

## Tilburg University

### Helsinki University libraries

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**HELSINKI UNIVERSITY LIBRARIES**

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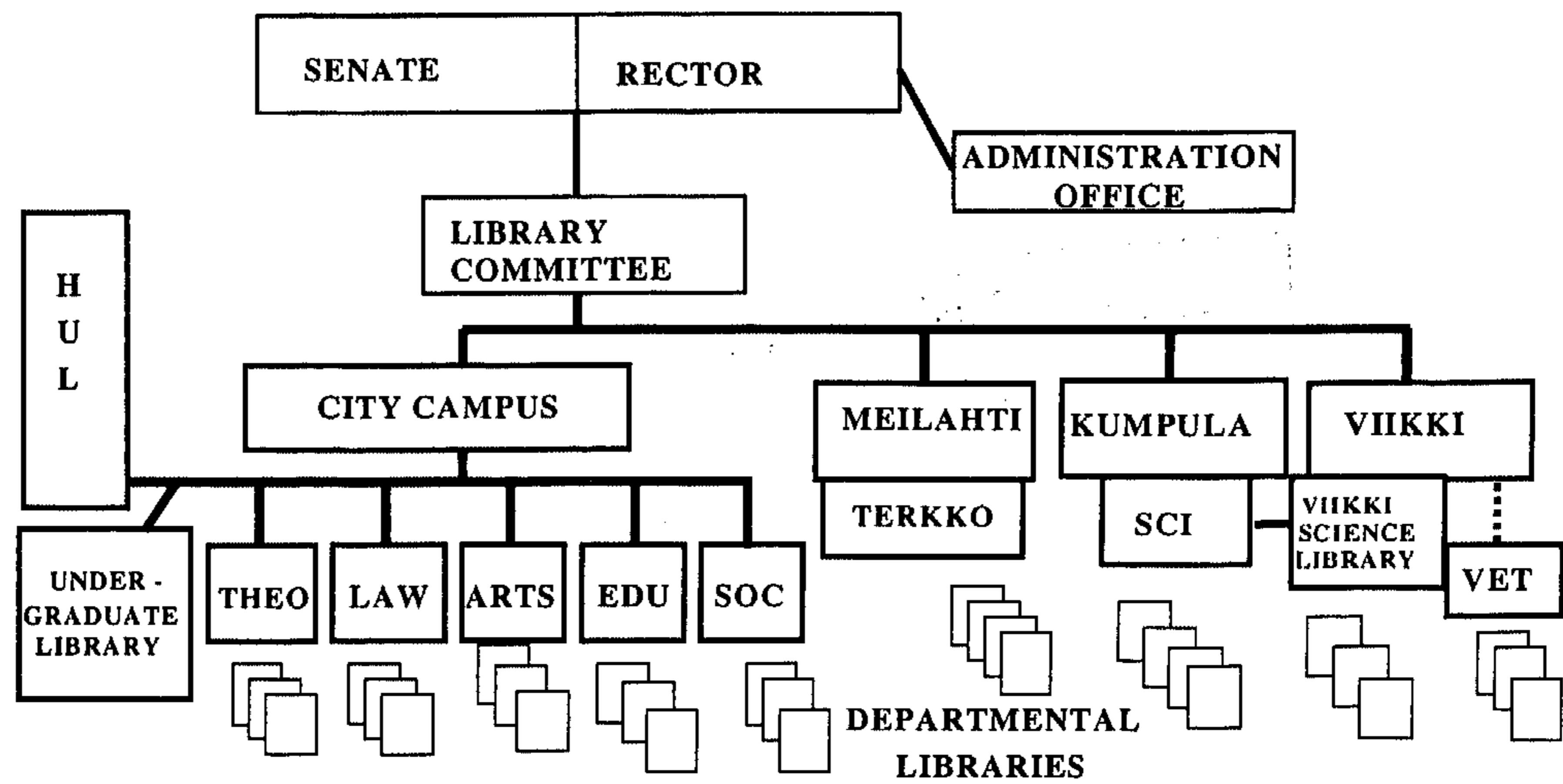
**REPORT OF AN ASSESSMENT PANEL**

*By*

**HANS GELEIJNSE, GÖRAN GELLERSTAM,  
IAN R.M. MOWAT AND KYLLIKKI RUOKONEN**

*Introduction by Aimo Virtanen,  
University of Helsinki*

## SUPERVISION OF THE UNIVERSITY OF HELSINKI LIBRARIES



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## PREFACE AND ACKNOWLEDGEMENTS

