

# University Library Annual Report 2013-14

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*Alison Mackenzie  
Dean of Learning Services*



Edge Hill  
University

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# University Library Annual Report 2013-14

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# INTRODUCTION

*This is the first annual report for the University Library. The Library and its constituent services are a key component of Learning Services, which comprises the management of libraries and associated information provision, IT user support, learning technology and media services, academic skills development and dyslexia support. The building which houses the University library is the hub for a number of these services and it is these services which will form the focus for this report.*

## SPACE

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### Environmental analysis (background)

The current library building was opened in 1994 when the University recruited fewer than 5000 students and the **book stock** stood at 150,000 items with a predicted growth of 2-3% per annum.

Today, the book stock stands at just over 300,000 with an additional 124,000 e-books. Since its construction the opportunity has been taken to enhance the distribution of space and services with the aim of providing staff and students with the best possible access to a variety of learning spaces within the constraints of the building. Significant remodelling of space usage and upgrades to the building took place most recently in 2011 and 2012, when the opportunity was taken to extend the shelving capacity, introduce better differentiated study spaces and improve access to IT facilities and enquiry points.

### Summer vacation 2013

During the vacation **media equipment** available for loan to staff and students transferred from the LINC building to the ground floor of the library; this has enabled extended access to the equipment and is reflected in the growth in borrowing over the last 12 months.

The **educational resources collection** was relocated to the first floor of the library consolidating all stock on two floors, enabling us to re-use the vacated space to extend the group study facilities. At peak times it is difficult for students to easily find a suitable study space; not surprisingly, this is directly linked to the year on year increase in footfall into the library building, peaking this year to over 75,000 in October, with an annual footfall in excess of 550,000.

### Space usage

In addition to the annual collection of statistics, including the collection of quantitative data based on a series of roving observations of space usage, staff have been engaged in a variety of ethnographic informed studies of user behaviour within library spaces. These have included:

- Scribble sheets; blank A3 sheets placed in key areas and students asked to comment on their experience of working in these areas.
- Non participant observations; the learning spaces team spent time within each of the library zones observing activity and recording interesting behaviour.
- Student diary mapping; real time diary entries were provided by 10 students who were asked to note all activities related to learning undertaken in one day. Alongside practical information students were also encouraged to describe any associated feelings e.g. frustration, surprise etc.
- To map out (to literally draw on maps of the building) their journeys within the library's learning spaces
- To take photographs of things that were important to them and vice versa

Building up a rich picture of what students like and dislike about the current building, layout, facilities and space usage is a staff intensive exercise, but the insights into student behaviour and attitude are critical to making informed choices over future changes whether small or large in scale.

# WHAT'S AVAILABLE?

## Introducing new choices

Making sure that our collections meet the needs of current staff and students is an ongoing challenge. Traditional approaches to purchasing material from recommendations and reading lists continue to be important, however we have recently tested two new initiatives, namely a demand-led, patron driven service and one that offers personalised choice. These new approaches have evidenced the considerable potential of Patron Driven Acquisition (PDA) models, now extensively available in our supplier marketplace and the positive role they play in shaping students' perceptions of satisfaction in relation to library resources and NSS scores.

	12/13	13/14
Books sourced via PDA	232	292

### Most used book from PDA



*Your Teacher Training Skills Handbook*

Total uses - 517 since Oct 2012  
Cost £24 (4p per use)

We have further extended this model to include a demand led hard copy service which was launched in January 2014 as the 'Add a book' campaign.

*200 books have been added since 'Add a Book' was launched*

Through this new service, students and staff have a direct route to add a title to the permanent collection with the promise that requests are fast tracked with an average turnaround of less than 1 day.

## 'You're always welcome'

Graduates of the University have always had the opportunity to continue their membership of the library, but this year a small team reviewed the resources available and with some skilful negotiation extended existing licence agreements for a selection of online resources to include alumni. A mail shot to all registered alumni prompted over 200 new applications for membership, a recognition that continuing access to resources is of growing importance to our graduates and to the reputation of the Service.

