

Library Performance Measurement in the UK and Ireland

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PREFACE

It is with real pleasure that we present to you this volume describing the state of the art of performance measurement in Society of College, National, and University Libraries (SCONUL) member libraries in the UK and Ireland. It is a companion volume to the Association of Research Libraries (ARL) SPEC Kit 303 *Library Assessment* focusing on the US and Canada.

Performance measurement, or library assessment, has seen parallel expanding interest on both sides of the Atlantic over the last twenty years. ARL and SCONUL have kept in touch with each other's learning and development efforts in this period. Both organizations have long histories in collecting annual statistics describing basic library activity, and both have in more recent years committed to programs to extend their performance measurement tools and techniques into new areas.

In 2000, Ian Winkworth from the University of Northumbria participated in a milestone event, the symposium on Measuring Library Service Quality organized by ARL. In more recent years, the active involvement and leadership of Stephen Town, currently at the University of York (and formerly of Cranfield University), has led to his role as a member of the LibQUAL+® Steering Committee. From the US to the UK, workshops and presentations from Colleen Cook, Fred Heath, and Bruce Thompson (Texas A&M), Duane Webster, Charles Lowry, and Martha Kyrrilidou (ARL) have contributed to the exchange of ideas and experiences. These exchanges have helped establish the fundamental understanding that academic and research libraries on both sides of the Atlantic are broadly similar in at least three ways:

- (a) the way they serve and "touch" their users' lives
- (b) the way they provide access to information, and
- (c) in the ways their physical buildings accommodate user's needs.

The basic shared aim of the preservation, organization, and delivery of knowledge means that comparison of performance is both possible and desirable, and the aims of both collective organizations in improving academic and research library performance supports and underpins collaboration.

More recently, questions about the value of libraries and their impact in the learning, teaching, and research process have actively occupied our thinking, much enhanced through two biennial conferences: the Northumbria International Conference on Performance Measurement in Libraries and Information Services held primarily in the UK, but often rotating as an IFLA satellite conference, and the Library Assessment Conference held in the US.

Library assessment is characterized by an openness in using different methods though lacking at times strategic focus. In more recent years, consulting services like the Effective, Sustainable, and Practical Assessment service led by Jim Self (University of Virginia) and Steve Hiller (University of Washington) have helped us

understand the breadth of assessment activities in library organizations. Inspired by their work, their colleagues Lynda White and Stephanie Wright developed the Library Assessment SPEC survey that focused on the breadth of assessment activities across all ARL libraries.

This state of the art survey of assessment activities was modified for the environment in the UK and Ireland by Selena Kilick and Tracey Stanley. Some of the challenges are the same in both contexts: the need for strategic thinking and integration of performance measurement strategies into the larger organizational framework, the need for critical evaluation of the data sources, and the need for training and skills enhancement within the library workforce.

The information world is changing rapidly; what formerly took a century to build, as described in the SCONUL and the ARL statistics in terms of volumes held within libraries, is now becoming accessible in seconds. The way that libraries add value, and can justify the investment made in them in this new context, requires new ways of assessing value and worth. With the world in the midst of unprecedented financial crisis, the demand that we examine evidence carefully, describe where we are, and define a compelling future vision for academic and research libraries is paramount. Our continuing role in supporting increasing numbers of students and academic staff in their learning journeys will depend on effective advocacy based on effective performance measurement, assessment, and evaluation.

This volume is a response to these opportunities and challenges. In it we can learn from each other about how we use local and standard surveys, about differences in emphasis regarding usability testing, and about the common need to train library staff in utilizing evidence effectively. Ultimately, the capacity for strategic thinking based on our measurement frameworks is only as good as the intellectual capability of our staff and their capacity to engage in active learning in this field.

We hope you enjoy this volume and from it gain some insight into building better libraries.

Martha Kyrillidou, Association of Research Libraries
Stephen Town, University of York, UK

SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

This survey was a joint initiative between Society of College, National, and University Libraries (SCONUL) and the Association of Research Libraries (ARL), that since 2004 has sponsored a program to assist libraries with the assessment of services that they offer their users and the processes that support those services. It was based on an ARL SPEC survey published as SPEC Kit 303 *Library Assessment* in December 2007. The intention of this survey was to produce a similar publication focused on activities in UK and Irish academic institutions, and reflects a matching SCONUL desire to provide tools, techniques, and data for performance measurement and improvement through its Working Group on Performance Improvement.

The survey was distributed to the 180 members of SCONUL in September 2008. Seventy-seven libraries completed the survey, resulting in a response rate of 43%. All of the libraries that responded indicated that they engaged in various performance measurement activities beyond the annual collection of data for SCONUL.

Performance Measurement Activities

The survey results indicate that, whilst a few libraries engaged in performance measurement activities before 1985 (one as early as 1960), the majority became involved between the late 1980s/early 1990s and 2005. The vast majority of respondents listed user surveys as their first assessment activities. The main reasons for becoming involved in performance measurement were the desire to know more about customers and the desire to identify library performance objectives. This indicates that the main impetus was service-driven

and user-centred, rather than externally driven. These findings accord with those of the 2007 SPEC survey.

The survey asked which of 26 specific assessment methods the library is currently using or has used in the past. The responses show that a wide range of performance measurement activities are being used; each respondent currently uses between 3 and 19 of the listed methods, with an average of 10.6 and a median of 10. The most used methods are statistics gathering (73 responses or 96%) and suggestion boxes (69 or 91%). These are followed by datamining (55 or 72%) and student learning outcomes evaluation (51 or 67%). Benchmarking and key performance indicators tie for fifth place (48 responses or 63%). Surveys of use of specific services, focus groups, locally designed user satisfaction surveys, and online user feedback (pop-up windows, etc.) complete the top 10 methods (47, 45, 44, and 32 responses, respectively).

These results are broadly similar to those in the SPEC survey, which found that the top methods used in North America are statistics gathering and suggestion boxes. The main differences are in the next most used methods, Web and user interface usability testing, which do not, as yet, appear to have made as strong an impact in the UK as in North America. In the UK, there also appears to be a greater reliance on internally developed surveys, whereas the SPEC survey respondents are tending to switch towards externally developed survey instruments such as LibQUAL+®.

The least used measurement methods in the UK and Ireland are value/ROI assessment, impact assessment, balanced scorecard, physical orientation studies, and mystery shopper studies. These findings

are similar to the SPEC survey results that included balanced scorecard, Mystery Shopper, and physical orientation studies among the least used methods.

Performance measurement takes place across every aspect of the library service. Every one of the 27 library functions listed in the survey is reported as having been assessed by at least six respondents (development/fundraising), with the most assessed areas being enquiry services and electronic resources (56 respondents each or 92%). Other heavily assessed areas are circulation (55 or 89%), acquisitions, inter-library loan and the Web site (51 each or 84%), and information literacy and the online catalogue (50 each or 82%). The most popular methods of measurement are surveys and statistics collection. In comparison, the SPEC survey reported the Web site as the most assessed area, most frequently undertaken with a usability study. In the UK, the most popular method to assess the Web site is reported as being the survey, which again indicates that formal usability testing is perhaps less common in the UK than in the US.

The least assessed functions in both the UK and North America tend to be those that are not customer-facing: the administration, publicity/marketing, financial/business services, and development/fundraising.

Organisation of Assessment Activities

Respondents were asked to identify who has primary responsibility for coordinating or planning performance measurement activities within their organisational structure. Seventeen respondents (26%) reported that a single individual works part-time as an assessment co-ordinator. Only one respondent (2%) indicated that a single individual works full-time as a co-ordinator. At ten libraries (15%) a standing committee is charged with this responsibility. At another ten an ad hoc committee has this charge. Six respondents (9%) report that a department is charged with carrying out performance measurement activities. The remaining respondents (21 or 32%) described a wide range of 'other' organisational structures. Often, a range of different staff are involved in assessment activities, depending on the nature of the activity. In other cases, an ad hoc project team may be brought together to oversee specific projects, or sections and

departments within the library may undertake their own assessments.

These results differ from the SPEC survey, which reported a significantly higher percentage of full-time co-ordinators (16%), more departments charged with assessment (13%), and fewer part-time co-ordinators (19%) and ad hoc committees (6%).

Assessment co-ordinators are involved in a range of performance measurement activities, primarily data collection, analysis, and reporting. Many also collaborate on assessment activities with other non-library departments, agencies, or units within the institution, including institutional audit committees, student survey groups, and academic quality and standards units. A variety of job titles are used for assessment co-ordinators, such as Analyst, Performance Management; Quality Assurance Manager; Head of Communication, Standards, and Planning; and Staffing and Quality Manager. The majority of the co-ordinator posts (10 or 71%) have been created since 2000. All but a few of the individual co-ordinators are within one reporting level of the library director.

Two of the assessment committees/project teams were formed in 1990, but the majority have been created since 2001. These groups have between 3 and 11 members. The committee/team leader is typically a senior staff member such as a department head, assistant director, or the library director. The responsibilities of the standing and ad hoc committees are similar, though the standing committees are more likely to approve projects throughout the library.

Departments with performance measurement responsibility are a more recent development and typically serve multiple functions. They tend to have a more active role in gathering and analysing data, rather than just co-ordinating activities.

Library Assessment Results Distribution

Methods of distributing assessment results vary depending on the audience. The most popular method of distributing results to library staff is via e-mail announcements and presentations. The Web site and printed reports are used most heavily for distribution to the parent institution and the general public. Other methods described include displays, posters and plasma screens, team meetings, the intranet, and

the institutional virtual learning environment. The most common performance measurement information published on the public Web site is analysis of assessment activity results, followed by publications of results and the online assessment tools. Staff-only Web sites are most likely to be used to distribute general library statistics and assessment data. These results are broadly similar to those from the SPEC survey.

Performance Measurement Outcomes

Respondents were asked to list three outcomes that were attributable to their assessment activities. A large number of areas were reported, with changes to opening hours being the most frequent service improvement. Other improvements include changes to the Web site, improvement in IT facilities, faster reshelving of returned books, changes to loan regulations, investment in e-resources, and improvements to library space. A number of respondents also reported changes to staffing structures as a result of performance measurement activities, including changes to enquiry desk staffing, staff training programmes, and creation of academic liaison roles.

Respondents were also asked if their library strategy includes a specific commitment to assessment and evaluation activities. Forty-nine respondents (79%) reported a specific commitment, and several commented on how performance measurement is embedded in strategy.

Professional Development

When asked if their library provides some form of assessment training for staff, about half of the respondents (32 or 51%) reported that no particular training is provided. The others (31 or 49%) reported that training is provided outside of the institution and/or by the library or parent institution. These results differ markedly from the SPEC survey, which indicated that 71% of respondents had support for training, whether provided in-house or by external means. When the library provides training, the main focus is on assessment methods (62%), followed by report writing (54%), basic statistics, and data presentation (46% each). Some other areas of good practice were described, including the use of external experts to look at how to get the best out of SCONUL statistics.

Except for SCONUL, CILIP, and LibQUAL+® training sessions, the majority of respondents had not attended the assessment-related professional development events listed in the survey. Respondents also mentioned other training providers such as NOWAL and the M25 Consortium. All but a few of those who had attended events would recommend them to others.

When asked to identify professional development needs that are not being met by currently available events, respondents identified as key areas the need for training on data analysis tools such as ATLAS ti, understanding of survey techniques, and survey design methodologies.

Culture of Assessment

The survey included a series of statements on the culture of assessment. Respondents were asked to rate on a scale of 1 to 5 how well the statements described their respective libraries, where 1 is strongly disagree and 5 is strongly agree. The percentage response rates for staff who agreed (4) or strongly agreed (5) with the statements are shown below.

- Assessment results are used to improve my library (75%)
- My library evaluates its operations and programmes for service quality (69%)
- Assessment is a library priority (67%)
- Assessment is evident in our library planning documents (60%)
- Library managers are committed to supporting assessment (60%)
- Staff accept responsibility for assessment activities (34%)
- My library has local assessment resources and experts (28%)
- There is support and/or rewards for staff who engage in assessment activities (26%)
- Staff have the necessary assessment expertise and skills (26%)
- Staff development in assessment is adequate (13%)

The results show that, whilst there is some agreement that assessment is taken seriously at the senior level in library services, and that results are actively used to improve services, there are some serious concerns about engagement with assessment at all staff levels, support and reward, skills levels, and access to training and expertise. As with the SPED survey results, there appears to be a strong senior management commitment to performance measurement that does not translate to the organisation as a whole.

Slightly more than half of the survey respondents (33 or 53%) indicate that their library has some form of assessment plan in place, whether for the entire service or for specific units. This is a little higher figure than in the SPEC survey where 46% of respondents reported having an assessment plan in place.

Conclusions

Typically, SCONUL institutions began their performance measurement programmes in the 1990s, commencing with an in-house user survey. This was driven by a need to gain a better understanding of customer views and expectations, in order to drive service developments. All performance measurement programmes include statistics gathering, but many institutions are also using other methods such as suggestion boxes and data mining. Programmes have tended to focus on the customer-facing aspects of services rather than internal administration. SCONUL institutions appear to be less likely than their ARL counterparts to conduct Web usability studies and user interface usability studies

Typically, performance measurement activities are spread across the job descriptions of several members of staff, or staff may be brought together for ad hoc

and one-off projects. Where co-ordinators have been appointed, this has typically been in the last five years. Co-ordinators are typically within no more than two reporting levels of the library director, and may be running a team. Assessment committees are typically chaired by a department head. The tasks performed are similar across the roles, and most will have a link with other assessing units in their institution.

Results of performance measurement activities are usually distributed through the library Web site, or via e-mail to library staff. There is considerable evidence that performance measurement leads to programmatic changes in library services—primarily around opening hours, the Web site, IT services, and loan periods.

Training in assessment receives limited support from the library and is mostly outsourced rather than delivered locally. The most highly regarded training tends to come from SCONUL or CILIP-sponsored events. Staff are concerned that there is a significant skills gap in this area, especially around survey techniques and data analysis.

Senior managers are typically committed to the concept of a performance measurement culture, but there are concerns that not all staff at all levels are sufficiently engaged. Many staff do not have the skills or rewards to carry out performance measurement activities.

Most libraries have developed an assessment plan, or are in the process of doing so.

Overall, there is a wealth of activity taking place in the area of performance measurement, and there has been considerable progress over the last 20 years. Staff training is a key requirement, if that progress is to continue.

SURVEY QUESTIONS AND RESPONSES

This survey was developed by **Tracey Stanley**, Head of Planning and Resources, University of York, and **Selena Killick**, Research and Development Officer, Barrington Library, Cranfield University, based on a 2007 SPEC survey designed by **Lynda S. White**, Associate Director, Management Information Services, University of Virginia, and **Stephanie Wright**, Natural Sciences Information Services Librarian/ Management Information Librarian, University of Washington. These results are based on data submitted by 77 respondents from the 180 SCONUL member libraries (43%) between September 2, 2008, and January 13, 2009. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from respondents.

This survey is a joint initiative between SCONUL and the Association of Research Libraries of North America. SPEC surveys are intended to gather information from ARL member institutions on current library practices and policies, and to promote best practices in particular aspects of library services. Since 2004, ARL has sponsored a program to assist libraries with the assessment of services that they offer their users and the processes that support those services, and SPEC Kit 303 *Library Assessment* was published in December 2007. (The table of contents and executive summary are available at <http://www.arl.org/resources/pubs/spec/complete.shtml>). The intention of this survey is to produce a similar publication focused on activities in UK and Irish academic institutions, and reflects a matching SCONUL desire to provide tools, techniques, and data for performance measurement and improvement through its Working Group on Performance Improvement.

The survey has been developed by ARL staff with input from SCONUL to tailor it for our context. In order to provide benchmarking data between the UK and Ireland and North America we have maintained consistency with the original ARL SPEC survey as far as possible. Please note particularly that the term 'assessment' is used to cover what would usually be known as performance measurement, improvement or library evaluation activities in the UK. This survey is intended to encompass responses about all these types of activity, and any arising from quality initiatives within SCONUL libraries.

BACKGROUND

1. Does your library engage in any assessment of library activities (such as statistics collection, conducting surveys, conducting focus groups, Web usability testing, benchmarking, etc.) beyond collecting annual data for the SCONUL statistics? N=77

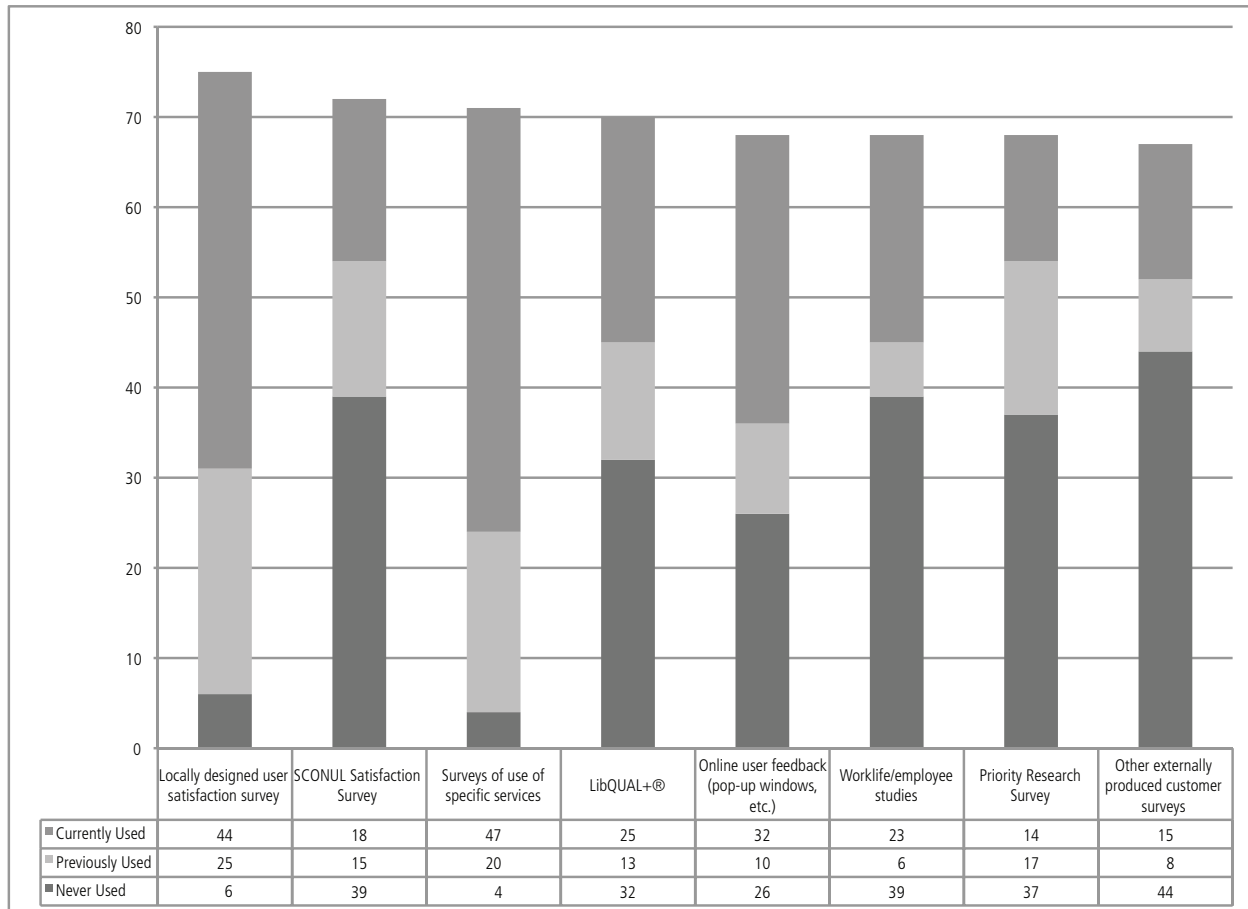
Yes	77	100%
No	0	—

ASSESSMENT ACTIVITIES

2. Please indicate which of the specific assessment methods below your library is currently using or has used in the past. Select “Currently Used” for methods that the library continues to use to assess activities. Select “Previously Used” for methods that were once used but are no longer used. Select “Never Used” for methods the library has never tried. Select one category for each row. N=76

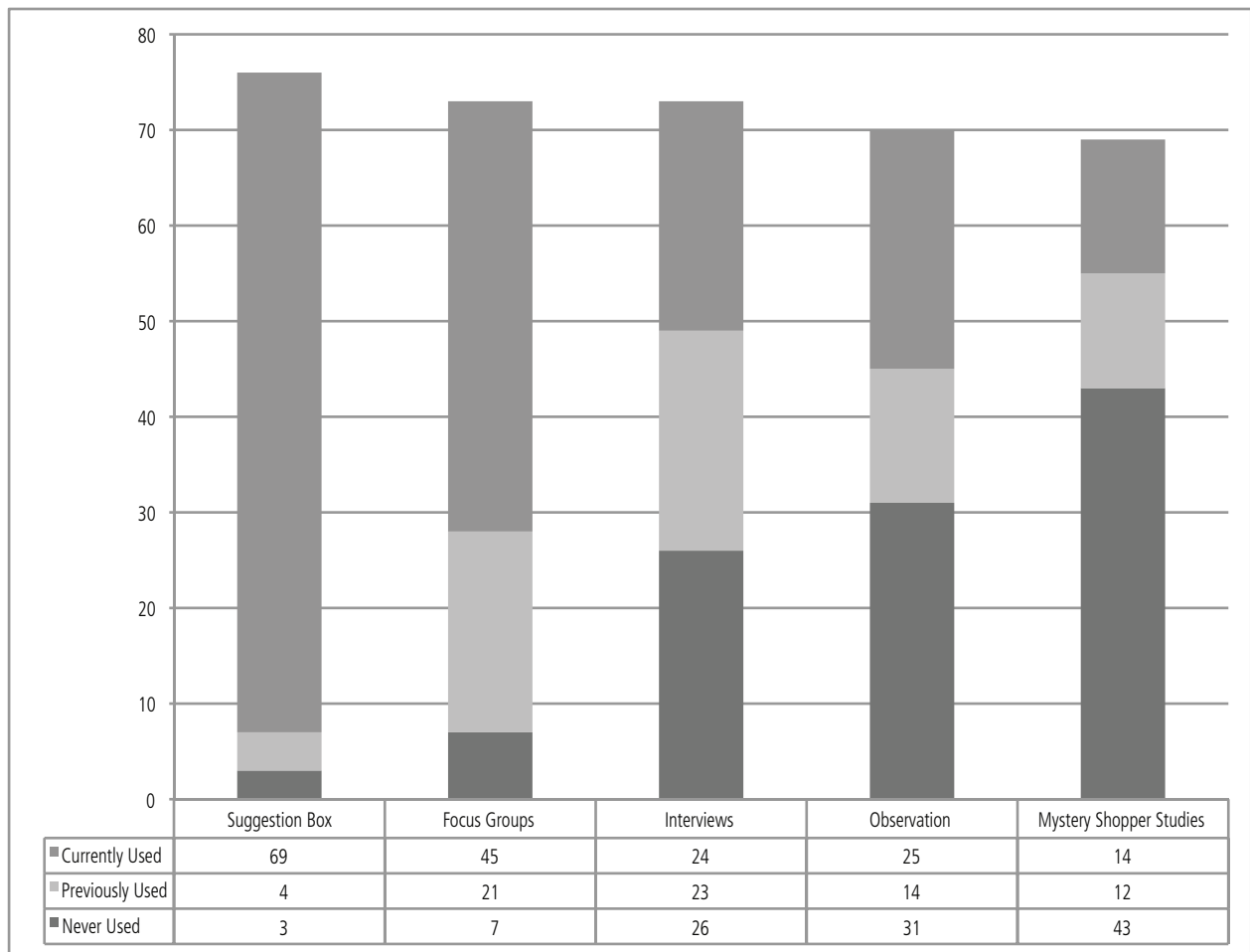
Surveys N=76				
	N	Currently Used N=71	Previously Used N=60	Never Used N=67
Locally designed user satisfaction survey	75	44	25	6
SCONUL Satisfaction Survey	72	18	15	39
Surveys of use of specific services	71	47	20	4
LibQUAL+® Survey	70	25	13	32
Online user feedback (pop-up windows, etc.)	68	32	10	26
Worklife/employee surveys	68	23	6	39
Priority Research Survey	68	14	17	37
Other externally produced customer surveys	67	15	8	44

Surveys



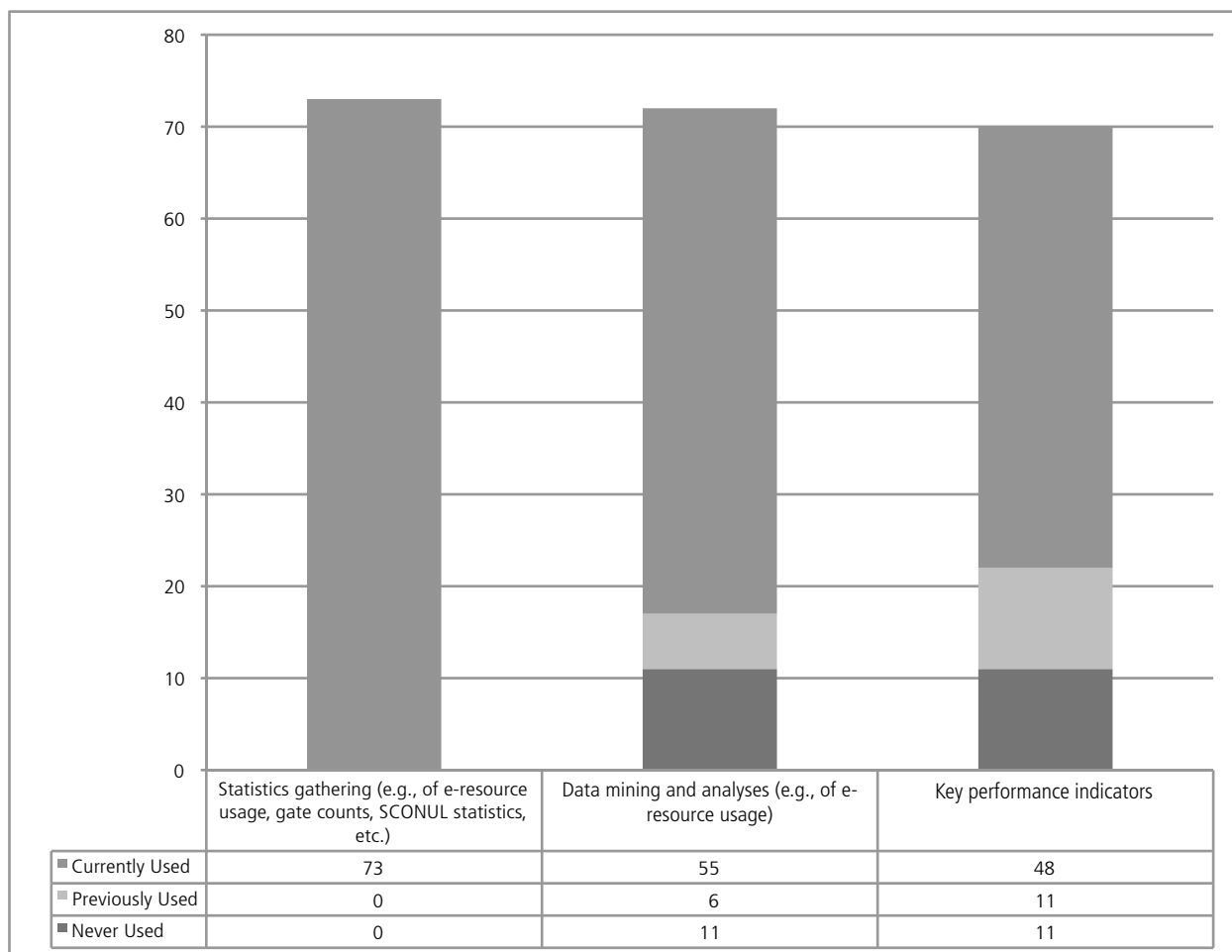
Qualitative Methods N=76				
	N	Currently Used N=74	Previously Used N=45	Never Used N=61
Suggestion Box	76	69	4	3
Focus Groups	73	45	21	7
Interviews	73	24	23	26
Observation	70	25	14	31
Mystery Shopper Studies	69	14	12	43

Qualitative Methods



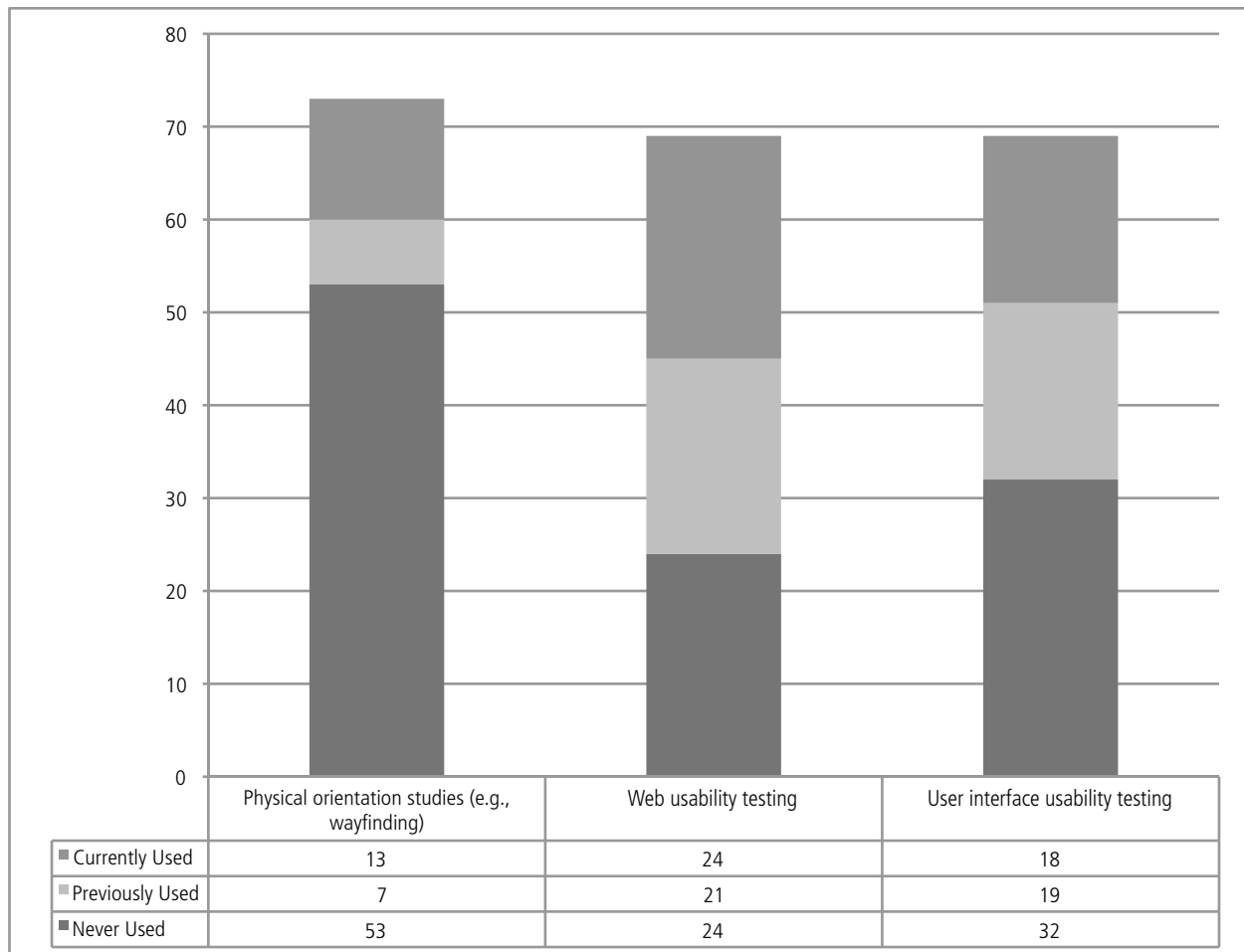
Statistics N=76				
	N	Currently Used N=76	Previously Used N=15	Never Used N=20
Statistics gathering (e.g., e-resource usage, gate counts, SCONUL statistics, etc.)	73	73	—	—
Data mining and analyses (e.g., of e-resource usage)	72	55	6	11
Key performance indicators	70	48	11	11

Statistics



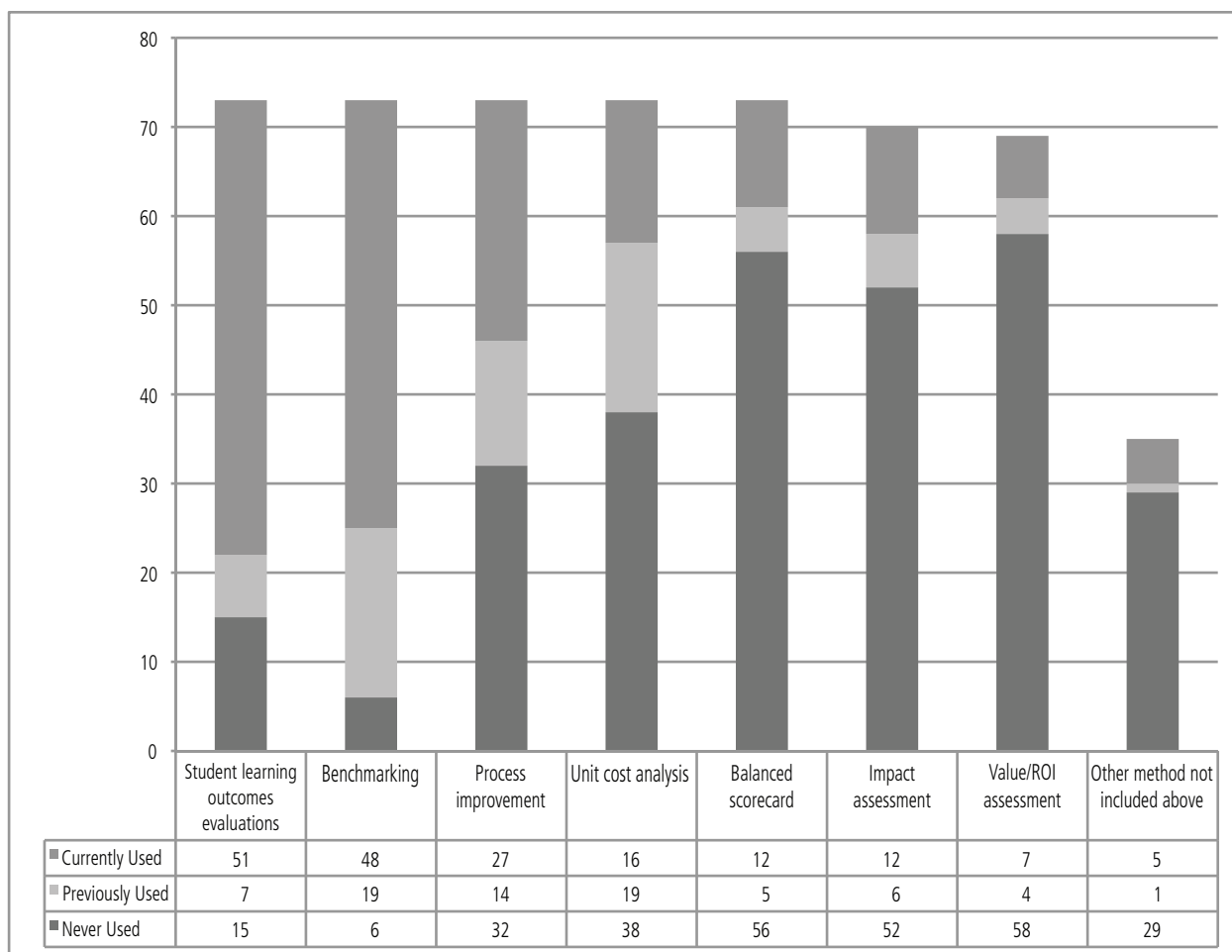
Usability N=75				
	N	Currently Used N=33	Previously Used N=29	Never Used N=61
Physical orientation studies (e.g., wayfinding)	73	13	7	53
Web usability testing	69	24	21	24
User interface usability testing	69	18	19	32

Usability



Other Methods N=74				
	N	Currently Used N=67	Previously Used N=40	Never Used N=69
Student learning outcomes evaluations (including information literacy evaluation)	73	51	7	15
Benchmarking	73	48	19	6
Process improvement	73	27	14	32
Unit cost analysis	73	16	19	38
Balanced Scorecard	73	12	5	56
Impact assessment	70	12	6	52
Value/ROI assessment	69	7	4	58
Other method not included above	35	5	1	29

Other Methods



If you selected "Other method not included above," please specify that assessment method. N=7

Currently Used

Biennial monitoring by panel. Outcomes of monitoring and review of academic programmes.