The following report has been written by an International Assessment Panel at the request of the University of Helsinki. The panel were conscious that their study was a part of a wider continuing evaluation of all parts of the University enterprise. The panel have found the exercise to be illuminating and stimulating and are grateful to the University for their invitation to participate. Especial thanks are due to Riitta Mäkinen and Aimo Virtanen for their unstinting work in organising the schedule, arranging meetings, making documentation available and, above all, ensuring that the panel were very well looked after during their visits to Helsinki in May and August/September 2000. A particular vote of thanks is due from the other panellists to Kyllikki Ruokonen. In addition to her standard contribution of ideas as a member of the panel, she has been of the greatest importance in acting as a vital source for correcting misunderstandings and misinterpretations. Although the panel was not without some other experience of the Finnish library scene it was all too easy for conversations conducted in English, a second or third language for most of the participants, to result in a greater than average number of errors. If any errors remain they are a consequence of the obtuseness of the rest of the panel and, in particular, of the chairman, who cannot use the excuse of a second language as a barrier to understanding. The panel have done their best to study the evidence on the ground, to speak to as wide a range of participants as possible and to review the documentation provided before reaching their conclusions. The range of those who gave generously of their time is listed in an appendix to this report and the panel are most grateful for the help they were given in this way. However, they have seen their primary responsibility to the University as being one of giving an external perspective based upon considerable experience of libraries elsewhere in Scandinavia, in Europe and, indeed, throughout the world.

The user perspective tends towards the current and immediate in response to survey questionnaires on performance satisfaction. This is, of course, vitally important, in determining weaknesses which require addressing as a matter of urgency. It is also important, however, to set development in a slightly longer timeframe and the panel have attempted to use their expertise in this manner in making their recommendations. Naturally, it will be for the University to decide how far the recommendations arising from this perspective are pertinent to the developing circumstances of Helsinki.

Ian R. M. Mowat,  
Chairman of the Assessment Panel  
Librarian to the University of Edinburgh



I want to express my warm compliments to the panel in its entity, and to each of its members, for their intensive and honest work for improving the UH Libraries, their services and their organisation. The project has been a most impressive work process for all of us who were involved in it. It has created both ideas and challenges, labour and victories for us. For all this, I have the pleasure to say my thanks especially to Vice-Rector Raija Sollamo and Chief Librarian Esko Häkli, for getting me involved in the process and giving their advice and support during it.

Without saving their time, the members of the Steering Group have helped to find the right resolutions in many practical questions. This report is produced independently by the panel, without any direct influence from the Steering Group, whose role has been more to steer the process of the assessment, not so much to counsel the panel. A special word of thanks belongs to the Chair of the group, Maija-Leena Huotari, for her contribution to the completeness of the assessment process.

It has been my pleasure to share the work with Planning Officer Riitta Mäkinen, a talented person provided with the most advanced patience and co-operative spirit. As a specialist in the field of libraries and information services, Riitta has given her expertise to the project.

I have the pleasure to express my thanks to all of the librarians and the libraries, for their hard work for the benefit of the joint effort, as well as to those members of the University community whom met and troubled during the process. We hope that the results of the project will be of use for you yourselves, in providing the libraries with modern tools and selecting the working methods which function best.

Aimo Virtanen  
Evaluation Officer  
University of Helsinki

# 1. INTRODUCTION

## GENERAL

The report of the panel is divided into seven sections, with appendices. In the first section the purpose of the exercise and its general structure is identified. The second section attempts to identify the wider factors which the panel took into consideration while reviewing the University Libraries. The third attempts to give an overview of the panel's perspective on Helsinki University Libraries, derived from the more detailed analysis in section 4, which the panel undertook during their first visit to Helsinki. The fifth section is the panel's response to the five specific questions which the Steering Committee for the evaluation asked while the sixth reveals the panel's thinking as it worked towards the recommendations in the seventh section.

Aimo Virtanen:

## FACTUAL ANALYSIS

### *a) University of Helsinki and its evaluation activities*

With 35 000 students, 7 000 staff members and an age of 360 years, the University of Helsinki is clearly the largest and oldest of the Finnish universities. This does not, however, mean that progress in organisational as well as in other areas of development will necessarily be of the highest quality. With many traditions, developed during hundreds of years, and the aspirations of more than one hundred very autonomous units, the University must have a relevant overall strategy and clear visions to improve its activities and duties. Within such a large institution, it is hard to find the correct ways to work, because a big ship turns slowly.