### The mail shot sent to all alumni:

Edge Hill University

Brand new package of resources to support Edge Hill Alumni

We are pleased to announce that we have recently extended the licence to a number of eResources which means our Alumni can now access over 2,700 eJournals. These journals are part of collections from 4 publishers.



JSTOR contains high-quality, interdisciplinary content. It includes over 1,500 leading academic journals across the humanities, social sciences, and sciences, as well as some books.



Emerald publishes in the fields of management disciplines from marketing, human resources management, and quality and operations management. This collection contains 175 journals.



Project MUSE is a provider of digital humanities and social science content. MUSE has full-text available from 185 scholarly journals and societies.



The collection from Sage provides full text access to over 600 journals dating from 1999 onwards. Journals include those from learned societies and institutions, and across a broad range of subjects including business, humanities, social sciences, and science & technology.

Our Alumni can access these at home using the [Edge Hill library catalogue](#), all you need is your library number and PIN. If you haven't already joined the library as part of the Alumni package at Edge Hill, please contact us and learn more about these great resources. [www.edgehill.ac.uk/its/library/visitors/alumni](http://www.edgehill.ac.uk/its/library/visitors/alumni)

Edge Hill library catalogue: [library.edgehill.ac.uk](http://library.edgehill.ac.uk)

These new eResources are in addition to the other services already available to Alumni who have joined the Alumni network.

Alumni can also:

- Access any of our staffed libraries - Ormskirk, Aintree, Manchester and Chorley.
- Join the library and borrow 5 books
- Use as reference copies our print books and journals. You can also make copies, please ask at the help desk and purchase a photocopy card. (Copyright rules apply)
- Read newspapers (University Library, Ormskirk)
- Use study facilities e.g. silent study areas
- Use a number of educational and academic electronic resources as a day visitor. We provide one PC for visitor access. Visitors can use these resources under the terms of the walk in user licence. Please ask at the help desk.

Access to the Learning Services resources (both printed books and online journals) is free. Help, support and access to the resources is during our staffed hours.

Please check for our opening hours at:  
[www.edgehill.ac.uk/its/opening-hours](http://www.edgehill.ac.uk/its/opening-hours)  
or phone 01695 584286

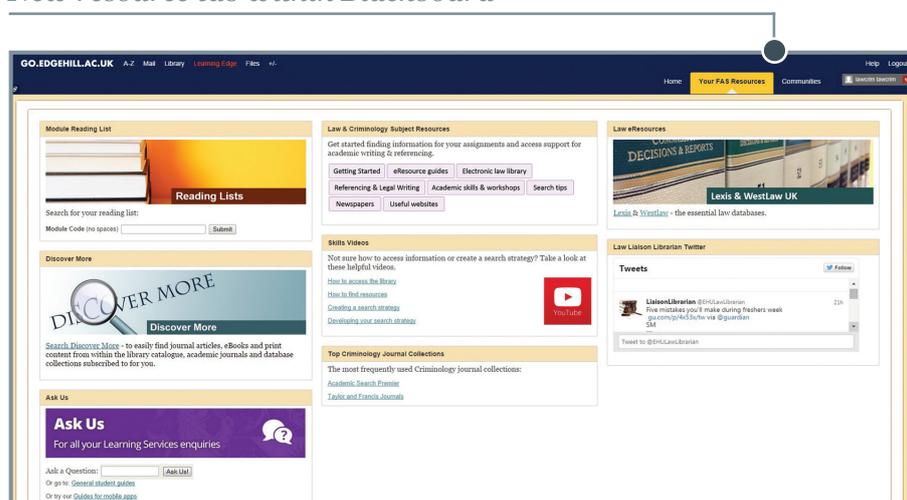


# SUPPORTING TEACHING, LEARNING & RESEARCH

## Where you are, we are

Making subject resources and services users need even more highly visible has been an objective for this year. Students expect that the resources they need will be located at key access points within their course environment. To achieve this, 'resources' tabs have been developed within the institutional virtual learning environment, Blackboard, enabling the coupling of curriculum content with library resources, services and twitter feeds. This initiative, piloted during 13-14 and fully launched September 2014 is designed to provide all students with an effective single point of access for their specific curriculum and learning resources.