Customer Value Discovery

Lean process review

Student projects, e.g., Statistics Dept.—studies on user populations; Physiology Dept.—ergonomic practices at counter (ongoing every year).

User panel

Previously Used

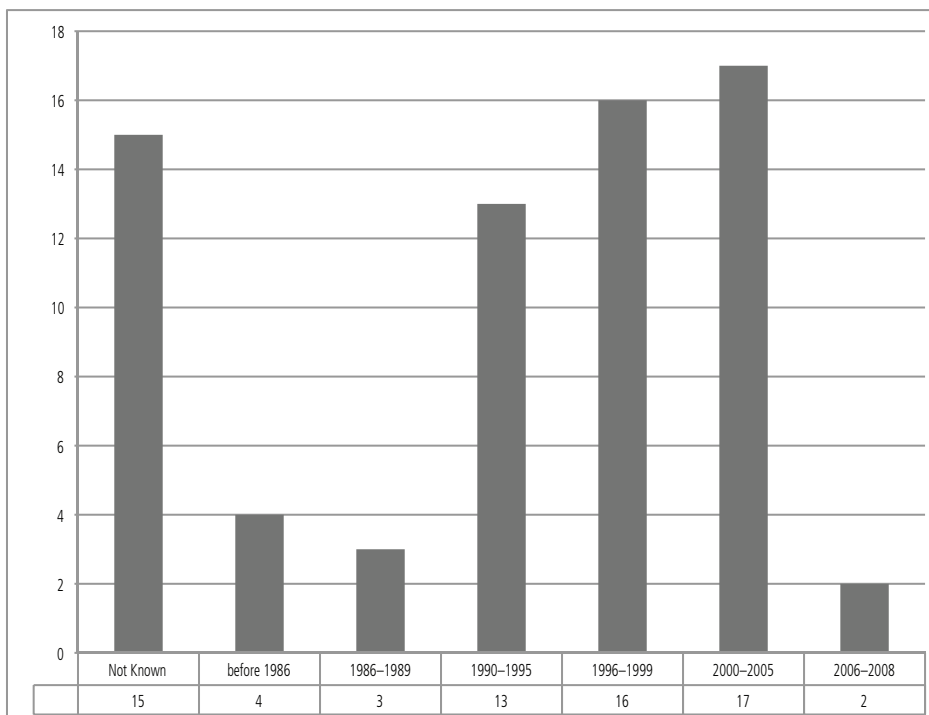
Previously accredited to ISO 9001, including internal and external auditing of procedures and customer feedback, comments and complaints.

Never Used

More "anecdotal" qualitative evidence collected (though not systematically), e.g., complimentary student e-mails, student dissertations where thanks is given to library staff, etc. in acknowledgements. Also LISU evaluative review of RAC library carried out in 2004, combining different methods incl. benchmarking, academic staff questionnaire, etc.

3. In what year did your library begin assessing library activities beyond the annual SCONUL data gathering? What was the first assessment activity (survey, focus group, usability test, etc.)? N=70

Range=1960 to 2008



First Assessment Activity N=63

Before 1986

Use Surveys, Focus Groups, Use Surveys

Enquiry desk survey (looking at numbers and types of enquiries, distribution through the day, etc.)

Annual user satisfaction survey

Surveys

1986–1989

User satisfaction survey with new OPAC facilities

Library Liaison Groups

CNAA annual survey

1990–1995

In-house surveys

Student questionnaire – feedback from inductions, etc.

User survey

User surveys

Survey questions

User surveys (designed and carried out internally), followed by use of focus groups

Regular surveys of students/staff

Survey

Benchmarking

Customer satisfaction survey, Materials availability survey

User satisfaction survey

Library user survey, service level definition monitoring

Satisfaction survey

1996–1999

Surveys

User satisfaction assessment exercise

User survey

Priority Research survey

Surveys, focus groups

User survey

Focus group and survey

Focus groups and Priority Research Survey

Focussed surveys (Actually, I'm sure we were doing these long before 1998.)

I have only worked here for 9/10 years and the service was already assessing library activities then.

Local designed user survey

User satisfaction survey, Priority Research

Internal satisfaction survey

Priority Research survey

User satisfaction survey

2000–2005

Establishing a set of Customer Service Standards based on key library services and processes, monitored annually

Focus groups mainly

Process improvement projects

User survey

Focus groups

KPIs, User survey, cost analysis of services

Priority Research (full) Survey

Survey of Information Services

LibQUAL+®

Online survey

SCONUL Satisfaction survey

Various localised assessments, resulting from merging various library & IT services

Survey of student perceptions and views of opening hours

User survey

Customer value discovery

Focus groups

User satisfaction survey

2006–2008

Local user survey

Not known

Annual user survey

Feedback from user education classes

I was appointed in 2004 and immediately undertook focus groups and a survey of user preferences for future development.

LibQUAL+® was first run 2003.

Not Known

Satisfaction, patterns of use, specific service expectations and comments, etc. etc.

Statistics. More recently focus groups and surveys for strategic planning.

Survey

Survey

Survey of students

4. What was the impetus for beginning these assessment activities at your institution? Select all that apply. N=70

Desire to know more about your customers	59	84%
Desire to identify library performance objectives	48	69%
Investigation of possible new library services or resources	33	47%
Desire to know more about your processes	29	41%
Accountability requirements from your parent institution	21	30%
Need to reallocate library resources	17	24%
Institutional or programmatic accreditation process	6	9%
Proposal from staff member with assessment knowledge	4	6%
Other	9	13%

Please specify other impetus for beginning these assessment activities. N=9

Being able to know what students thought of us and also to be able to evidence what we offered and how it was regarded to the academic departments within the organisation.

Desire to target resource application effectively, inter-institutional comparison, service improvement.

Impending reorganisation of library services.

Inform a library refurbishment.

New buildings or extensions, new Web site.

New director who wanted to know customers' expectations.

New library and looking at services offered, what workloads and demands were, etc.

Not known (before my time).

Own desire to provide evidence of activity to institution.

5. Please indicate which of the following departments/units your library has assessed since 2003 and what methodologies were used for those assessments. Select all that apply. N=61

Library Function	N	Surveys N=60	Qualitative Methods N=47	Statistics Collection & Analysis N=59	Usability N=33	Other N=24	Have Not Assessed N=52
Enquiry services	60	30	17	49	4	3	4
Acquisitions	60	5	10	45	1	9	9
Circulation	59	24	13	49	7	3	4
Online Catalogue	59	34	16	21	15	1	9
Electronic Resources	58	29	15	48	10	3	2
Web site	58	30	15	23	19	5	7
Staff Training/ Development	58	21	22	24	3	4	10
Cataloguing	58	2	6	42	4	7	11
Shelving	58	12	7	35	3	4	17
Employee satisfaction	58	33	6	5	1	—	19
Interlibrary Loan	57	18	11	45	4	3	6
Information Literacy	56	30	24	25	6	4	6
Digital Initiatives	56	13	13	24	8	3	19
Collection management	55	16	13	36	2	4	13
Facilities	55	35	13	13	3	4	15
Subject Liaison	55	24	19	14	3	3	16
IT Systems	55	22	7	24	12	2	18
Human Resources	55	12	3	12	—	2	32
Publicity/ Marketing	55	11	7	1	—	1	37
Administration	54	5	6	12	3	2	34
Preservation	54	3	6	9	1	3	38

Library Function	N	Surveys N=60	Qualitative Methods N=47	Statistics Collection & Analysis N=59	Usability N=33	Other N=24	Have Not Assessed N=52
Development/ Fundraising	53	1	3	3	—	1	47
Branch Libraries	52	24	8	28	4	—	21
Financial/ Business Services	52	2	2	12	—	6	36
Special Collections	50	12	9	15	3	3	25
Other	9	3	1	1	—	—	6

Please specify other library function that was assessed. N=13

Library Function	Assessment Method
(Multiple functions)	Customer Value Discovery
(Multiple functions)	Sampling techniques (e.g., incoming inspection of purchased items for cataloguing and processing compliance).
Acquisitions	Focus groups
Cash handling processes being leaned	(Not specified)
Collection Management, Digital Initiatives	Initial consultation with stakeholders
Extent to which another local library was being used by our students and ways in which it was being used	Focus groups, online form, analysis of statistics, feedback sought from Schools.
Financial; Human Resources	Audit; Establishment review
Internal communication audit	Interviews and questionnaire
Opening hours; loan periods; Preservation; Staff training and development	(Not specified); Real life experience of disaster reaction; Investors in People Standard
Preservation; Special Collections; Website	External evaluator for preservation and special collections; Internal team to assess website.
Satisfaction with range and currency of various types of resource, opening hours, environment, efficiency, efficacy of e-access to various services and facilities, external access via PC, staff	Daily feedback system web-based and written input. School-based Staff/Student Liaison Committees attended by Library staff
Service quality; Library environment	Session assessment sheet (information skills). Feedback requests (facilities).
Services to disabled students	Survey and qualitative input

ORGANISATION OF LIBRARY ASSESSMENT ACTIVITIES

6. Who has primary responsibility for coordinating and/or planning your library's assessment activities? Select the one item below that best describes your organisation. N=65

A single individual working part-time as an assessment coordinator	17	26%
A standing committee(s)/team(s) that is charged with assessment	10	15%
An ad hoc committee that is charged with assessment	10	15%
A department/unit that is charged with assessment	6	9%
A single individual working full-time as an assessment coordinator	1	2%
Other	21	32%

Part-time Assessment Coordinator

7. Please provide the following information about the part-time assessment coordinator: position title, year position was created, by how many reporting levels the coordinator is removed from the library director (e.g., Director --> Dept Head --> Assessment Coordinator = 2). N=17

Position Title	Year Created	Reporting Levels
Analyst, Performance Management	2004	2
Assistant Director I.S	1990	1
Deputy Librarian	1990	1
Deputy Librarian	Not known	1
E-Resources Librarian	Not known	1
Executive Secretary	1995	1
Head of Communications, Planning and Standards	2003	1
Head of Planning and Development	Before 2003	1
Head of Planning and Resources	2007	1
Librarian	(unspecified)	1
Library Manager	1998	1
Library Services Manager	2008	1
Manager - Administrative Support	2006	1
Quality Assurance Manager	2008 (!) but previous quality role here 1992	2
Research & Development Officer	2003	1
Staffing and Quality Manager	2000	1
(unspecified)	(unspecified)	2

8. For which functions below is the part-time assessment coordinator responsible? Select all that apply. N=17

Analyses, interprets, and reports on data collected in assessment activities	14	82%
Coordinates collection of data across the library	14	82%
Coordinates the reporting/archiving of the library's statistical data	14	82%
Consults with staff on assessment methods and needs	12	71%
Submits external surveys (SCONUL, CURL, JISC, etc.)	12	71%
Fills requests for library data	10	59%
Monitors/coordinates assessment projects throughout the library	8	47%
Performs assessment activities	6	35%
Approves assessment projects throughout the library	4	24%
Provides training on assessment topics	1	6%
Other	3	18%

Please specify other function.

Monitors utility of assessment approaches and suggests developments.

Note: most of this is initiated by myself, Director of LIS.

With assistance from other staff members.

9. Does this position collaborate on assessment activities with other non-library departments, agencies, or units within the institution? N=16

Yes	9	56%
No	7	44%

If yes, please list the department(s), agency, or unit(s). N=8

Academic Registry

Depends on the area of assessment

Human Resources, Academic Departments, UCLan Academic Quality and Standards Unit

Information Systems, Liaison & Training

Institutional audit committee

Registry, Principal's Office, SFC

Student Services – feedback. Member of University Working Group for Student Experience Evaluation

University Student Opinion Working Group

Standing Assessment Committee/Team

10. Please provide the following information about the standing assessment committee/team: Name of standing committee/team; Position title of standing committee/team leader; Year standing committee/team was created; Number of staff on the standing committee/team. N=9

Name of Standing Committee/ Team	Position Title of Committee/Team Leader	Year Created	Number of Members
Department Management Team	Head of Department	2001	5
Library Management Group	Head of Library Services	1990	11
Library Management Team	Head of Library & Archives Service	2005	5
Library Planning Forum	University Librarian	2005	10
Management Information Group	Senior member of staff		6
Quality Assurance Group	Director	2008	5
Quality Group	Library Service Manager	1997	6
Senior Management Team	Librarian		4
Senior Management Team	Librarian	1990	4

11. For which functions below is the standing committee/team responsible? Select all that apply. N=9

Approves assessment projects throughout the library	7	78%
Analyses, interprets, and reports on data collected in assessment activities	6	67%
Coordinates the reporting/archiving of the library's statistical data	5	56%
Monitors/coordinates assessment projects throughout the library	5	56%
Submits external surveys (SCONUL, CURL, JISC, etc.)	5	56%
Coordinates collection of data across the library	4	44%
Performs assessment activities	4	44%

Fills requests for library data	3	33%
Consults with staff on assessment methods and needs	2	22%
Provides training on assessment topics	2	22%
Other	1	11%

Please specify other function.

The QA Group has only recently been established and will cover IT and Library issues in a converged service.

12. Does this standing committee/team collaborate on assessment activities with other non-library departments, agencies, or units within the institution? N=9

Yes	5	56%
No	4	44%

If yes, please list the department(s), agency, or unit(s). N=5

Contributes to academic department periodic review, RAE, and also IT department assessments.

Human resources

ICT Services University Quality Enhancement Unit Students Union

Quality Team who organise School-wide student surveys.

University Registrar, Bursar, Director of Institutional Research Higher Education

Ad hoc Assessment Committee/Team

13. Please provide the following information about the ad hoc assessment committee/team: Name of ad hoc committee/team; Position title of ad hoc committee/team leader; Year ad hoc committee/team was created; Number of staff on the ad hoc committee/team. N=6

Name of ad hoc Committee/ Team	Position Title of Committee/ Team Leader	Year Created	Number of Members
Information Services Survey Project Group	University Librarian	2007 (for latest survey in 2008)	c. 10
Management team	Assistant Director	1999	5
Resources	Information and Service Planning Manager	2007	Varies
Survey Working Group	Deputy Librarian	2003	4 to 10
Survey Working Group	Head of Library Services	Ad hoc = as and when required	Varies
User Satisfaction Survey Team		2001	3

14. For which functions below is the ad hoc committee/team responsible? Select all that apply. N=6

Analyses, interprets, and reports on data collected in assessment activities	6	100%
Coordinates collection of data across the library	6	100%
Coordinates the reporting/archiving of the library's statistical data	4	67%
Monitors/coordinates assessment projects throughout the library	4	67%
Performs assessment activities	4	67%
Fills requests for library data	3	50%
Submits external surveys (SCONUL, CURL, JISC, etc.)	3	50%
Consults with staff on assessment methods and needs	2	33%
Approves assessment projects throughout the library	1	17%
Provides training on assessment topics	1	17%
Other	0	—

15. Does this ad hoc committee/team collaborate on assessment activities with other non-library departments, agencies, or units within the institution? N=6

Yes 2 33%

No 4 67%

If yes, please list the department(s), agency, or unit(s). N=2

Member of staff tasked with collecting data for the SCONUL (and UCISA) returns

Quality Office

Assessment Department/Unit

16. Please provide the following information about the assessment department/unit: Name of department/unit; Position title of department/unit head; Year department/unit was created; Number of staff in the department/unit; By how many reporting levels the department/unit head is removed from the library director? (e.g., Director --> Dept Head --> Assessment Coordinator = 2). N=4

Name of Department/Unit	Position Title of Department/Unit Head	Year Created	Number of Staff	Reporting Levels
Client Services	Assistant Director of Information Services (Client Services)	2000	Unit has multiple functions. 14 Subject Librarians have some assessment responsibility, plus three others who lead it across the converged service.	
Communication, Planning and Standards	Head of Communications, Planning, and Standards	2003	11 (people not FTE)	1
Library systems and management support	Manager	N/A	7	2
Strategy and Planning	Deputy Head of Learning Resources	2008	10 (2 have primary remit for statistics)	1

17. For which functions below is the department/unit responsible? Select all that apply. N=4

Analyses, interprets, and reports on data collected in assessment activities	4	100%
Consults with staff on assessment methods and needs	4	100%
Fills requests for library data	4	100%
Monitors/coordinates assessment projects throughout the library	4	100%
Performs assessment activities	4	100%
Coordinates collection of data across the library	3	75%
Coordinates the reporting/archiving of the library's statistical data	3	75%
Submits external surveys (SCONUL, CURL, JISC, etc.)	3	75%
Approves assessment projects throughout the library	2	50%
Provides training on assessment topics	2	50%
Other	3	75%

Please specify other function.

A wide range of other activities not related to assessment, for example: liaison with academic departments, information skills training, management of the library materials budget.

Coordinates and leads on all assessment activities across the converged service.

Main role is to manage the Library systems - Talis and smartcard; stats are an adjunct to this and thus larger scale performance monitoring and management information.

18. Does this department/unit collaborate on assessment activities with other non-library departments, agencies, or units within the institution? N=4

Yes	4	100%
No	0	—

If yes, please list the department(s), agency, or unit(s). N=4

Academic departments; University administration

All academic departments and faculties, plus external audits by HEFCE, and any others which come up.

Centre for Learning and Quality Enhancement

Finance - Corporate planning section - coordinates University stats including HESA return. Academic Registry - Teaching and learning - University surveys and research.

Full-time Assessment Coordinator

19. Please provide the following information about the full-time assessment coordinator: Position title; Year position was created; By how many reporting levels the full-time assessment coordinator is removed from the library director (e.g., Director --> Dept Head --> Assessment Coordinator = 2). N= 1

Position title	Year Created	Reporting Levels
Administrative Office (Quality and Benchmarking)	2005	2

20. For which functions below is the full-time assessment coordinator responsible? Select all that apply. N=1

Analyses, interprets, and reports on data collected in assessment activities	1
Consults with staff on assessment methods and needs	1
Coordinates collection of data across the library	1
Coordinates the reporting/archiving of the library's statistical data	1
Fills requests for library data	1
Performs assessment activities	1
Submits external surveys (SCONUL, CURL, JISC etc.)	1
Approves assessment projects throughout the library	—
Monitors/coordinates assessment projects throughout the library	—
Provides training on assessment topics	—
Other	—

21. Does this position collaborate on assessment activities with other non-library departments, agencies, or units within the institution? N=1

Yes	1	100%
No	0	—

If yes, please list the department(s), agency, or unit(s).

None provided

Other Organisation of Assessment Activities

22. Please briefly describe the organisation of assessment activities in your library. N=20

A team is formed on an ad-hoc basis each time an assessment activity is done. The team members will be different each time.

Ad hoc.

All roles are ambiguous. My J/D says "to assist in." In practice I seem to have taken on responsible for trying to co-ordinate every thing - far from successfully! We have a part-time member of staff who has gradually become THE person who gathers and analyses statistics retrieved via surveys and is someone I rely on more and more to create our own surveys (using e-Informs). Additionally, we have a nominated person to collect data for SCONUL. As we are restructuring I am hoping the future will be less confusing!

As and when needed/appropriate in a small library.

Assessment activities are wholly managed within the LRC. We carry out an annual satisfaction survey, annual suggestions harvests, suggestions box and other ad-hoc surveys as required. We also gain feedback from the College's module and programme questionnaires.

Coordinated by different team managers across Library services depending on the type of service we would like to assess.

Designated member of senior management team (for Quality) acts as co-ordinator, but person responsible for any given assessment may vary dependent on activity under consideration. A member of SMT usually oversees the activity.

Devolved to different people reporting on different assessment activities.

Each department can do their own assessments; the total organisational assessments are coordinated by the Director's Team.

Head of Administration co-ordinates routine management reporting, ad hoc/specific section based assessment co-ordinated by relevant section head.

Library Management group has overall responsibility and each member looks after their own areas of assessment.

Linked to annual reporting and renewals of subs. Also as part of strategic planning. Not systematic as it should be, largely deputy librarian who would undertake.

Planned activity by activity without any specific structure or regime.

Previously overseen by Director. Recently appointed Manager with responsibility for assessment as part of his job description - co-ordinating activity across Service.

Several individuals have quality enhancement responsibilities as part of their job descriptions.

Some activity co-ordinated by Deputy Librarian and through administrative office; Departments also responsible for assessing own areas of work; process reviews undertaken by a senior member of Library staff or by institutional internal audit.

There is currently no formal organisation of assessment activities beyond a co-ordination role for the University Librarian. However as a newly merged institution under new management this will change in the next year as new management practices are adopted.

This is the responsibility of the Leadership team (4 senior staff) with all service and project owners involved in reporting through a Business Reporting Framework (monthly report on activity, costs, achievements against PIs, issues and risks).

UAL LLR has recently undergone restructuring. We are now in a position of having two sections, Academic Services and Resources and Systems. Depending what the assessment activity is different staff would be involved. However, one section (R&S) is responsible for the processes.

We have Charter Mark so that is co-ordinated by one individual (working with a wider team from across the service). Other activities and assessments are usually done locally within each division.

LIBRARY ASSESSMENT RESULTS DISTRIBUTION

23. What methods are used to distribute data/analysis/results of library assessment activities? N=64

Distribution Method	N	To Library Staff N=62	To Parent Institution N=63	To General Public N=32	Not Used N=33
E-mail announcements	61	51	31	4	7
Web site	61	42	46	29	6
Presentations	60	46	37	3	8
Print reports (e.g., annual report)	60	35	47	11	9
Library newsletter articles	57	39	28	7	9
Campus newsletter articles	57	16	40	8	12
Other	18	8	6	5	9

Please specify other distribution method(s). N=15

To Library Staff

Intranet

Use of Institution's VLE to create a quasi-programme accessed only by LRS staff. We share discussions, news, policy documents, minutes, etc. Currently not used for staff development, though that's possible.

To Library Staff and Parent Institution

Reports to Library Users Group and Institution-wide Student Learning Experience Steering Group

Team meetings, informal meetings with deans, etc.

To Library Staff, Parent Institution, and General Public

Displays in Library Foyer

Feedback posted on notices, & reported back through all relevant committees & forums

Plasma screens within University

Written reports produced as Planning and Research notes

To General Public

Papers/presentations at conferences

Unspecified

LCD screen in main Library

Notice boards

Posters will be used, showing actions taken in response to feedback

Report to panel monitoring the department

Survey reports and digests

We have recently undergone an internal Service Review. The report which was written by the Director provided a snapshot of activities, including some benchmarking activities.

24. If your library has either a staff-only or publicly accessible library assessment Web site, please indicate which kind of information is published there. Select all that apply. N=41

	N	Staff-only Web site N=30	Publicly accessible Web site N=28
Analysis of assessment activity results	28	17	16
General library statistics	27	20	10
Online assessment tools (e.g., surveys)	23	11	14
Assessment data	21	17	6
Presentations	20	16	6
Publications	19	9	15
Links to other library assessment sites or information	8	7	4
Other	6	3	5

Please specify other information that is published on the staff-only Web site. N=3

Comments from staff. It is an interactive site, recording discussions about topics.

Shared directories of data available to staff; Intranet in development.

The University runs three major surveys for undergraduates, research and taught postgraduate students with significant Library components. The results are accessible via Student Services Web pages.

Please specify other information that is published on the publicly accessible Web site. N=5

Survey outcomes posted on University portal (for students and staff)

Public Web site under development

New events and activities: enhancements of e-library, Blog, etc.

National Student Survey data

About the library, IT & training services and how to access & use them

ASSESSMENT OUTCOMES

25. Please describe up to three demonstrable outcomes that have been made to your library's programmes, policies, or services based on information collected via assessment activities. N=62

Opening hours

24 hr opening (x4)

Increase in opening hours (x26)

Mainstreamed overnight opening in the run-up to exams

Services

Changes to loan regulations (x4)

Changes to policy on issuing books when the user has fines outstanding

Changes to service delivery – enquiry services (x3)

Creation of a Reception Desk in the main branch to improve customer relations and ease pressure on the main service desk

Development of information literacy framework

Development of training and information relating to electronic resources

Efficiency savings identified in document delivery (requests falling, quality standards being exceeded) and staff resource reallocated to another area

Evidence collected to successfully bid for new self-service machines

Exploration of how to achieve inter-branch loaning and returns

Faster reshelving of returned library books (x3)

Improved services to distance learners

Improvement in quantity and quality of student IT facilities (x5)

Increase in teaching for academic staff on how to use e-resources

Installed book return boxes

Laptop loans

Maintenance to a number of PCs in the Library, in addition to wireless and spaces for laptops

Merged IT and Library helpdesk

Process improvements for counter services – processes simplified for customers, and resources released to support management of e-resources

Provision of access to IT facilities beyond staffed opening hours

Provision of stationery for customers

Provision of wireless and additional PCs

Reclassification of the collection into one schema, as users said the previous schemes were confusing

Redesign of Web site (x4)

Review of colour copying charges

Revised fines procedures

Revision of procedures for inter-library loans and the IT system used to manage them

RSS feeds in the student portal

Service improvements, e.g., increased printing facilities, changes to opening hours

Streamlining of ordering processes and elimination of some outdated practice as a result of process review of acquisitions

University agreed Collection Management Policy

We have improved embedding of Info Literacy in curricula by demonstrating its value using a combination of quantitative and qualitative methods (e.g., by showing that NSS satisfaction levels are higher for those students who receive embedded IL.)

Content

Additional resources devoted to teaching level collections and e-books

Book fund allocation guided by use of statistics

Changes to expenditure on resources – print/electronic

Demonstrated value for money of investment in e-resources to institution

Improvement in satisfaction in the library collection due to better management of stock

Improvements to e-resource provision and usability of access tools

Increased funding for electronic resources

Increased investment in e-resources and transfer of bound journal volumes to closed store as usage figures demonstrate popularity of digital formats

Increased provision of key texts (x4)

Increased stock fund

Investment in e-book provision

Loan allocations increased

Purchase of specific bibliographic databases

Strategic investment in e-journals (x4)

Targeted provision of library materials for student support

Environment

Change in use of study carrels from monthly bookable to daily bookable units

Changes to food and drink policy

Creation of a social learning space (x2)

Designation of more group study areas (x2)

Furniture replacement

Learning zones

Library café

Noise management policy

Occupancy levels of study spaces evaluated and changes made to study space provision

Re-organisation of library space (x9)

Rezoning of the entire libraries (all campuses) to create defined spaces for silent, quiet and noisy areas (x3)

Soft seating areas for students and specific zoning

Study environment – group study rooms, more powered desks for laptops, coffee bar and social area

We are currently refurbishing three branch libraries. The funds were obtained because of demonstrable student demand, and the refurbishments have been planned to meet specific identified needs.

Staffing

Actual enquiries logged and analysed leading to changes in staffing on our enquiry desk

Better understanding of relative workloads across Information Services, and year-on-year trends

Business cases made to support the need for more staff resource in enquiries

Changes in staffing to counter and enquiries desk

Creation of academic liaison section focusing on research and teaching instead of subject specific

Deployment of part-time staff in a different way based on usage analysis

Establishment of staff development committee

Personnel changes

Re-structured e-resources support team

Robust customer training programme for front-line staff

Staff development policy

Staff restructuring

Staff training programme on customer service as a result of LibQUAL+® survey in 2003

Statistics on issues and occupancy have informed our decisions about staffing levels, both by campus and by school

Other

Ability to compare performance with other institutions, to identify opportunities for improvement

Ability to inform institutional management of the value of our work and the need to invest in it

Ability to substantiate additional budget request

Additional marketing in response to survey

An agreement on the need to develop integrated services with other support services, as student needs as expressed through surveys cannot be contained within developments to one service alone

Change in services

Changed registration procedures at hospital library

Extended our partnership with a supplier for another 12 months

Greater understanding of service impact

Improved student satisfaction in key areas where we identified problems

Improved user satisfaction survey results

Increased funding

More institutional investment in the Library

Regular inflation increases to book fund arising from analysis and presentation of satisfaction survey data to University executive

Services tailored to user needs

STRATEGY

26. Does your library strategy include a specific commitment to assessment and evaluation activities?
N=62

Yes	49	79%
No	13	21%

Comments

Yes

Commitment included in strategic plan and annual operational plans.

Develop an active response to evaluation and feedback Plan 2004/10 and "Staff will...design services around the needs of users, be responsive to feedback..." 2008/9.

Involvement in university-wide assessment and evaluation procedures and specific library activities e.g. LibQUAL+®.

Library strategy monitors quality.

Library strategy mirrors University strategy which is to review and improve all core processes and systems.

Quality enhancement is a key issue for both the Library and the institution.

Sconul and Ucisa required on an annual basis.

The University has a stated commitment to evidence based practice as does the LIS strategy.

We have a commitment to quality and also the assessment and improvement of service through a variety of means including KPIs.

We have a strategic objective "to ensure the best possible return on investment in the Library by carrying out regular critical evaluation of services and establishing means of demonstrating impact." The institution is developing an Evaluation Framework for all the administrative and support Departments which comprise the Registrar's Division.

We have just written our new Medium Term Strategy which will inform all our activities in the next 5 years. We have a commitment to evidencing our activities and evaluating success.

No

A new Library Strategy is currently under development to provide a framework for the newly-merged Library service and that will include key performance indicators and a commitment to both quantitative and qualitative evaluation.

Although I have answered no, we do have a firm commitment to assessment and evaluation. We have also produced a strategic response document to our LibQUAL+® results.

In process of writing a strategic plan - mention we use data to make decisions in certain areas but nothing specific about assessment and evaluation.

PROFESSIONAL DEVELOPMENT

27. Does your library provide assessment training for library staff? Select all that apply. N=63

Yes, training is provided by the library	13	21%
Yes, support is given for training provided by our parent institution	14	22%
Yes, support is given for training provided outside of our institution	25	40%
No, there is no particular training provided	32	51%

If training is provided by the library, what kinds of topics are covered? Select all that apply. N=13

Assessment methods	8	62%
Report writing	7	54%
Basic statistics	6	46%
Data presentation	6	46%
Value of assessment	4	31%
Data analysis	3	23%
Survey construction	3	23%
Sampling techniques	2	15%
Other	1	8%

Please specify other training that is provided by the library.

Process improvement

Additional Comments

I organised for [an expert] to work with a small team of LLR staff to look at how to get the best out of SCONUL Statistics.

Training has largely been in response to the needs of specific surveys, e.g., LibQUAL+®.

Training on assessment and quality issues will be introduced in the future.

28. For each of the following assessment-related professional development events that assessment staff have attended, please indicate whether they would or would not recommend the event to others as a good way to learn and network about assessment. Select “Have Not Attended” if no assessment staff have participated in an event. Select one category in each row. N=58

	N	Would Recommend N=50	Would Not Recommend N=7	Have Not Attended N=52
LibQUAL+® training sessions	55	29	2	24
Northumbria International Conferences on Performance Measurement in Libraries	53	16	1	36
Evidenced-Based Library and Information Practice Conference	53	7	2	44
Library Assessment Conference (e.g., Charlottesville 2006)	53	1	—	52
CILIP assessment-related events	53	30	2	21
SCONUL assessment-related meeting	53	33	1	19
ARL assessment-related meetings	52	4	—	48
Other	17	7	—	10

If you selected Other above, please specify which other assessment-related professional development event(s) assessment staff have attended. N=10

Events organised by Library and Information Research Group

I am not sure what has been undertaken

IFLA conferences

In-house training on specific evaluation tools

M25 Consortium

Non-Library related events to do with customer satisfaction, managing expectations, etc.

