

**ULSTER UNIVERSITY  
FINANCE AND INFORMATION SERVICES DIRECTORATE**

**LIBRARY ANNUAL REPORT 2013/14**

Welcome to the Library annual report for 2013/14. This report reflects on the highlights of a very busy year for the Library staff team as we continue to develop Library services in the context of operationalising the Library Services Strategy. We are now at the mid-point of the life cycle of the Strategy and considerable progress has been made towards modernising the Library Service and transforming the student experience through a programme of service development and enhancement. The Strategy has six main objectives and each section of this report outlines the major service improvements achieved in support of each objective.

**The user experience**

Improving and enhancing the student experience at Ulster is a key driver of the Library Services Strategy. During the 2013/14 academic year, the Library Systems team focussed on delivering a number of projects designed to provide more intuitive routes and improve access to information for the end user. A major objective was achieved with the migration of the Library's Systems Infrastructure to the new Data Centre at Coleraine. This migration required a considerable staff and financial resource to implement and was supported by colleagues from the Infrastructure Team in ISD. The migration will ensure greater security and enhanced resilience for the Library's Systems Infrastructure and this is to be welcomed.

A refreshed Library Home Page was launched for the start of the new academic year and users can now benefit from a redesigned interface which is much more intuitive in design. The primary focus of this service improvement was to provide a simplified approach to communication with users through clearer signposting to key Library services such as Databases, Reading Lists and Subject Guides. This has been achieved with the introduction of a new set of Library icons which provide quick links to these core services. It is intended to replicate these links on the Portal and Library Service Point on Blackboard Learn as instantly recognisable quick links to key services.

In parallel with this development, a new version of the Library catalogue was released in September 2013, this was provided as an option for searching alongside the existing Library catalogue. Users quickly adopted the new catalogue with its "Google-like" search interface and the ability to locate Library resources with a single search box. The new catalogue was formally launched in January 2014 and subsequent enhancements include an intelligent searching feature as an aid to improving searching. The Library catalogue now offers spelling suggestions with search results based on terms used in the catalogue. In addition, when the catalogue determines that an alternative query might improve the search results, users will be prompted with a suggestion to improve their search. Furthermore, for the user's convenience, the mobile web app for the catalogue gives users the full range of functionality on a wide range of mobile devices.

The Library also launched a virtual help and enquiry service at the start of the year to further enhance the user experience. Library Help supports users at the point of need

through a fully searchable, continuously updated knowledge base to answer questions; users can also submit a question using the “Ask Us” button. This service streamlines the process of referral to the appropriate subject specialist for one-to-one subject-specific help and support. The service offers support to all Library users regardless of their mode of study on a 24/7 basis.

### **The Digital Library**

The Library is committed to increasing the range and availability of high quality content in digital format to support the delivery of flexible and accessible approaches to learning. This is reflected in Strategic Priority 2 of the Library Services Strategy. Subject Librarians continue to work in partnership with Faculties to identify and maintain wish lists of digital content consistent with the strategic aims in the University Corporate Plan and the Learning and Teaching Strategy.

During the 2013/14 academic year, the Library embarked on a number of initiatives to enhance user access to digital materials.

### **Open Access Initiatives**

In support of Open Access for both e-journals and monographs, the Library is participating in two initiatives: **SCOAP3** (Sponsoring consortium for Open Access Publishing in Particle Physics) and **Knowledge Unlatched**. The SCOAP3 model is built on redirecting funds currently used to pay for subscriptions to a participating journal to support its conversion to Open Access, as well as to cover APCs in existing Open Access journals. Knowledge Unlatched is a collaborative initiative to enable open access monograph publishing in the humanities and social sciences. Links to 22 books have been added to the Library catalogue and are also discoverable and accessible on a Creative Commons license via OAPEN, HathiTrust and the British Library. The titles are in the subject areas of the humanities and social sciences and the publishers include the following university presses: Amsterdam, Cambridge, Duke, Edinburgh, Liverpool, Manchester, Michigan, Purdue, Rutgers, Temple, plus Bloomsbury Academic, Brill and De Gruyter.