### *New resource tab within Blackboard*



## Research needs

Staff were active in supporting the Research Support Office in the run up to the University's submission to the 2014 REF. While we wait the outcome from this exercise the emphasis has shifted to working with the research office and academic colleagues to ensure that the University is in an informed position to make the right decisions for its research community, for the REF in 2020 and in support of the University's future research profile.

## Academic staff needs

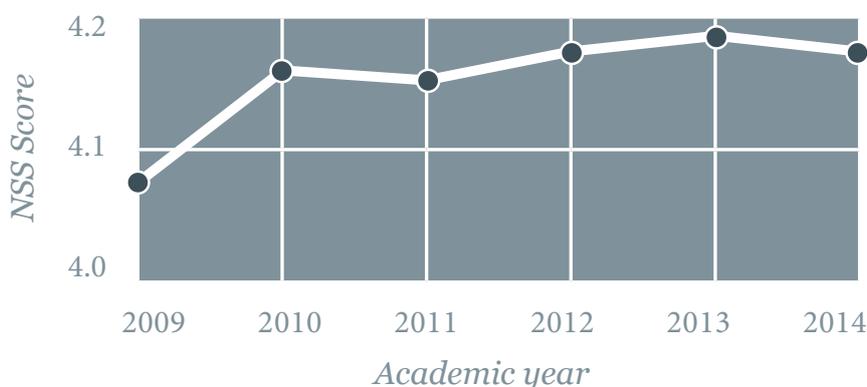
The focus for the library is often dominated by what students need. To counter balance this, a survey of academic staff needs was undertaken alongside a review of the internal Learning Services wiki. Based on feedback, the wiki interface was refreshed and content updated and rewritten. This resource provides a single point of access for staff on all aspects of the Service and information on the library's resources and services form a key part. A summary of the results from the staff survey is available in Appendix 1.

# MAKING CONNECTIONS

## Improving our NSS

Working with colleagues in IT Services, a review was undertaken to better understand why some departments score Learning Resources lower than others. Several discussions and focus groups later, the results in many instances were inconclusive and failed to offer any direct causal link, but where evidence supported additional investment, more PCs, books and journals were purchased. To accompany this campaign, the library produced publicity highlighting the investment that has taken place and the resources and services available for staff and students.

Graph showing the NSS scores for Learning Resources



Publicity poster highlighting the investment that has been made

In the 2013 National Student Survey  
 our Learning Resources score was **4.19 out of 5**

**Edge Hill University**

## WHAT HAVE WE DONE TO MAKE THINGS EVEN BETTER?

During 2013/14 we've made these investments in...

<p><b>Library Resources</b></p> <ul style="list-style-type: none"> <li><span style="color: green; font-size: 1.2em;">£</span> <b>£1.2m</b> Spent on library resources</li> <li><span style="color: green; font-size: 1.2em;">3,585</span> New titles bought since August</li> <li><span style="color: green; font-size: 1.2em;">41,000</span> eJournals in our collection</li> <li><span style="color: green; font-size: 1.2em;">97,000</span> eBooks in our collection</li> </ul>	<p><b>IT Resources</b></p> <ul style="list-style-type: none"> <li><span style="color: blue; font-size: 1.2em;">£</span> <b>£2.6m</b> On equipping Creative Edge with specialist media, IT and computing facilities</li> <li><span style="color: blue; font-size: 1.2em;">£</span> <b>£94m</b> Upgrades to teaching room technology</li> <li><span style="color: blue; font-size: 1.2em;">£</span> <b>£1/2m</b> New PC &amp; Mac workstations</li> <li><span style="color: blue; font-size: 1.2em;">£</span> <b>£100k</b> Campus WiFi developments: extending coverage, availability, bandwidth and speeds</li> </ul>
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and based on your feedback we've delivered...

