimented with engaging copy that will appeal to the students.

This is a text-book example of how to handle induction. Feed-back from students, the academic community and

the profession has proved the value and success of this Welcome campaign'.

National Library of Scotland

GUIDE TO SCOTTISH NEWSPAPER INDEXES

An online resource is now available for indexes to Scottish Newspapers. The guide lists details of Scottish newspaper titles which have been indexed, and includes the type of index, the dates covered and the holding locations for the indexes. Printed, electronic and online indexes are all included and it is searchable by title of the newspaper and keyword.

This project has been developed by NEWSPLAN Scotland in collaboration with the Scottish library community who have contributed local holdings. The guide will inform anyone looking at newspapers if an index exists and where it can be consulted. The guide can be found, with other online resources, on the NLS webpage at <http://www.nls.uk/newspapers/>

Donna Bebbington
Newsplan Scotland Project Assistant

Newcastle University

NATIONAL TEACHING FELLOWSHIP AND INFORMATION LITERACY PROJECTS

Moira Bent, our Science Liaison Librarian, was awarded a National Teaching Fellowship from the Higher Education Academy in 2005. As a result of receiving the award, Moira is now engaged in a project looking at the conflicts and congruencies between staff and student perceptions of information literacy in the transition into higher education, particularly in the subjects of chemistry and English. She has recently completed a study tour of Australia and New Zealand, and is now continuing to work with local schools, running interviews, focus groups and surveys with staff, students and librarians. Moira's current work builds on the success of an earlier wide-ranging information literacy project which has resulted in the development of an information literacy toolkit and the establishment of a university-wide information literacy forum. Further information on the project and its outcomes can be found at http://www.ncl.ac.uk/library/infolit_library.php

As a new venture, this year's induction and orientation programme was supplemented by a series of podcasts designed to guide new students

around the library and its services. As part of our commitment to international students, adaptations of the original podcasts are now being introduced in a number of foreign languages.

INFORMATION SERVICES

Following a soft launch earlier in the year, the Metalib portal was successfully rolled out in September and is now embedded in information skills teaching programmes. The library has been funded this year by the JISC (Joint Information Systems Committee), under its Core Middleware programme, to develop Shibboleth authorisation and authentication to Aleph, its Reading List system, and to Metalib. Implementation is due to take place early in 2007.

NEW COLLECTIONS

During the 2006 summer vacation the Robinson Library took in two significant collections from the departmental libraries for fine art and music. The fine art library was successfully integrated in its entirety into the main Robinson Collection with the bulk of the materials catalogued and ready for use at the start of the autumn term. From the school of music we brought in a large collection of CDs and boxed sets of LP records along with the associated listening equipment.

Wayne Connolly
Deputy Librarian
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University of Plymouth

EXTENDED 24x7 ACCESS WITHIN THE LIBRARY BUILDING

Our 24x7 open access computing area was extended in the autumn of 2006 to increase access to study space and increase the number of computers. These additional computers are in our 'assistive technology' area. This is the only area in the university where these technologies are available outside of core hours. The space also includes 18 study spaces with power and data points.

PRINT ACCOUNTING

After a very quick, and relatively painless, procurement process a new print accounting system was introduced for all student copying and printing from the start of the autumn term. Students can now deposit money into their accounts and when they want to print or copy they simply swipe their main university cards in the readers associated with the multi-function devices and the appropriate charges are debited in real time. There are now 60 terminals to swipe cards and 18

money loaders across all our campuses. Students can easily check their balance from our intranet and they have taken to the new system really well. One reason could be that existing students were given a £1 credit into their account to redress any loss of their existing campus cards – we did run a dual period for the first three weeks of term so no students should be put of pocket due to the change. Questions on both this and the extended 24x7 services should be directed to Steve Monk, Learning Environment & Information Services Manager (Computing) (S.Monk@plymouth.ac.uk).

SUPPORTING NVQS IN THE REGION

As a means of offering some para-professional qualifications to a range of staff, the University of Plymouth Libraries have been an assessment centre for quite a few years now. We offer NVQ levels 2 & 3 in information & library services, levels 2 & 3 in customer service and the assessor award A1. Our numbers have been relatively small, so that we can manage the assessment work load. One of our partner colleges is now participating in a pilot with two of their library staff undergoing the ILS NVQs. Any questions should be directed to Angela Blackman, the centre coordinator (A.Blackman@plymouth.ac.uk).

IMPLEMENTATION OF SFX@UoP

Also at the start of the autumn term we launched our SFX service. Again trying to launch for the new academic year led to a concentrated timetable, and there were a few small teething problems, but the system has been extremely successful with our e-resources already having a better visibility. The greatest success was not the A-Z list element (those are now expected), but the incorporation of a link within indexing and abstracting databases. And let us not forget Google Scholar. Helping ensure our students get access to full-text from their favourite search engine has been an immediate hit with student and their academics. More information on the project can be got from Fiona Greig, Electronic Resources Development Manager (fiona.greig@plymouth.ac.uk).

