

BiblioTECH

An Information Services Publication

Issue 7

Sally Bernham Interview

Staff Development

Manager

Pages 4-5



Antiques No-Show

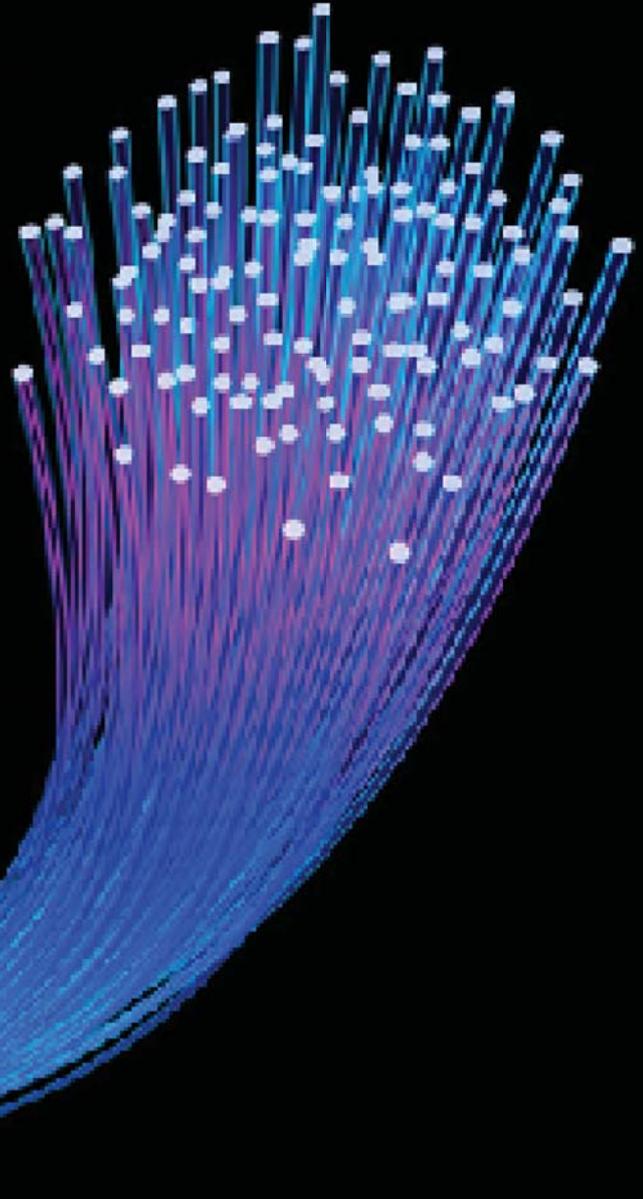
A look at how Fiona MacLellan was filmed for
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Desktop Detox

Whatever happened to the idea of the paperless office? No-one could have predicted that email would take over our lives in the way that it has. **Phil Oakman** describes an IS initiative to help people manage both their paper and electronic folders in the first IS 'Detox Day'.

The Department identified that the amount of redundant information being retained internally might be having an impact on performance. Problems included duplication of records, locating of supporting information to create new documents took longer than it should, the information when found couldn't always be trusted to be current. At the most basic level, searches for information were taking longer than they should have done because of sheer size of email inboxes and the large number of filing cabinets in use. Some staff had copies of the same thing in email, on their C: drive, on their personal (R:) drive, and in paper.

The event was advertised for several weeks in advance of the day. On the day prior to Detox day (D-Day!) each member of staff was given details of how large their Mailbox was, and shown how to check its size whenever they wanted to. If they asked, people could find out where they were in an inbox usage league table and quite a few shared details of their position with colleagues - which led to a fair bit of leg pulling of those in the top 20 worst offenders(!). Colleagues were also given a table showing things that could be completely deleted without worrying.

On the day itself Records Management staff were available at all sites to provide help and guidance. The refreshments made available on the day were popular but we'd probably over ordered because there was a bit left over at the end, even doughnuts!

Staff cut down the amount of emails they were hanging onto, by carrying out a simple review using a set of criteria provided. This included clearing out duplicates and cc'd copies. Some staff focussed more on clearing unnecessary paper including shredding the paper

duplicates of electronic records. Some office areas have combined their collections of paper copies so they now

'The amount of redundant records for workgroups has been reduced by between 25% and 36%.'

only have to keep one set for their whole office.

There were small prizes for:

- The most decluttered office and this went to an office where they disposed of enough paper records to enable them to get rid of 6 filing cabinets
- The oldest items confessed to(!) were some old IT training certificates issued to the department from the 1980s/1990s.
- The oddest email record was one from a student saying they knew their books were overdue but he wouldn't pay the fine and didn't have to because he would think about being more prompt in the future (no description could do it justice).
- The strangest non electronic item discovered was a hideous old tie a member of staff had been presented with at a trade event sometime in the 1980s. Special mention should also go to the old IT department staff cards found showing staff with the haircuts they had before they were famous.