<p><b>Library Resources</b></p> <ul style="list-style-type: none"> <li><span style="color: green; font-size: 1.2em;">📖</span> <b>Online Help</b> Available at: <a href="http://ehu.ac.uk/askus">ehu.ac.uk/askus</a></li> <li><span style="color: green; font-size: 1.2em;">📖</span> <b>Add a Book</b> A new service that allows you to order a book for your course</li> <li><span style="color: green; font-size: 1.2em;">📖</span> <b>Quicker Access</b> One click access to Learning Edge</li> <li><span style="color: green; font-size: 1.2em;">📖</span> <b>Lowest Fines</b> The lowest library fines in NW HEIs</li> </ul>	<p><b>IT Resources</b></p> <ul style="list-style-type: none"> <li><span style="color: blue; font-size: 1.2em;">📱</span> <b>New Apps</b> EHU apps for University info, BB Mobile Learn &amp; PC availability</li> <li><span style="color: blue; font-size: 1.2em;">📶</span> <b>Enhanced Eduroam</b> Extended WiFi coverage, availability, bandwidth and speeds</li> <li><span style="color: blue; font-size: 1.2em;">🖨️</span> <b>Best Value</b> Cheapest printing in NW HEIs and free printing in the HUB</li> <li><span style="color: blue; font-size: 1.2em;">📄</span> <b>Adobe Site License</b> Campus wide license for CS6 Master Collection Suite</li> </ul>
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## Virtual outreach

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Library staff have been piloting BlackBoard Collaborate for the delivery of academic skills to distributed student populations. Delivering a virtual session when staff have been customised to face to face interaction has been both challenging and enjoyable. Students have responded positively and have had the opportunity to revisit recordings of the sessions to refresh their understanding. It is expected that as our confidence in using this technology grows, this will be shared with academic colleagues who might be interested in introducing this mode of delivery, specifically when delivering courses to a dispersed population.

## Working with students

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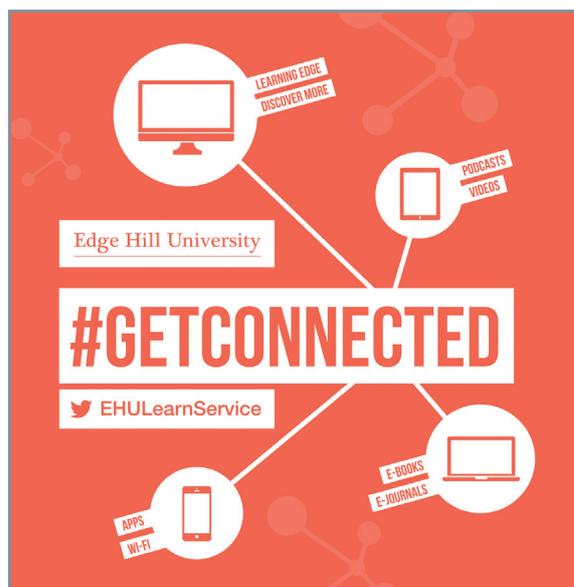
The library employs a number of students in a variety of roles: shelvers, student assistants and as needed to help us with our own research into student behaviour. The role of the 'student assistant' has evolved since its introduction in 2011 and last year the post holders were active in roving beyond the library, in the Hub and in departments, promoting new services and gaining feedback on existing ones. Being in amongst the students was and is invaluable – the insights are more authentic and the feedback more honest. We aim to extend this more 'embedded' approach and involve not only our student assistants but our academic liaison staff as well.

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## 'Get connected'

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Run with colleagues from IT services, these regular roadshows and stalls are designed to assist students accessing resources and services from their own devices. Operating in the Hub and other student venues, these 'help' stations have attracted a large number of students who otherwise may have experienced some technical issues. Anticipating what students and staff may need is a key feature of our use of social media, as well as just being part of the conversation. Learning Services has its own twitter account **@EHULearnService** which has a healthy number of followers and we also have two librarians who manage their own twitter account on their subject pages.