A welcome award of £40k from a bid for DEL funding to purchase Library resources in support of teaching in the Postgraduate STEM areas has further facilitated the increased availability of eResources content. This award was directed towards purchasing access to e-journal archives where a one-off payment secures access in perpetuity. The following resources were acquired:

- IET e-book Ultimate Collection
- Ovid E-Journals Archive
- Wiley Health Sciences and Veterinary Medicine – Nursing Collection back files
- Wiley-Blackwell Civil Engineering Collection back file

As part of the negotiations with Faculties in respect of the Library materials budget for 2013/14, the following databases have been added to our portfolio of electronic resources:

BCIS Estimating Price Books	Up-to-date, accurate prices on all aspects of construction and civil engineering
BFI InView	2,000+ non-fiction film & television titles from 1900 onwards
BMJ Learning	Evidence-based, peer reviewed learning modules dealing with everyday issues in primary care and hospital medicine
Heritage of the Printed Book Database (from the Consortium of European Research Libraries)	Catalogue records from European/North American research Libraries covering items of European printing of the hand-press period (1455 to 1830). As digitisation in the Libraries progresses, more & more records link to digital presentations of the books
Irish Newspaper Archive	Access to millions of newspaper articles spanning 300+ years of Irish history
Stockley's Drug Interactions	In-depth information on drug interactions, comprising almost 42,000 monographs
Westlaw.ie	Irish case law, legislation, expert commentary, analysis and news

The value of providing access to digital resources is evidenced through the number of full text article requests and section requests from eBooks in the 2013/14 academic year. Figures for Ulster extracted from the Sconul Strategic Planning Data for 2013/14 show a healthy use of eResources with:

- 1,331,819 full text article requests
- 1,241,610 eBook section requests.

The use of eBooks in the Library at Ulster has also grown dramatically over the last four years; benchmarking data shows a 47% rise in section requests from eBooks from 2012/13 to 2013/14 and a 294% increase in usage during the period 2010 to 2014. This increased demand validates the Library's strategy of purchasing digital first where available in preference to printed material.

**Appendix 1** gives a full breakdown of Library expenditure on Information Resources for 2013/14.

### **Support for Teaching, Learning and Research**

The importance of the role of Information Literacy in underpinning the University's twin goals as articulated in the *University's Corporate Plan 2011/12 to 2015/16*, and strategic aim 2 of the *University's Learning and Teaching Strategy 2013/14 to 2017/18* has been affirmed through the development of an Information Literacy Strategy (2014/15 to 2015/16) and associated action plan. The Strategy was endorsed by LISASC in May 2014 and can be consulted on the Library Home Page at: [http://library.ulster.ac.uk/info/information\\_literacy\\_strategy.pdf](http://library.ulster.ac.uk/info/information_literacy_strategy.pdf)

The Strategy focuses on the embedding of Information Literacy Skills into the curriculum and is based on the widely accepted and well established SCONUL “Seven Pillars” model of Information Literacy. The overarching aim of the Strategy is to promote closer collaboration between Library and academic staff to enhance the integration of Information Literacy into the curriculum for the benefit of all. The action plan derived from the Strategy supports the development of employability and independent learning skills that form an intrinsic part of the attributes of an Ulster Graduate.

This year, a LibGuide was created specifically to support the student experience through the Library Induction process. The Induction LibGuide provides a single point of information to help all users to get started with using the Library Service. The Induction guide can be viewed at: <http://guides.library.ulster.ac.uk/induction>

The following headline figures provide an overview of the Information Literacy activity in the 2013/14 academic year:

- Staff hours spent on Information Literacy instruction 1,896.7
- Number of sessions delivered 1,968
- Number of users who attended 20,140

**Appendix 2, Tables 1 and 2** provide a detailed breakdown by Faculty and Campus of attendance at Induction and Subject-specific information skills sessions delivered by the Library Subject Team in the 2013/14 academic year.

The delivery of Induction is a core element of the Information Literacy Strategy. In the 2014/15 academic year, Library Induction (including ICT and Reprographics Services) was carried out during weeks 1 to 4 of the first semester. The following information is derived from the data which has been collated from attendance at an induction class or a Library subject class which included an element of induction:

- 5,268 students attended an Induction session
- This represents a 3.5% increase in attendance from the equivalent Induction period in 2013/14.