Staff can now feel more confident that they aren't clogging up their inboxes with out of date information. The amount of redundant records for workgroups has

been reduced by between 25% and 36%. If an average of these percentages was to be replicated

in all mailboxes throughout the University then one terabyte (1trillion bytes) of useless information would be deleted from our system improving system efficiency. The other main area where staff put their effort on the day was in clearing out paper rubbish. A colossal 116 bags of paper rubbish were disposed of, roughly 1200kg (or 18 trees!).

Overall the process worked well, and would be suitable for rolling out to any other areas of the University where a large proportion of the staff are interested in getting involved and where the Dean or Director supported the idea. A regular clear out session would be useful for all areas of the University.



'A colossal 116 bags of paper rubbish were disposed of, roughly 1200kg (or 18 trees!)'

For information about conducting your own 'Detox Day' contact Phil Oakman in Records Management . phil.oakman@northampton.ac.uk



Fiona meets Justin Croft (Phillip Thornborrow in background)

Antiques No-Show

Fiona MacLellan took some University books and posters to the Antiques Roadshow at Althorpe in the summer.

In March I received a phone call from the university's Marketing and External Communication Department enquiring after the special collections held in the library, asking whether we had any rare or old books that might pique the interest of some producers from the Antiques Roadshow. I looked out some items I thought might just fit the bill, and sent the details off; if I'm honest I never expected to hear any more about the matter. So I was surprised to hear in May that two producers were coming in to take a closer look at the items, along with the Osborne Robinson Poster Collection from the School of the Arts.

The producers came and sounded enthusiastic, and before I knew it had left again telling me that they looked forward to seeing me at Althorpe house for filming. At this stage I have to admit panic set in. I contacted Philip Thornborrow (Collections and Learning Resources Manager), who has responsibility for the special collections; to check whether all the resources were able to be taken to the filming day. I also begged him to come along, mainly in the hope that he'd get to go on camera rather than me!

The 22nd May saw myself, Philip, Sarah (from Marketing and External Communications) and Suzanne Stenning (School of the Arts) having an early start, packing posters and books into the back of two cars and travelling over to Althorpe House. When we arrived the grounds were in a state of chaos with people queuing along the driveway. The stewards were doing an admirable job ensuring everyone managed to get parked safely and there were lots of busy looking people with clipboards trying to maintain some kind of organisation. We were, thankfully, rushed past the long queue and ushered to some seats to wait

for one of the producers to come and speak to us. After about twenty minutes sitting in the gorgeous Northamptonshire sunshine we spoke to one of the senior producers, who arranged for the 'experts' to come and view the items we'd brought along.

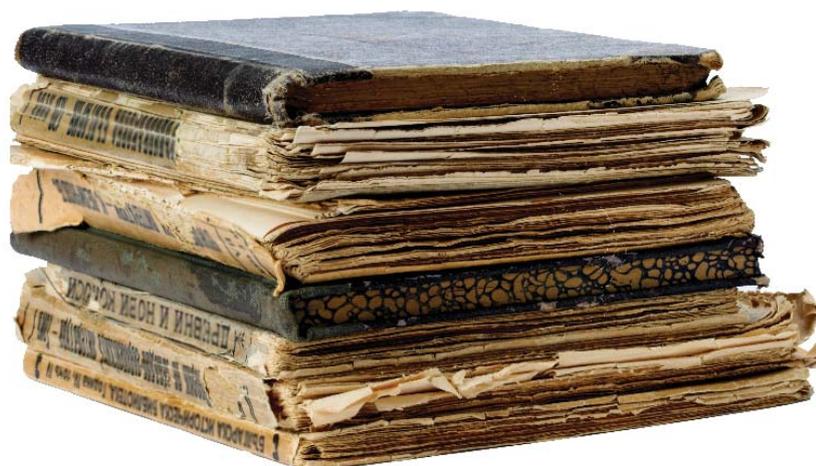
Justin Croft, the resident antiquarian book specialist, came to look over the items we'd taken. Although he liked some of the art books we'd brought, he felt that the books on leather and boot-making would be more interesting, as they could link in a local connection for the story. The producer agreed and Philip and I were given 30 minutes to practice what we wanted to say on camera. At this point the producers decided that I should be on camera, with Philip in the background, and seemed only slightly put out at my admission that I'd never actually watched a full episode of the programme!

I was taken through the BBC field make-up process, honestly not as glamorous as it sounds, and then it was almost my time in front of the camera! My main concern at this point was for the four books that were to be viewed, as a rogue camera man had placed them underneath a large bottle of orange juice and in direct sunlight. Not ideal conditions for such delicate items. Justin obviously had the

same concern as the books were quickly moved to a safer location.

The filming process on one hand seemed to take forever. Each section had to be filmed around 4 or 5 times from different camera angles, yet on the other hand it seemed to be over in seconds, possibly due to relief on my part that the day was finished! The first take had to be stopped due to someone from the catering team pushing a trolley over the gravel courtyard while we were filming. Thankfully I didn't fluff my lines, and I feel that for a first time on camera I managed ok. With a bit of luck no-one will ever be able to dispute this as the piece sadly didn't make the final edition of the show from Althorpe, which was shown at the beginning of September. I may yet be shown in a compilation show later in the year, but even if the piece never sees the light of day I can always say I've been filmed for the Antiques Roadshow, which is something I never thought I'd be owning up to!