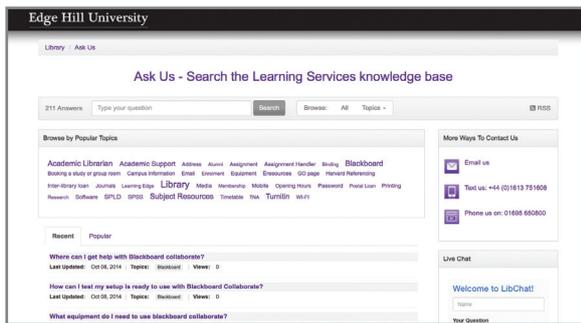
*The outreach activities under the umbrella of Get Connected attracted 2,228 visitors during 2013/14. Venues included Faculty buildings, departments, site libraries and the student Hub*

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# BEING EFFICIENT & EFFECTIVE

## Being responsive

Recognising that our students want and need choices in how they pose questions, we extended our offer in September 2013 to include a virtual enquiry service, AskUs to complement our existing telephone, email, live chat and face to face services.



Ask Us is populated with answers to questions that customers have (and are) asking. This ensures the content is topical and current. To confirm it reflects what students need, its usage is monitored and as new developments come on stream any issues are responded to and populated in the knowledge bank.

## Providing value for money

A review of the cost of our library management system revealed an increase which appeared uncompetitive. This led to the decision to go out to tender for a supplier who could deliver a competitively based range of products with a level of integration with other university business, learning and teaching systems not currently available to us.

After an extensive selection process, which included colleagues from Registry and IT services, the contract was awarded to an alternative supplier, Capita. Implementation is scheduled for the end of the 2014/15 academic year.

[ehu.ac.uk/askus](http://ehu.ac.uk/askus)

Example Question/Answer:

**Q.** What does Turnitin do?

**A.** As a paper is scanned by Turnitin the system produces two pieces of information:

- A similarity index, which identifies how much of the submitted work Turnitin can identify as being matched against another source
- A colour coded originality report, which identifies each match in more detail and allows more detailed investigation of the original source

Turnitin does not in itself identify plagiarism, this remains an academic judgment. However the index and report can provide valuable evidence in making this judgment as well as supporting you in developing your own knowledge about plagiarism, referencing and your academic writing skills.

# GOING THE 'EXTRA MILE'

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## Customer Service Excellence

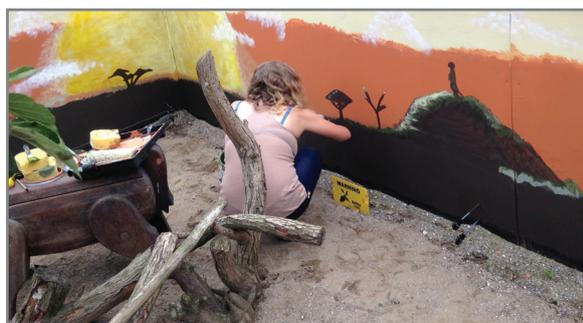
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Learning Services has successfully achieved the award of Customer Services Excellence (CSE) for 8 years. During 2013 the Service re-applied for the award and was again successful, and in addition the assessor identified 5 more instances where staff had 'gone the extra mile'. This is in addition to 3 compliance '+s' awarded at the previous assessment for our insight into how customers use our services, resources and facilities; our approach to staff development and our use of mobile technologies. The additional 5 include insights into customer behaviour and how that informs the development of our services, staff confidence in local decision-making and positive feedback on the customer focussed culture of the Service.

## Community Matters - Acorn Farm

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This year as part of Learning Services outreach activities within the community we chose Acorn Farm, Kirkby as our charity. The farm offers the chance for adults with disabilities to work and train in a supportive environment. As a result one day in July over 20 staff from across the Service volunteered to work with the farm on a variety of tasks. These included creating two murals-an outdoor one for the meerkats' enclosure and an indoor one for the visitor meeting space. We also created a path to make feeding calves easier in winter and did plenty of weather proofing for furniture and fencing especially around stables and pig pens.