Nowal events (North West Academic libraries)

One to one support by external provider of software (Priority Research)

SCONUL statistical training - purchased to run in-house

Training, e.g., on snap, elements of management courses (DMS, MBA, etc.)

29. Please describe any professional development needs that assessment staff at your library have that are not being met by the events above. N=7

Data Analysis

Evaluation/assessment activity is only a small part of the work of some librarians

Software package support, e.g., Atlas ti

SPSS training; survey design methodologies

The inter-relationship of different assessment methods and how to co-ordinate evaluation for specific purposes

Understanding of survey techniques, question setting and statistical significance of results

Use of tools like SPSS and Invivo

CULTURE OF ASSESSMENT AT YOUR LIBRARY

30. Please rate your agreement with the following statements on a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree. N=63

	N	1 Strongly Disagree N=17	2 N=45	3 N=55	4 N=58	5 Strongly Agree N=34
Assessment is evident in our library planning documents such as the strategic plan	63	5	9	11	22	16
Assessment is a library priority	63	3	7	11	25	17
Library managers are committed to supporting assessment	62	3	4	18	23	14
Staff accept responsibility for assessment activities	62	3	16	22	15	6
There is support and/or rewards for staff who engage in assessment activities	62	7	24	15	14	2
My library evaluates its operations and programs for service quality	62	2	7	10	29	14
Staff have the necessary assessment expertise and skills	62	—	19	27	16	—
Staff development in assessment is adequate	62	3	25	26	7	1
My library has local assessment resources and experts	61	5	18	21	15	2
Assessment results are used to improve my library	60	3	3	9	26	19

31. Does your library have assessment plans for departments/units or a library-wide assessment plan?
N=62

Yes, the library has an assessment plan for every department/unit	2	3%
Yes, the library has an assessment plan for some departments/units	9	15%
Yes, the library has a library-wide assessment plan	22	35%
No, the library has no assessment plan	29	47%

Comments N=14

Assessment plan for some departments/units

Currently under development to be ready early 2009.

Library-wide assessment plan

Assessment is conducted where there is a need; as well as a regular overall review.

Chartermark has ensured this is integral.

Evidence is required for the departmental monitoring process.

Library assessment is included with assessment of computing services - we are a converged service.

No assessment plan

As a one-time Planning, etc. Librarian (at Northumbria when it was a Poly) I have long regretted the inability to perform assessment activities. With the consolidation of the University onto one campus, and a major staff restructure, I have designated a unit to rectify this deficit.

Assessment is linked to strategic planning and evaluation of innovation and service improvement.

Assessment plan under development.

I would welcome seeing an example from another library to help us decide if we should have one.

The University has a Lean Team to facilitate service improvements. The Library makes extensive use of this team

This is a bad time to be completing the survey as the Library is just beginning to plan a full KPI and assessment framework as a result of a change of management.

We are about to restructure and this is likely to come, currently there has been nothing formal in place.

We have pockets of assessment activity, and a rather ad hoc approach, but have no mechanism for pulling it all together and maximising the benefits.

We have recently appointed to a new role which will have quality improvement as a major goal. This individual will be tasked with developing an assessment plan for specific areas starting with front-line services.

ADDITIONAL COMMENTS

32. Please enter any additional information regarding assessment activities at your library that may assist the authors in accurately analysing the results of this survey. N=15

Annual satisfaction survey on the SCONUL model. Annual comparative PIs mostly based on the SCONUL Annual Library Statistics, which form part of more general University PIs. Targeted survey on services or for customer groups. Focus groups, e.g., on IL, research needs. Electronic suggestions forms, &c.

As noted above, the UWS is a newly-merged institution with a new management team and is therefore just beginning to develop a new strategy that will include performance indicators and a measurement and assessment regime. This will form a major part of our future development but it will be around a year before it is fully developed and implemented.

Assessment structure: 1. University-led surveys with strong Library component reported to the Academic Standards and Quality Committee which Library reports responses to. 2. Annual Library survey adapted from SCONUL survey. 3. Daily feedback system. Five-day response time and actions taken publicised. 4. Staff/Student Liaison committees. Feeds into Schools Annual Learning and Teaching Reports. 5. Ad-hoc site or service-based surveys, or focus groups as required.

I do not wish to seem disloyal but I would view us as "bumbling along" with regard to assessment. We currently do just enough to show our users we are "DOING OK." We do not do enough to turn the information gathered to our advantage. This is really to do with staff resource available. As we become more business minded this will change.

I don't like 'assessment'. Continuous improvement is what we are trying to achieve; cultural change.

I have found some of the questions difficult to answer - as we do investigate service activities - but perhaps not robustly enough to be called assessment. I am very interested in receiving information on your findings and having examples of best practise from other organisations.

Library assessment is in the early stages of active development. We have always collected data and statistics, adopted service level agreements (particularly for front-of-house activities) and for some years have carried out user satisfaction surveys. We are now moving to a much more structured approach and are actively attending to impact assessment and qualitative analysis as opposed to simply data collection and quantitative analysis.

Library assessment plan currently being revised in light of strategic review institutionally.

Performance assessment has been recognised as an increasingly important factor and the aim is to give it a higher priority in the coming years, particularly in relation to e-resources.

There is a strong commitment to the development and use of service standards, and to encouraging and using customer feedback. Both are integral to our commitment to maintaining our Chartermark for customer service excellence.

Viewed as very important but still more ad hoc than we would like. Had planned to address this but failed to recruit to a post and staff cuts may now mean this is on hold.

We are a very small academic library where assessment is important but not formalised as much as it might be in a larger library.

We did a LibQUAL+® survey in 2004 after the opening of a new library extension, with the intention of revisiting

the same survey later. Currently initiating a new LMS and planning to integrate into new website based on focus groups and interviews.

We initiated an International Benchmarking Exercise involving 13 University Libraries Worldwide.

We undertake user satisfaction surveys every two years, plus ad hoc subject specific surveys as required.

RESPONDING INSTITUTIONS

University of Aberdeen
Aberystwyth University
Anglia Ruskin University
University of the Arts London
Aston University
University of Bedfordshire
Birkbeck, University of London
University of Birmingham
Birmingham City University
University of Bolton
University of Bristol
Brunel University
Cardiff University
University of Central Lancashire
University of Chichester
Coventry University
Cranfield University
University of Cumbria
De Montfort University
University College Dublin
Durham University
University of East Anglia
Edge Hill University
University of Edinburgh
University of Exeter
National University of Ireland, Galway
University of Glamorgan
Glasgow University
Glasgow Caledonian University
Glasgow School of Art
University of Gloucestershire
Goldsmiths College
University of Huddersfield
University of Hull
Heriot-Watt University
Kingston University
London School of Hygiene & Tropical Medicine
University of Lancaster

University of Limerick
University of Liverpool
Liverpool John Moores University
University of Manchester
Middlesex University
Manchester Metropolitan University
Napier University
Newcastle University
Northumbria University
University of Nottingham
Nottingham Trent University
Open University
University of Oxford
University of Portsmouth
Queen Mary, University of London
Royal College of Surgeons in Ireland
Robert Gordon University
Royal Holloway, University of London
Roehampton University
Royal Agricultural College
University of Salford
St George's, University of London
Sheffield Hallam University
School of Oriental and African Studies
University of Southampton
University of St Andrews
University of Strathclyde
University of Surrey
University of Sussex
Swansea University
Trinity College Dublin
Trinity College Carmarthen
University of Wales Institute, Cardiff
University of Warwick
University of the West of England, Bristol
University of the West of Scotland
University of Westminster
University of York

REPRESENTATIVE DOCUMENTS

Planning Documents



Gwasanaethau Gwybodaeth
Information Services

STRATEGIC PLAN 2006/07 – 2008/09

Information Services (IS) is a large central service whose activities and performance impinge on many aspects of the University's core academic and business operations. It is essential, therefore, that its plans are in tune with wider institutional objectives and its services are relevant and responsive to user needs. This Strategic Plan provides a high level overview of the strategic themes that will underpin service development and the priority action lines that will be addressed during the planning period. The document builds upon the *Information Services Strategic Plan 2002/03 – 2005/06* and takes account of new developments in both the internal and external environment within which Information Services operates.

The document begins with a reiteration of the IS mission and core values. This is followed by the main section in which IS describes how it will seek to deliver its mission over the three year planning period. Four Strategic Objectives are identified and a number of priority themes and activities are listed. The four Strategic Objectives may be summarised as follows:

- To promote excellence
- To enhance the learning experience
- To support research
- To facilitate good governance

More detailed practical measures for implementation of these Strategic Objectives will be announced through a series of annual operational plans in which each of the five IS Divisions will outline its plans for the coming twelve months.

Mike Hopkins
Director of Information Services
October 2006

Information Services Strategic Plan 2006/07 – 2008/09

MISSION STATEMENT

To help achieve institutional objectives by providing the staff and students of the University and others with whom it is associated with access to the information resources, learning technologies and communication systems that are integral to the achievement of excellence in teaching and learning, the creation of first class scholarship and research and the efficient conduct of University business

CORE VALUES

In seeking to achieve its mission Information Services will aim to:

- promote a strong service ethos based on close liaison with the academic community and a responsive approach to user needs
- be alert to changing circumstances in both the external educational environment and within the University itself and be ready to adapt services to meet changing educational and institutional priorities
- monitor emerging technologies and be as innovative in the choice of technological solutions as is consistent with the delivery of reliable and high quality IT services
- foster a rich information environment in which integrated access is provided to information resources available both in conventional printed form and in a wide variety of electronic and multimedia formats
- make services as accessible and useable as possible by developing expert intermediary services and providing ready access to staff expertise, guidance and advice
- recognise the crucial contribution made by human resources in a service-oriented organisation by ensuring that staff have access to the training, development and support they require in order to provide the best possible service to users
- provide the University with full value for the money invested in the service by managing and deploying its human and financial resources in a cost-effective manner
- Play its part in serving the needs of the local and wider community and work in partnership with other institutions and organisations in Wales and elsewhere for the benefit of the University.

STRATEGIC OBJECTIVE 1

To promote excellence in teaching, learning and research by providing staff and students with the information and IT resources they need to achieve their academic and educational objectives

Institutional context

A modern and successful University cannot achieve its educational and business objectives without a well developed technical, administrative and support infrastructure. By enhancing the quality of the working environment for staff and the learning experience for students IS will contribute to the achievement of the overall University mission and, in particular, institutional strategies covering areas such as learning and teaching, research, recruitment and quality assurance.

Planning priorities

At a time when changes in university governance, external audit regimes and an increasingly sophisticated and competitive HE market all put a premium on quality, IS will play a full part in attracting, retaining and supporting good quality staff, students and business partners. Information Services will:

- Keep abreast of new and emerging information and communications technologies (ICT) and seek opportunities to provide learners, teachers, researchers and administrators with modern technological solutions that support their education and research activities and enable the institution to achieve its business objectives. Innovation in respect of virtual learning environments, digital repositories, content management systems, portals and digital information is likely to figure prominently during the planning period.
- Adjust service provision and resource management in response to changing user profiles, expectations and demand and adapt traditional services, facilities and support to the impact of new learning methodologies and electronic information. Particular attention will be devoted to physical resources and learning spaces; opportunities presented by the development of a new 10 year Estates Strategy will be sought for planning new build projects or major building refurbishments.
- Ensure the continuing quality, relevance and responsiveness of its services by building on its accumulated experience, its extensive networks of academic contacts and the channels of communication it regularly employs to obtain feedback from both staff and students.
- Recognise the value of staffing expertise as a key resource and essential ingredient of high quality provision in a rapidly evolving service environment and make continuing provision for staff development and training through actions and activities consistent with maintenance of the Investors in People (IIP) standard. Of particular concern will be the need to ensure that staff expertise keeps pace with new developments and that staff develop skill sets that allow for considerable flexibility and resilience in the deployment and use of staffing resources.
- Provide improved services and greater efficiency by building on already well developed collaborative relationships with other HE institutions in Wales, through such professional bodies as WHELP (Wales Higher Education Libraries Forum) and HEWIT (Higher Education Wales Information Technology Forum), active participation

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in collaborative projects such as the JISC Regional Support Centre (Wales) and the Welsh Video Network and through other consortial bodies such as Welsh Networking Ltd.

- Seek external funding opportunities to develop projects that will enhance local service provision. Recently successful JISC grant applications for supporting digital repository developments will provide a strong base for making significant local progress in this area and CyMAL funding for Linc y Canolbarth will enable closer regional collaboration in respect of library provision.

Constraints

Information Services is just one component of a much larger, more complex organisation; its opportunities and room for manoeuvre are sometimes constrained by institutional or external considerations over which it has little or no control. Several factors that might have a detrimental impact on general performance during the planning period are highlighted below.

- At a time when reducing recurrent costs remains an overriding institutional priority, at least until the receipt of variable fees income, large spending departments such as Information Services are particularly vulnerable. There is a danger that budget allocations that year after year fail to match increases in costs will continue to be a characteristic of the new planning period, with inevitable and cumulative consequences for levels of service provision. Problems are likely to be exacerbated by the fact that traditional sources of IS income, such as printing, photocopying and fines, are in decline and alternative revenue streams are difficult to identify.
- Buildings, accommodation and learning spaces that were designed more than 30 years ago for a very different HE environment increasingly compromise our ability to satisfy user expectations and to deliver modern services. Without significant investment in new facilities accommodation will quickly become unfit for purpose and make it increasingly difficult for UWA to compete with other institutions in offering potential students a high quality residential experience.
- Implementation of the nationally agreed Framework Agreement for the Modernisation of Pay Structures is intended to improve working conditions for all categories of University staff. Although it is to be hoped that the transition to a new pay and grading structure will be smooth and relatively painless there is a danger that the process will be unsettling for many staff and that the outcome will be disappointing for some staff, with potentially serious implications for staff morale and performance.

STRATEGIC OBJECTIVE 2

To enhance the quality of learning and teaching by facilitating the uptake and effective use of new learning technologies and pedagogies and by supporting access to learning materials and information resources that meet the needs of an increasingly diverse student population

Institutional context

UWA recognises that if it is to recruit, retain and draw financial benefit from a healthy student population then it must 'foster a culture of excellence in teaching and learning support'. It seeks to give practical expression to this institutional aim through a raft of policies and procedures that are brought together in an overarching Learning and Teaching Strategy. By actively supporting institutional strategy on learning and teaching Information Services also contributes to the policy agenda on such topics as e-learning, widening access, lifelong learning, recruitment and Welsh medium provision.

Planning priorities

The larger and more diverse student market created by government policies on widening participation and lifelong learning has brought into question time-honoured assumptions and traditional models of study, teaching and service provision. At the same time, ICT has had an increasingly significant impact on the way in which the University manages and delivers its teaching and learning functions and the digital revolution has created a rich but sometimes bewilderingly varied information landscape. The challenge for Information Services is not only to adapt services and support to changing circumstances but also to encourage initiative, facilitate new methods and promote innovation when such approaches offer the prospect of improvements in quality and efficiency. Against this background Information Services will:

- Provide ready access to modern IT facilities and innovative applications that enrich the learning environment for both staff and students and support their teaching and learning needs. Increasing demand for mobile and wireless technologies providing access at home, at work and whilst travelling will provoke a gradual shift of emphasis from static IT provision in designated campus locations towards more flexible arrangements that provide high quality access for both campus-based and off-campus learners. A holistic view will be taken of future public workstation provision and classroom support for the use of new media and learning technologies will be given high priority.
- Support the uptake and effective use of e-learning by promoting and facilitating the innovative use of new learning technologies and pedagogies to enhance the quality, flexibility and effectiveness of learning and to improve access for students who wish to make their own decisions about when, where and how they study. Consolidating the widespread use of Blackboard and Tweek virtual learning environment platforms and encouraging more extensive use of their interactive and administrative features will be a high priority for training and support.
- Respond to changing patterns of student demand by re-modelling the use of space and physical resources, as finances allow, so as to provide more flexible, technology-rich learning spaces that attract users and make better provision for informal, social and group learning. Particular attention will be given to increasing demand for 24/7 library access and to the deployment and use of space in library buildings, the size, location and layout of public workstation rooms and the facilities provided in teaching rooms.

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- Manage and develop library collections in such a way as to recognise the growing popularity and availability of digital content and learning materials. As electronic sources become more prevalent and accessible so an increasing proportion of resources will be devoted to the provision of on demand access to digital learning materials for class use, including e-books, e-journals, digitised journal articles and multimedia learning objects. However, printed collections of scholarly texts will remain core throughout the planning period and resources will continue to be invested in managing and developing printed collections that reflect and satisfy departmental teaching and learning requirements.
- Develop learner support and advisory services to complement increasingly online learning methods and resources. Online assistance will be developed as a means of increasing the availability of support and opportunities will be sought to increase support in relatively new areas such as digital copyright and rights management and the use of mobile devices, video-conferencing, video-streaming, podcasting and other emerging technologies relevant to the learning environment. Information skills training will be further developed as a means of ensuring that both staff and students gain optimum benefit from both conventional and online learning resources.
- Recognise the varying needs of an increasingly diverse community of learners, whose number includes not only full-time residential students but also part-time students and distance learners needing remote access to facilities that are free from spatial and temporal constraints, and other groups, such as overseas students and Welsh medium students, who have their own particular learning needs. Dedicated support will be provided for students with physical or learning disabilities so as to ensure that they, along with all other eligible user groups, have equality of access to appropriate facilities and services.

Constraints

- The pace of change in the learning environment will be determined by pedagogical rather than technical considerations and by the extent to which academic staff are willing and able to adopt new learning methods and technologies. There is some evidence to suggest that if the University wishes widespread and rapid take-up of e-learning then it will need to provide staff with more overt incentives, resources and encouragement.
- The use of the Library as a physical resource is in decline; unless resources are invested in modernising and refurbishing facilities there is a danger that the limitations imposed by the nature of IS accommodation will seriously compromise service standards and tarnish the image of the institution as a whole. The contrast between the facilities offered at UWA and the ultra modern flagship learning centres that are now widely available to students elsewhere is stark. Although the 10 year Estates Strategy will hopefully provide an opportunity for a major building or refurbishment project, more immediate modifications are nevertheless needed to re-brand the Hugh Owen Library building and make it more relevant and attractive to students.
- Much of the current ICT provision for learning and teaching, including public workstations and centrally provided lecture rooms, was funded from earmarked HEFCW grants. This equipment will need to be replaced or upgraded during the course of the planning period, raising inevitable questions about sustainability and funding. In a different area, institutional investment in new degree schemes and courses will also raise resource issues in respect of IS support for learning and teaching. The lack of a procedure for making explicit provision for the retrospective and future library and information needs of new disciplines and courses poses a real danger that IS will not be able to support new initiatives adequately and that already existing programmes will suffer as resources are spread more thinly across a wider academic portfolio.

STRATEGIC OBJECTIVE 3

To support achievement of the UWA research strategy by providing researchers with the ICT infrastructure and facilities necessary for the conduct of research of the highest academic standard

Institutional context

UWA declares itself to be a 'research-led institution' and has adopted a Research Strategy and associated actions designed to foster a research culture and increase the volume and external funding of high quality research activity within the University. As a central support service Information Services has an important part to play in supporting e-science and institutional research policy by providing researchers with the technical infrastructure, resources and facilities they need to receive and transmit data, exploit global Internet resources, communicate with colleagues and partners and generally carry out research of the highest academic quality. In so doing Information Services also supports the institutional agenda in respect of postgraduate students, collaboration and third mission activities.

Planning priorities

Although services are rarely provided exclusively for the benefit of researchers, a number of planning priorities have been devised with the needs of the research community particularly in mind. Information Services will:

- Provide UWA with the first class network infrastructure that is a pre-requisite if high quality research is to flourish. Information Services will replace legacy equipment, reconfigure network topology and exploit wireless and mobile technologies in order to provide researchers with reliable access to the high bandwidth and high speed links they increasingly need to make effective use of large scale data files, specialist equipment at remote sites, virtual laboratories and a wide range of web resources. It will also use its best endeavours to ensure that UWA's future network needs are fully reflected in new structures likely to emerge from the creation of an all-Wales public sector broadband network.
- Create and actively promote use of an institutional digital repository for the deposit and showcasing of UWA research output and facilitate its use by developing associated repository services. It will also seek institutional support for any policy or procedural changes that might be necessary to embed the institutional repository within the UWA research culture and encourage widespread deposition of research content. Information Services will manage the institutional repository and will provide academic staff and researchers with practical assistance and advice on both the practicalities of depositing research data, academic papers and e-theses in an open access repository and the potential benefits of the still emerging national repository network for maximising the dissemination and use of UWA research results.
- Support initiatives to strengthen the research base through collaboration on research projects with other institutions and, in particular, the Research Partnership currently being developed with the University of Wales Bangor.
- Manage the development of Library research collections in such a way as to recognise the continuing shift of emphasis towards online content as both primary and secondary research materials across a range of disciplines become more readily available in electronic form through national licensing arrangements and major digitization projects. Subscriptions to e-journal bundles, digitised research collections and other online resources will be developed. Access to such electronic resources will be improved by integrating existing resource discovery tools (such as Voyager,

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JoEy and the IS link resolver) into a federated access management system, providing a single search environment for resources in both printed and electronic formats. In addition, developments in access authentication will provide users with a single sign-on to the majority of the electronic resources to which we subscribe. Opportunities for rationalising printed collections and relieving the pressure on library space in the light of these developments will be actively pursued.

- Build on already strong relations and liaison with academic departments in respect of support for departmental research activities, RAE preparations, collaboration with external partners, the preparation of research proposals and the conduct of funded projects. Postgraduate research training programmes will continue to be supported and an advocacy programme for new methods of scholarly communication, including guidance and advice on intellectual property, copyright and open access issues, will be developed.

Constraints

- Repository developments are still in their infancy, with coverage across the country being patchy and most repositories still lacking in significant amounts of content. Although Information Services has already developed significant expertise in this newly emerging area and will act as the Welsh hub for a major JISC funded project to stimulate and support the development of institutional repositories, there is a danger that without significant institutional commitment and backing the repository will not become sufficiently embedded in the local research culture to achieve critical mass and deliver its full potential. Moreover, the open access movement has not yet impinged on most academics and still provokes highly charged and controversial debate between vested interests. Complex issues to do with scholarly communication, intellectual property and copyright, are likely to remain barriers to repository uptake for some time to come.
- Although the switch to the Welsh Assembly Government's Lifelong Learning Network has increased network resilience UWA remains vulnerable to network disruptions beyond our control. Whilst current negotiations on the creation of an ambitious all-Wales public sector broadband network offer the prospect of increased resilience and performance it remains to be seen whether the aggregation of public sector interests and requirements into a single network procurement will raise any new issues for the higher education sector in the future.

STRATEGIC OBJECTIVE 4

To promote good governance and organisational efficiency by providing technical development and support for principal administrative systems as well as technological solutions and other specialist expertise designed to assist in the efficient management and administration of the university's principal business processes.

Institutional context

UWA is a large and complex publicly funded organisation which is expected to manage its budget and business operations in an efficient and effective manner. The competence it displays in respect of its organisational procedures and administrative functions also helps to fashion the overall impression it presents to stakeholders, including its employees, its current and its prospective students. The fact that ICT underpins practically all corporate administrative systems and, increasingly, those systems supporting learning, teaching and research as well, means that Information Services has a key role to play in facilitating the smooth running of the University as a whole.

Planning priorities

Priorities for the planning period reflect the University's constant aim to optimise the use of its own resources and to respond effectively to the administrative demands of external agencies such as HESA and UCAS as well as the financial and managerial demands of funding bodies and quality assurance agencies. They also reflect the fact that in both policy and operational arenas UWA must comply with an increasingly burdensome legislative agenda. Information Services will:

- Consolidate and build on the major overhaul of core management information systems carried out in the past few years, notably involving the complete replacement of MIS hardware platforms and the in-house development and successful implementation of the ASIRA Student Records and Admissions System. Continuing emphasis will be placed on system reliability and data integrity and additional effort will be devoted to systems integration, upgrades and refinements as well as strengthened security, disaster recovery and change control measures. Information Services will prioritise future system developments in conjunction with key stakeholders, giving consideration to such areas as student assessment, timetable integration, Welsh language provision and support for distance and lifelong learners.
- Improve the ease with which staff and students gain access to the corporate information they require to pursue their academic activities by developing better integration between existing information and administrative systems. The key ambitions are to improve inter-operability, enhance administrative efficiency by eliminating unnecessary duplication of data handling and improve accessibility by providing each user with a single point of access to personalised information drawn from a range of different information systems. Portalling technologies will receive particular attention.
- Build on measures already taken to minimise the risks of major computer failures and loss of network access causing serious damage to the academic and administrative functions of the University. In particular, resilience will be enhanced by the distribution of key equipment between the two computer rooms and the re-configuration of network topologies as appropriate.
- Advocate a holistic and systematic institutional approach to the management, preservation and dissemination of information as a means of improving organisational

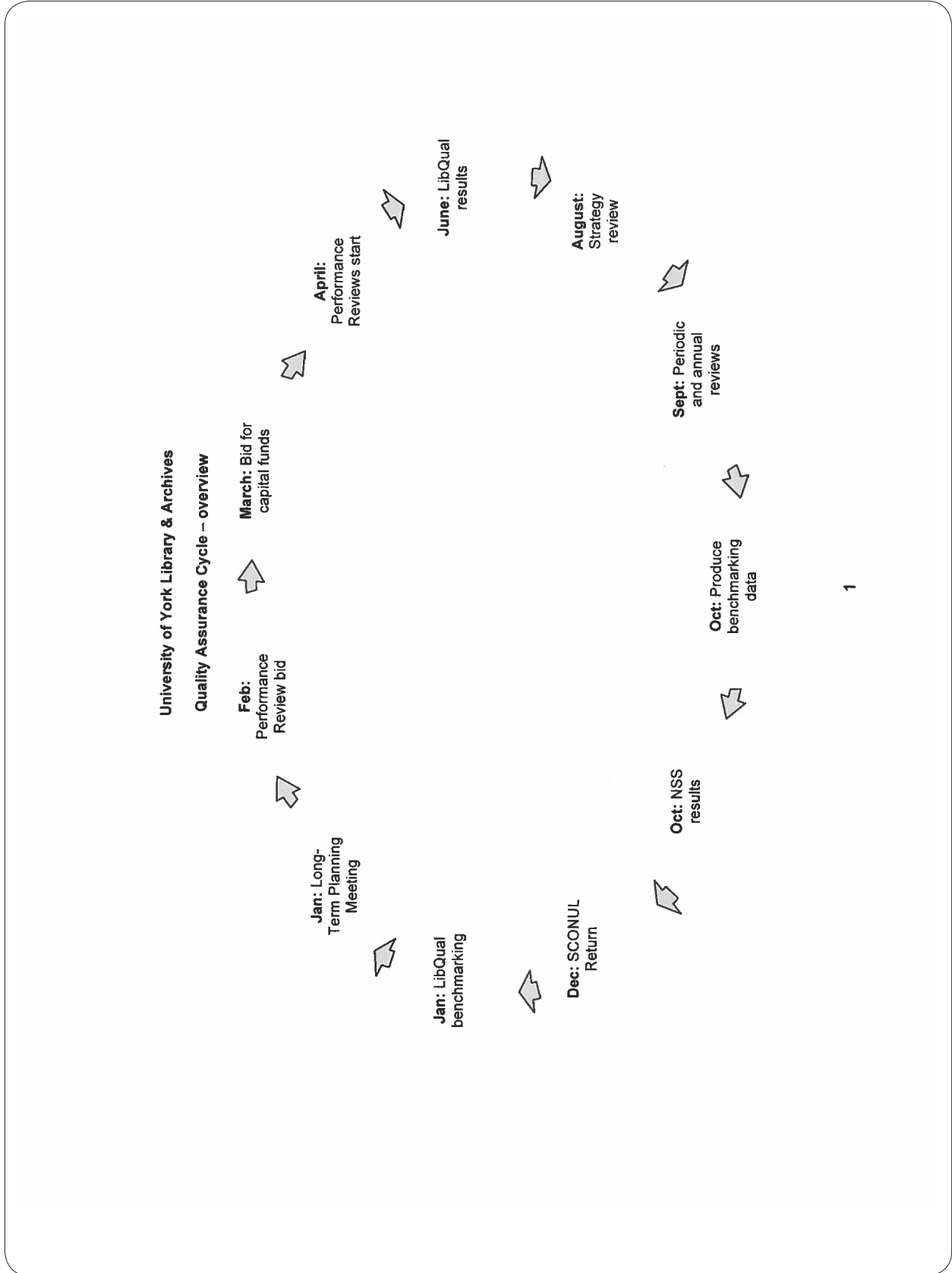
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efficiency, internal communication and institutional competitiveness. Special attention will be given to the opportunities that implementation of content and record management systems would offer in respect of managing internal knowledge systems, work flows and documentation, including use of the UWA website to showcase the University's intellectual assets.

- Provide a lead to the rest of the University on a range of legal liability and compliance issues that are of particular relevance to the University in respect of IT activities. Special attention will be paid to the development of a broad-based UWA information security policy and the wide range of measures associated with business continuity management, including system security, disaster planning, back-up procedures and server support. Special needs provision will continue to demand separate attention, particularly in light of the requirements of the UWA Disability Equality Scheme. Digital repository development is also likely to stimulate increased demand for expert guidance and advice on rights management and copyright issues whilst Data Protection and Freedom of Information queries are also expected to remain a significant work thread.

Constraints

- Corporate systems must be flexible and responsive not only to technological change but also to new circumstances as changes in the local or external environment trigger new user requirements. However, without adequate resources and a strong institutional commitment to a holistic approach to business processes there is a danger that piecemeal developments will not deliver the full potential that technological development can provide.
- UWA manages its legal compliance risks by relying on a distributed system in which responsibility is shared between specialist university wide compliance officers and committees covering specific areas and senior departmental managers who are largely responsible for implementation at an operational level. Information Services takes a lead institutional role in a number of areas, notably copyright, data protection and Internet law, but also, by virtue of its remit, shoulders a considerable operational burden in other areas, such as disability provision and health and safety legislation. Increasing demands on staff time in such areas can detract from core activities. Moreover, there are also times when the lack of a strong central focus and an integrated institutional approach to compliance issues results in unclear or even conflicting guidance and advice, prejudicing service provision and increasing the risk of non-compliance and litigation.