Fiona Greig
Electronic Resources Development Manager
E-mail: fiona.greig@plymouth.ac.uk

Roehampton University

The summer vacation saw a complete move of all the 500,000 books and journals, so the LRC now has all the journals and special collections on the top floor. This will fit with the soon to be built

archive with secure store. As part of this project we have inherited the Froebel Archive from Froebel College, which is a collection of materials about Friedrich Froebel and his approach to education. (The Vice-Chancellor has moved in to the nice room they vacated!)

The move round was facilitated by the departure of Careers to the new Student services department and Digby Stuart College administration moving out of their corridor on the ground floor. The former administration area and college common room are being turned into accommodation for Television Roehampton (completed) and a learning café. A complication here was the college laundry, which turned out to be too expensive to move because of the size of the slab the machines are on!

The works will also see major changes to the layout of the LRC service points on the ground floor and a new proximity card entry gate system. User services staff have had to take new pictures of all staff and students and then print all the new cards.

Chris Foreman, our library systems coordinator, has been busy on the Talis Lyra upgrade which at long last means we are able to load records for our 7000 or so e-journals onto our catalogue from the Serials Solutions e-journals management system. We are starting work on Serials Solutions Central Search federated searching system.

Adam Edwards

Deputy Librarian

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University of Warwick

WARWICK WINS 2006 JASON FARRADANE AWARD

Warwick University Library has won the UKeIG Jason Farradane Award for the development of The Learning Grid.

UKeIG, the UK eInformation Group, organisers of the award, praised The Learning Grid as 'a revolutionary information and learning service'. They went on to say:

'The blended service is a unique combination of a radical new library design, coupled with ground breaking operating practices, all supported by advanced information literacy training and learning support programmes for students. The awards committee felt that

this nomination strongly upholds the spirit of the Jason Farradane award – a strong desire to promote good information practice to the widest audience through the use of innovative information techniques and approaches. The Learning Grid will directly impact the lives of all students in the University of Warwick but its impact will be felt more widely as other institutions follow their lead across the world.'



The award was presented to the library on 28 November 2006 during the annual Online Information Meeting and was sponsored by Sage Publications. Pictured are (left to right) Dean McIlwraith (learning grid information assistant) and Rachel Edwards (Learning Grid manager) receiving the award from Richard Fidczuk from Sage.

For more details about The Learning Grid see Rachel's article in the previous issue of *SCONUL Focus* or visit our web site at go.warwick.ac.uk/grid.

Antony Brewerton

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New publications

Average prices of British academic books, January to June 2006 (ISSN 0261 0302)

and

Average prices of USA academic books, January to June 2006 (ISSN 0951 8975)

LISU

These reports are published in February and August each year

Available from LISU, Loughborough University, Loughborough, LE11 3TU

Each available in hardcopy (£17.50 each or £30.00 for both), CD-ROM (£20.00 plus VAT each or £35.00 plus VAT for both), or hardcopy and CD-ROM (£25.00 plus VAT each or £45.00 plus VAT for both)

Reviewed by

Antony Brewerton

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In many ways it feels strange reviewing these titles. Any librarian who has anything to do with stock ordering, budget allocation or any other aspect of collection management is already probably very familiar with these guides and almost certainly a fan. Any librarian involved in any of the above who has not discovered them will find them invaluable little gems.

For those who haven't encountered the *Average prices...* guides what do you get for your money? The guides contain data derived from over 12,000 UK and over 30,000 US titles, supplied by Blackwell's Book Services. They give average prices divided down into 64 specific subject categories (e.g. botany, zoology) as well as broader disciplines (e.g. biological sciences) and 'all books'. Figures cover the most recent half year as well as (for comparison) the preceding half year and full years. Each guide also contains trend tables for the seven major book categories with brief commentaries on changes. The categories are identical for both the UK and US, offering another dimen-

sion for comparison. All good solid data useful for budget planning.

But this isn't the end of the story. Even established fans of these little books will be pleased to discover that – due to popular demand – both series are now available electronically on CD-ROM as well as in the traditional print format. Each CD-ROM contains not only the full publication as a pdf file, but also the detailed data tables as Excel workbooks. The CD-ROM may be networked across a single site at no additional charge to the purchase cost. Discounts are also available for anyone wishing to purchase both formats or both titles (see above).

All in all, this is an excellent package I can thoroughly recommend.

LISU continue to produce publications that make a librarian's life easier. And what more could you ask for than that?

Advice for authors

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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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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.

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- 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.