We had tremendous feedback from the farm itself: *'All the volunteers were lovely and enthusiastic'*.

The Service also sees this as an opportunity, not only to promote the University but for staff to work across our many teams and sites which has long term benefits for our own projects and outputs. After a long, tiring and enjoyable day a member of staff offered the following comment:

*'I think everyone felt that the work the farm does for their clients and the local community is really worthwhile, and that what we did was truly appreciated'*

## Partnership work with Lancashire Library and Information Service

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Librarians have been working with their counterparts in the Lancashire Library Service, introducing Early Years students to a range of stories to share in their placement settings. Students also experienced the process of learning to read and had the chance to examine the wide variety of children's books available in both the University and public library.

The work promoted both services and at the same time highlighted opportunities for our alumni to use resources especially with children on class visits to the local library. Feedback was extremely positive from teaching staff and students:

*'Good relation to government initiatives underpinning practice and use of books in Early Years'*



# APPENDIX 1

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## Executive Summary: How effective is our engagement with academic staff?

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Whilst recognising that survey findings often generate more questions than answers, a survey of academic staff was considered a useful means of capturing a 'snapshot' of the current state of play with regard to staff expectations and experience of engaging with learning technologies, resources, classroom AV and all related services. It would also explore how academic staff perceive and engage with librarians and learning technologists.

The majority of the 111 academics who completed the survey use the Virtual Learning Environment (VLE) to distribute course information, for communication via announcements, making course materials available and for electronic management of assessment (EMA) including marking assignments in digital format. A third make frequent use of audio, screencast or video clips in their VLE courses. Less than a quarter, however, regularly use collaboration tools such as discussion fora, blogs and wikis, which enable students to be producers of information.

The most popular technologies used to support teaching are YouTube, Google and Google Images – for course preparation and for providing links in Learning Edge. Three important themes were identified:

- Blurring of technologies used in physical and virtual classrooms including use of smartphones and tablets;
- Evidence of classroom-based sessions being made more interactive through use of twitter walls, voting systems (clickers) and QR codes;
- Simulations and videos used in class (and to back up teaching) by making theoretical or difficult concepts more visual.

The majority of EHU's teaching spaces are now equipped with a high standard of audio-visual equipment such as data-projectors, speakers, Blu-ray players as well as wall or desk mounted control panel with an input socket for laptop if required. Questions sought to obtain feedback on the classroom support service as we are very mindful that the reporting and resolution of technical issues in teaching spaces

is usually done in front of an audience. Any delay in responding to or resolving issues has an immediate, highly visible and often emotional impact upon the student and staff experience.

Just over half of those completing the survey had used the service within the past 12 months. The responses show that overall the service is consistently good and that staff have a helpful attitude. They also identified where service improvements could be made, for example, 'closing the loop' by seeking feedback from staff who report problems with classrooms.

Survey responses suggest that academic staff prefer a proactive personal, human approach to communication over information that they have to seek for themselves. Use of social media and other web-based means of providing information are the least preferred means of keeping up to date.

Responses to questions designed to reveal the strength of the relationship between academics and librarians/learning technologists showed pleasingly high levels of engagement, trust and esteem. Nevertheless, there are some indications that frustration with technology can impact upon academic staff perceptions of a learning technologist's role and responsibilities. In contrast, and by its very absence, the lack of feedback around the librarian's role suggests a traditional view limited to library access and resources.

The report makes a number of recommendations, the most important being that further research is carried out on the academic staff experience by means of a 'listening' project that will dig more deeply into the themes and individual experiences identified in this report. The report identifies a number of solvable operational challenges that can be acted upon and also a small number of significant operational challenges that will require more time (and possibly budget) to implement.