For the first time, mobile technology is now being used in the Library environment in order to promote and deliver support to Library users in more innovative and flexible ways such as the provision of out of office support and in-house roving support in the Library. Sub Librarians have been issued with iPads which are set up in accordance with institutional guidelines and advice. Guidance on potential use of this technology in an educational environment has also been provided to maximise the return on the investment. Mobile technology is also being trialled by the Library Systems Team to emulate off-campus access in order to troubleshoot and test issues in relation to external access to Library resources.

### **Enhancing and Developing Library Support for Researchers**

In order to review the effectiveness of current Library support for the research community at Ulster, the Library Management Team established a working group to consider how best to develop, promote and embed Library support for research active

staff and students. This is a key success indicator for Strategic Priority 3 of the Library Services Strategy. The Working Group engaged with key stakeholders such as the Pro-Vice Chancellor (Research and Innovation), Research Institute Directors, PhD students, Contract Research Staff, early career researchers and senior research staff.

As a result of the feedback, the Library has refocused service delivery to researchers, taking cognisance of the main issues identified by this user group to raise the profile of the Library and the services that it provides and increase engagement with the research community.

### **Widening Participation and Access Initiatives**

The Head of Customer Focus and Business Support continues to engage with colleagues in administrative departments and external organisations to contribute to the development of relationships with the University's partners. Collaboration with Library staff in Partner Colleges is ongoing with two meetings held per year to keep staff from Partner Institutions up to date with Library service developments at Ulster and to provide a forum for discussion around topics of shared interest.

Library staff continue to take every opportunity to promote the Library Service and support academic colleagues through attendance at Faculty open events. This year over 1250 prospective students and their families took the opportunity to discover what the Library Service at Ulster has to offer in terms of support for new students. Library staff also worked in partnership with colleagues in Employability and Marketing to support the Campus Open Days and evenings organised in the first semester.

### **Special Collections**

The Library at Ulster is proud to be the curator of a significant number of Special Collections and Rare Books. In order to raise awareness of and promote the valuable research content of these collections to the wider community, the Library works in partnership with external groups and organisations where possible to promote the collections at Ulster. In support of this objective, two items from the historic Derry and Raphoe Diocesan Library have been loaned by the Ulster University to the Museum Service of Derry City Council to appear in the Ulster Plantation exhibition at the Guildhall. This exhibition was launched to celebrate the 400th anniversary of the building of the city walls, and the Library was delighted to be able to support the exhibition with the contribution of the following items:

***A New Booke of Mapps Exactly describing Europe***, published in 1582, features a beautifully coloured political map of Europe which shows the limited amount of cartographic detail available on Ulster (or Ireland) prior to the Plantation. As part of the Plantation, confiscated lands were surveyed and accurate maps of the region became available for the first time.

***Court of Error, Hon. Irish Society v. Lord Bishop of Derry ... Bill of Exceptions, presented to the Court by James Watt, the Bishop's Attorney, Dublin, 1841.***

This submission by an attorney for the Diocese to the Court of Error shows clearly that more than two centuries after the start of the Plantation, in which George Montgomery, Bishop of Derry, Raphoe and Clogher played a prominent role, disputes over land and fishing rights were ongoing.

During the Summer months, the Library Faculty Support Team for Arts commenced the rationalisation of a legacy collection of books held in the basement of Aberfoyle

House at the Magee campus. This project was undertaken in partnership with academic staff in the Faculty of Arts to ensure the retention of valuable items selected on the basis of subject matter and provenance (including links to Magee College). This project could not have been completed without the valuable input from Academic staff in the Faculty of Arts and staff in the Library at Magee whose assistance made the project possible in a short timescale.

### **Value and Impact**

It is incumbent upon the Library Service to provide evidence that all Library services make a positive and effective contribution to the *University's Corporate Plan 2011/12 to 2015/16* and the *Learning and Teaching Strategy 2013/14 to 2017/18*. In order to gauge its effectiveness, the Library employs a range of measures such as internal surveys and benchmarking against a range of comparable Institutions in the HE sector using the SCONUL dataset.

The LibQUAL+® user perception survey was carried out from 11 to 29 November 2013 with a view to obtaining valuable feedback from users on satisfaction levels with the quality of the Library at Ulster. This is the fourth occasion that the Library has implemented the survey tool and in terms of the overall quality of the Library Service, the Library at Ulster scored 7.4 out of 9. This score indicates that overall satisfaction with the Library Service is at its highest level since the survey was first implemented in 2009. In particular, the Library scored exceptionally well in the customer service dimension of the survey, it is clear from the survey results that users at Ulster both expect and receive a high level of customer service.