Quality Assurance Cycle - Detail

Success measures	Target 1	Target 2	Method of collection	Timescale for collection	Progress
Content of choice in context					
Continued funding for Humanities Research Collections	Maintain HRR funds at current level		Annual review of successful internal funding bids.	July	
Increased funding for development of collections	Increase spending on content by 15%	Increase spending on content by 10%	Annual review of spending on content. Benchmarking our content spend against comparator institutions, using SCONUL statistics.	September	
Successful external funding bids for content development projects	Increase external funding by 5%	Maintain at previous year's level	Annual review of successful external funding bids.	July	
Successful outcomes for externally-funded projects	Positive feedback from external funders for 100% of projects Increase Library score to 90%	Positive feedback from external funders for 75% of projects Increase Library score to 80%	Annual review of project outcomes and evaluation documents. Annual review of NSS outcomes and benchmarking against other institutions on the library question.	July October	 <i>University will not be doing PRES in 2008.</i>
Increased overall satisfaction levels in National Student Survey, Postgraduate Research Experience Survey and Public Services Quality Group Survey (archives)			Review of PRES outcomes and benchmarking against national target on library question.	May 2009	

Increased satisfaction levels in Library User Survey for content provision (LibQual: IC-3, IC-4, IC-8)	Increase satisfaction with perceived service level by 10%	Increase satisfaction with perceived service level by 5%	Bi-annual Library User Survey and benchmarking against comparator institutions.	June January 2009 – benchmark against SCONUL group as a whole	2008 survey provides benchmark.
Increased overall use of print and electronic collections.	Increase electronic resources use by 15% 20% of new purchased items borrowed within 2 years of acquisition	Increase electronic resources use by 10% 10% of new purchased items borrowed within 2 years of acquisition	Annual review of SCONUL statistics on collection use, and benchmarking against comparator institutions. Annual production of report from Aleph data on use of recently purchased items (borrowable material).	October	2008 is benchmark year.
Increased numbers of reading lists received and successfully handled	80% success rate on service standard for reading lists	50% success rate on service standard for reading lists.	Development of a service standard for the handling of reading lists (Content Delivery Group).	July	Service standard needs to be developed
Virtual space Adoption and use of range of digital repositories by our customers.	Increase repository content by 75% per year	Increase repository content by 50% per year	Annual review of total content held on digital library service and WRRO (for York).	July	
Increased satisfaction levels for our resource discovery tools (LibQual: IC2, IC-6, optional question 101)	Increase satisfaction with perceived service level by 10%	Increase satisfaction with perceived service level by 5%	Library User Survey and benchmarking against comparator institutions.	June January 2009 for benchmarking with SCONUL group as a whole	2008 is benchmark year.
Increased satisfaction levels for access to electronic content (LibQual: IC-1, IC-5, IC-7, optional question 20).	Increase satisfaction by 10%	Increase satisfaction by 5%	Bi-annual Library User Survey and benchmarking against comparator institutions.	June January 2009 for benchmarking	2008 is benchmark year.

					with SCONUL group as a whole
Real space					
Successful funding bids for refurbishment and space development	Maintain an ongoing line in the budget for refurbishment and space development		Annual review of spend on refurbishment, and benchmarking against comparator spend using SCONUL statistics.	September	
Increased satisfaction levels for Library space (LibQual: LP-1, LP-2, LP-3, LP-4, LP-5).	Increased satisfaction by 10%	Increased satisfaction by 5%	Bi-annual Library User Survey and benchmarking against comparator institutions.	June	2008 is benchmark year.
Staff capability and capacity					
Successful applications from staff for Making the Difference or Rewarding Excellence schemes.	7 applications in total. 5 successful applications	6 applications in total. 3 successful applications	Annual review of schemes by grade etc. Produced as part of University-wide review for Rewards Team.	August	
Improved job satisfaction and overall well-being amongst staff	90% expressing overall satisfaction on University-wide staff survey	75% expressing overall satisfaction on University-wide staff survey	Annual review of outcomes of University staff survey. Morale metering.	July	
Appointment, retention and development of excellent staff	80% of shortlisted candidates considered appointable following interview. 80% of leavers give positive feedback	50% of shortlisted candidates considered appointable following interview. 50% of leavers give positive feedback	LibQual Library staff returns. Annual review of recruitment statistics, in conjunction with Personnel.	June September	

	about working for L&A in their exit interviews. 100% of staff development budget spent. LibQual questions about staff knowledge and expertise (AS1, AS5, AS7) – increased satisfaction by 10%	about working for L&A in their exit interviews. 80% of staff development budget spent. LibQual questions about staff knowledge and expertise (AS1, AS5, AS7) – increased satisfaction by 5%	of training and development.	
Resourcing Successful internal and external funding bids, and other income generation. Reduction of impact of critical incidents	Increase external funding by 5% Annual review of Library & Archives Contingency planning Annual review of risk assessments	Maintain at previous year's level	Annual review of successful external funding bids etc Contingency plan produced and approved by SMT. Risk assessments produced and approved by SMT.	July August July
Understanding and educating customers Increased customer awareness and recognition of services.	Increase satisfaction by 10% Production of Departmental Plans for 3 departments in 2007/08.	Increase satisfaction by 5% Production of Departmental Plans for 1 department in 2007/08.	Biannual Library User Survey – Affect of Service dimension (LibQual AS-5, optional question 15), and benchmarking against comparator institutions. Feedback from Library	June, January Ongoing

Increased number of students exposed to information literacy skills.	80% of students offered a face-to-face information literacy session. 60% of students take up a face-to-face information literacy session. 60% of students report increased confidence following an information literacy session. Impact measurement with a pilot group of students	60% of students offered a face-to-face information literacy session. 50% of students take up a face-to-face information literacy session. 50% of students report increased confidence following an information literacy session.	Committee, focus groups and Students' Union. Annual review of outcomes from Periodic and Annual Review Programme. Negotiation and creation of Departmental Plans. Total number of potential attendees for sessions Total number of actual attendees for sessions. Analysis of results from workshop evaluation forms. Reporting on outcomes of impact study (possibly longitudinal) Annual collection of SCONUL statistics on information literacy training sessions, and benchmarking against comparator institutions. Responses to LibQual	September July July October June Ongoing	
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Improved flexibility and responsiveness to changing customer requirements.	80% of CCS service standards met or exceeded.	50% of CCS service standards met or exceeded.	questions on information literacy	
	50% of issues on Combined Action Plan resolved.	30% of issues on Combined Action Plan resolved.	Measure on exposure to online information literacy packages to be developed once collection method identified.	July
	Number of new or improved services introduced in an academic year.		Annual review of service standards and targets.	July
Quality and continuous improvement	80% of projects on annual work-plan completed to time and quality level.	60% of projects on annual work-plan completed to time and quality level.	Annual Review of Combined Action Plan outcomes.	July
	Measures reported annually		Annual review of work-plan LibQual optional questions 50 and 79.	July June
	Adoption of good ideas and service development suggestions formally		Annual review of work-plan	July
Increased demonstration of value to our key stakeholders	Measures reported annually		Production of report on success measures for senior University staff	June – departmental meeting with VC. July
Increased culture of continual service evaluation and improvement	Adoption of good ideas and service development suggestions formally		Annual review of staff suggestions.	July

	received from L&A staff.	80% of CCS service standards met or exceeded.	50% of CCS service standards met or exceeded.	Annual review of service standards and targets	July
Collaboration and partnership Increased involvement in key university initiatives. Increased national and international reputation as a centre for expertise.	Number of L&A staff involved in University-level project teams or steering groups/committees.			Annual review of projects and committee membership	July
	Number of L&A staff involved in external working groups, committees and professional bodies.			Annual review of successful external funding bids.	July
	Number of L&A staff giving presentations at external conferences and workshops, or publishing in professional journals or similar.			Annual review of external professional activities. Partnership and benefactor audit.	

Note:

LibQual core questions:

- AS-1 Library staff who instill confidence in users
- AS-2 Giving users individual attention
- AS-3 Library staff who are consistently courteous
- AS-4 Readiness to respond to users' enquiries
- AS-5 Library staff who have the knowledge to answer user questions

AS-6 Library staff who deal with users in a caring fashion
AS-7 Library staff who understand the needs of their users
AS-8 Willingness to help users
AS-9 Dependability in handling users' service problems
IC-1 Making electronic resources accessible from my home or office
IC-2 A library website enabling me to locate information on my own
IC-3 The printed library materials I need for my work
IC-4 The electronic information resources I need for my work
IC-5 Modern equipment that lets me easily access needed information
IC-6 Easy to use access tools that allow me to find things on my own
IC-7 Making information easily accessible for independent use
IC-8 Print and/or electronic journal collections I require for my work
LP-1 Library space that inspires study and learning
LP-2 Quiet space for individual work
LP-3 A comfortable and inviting location
LP-4 A haven for study, learning or research
LP-5 Space for group learning and group study

Optional Questions:

- 15. Making me aware of library services
- 20. Online course support
- 50. Convenient service hours
- 79. Interdisciplinary library needs being addressed
- 101. Personalisation features in the electronic library.

Performance Standards

Home | Staff | Staff Search | Course Search

Student Portal

University of Bolton students resources and essential information

University Search

My Details | Study Resources | Advice and Support | News and Events | Life and Leisure | Policy and Procedure

University of Bolton

Performance Standards







Our Performance Standards aim to measure both quality and quantity and are targets that the Library aims to achieve. Performance Standards are reviewed annually as part of the local planning process, where previous standards have been achieved we will consider raising the targets for the next year.

The Library published a Performance Report for the first time in December 2002. The standards included were set by the individual teams within the Library and approved by the Senior Management Team.

We will aim to tell you whether or not we are meeting our performance standards with regular updates to this page.

Where possible we aim to improve these standards and welcome feedback from users as to how we can achieve this. See a summary of our Annual Performance Report for 2007/8.

Click on the following links to read our full performance reports for:

- [2007/8](#) 
- [2006/7](#) 
- [2005](#) 
- [2004](#) 
- [2003](#) 
- [2002](#) 

The Library Performance Standards 2008/09

General

Opening hours are displayed outside the Library and on our web pages. The Library is currently open 60.25 hours per week in term-time. We will maintain and where possible extend these opening

hours, resources permitting.

- We aim to provide a friendly, comfortable, quiet and safe environment in which to study.
- All customers, including those with additional learning support needs, will be dealt with fairly, sensitively and equitably.
- We will endeavour to represent The Library on all major University committees and working groups, as appropriate.
- The Library is a member of a variety of reciprocal access schemes. Where possible we will try to widen access to other library facilities for our students.

All Service Desks

- Enquiries can be made in person, by phone or via email. Both Information and Issue Desks are staffed for 60.25 hours per week during term-time. We monitor staffing levels in order to provide an efficient, effective and friendly service to our users.
- Email enquiries addressed to either learning-infodesk@bolton.ac.uk or learning-issuedesk@bolton.ac.uk : Monday - Friday between 8:45am and 4:00pm users will normally receive a reply within 4 hours. Outside these hours please allow up to 1 working day.
- All front-line staff will participate in an ongoing staff development programmes designed to maintain and improve levels of customer service, additional learning support awareness and diversity issues.

Information Desk


- Specialist enquires may need to be referred to the appropriate subject specialist, team or other support services within the University, e.g. Student Centre. All logged referrals within the Library will receive a response within two working days.
- We aim to process 98% of software applications for SPSS and SSADM within two working days.
- We will ensure that a range of help material and support is available for all gold level networked software, services and electronic resources.
- We aim to produce all new ID cards for external users within 1 hour

Issue Desk

- We aim to produce all new staff ID cards by appointment
- We aim to make available items from the store within 24 hours of the request (Store Retrieval Service)

Feedback, Comments and Fault Reporting

- All customer feedback will be collated, analysed and made available to inform decision-making processes on a bi-monthly

- 
- basis. Where contact details are given:
 - replies will be given within 2 working days
 - a questionnaire, on the use of the Comments, Complaints and Suggestion Procedure, will be sent within 2 weeks of an issue being closed
 - An annual user satisfaction survey is carried out in the first semester. The results and any appropriate actions are displayed on a noticeboard within the Library and on the Web Pages within 2 months.
 - For equipment that cannot be supported in-house, e.g. photocopiers, microfilm reader/printers the repair engineer will be called out within one hour of the fault being reported.

Liaison


- We will offer induction to Library services, either in person or online, to all new students and staff.
- We will ensure that The Library has a nominated representative on all verified formal Course Committees and Faculty Boards and will aim to attend or submit a formal report at 95% of events. All actions will be collated centrally and responses publicised within a performance report.
- We aim to keep the Library web pages and information screens up to date at all times. Alterations to the Web Pages will be completed within two working days of known changes.

Collection Management and Development


- We will ensure that all material included in received reading lists is purchased, availability and resources permitting.
- All items will be shelved within one working day of their return.
- Inter-Library Loan requests (including those received from distance learners) will be dealt with within two working days of receipt. We aim to satisfy 96% of requests within 7 working days.
- We aim to order 90% of in print items recommended by teaching staff within two weeks of the order being submitted by the appropriate subject librarian. Although we cannot control the time taken by book suppliers to supply the material we do monitor the time taken for items to arrive. We aim to make 80% of new material available on the New Books Display within 10 weeks of the order being submitted.
- We aim to introduce electronic access to journals titles as the standard access mode. Subscriptions to electronic journals will receive the same scrutiny as print titles. In order to have the widest possible coverage of journal titles, duplicate copies of subscriptions will not generally be purchased.



Networks and Systems

- We aim to make the Library Catalogue accessible 24 hours a day to all users. We aim to have no more than 3 days downtime per year. Where planned downtime is necessary for essential maintenance we will publicise this two weeks in advance.
 - All computer and group study areas within the Library will be checked each day and faults reported. A fuller investigation of hardware will take place each month. All PCs repaired will be checked using PC Check software before being returned to their original position. All necessary equipment will be PAT tested every three years. Please note that this is a 3rd party standard.
- 


Web Feedback | University portal

THE UNIVERSITY OF HULL  Search go

Library Services

Library Services - Home > using our libraries > Performance indicators > Balanced scorecard

Academic Services
Archives
Library Services Home
Library catalogue
Electronic library
How to find information
Contact us
Get help



INVESTOR IN PEOPLE

Balanced scorecard for Library Services

The balanced scorecard is one of the many tools available for measuring an organisation's performance against its strategy and objectives, and was developed in the early 1990s by Robert Kaplan and David Norton ⁽¹⁾. Traditionally, organisational performance was measured principally in financial terms; Kaplan and Norton added a number of other perspectives to give a more balanced view.

Although the balanced scorecard was developed for the commercial sector, it has increasingly come to be adopted by non-profit and public-sector organisations. The Senior Management Team at the University of Hull has considered adopting the balanced scorecard as a way of measuring the performance of the University as a whole, and Library Services is one of the first departments in the institution to adopt it for its own performance measurement.

Our current scorecard is arranged around the four standard perspectives:

- Customer service - how well is the library meeting the needs of our users?
- Financial - how well are the library's finances managed to achieve our mission?
- Internal process - how do the library's internal processes function to deliver library collections and services efficiently?
- Learning & growth - how do we develop our people and systems to ensure that goals are met in the future?

For each of the measures in the scorecard, we have set two targets. If we achieve target one, then we are performing at the level we hoped to reach. Achieving target two indicates that we are making progress, but we still have some way to go.

[Click here to see our balanced scorecard for 2008/09.](#)

Before 2007/08, our scorecard was arranged around the six themes of Academic Services (of which Library Services is one component), which matched onto the standard perspectives as follows:


Open for learning	=	Customer service perspective
Value for money	=	Financial perspective
Working smarter	=	Internal process perspective
Building the e-campus	>	Learning & growth perspective
Collaboration and reach-out	>	
Staffing for the future	>	

You can see how we performed in 2004-05 and in 2005-06 and 2006-07 and 2007-08.

(1) Kaplan, R. and Norton, D. The balanced scorecard: measures that drive performance. *Harvard business review*. Vol.70, Issue 1 (Jan/Feb 1992), p.71-79.

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Web Feedback | University portal


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Library Services

[Library Services - Home](#) > [using_our_libraries](#) > [Performance indicators](#) > Service standards

Academic Services
Archives

Library Services Home
Library catalogue
Electronic library
How to find information
Contact us
Get help


INVESTOR IN PEOPLE

Our service standards

What are service standards?
They are the standards of service which you can expect from University of Hull Library Services in key areas of our activities. First introduced in 1997, our standards were last reviewed and revised in autumn 2005. The standards apply to services during the normal working week, i.e. Monday to Friday, 9.00 am to 5.15 pm, in the Brynmor Jones Library, and Monday to Friday, 9.00 am to 5.00 pm, in the Keith Donaldson Library.

Why publish them?
We would like to know what you think of our service standards. For example, do they cover the services which are most important to you, and are they good enough to meet your needs? In response to your comments and suggestions, we will keep our standards under review and revise them if necessary.

What about performance against them?
We will monitor our performance against the standards, publish details at regular intervals and ask you for your comments.

How can I comment on the standards?
You can give your comments and suggestions in the following ways:

- Using the 'Are We Getting It Right?' scheme - forms available in all libraries;
- Using the Suggestion form on the Library Web pages;
- Using the Suggestion form on the Library catalogue;
- By emailing us - the address is libhelp@hull.ac.uk or libhelp-scar@hull.ac.uk;
- By writing to the Customer Services Manager, Brynmor Jones Library, The University of Hull, Hull HU6 7RX, or to the Library Manager, Keith Donaldson Library, The University of Hull (Scarborough Campus), Filey Road, Scarborough, YO11 3AZ

Our service standards

Access to materials

- We will contact at least 95% of customers who report an item missing within three weeks, and the remainder within four weeks (after three thorough searches by Library staff), to inform them if the item has been found, or if not, whether another copy can be purchased or otherwise made available.
- We will invoice, catalogue, process and send for shelving, at least 80% of purchased items within two weeks of their receipt, and the remainder within three months of receipt.
- We will catalogue, process and make available for collection within four working days 100% of items being processed which have been requested by customers.
- We will record receipt of and shelve at least 95% of unbound periodical parts on the day of receipt in the Library.
- We will record receipt of and send for shelving at least 95% of bound periodical volumes within one working week of their return from the binders.
- We will transmit at least 95% of document supply requests to the appropriate supplier within one working day of receipt.
- We will send out photocopies of articles and letters notifying customers that inter-library loan books are available for collection within one working day of receipt of these items in at least 95% of cases.
- We will shelve all items within 24 hours of their return to the Library, giving priority to seven day loan items.

Access to information

- We will process at least 95% of photocopying requests for Archives materials within three working days of receipt of payment.
- We will acknowledge or respond to at least 95% of written, telephone and email queries regarding Archives materials within three working days of receipt of the query.
- We will ensure that the Library Catalogue is available via the Campus network for at least 99% of the time, 24 hours a day, 7 days a week, subject to the availability of the University computer network.


Details of our performance

Service standards performance, Brynmor Jones Library, August 2008 to January 2009

Services standards performance, Keith Donaldson Library, August 2008 to January 2009

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Survey Web Sites



Aston University

Site A-Z Contact us Directions Go

Library & Information Services

[Home](#) [Study at Aston](#) [About Aston](#) [Departments](#) [Birmingham](#) [Research](#) [Business Services](#) [News & Events](#)

Library and Information Services
Home Page
About LIS
Annual Reports
Strategic Plan
Library Surveys
University Staff Survey 2007
University Student Survey 2006
Satisfaction Survey 2005
Postgraduate Survey 2004
Undergraduate Survey 2002
Facts and Figures
LISten
Library regulations
Collection Management Policy
Library Information Resources Model
Library Budget summary
Core Performance Standards 2007/08
Customer Service Ethos

Library & Information Services Surveys

Until 2004 LIS conducted a lengthy survey of users every two years. The surveys alternate between postgraduate students and undergraduate students.

The surveys cover frequency of use and satisfaction with facilities, attitude statements and priorities for improvements.

For the first time in 2005, an additional shorter survey of staff and students was done. This covered success in using facilities, satisfaction with facilities and perceived importance of services and facilities.

Since 2005 LIS have not conducted their own surveys but have been part of the University wide surveys of students in 2006 and staff in 2006 and 2007.

The results from the latest of these surveys and the actions that have resulted to improve services to users are on these web pages.

Last saved: 24/09/07

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- Library Surveys**
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- Contact Us
- A-Z Index

Library Surveys

The University Library has conducted a survey of user satisfaction with its resources, services and facilities for a number of years. The survey seeks your opinions on the importance of, and satisfaction with, 16 aspects of Library provision and is based on a questionnaire devised by [SCONUL](#). Reports on findings from the survey are available from links on the right.

Survey reports

- [2008 Strategic survey report](#) (last modified: 20 November 2008)
- [2007 User satisfaction survey report](#) (last modified: 20 November 2008)
- [2006 User satisfaction survey report](#) (last modified: 27 March 2007)
- [2005 User satisfaction survey report](#) (last modified: 27 March 2007)

To contact the maintainers of this page, please use the [Comments and Questions form](#).
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UEA University of East Anglia A-Z Index | Text Size **A A A** | High Contrast

Home About Us Courses Schools Research Business Services News/Events

Search Site
 Enter your search here Find it

Course Finder
 What kind of course?
 Select subject... Submit

General Information

Home > Services > Administration > Information Services > General Information > Strategies, policies and guidelines > User Survey

Strategies, policies and guidelines

Information for new users and visitors
 Information for users with additional needs
 Strategies, policies and guidelines
 ISD strategy 2008-13
 ISD committees and consultation
 Collection Development Policy
 Comments and Suggestions
 Information regulations and policies
 IT regulations and policies
 Library rules
 Service level agreements
User Survey
 Frequently asked questions
 Getting help
 Opening hours
 People
 News
 ISD Programme of Work 2008-09
 ISD Update
 Comments and Suggestions
 Back to IS Home

User Survey
 The services run by ISD have developed considerably over the past two years since the last user survey in 2004-5 with, for example, a move towards self-service facilities in the Library, and considerable investment in IT infrastructure. We therefore thought the time was right to seek user feedback on specific aspects of our services to help inform future developments.

We feel it is important to let users know the results of the survey, the issues raised in the survey and how we plan to respond. You can access both the full survey report with detailed analysis of the results, a summary document, and a list of the issues users commented on and our responses

[Full survey report & analysis](#)

[Summary](#)

[Your comments and our responses](#)

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Quick Links

Making a Difference	Research Excellence	Student Experience	Engagement	Information
Alumni	Centres and Institutes	Accommodation	Business	Application to UEA
Events	Enterprise	Information for new students	CUE East	Campus Facilities
Experts	Commercialisation	Learning and Teaching	Low Carbon Innovation	Contact Us
Jubilee Campaign	Norwich Research Park	National Student Survey	Sainsbury Centre	Job Vacancies
News	RAE 2008	Student Charter	Sportspark	Maps
	Schools of Study	Student Services		The Portal (UEA only)
		Student Union		Work and Study

The screenshot displays the Newcastle University Library website. At the top, the university logo and navigation links are visible. The main content area is titled "Library survey results 2007" and contains the following text:

In April and May 2007, the Library carried out a major web-based survey of the opinions of students and academic staff across the University. The purpose of the survey was:

- to find out how people use the resources and services provided by the Library
- to establish how satisfied customers are with various aspects of the Library and its services
- to ask people to prioritise a number of ideas for improvement which were suggested by students and staff in the run-up to the survey

In total 2093 students and 259 members of academic staff completed the online questionnaire, which represents approximately 12% of the total University population in each case.

The survey provided an enormous amount of detailed information about customers' behaviour, attitudes and opinions which will be used to inform planning for the Library's services over the next few years.

In the meantime, the Library's first response has been to identify those topics which were clearly the most important for students and staff, and to take steps to address them.

The links on the left show those subjects which the survey showed to be most significant, along with the Library's responses.

Wayne Connolly
Deputy Librarian
October 2007

On the left side of the page, there is a navigation menu for "University Library" with links to various sections, including "2007 Survey". Below this is a search box and a "Log in to MyLibrary" section. On the right side, there is a "Favourite places" list with links to various library services and a "Quicksearch" section.

At the bottom of the page, contact information for Newcastle University is provided: Newcastle University, NE1 7RU, United Kingdom, Telephone: (0191) 222 6000. From outside the UK dial +44 191 222 6000. Website information and feedback.

Performance Reports

2007 Library & Historic Collections Survey Report

ABERDEEN UNIVERSITY LIBRARY & HISTORIC COLLECTIONS

Full questionnaire results with [counts](#)
 Full questionnaire results with [percentages](#)

The Library & Historic Collections and DIT ran a joint survey in March 2007 inviting all students to assess the services and resources of the various libraries and IT. There was a 20% response rate (2564) from the overall student body (12300). An additional 216 failed to complete the questionnaire.

The IT report is available [here](#).

PROFILE

Area of Study	%	Number
Arts	38	954
Divinity	3	73
Education	8	203
Engineering	6	147
Law	8	192
Lifelong Learning	1	20
Medicine	10	263
Science	27	691

Level of study	%	Number
Undergraduate	82	2259
Undergraduate Distance	1	33
Taught Postgraduate	14	387
Postgraduate Distance	2	46
Research postgraduate	2	44

Which libraries do you use	%	Number
Queen Mother Library	85	2250
Taylor Law Library	23	605
Medical Library	15	387
Special Libraries & Archives	4	105
Use electronic only	5	144
Use distance service only	3	66
Don't use the library	2	65

SURVEY

The survey focused on questions about the study environment, resources, our services and support from library staff.

Study environment

Ahead of the new building we asked what sort of study accommodation you wanted. 51% wanted individual tables and 47% wanted individual carrels. However there was a strong movement for group facilities with 33% wanting tables for group work and 32% wanting areas designated for group discussion.

Reflected in the comments was a strong response to our question about noise with 32% asking our staff to do more to stop noise from other students. 21% thought the noise was far too high though 74% thought it was about right. Noise was perceived to come from people chatting at tables (36%) and 20% from people at PCs.

Resources

As reflected in the comments (see section below), the range of books and number of copies of books was deemed inadequate. Only 64% were satisfied with the range and only 34% with the number of copies. 48% felt the range of journals was adequate. 6% liked a mixture of print and electronic. Funding is at the centre of this problem and is therefore difficult for the library to resolve itself.

Loan periods can impede or enhance access to what resources we have and 29% found the Heavy Demand loan period an impediment. 19% found the 3 day loan difficult though only 15% disliked the standard loan period.

With more and more material available electronically, it is important that students have the flexibility of being able to use the resources off campus anytime. Setting the Athens cookie (41%) and changing proxy settings (52%) proved to be the biggest stumbling blocks for those who tried. Pop-ups (32%) and the Ebrary reader (24%) also impeded access to databases.

Services

Fines are one way to ensure the loan system works to the benefit of ALL our users. A number of students in the past commented that fines were too low and no incentive to bring a book back. Having raised the fine rate two years ago. we now find that students think the rate too high (45%). 54% thought them about right. Few know that we do actually prevent students from borrowing material if they have outstanding fines.

While the rate of fine is one issue, the application of the fine was also contentious. 39% felt that library staff don't take personal circumstances into account when enforcing fines. Only 10% felt it happened sometimes and 6% thought we did.

Opening hours are always an issue. People need access to resources and have a congenial place to study even when more material is available electronically 24/7. While 65% and 63% respectively thought weekday and weekend opening hours were fine, 27% wanted longer opening hours during the week and 25% wanted longer weekend opening. Currently the library opens slightly later during the May exam period but this was not seen as adequate with only 54% happy. 11% wanted the library to open both earlier and later then.

Special Libraries & Archives have very restricted opening hours due to limited staff numbers, therefore it was not surprising that only 35% were satisfied with current hours though it has to be said that 57% of respondents had no opinion on SL&A's opening hours.

Support

Most respondents found library staff knowledgeable, helpful and friendly. However there were variations from area to area and we will take action where there are problems.

Students wanted instruction from our Teaching Team on specific databases (46%), using the reference management software RefWorks (34%) and project/research work (34%).

Our newly launched suite of podcast guides have yet to make an impact (67% unaware of them) and our extensive range of guides both printed (43% unaware) and online (52% unaware) are not as well known to students as we would like.

COMMENTS

With 613 comments, there was plenty of scope to find out more about what students really felt.

Comment type	%	Number
Resources	19	118
Existing building	15	89
Noise	12	71
Staff	11	68
Overall rating	9	57
Opening hours	8	53
Heavy Demand	5	33
Loans	5	29
Fines	5	28
IT	5	27
Others	6	39

Resources

These were all negative and focused on books; lack of range generally, a lack in specific subject areas and a lack of multiple copies for big classes. There were virtually no comments about electronic resources which is in marked contrast to previous years.

Building

With a new building a number of years away, it was disquieting to see so many adverse comments about the current QML. Poor lighting (!6) and overheated areas (34) were the main complaints. These comments along with 6 comments about the bad state of the student car park (not our responsibility) will be passed onto Estates who manage the building and car park.

Noise

As ever this is a big issue and more so than last year. Mobile phone are no longer the target for those who prefer a quiet atmosphere to study in but groups of students chatting. While we acknowledge we don't have enough areas for group discussions, libraries are essentially areas for quiet study. our staff do try to prevent chatting but with very limited staff it is a very difficult task.

Library Staff

In the last two surveys we have had disturbingly negative comments from students about our customer service, mainly in QML. As a result we introduced a Reception Desk in QML and had customer care training sessions during our Summer training programme in 2006. This may have helped as adverse comments were down this year: 28 negative and 38 good comments is perhaps not outstanding but it is an improvement and one we want to build on. Special mention goes to the Education Distance Service where 12 respondents mentioned how excellent it was. A model for the rest of the library

to follow.

Opening hours

There was an increase in the number of requests for 24 hour opening (from 5 to 13 this year). Most popular however was open later - 16 and earlier - 10. With a tight staff budget, it is difficult to offer longer opening hours immediately but we will look at this issue again.

Heavy Demand

This is a high volume area with hundreds of student a day wanting access to key texts. We already know from the survey proper that students feel there is a lack of multiple copies of important books. This was reflected in comments about Heavy Demand.

Fines

Your views are rather mixed with 45% saying they are too high and 54% saying they are right. 1% thought they should be increased.

Overall

Overall (57) the comments were complimentary (55) belying the belief that only those who have a complaint fill in surveys.

CONCLUSION

Ageing buildings apart, the message is clear as in previous surveys; the library does not have enough books to satisfy students. Fewer bad comments about library staff is promising and with overall comments at 55 good to 2 bad, the Library & Historic Collections in its first year together has to feel moderately happy with the service it provides.

The overall ratings of 83% very/satisfied and 23% noticing an improvement from last year is an encouraging bottom line.

ACTION

The Acting Librarian, Wendy Pirie, and a small team of library staff will be looking in detail at the results and we hope to report that we can make changes and improvements to our services and resources within the constraints of our budget.

Gillian Dawson
11th April 2007



Library Performance Report 2007/8 - unabridged

Introduction

Learning Support Services became the Library once more at the beginning of 2007/8. This year saw major changes to the Library service. As part of the closure of Chadwick campus, the Library stock and staff were integrated within Eagle Library, consolidating provision and support in one location. A store of books and journals was introduced for those items not in circulation for a lengthy period of time. A new "Store Service" was introduced to make these items available. A new Library Management System – TALIS – was also introduced together with a new self-service, stock management and security system - RFID. The Library remained open throughout this process, although at times there was, of course, some disruption.

These projects were not fully completed by the end of July 2008 but form the backdrop of the information below.

The Library Satisfaction Survey 2007/8	page 2
Progress towards the departmental action plan for 2007/8	page 3
Annual performance figures measured against published standards	page 6
A selection of Academic Library Sector Performance Indicators	page 9

Feedback from:

Academic Departments	page 12
Comments, Complaints and Suggestions procedure	page 17
Comments from Satisfaction Survey 2007/8	page 31

This information can also be found on our web-site: <http://www.bolton.ac.uk/library/>



Library Satisfaction Survey 2007/8

This survey of Library Users took place during December 2007 and January 2008. Forms were made available at enquiry desks across the service, the Halls of Residence plus electronically from the department's web site. Thank you to everyone who took time to complete the survey.

Context:

It should be noted from the outset that only 85 people actually completed the survey, an extremely small percentage of our users.

Further, the Library at Eagle underwent major estates work during summer 2007 in preparation of the convergence of both libraries during 2008. This led to a larger open access PC area within Eagle Library but no access to computer labs on T2 through the library itself.

Specific comments have been passed to relevant teams.

Feedback

Disappointingly, all levels of satisfaction were down on 06/07. Special attention is paid to where satisfaction levels are below 70% and where there is a great discrepancy between expectation (importance) and realisation (satisfaction).

Areas for concern, including feedback from the submitted comments:

- The Library environment and study facilities: disruptive behaviour, noise, lack of PCs and lack of group study facilities.
- Resources: lack of books, journals, e-resources and photocopying facilities
However, resource allocation improved significantly for 07/08 (Information Fund) but the effects will not filter through until the next survey

Importantly and on a more positive note, generally users are very complimentary about Library staff, their helpfulness and effectiveness.

Comments from this survey are listed on page 31.

Again, thanks to all respondents, to Liz Chinn who administered the survey and to Paula Unger who analysed the results.

The complete response to the survey can be found at:

<http://www.bolton.ac.uk/Students/StudyResources/Library/AboutUs/SurvRepFocus.aspx>

If you would like further details of the survey or if you have any comments to make, please contact Trevor Hodgson, Library Manager, or email learning-infodesk@bolton.ac.uk



Feedback on 2007 Summary and Action Plan

2007 Summary and Action Plan

In order to further access to books, journals, networked information services, and essential texts, the Library will:

Please note that due to the implementation of three major projects: the One Library (closing Chadwick Library and integration of collection at Eagle); a new Library Management System (LMS), TALIS; and new security and self-service systems (RFID), all of which have been successfully implemented between March and September of 2008; and ongoing developments following the University restructure, several of the following objectives have been superseded or delayed.