For those of you who are interested in such things, the books we'd taken were valued at around £1000, and one book in particular caught the interest of Justin who thought the quality of the leather and binding was spectacular.



Interview - Sally Bernham

Staff Development Manager

Keep on Running



How to make a difference? How to know that what you are doing has an impact? For Sally Bernham these are the questions that underpin staff development work across the University. She is always seeking feedback both formally and informally from those that experience staff development activity with the organisation. She likes people, she wants to see them getting excited, to see her and her teams' work bearing fruit across the institution. She enjoys training and development work for that reason; 'when I come alive is when I work with people... I like having a sense of making a difference'. Her style is challenging too, as she challenges us to be better, to step out of the comfort zone in the work place.

Does she practice what she preaches though? Well two London Marathons are her testament to self-challenge; 'one of the things I'm most proud of'.

She isn't a 'natural runner' but she sees the marathon challenge as a metaphor for life. People can do things if they put their mind to it, we can take on daunting tasks and succeed even amid self-doubt and fears.

Sally is, by her own admission, a 'local girl'. A product of the 1944 Education Act, she attended a local 'traditional' High School, which on reflection now appears very old-fashioned. Yet it was an environment where she worked hard and achieved both good O and A level results en-route to university. Like many of that generation she was the first in her immediate family to go to university and owes a lot to her parents who encouraged her to continue on to

higher education. Her interest was in the humanities and social sciences and in the mid 70s she set off to the beautiful city of Bath to complete a four year degree in psychology.

The choice of psychology reveals her interest in people, and the course included a vocational element that meant she also qualified with an equivalent of a post-graduate certificate in teaching, and so had the opportunity to teach after she graduated. She enjoyed Bath tremendously and has happier memories of university than of school. She describes herself as a 'dutiful' student (the High School values still in evidence) but she also had time to enjoy herself on the fringes of the 70s music scene. She had a friend who was a musician, Rob Fisher,

'Well two London Marathons are her testament to self-challenge; 'one of the things I'm most proud of'. She isn't a 'natural runner' but she sees the marathon challenge as a metaphor for life.'

who later formed Climie Fisher who had a top ten hit with Love Changes (Everything). Rob had a chance to go professional with Peter Gabriel who is from the West Country, but chose to complete his degree. So what about all the sex, drugs and rock 'n' roll of that era? Is Sally 'kissing and telling'? Unfortunately no, not to the whole University anyway!

Without much careers advice around at that time Sally took a safe route into teaching when she left Bath. She had a job in Chichester High School for 18 months (very much like her own High School). She then took a braver step and went to work in the London borough of Harrow for ten years in a 6th form college. The college was later re-organised into

three tertiary colleges and though this was stressful at the time, Sally came out of it as a senior tutor and with a more defined career path. She had slowly been being drawn to the pastoral and support role for staff and she now had responsibility for a team of tutors and as a Head of Department was more obviously moving into staff development. The new structure was an opportunity for her, an 'empty sheet of paper', from which she could create new and better ways of working. In a sense the 'career' die had been cast for Sally. She had found an area she enjoyed and was interested in, staff development, and could take her career forward.

Children came along too though, and in the early 1990s Sally moved back to Northamptonshire

and set herself up as a freelance in staff development. This gave her great flexibility and also secured an income whilst the children were at school. At this time projects included working for a Government funded training organisation and managing the training of school governors, so she was having a challenging time but also developing professionally at the same time. This period in her work life culminated in a stint with the National Health Service when she became the Training and Development Manager for NHS Direct (Thames Valley). This was another exciting era because of the challenge and the 'clash of cultures' that needed to be managing. On one side was the clinical environment with its values of patient care as priority and on the other side were the semi-

commercial values behind the call centre approach; keeping call times down and processing queues. It was a big Government initiative with 13 centres nationally, lots of competition to succeed and a high national profile for Sally as she frequently travelled the country. She was particularly impressed with how well the nurses learned to use the complex software and were able to build a rapport on the phone with often very anxious callers.

The NHS though is a 24/7 environment and it is easy to 'find yourself sucked into working 24/7'. Despite the NHS Direct post being exciting and high profile it was also taking its toll on home life so when Sally saw the advertisement for the University post in 2001 she was very interested. She saw it as a lifestyle decision to move to the University and a new post and so took the position of Assistant Staff Development Manager/Trainer.



At this time the job was part of the Educational and Staff Development department led by Andrew Castley. Since then considerable organisational changes have occurred and staff development now sits within the Department of Human Resources which has created a different profile for the department.