However, the survey results indicate that whilst satisfaction with the Library Service is increasing, so too is user expectation. In particular, remote access to electronic resources and extending access to digital resources such as archives of eJournals require to be addressed. This will form part of the Library's Digital Strategy and will be approached on an incremental basis. The Library response to the major issues raised in the survey can be viewed at:

[http://library.ulster.ac.uk/libqual/you\\_said\\_we\\_did\\_2013.pdf](http://library.ulster.ac.uk/libqual/you_said_we_did_2013.pdf)

In terms of user satisfaction, the Library continues to perform well in the National Student Survey. The results from the 2013 survey show a percentage increase from 2012 with 89% of respondents in agreement with the statement that "Library resources are services are good enough for my needs". This exceeds the sector average of 86 percent.

It was a great privilege for me to be invited to attend a meeting of University Council in May 2014 to provide an overview of the value and impact of the Library Service at Ulster. Members of Council were invited to participate in a tour of the Library at Coleraine prior to the meeting and to view an exhibition of items from the Special Collections and Rare Books curated by Frank Reynolds, Sub Librarian for the Faculty of Arts. The exhibition was entitled "**What makes a rare book rare?**" and included some fine examples of rare books from the Henry Davis Collection at Coleraine.

### **Staff Training and Development**

Staff training and development is integral to the delivery of a responsive, high quality Library service. During the year Library staff have engaged in a wide variety of CPPD



activity focused on enhancing the role that they currently deliver or meeting the changing needs of the Library service. The results of the LibQUAL+® 2013 user perception survey highlight the value that is placed on customer service in the Library at Ulster. This affirms the Library's overarching strategic objective to invest in continuing personal and professional development for staff at all grades.

As a signal of the Library's commitment to staff development, Marion Khorshidian, Chair of the Library CPPD Sub-Group, led a pilot of an innovative approach to staff development known as Self-Directed Achievement (SDA). The pilot was branded locally as "**It's All About Me**" and provided a facility for participants to raise awareness and improve skills through one hour of self-directed learning per month. In order to participate, the member of staff was required to demonstrate a link between the CPPD activity to be undertaken and the role of the individual or the changing needs of the Library Service.

Fourteen members of staff across a variety of grades participated in the pilot which ran for four months in the spring of 2014. Feedback from the pilot was very encouraging and following a formal evaluation of the pilot, this approach to staff development has been formally adopted by the Library.

In addition, two members of staff who support the Document Delivery Service in the Library travelled to the British Library at Boston Spa to get an insight into how the service operates from the perspective of the provider.

As well as continuing to fund two members of staff to obtain a professional qualification through the Library and Information Management course at Ulster, the Library was able to support two members of staff to participate in a short eight week fully online course entitled "Introduction to Information Management" offered by the School of Education. This provided a taster session for those members of staff who are considering registration for the postgraduate professional qualification.

In recognition of the importance of the Senior Information Assistant role in the Library, a networking and training event was initiated in June 2014 for staff carrying out this role across all campus Libraries. This provided an environment for the sharing of experiences and the development of synergies across teams as well as a forum for mutual support and interaction. This was the first time that this group of staff had been given the opportunity to meet together and it is intended that this event will be added to the Library CPPD calendar.

Given that the Library employs a sizeable number of people, working a variety of shift patterns, it is essential that we can point to a single source of information for all Library staff to enable equality of access to training. To support this, Library staff are currently working with colleagues in Access, Digital and Distributed Learning to develop a Library resource area on BbL to provide quick and easy access to staff training materials.

Engagement with Staff Development and the School of Education plays an important part in the Library's approach to CPPD. **Appendix 3** outlines the range of CPPD activity undertaken by members of Library staff in the 2013/14 academic year.

## **Library Space**

Space and its utilisation in the campus Libraries plays a significant role in the context of providing a supportive environment to underpin learning, teaching and research activity. It is therefore appropriate that the use of Library space is re-evaluated regularly to ensure that user demand and expectation is being met. The response to the LibQUAL+® 2013 survey, coupled with feedback from Staff-Student Liaison committee meetings, highlighted a demand for the increased provision of networked quiet or silent study spaces; the demand was particularly high in the Library at the Jordanstown campus.