E-Resources -

- Investigate/implement the recommendations of survey on usage of e-books carried out by an MA student, in conjunction with the relevant NoWAL policy, and taking into account the JISC National E-books Observatory Consultation (summer 2007)
Still awaiting consultation feedback
- Revise e-journal access on Library Catalogue in line with implementation of e-journals portal
Included within new library management system, TALIS
- Enhance advocacy and exploitation of Library e-resources
Awareness sessions with specific academics organised on an ad-hoc basis – in Liaison Team objectives for 2008/2009
- Use the Evaluated toolkit to implement a framework to evaluate e-resources, including the training of relevant staff
Abandoned
- Produce an e-book workbook
Liaison Team objective for 2008/2009
- Investigate e-only alternatives to print journals back-run as part of planning for Chadwick LSC relocation
Completed
- Further investigate the acquisition of copyright-cleared digitised texts
Delayed due to the NOWAL Shared Services Digitisation Project
- Pilot and promote the use of the digital scanning licence
Delayed due to the NOWAL Shared Services Digitisation Project

Specific Needs -

- Investigate/implement delivery of training Specific Needs students in use of assistive technology
Ongoing
- Review and set new standards for specific needs support
New standards to be set for 08/09
- Review and enhance induction scheme for Specific Needs students
New appointment system introduced September 2007 – to be reviewed

Research Use and Skills -

- Complete the 'Research Skills' and 'Improve your Maths Skills' modules of BISSTO
Objective for 2008/2009
- Investigate financial models for supporting research material
Abandoned



Work with academic and professional staff from across the University to write & pilot an Information Literacy Policy
Completed
Continue to have an input into the Research Students training programme
A Library session to be delivered in October 2008
Investigate and purchase meta search engine, allowing users to search a wide variety of resources from a single easy to use interface
Postponed due to new LMS
Increase topics and frequency of 'Steps to Success' sessions
Planned for 2008/2009

International Students –

Review service provision to International students in light of SCONUL guidelines (to be published Dec 07)
Publication of SCONUL Guidelines delayed until May 2008 – report to be produced by January 2009

General -

Contribute to improving the Induction process for new students throughout the University
New induction process planned and implemented September 2008 – evaluation to follow
Incorporate Desk Reference journal articles into stock (catalogue, circulation)
Delayed, to be included within new library management system, TALIS
Conduct journals renewal exercise in line with Collection Management policy Ongoing
Conduct research to establish reasons for non-use of library services
Ongoing
Extend forum for collaborative partner librarians
Ongoing

In order to further improve facilities, including photocopying, PCs and the environment, LSS will:

Progress towards a single campus operation in 2008
Completed – ongoing evaluation
Plan for future space requirements (books, journals and special collections) within the current e-strategy
Electronic back files of some journal titles purchased (GS)
Facilitate physical workspace for staff from other areas of the University - Integration of evening service delivery from the Student Centre and IS&T
Completed (also integrated staff from the Student Centre on an evening)
Take an active part in the implementation of the new University photocopying contract
Ongoing: to be completed in early October 2008
Continue to liaise closely with the University IS&T Department to develop IT resources within the LSCs
Ongoing



Comparison between 06/07 and 07/08

		2006/7	2007/8	%change
7.1 Range of books	7.1. Satisfaction	76.7	69.4	-7.3
	7.1. Importance	94.7	96.5	1.8
7.2. Range of journals	7.2. Satisfaction	62.7	51.8	-10.9
	7.2. Importance	87.3	85.9	-1.4
7.3 Course books & essential texts	7.3. Satisfaction	70	56.4	-13.6
	7.3. Importance	89.4	92.9	3.5
7.4. Photocopying	7.4. Satisfaction	69.3	62.4	-6.9
	7.4. Importance	72.7	62.3	-10.4
7.5. Printing from PCs	7.5. Satisfaction	78.6	74.2	-4.4
	7.5. Importance	81.4	85.9	4.5
7.6. Study facilities	7.6. Satisfaction	76.6	58.9	-17.7
	7.6. Importance	77.3	88.2	10.9
7.7. Provision and reliability of computers/PCs	7.7. Satisfaction	68.7	54.1	-14.6
	7.7. Importance	89.3	90.5	1.2
7.8. Library catalogue	7.8. Satisfaction	83.4	78.8	-4.6
	7.8. Importance	91.3	90.6	-0.7
7.9. Range of networked I.S.	7.9. Satisfaction	71.3	63.5	-7.8
	7.9. Importance	88	84.8	-3.2
7.10 Opening hours	7.10 Satisfaction	80.6	58.9	-21.7
	7.10 Importance	84	87.1	3.1
7.11. Library environment	7.11. Satisfaction	73.4	56.5	-16.9
	7.11. Importance	83.5	89.5	6
7.12. Helpfulness of Library staff	7.12. Satisfaction	86.7	72.9	-13.8
	7.12. Importance	87.3	93	5.7
7.13. Competence of Library staff	7.13. Satisfaction	84.8	70.6	-14.2
	7.13. Importance	88	91.8	3.8
Question 8: "Overall the Library provides a good service to me"		88.7	80	-8.7



Library Performance, academic year 2007/8

Standard	Average	Notes
All Service Desks Enquiries can be made in person, by phone or via email. Both Information and Issue Desks are staffed for 60.25 hours per week during term-time. We monitor staffing levels in order to provide an efficient, effective and friendly service to our users. Email enquiries addressed to either learning-infodesk@bolton.ac.uk or learning-issuedesk@bolton.ac.uk will be acknowledged on receipt. On Monday - Friday between 8:45am and 4:00pm users will normally receive a reply within 4 hours. Outside these hours please allow up to 1 working day. All front-line staff will participate in an ongoing staff development programme designed to maintain and improve levels of customer service, specific needs awareness and diversity issues.	Met Met	
Information Desk Specialist enquires may need to be referred to the appropriate subject specialist, team or other support services within the University, e.g. Student Centre. All logged referrals within Learning Support and Development will receive a response within two working days. We aim to process 98% of software applications for SPSS and SSADM within two working days. We will ensure that a range of help material and support is available for all gold level networked software, services and electronic resources. We aim to produce all new ID cards for external users within 1 hour.	Met Met Met Met	The Staff Development Programme began in September '07
Issue Desk We aim to produce all new staff ID cards using an appointment system We aim to make available items from one campus site to the other within 24 hours of the request (Cross-Site Service).	Met Met	Dealt with at Information Desk on demand As part of University Staff Induction System
Media Services We aim to deliver all media equipment to the agreed venue and time.	Met	



<p>Feedback, Comments and Fault Reporting All customer feedback will be collated, analysed and made available to inform decision-making processes on a monthly basis. Where contact details are given:</p> <ul style="list-style-type: none"> • replies will be given within 2 working days • a questionnaire, on the use of the Comments, Complaints and Suggestion Procedure, will be sent within 2 weeks of an issue being closed 	<p>Met</p>
<p>An annual user satisfaction survey is carried out in the first semester. The results and any appropriate actions are displayed on a notice board within each LSC and on the Web Pages within 2 months. All computer and group study rooms will be checked each day and faults reported. A fuller investigation of hardware will take place each month. All PCs repaired will be checked using PC Check software before being returned to their original position. All necessary equipment will be PAT tested every three years. Please note that this is a 3rd-party standard. For equipment that cannot be supported in-house, e.g. photocopiers, microfilm reader/printers the repair engineer will be called out within one hour of the fault being reported.</p>	<p>Not met – delay in making results available – however they did feed into Local Plan All rooms within the libraries were checked, Changes within IS&T mean it is unlikely we met the PC checking element</p>
<p>Academic Liaison We will offer induction to Learning Support and Development services, either in person or online, to all new students and staff.</p>	<p>Met</p>
<p>We will ensure that Learning Support and Development has a nominated representative on all verified formal Course Committees and Faculty Boards and will aim to attend or submit a formal report at 95% of events. All actions will be collated centrally and responses publicised within a performance report.</p>	<p>Not met – 81% attendance only Reviewing document to send in absence</p>
<p>Collection Management and Development</p>	
<p>We will ensure that all material included in received reading lists is purchased, availability and resources permitting.</p>	<p>Met</p>
<p>All items will be shelved within one working day of their return.</p>	<p>Met Average within 4 hours</p>



<p>Inter-Library Loan requests (including those received from distance learners) will be dealt with within two working days of receipt. We aim to satisfy 96% of requests within 7 working days.</p>	<p>Met</p>	<p>Average 4 days</p>
<p>We aim to order 90% of in print items recommended by teaching staff within two weeks of the order being submitted by the appropriate subject librarian. Although we cannot control the time taken by book suppliers to supply the material we do monitor the time taken for items to arrive.</p>	<p>Met</p>	<p>96% ordered within 10 working days</p>
<p>We aim to make 80% of new material available on the New Books Display within 10 weeks of the order being submitted.</p>	<p>Not met</p>	<p>Backlog at Chadwick Library. Eagle Library within standard.</p>
<p>We aim to introduce electronic access to journals titles as the standard access mode. Subscriptions to electronic journals will receive the same scrutiny as print titles. In order to have the widest possible coverage of journal titles, duplicate copies of subscriptions will not generally be purchased.</p>	<p>13 weeks</p>	<p>Ongoing strategy</p>
<p>Networks and Systems</p>		
<p>We aim to make the Library Catalogue accessible 24 hours a day to all users. We aim to have no more than 3 days downtime per year. Where planned downtime is necessary for essential maintenance we will publicise this two weeks in advance.</p>	<p>Met</p>	
<p>We aim to keep the Learning Support and Development web pages up to date at all times. Alterations to the Web Pages will be completed within two working days of submission.</p>	<p>Met</p>	



Performance Indicators

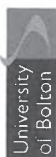
Performance Indicator	Academic Year 2005/06	Academic Year 2006/07	Academic Year 2007/08	% Change
Total study spaces	435	435	435	same
Number of users entering LSCs during year	467,782	434,666	436,966	Up 0.53%
Chadwick Information Desk Enquiries Average per week	9,204 177	10,708 210	8170 160	Down 24%
Eagle Information Desk Enquiries Average per week	15,184 292	19,298 378	18,984 372	Down 2%
learning-infodesk@bolton.ac.uk enquiries	444	942	1630	Up 73%
Distance Learners Requests	76	88	96	Up 9%
Software – student versions purchased SPSS SSADM	228 15	169 7	224 1	Up 28%
Res-Net (Halls of Residence Network) connections (as % of possible connections)	518 74%	613 88%	675 96%	8% increase

Library Annual Performance Report 2007/8

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Performance Indicator	Academic Year 2005/06	Academic Year 2006/07	Academic Year 2007/08	% Change
Number of students attending Chadwick inductions Chadwick study skills	780 232	464 268	322	Down 31%
Eagle inductions Eagle study skills	452 100	1129 1488	2241	Up 98%
Total catalogued bookstock	147,813	176,244	172,524	2% decrease
Books added to stock	6,380	6,749	7,290	8% increase
Number of library issues	346,277	307,757	298,860	1% decrease
Number of library renewals	233,941	204,131	202,331	2% decrease
Number of library reservations	3,912	2,703	2,413	10% decrease
Inter-Library Loans	3,213	2,145	2,170	1% increase
Books re-shelved (average time)	5hrs	5hrs	5hrs	same
Number of e-journals received	7,961	9,480	11,000	Up 16%



Performance Indicator	Academic Year 2005/06	Academic Year 2006/07	Academic Year 2007/08	% Change
Electronic Information Searches	(442,178)	(588,096)	(967,207)	64% increase
Database searches	297,641	395,862	735,704	
Full text retrievals	144,537	192,234	231,503	
National Access Schemes joining from other libraries	25	67	28	Down 58%
our users joining other libraries	95	88	141	Up 60%
BLAG Users registered	95	87	95	Up 9%
Comments, Compliments and Complaints received	85	83	89	Up 7%
Number of computers	363	363	363	Same
Chadwick Classroom computers	65	65	65	
Chadwick Open Access computers	38	38	38	
Chadwick Group Study computers	7	7	7	
Chadwick Interactive whiteboard computers	2	2	2	
Eagle Classroom computers	164	164	124	Down 25%
Eagle Open Access computers	132	132	112	Down 16%
Eagle Group Study computers	13	13	13	
Eagle Interactive whiteboard computers	5	5	5	

**The University of East
Anglia**



**ISD User Survey 2007
Report**

**H. Wells
June 2007**

ISD User Survey 2007

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1. Introduction

The ISD user survey has in the past been conducted annually in the spring semester. However, because of the re-structuring within ISD and then introduction of other user surveys such as the National Student Survey, ISD has not run a separate user survey for a couple of years. The services run by ISD have developed considerably over the past two years with for example a move towards self-service facilities in the Library, and considerable investment in IT infrastructure. It was thought appropriate at this time to run a small user survey to obtain user feedback on specific aspects of our services to help inform future developments rather than seeking satisfaction ratings for core services. The survey was run as an online survey during the last two weeks of April. Paper versions of the survey were also available at ITCS and Library Reception desks.

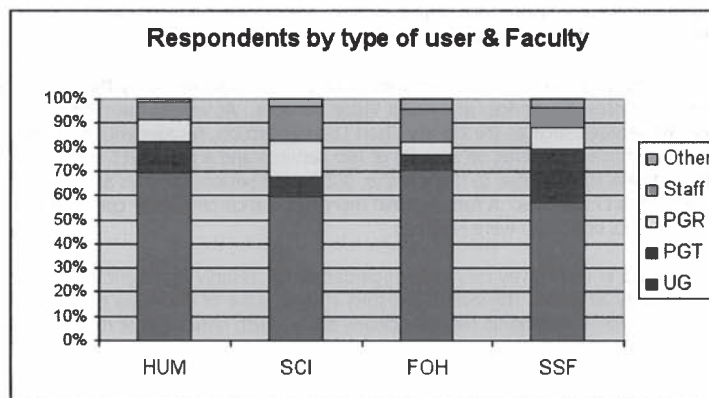
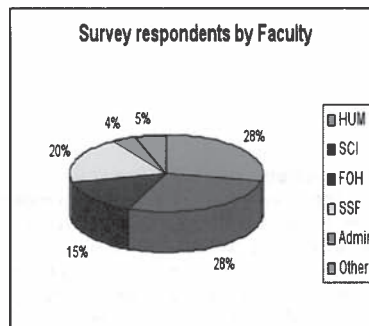
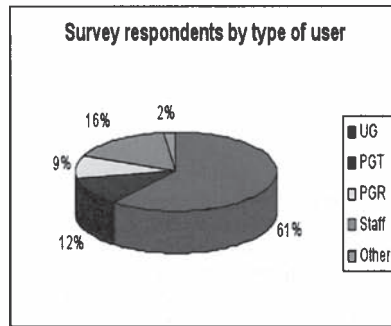
The survey included questions on four main aspects of the services offered by ISD; the ISD website, Library services, IT services and Audio Visual services. As well as questions seeking views on specific services such as the Library Short Loan Collection, respondents were given the opportunity to make comments on aspects of ISD services and a total 3915 comments were made. Of these 1059 related to the website, 906 to self-service facilities and 900 specifically related to IT services. A further 1050 more general comments or comments on more than one aspect of service were received.

The views expressed in this survey cannot be regarded as necessarily representative of the university community as whole. However the results are indicative of the views of the user community and the many comments received clearly show which issues are of major concern.

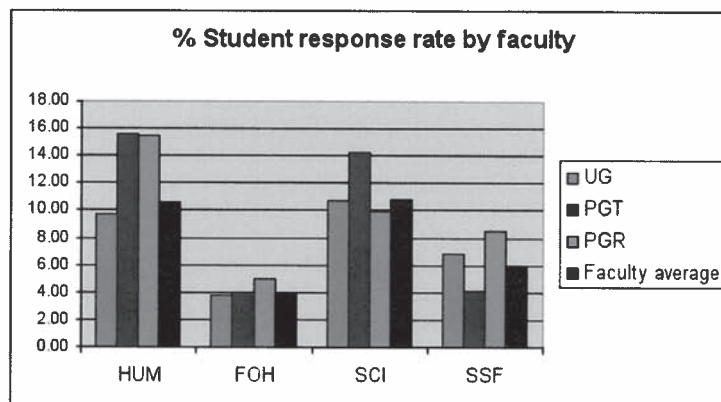
2. Survey response rate

A total of 1317 responses were received. This was disappointing but to be expected because of the timing of the survey and the fact that several other university wide surveys were running at the same time. Of the responses received, 796 (61%) were from undergraduates, 155 (12%) from taught postgraduates, 125 (9%) from research postgraduates and 214 (16%) from staff. 26 responses were received from other users such as academic visitors, Erasmus students and users who were both staff and students. The returns represent approximately 7.3% the total user population (undergraduates 6.56%, taught postgraduates 10.45.4%, research postgraduates 10% and staff 7.1%).

These charts show the breakdown of respondents by type of user and by faculty/department



A further analysis of responses was undertaken to discover the response rate both by faculty and by type of user. Using student figures in the Planning Office data for the numbers of students in each faculty and the mode of study, we discover that the highest response rate was from the Faculty of Arts and Humanities taught postgraduates at 15.56% and the lowest was from Faculty of Health undergraduates at 3.78%. Overall the Faculty of Science had the highest student response rate at 10.84% and the Faculty of Health the lowest at 3.86%. This could be explained in part by the Planning Office data which may have been inflated by the inclusion of dormant NAM students who were of uncertain registration status at the time of data collection.



Amongst undergraduates the highest response rate came from SCI with the highest number of respondents coming from HUM. Among taught postgraduates there were high response rates from both SCI and HUM, with the highest number of respondents coming from SSF. Among research postgraduates the highest response rate and the highest number of respondents both came the Faculty of Science.

The overall response rate for undergraduates was 6.56%, for PGT 10.45% and PGR 10.0% which may be indicative of the value placed on the Library and IT services by these different groups of students.

3. ISD Website

ISD launched its new website in September 2006 and this survey was the first opportunity to obtain user feedback. 58.2% of survey respondents had accessed the www.uea.ac.uk/is ISD website although a greater percentage of respondents answered the specific questions relating to use of the website so it may be that some of the respondents that had accessed pages on the website did not realise that the pages they were accessing were part of the ISD website.

Staff and research postgraduates are the highest website users at 68.4% and 68.8% respectively. Of those respondents who had used the site, 43% rated the site overall as good or very good. 89% percent thought the content was satisfactory or better but 26% rated the ease of navigation as poor. The chart below shows a breakdown of responses by type of user.

Undergraduates consistently give all aspects of the website a higher rating than other groups, and staff are the most critical. This could be an indication of how critical these groups are of services or that staff have more complicated and individual information needs which are not so easily met by a website, however well structured and designed. Another possible interpretation is that undergraduates, in particular first year UG as first time users, would have little to compare the current site with and their views would not have been affected by any familiarity with the old website.

Conclusion

ISD has not conducted a user survey for 2 years during which time there have been major changes in the nature and delivery of the services ISD offers. These survey results provide a useful indication of general opinion and the areas that our users feel are most in need of review, attention and action. The online survey format has allowed easy analysis of responses by Faculty or type of user and we intend to feedback the results of this survey to different groups across the university through appropriate routes such as the Student Affairs Group, Library and Learning Resources Forum, ITC Forum and the Faculty Librarians.

The results of this survey, together with other formal and informal consultation with user groups, will be used to inform future plans. In many cases, issues that were been raised in the survey, such as reliability of printing and photocopying facilities and equipment in the IT Labs, have already been addressed through our normal programme of equipment replacement and our planned software upgrades. Other results such as those rating the importance of resources help inform our acquisitions and the development of services, while comments on matters such as the design of the website will be taken into consideration when upgrading the website.

Users were invited to provide comments on three specific areas of Information Services but were also given the opportunity to make any additional comments on any aspects of our services. Over 1300 comments were recorded and these have been analysed separately (see Appendix 1). Many of these comments raised issues that were not covered by the survey, such as Library opening hours and the cost of printing and photocopying. For these issues to have been raised in the survey, indicates that at least a proportion of our users consider them to be an important issue and as such we will be following up on these issues through consultation. For example, we are already working closely with the Student Union to identify how, and when students wish to access the Library building.

Many of the issues raised in the survey will be incorporated into future development plans and plans of work. However, in the short term we will publish a list of actions we intend to take as a result of issues raised in the survey, and will publish the full results of the survey and this report on the website.

The full survey results, can be found at

https://www.surveymonkey.com/sr.aspx?sm=WJDLPy0WFN_2bQCIC3rJPwcYsKQNd9A6QoLESjsYj5BMI_3d



Library Services

University of Hull Library Services Balanced scorecard 2008/09

Customer service perspective

How well is the library meeting the needs of our users?

AIMS	MEASURES	TARGET 1	TARGET 2
We are committed to providing first class supported access to a comprehensive range of resources	1. Issue and return facilities: a) Self service issues as proportion of total issues b) Self service returns as a proportion of total returns 2. Provision of digitised resources: Number of items in electronic short loan collection	B.J.L only (excluding SL): 55% B.J.L only (excluding SL): 50% 600	B.J.L only (excluding SL): 50% B.J.L only (excluding SL): 45% 550

University of Hull Library Services Balanced scorecard 2008/09

AIMS	MEASURES	TARGET 1	TARGET 2
We are committed to providing first class supported access to a comprehensive range of resources <i>(continued)</i>	3. Collection development: (a) Number of collection development projects completed (b) Number of lists of titles proposed for withdrawal which are published for consultation	6 25	4 20
We are committed to responding to the changing needs of our users and their diversity of backgrounds and experiences	4. Provision for disabled users: Implementation of outcomes of university impact assessment	Fully implemented	Partly implemented

University of Hull Library Services Balanced scorecard 2008/09

Financial perspective

How well are the library's finances managed to achieve our mission?

AIMS	MEASURES	TARGET 1	TARGET 2
We are committed to ensuring appropriate funding for, and spending on, library activities	5. Funding for library materials: % of library materials budget spent	99%	95%
	6. Use of purchased materials: % of new purchased and donated items borrowed within 2 years of acquisition	Both libraries: 80%	Both: 70%
	7. Use of Secure Electronic Delivery: % of total document supply articles provided via SED service	50% of total requests for articles	40% of total requests for articles

Internal process perspective

How do the library's internal processes function to deliver library collections and services efficiently?

AIMS	MEASURES	TARGET 1	TARGET 2
We are committed to promoting good business practices in all our internal activities	8. Internal library processes: Proportion of service standards met	BJL: 13 out of 13 KDL: 11 out of 11	BJL: 10 out of 13 KDL: 8 out of 11

University of Hull Library Services Balanced scorecard 2008/09

Learning and growth perspective

How do we develop our people and systems to ensure that goals are met in the future?

AIMS	MEASURES	TARGET 1	TARGET 2
We are committed to helping our users to develop a range of effective learning skills	9. Information skills training: Number of students registered on PG Training Certificate module	85	75
	10. User satisfaction with information skills training: % of students who feel more confident after attending an IS training session	90%	80%
We are committed to supporting our staff as they endeavour to meet the demands of a modern library service	11. Personal reviews for members of staff: % of staff reviewed individually	90%	80%
We are committed to providing a wide range of opportunities for staff to engage in personal and professional development	12. Access to staff development opportunities: % of staff attending at least one formal event	95%	90%



Library Services

SERVICE STANDARDS

Brynmor Jones Library August 2008 to January 2009

The Library Service has agreed service standards in key areas of library activities. The standards apply to services in the **Brynmor Jones Library** during the normal working week, Monday-Friday, 9 am to 5.15 pm. Service standards for the Keith Donaldson Library are displayed separately.

Our performance against the standards during the period August 2008 to January 2009 is displayed below. Results from the previous period (February to July 2008) are given in brackets.

We would like to know what you think of our service standards. For example, do they cover the services which are most important to you, and are they good enough to meet your needs? In response to your comments and suggestions, we will keep our standards under review and revise them if necessary.

You can give your comments and suggestions in the following ways:

Through our suggestions scheme, "Are we getting it right?" - forms are available in all libraries.

By emailing us - the address is libhelp@hull.ac.uk.

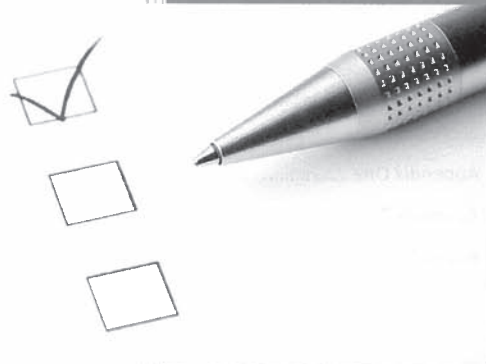
By writing to the Customer Services Manager, Brynmor Jones Library, Cottingham Road, University of Hull, HULL HU6 7RX.

Service Standard	Achieved	Comments
We will contact at least 95% of customers who report an item missing within three weeks, and the remainder within four weeks (after three thorough searches by Library staff), to inform them if the item has been found, or if not, whether another copy can be purchased or otherwise made available.	79.5% (3 weeks) 91.4% (4 weeks) (77.4% + 86.4%)	
We will invoice, catalogue, process and send for shelving, at least 80% of purchased items within two weeks of their receipt, and the remaining 20% within three months of receipt.	95.5% (2 weeks) 99.9% (3 months) (96.85% + 100%) ✓	
We will catalogue, process and make available for collection within four working days 100% of items being processed which have been requested by users.	100% (99.3%) ✓	

Service Standard	Achieved	Comments
We will record receipt of and shelve at least 95% of unbound periodical parts on the day of receipt.	100% (100%) ✓	
We will record receipt of and send for shelving at least 95% of bound periodical volumes within one working week of their return from the binders.	100% (100%) ✓	
We will transmit 95% of document supply requests to the appropriate supplier within one working day of receipt.	100% (100%) ✓	
We will send out photocopies of articles and letters notifying users that inter-library loan books are available for collection within one working day of receipt of these items in at least 95% of cases.	100% (100%) ✓	
We will shelve all items within 24 hours of their return to the Library, giving priority to seven day loan items.	99.7% (99.9%)	
We will process 95% of photocopying requests for Archives materials within three working days of receipt of payment.	98.2% (100%) ✓	
We will acknowledge or respond to 95% of written, telephone and email queries regarding Archives materials within three working days of receipt of the query.	96.4% (100%) ✓	
We will ensure that the Library Catalogue is available via the campus network for at least 99% of the time, 24 hours a day, 7 days a week, subject to the availability of the University computer network.	100% (100%) ✓	

2008

Library Research Support Survey



LEABHARLANN
James Hardiman
LIBRARY

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Walsh, Niamh

Introduction

This report describes and analyses the results of a survey of researchers at National University of Ireland, Galway, conducted by the James Hardiman Library in April 2008. The Library had run similar surveys at the same time of year in 2005 and 2003. Like its predecessors, this survey aimed to find out more about the habits and needs of researchers in using and finding information, and levels of satisfaction with Library collections and services.

The survey instrument was an online questionnaire, compiled using WebSurveyor software and developed in consultation with a range of Library staff. The questionnaire (**Appendix 3**) comprised six sections and 35 questions, covering issues such as:

- Demographics
- Patterns of library use
- Use of, and satisfaction with, Library collections
- Training needs
- Satisfaction with Library services and physical environment
- Communication between Library staff and researchers

As in 2005, the population surveyed consisted of research-only staff, staff with teaching and research responsibilities, PhD students and research masters students. The Library invited participants by email to complete the survey online. All entrants had the opportunity to enter a prize draw for an iPhone and two gift vouchers. The survey commenced on 16 April and closed on 30 April. Analysis of findings followed, based not only on the data received but also on discussions at a post-survey focus group meeting on 28 August (**Appendix 4**).

A Library working group wrote the report and analysed the survey data in detail. The group was much larger than for previous surveys and included representatives from all divisions. All members showed admirable commitment, willingness to learn and invaluable insight into factors underpinning the main findings of the survey and relevant follow-up actions.

Summaries of key findings and recommendations precede the body of the report. The overall response rate is described in the first section. The remainder of the report outlines the responses to each question, highlighting significant patterns such as variations by discipline, type or experience of researcher. Comparisons with the 2005 and 2003 surveys are a regular feature. Appendices complete the report.

John Cox
Acting Librarian and Chair, Survey Working Group

Conventions Used

- The names of three Colleges are generally abbreviated, i.e.
 - Arts represents the College of Arts, Social Sciences and Celtic Studies
 - Engineering represents the College of Engineering and Informatics
 - Medicine represents the College of Medicine, Nursing and Health Sciences
- Percentage data are rounded to one decimal point
- Where a choice of, eg Strongly Agree or Agree, is offered, the combined figures are commonly presented in the commentary as an overall figure. For example, if there are values of 20% for Strongly Agree and 40% for Agree, the commentary describes overall agreement as 60%. The same applies with regard to overall rates of disagreement, satisfaction and dissatisfaction.
- STM is commonly used as an abbreviation for Science, Technology and Medicine

Key Findings

1. There was a notable shift in the disciplinary profile of respondents, due to a significant increase in numbers in Arts.
2. Almost two thirds of respondents considered their research to be multidisciplinary.
3. The survey population was more experienced than for the 2005 survey.
4. The preference for online access over personal visits to the Library continued to increase.
5. Online access to Library services from home almost trebled and satisfaction with off-campus access has risen significantly.
6. Use of online journals at the expense of printed equivalents continued to rise; there was some evidence of increased uptake of e-books.
7. Researchers indicated gaps in journal and book collections despite increased IReL provision.
8. Awareness of, and interest in, IReL has increased significantly, although over a third of respondents remained unaware of IReL.
9. Satisfaction with information resource training remained high, showing a slight increase and a notably higher uptake, although over half of respondents indicated that the training offered was not what they needed.
10. Researchers indicated interest in training on a wider range of topics than before, with a greater emphasis on supporting the publication process.
11. A majority of respondents preferred to attend training in the Library, although a third indicated a preference for training to take place in their own department or research centre.
12. A majority of respondents believed that the environment of the Library building was not conducive to research, and almost three quarters of respondents would value dedicated research space in the Library building.
13. There was lower satisfaction with the Library website than in 2005, particularly in terms of ease of navigation.
14. Satisfaction with access to online information resources increased; most respondents used the e-Knowledge portal but some wanted easier navigation.

15. Most respondents believed that use of Library services and resources had increased their productivity as researchers.
16. The Library website remained the most popular way of keeping up to date with Library developments, with email updates in second place.
17. The position of Research Support Librarian for Science, Technology and Medicine, created since the 2005 survey, has had a positive impact.
18. As in earlier surveys, almost a third of respondents directed research enquiries to nobody.
19. More than half of respondents considered Library staff proactive in anticipating researchers' information needs.
20. There was lower satisfaction than in 2005 with the marketing of Library services.
21. Ratings of staff knowledge and overall service remained high.

Recommendations

1. Leverage fully the newly-established position of Research Support Librarian, Arts, Social Science and Celtic Studies.
2. Optimise collaboration within the Information Services team to support increased emphasis on multidisciplinary research.
3. Use the analysis opportunities afforded by the survey data to understand more deeply the needs of individual research centres and departments.
4. Maximise access to, and virtual support for, online information resources.
5. Make it more attractive for researchers to visit the Library in person.
6. Widen the range of e-resources covered in information resource training to include online books, reference and e-prints.
7. Reflect the increased use of e-books and e-reference resources in collection development.
8. Investigate gaps identified in information resource provision.
9. Develop, promote and position the Research Information Gateway as a resource for all disciplines.
10. Review training provision, emphasising support for the publication process and discontinuing coverage no longer required.
11. Advance the provision of online materials supporting self-paced, independent learning as a complement to scheduled, in-person, sessions.
12. Extend and enhance facilities for in-Library training of researchers, while taking opportunities to deliver on-site training where appropriate.
13. Explore simpler catalogue search interface and better retrieval capabilities.
14. Investigate ways of achieving faster book order supply times.
15. Advocate the construction of the planned Humanities Research extension as a priority, along with the upgrading of the current building.
16. Involve the research community in the planning of researcher-specific space.
17. Improve the ease of navigation of the Library website.

18. Maximise online self-service facilities.
19. Make e-resources easier to discover and use.
20. Promote awareness of how Library use increases researchers' productivity.
21. Extend the penetration of existing and new service promotion channels to research students.
22. Clarify and leverage the complementary roles of the research support librarians and the information librarians.
23. Increase the effectiveness of service marketing.
24. Ensure the ongoing development of staff skills in supporting research needs.
25. Continue to seek funding for collections, staffing and physical space.

Response Rate

The survey achieved a response rate of 29.2%, with 516 questionnaire responses from a target population of 1770 people whose e-mail accounts were accessible. The number of e-mail addresses* listed for each section of the target population was:

Staff (both research only and research/teaching)	790
PhD students	805
Research Masters	223
Total e-mail accounts mailed	1818
Minus inaccessible accounts	48
Total delivered	1770

The opening section of the survey questionnaire invited respondents to indicate their College, department, research centre and status. Data returned are described in the summary of results which forms the main body of this report. These data enable a further analysis of the response rate in terms of representation by College and category of researcher.

* Staff numbers were based on separate lists for academics and researchers supplied by MIS in April 2008. The researchers list, in particular, lacked email addresses in many instances, although the Library was able to locate email addresses for some individuals. In the case of PhDs and Research Masters the Library generated lists in April 2008 from its Aleph system, which is updated on a daily basis with feeds from MIS. Inclusion of student researchers was based on the use of relevant category codes. As in 2005, taught postgraduates were not included.

Appendix Three. Survey Questionnaire

Library Research Support Survey 2008

The Library wants to provide the best possible service to researchers and your feedback is vital. **We would welcome a full and frank response.** Individual responses will be treated confidentially and the results of the survey will only be presented collectively.

This survey consists of 6 sections and should take about 10 minutes to complete online. When you click the **Submit Survey** button at the end of the survey you will enter a **draw for an iPhone and two gift vouchers of €100 and €50.**



Section 1 (of 6): About You

Information supplied in this section will enable us to examine patterns according to different types of researcher. Data will be treated in confidence.

1) With which College or Faculty are you primarily associated?

- Arts, Social Science and Celtic Studies Law
 Commerce Medicine, Nursing and Health Sciences
 Engineering and Informatics Science

2) With which, if any, school or department are you associated?

Select One

If you selected other please specify:

3) With which, if any, research centre or institute are you associated?

Select One

If you selected other please specify:

4) Is your research multidisciplinary?

- No Yes

5) Category

(please tick one only, indicating your primary category)

- Staff: research only
 Staff: research and teaching
 Student: PhD
 Student: Research Masters

6) How long have you been engaged in research?

- Less than 1 year
- 1-4 years
- 5-9 years
- 10 or more years

Section 2 (of 6): Accessing the Physical and Virtual Library

7) Please indicate your frequency of use of library services or collections by

	Daily	Weekly	Monthly	Less often	Never
Visiting the Library	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Online access	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

8) From where do you access library services by computer
(please select as many as apply)?

- Home
- Department/Research Centre
- Library

9) Do you use libraries outside NUI, Galway for your research?

- No
- Yes

Additional comments:

Section 3 (of 6): Information Resources for Research

10) Please indicate how often you use each of the following sources of information for your research

	Never	Occasionally	Often
Books: online	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Books: printed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conference papers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Databases (online indexes of published literature)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
E-print archives (author pre- and post-prints posted to Web)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Journals: online	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Journals: printed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Manuscripts and archives	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Microfilm/Microfiche	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Newspapers: online	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Newspapers: printed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Official Publications, eg Acts, Bills, EU documents	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Patents	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reference: online, eg dictionaries	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reference: printed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Statistics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Web search engines, eg Google	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

11) What other sources of information do you use besides those listed in the previous question?

12) Please indicate your level of satisfaction with the Library's provision of these information resources

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not Applicable
Books: online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books: printed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journals: online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journals: printed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manuscripts and archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microfilm/Microfiche	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers: online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers: printed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Official publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference: online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference: printed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments:

13) Please comment on any specific or general deficiencies in the Library's provision of information resources for your research

14) Have you heard of IReL (Irish Research eLibrary)?

- No
- Yes

15) Do you use the Research Information Gateway on the Library website?

- No
- Yes

Additional comments:

16) Do you use commercial online document delivery services, eg direct credit card payment via publisher websites, for material not held by the Library?

Note: this question *does not* refer to use of the Inter-Library Loan service.

- No
- Yes

Additional comments:

Please indicate your level of agreement with the following statements:

17) Research grants should contribute towards funding of library resources in that area of research

- Disagree Strongly
- Disagree
- Agree
- Agree Strongly
- Don't Know

18) Online information makes physical collections less important for my research

- Disagree Strongly
- Disagree
- Agree
- Agree Strongly
- Don't Know

Section 4 (of 6): Getting the Most from Library Research Resources

19) If you attended a session given by library staff in the past year on using information resources, were you satisfied?

- No
- Yes
- Not Applicable

Additional comments:

20) If you did not attend, was it because:

- You were not aware that training was offered
- The timing did not suit you
- You did not need the specific training offered

21) I would attend a session on
(please tick as many as apply):

- | | |
|--|--|
| <input type="checkbox"/> Getting the most from the library catalogue | <input type="checkbox"/> Using EndNote to manage references and bibliographies |
| <input type="checkbox"/> Effective literature searching | <input type="checkbox"/> Using manuscripts, archives and special collections |
| <input type="checkbox"/> Exploiting IReL and other online resources fully | <input type="checkbox"/> Access to other libraries |
| <input type="checkbox"/> Setting up alerting services for current awareness | <input type="checkbox"/> Requesting inter-library loans |
| <input type="checkbox"/> Journal impact factors and my research | <input type="checkbox"/> Requesting new material for the Library |
| <input type="checkbox"/> Publishing and disseminating my research | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Advanced searching of Google and other internet resources | |

If you selected other please specify:

22) Which is your preferred method of training delivery?

- One-to-one
 Group session
 Online tutorials
 Web 2.0 environment, eg wiki, Facebook

Additional comments:

23) Where do you prefer to attend a training session?