Within her current role Sally seeks a clear focus and profile for Staff Development within an organisational

framework. The University needs people in leadership and management positions who are effective and the 'challenge for us is getting the right people engaged with us'. Last year a lot of work was also done to revise the Performance and Development Review process to ensure 'people have meaningful conversations about their performance against clear objectives and are able to identify effective development related to their career and professional development'. Sally

is also a firm believer in the power of coaching and would like to see a raised profile for coaching in the University. She is course leader for the coaching programme and leads a growing group of trained coaches who form an internal coaching network.

context. She values champions at senior level who understand staff development and what it can do for the University. The big priority for the team this year is to revise the leadership and management

So for the moment Sally is enjoying her job. She enjoys working with the people in her team and thinks she has a good team around her. For the future her profile is again increasing as she takes over the Chair of the Midlands Staff Development Partnership (a co-operative of all the Midlands Universities staff development functions for collaboration and sharing good practice). She has also seen some interesting ideas in the sector for using Second Life (the online 'life simulation' software) that creates simulations for things like interviewing and recruitment scenarios. Warwick and the Open University have already done some work in this area and it obviously has great potential (normal interviews are bad enough, do we really want to go through a virtual ones as well?). Sally no longer runs marathons but don't let that fact make you think she has lost any of her drive, enthusiasm or belief in people and their potential. If you find yourself in a room with her, at a training event or meeting, prepare to be challenged out of your comfort zone. You were getting a bit bored there anyway, weren't you?

Profile:

Born: Rushden, Northants

Favourite Book: Reading circle for ten years now – book a month – The Kite Runner/Khaled Hosseini – very moving, Captain Corelli's Mandolin/Louis de Bernieres, Reading Lolita in Tehran/Azar Nasifi, We Need to Talk about Kevin/Lionel Shriver and The Secret Life of Bees/Sue Monk Kidd.

Favourite Movies: American Beauty, One Flew over the Cuckoo's Nest, Shawshank Redemption and It's a Wonderful Life.

Favourite Gadget: Gadgets are a man thing!

If you could invite anyone from history to dinner, who would it be?

Anita Roddick, unassuming, great energy as a speaker.
Princess Diana – complex character, life like a Shakespearian tragedy.
Bono – really like U2 - U2 song for almost every moment in your life.
Elizabeth 1 – powerful woman in a man's world

Something interesting about you that people don't

know: Ran two London Marathons.

What do you enjoy outside work: Music, gardening, walking, reading, watching sons play football!

Alan Rosling
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Space Exploration

A more creative approach to Learning Spaces has led to the idea of Information or Learning Commons, **Chris Powis** reports.

The Culture Secretary Andy Burnham's recent launch of a modernisation strategy for public libraries prompted a predictable chorus of talking heads complaining about the dumbing down of society. His call for more accessible spaces was translated into a demand for compulsory coffee shops and mobile phone use in the previously pristine silence of the reading rooms. In fact, public libraries have been moving towards using their spaces in innovative and dynamic ways for some time (see Norwich Central Library for example) often taking a lead from academic libraries. Changes in the latter have been characterised as Information or Learning Commons and it is in this context that we should be viewing new models of use for our library spaces.

LEARNING COMMONS

The idea of the Information or Learning Commons originated in North American and Australasian higher education and has recently started to make an appearance in the UK (Sheffield and Strathclyde being excellent examples). Although sometimes used interchangeably, they are actually different. An Information Commons brings together online and physical resources and makes them available in a range of physical and virtual environments. You could argue that this has been the case here for some time as the library was long integrated with media services and worked closely with IT Services to provide a joined up service. This has obviously been strengthened with the creation of the integrated Information Services Department. A Learning

Commons takes the process further. As well as providing resources in a range of formats it also integrates other learning activities and support in variety of creative environments. Learning, rather than mere delivery of information, is the prime rationale for the space and a more learner-centred approach is taken to its operation.



Park Library Consortium Area

'Use of the new space has rocketed. Warwick reports a 151% increase in use of their library during afternoons and a 38% increase at 11.30pm!'

meeting friends and working collaboratively between gossiping.



Park Library Open Learning

WHAT IT IS

So, what does a Learning Commons look like? Some of it will look like a library with books on shelves and stacks of journals. There will be silent study areas, catalogues and comfy chairs to read the papers. Some of it will look like an IT Centre with PCs and Macs, printers and scanners. Some of it will look like a social club with students milling around,

Some of it will look like Starbucks with students working at laptops surrounded by coffee and muffins. Some of it will look like a classroom with information and learning skills being taught and academics holding planned or impromptu seminars or tutorials alongside the resources they need. Some it will look like a Citizens Advice Bureau with help available for anything from finding information and using particular software to careers and writing skills. Some of it will look like workshop spaces as students practice presentations, create materials or work collaboratively in flexible spaces suited to their learning needs. And some of it will look like all of the above.

A Learning Commons is therefore, a dynamic, collaborative, accessible and aesthetically pleasing space where learners can find the raw materials for their learning, the help they need and a space that they can find to suit their needs at that point. What it needs to work is a true effort at working partnerships. Partnerships between different departments; Information Resources, Estates, Careers, Student Services, OPLL, CfAP & Learning and

Teaching and others. Partnerships between Departments and Schools so that changes in pedagogy are understood and accommodated. Partnerships between students who are encouraged through sharing space to share experience and ideas, not just within their own disciplines although peer support is a powerful tool, but across subject boundaries.