In this context, an audit of current Library space was initiated in Summer 2014. Campus Library Managers are considering the configuration of space in all campus Libraries with a view to repurposing the use of space where possible to meet demand for specific requirements. Clearer signage and guidance in relation to the zoning in each campus Library will form part of the approach to this strategic priority.

Following this review, space was identified in the Library at Jordanstown that could be repurposed to meet this requirement. A project was initiated to enhance the study facilities in the Silent Study Room to provide increased availability of small power and offer access to additional networked computers. Space in the Short Loan room at Jordanstown was also repurposed as a quiet study area, benching has been installed with increased access to power points to provide additional capacity for quiet networked study purposes.

As an Institution, Ulster University is moving into a period of rapid transformational change. I am confident that the Library Service is well placed to respond to the institutional requirement for change in a flexible and adaptable way. We will continue to work in partnership with all stakeholders to focus on the delivery of a user-centric, easily accessible, quality Library Service at Ulster.

Janet Peden  
University Librarian  
February 2015

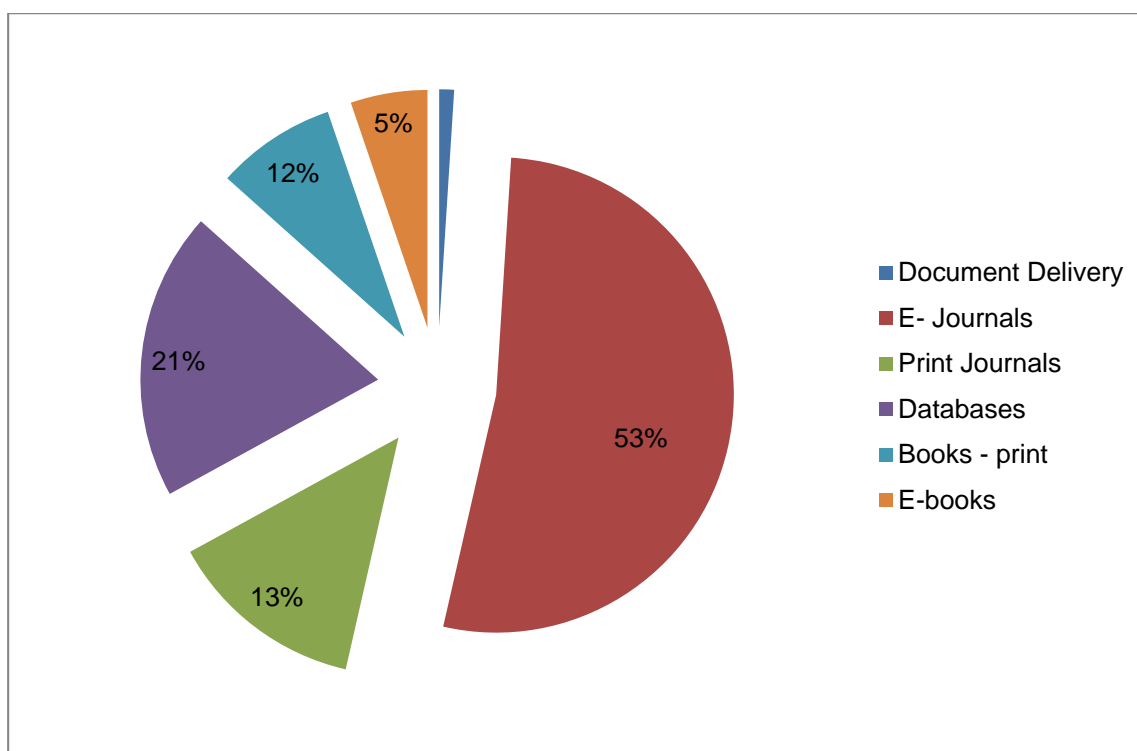
## **Appendix 1**

### **Spending on Library materials and services, 2013/14**

#### **Based on Library outturn July 2014**



Material/service	Expenditure £
Document Delivery	31,894
eJournals	1,655,913
Print Journals	423,460
Databases	617,436
Books-print	257,044
eBooks	164,683
<b>Total</b>	<b>3,150,432</b>