- In the Library
 In my department or research centre
 Other (please specify)

If you selected other please specify:

Section 5 (of 6): Library Services and Facilities

24) Please indicate your level of satisfaction with the following Library services:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not Applicable
Inter-library loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photocopying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loan policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus access to online services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opening hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requesting new material for the Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments:

25) Is the environment of the Library building conducive to your research?

- No
- Yes

Additional comments:

26) Would you value the following in the Library building (please tick as many as apply):

- Dedicated research space
- Dedicated teaching space
- Seminar rooms

Additional comments:

27) Please indicate your level of satisfaction with the current Library Web site in terms of:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not Applicable
Usefulness of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up-to-date information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to online information resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of navigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments:

28) What else would you like to be able to do from the Library Web site?

29) Do you use the E-Knowledge portal to access electronic resources?

- No
- Yes

Additional comments:

30) Has the use of Library services and resources increased your productivity as a researcher?

- No
- Yes
- Don't Know

31) If you answered Yes to the last question, please give an example

Section 6 (of 6): How We Communicate

32) How do you keep up with library developments? (please tick as many as apply)

- Library Newsletter
- Library Web site
- E-mail Updates
- Research Support Librarian (Science, Technology and Medicine)
- Information Librarian for my Subject
- Colleagues
- Library User Forum
- Other (please specify)

If you selected other please specify:

33) To whom do you most commonly direct enquiries for information relating to your research? (please tick one only):

- Library Information Desk Staff
- Research Support Librarian (Science, Technology and Medicine)
- Information Librarian for my Subject
- Nobody
- Other (please specify)

If you selected other please specify:

34) Please indicate your level of agreement with the following statements:


	Disagree Strongly	Disagree	Agree	Agree Strongly	Don't Know
Library staff are knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library staff are proactive in anticipating my information needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the role of the Research Support Librarian (Science, Technology and Medicine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the role of the Information Librarian for my Subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Library publicises its services well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall the Library provides a good service to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Library is adequately resourced to support research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35) What single improvement to the Library would be of most value to you in carrying out your research?

Thank you for your time in completing this questionnaire. You will be automatically entered into the prize draw when you click the **Submit Survey** button below.

Appendix Four- Focus Group


Focus Group Questions


-  **The survey findings suggest that there was lower satisfaction than in 2005 with the marketing of Library services. How could the Library improve the marketing of services and resources to the research community?**

Supplementary question: Do you like to hear about both Library products and services?

Supplementary question: Do you use the Library Home page to keep up to date? :

Supplementary question: Within the Library web site is the Research Information Gateway. Are people aware of this portal?

-  **The survey findings suggest that there was lower satisfaction than in 2005 particularly with the navigation of the Library web site. We would welcome views on how, for example, to improve functionality and navigation.**

-  **Of the survey respondents who stated that they did not attend library training, one of the main reasons stated was that they felt that the training coverage provided by the Library was not relevant. What training opportunities would you like the Library to offer AND/OR discontinue in supporting your research?**

Supplementary question: In terms of format- online or face-to-face, do you have a preference?

Supplementary Question: The survey indicates that researchers want the Library to focus its training programme on areas that would support the publication process, eg journal impact factors; how to disseminate research; creating bibliographies with EndNote. Would the focus group endorse this?

-  **We are developing training in relation to *getting published*. Should we do something jointly with academic staff?**

-  **The survey findings suggest that many respondents do not direct any enquiries relating to information to anybody. Why might that be?**

Supplementary question: What type of query would you direct there?

Supplementary question:

The survey findings show highest awareness of subject librarians amongst academic staff and those here longest. How can we raise awareness?

Supplementary Question: Email alerts are helpful. Would that be useful in Science?

Supplementary question: Would a periodic e newsletter work?



How could the Library improve the building to improve the needs of the research community?

Supplementary question: Other libraries have dedicated space for researchers. Is that of interest?



What ways do the needs of researchers in the Arts, Humanities and Social Sciences vary from those in the disciplines of Science, Engineering and Medicine?

Supplementary question: Are there any other distinctions we should be aware of?

Swansea University
Library & Information Services

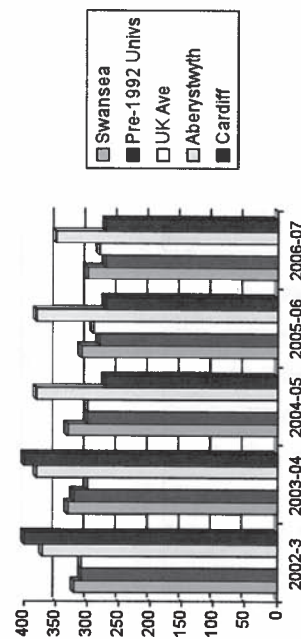
Comparative Library and ICT Statistics: 2006-07

- The following statistics are derived from the *SCONUL Annual Library Statistics* and from *HEITS (Higher Education Information Technology Statistics)*.
- As the SCONUL data is rather more detailed, then most of the statistics relate to library and information provision.
- Note that all of the data refers to the 2006-07 academic year or has a 31 July 2007 baseline.

Comparative Library Data

1. Percentages of institutional expenditure spent on library expenditure

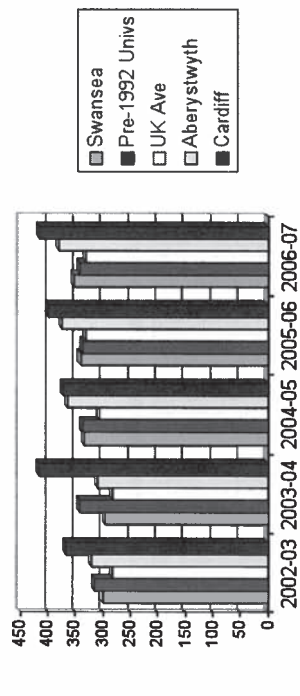
	2002-03	2003-04	2004-05	2005-06	2006-07
Swansea	3.2	3.3	3.3	3.1	3.0
Pre-1992 universities	3.1	3.2	3.0	2.8	2.7
UK average	3.1	3.0	3.0	2.9	2.8
Aberystwyth	3.7	3.8	3.8	3.8	3.5
Bangor	3.1	n/a	3.2	2.9	2.8
Cardiff	4.0	4.0	2.7	2.7	2.7
Glamorgan	3.7	3.7	3.4	3.4	3.6
SMU	5.1	4.9	4.1	3.9	4.4



Notes

1. The percentages have been multiplied by 100 for the chart.
2. The UK average is all SCONUL *Annual Library Statistics* respondents: a total of 132 respondents for this benchmark.
3. The pre-1992 universities are 37 of the medium and smaller sized institutions, excluding the 29 members of RLJK (Research Libraries UK: Oxbridge, LSE and the larger civic universities, along with the national libraries). They include almost all of the 94 Group and are a better comparator for libraries, as they exclude the unusually large LSE Library.

2. Total library expenditure per FTE student (£)

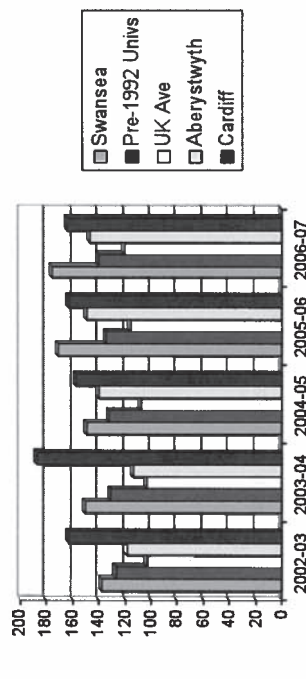


Swansea	2002-03	2003-04	2004-05	2005-06	2006-07
Pre-1992 universities	300	295	333	341	353
UK average	282	282	307	332	332
Aberystwyth	321	310	364	375	380
Bangor	340	n/a	372	334	324
Cardiff	367	417	385	399	417
Glamorgan	191	212	236	235	258
SMU	213	192	184	205	239

Notes

1. These figures continue to show a relatively average level of library expenditure per FTE student at Swansea compared to other pre-1992 universities.
2. Given the size of their student population, Cardiff's spend per FTE student remains impressive.

3. Information provision expenditure per FTE student (£)



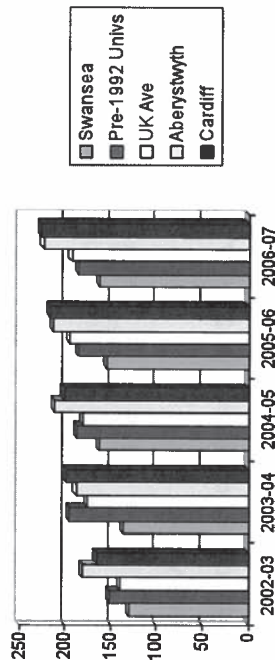
Swansea	2002-03	2003-04	2004-05	2005-06	2006-07
Pre-1992 universities	138	151	149	171	176
UK average	103	103	108	116	121
Aberystwyth	119	114	140	149	147
Bangor	139	145	149	159	140
Cardiff	163	187	158	163	164
Glamorgan	75	85	73	81	90
SMU	65	59	68	69	72

Notes

1. Information expenditure includes books, periodicals, electronic resources and other materials, binding and inter-library loans.
2. In previous years, this comparative indicator was based on information expenditure per FTE user. This may have been slightly misleading as differing university libraries have differing access and library registration arrangements. This indicator may still lack some value, in view of the fact

- that the largest proportion of our information expenditure is on resources to support research, rather than teaching.
3. Swansea spends a higher proportion of its library budget on information provision than the average for pre-1992 universities, the UK average and most other Welsh HEIs.

4. Library staff & operating expenditure per FTE student (£)



Swansea 130 136 162 163 154 186

	2002-03	2003-04	2004-05	2005-06	2006-07
Swansea	130	136	162	154	163
Pre-1992 universities	151	195	187	186	186
UK average	140	176	181	195	193
Aberystwyth	183	188	212	213	224
Bangor	181	n/a	209	158	171
Cardiff	165	198	201	217	226
Glamorgan	95	118	199	146	161
SMU	115	120	99	108	138

Notes

1. Swansea tends to spend a lower proportion of its library expenditure on staff and operating costs than most comparable pre-1992 universities.

Comparative ICT Data

5. ICT Data: 2006-07

	Swansea	UK Ave	Aber	Cardiff	SMU
Institutional ICT/IS expenditure as % of total institutional spend	5.5%	n/a	n/a	n/a	n/a
Institutional ICT/IS expenditure per FTE student (£)	657	n/a	n/a	n/a	n/a
Student PCs in library buildings	483	311	208	1,036	163
Total student PCs across institution	1,804	n/a	n/a	n/a	n/a
FTE student per student PC	6.0	n/a	n/a	n/a	n/a

Notes

1. The institutional ICT statistics cover all ICT expenditure in Schools, ACU and LIS and cover both staff and non-pay spending.
2. Comparative data for 2006-07 is not currently available from the UCISA HEITS survey database.

Comparative Satisfaction Survey Ratings

6. NSS Ratings 2007-08 (%)

	Swansea	Average	Aberystwyth	Cardiff	Glamorgan	SMU
Library	79	n/a	85	87	74	75
ICT	87	n/a	93	92	84	86
Overall	87	82	90	87	78	77
LIS Satisfaction Survey Overall Rating	89	n/a	n/a	n/a	n/a	n/a

Notes

1. The NSS data covers the academic year 2007-08.
2. The average table is for all HEIs in England, not the whole of the UK.
3. The overall satisfaction rating for learning resources in England was 82%.
4. The two NSS questions on both library and ICT provision have been criticised as rather imprecise and limited.
5. The LIS satisfaction rating relates to the annual LIS survey carried out in March 2008 which covered a wider range of LIS services than the two NSS questions.

Service & facilities comparisons: 2006-07

7. Public services

	Swansea	Pre-92 Univs	UK Average	Aberystwyth	Cardiff	SMU
Total annual visits	936,386	733,691	825,439	574,634	2,377,203	199,833
Total annual visits per FTE student	86.6	80.8	77.4	73.4	103.3	44.5
Total loans	960,028	551,977	644,884	407,031	2,352,042	172,023
Loans per FTE student	89	53	55	52	102	38
Enquiries per 100 FTE students	n/a	15.7	13.9	30.1	13.2	25.3

Teaching session hrs per 100 FTE students

45

68

56

90

n/a

FTE students per FTE library staff

196

183

173

145

172

Notes

1. The figures continue to show a relatively high intensity of library use at Swansea.
2. The relatively high total of FTE students per FTE member of library staff at Swansea reflects our comparatively low level of expenditure on staffing.

8. Facilities & stock

	Swansea	Pre-92 Univs	UK Average	Aberystwyth	Cardiff	SMU
Floor area per FTE student (m ²)	1.1	0.9	0.8	1.3	0.9	0.7
FTE students per seat	9.6	8.8	9.3	6.9	7.6	12.3
Seat hrs per week per FTE user	7.9	7.5	7.6	7.9	9.0	n/a
Serial titles received	5,335	8,376	9,136	5,080	15,637	4,133
Electronic only serial titles	4,202	6,405	6,459	2,347	9,072	2,868
Article downloads per FTE user	30.9	60.4	57.3	39.1	74.9	n/a
Serial titles received per 100 FTE students	49	81	79	65	68	92
Books & pamphlets added to stock	14,682	14,923	18,666	24,317	32,626	8,805
Books & pamphlets added per FTE student	1.4	1.4	1.6	3.1	1.4	2.0
Books per FTE student	73	66	63	101	59	57

Notes

1. Swansea corresponds to the norms for pre-1992 universities for most areas of stock provision and facilities.
2. This year's statistics used different parameters for serial subscriptions and these totals need to be treated with some caution.

9. Expenditure

	Swansea	Pre-92 Univs	UK Average	Aberyst- wyth	Cardiff	SMU
Library expenditure as a % of total institutional expenditure	3.0	2.7	2.8	3.5	2.7	4.4
Information provision as a % of total institutional expenditure	1.5	1.1	1.0	1.4	1.1	1.3
ICT/IS expenditure as % of total institutional spend	5.5	n/a	n/a	n/a	n/a	n/a
Institutional ICT/IS expenditure per FTE student (£)	657	n/a	n/a	n/a	n/a	n/a
Total library expenditure per FTE student (£)	353	342	332	380	417	239
Information provision as a % of total library expenditure	50	41	37	39	39	30
Staff expenditure as a % of total library expenditure	38	48	51	56	50	56

Notes

1. As in previous years, Swansea is below the norm on the proportion of the library budget spent on staff.

Christopher West
Director of Library & Information Services
September 2008

The logo features a dark grey vertical bar on the left, with the text 'Swansea University' and 'Library and Information Services' written vertically in white. To the right of the bar, several thin, curved lines sweep upwards and to the right, creating a sense of motion or a stylized 'S' shape.

Swansea University
Library and Information Services

**Swansea University
Prifysgol Abertawe**

**Library & Information Services
Survey 2009**

1. Introduction

- 1.1 Library & Information Services ran its annual survey of customers for two weeks during February 2009 using the *e-inform* web survey platform.
- 1.2 For the first time this year, we offered web survey forms in both English and Welsh. Respondents in both languages totalled 866. The responses made in Welsh have been subsumed into the Datafield Summary in *Appendix Three*.
- 1.3 The overall response rate was slightly lower than in 2008, when we had 923 respondents, but the survey still provides invaluable data on what the students and staff of the University need from LIS. We are very grateful for the time taken by everyone who participated in the survey. As usual, the survey results will be used to help us prioritise further improvements in our services wherever feasible.

Christopher West
Director of Library & Information Services
March 2009

2. Summary of Results

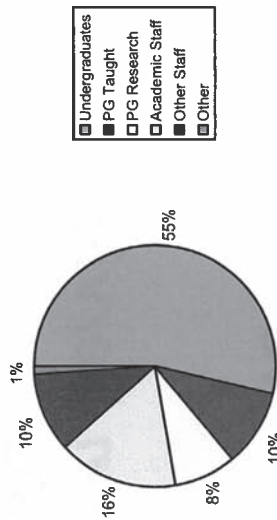
- 2.1 As in previous years, the questionnaire was based on the UK-wide SCONUL survey template for converged library and IT services. The slight decrease in overall respondents (866 compared to 923 in 2008) was due to a lower percentage of responses from undergraduates.
- 2.2 The overall satisfaction rating with LIS was 4.3 on a rating scale of 1.0 to 5.0, where 1.0 corresponds to very dissatisfied and 5.0 to very satisfied (see page 3). This was similar to the overall rating of 4.2 in the 2008 survey.
- 2.3 The satisfaction ratings for key LIS services and facilities were all positive (see page 4). The two services with the highest satisfaction ratings were Blackboard and Library opening hours. The lowest satisfaction rating was for the LIS environment.

2.4 As a one-off for 2009, some additional survey questions were included for students on their information skills. The responses to these questions confirmed other research undertaken in this area in that students tend to consistently over-estimate their ability to retrieve and evaluate information (see page 6).

3. Survey Respondents

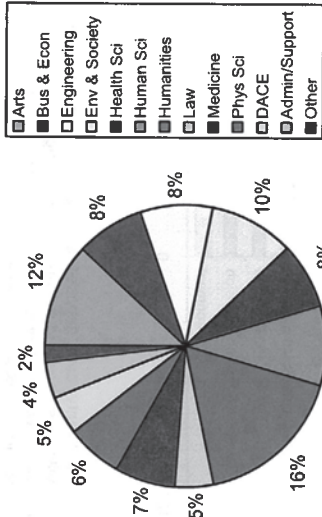
- 3.1 Undergraduates made up nearly 55% of respondents, with 19% of the questionnaires completed by postgraduate students and 16% by academic staff.

Customer Groups



- 3.2 Nearly 94% of respondents were regular users of the Library & Information Centre. The breakdown of respondents by School or Department broadly matched student and staff numbers.

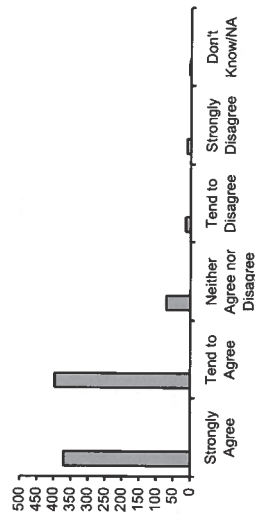
Respondents by School or Department



4. Overall Satisfaction Ratings

4.1 The final question in the survey asked respondents to agree or disagree with the statement: *Overall, LIS provides a good service to me.* 89% of respondents agreed with the statement. In contrast, with only 3% of respondents disagreed with the statement. Only 1.3% of respondents (a total of eleven) strongly disagreed with the statement.

Overall LIS Satisfaction Ratings



4.2 The overall satisfaction rating for LIS was 4.3, on a ratings scale of 1.0 to 5.0 where 1.0 corresponded to very dissatisfied and 5.0 corresponded to very satisfied. On a broader ratings scale of -100 (strongly disagree) to +100 (strongly agree), there was an overall rating of +63.9. The corresponding ratings from the 2008 survey were 4.2 and +61.1.

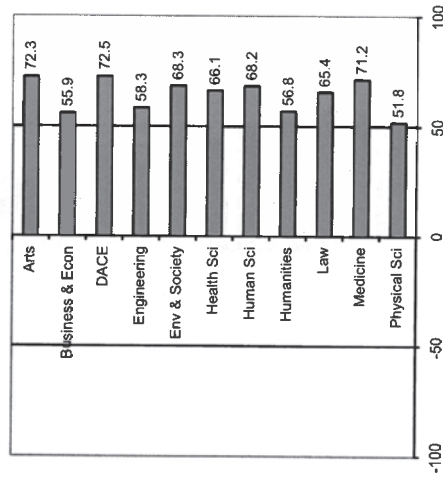
4.3 Satisfaction ratings from broad user groups on a scale of -100 to +100 were as follows:

- Undergraduates: +65.1
- Postgraduates (Taught): +52.2
- Postgraduates (Research): +56.8
- Academic staff: +64.3

As some of these sample groups were relatively small, these results need to be treated as broadly indicative rather than absolute.

4.4 Satisfaction levels by School or Department were broadly similar but with some equally small sample sizes.

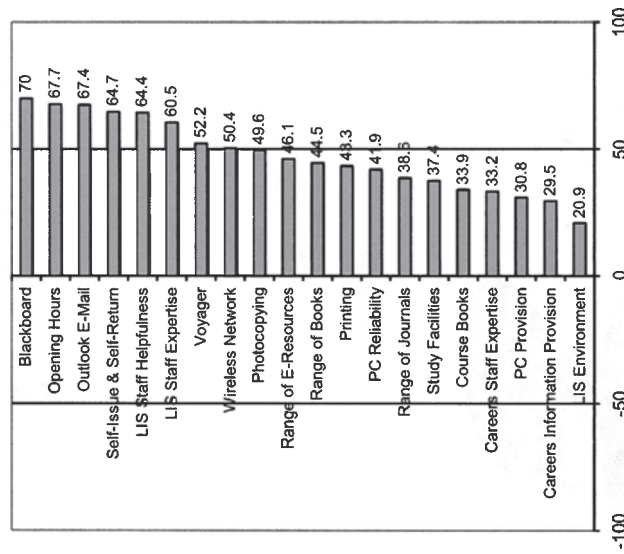
Satisfaction levels by School or Department



5. Satisfaction with Key Services

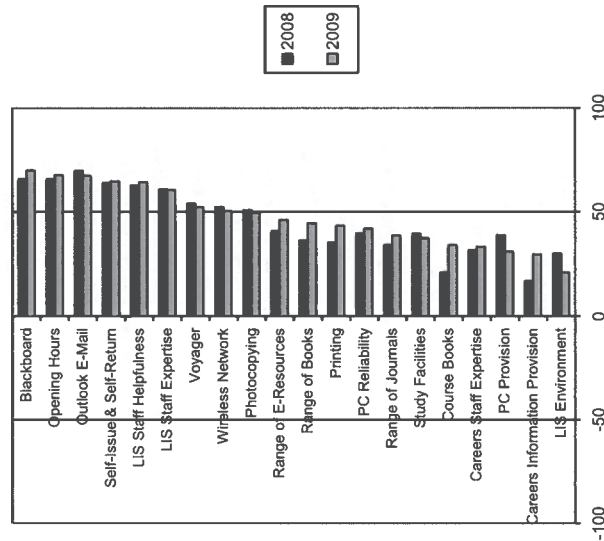
5.1 One of the most useful questions in our annual survey is the satisfaction rating for a set of key LIS services and facilities.

Satisfaction Ratings for LIS Services



5.2 All twenty core services and facilities received positive ratings, with most receiving a slightly higher rating than in 2008. The three services with the highest satisfaction ratings were Blackboard, Library opening hours and the Outlook E-Mail service.

Satisfaction Ratings for LIS Services: Trends 2008-2009



5.3 The three with the lowest satisfaction ratings were the LIS environment (ambience, heating, noise), Careers information provision and provision of PCs. The lower ratings probably reflect the continuing need for refurbishment of the Library building, along with related pressures of space caused by more students living on the Singleton campus and building work in one of the halls.

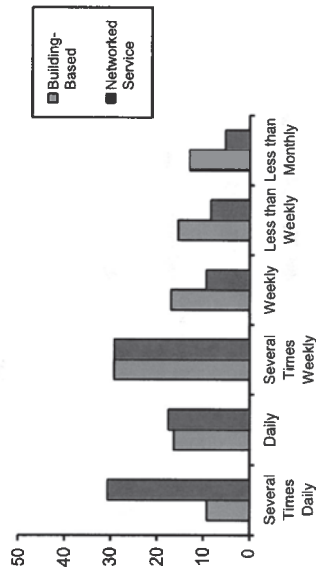
6. Use of LIS Services

6.1 The survey also measured the frequency of use of LIS services, along with the success rates for key services. These

questions divided into activities within LIS buildings and the use of our networked services.

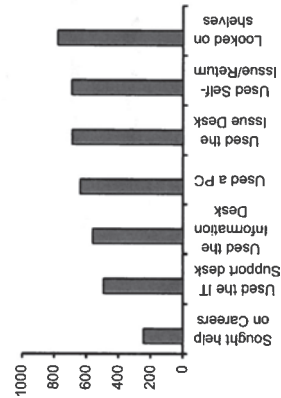
Frequency of Use of LIS Services

6.2 As in previous years, networked services are used most frequently, with 48% of LIS networked services being accessed at least daily, compared to 26% visits to LIS buildings on a daily basis.



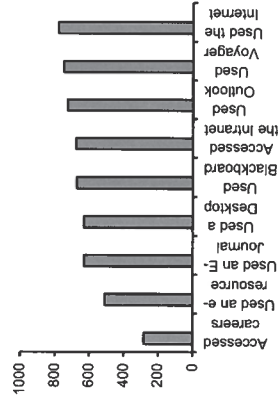
6.3 The most popular activities within LIS buildings remain either looking for books to borrow or borrowing them.

Most Popular Activities in LIS Buildings



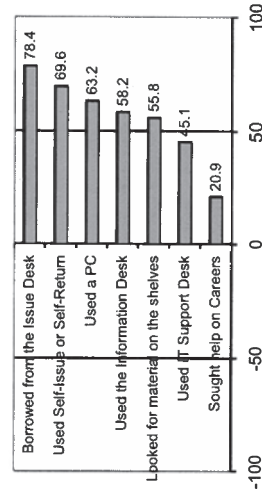
6.4 The relative popularity of LIS services accessed remotely also showed a familiar pattern of use. The two most heavily-used services were Voyager and accessing the Internet.

Most Popular LIS Networked Services



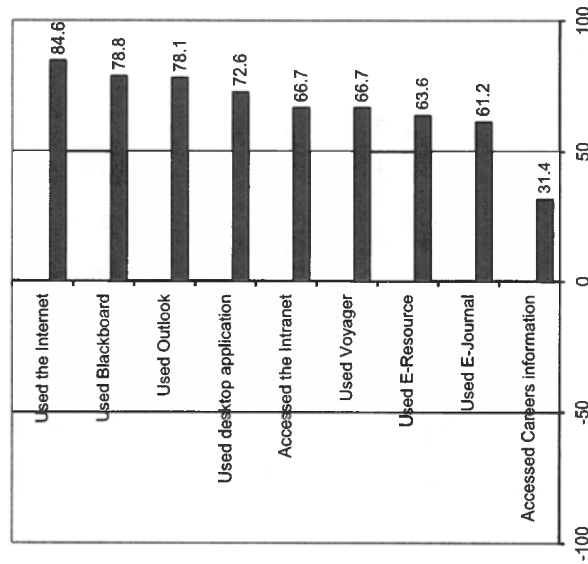
6.5 Respondents were also asked to assess their success rates for carrying out these activities, both within LIS buildings and our networked services. Using the Issue Desk and the self-issue and self-return services had the highest success rates for activities in person.

Success Ratings for Activities in LIS Buildings



6.5 Using the Internet and Blackboard were the two networked services with the highest success rates.

Success Rates in Using LIS Networked Services



7.2 A detailed summary of the information skills survey will be produced separately for the Learning and Teaching Committee, as part of the *Information Literacy Strategy*. However, the questions in this area confirmed other research outside of the University on students' information literacy skill levels.

7.3 Over 84% of respondents considered themselves as successful in finding information for academic assignments or research. The same percentage (84%) considered that they used the Internet successfully (see above) and nearly 85% considered themselves as good at judging the quality of the information they found.

7.4 In contrast to this, only a third of respondents gave the correct answer on simple Boolean searching (*question 14*). Similarly, less than half of respondents could correctly identify a peer-reviewed journal (*question 15*).

7.5 The three most popular sources of information when researching academic topics for assignments were a mix of the old and the new: course reading lists, Google and Voyager.

7.6 In terms of frequency of use of networked sources of information, over 85% of respondents used Google on at least a daily basis, with 61% of respondents using University web pages on at least a daily basis.

7. Students' Information Skills

7.1 This year, some additional questions were added to the annual survey to attempt to gauge students' perceptions of their information skills: see *questions 9 to 16* in *Appendix Two*. These questions were only answered by students: all staff respondents were routed past these questions.

Appendix Two: Survey Questionnaires

About you

Q1. Which School/Department are you in?

TICK ONE ONLY

- O₁ Arts
- O₂ Business and Economics
- O₃ Engineering
- O₄ Environment and Society
- O₅ Health Science
- O₆ Human Sciences
- O₇ Humanities
- O₈ Law
- O₉ Medicine
- O₁₀ Physical Sciences
- O₁₁ DACE
- O₁₂ IAT
- O₁₃ ICWS
- O₁₄ Administration/Central Support Departments
- O₁₅ Not Applicable
- O₁₆ Don't know

Q2. Are you:

TICK ONE ONLY

- O₁ Full-Time
- O₂ Part-Time
- O₃ Not Applicable

Q3. What is your age group:

TICK ONE ONLY

- O₁ 21 years and under
- O₂ 22 - 26 years
- O₃ 27 - 39 years
- O₄ 40 - 49 years
- O₅ 50 and over

Q4. What is your gender?

TICK ONE ONLY

- O₁ Female
- O₂ Male

**Q5. Which group are you in?
 TICK ONE ONLY**

- O₁ Undergraduate
- O₂ Postgraduate (Taught Course)
- O₃ Postgraduate (Research)
- O₄ Academic Staff
- O₅ Other Staff
- O₆ Other

Q6. To which of the following groups do you consider you belong? This question is voluntary. The categorisation is in accordance with practice as advised by the Equality and Human Rights Commission.

TICK ONE ONLY

- O₁ British
- O₂ Irish
- O₃ Any other White background
- O₄ White & Black Caribbean
- O₅ White & Black African
- O₆ White & Asian
- O₇ Any other Mixed background
- O₈ Indian
- O₉ Pakistani
- O₁₀ Bangladeshi
- O₁₁ Any other Asian background
- O₁₂ Caribbean
- O₁₃ African
- O₁₄ Any other Black background
- O₁₅ Chinese
- O₁₆ Other ethnic group

Your Information Skills

**Q7. How successful are you at finding information for academic assignments or research?
 TICK ONE ONLY PER ROW**

- | | | | | | |
|---|---|---|---|---|---|
| Very successful | Fairly successful | Neither successful
nor unsuccessful | Fairly unsuccessful | Very unsuccessful | Don't know / Not
applicable |
| <input type="checkbox"/> O ₁ | <input type="checkbox"/> O ₂ | <input type="checkbox"/> O ₃ | <input type="checkbox"/> O ₄ | <input type="checkbox"/> O ₅ | <input type="checkbox"/> O ₆ |

**Q8. How do you rate your ability to judge the quality of the information you find?
 TICK ONE ONLY PER ROW**

- | | | | | | |
|---|---|---|---|---|---|
| Very Good | Fairly Good | Neither Good nor
Poor | Fairly Poor | Very Poor | Don't Know/Not
Applicable |
| <input type="checkbox"/> O ₁ | <input type="checkbox"/> O ₂ | <input type="checkbox"/> O ₃ | <input type="checkbox"/> O ₄ | <input type="checkbox"/> O ₅ | <input type="checkbox"/> O ₆ |

**Q9. Where do you look for information when researching an academic topic for an assignment or paper?
 TICK ONE ONLY PER ROW**

	Very Frequently	Fairly Frequently	Neither Frequently or Infrequently	Fairly Infrequently	Very Infrequently	Don't Know/Not Applicable
Course Reading List	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Voyager	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Google	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Google Scholar	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Other Search Engines (e.g. Yahoo)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
E-Journals & Databases (e.g. Science Direct, JSTOR, MLA, ASSIA, PubMed, Web of Science, etc)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Wikipedia	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Other (Please specify below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**Q10. Did you attend an introductory session in the Library during your first term?
 TICK ONE ONLY**

- O₁ Yes
 O₂ No
 O₃ Don't Know/Can't Remember

**Q11. If you attended an introductory session in LIS, did you find the session satisfactory for your future use of the Library and its resources?
 TICK ONE ONLY PER ROW**

Very satisfied	<input type="checkbox"/> 1	Fairly satisfied	<input type="checkbox"/> 2	Neither satisfied nor dissatisfied	<input type="checkbox"/> 3	Very dissatisfied	<input type="checkbox"/> 4	No opinion / N.A.	<input type="checkbox"/> 5	<input type="checkbox"/> 6
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**Q12. Have you attended any further sessions in the Library (for example using databases to find journal articles; or Endnote).
 TICK ONE ONLY**

- O₁ Yes
 O₂ No
 O₃ Don't Know/Not Applicable

**Q13. How often have you put into practice the things that you learnt in your Library session(s)?
 TICK ONE ONLY PER ROW**

Very Frequently	<input type="checkbox"/> 1	Fairly Frequently	<input type="checkbox"/> 2	Neither Frequently nor Infrequently	<input type="checkbox"/> 3	Very Infrequently	<input type="checkbox"/> 4	Don't Know/Not Applicable	<input type="checkbox"/> 5	<input type="checkbox"/> 6
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Q14. Which of these searches will retrieve the MOST RESULTS from an online search?
TICK ONE ONLY

- O1 Wales OR Swansea
- O2 Swansea AND Wales
- O3 Wales NOT Swansea
- O4 Don't Know

Q15. Which of the following do you think is most likely to be a peer-reviewed journal?
TICK ONE ONLY

- O1 The Economist
- O2 Times Literary Review
- O3 British Medical Journal
- O4 Don't Know

Q16. On average, how frequently do you use the following services?
TICK ONE ONLY PER ROW

	Several times a day	Once a day	Several times a week	Once a week	Once a month	Never	Don't Know/Not Applicable
Swansea University web pages	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Swansea University Intranet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Web pages for your own School/Department	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Blackboard/VLE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Facebook	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Google	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
MySpace	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Other search engines (e.g. Yahoo)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Twitter	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Windows Live Messenger/Other Chat Services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
YouTube	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Your Use of Library and Information Services

Q17. Which branch of LIS do you use most frequently?
TICK ONE ONLY

- O1 Library and Information Centre
- O2 South Wales Miners Library
- O3 Banwen Library
- O4 Not applicable

**Q18. On average, how frequently do you visit an LIS building?
 TICK ONE ONLY PER ROW**

Several times a day 1
 Once a day 2
 Several times a week 3
 Once a week 4
 Less than once a week 5
 Less than once a month 6

**Q19. On average, how often do you access LIS services via a computer (eg the Internet, the Voyager library catalogue, applications on the desktop, e-journals, &c.)?
 TICK ONE ONLY PER ROW**

Several times a day 1
 Once a day 2
 Several times a week 3
 Once a week 4
 Less than once a week 5
 Less than once a month 6

**Q20. Please think about the various activities you did the last time you visited the Library in person. How successful were you in completing these?
 TICK ONE ONLY PER ROW**

	Very successful	Fairly successful	Neither successful nor unsuccessful	Fairly unsuccessful	Very unsuccessful	Don't know / Not applicable
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Looked for library materials on the shelves	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used the self-issue and/or self-return service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used the Issue Desk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used the Information Desk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used the IT Support Desk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used a PC in the Library	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Sought help on Careers information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**Q21. Please think about the various activities you did the last time you accessed LIS services via a computer. How successful were you in completing these?
 TICK ONE ONLY PER ROW**

	Very successful	Fairly successful	Neither successful nor unsuccessful	Fairly unsuccessful	Very unsuccessful	Don't know / Not applicable
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used the Voyager library catalogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used the Internet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used an application on the desktop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used an electronic journal	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used the Outlook e-mail system	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used an electronic resource (eg Web of Knowledge)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Used Blackboard	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Accessed Careers information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Accessed the student or staff intranet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**Q22. Please rate your satisfaction with the following services:
 TICK ONE ONLY PER ROW**

	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know / Not applicable
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Range of books (print & electronic)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Range of journals (electronic & print)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Range of electronic resources (e.g. Web of Knowledge)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Course books and essential texts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Provision of PCs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Reliability of PCs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Printing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Wireless network	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
University e-mail service (Outlook)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Blackboard	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Provision of Careers information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Expertise of Careers staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Voyager library catalogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Self-issue and self-return service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Photocopying	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Opening hours	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Study facilities (study areas, desks etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
LIS environment (ambience, heating, noise etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Helpfulness of LIS staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Expertise of LIS staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**Q23. Please indicate how much you agree or disagree with the following statement:
 TICK ONE ONLY PER ROW**

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know / Not applicable
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Overall, LIS provides a good service to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**Q24. Are there any new services which you would like provided by LIS?
 WRITE IN**

Q25. Any other comments or suggestions? If you have a specific question to which you would like a response, please provide your e-mail address. Note that all of your responses to the survey will have been anonymised.
WRITE IN

Q26. If you would like to be entered in a prize draw to win the latest Oasis CD signed by all of the band, please put your e-mail address in the box below. Note that all of your responses to the survey will have been anonymised.
WRITE IN

Ambwanoch chi

**Q1. Ym mha Ysgol/Adran ydych chi?
TICIWCH UN YN UNIG**

- O₁ Ysgol y Celfyddydau
- O₂ Yr Ysgol Busnes ac Economeg
- O₃ Yr Ysgol Beirnianneg
- O₄ Ysgol yr Amgylchedd a Chymdeithas
- O₅ Yr Ysgol Gwyddor Iechyd
- O₆ Ysgol y Gwyddorau Dynol
- O₇ Ysgol y Dyniaethau
- O₈ Ysgol y Gyfraith
- O₉ Yr Ysgol Feddygaeith
- O₁₀ Ysgol y Gwyddorau Ffisegol
- O₁₁ AABO
- O₁₂ IAT (y Sefydliad Telathrebu Uwch)
- O₁₃ ICWS (Coleg Rhyngwiadol Cymru, Abertawe)
- O₁₄ Gweinyddiaeth/Adranau Cefnogaeth Ganolog
- O₁₅ Ddim yn Berthnasol
- O₁₆ Wn i ddim

ISLS: LMG
Quality Review: November 2007

The following is copied from an article in SCONUL Focus, published late last year. I bring it to the attention of LMG as a possible means to review our quality management processes.