LIBRARY AS PLACE

Many examples of Learning Commons are found located in a library (or what was previously a library). This may stem from the fact that it is usually centrally situated on the campus and already has a history of being a shared learning space. But it is also something more intangible. In their Library as Place: rethinking roles, rethinking space, Freeman and

has rocketed. Warwick reports a 151% increase in use of their library during afternoons and a 38% increase at 11.30pm! The Hallward Library at Nottingham report 30-50% increase of footfall since the redesign of two floors and DMU have experienced similar increases. NSS scores are showing big increases in satisfaction levels for the library and IT questions in those universities that have invested in a Learning Commons approach. Despite the welcome rise of blended learning and

Volunteering Fairs in Park Foyer or School Liaison holding mock university interviews in our study rooms.



Grendon Open Learning

the all conquering Google it seems that learners still want and value high quality, communal and open physical learning spaces.

THE FUTURE

We are well placed to take forward these ideas. We already have a strong learner-centred approach in Information Services and we are already seeing students using

This collaborative approach to space is to be welcomed but we still need to do more to create a true Learning Commons. We are working in an age of incredible change. Changes to the student body, changes to the way information is produced and delivered, changes in pedagogy. We need to work in partnership to change our ideas of what learning spaces should look like and I believe that the Learning Commons offers us the way forward.



The IT Lounge Grendon IT Centre

the Council on Library and Information Resources (2005) describe the library as being perfect for the creation of a Learning Commons because "no other building can so symbolically and physically represent the academic heart of an institution". No librarian is going to disagree with that but it is also being recognised across the HE sector with major developments in 'library' space which usually incorporate some or all of the Learning Commons philosophy. In the East Midlands alone there has been substantial investment at Leicester, De Montfort, Nottingham and the Open University. Smaller, but still significant, change to library space has taken place at Loughborough, Derby and Coventry and is planned at Nottingham Trent. Warwick's Learning Grid has served as a template for much of the thinking across the sector and they have also redeveloped part of their main library in the past 12 months.

The results of these changes have been measurable. Use of the new space

our spaces for a whole variety of learning activity. The wildly popular open learning space on the ground floor of Park Library, the flexible consortium area and bookable study rooms, the revamped Grendon and more integrated approach to help desks has started the process. We haven't neglected those who seek a quieter, more contemplative environment with silent study areas still available and a quiet computing area opening soon. We are also starting to see academics working with students in shared spaces, holding tutorials and seminars or using it to showcase student work. Employer engagement events have been held at Park, Avenue has seen performance art and Departments are using the space for their activities eg



Grendon IT Centre

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Spanish for Beginners



Aina Manso from Barcelona worked in the library over the summer. She took the opportunity to write for us about libraries and HE in Spain and Northampton.

I have been doing a two months placement this summer at the University of Northampton Library. I have been placed with the academic librarians team. The aim of this article is to introduce what is happening in higher education in Spain and what consequences this has for our academic libraries. To illustrate this, I will talk a little bit about the libraries of University of Barcelona (UB) and University of Pompeu Fabra (UPF), and about my

this is one of the big differences between UB and the University of Northampton. The UB is the leader in scientific output in Spain and ranked first in Spanish and Latin American countries: in the academic year 2006-2007 a total of 509 PhD theses were completed and in 2006 2,728 scientific publications were published (Institute for Scientific Information, 2006). The University of Barcelona excels in the areas of clinical medicine and life sciences. Among its major contributions to scientific progress it was responsible for the design of the first experimental vaccine against malaria.

(EHEA), sometimes known as the Bologna Process, which is a convergence process within higher education in the European Union. The fundamental educational goal is to provide Europe with a system of comprehensive and comparable qualifications that can facilitate the mobility of lecturers and students (apunts classe). Among the changes that includes, are the adoption of a system based in three levels of studies (the degree, which can last between 3 and 4 years, the masters and the doctorate) and a common system of credits called ECTS.

THE UNIVERSITY LIBRARY

The University of Barcelona Library is called, since 2004, CRAI (Centre of Resources for Learning and Research) and it is formed by a network of 20 libraries located in the different campuses. The CRAI doesn't have the structure of a

LEARNING AND TEACHING IN SPAIN

But what is more interesting from the point of view of the librarians is that the new system is supposed to create a new 'methodological' space. The main idea is to do less teaching (based in too many occasions on the master class/lecture format) and to make the role of the students more active in their own learning (and the use of information). I studied



Library, Faculty of History, Geography and Philosophy at the University of Barcelona.

experience in the UK this summer.

THE UNIVERSITY OF BARCELONA

I firstly need to introduce the University of Barcelona (UB), because it is by nature very different from the University of Northampton. It was founded in the XVth century. Nowadays, the university is in the form of 28 faculties, university schools and affiliated centres - all of them located around the town in 6 campuses - and 44 different types of research centres. For the academic year 2006-2007 there were 66,134 students and 4,586 faculty and research staff.