**Lindsey Martin**  
Assistant Head  
(Learning, ICT & Media Technologies)

*July 2014*

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Essential statistics:

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Staffing figures		
Learning Services staff	Jan '14	124

	2013/14
Print and e-resources budget	£1,202,520

	2012/13	2013/14
Total Issues	231,873	210,130
eBook accesses	1,807,133	2,170,293
Full text downloads	643,813	759,493
Number of visits to Learning Services Libraries	533,486	555,123

Resources	August '14
Number of items in stock	301,601
Number of eJournals	50,796
Number of eBooks	123,905

# APPENDIX 2

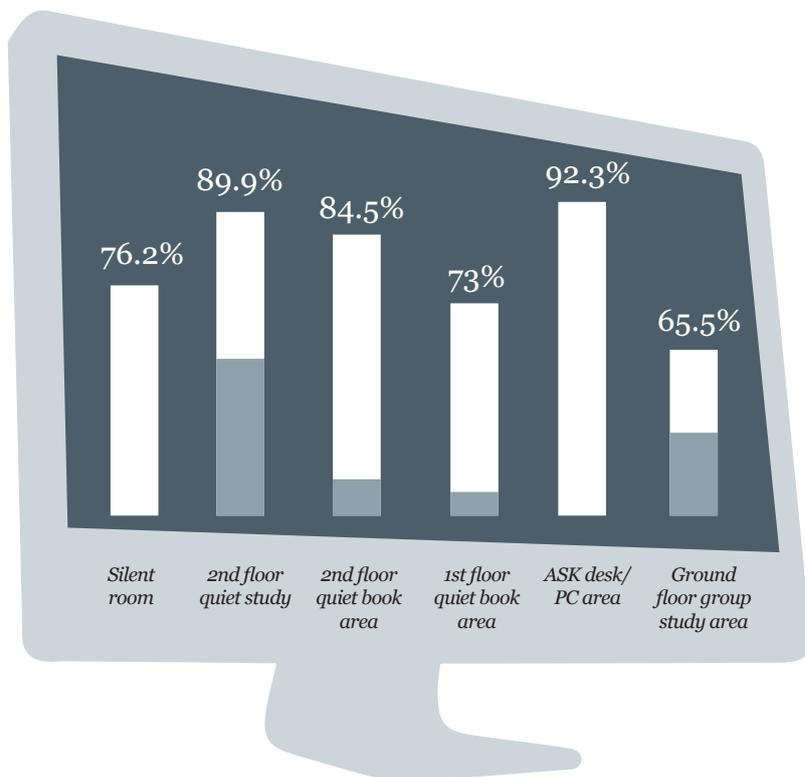
## Library Activity Data 2013/14

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### % of people using technology (a mobile device or PC) by study area

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*The shaded area refers to students just using a mobile device*



### Average group size (in library group rooms)

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### % of people working with books in the library (by floor)

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% of people in the library working with books

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39.7%



% of people in the library working with books

30%



% of people working with books and a PC

40.6%



% of people working with books and a mobile device

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% of people per study area

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Silent room

2.9%

2nd floor quiet study

11.6%

2nd floor quiet book area

25.4%

1st floor quiet book area

17.4%

ASK desk/PC area

8.4%

Ground floor group study area

30.1%

Foyer

4.3%

# APPENDIX 2

## Library Activity Data 2013/14

### Library footfall statistics

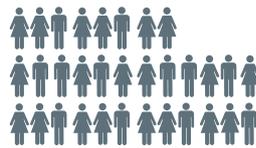
Busiest day  
Mon 9th Dec

4,069



Busiest weekend day  
Sat 16th Nov

825



Busiest evening  
Wed 30th Apr

842



Busiest week



16,060

Busiest month



69,213

Midnight opening footfall



Total library footfall



(shown as a % against the figure in 2012/13)

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Library Issues (shown as a % against the figure in 2012/13)

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Busiest month  
for issues



Busiest day  
for issues



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Enquiries statistics (The % figures are a comparison against 2012/13)

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Telephone  
enquiries



Welcome Desk  
enquiries



Email  
enquiries



Live Chat  
enquiries



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Welcome Desk statistics

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Busiest  
month



Busiest  
day



Busiest  
hour



Edge Hill University  
St Helens Road  
Ormskirk  
Lancashire  
L39 4QP  
United Kingdom

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