The Quality Maturity Model (QM)

There five levels of the Quality Maturity Model as follows:

Level 1 - Initial

The quality management process is ad hoc, and occasionally even chaotic. Few processes are defined, and success depends on individual effort and heroics:

- quality is achieved in an ad hoc way
- customer satisfaction is reactive and unpredictable
- quality depends on the capabilities of individuals, and varies with their innate skills, knowledge and motivations
- training for quality is ad hoc and reactive to an ability to undertake a specific task adequately.

Level 2 - Repeatable

Basic quality management processes are established. The necessary management processes are in place to repeat earlier quality levels:

- quality policies, and procedures to implement these policies, are established
- effective management processes to allow the organisation to repeat earlier success in customer satisfaction
- such management processes are practised, documented, enforced, trained, measured, and able to improve
- training for quality is provided as a programme of training for specific work tasks, and/or is reactive to events.

Level 3 - Defined

The quality processes are documented and standardised. All work derives from the organisational strategy:

- there is a defined, documented organisational strategy, from which all work processes are derived
- there is an organisation-wide understanding of the activities, roles, and responsibilities of each member of the organisation, and how they fit into the organisational strategy
- training for quality is a cycle of training needs assessment and programme provision.

Level 4 - Managed

Detailed measures of the quality process are collected. The quality process is quantitatively understood and controlled:

- quality measures are part of every documented work process
- these measurements form the basis for evaluating products and processes
- changes are implemented to improve the quality of services, products and processes

- the organisation sets quantitative goals for quality and customer satisfaction
- training for quality is a cycle of training needs assessment, programme provision, and measurement of the effectiveness of the programme.

Level 5 - Optimising

Continuous quality improvement is enabled by quantitative feedback and from piloting innovative ideas:

- the entire organisation is focussed on continuous improvement in every service, product and process
- all staff are encouraged to continuously improve themselves and their work
- the organisation is able to identify weaknesses, and the means to strengthen the process, proactively with the goal of preventing problems
- innovations that exploit the best practices are identified and transferred throughout the organisation
- training for quality is focussed on preparing staff for future organisational requirements.

Library service level definitions

The Library service level definitions were last revised in February 2006. Since the last Quality review report in November 2006 we have monitored the following:

- **Reading list items (green slips) and reserved items on order (red slips)**

The results for 2006-07 were reported to LMG in May. Three libraries are meeting the target of 5 days for red slip items and there was an improvement in the green slip performance.

- **Delivery of inter-site reservations**

Last run in November 2005. Due in November 2007 but put on hold

- **IDD approvals and supply**

Our IDD service was reviewed this year and a report presented to LMG on 30 October.

Speed of approvals has improved and the mean average in 2006/07 was 1.4 days, down from 1.9 days in 2005-06. Speed of supply has also improved from 11.1 days in 2005-06 to 10.7 days in 2006-07.

This means we are well within the SLD of 3 days for approvals. The 10 day SLD for speed of supply is not attainable for 100% of requests and the IDD Review recommended that we adopt the Public Library Standards model:

50% within 7 days
70% within 15 days
85% within 30 days

Speed of supply for books and journals are now separated and the 2006-07 data shows that IDD journal article were satisfied within 7.4 days (mean average) and book requests were satisfied within 14 days (mean average).

There is scope for performance improvement in 2007-08, as the volume of IDD requests continues to decline while IDD library staff will be following the recommendation to chase unsatisfied and unreported requests after 15 days.

Acquisitions

The volume of boxes delivered to Acquisitions dropped by 6% to 1660 in 2006-07, from 1769 in 2005-06. The average SLD performance was 2.6 days, with the range from 1 day to 4.8 days. This compares to an average of 4.1 days in the previous year. The target SLD is 7 calendar days.

Local deliveries have settled down well and the greatly improved through-put of the book boxes supports this. The SLD performance has almost halved, yet the decrease in the number of boxes was only 6%. The local acquisitions staff deserve praise.

Book availability

We last ran this survey in November 2006. In September we decided to run this survey biennially. The results of this survey over the last few years have been very useful. It is considered that there is now a wider understanding in the University's academic community that the libraries cannot provide the level of book availability expected by many students. The next book availability survey is therefore scheduled for November 2008. The 2006 survey results have already been reported to LMG. In brief, we achieved a 72.25% success rate, the highest we have achieved.

LIBQual+

We participated in the SCONUL cohort in March 2004, March 2006 and are due to run this survey again in March 2008. Sixteen other UK academic libraries also plan to participate during 2007-08.

Westminster continues to host the bi-annual LibQual meetings which are often attended by librarians from European libraries.

We continue our good record in running user surveys on a regular basis but need to devote more attention to feedback (communicating the results to users).

National Student Survey

The results of the Spring 2007 National Student Survey have been published. Westminster is still scoring low for overall student satisfaction.

Student feedback and quality enhancement group

This is chaired by Rikki Morgan. Its remit is to continue the work undertaken by the Student Experience Programme Team and further explore ways to achieve best practice in the University's feedback processes.

So far it has focussed on the module feedback questionnaires, the content of which is being reviewed. It has also decided to run a student experience questionnaire, probably to be delivered at the beginning of the academic year for 2nd and 3rd year undergraduates.

Both questionnaires will be on-line only. It is hoped that the new MFQ can be piloted in April 2008 and then in full in December 2008, but with the content still to be decided (and consulted on) and the software supplier still to be identified, time is running short.

Circulation statistics

The loans data in the first table below indicates a modest increase in the number of loans in 2006-07. However this is misleading. When Aleph was upgraded to version 17 in June 2006, it introduced a different method of calculating loans. Instead of recording only loans of UofW books to users, it now includes all IDD book loans and all 'foreign branch' loans.

	2005-06	2006-07	% change
Loans	387,515	409,306	5.6%
Renewals	708,262	714,787	0.9%
Reservations	86,655	79,412	-8.4%

Loans increase by campus:

	Volume 2006-07	% increase
Cavendish	54,220	4.1%
Harrow	157,956	5.0%
Marylebone	98,830	3.6%
Regent	98,300	9.6%

Elaine Salter
November 2007

Job Descriptions

INFORMATION SERVICES



JOB SPECIFICATION

Title: Deputy Director and University Librarian

Reports to: The Director of Information Services

Core purpose of Job

To assist the Director transform Information Services in the new Cardiff to become a world-class 'partner' in co-inventing and co-delivering achievement of the University's ambitions.

The objective is to ensure that Information Services is a fundamental enabler of Cardiff's success; a superior, innovative, proactive, standard setting, strategically integrated and valued contributor; a clear differentiator for all staff, students (existing and prospective) and external stakeholders when compared to other universities of international standing; and a driving force for, and exemplar of, effective modernisation and change.

Within the matrix of an integrated Divisional approach, the Deputy Director will take the direct line responsibility for the University Library Service.

Key Elements of the Role

Deputy

General

- To advise, assist and act on behalf of the Director of Information Services across the full spectrum of the Divisions activities as required
- To contribute to the overall leadership of the Division. This will include:
 - Being a member of the Information Services Board and assisting in developing the mandate, focus, team cohesion and performance of this group
 - Assisting the formulation, agreement, implementation and regular updating of forward strategy directed at the achievement of the University's research, learning & teaching, clinical, third mission, and corporate objectives;
 - Ensuring strategic alignment and the development of world-class standards across all aspects of the Division's work.
 - Playing a key role in continuously optimising the use of the people and financial resources allocated to the Division

Specific:

- To play a senior role in bringing about a high performing, people and team based culture that is progressive, outward looking, stimulating and focused on delivering and continuously developing (strategically aligned) value for the University.
- To assist the Director identify and develop creatively all possible sources of funding and resourcing in support of the objectives of the Division / University.
- To lead allocated areas of special management focus - these will involve, but will not be restricted to, developing divisional communications & PR, the implementation of initiatives to drive synergies and benefits from closer library / IT inter-working, and overseeing major operational projects designed to improve cost effectiveness and service delivery.
- To act as the focal point for, and to oversee or handle personally, all aspects of the Divisions NHS liaison and all Wales contributions.
- To represent the Division on behalf of the Director - both internally within the University and externally to other bodies and groups - as agreed / required.

University Librarian

- To lead the University Library Service (ULS) and ensure that it:
 - Works as an integrated and mutually supportive component of the total Division
 - Positions and sustains the University at the forefront in the modern, cost effective, strategically aligned and innovative use of libraries.
- To develop the culture, people and overall human capability of the library service and establish the mindset, focus, practice and procedures necessary to ensure that all activities are directed at achievement of the agreed objectives and work programme of the Division.
- To guide, inspire and oversee the development, agreement and implementation of a specific strategy for the library services as an integral component within the overall strategy for the Division. And, in this context, in close co-operation with the Director, UFG, AEG and the Academic Schools and Colleges, to:
 - Carry out experimentation and take steps to develop the provision of enhanced (next generation) library services that exploit latest leading edge thinking and capability
 - Accelerate modernisation in general, and the development and use of e. / digital information resources & specialist information discovery services in particular
 - Shift resources and emphasis to, and elevate the public profile and return gained from, information literacy training and evidence based information approaches, and ensure excellent teamwork and optimal use of resources between the ULS and the AEG in achieving this
 - Develop, agree and implement - in context of rapidly changing needs and opportunities to do things differently / better - a plan for optimising the physical provision and use of library space / locations and for updating the way that budgets for the acquisition and maintenance of library information resources are determined, operated and managed.

- To provide leadership in maximising the benefits of the close relationship with Cardiff & Vale and Velindre NHS Trusts and in particular to seek to develop seamless provision of appropriate and effective library and information services to support local education and training, research and patient care.
- To develop further and manage tightly all commercial and revenue generating activity within the ULS (e.g. the bindery and internal photocopying & printing services) to maximise the value to the University and to Information Services. Also to ensure that this revenue stream is visible as an important contribution to the funding of the University and lower costs for Information Services.
- To work in close liaison with colleagues in the Information Services Board, the AEG and across the Division to ensure that from the 'customer' perspective wherever they interact with Information Services the experience is seamless as far as they are concerned - the internal complexities being hidden & managed 'behind the scenes'.
- To oversee and provide the ULS component in the successful development and implementation of projects being led from other parts of the Division.
- To propose make the case for agree for and implement projects, improvements to resource utilisation and development initiatives that sit in entirely within the ULS; and ensure that good interaction and communication is maintained with all parties internal or external to Information Services who maybe effected by or have an input to make to these developments.
- To establish a performance measurement framework for the ULS – and use this to orchestrate and implement a *culture* of continuous modernisation and improvement of service techniques, operations, standards and value for money.
- To represent (or oversee the representation of) the ULS on agreed national and international professional library related FE and other bodies, and ensure that full value is obtained for the University from this involvement.
- To be Library Adviser to the Postgraduate Dean for Wales and in this role further develop the all-Wales Health Information and Library Extension Services (AWHILES) to support the responsibilities of the University in general, and of the Wales College of Medicine, Biology, Life and Health Sciences in particular, in the fields of undergraduate education and postgraduate education and training, with a particular emphasis on inter professional learning. A strategic requirement is to create a seamless pathway of library support – including information literacy skills – from the undergraduate years through to postgraduate and lifelong learning.
- To seek for ways in which Information Services might proactively contribute to the development and realisation of all-Wales opportunities throughout the academic schools of the University

General

- To assist the Director make information services an acknowledged contributor in its own right to the world-class profile and standing of the University.
- To develop relationships within Information Services, the wider University and external agencies such as WAG that foster all the above.
- To carry out other duties consistent with the nature of the role as required by the Director of Information Services.

<u>PERSON SPECIFICATION</u>	
<p>These are the essential and desirable criteria that a person needs to perform the job and that will provide the basis for advertisement, short-listing and interview. The criteria are intended to be brief, objective, job-related, justifiable, testable and non-discriminatory.</p>	
<p>SKILLS & ABILITIES Essential A visionary and innovative leader with excellent interpersonal, organisational and managerial skills. A natural investor in, and capable mentor & 'grower' of, people and teams, with the ability to motivate and stretch their performance Ability to prioritise, and work well and flexibly under pressure. Ability to build relationships within and outside of own organisation that foster success.</p>	<p>Desirable Experience of exercising such skills and abilities successfully in a breadth of organisations, including the private sector</p>
<p>KNOWLEDGE Essential Advanced professional knowledge of librarianship in a research based University / FE context. A developed vision and understanding of the technology drivers that will influence the development of University libraries in the future and how to set about exploiting these opportunities successfully.</p>	<p>Desirable A wider non-educational perspective on the future of libraries An appreciation of NHS needs and strategy A personal empathy with the requirements of scientific researchers and the changing needs and practices involved in world-class learning and teaching</p>
<p>EXPERIENCE Essential At least 10 years senior research University library management experience with a clear track record of progressive attainments and success. Proven record in delivering multiple change programmes in complex situations within tight timescales and budgets. Strong evidence of ability to manage all resources well; and also to assess and manage critical risks</p>	<p>Desirable Direct experience outside of the educational sector</p>
<p>TRAINING Essential A first degree. Evidence of the postgraduate acquisition and deployment of professional and technical skills. A commitment to CPD.</p>	<p>Desirable</p>
<p>OTHER REQUIREMENTS Essential Track record in combining a clear strategic vision with the ability to deliver at the detailed level. Highly developed communication skills – both written and verbal. Evidence of successful negotiating skills</p>	<p>Desirable Well-developed network and profile within the wider University library community in general and the Russell Group in particular. Clean driving licence. Use of own motorised transport (preferably a car)</p>

JOB DESCRIPTION

Job title: Communication and External Relations Manager
Grade: AM2
Salary: £- £
Campus: Hendon
Period: Permanent
Reporting to: Deputy Director, Strategy and Planning Directorate
Reporting to job holder: Communications Officer

Overall purpose: As a senior member of the Strategy and Planning Directorate, the postholder will lead on communication strategy across the service, including publicity and marketing, develop agreements with external agencies and collect and provide management information

Principal duties:

Management responsibilities

- To lead a cross-service team in the development, monitoring and review of LR communications across a variety of media
- To ensure that all communications are designed with regard to the requirements of Copyright, SENDA, the Freedom of Information Act, Equal Opportunities and other pertinent legislation
- To collaborate with all directorates in the development of a service specific design and format in line with University requirements and ensure its implementation
- To work with the Deputy Director, Strategy and Planning, in managing, leading and motivating staff, monitoring and reviewing the levels of work and ensuring appropriate resources are available to enable them to meet University needs and developments.
- To evaluate staff needs using the annual appraisal process and ensure that, wherever possible, their training needs are met
- To work with the Deputy Director, Strategy and Planning, in the selection and recruitment of staff
- To contribute to the training of staff in all elements of information provision

Communication management

- To chair a cross service group which reviews and makes recommendations for the provision of communication materials in all media to support and promote the work of the service to all areas of the University and externally
- To research, review and monitor current developments in the provision of communication methodology and where appropriate attend conference and training events
- To advise the group on the range of media available to them and the associated training and licensing costs
- To identify gaps in LR provision of communication materials and recommend solutions
- To work with staff in all directorates in the provision of online learning materials and their storage and accessibility for use in the VLE
- To ensure that all public materials representing the work of Learning Resources are of a high standard and adhere to University and service guidelines
- To liaise with print services on the design, standard and production of paper-based materials
- To review and manage LR use of the VLE for communication purposes

External relations management

- To liaise with collaborative partners and agree, within LR policies and product licenses, fees, access to and support in the use of LR services and resources
- To work with the Public Services Manager, Off-campus and members of the Academic Support directorate to ensure that access arrangements can be implemented
- To liaise with staff in Academic Registry to ensure that cohorts of students have right of access
- To ensure that income from Service Level Agreements with external parties is properly attributed and collected, working in liaison with Academic Registry and Financial Services and the Financial Operations Manager
- To prepare reports for senior LR staff and partners as required

Management information

- To administer and manage the collection, collation and reporting of performance statistics as required by LR senior managers to inform future planning and financial management
- To administer and manage the collection, collation completion and reporting of performance statistics as required by external bodies including SCONUL and UCISA
- To develop procedures and oversee the maintenance of a procedures manual for the collection and reporting of statistics by LR staff across all directorates
- To develop and maintain management and financial information systems to provide information for decision-making, planning and resource allocation across Learning Resources in supporting the work of all senior Learning Resources Managers
- To undertake investigations and prepare reports and statistical summaries as required; defining and developing reporting tools for regular use within the service.

Other duties

- To undertake other duties and specific projects as requested by the Deputy Director, Strategy and Planning

Hours: 35.5 hours per week for 52 weeks per annum, actual daily hours by arrangement. Some evening and/or weekend working may be required

Leave: 24 days per annum plus six extra days to be taken in conjunction with Bank Holidays. (If the length of service at the University is in excess of five years, the basic entitlement is increased to 25 days per annum.) Leave for part time employment is pro rata.

Salary: There is a performance related bar at the top of each scale.

Flexibility: Please note that given the need for flexibility in order to meet the changing requirements, the duties/location of this post and the role of the postholder may be changed after consultation.

The University has a no-smoking policy.

Ref: LIB

Date:

Closing date for receipt of applications:

Closing date for application:

Please return completed application forms to: Middlesex University Recruitment Centre, North London Business Park, Oakleigh Road South, London N11 1QS

All current job descriptions / person specifications and the University's application pack are available on our website at www.mdx.ac.uk/jobs. Please post your application or, if time is tight, fax it to 020 8411 6275.

What Happens Next ?

Once you have submitted your application, along with the others received it will be sent (on the day following the closing date) to the School/Service/Campus area in which this post is located.

If selected for interview, you will hear directly from someone in the School/Service/Campus, usually within 4 weeks of the closing date. If you have not heard within that time and you would like to enquire on the progress of your application, please call 020 8411 6297.

PERSON SPECIFICATION

Job title: Communication and External Relations Manager
Campus: Hendon
Grade: AM2

Education:

Essential: Degree or equivalent or substantial relevant work experience
Evidence of continuing ability to learn

Desirable: A public relations, marketing or training qualification

Experience:

Essential: Substantial experience of working at a management level in an education environment
Relevant and substantial experience in at least one element of the job description

Desirable: Experience of working in a communication role

Skills:

Essential: Excellent and demonstrable relevant IT skills
Proven ability to collect, maintain, manipulate and deliver statistical information
Proven ability to maintain accuracy under pressure
Excellent communications skills in a range of media
Proven success in project management
Proven management skills including ability to motivate staff
Excellent interpersonal and negotiation skills
Excellent organisational skills
Ability to produce reports of a high standard
Ability to provide training on associated procedures and skills

Aptitude:

Essential: A positive attitude to leading a team
A flexible approach to working in a complex, busy environment
Ability to prioritise own and others time and tasks
Demonstrate a professional attitude and interest in professional issues
Flexible approach to working hours
A positive attitude to continuing professional development

Middlesex University is working towards equality of opportunity

Flexible working applications (including part-time working) will be considered. When received, the University shall assess the feasibility of covering the post with the preferred pattern of working in line with the University's commitment to flexible working. Selection of the best candidate will be based on an assessment against the Person Specification in line with the University's Staff Recruitment and Selection Policy

JOB DESCRIPTION

Job Title: Deputy Director of Learning Resources, Strategy & Planning
Campus: Hendon
Grade: SM
Salary:
Period: Permanent

Reporting to: Director of Learning Resources

Managing: Planning & Administration Manager and Administrative staff reporting; Communications & External Relations Manager and staff; Financial Operations Manager and staff.

Overall Purpose: To lead and manage the development of strategies and policies, and to provide management and financial information to support all areas of Learning Resources. To assist the Director of Learning Resources in Service Planning and Risk Management. To lead administrative support to all Learning Resources functions and campuses ensuring effective use and development of staff and other resources within the service. To co-ordinate projects run by Learning Resources, and liaise with the Project Management Office. To lead communications within the service and across the university and externally. The postholder will deputise for the Director of Learning Resources. The post involves regular liaison with members of the University Management Team (Executive, Deans, Service Heads).

Principle Duties:

Strategic Planning and Policies

- Act with the full authority of the Director of Learning Resources as deputy when required, so as to enable Learning Resources to operate a multiplicity of projects, operations and campuses
- Assist the Director of Learning Resources in developing strategic plans and action plans
- Work within budget both in determining the nature and level of staffing appropriate for Central Administration, leading specific initiatives as required
- Promote collaboration between relevant operations within Learning Resources
- Direct Learning Resources staff in complying with University policies (including Equal Opportunities, Disability, Staff Development) with responsibility for writing and monitoring the service's policies in these areas.
- Ensure the development and maintenance of policy statements relating to operational aspects of Learning Resources service provision by liaising with other Learning Resources Senior Managers
- Develop and maintain Health and Safety and Risk Assessment policies, plans, procedures and activities and ensure adequate monitoring of these.
- Responsible for writing and monitoring the Learning Resources Incident Management and Business Continuity Plan in line with the University overall plan.

Human Resources

- Ensure effective planning and implementation of staffing policy through recruitment and subsequent progression/monitoring across Learning Resources;

- Oversee the arrangements for staff development including appraisal and ensure that all staff are appraised in accordance with University Policy;
- Ensure records of staff development activities and training needs are maintained and that administrative support for Staff Development is provided within Learning Resources.

Planning and Project Management

- Assist the Director of Learning Resources in preparing the Departmental Service Plan, and in preparing and monitoring the Risk Register.
- Ensure timely provision of Service Plan information to Schools and Services as required.
- Take the lead by co-ordinating projects across Learning Resources, and liaising with the Project Management Office.
- Take specific responsibility for developing service agreements including those with partner institutions and liaise with other Learning Resources Senior Managers in ensuring the provision of appropriate levels of service.

Financial Operations

- Lead and manage the preparation of budgets for Learning Resources and advise the Senior Management team accordingly.
- Provide the main channel for communication between Learning Resources and Financial Services with regard to budget performance (preparation, monitoring and forecasting).
- Lead and manage staff responsible for expenditure and income across the service, ensuring robust and transparent systems and records.
- Ensure development and implementation of appropriate policies (e.g. cash handling) to meet service needs and University requirements.
- Manage the central administration budget

Communications and Publicity

- Lead the development of communications and publicity, both within the University and externally.
- Lead and manage the provision of means of communication within the service and beyond using appropriate technologies. This includes the Learning Resources Website, use of the VLE for communication within the Service, and to the University (students particularly), as well as printed and other media.
- Manage staff to deliver an effective communications and publicity presence.
- Convene groups of staff across the service to develop policy and practice.

Monitoring and Liaison

- Develop and maintain reporting mechanisms relating to Learning Resources service provision (Management Information; Service Standards; Performance Indicators; statistics for outside bodies, e.g. SCONUL, UCISA).
- Liaise effectively with University Corporate Services and Schools on matters related to resources and administration particularly Human Resources, Equal Opportunities, Health and Safety and Staff Development, and the Programmes and Procurement Office
- Undertake other duties, including leading non-University projects, as agreed with the Director of Learning Resources.
- Liaise with and represent the University on external professional bodies e.g. CILIP, SCONUL, M25, CPD25, SCHOMS, and UCISA as necessary.
- Lead Learning Resources Service in the delivery of its services with regard to Equal Opportunities legislation and practice.

All areas of work involve Staff appointment, management, development and appraisal, and management of self-funding as well as core budgets. This requires collaboration with other Learning Resources Senior Managers.

Hours: As required for conduct of job, not less than 35.5 hours.

Leave: 35 days per annum, plus 6 extra days to be taken in conjunction with Bank Holidays.

Flexibility: Please note that given the need for flexibility in order to meet the changing requirements, the duties/location of this post and the role of the postholder may be changed after consultation.

University Policies: The University has a no smoking policy.

Ref:

Date: February 2008

PERSON SPECIFICATION

- Education:** Essential: to have a degree and a post-graduate qualification in Librarianship, Information Science, Computing or Education
- Desirable: to have a qualification in management.
- Experience:** Essential: At least 5 years experience in managing and delivering an academic support service or equivalent at Higher Education level
To have an awareness of current issues in higher education
Experience of financial and Human Resources administration.
- Skills:** Essential: Organisation and prioritisation of work in a complex environment with minimum supervision;
Ability to meet deadlines;
Ability to write reports concisely;
Ability to work with senior managers in Schools, Services and Executive in policy and decision making
Project Management skills and the ability to manage several projects simultaneously;
Ability to adapt rapidly to organisational change across the University and outside.
Good IT skills appropriate to all areas of Learning Resources administration (including word-processing, E-mail and spreadsheets);
Excellent interpersonal and leadership skills;
Ability to work within a complex service, sharing responsibility for service provision with other senior managers;
Ability to exercise considerable tact and diplomacy, since some of the work is of a confidential and sensitive nature;
Good relationships with individuals and institutions outside the University.
To have excellent negotiation skills at a high level.
- Desirable: Active membership of a professional body;
Publications;
Conference papers.

Role Description Form

Job Title: Administrative Officer (Quality and Benchmarking)

Job Holder/s:

Sub Department: Planning and Resources

Department: Library

Responsible to (title and name): Head of Planning and Resources

Responsible for (title and numbers): Currently no formal line management responsibility. See comment at 'Supervision given'

Job Purpose: To develop and embed a range of quality of service and benchmarking techniques and to make available a meaningful portfolio of management information to inform the Library's future strategic planning and service development

Area	Activity and Responsibility	%
Principal Accountabilities	Post-specific accountabilities	
	Collect and analyse a range of appropriate library performance indicators and management information, working in cooperation with the Administrative Officer (Planning and Resources)	50
	In collaboration with relevant Library colleagues, implement assigned, long-term impact factor projects, creating collaborative relationships with participants so as to maintain their engagement.	20
	Work closely with colleagues in other sections of the Library to offer expert advice on the collection of management information data, assisting with solutions to facilitate its collection and advising on its interpretation.	5
	Develop and populate with data, a databank of management information to inform strategic decision-making across the Library and ensure that it is available to all relevant staff	10
	As appropriate, provide training and ongoing support in the use of such statistical analysis packages as are adopted	5
	Keep abreast of quality of service and benchmarking activities, collaborate as appropriate with comparator libraries, institutions and other sector organisations, and contribute to relevant national and international initiatives in the field	5

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	<p>Core accountabilities</p> <p>Plan pre-designated projects, including the definition of hypotheses, evaluation and review methodologies, resource requirements and the production of timelines, deliverables and milestones, implement projects and programmes, managing teams as and when required and appropriate and develop exit strategies to embed project and programme outcomes into the mainstream activity of the Library as a whole</p> <p>Produce progress reports (both text and data) regularly, including progress against project plans, evaluation and recommendations for the review and adaptation of projects and programmes.</p>	
<p>Knowledge, Skills and Experience</p>	<p>Relevant first degree, postgraduate qualification or equivalent Relevant professional qualification desirable but not essential Experience of data collection and statistical analysis at degree level or equivalent Operational experience of project work, with the capability to deliver projects independently and collaboratively 3 years' relevant experience, preferably in a service environment Experience of drafting and presenting reports In depth knowledge of relevant research methods, including customer consultation Thorough working knowledge of relevant statistical techniques and packages Good information and data management skills, including the ability to gather, analyse, interpret and present information and data effectively and comment on its significance Knowledge and understanding of a service environment Ability to establish and maintain systems Ability to prioritise tasks of different levels, types and complexities Ability to think laterally and flexibly, to adopt non-traditional approaches to solving problems and to innovate Ability to be responsive and proactive Excellent organisational, communication, advocacy and interpersonal skills, with the ability to team-build and to lead teams</p>	

Supporting Information	
<p>Communication</p>	<p>Internal to the Library:</p> <p>Head of Planning and Resources (line management accountability) Administrative Officer (Planning and Resources) Librarian and all members of the Library Management Team Other senior library managers and any library staff engaged in collection of management information at whatever level Systems team</p> <p>Internal to the University:</p> <p>Students' Union, Communications Office, Alumni and Development Office, Quad Research (as required), Academic</p>

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	Office (relevant sections), RSS, CAP, IT Services External: National and international contacts to support activities involving QOS, benchmarking, management information
People Management – Supervision given	There is currently no formal line management responsibility, but it is expected that, as the work of the Planning and Resources section develops and specific projects are undertaken, it will be necessary for the post-holder to supervise and lead project teams formed for fixed periods of time.
People Management – Supervision received	Line management accountability to the Head of Planning and Resources. Expected to plan and organise own workload, and to coordinate activities within the context of Planning and Resources' and the Library's overall priorities and targets, as agreed with the Head of Planning and Resources, the Librarian and other members of the Library Management Team as appropriate
Financial/Resource management	No direct budgetary or financial responsibility, but the results of work undertaken will have an indirect effect in that they will inform the Library's future financial planning and decision-making
Additional Information	
Working Environment	

Signatures:

Signed

Printed

Head of Department

Line Manager

Job holder/s

Role Description Form

Job Title: Head of Planning and Resources

Job Holder/s:

Sub Department: Library Management Team

Department: Library

Responsible to (title and name): Librarian

Responsible for (title and numbers): Direct responsibility: 1 (0.5FTE) X FA7, 3 (3FTE) X FA6, 1 (1.0 FTE) X FA5, 1 (0.5 FTE) X FA2 (to be appointed)
Overall responsibility: 11 staff, including above, plus 1 (0.82) X FA3, 1 (0.5 FTE) X FA2, and 5 (4.09 FTE) X FA2 (library porters)

Job Purpose: To lead, develop and co-ordinate the work of the Library's Planning and Resources Team in support of the implementation of the Library's Strategic Plan

Area	Activity and Responsibility	%
Principal Accountabilities	<p>Management responsibilities:</p> <p>Direction and leadership to the development of the Planning and Resources team to ensure cost efficient and effective support to the institutional mission.</p> <p>Development and implementation of supporting strategy to assist implementation of the Library Strategic Plan, particularly in relation to development of the user-focused library (strategic goal one) and the development of infrastructure support (strategic goal five).</p> <p>Co-ordinate the development of the team's annual work-plan to enable implementation of that supporting strategy.</p> <p>Ensure appropriate policy is developed, documented and disseminated to assist library managers and other staff in understanding and, where appropriate, implementing policy developed within the team e.g. HR policy and practice.</p>	20
	<p>Financial management responsibilities:</p> <p>Overall responsibility, reporting to the Librarian, for budget-setting, financial strategy and expenditure monitoring to ensure resources are deployed optimally to support the needs of the University.</p>	20
	<p>Staff management responsibilities:</p> <p>Overall management of the staff deployed to work in the Planning and Resources team, ensuring that they are</p>	15

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	<p>trained and developed to make them competent and confident in their roles</p> <p>Ensure that planned activities to be undertaken by the Planning and Resources Team are delivered to the required standards.</p> <p>Planning responsibilities:</p> <p>Identify, co-ordinate, collect and maintain appropriate data to support timely local planning e.g. preparation for the Library Five Year Planning process, space data to support informed space planning discussions and proposals for changes of use, user surveys and feedback mechanisms to support service developments etc.</p> <p>Support and advise managers in planning and implementing major service developments to ensure appropriate co-ordination internally and with any external agencies (e.g. Estates).</p> <p>Management, information, QOS and benchmarking:</p> <p>Ensures the collection, maintenance and exploitation of appropriate data to support tactical and strategic developments and to assure the University in relation to the relative quality of services provided and return on investment in library services.</p> <p>Generic responsibilities:</p> <p>As a senior library manager required to:</p> <p>support, and contribute actively, to the implementation of the Library Strategic Plan across the department as a whole</p> <p>engage actively with the ongoing development of library strategy and financial planning</p> <p>support the effective team working of the Library Management Group (LMG)</p> <p>prepare reports as requested (for LMG, library publications, committees, external agencies etc.)</p> <p>support the delivery of quality services through an active programme of review, development and refinement of performance indicators, benchmarking etc.</p> <p>undertake any pan-Library or representative roles that may be allocated by the Librarian e.g. act as Departmental Safety Officer; represent the Library on internal and external committees etc.</p>	<p>20</p> <p>15</p> <p>10</p>
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<p>Knowledge, Skills and Experience</p>	<p>At least five years' relevant managerial experience Relevant professional qualification (e.g. financial or public sector management) Significant financial management knowledge and experience Planning and project management experience Staff management experience Experience in using Microsoft Office packages Excellent communication and advocacy skills (both spoken and written) In depth knowledge of some of the following areas, with an understanding of all others:</p> <ul style="list-style-type: none"> • Financial management and control • Planning and project management • Human resources policy and practice • Management information, performance indicators and benchmarking • Activity costing <p>Ability to lead a diverse team effectively Ability to collaborate effectively and to build effective relationships with a wide range of partners to secure optimal support for planning developments Logical and methodical approach Ability to handle competing demands and priorities but remain focused Ability to contribute effectively to the work of the Library Management Team</p>
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Supporting Information	
<p>Communication</p>	<p>Internal to the Library:</p> <p>Librarian HR Officer, Planning Officers (x2), Executive Officer, Development Executive (jointly with the Alumni and Development Office), PA to the LMG All fellow Library Management Team members (four)</p> <p>All other members of the Library staff on a day-to-day basis, but more closely where any HR matters might call for this.</p> <p>Internal to the University:</p> <p>Estates Office, Finance Office (including the Library's link financial advisor), Purchasing Office, Personnel Office (including the Library's link Personnel advisor, and the Payroll Office), Alumni and Development Office Other department representatives as appropriate (e.g. HRI Administrator)</p> <p>External:</p> <p>National and international contacts to support activities involving QOS, benchmarking, management information, performance indicators, HR strategy, space planning and other professional developments</p>

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People Management – Supervision given	Full line management responsibility for: HR Officer, Administrative Officers (x 2), Executive Officer, PA to the Library Management Team (allocation of work, training, work performance, recruitment and discipline) Shared responsibility, with the Alumni and Development Office, for the Library's Development Executive
People Management – Supervision received	Accountable directly to the Librarian Most work is either personally initiated or is initiated in response to a direct request from the Librarian Expected to manage and prioritise both own workload as well as that of members of the team, ensuring appropriate co-ordination. Plan own workload to integrate with University or the department's schedules (e.g. the annual planning process)
Financial/Resource management	Overall responsibility, reporting to the Librarian, for budget setting, financial management and expenditure monitoring within the Library's overall budget (2007/8: £7.7 million) together with any project funding or other income streams which may be available to the Library
Additional Information	Departmental Safety Officer Member of the University's Hay/Job Evaluation/Job Matching team
Working Environment	

Signatures:

Signed

Printed

Head of Department

Line Manager

Job holder/s

July 2005

THE UNIVERSITY *of York*

Library & Archives

Head of Planning and Resources

Ref: BH06336

Introduction

Applications are invited for the post of Head of Planning and Resources in the University Library. You will be a member of the senior management team of the University Library & Archives. You will have skills, knowledge or experience in most of the areas detailed below, and the ability to develop the expertise to perform all aspects of the role. You will be prepared to innovate, lead and manage change, respond enthusiastically to external developments, and be a reflective practitioner taking responsibility for your own development needs. You will have a good honours degree, a postgraduate qualification in a professional area relevant to the duties of the post, and considerable appropriate professional experience.