It is importance to highlight the UB's position in the university world as an important research institution, because

main library followed by a group of branch libraries. Its aim is to be viewed as a one unique library, with one direction and one mission. The goal of CRAI is to offer an homogenous service where all members of the community are treated equally. Behind the new name of CRAI there is a new model of academic library that has started to develop. This is related to a big change that is now taking place in the European Higher Education Area



Faculty Building for History, Geography and Philosophy

History for five years. Over all this time, I didn't need even once to consult a database or an academic journal for my assignments. This is unimaginable for a History student in the University of Northampton! They are searching the databases from their first month at the university (or at least they should be...). This doesn't mean that I was a lazy student at all, but according to the kind of assignments we

were asked to do we had enough material just consulting the books that were on the reading lists. Of course, I am sure this is a bit of generalisation and this didn't happen within other kind of studies or in other faculties, but this is a good example of the typical passive role the students used to have in their learning in Spanish and Catalan higher education.

The methods of teaching and learning in Spain are going to change. We can highlight three aspects at this point: a) During their studies, there will be some transferable competences that the students will be supposed to achieve, among them there is information literacy. b) At the end of the new degrees the students will have to do a final assignment, which would be something similar to the dissertation that the students in the UK do. c) Finally, the teaching should be concentrated towards the active learning of the students, so the role of lecturers within the classes will be redefined and innovation in teaching should be achieved. So this is where the CRAI and the other academic libraries of the country can play a crucial role, as a central support to the new type of learning and the teaching.



Library of the philologies and linguistics (Biblioteca de Lletres)

In fact, CRAI is the name that has been given to the concept of Learning Resources Center and Information Commons that started to develop in UK and USA since mid-1990's. Today, about ten years later, the EHEA is providing the opportunity for the Spanish and Catalan academic libraries to adapt these models and improve them.

THE FUTURE OF SPANISH LIBRARIES

There has been a lot of debate about all this and the academic libraries in Catalonia are already trying to redefine their role within the institutions. Some changes have been already done. As a good example, there is the Library and IT Services of University of Pompeu Fabra (UPF), a public university created in 1990 with a clear vision for excellence, renewal and modernisation. Since 2004 most of the degrees and masters of the UPF have been already adapted to the new pedagogical system of EHEA. Its library is ranked first in the academic and scientific

libraries of Spain. I would like to highlight three of its characteristics: a) Inside the library there is the Student Information Desk, the main point of information for the students for all their questions about the University: the place where they can receive orientation about their studies and all the activities of the University. b) The library has a service called "La Factoria" with professional staff, resources and equipment to develop and create pedagogical material and academic works. c) The librarian team has been organised in different subject teams. Within each team, each librarian specialises in more specific academic areas and, through the website, all members of the University can find the way to contact the right librarian.

Secondly, I was very surprised at the big welcome offered to students at the door of the academic librarian's office. Although there are ways to contact the librarians in the libraries I already know, in none of them it is so easy as in the Northampton



"Edifici històric" built between 1863-1882 is the oldest building of the university.

Library. I think the individual meetings with the students are very useful to clarify specific problems in specific subjects or to organise a literature research strategy related to a particular subject. Again, as a student and library user, I think I will be very glad of this kind of service.

Now, I am again in Barcelona, where I am continuing my studies in librarianship and information science for two more years. This placement in the University of Northampton has given me a little experience of how an English academic library works. It has given me the opportunity of visiting other academic libraries in the country as well (in Leicester and Nottingham), which I have appreciated a lot. We never know, but I hope one day I will have the opportunity of working in an academic library. I would like to take this occasion to thank all the library team for this opportunity and their help, and especially to Miggie Pickton, with whom I have been working most of the time.

REFLECTING ON NORTHAMPTON

When I first came to the Library at Park Campus I was principally surprised at two things. Both of them are very unusual in the academic libraries I have visited in Barcelona, even with all these changes I have been writing about. First of all, the social area on the ground floor, with coffee machines and groups of people talking. Actually the ground floor of the General Library of the UPF is already a social area, but without coffee, which I guess is due to a lack of group study areas that the students need. But I have the impression that most people in our libraries continue to behave their selves fairly quietly. More social areas in our libraries have still to be created. In my opinion the big challenge is to make them compatible with the traditional study areas, where the silence and the individual quiet work can be respected. As a student and library user, this is how I would like my library to be.



The old provincial library, with documents from 1820

Nectar Launch Party

The University Institutional Repository is up and running, why not celebrate? **Miggie Pickton** picks her way through the champagne corks to report.



The experience of colleagues at other universities has taught us that one of the best ways of promoting the institutional repository is to invite its stakeholders to celebrate its milestones. So when we asked the JISC for funding for NECTAR, we included within our budget some money for partying. The NECTAR launch party this summer was the result.

Taking advantage of a day in which many researchers would be on campus, the party was held in the middle of a research supervisors' update day. With a six foot tall inflatable champagne bottle in the corner, balloons all round the room, and NECTAR posters covering one wall, this might have led some supervisors to wonder what they had stepped into. All was revealed when lunch appeared and

network of open access digital resources and the services necessary to support them.

the NECTAR website at <http://nectar.northampton.ac.uk/launch.html>).



Moving forward, we have now trained representatives from nearly all the Schools to enter research details into NECTAR, so in the first instance researchers should notify their School contacts* of any new outputs. The NECTAR team will then liaise with you to upload the full content of your work.