Appendix 2

Table 1

Information Literacy Classes: Subject focus/Subject-based Induction

<i>Faculty</i>	<i>AD&amp;BE</i>		<i>Arts</i>		<i>C&amp;E</i>		<i>L&amp;HS</i>		<i>SS</i>		<i>UBS</i>	
<i>Campus</i>	<i>No of Classes</i>	<i>Attended</i>	<i>No of Classes</i>	<i>Attended</i>	<i>No of Classes</i>	<i>Attended</i>	<i>No of Classes</i>	<i>Attended</i>	<i>No of Classes</i>	<i>Attended</i>	<i>No of Classes</i>	<i>Attended</i>
<b><i>B</i></b>	78	1074	5	32							27	446
<b><i>C</i></b>			26	282	2	79	178	776	25	100	43	678
<b><i>J</i></b>	148	965	3	3	25	535	295	1304	276	2369	140	1631
<b><i>M</i></b>			33	74	17	30	148	1563	139	1232	67	963
<b><i>Totals</i></b>	<b>226</b>	<b>2039</b>	<b>67</b>	<b>391</b>	<b>44</b>	<b>644</b>	<b>621</b>	<b>3643</b>	<b>440</b>	<b>3701</b>	<b>277</b>	<b>3718</b>

- Total number of subject sessions            1675
- Total number of attendees                    14136

Appendix 2

Table 2

Information Literacy Classes: Induction only

<i>Faculty</i>	<i>AD&amp;BE</i>		<i>Arts</i>		<i>C&amp;E</i>		<i>LHS</i>		<i>SS</i>		<i>UBS</i>	
<i>Campus</i>	<i>No of Classes</i>	<i>Number Attended</i>	<i>No of Classes</i>	<i>Number Attended</i>	<i>No of Classes</i>	<i>Number Attended</i>	<i>No of Classes</i>	<i>Number Attended</i>	<i>No of Classes</i>	<i>Number Attended</i>	<i>No of Classes</i>	<i>Number Attended</i>
<b>B</b>	23	836	5	69							9	188
<b>C</b>			20	749	3	55	30	635	5	83	5	216
<b>J</b>	16	358			13	1387	43	805	45	722	14	595
<b>M</b>			11	146	6	107	17	394	17	390	11	207
<b>Totals</b>	<b>39</b>	<b>1194</b>	<b>36</b>	<b>964</b>	<b>22</b>	<b>1549</b>	<b>90</b>	<b>1834</b>	<b>67</b>	<b>1195</b>	<b>39</b>	<b>1206</b>

- Total number of classes 293
- Total number attended 7942

## **Appendix 3**

### **Contributions to Professional Literature**

Janice McQuilkin is cited as a co-author and Joanne Knox is acknowledged for her advice and assistance with database selection and preliminary searching in the following article:

Best, P, Taylor, B, Manktelow, R and McQuilkin, J. Systematically retrieving research in the digital age: Case study on the topic of social networking sites and young people's mental health. *Journal of Information Science*, 2014; 40(3): 346-356.

Geraldine Delaney has also co-authored an article along with Jessica Bates from the School of Education.

Delaney, G and Bates, J. Envisioning the academic library: A reflection on roles, relevancy and relationships. *New Review of Academic Librarianship* 2014, doi:10.1080/13614533.2014.911194

Mary Rose Holman has been involved with academic staff in the School of Nursing at Jordanstown in updating a Cochrane Systematic Review "Smart home technologies for health and social care support".

### **CHERP Fellowship Status**

Joanne Knox, Subject Assistant Librarian Jordanstown campus  
Gerard McFall, Sub Librarian Jordanstown campus

### **CHERP Associate Status**

Lynette McLean, Senior Information Assistant, Serials Coleraine campus

### **Professional Development & Recognition Scheme (PD&R)**

#### **Fellowship of the Higher Education Academy**

Niall Burns, Sub Librarian Jordanstown campus

### **ILM: Professional Working Skills**

#### **ILM Level 2 Award in Leadership & Team Skills**

Elizabeth Gourley, Information Assistant, Belfast Campus

### **Postgraduate Diploma in Library and Information Management**

Deborah Kelly, Information Assistant, Coleraine campus

### **MSc in Library and Information Management**

Attracta McFerran, Information Assistant, Coleraine campus