Job purpose

To lead, develop and co-ordinate the work of planning and managing resources within the Library, and as a member of the senior management team to contribute to the overall vision, strategy, and policy development of the service.

Summary of duties and responsibilities

Financial planning and management

- Overall responsibility (reporting to the Librarian) for budget setting, financial strategy and expenditure monitoring to ensure optimal deployment of resources
- Developing fund-raising strategy and plans with the University's Development Office and identifying and exploiting appropriate income generating opportunities

Estate and space planning and management

- Strategic consideration (in collaboration with the Librarian) for estate planning
- Overall responsibility for space planning and use, and for risk management, in all the York libraries of the University Library system: J B Morrell and Raymond Burton Libraries on the main campus and the King's Manor Library in the centre of the City
- Lead role in designing and achieving the refurbishment of library and associated buildings to provide innovative service facilities to support new learning styles
- Collaborating with other university service providers and senior library colleagues to plan space for new-style services across the current Heslington West campus and the new Heslington East campus development

Business continuity and contingency planning

- Maintaining and updating the Library's contingency plans, integrating them with those of the Archives and the wider University
- Developing business continuity plans within the context of the University's planning processes

Performance and impact measurement

- Developing key performance indicators, benchmarking, impact and value measuring, and other management information tools, to support the continuous improvement of the library service
- Co-ordinating and managing user satisfaction surveys, focus groups and other information gathering and feedback systems in collaboration with the other divisional heads
- Ensuring the collection, management and exploitation of appropriate management information to assure the University on the quality of service delivery and value for money

Human resources and staff development

- Ensuring that employment and equal opportunities law and good practice is disseminated and practised throughout the Library & Archives, in close liaison with Human Resources service staff
- Leading on life-work balance and salary and conditions framework implementation issues, and overseeing personnel administration, including recruitment and performance review
- Overall responsibility for staff development within the Library & Archives, identifying training and development needs and sourcing training; designing an in-house programme; liaising with other providers in the University, particularly the Professional and Organisational Development team, and seeking external funding as appropriate
- Leading on improving internal communications within the Library & Archives

Team leadership and line management

- Leading, setting objectives for and managing
 - the Office Team, which has a supporting administrative role across the Library
 - the Financial Assistant
 - the Photographic Department, which operates as a cost centre, and the photocopying services, with responsibility for developing and marketing these services
 - the Facilities Manager
 - the Attendants' Team

Strategy and planning

- Contributing to the vision, strategy, and planning of the Library & Archives
- Creating, implementing, monitoring and evaluating appropriate policy and plans
- Initiating and leading projects and developments

Liaison and networking

- Creating appropriate networks within and outside the University to further the reputation and assist the activities of the Library & Archives
- Taking an active role in University Committees especially related to estates strategy and space planning, business continuity, financial management, human resources and staff development
- Leading project teams and working groups within the Library & Archives and more widely in the University
- Networking within the profession, locally, regionally or nationally

Background Information

The University

The University is collegiate in structure and is located on a 190-acre campus two miles from York city centre, in the village of Heslington. The University took its first students in 1963. Now over 40 years old, the University has nearly 10,000 students and over 30 academic departments and associated research centres.

The University is planning a major expansion programme entailing a fifty per cent increase in students, doubling the size of the campus and continuing to expand its research activities in line with its aim to maintain its record of excellence and continue its position in the top ten of UK universities. Two new departments, Theatre Film and Television, and Law, are currently being created.

The University Library & Archives

The University Library & Archives supports the learning, teaching and research that take place within the University, and also contribute to its business and community agenda. The Library has 112 members of staff and a stock of over one million items with subscriptions to over 5,000 printed and 10,000 electronic journals. The J.B. Morrell Library is the central library and the Raymond Burton Library for Humanities Research and the Borthwick Institute for Archives occupy adjacent, linked buildings.

There are two branch libraries, at the King's Manor in the centre of York and at Harrogate District Hospital, and a close association with York Minster Library and the National Railway Museum Library. As part of the support provided for students in the Department of Health Sciences there are agreements with the hospital libraries at York, Northallerton and Scarborough. The Library also works closely with the University of Hull Library to provide support and services for the Hull York Medical School.

The University of York Library has three divisions: Content and Customer Services is responsible for ordering, cataloguing and classifying new materials, shelf management, lending and document supply, and for providing direct support for the academic work of the Subject Librarians; Subject Services and Information Systems consists of the Subject Librarians and Assistants, and the Systems Team which manages the Library's computer systems; Planning and Resources is responsible for resource and space planning and management, and administration.

Post of Head of Planning and Resources

The opportunity afforded by the departure of a senior manager has been taken to restructure the divisions. The main change has been the restructure of Lending Services and Collection Management to form the new Content and Customer Services Division. Responsibility for financial resource management and staff development have been moved into the new Planning and Resources Division to be part of the core role of the new post.

Financial planning and management

The post holder will have responsibility for financial management and forecasting, and will work closely with the University's management accountants. The Library receives from the University a formula-funded one-line budget covering staff salaries, the information budget and operating costs. The information budget is monitored within Content Services. Other income is derived from fines, fees, photocopying and the work of the Photographic Department. Income generation is important for the development of library projects and collections. For instance, the University Digital Library is being developed, led by the Head of Content and Customer Services, and this will require creative fund-raising. Working with the staff of the Development and Alumni Office and others, the post holder will take responsibility for seeking out sources of funding, such as from grant-giving bodies, and bidding opportunities, and creating or assisting with the creation of bids. S/he will also be responsible for building up cost plans for proposed new services and projects.

In 2006/07 the University is undertaking a review of the budgets of all departments, including the Library & Archives. With the Librarian, the post holder will take the lead role in creating the budget, liaising closely with the management accountants, the University's Planning Officer and others as appropriate. S/he will therefore need considerable financial knowledge and expertise to be able to build up the budget and present evidence convincingly.

Estate and space planning and management

The post holder will have the leading role in the strategic and operational planning of space development and use. A specific early task will be to plan space moves to accommodate a new Law Library within the existing Library.

The University is embarking on the development of the new campus, Heslington East, adjacent to the 1960s campus on Heslington West. This along with the 50% increase in student numbers will present the Library with the challenge of providing innovative services across an extended campus development. The building adjacent to the Library, occupied currently by the Computer Science department, will be vacated in 2009/10, and has been designated as library space to be shared with the Careers Service. Working with the Librarian, the post holder will play the leading role in creating the vision and designing the repurposing of the building, developing plans, liaising with architects and colleagues in the Careers Service, and overseeing the rebuilding work as the primary client.

The major new campus and university expansion provides a great opportunity for the Library to respond to changes in learning styles and provide innovative space. In collaboration with the other divisional heads, the post holder will research the needs of users and potential technological developments within and outside the University, to develop new-style technology-assisted space for learning and research. The possibility of collaborating with other service providers such as the Careers Service could lead to consideration of a 'super-convergence' model of service provision in which the post holder will play an important lead and co-ordinating role.

Business continuity and contingency planning

Important work has been done on planning for contingencies and emergencies, and this is being developed into a university-wide business continuity plan. The Library has its own well-developed contingency management plan. The post holder will lead for the Library & Archives on planning for business continuity within the University context, co-ordinating with the Department of Facilities Management and other service providers. S/he also has delegated responsibility from the Librarian for risk assessment across the Library's estate.

Performance and impact measurement

The Library is keen to develop more meaningful performance measures, exploring strategy mapping and a balanced scorecard approach, and for measuring value and impact. The post holder will have overall responsibility for developing and implementing a framework of performance measures and will work with the Librarian to establish key success measures and methodologies. S/he will take the lead on ensuring the gathering of appropriate management information and exploiting it, to demonstrate best value to the University. In collaboration with the other heads of division, s/he will explore service and quality standards and methodologies and introduce them for the benefit of continuous service improvement. S/he will lead appropriate bench-marking projects, such as those being developed in the newly expanded 1994 group, and encourage reflective practice across the Library. S/he is responsible for contributing the Library's statistics to SCONUL each year in good time, and providing data for other comparative purposes, such as within peer or comparator groups.

Human resources and staff development

The Library has introduced a very successful flexitime scheme and is trialling flexible year-round annual leave. Flexitime working is being rolled out across the University as part of the new salary

and conditions framework implementation. The post holder may be called upon to advise other departments on policy, implementation and best practice. S/he will have a lead role in introducing innovative human resources practices in the Library, chairing the internal work-life balance group, promoting equality of opportunity for staff, and ensuring that developing employment legislation is understood and implemented appropriately. The Office Manager and PA to the Librarian has responsibility for administrative aspects of personnel management and reports to the post holder for this aspect of her work.

The Library is also proud of its record on staff development and performance review. The post holder will take overall responsibility for staff development strategy and policy. Specifically s/he will design the general training programme, which operates in all three terms and has weekly events delivered twice in order to allow part-time staff to attend. Speakers may be from within or outside the Library. Recent examples of external presentations include those by the City Council recycling officer, a speaker from the National Science Learning Centre, which is located on the campus, and the project manager for the Heslington East development. Each year the Library has one or two themes for staff development, in which all staff take part. In 2005/06 we concentrated on cultural awareness training; in 2006/07 project management skills will be developed at all levels of staff. The post holder, with the Staff Development Group which s/he chairs, will propose the key themes, determine how best to deliver the training, and organise it. S/he will seek and apply for extra funding for additional staff development activities.

Team leadership and line management

Within the Division there are three separate teams, the Office Team, the Photographic Department, and the Attendants' Team. These will be led by the post holder who will set the overall goals and objectives and ensure that these are met. S/he is responsible for recruitment to most posts in the Division, for performance review and management, identifying training needs and dealing with disciplinary issues. Support is available from the University's Personnel and Staff Development Office via the Personnel Manager allocated to the Library & Archives, and Occupational Health staff.

The Office Team consists of the Office Manager and PA to the Librarian and two administrative assistants. They provide administrative support to the three divisions, including IT training and office software support, updating of the Library's website and running the Intranet, production of reports, guides and papers, analysis of survey results, routine financial reporting, and servicing the working groups and project teams. The Office Manager is also the Secretary of Library Committee. The Financial Assistant, who monitors and reports on spend against budget, also reports to the post holder.

The University Photographic Department, managed by the Library & Archives, consists of the Photographer and the Photographic Assistant. The service runs partly as a separate cost centre, generating income to cover most of the costs. The post holder will have overall direction of the strategy and plans for the Photographic Department. Discussion about the future strategic direction of the service will be needed in the context of planning for the Digital Library. The Photographer runs the photocopying service, sourcing photocopying contracts and equipment. In recent years, owing to reducing demands for photography, the Photographer has been given the role of Facilities Manager for the two campus libraries, the J B Morrell and Raymond Burton Libraries. He has a health and safety and risk management role, under the guidance of the post holder. The team of Attendants provides basic security cover for all the opening hours of the Library & Archives (though there is a round-the-clock security presence on campus), and undertakes a range of appropriate tasks, including moving furniture and books, and opening and locking up the buildings. Their team leader co-ordinates the team's activities under the overall direction of the post holder.

Strategy and planning

The senior management team of the Library & Archives, called the Planning Group, consists of the Librarian, the three Heads of Division and the Keeper of Archives, and meets fortnightly throughout

the year. Together they develop the vision and strategy for the Library & Archives, see <http://www.york.ac.uk/services/library/aboutus/strategy.htm> for the five-year strategy 2005-2009. This informs the annual workplan which details the projects to be delivered during the year, monitored by the Group. The post holder will have considerable autonomy and delegated authority to propose and deliver projects within her/his areas of responsibility. The Library Resource Group meets monthly to discuss and monitor spending against the annual budget. Along with the Heads of Division, it includes the Resource Acquisitions Librarian. She and the Head of Content and Customer Services manage and monitor the spend against the information budget, i.e. the purchase of books, journals, e-content etc. The post holder develops the annual budget in discussion with the Librarian and Resource Group.

The University has commissioned a review of the Library & Archives in November 2006 to inform the recruitment process for the new University Librarian, occasioned by the current University Librarian's promotion to Pro-Vice Chancellor from 1 October 2007. The recruitment process will start early in 2007. This offers the opportunity for taking the Library & Archives forward in new directions, in which the Head of Planning and Resources with the other heads of division will have a significant role.

Liaison and networking

An important requirement of the role is that the post holder should create and develop her/his networks within or outside the University, in order to further the activities of the Library and to develop her/his own local, regional or national profile. S/he will take an interest in University-wide activities related to her/his areas of responsibilities, sitting on or chairing University or external committees, working groups or project teams as appropriate. Examples of such activity are the involvement of the Head of Subject Services and Information Systems in the rollout of the Blackboard Academic Suite VLE in the University where she leads the Learning Materials and Information Resources Management workstream; she is also chair of the University's Web Forum; the Head of Content and Customer Services is the Books Group Co-ordinator for the North East and Yorkshire Academic Libraries Purchasing Consortium and is involved with two White Rose university libraries projects; the previous holder of this post was the Chair of the University's Secretarial and Clerical Panel, a member of University Staff Committee, and heavily involved with the HERA and salary and conditions framework negotiations at University level.

Activities related to her/his own personal development will be encouraged and supported. This could include membership of a Society of College, National and University Libraries (SCONUL) 'deputies' or working group, activities related to the Chartered Institute of Library and Information Professionals (CILIP), the Higher Education Academy, or other professional bodies appropriate to aspects of the post such as financial or personnel management or space planning.

Person specification

Factors	Essential	Desirable	Measure
Qualifications			
Degree or equivalent qualification	X		A
Graduate professional qualification in library or information management or a related area such as financial or public sector management	X		A
Appropriate higher degree such as MBA		X	A
Experience of several of the areas below and the ability to demonstrate awareness of the others			
At least three years' relevant management experience	X		A
Financial management	X		A, I
Space planning and management	X		A, I
Leading, managing and motivating staff	X		A, I
Human resource management and staff development	X		A, I
Creating and managing successful projects	X		A, I
Strategy and policy development	X		A, I, P
Working in a service environment	X		A
Knowledge – in-depth knowledge of several of the following, with understanding of the other areas			
Financial management and control	X		A, I
Planning and project management	X		A, I
Performance indicators, benchmarking, balanced scorecard	X		A
Human resources policy and practice	X		A
Awareness of current developments in higher education	X		A, I, P
Skills and competencies			
Excellent oral and written communication and advocacy skills	X		A, I, P
Ability to collaborate and build effective networks and relationships	X		A, I
Excellent leadership, management and interpersonal skills	X		A, I
Ability to handle competing demands and priorities	X		A, I
Ability to research into new areas and apply knowledge	X		A, I
Imagination and creativity to provide innovative and practical solutions to problems	X		A, I
Facility and confidence with numerical data	X		A
Spatial awareness and ability to calculate space requirements	X		A, I
Excellent IT skills and the ability to master new applications quickly	X		A
Interest in professional issues and personal development	X		A, I, P

A = Application, I = Interview, P = Presentation

For an informal discussion, please contact Elizabeth Heaps (University Librarian; aemh1@york.ac.uk; 01904 433863) or Elizabeth Harbord (Head of Content and Customer Services, eah8@york.ac.uk; 01904 433869).

Salary and Terms

The post is available immediately. Salary will be in the range £39,935-£46,295.

The candidate appointed may, immediately on starting his/her employment, join USS – the Universities' Superannuation Scheme – an attractive final salary pensions scheme which involves a personal contribution of 6.35% of salary and a University contribution equal to 14% of salary.

Asylum & Immigration Act (1996)

In accordance with the Asylum and Immigration Act (1996), if you are successful in your application for this post you will be required to provide, before you start work at the University, one document from a specified list to evidence that you are legally entitled to live and work in the UK. Further details about this requirement are enclosed with the formal written offer of employment.

How to Apply

Please send six copies of the following:

- Letter of application
- Full *curriculum vitae*, including the names and addresses (and email addresses wherever possible) of three referees. Your referees should not be related to you and should include your present or most recent employer (or, if you are a student, your education establishment). The University will assume that it is free to approach referees at any stage unless you have stated otherwise in your application. If you wish a referee or referees to be approached only with your specific permission, please state such requirements *explicitly alongside the details of the relevant referee(s)*. In the event that you are offered the post, the University will at that time seek any outstanding references.

Your application should be sent, together with *one* copy of your completed equal opportunities monitoring form, to the Personnel Office, University of York, Heslington, YORK YO10 5DD. Please quote reference number ?????????? when applying. **Please note that email applications will not be accepted, except in specific circumstances (e.g. for an applicant with a disability).**

The closing date for receipt of applications is 26 October 2006.

The selection process for the post will be held in the J.B. Morrell Library at the University of York on **22 November 2006**. If you have not been invited for interview within that time scale, we should like to thank you for the interest you have shown in working for the University, but you should assume that on this occasion your application has been unsuccessful.

Applicants who are short-listed for interview will be sent details of time and venue as soon as possible. They will be offered a tour of the University of York Library and the opportunity to meet members of Library and other staff and will be expected to give a presentation of 10-15 minutes, with up to an additional 10 minutes for questions, on a topic which will be provided with the invitation to interview.

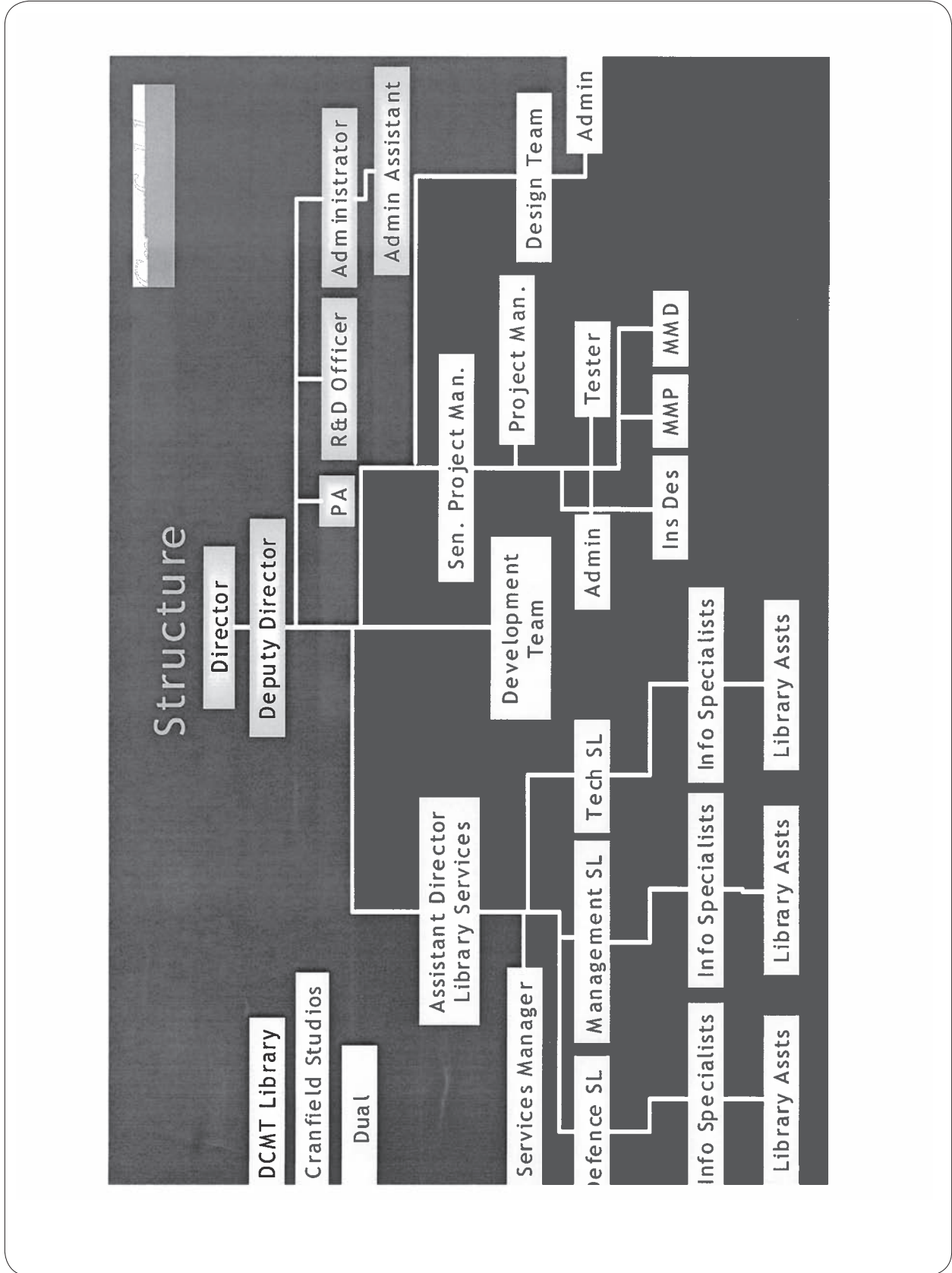
The University regrets that, due to the volume of applications received, it is unable to give feedback to candidates who are not short-listed for interview.

As soon as reasonably practicable after the interviews have taken place the Personnel Office will write to the successful applicant offering him/her the post. Upon receipt of formal written acceptance of the post we will write to notify unsuccessful candidates. Whilst we try to do this in as effective and efficient manner as possible, sometimes the process can take rather longer than is ideal because of the need to recall candidates for a second interview and reconvene interview panels and/or due to routine disruptions caused by leave and other absences. We apologise for any delay and inconvenience caused in these circumstances.

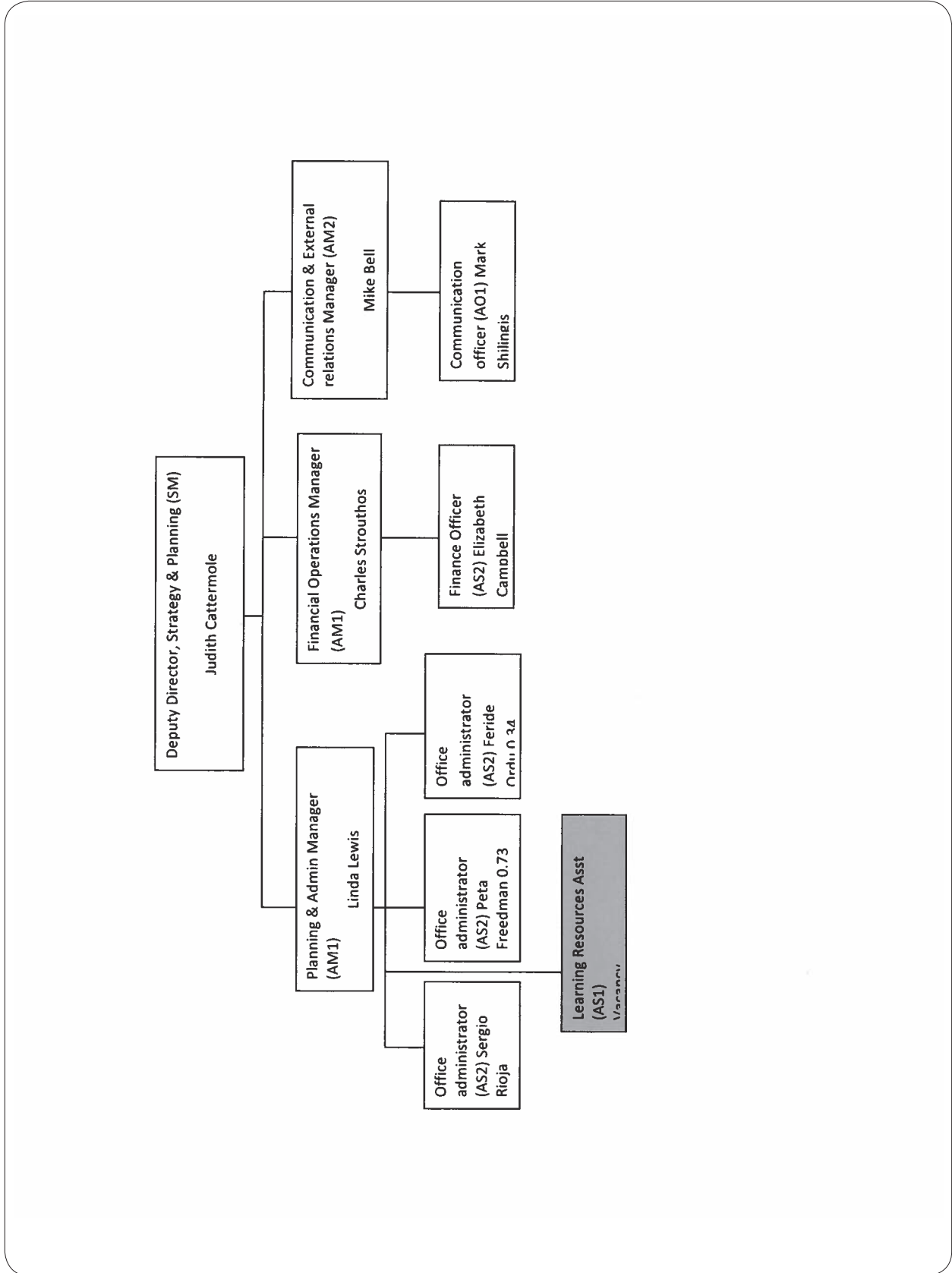
Should you have any queries regarding your application, please do not hesitate to contact the Personnel Office (tel: 01904 434835).

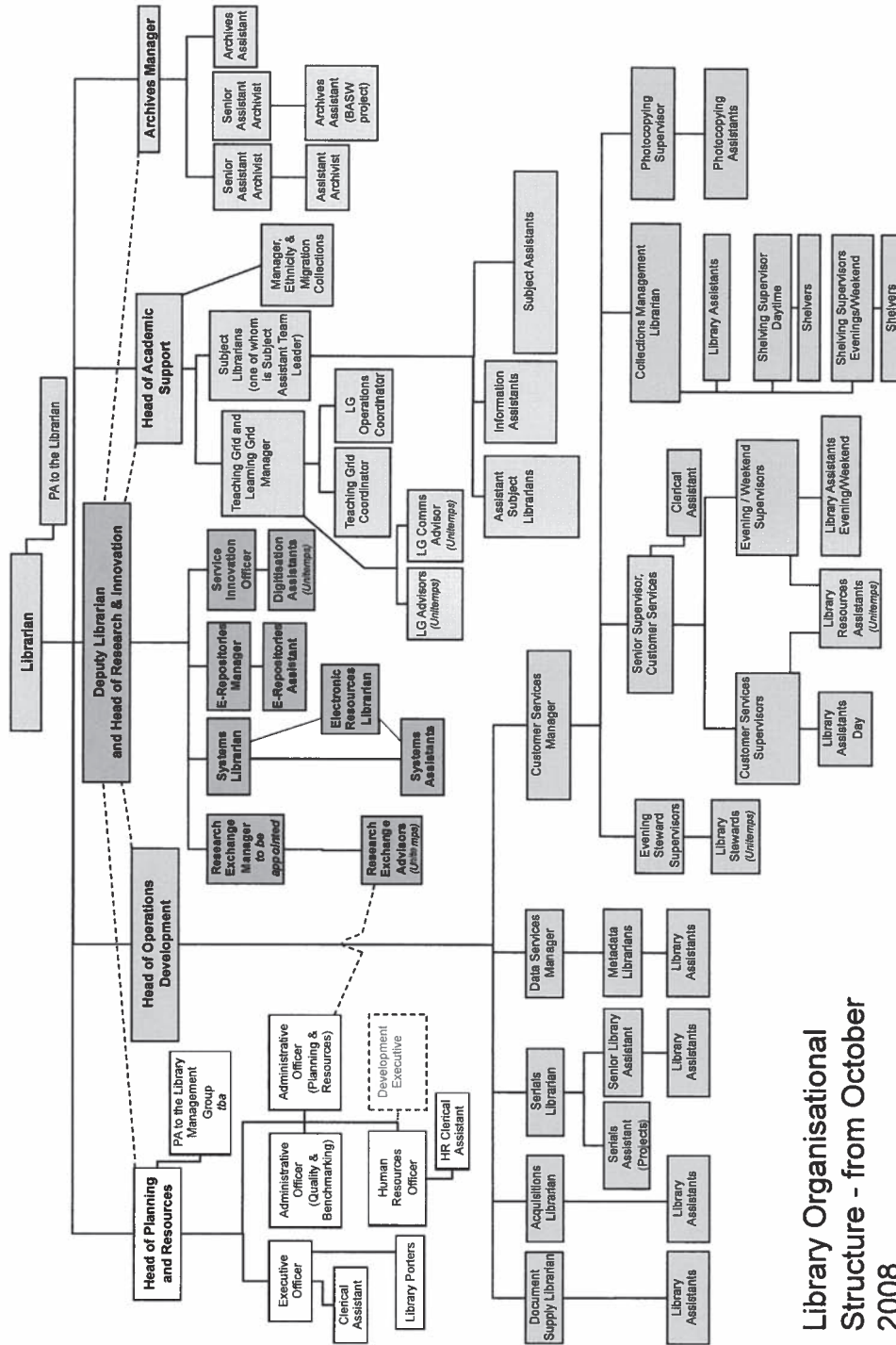
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Organization Charts



MIDDLESEX UNIVERSITY
Organization Chart





Library Organisational Structure - from October 2008