Now that NECTAR is fully established, we can begin to develop some

of the 'value added' services that the repository supports. Already NECTAR has been used to generate the 2007 Annual Research Reports, and future research reports will be collated this way. But there are other possibilities: Schools or Divisions can have their own automatically generated research outputs list (see <http://library.northampton.ac.uk/research/nectar/> for an example of this). Individual researchers can produce their own publications lists too. If you have an idea of how NECTAR could meet your needs than please get in touch.

We are very grateful to the JISC for sponsoring the party, to the Knowledge Exchange for their contribution to the excellent food, and to the research supervisors for ensuring that none of the leftover champagne went to waste.



With the speeches done, we got down to the important task of rewarding the researchers who were the earliest contributors to NECTAR. Dave Burnapp of the Business School, Andy Langford from the School of the Arts, Drew Gray in Social Sciences and Chris Powis of Information Services each received a bottle of wine in recognition of being first in their School or Department to make full copies of their work available in NECTAR.

the real champagne bottles were cracked open.

After sufficient time to ensure everyone had a drink in their hand, Mrs Ann Tate arrived to open the party. With a few words about the repository and how it will support the research aspirations of the university, Mrs Tate stamped her seal of approval on NECTAR. Our external guest, Mr Andrew McGregor from the JISC, then spoke about the role of NECTAR within the broader JISC repositories and preservation programme – a £14million programme which is working towards a nationwide

Regrettably, some of these folk were unable to be present, so their colleagues manfully stepped in and received the awards on their behalf. If the bottles haven't yet reached their destination, the photographs will show you who to blame (and there are more photos on

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- *NECTAR School Contacts**
- | | |
|-----------------------------|--|
| Northampton Business School | Debbie Christopher |
| School of Applied Sciences | Mandy Taylor |
| School of the Arts | Paul Cureton (and Divisional contacts) |
| School of Education | Liz Bonnett |
| School of Health | Sheryl Munday or Karen Edwards |
| School of Social Sciences | Liz Freestone or Julia Evans |
| Others | NECTAR team |

How to Build a Website

Steve Martin explains how Information Services plans to implement a new Web Content Management system to improve the University website.

Anyone can build a website, right? It's easy, all you need to do is sign up for an account at sites.google.com or wordpress.com and away you go. Whilst this is great if you are building a website for your local sports club, building and managing a website on the scale needed for the University requires more sophisticated tools for its management.

The main difference is that for the website for your sports club, there is only usually one person that is responsible for keeping it up to date, whilst the University website currently relies on a network of around 50 people spread across schools and departments to maintain its web information.

The University's web presence is our shop window onto the world, a resource that is available 24 hours a day, 7 days a week, and 365 days a year. The majority of people, including prospective students, judge who we are and what we can do from the information on our website. But more than that, it is used by current students and staff, alumni, local businesses, parents, academics from other institutions... the list goes on and on. It is vital that we provide the highest possible quality of information to these audiences.

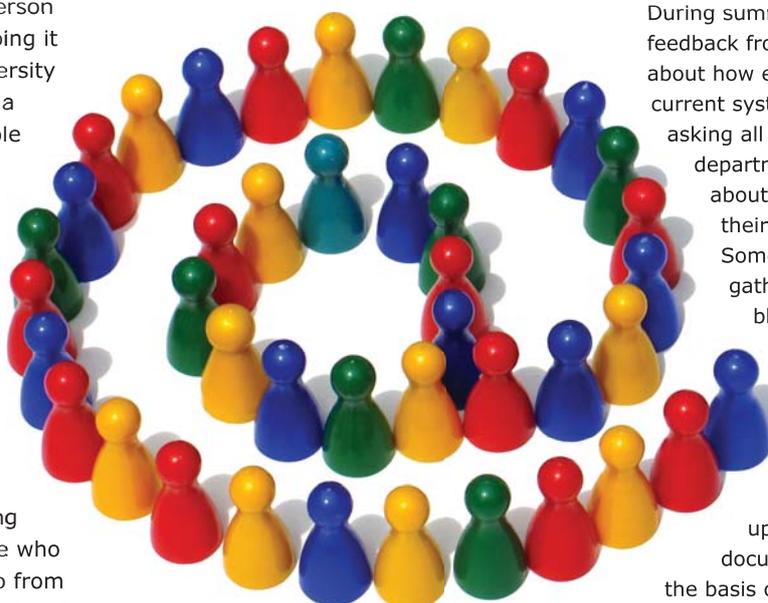
WEB CONTENT MANAGEMENT SYSTEM

This is where a Web Content Management System (WCMS) comes into its own. Indeed, websites built using Google or Wordpress are a form of simple WCMS. So what is a WCMS?

In simple terms, a WCMS allows anyone with basic computer skills to create and maintain a website. If you can use Microsoft Word, then you should be able to keep your website up to date. The users don't see or have to have any knowledge of the underlying code that creates the page.

Typical features of a WCMS include:

- A simple interface similar to Microsoft Word for editing the page content
- Flexible templates that control the look and feel of the web pages including consistent navigation and branding
- Customisable workflow features for example the ability to publish articles in the future or getting someone to approve content before going live.



The Web Team is responsible for ensuring that the content that is put into the WCMS is accessible, works on all devices and browsers (including, for example, the iPhone), can be easily navigated, is usable and is correctly branded according to guidelines provided by Marketing and External Relations. This is our expertise and one that should not need to be learnt by someone at the University who wants to build a website for their school or department.

The University currently uses Oracle Portal as a WCMS, which was originally intended to deliver content for our intranet at www2.northampton.ac.uk (TUNIS), but which is now somewhere near 90% internet content. The top level website www.northampton.ac.uk is built and maintained by the Web Team.

Oracle Portal has many limitations, the main one being it is not really a WCMS in the true sense of the term, and also it is very difficult to use for our end users. The WCMS marketplace has matured a lot over the last few years, and the Web Team are asked for features that Oracle Portal cannot deliver. There is also a need to bring the two sites together under one system, so we currently have a tender out to supply a new WCMS for the University.

MAKING IMPROVEMENTS

During summer 2008, we asked for feedback from current web authors about how easy they found the current system to use, as well as asking all heads of schools and departments to have a think about what they wanted from their website in the future. Some of this feedback was gathered via the Web Team blog so that others could see what was being mentioned. Also, the Web Team came up with a list of technical requirements, and all of this was written up into a requirements document that will form the basis of the tender. We are taking the Official Journal of the European Union (OJEU) route for the procurement to ensure that we get the best possible match for our requirements.

The technology that drives the web moves at a rapid pace and it is crucial that whatever system we finally choose is based on standards so that we will be in a position to deliver Web 3.0 functionality (whatever that might be!) when it arrives.

You can follow the progress of the WCMS on the Web Team blog at blogs.northampton.ac.uk/webteam

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Researcher Needs Survey

What do researchers think of the services provided for them by Information Services? Which new services would they like to see? These were the questions addressed by this summer's survey of researchers' information needs.

Presented online over a four week period in June, the survey gave researchers the opportunity to share their views on the resources, equipment, training and dedicated research services offered by the library and IT centres. 64 people responded, of whom two thirds were staff and one third were research students. All the Schools were represented, as were both full and part time researchers, and local and distance learners.

The first part of the survey addressed researcher use of existing services. Likert type scales were used to establish whether researchers had used existing services already, and if not, whether they considered them likely to be useful. Some services unsurprisingly experienced high levels of usage (e.g. electronic journals indexes and full text databases, printed materials and inter library loans); others were familiar to relatively few respondents (e.g. the library's research support website, university ISBNs, 24 hour access to computing facilities

and Shush! the library blog). In many cases, low usage levels were associated with high numbers of 'could be useful' and 'unaware of service' responses, suggesting that usage might increase if these services were promoted more effectively.

The second part of the survey explored reactions to some potential new services that might be offered by Information Services. Again, Likert type scales were used to gauge interest. Based on the numbers of 'definitely interested' responses, the top three potential services were the electronic delivery of inter library loans, an online collection of successful research funding bid documents and extended borrowing periods for researchers.

The results are clearly a call to action for Information Services staff. In some areas we have already responded: electronic delivery of inter library loans is now available to all UK based staff and research students; the department's research support web site (<http://library.northampton.ac.uk/research/>) has been updated and, along with other research specific services, is being actively promoted to the research community; we are reviewing researcher borrowing allowances and periods.

In other areas, the survey results indicate a need for Information Services staff to work with colleagues elsewhere in the institution. For example, online guides on research related themes were much sought after, as was training on research related software (especially SPSS). And finally, to progress in some directions we need additional resource. The purchase of a journal citation database or directory of impact factors would support researchers' evident interest in bibliometrics; well equipped quiet research spaces in the libraries would be appreciated by part time researchers particularly.

One of the greatest benefits of surveys such as this is that they give us evidence to support new developments in our services; they enable us to prioritise according to the actual needs of our users. We always welcome feedback on our services and suggestions for improvements. We are grateful to all of the survey's respondents for their cooperation.

An Executive Summary, as well as a link to the full report, are available on the library web site: <http://library.northampton.ac.uk/research/services/survey/>.

Digital Delivery of Inter-Library Loans

Academic staff and researchers can now choose to have their inter-library loan articles delivered digitally to their PCs via Secure Electronic Delivery (SED). The British Library service has been rolled out to users across the country and currently one out of three document supply customers use SED.

Staff and researchers at the University need to continue to request inter-library loans via a paper form but a second signature is now required to

confirm the digital request. Because the digital copy is delivered by email and then opened with Adobe software all users need to download a test document to confirm they can receive the document digitally (they may also be required to download Adobe Digital Editions software).

Users can only open the requested document once, and the 14 day rule means that the electronic copy will be available for download from the

server for 14 days only (the file will then be deleted). The British Library recommends that users make a print copy of the article as soon as they can after opening the document.

The service is for UK users of the British Library only. Information Services can support the service on-campus but are currently unable to respond to software problems off-campus. For further information contact your Academic Librarian.