The above mentioned arguments have been the starting point for an assessment exercise, being planned by the Library Committee of the University of Helsinki, to be completed during the year 2000, and consisting of an evaluation of all the library activities, services and organisations within the University. According to the project plan, the aim of the process was

*'To obtain tools for continuous development of library activities, so that the library services and the information provided would support both education and research in the most appropriate way and that as up-to-date methods as possible of accessing information would be available for the members of the University. The goal is to evaluate the functions within the library activities at the University of Helsinki, both the entity of the library and information services within the University and individual libraries.'*<sup>1</sup>



The University of Helsinki has been involved in several assessments during the last few years. Benchmarking of the University administration was an attempt to analyse and improve many of the administrative functions (1997-99) <sup>2</sup> and the Research Assessment Exercise (1999) <sup>3</sup> produced concrete results for internal allocation of money within the UH. After the Library Assessment, plans for evaluation of education and teaching will be realised in 2001 and 2002. All the assessment processes take a lot of work, but they also provide an overview of the contexts.

Because of the diversity and heterogeneity of the University of Helsinki Library organisation, and from experience of previous assessment processes as well, it was known that this assessment exercise would also be an immense and very laborious task. In spite of having vast amount of statistical information and thousands of completed questionnaires, the aim has been to obtain the best possible results from the assessment exercise. The wideness and diversity with nine faculties and dozens of fields of research at the University creates special demands and specific needs in the library services.

*b) The structure of Helsinki University libraries*

It will be necessary to notice the fourfold organisation of the University of Helsinki Libraries as follows: (see also the organisation chart at the copyright page)

- 1) *The Helsinki University Library* (HUL) is both the National Library and the main Library of the University of Helsinki. Basically, it works as a humanistic central library, but it does not have any supervisory role over the other library activities at the University.
- 2) *Campus Libraries*. In the Meilahti and Viikki campuses the campus library units of National Library of Health Sciences (Terkko) and Viikki Science Library have been established. At the Kumpula campus planning has made progress, but at the City Campus the plans for more centralised library services of all the five faculties still have not materialised. The first step

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<sup>1</sup> For more detailed information, find the project plan on web:

<http://savotta.helsinki.fi/halvi/keho/kirjarv.nsf>

<sup>2</sup> Final report: A.Virtanen & S.Mertano: Learning by comparing. The Benchmarking of Administration at the University of Helsinki. - Publications of Higher Education Evaluation Council 12 :1999.

<sup>3</sup> Final report: Research Assessment Exercise 1999. Edited by Esa Hämäläinen. - Evaluation Projects of the University of Helsinki, Nr. 6, also available on Internet:

<http://savotta.helsinki.fi/researcheval>



towards a city campus library is the Undergraduate Library, offering textbooks and other services mostly for City Campus students.

- 3) *Faculty Libraries*. The five faculties located at the City Campus and the Faculty of Veterinary Medicine each have their own faculty libraries, working independently under the supervision of the faculty.
- 4) *Departmental Libraries*. Almost every faculty, irrespective of the model of a campus or faculty library, has a various number of departmental libraries, either 'official' or 'unofficial'. Many of them have been built through 'private' collections of professors and researchers working at the departments, and some of them have grown into distinguished libraries in their fields, while some are still more 'private' by nature.

c) *The library assessment process*

The assessment process started at the end of 1999 by the recruitment of the members of an International Assessment Panel and by naming the Steering Group. Also the civil servants – a full-time Planning Officer and a half-time Evaluation Officer – needed for its implementation, were appointed. Focusing the project plan was the first task as well as composing the guidelines for self-assessment of each of the libraries. The self-assessments had an important role in sensitising the libraries to taking a closer look at themselves. The data collection process, starting with planning of the questionnaires, was organised next. Within a tight schedule, the self-assessments were followed by three surveys of the library users, as well as interviews with librarians, deans and chief civil servants at the faculties. Later on, the material collected for the assessment was augmented by interviews with research groups, selected from every faculty and being as representative as possible in their fields.

From the beginning, the International Assessment Panel consisted of four top-level librarians, *Lynne Brindley* from Leeds University, *Hans Geleijnse* from Tilburg University, *Göran Gellerstam* from Lund University, and *Kyllikki Ruokonen* from Helsinki School of Economics and Business Administration (former). Before the start of the actual work of the panel, Lynne Brindley was appointed to the high position of Chief Executive of the British Library, and was substituted on the panel by the Librarian of Edinburgh University, *Ian Mowat*. The panellists visited the University of Helsinki twice, first in May and then at the turn of August and September 2000. The first visit took a whole week (8 to 12 May), while the second was shorter (30 Aug. to 2 Sept.).

Earlier in spring, the panellists were provided with documents (see appendix 1) and source materials, produced for instance by the self-assessments of the libraries, for a documentary analysis. This was necessary for outlining the existing situation and questions which arise when considering the position of library activities within the University. The panel could add clarity to their preceding impressions during

the visits, both by listening and asking questions from library specialists, decision-makers and users – both researchers and students. After the first visit to Helsinki, the panellists were provided with more specific documentation as requested and summaries of the questionnaires.

During the summer, from June to August, the panellists were busy with producing their first drafts of the report, to be checked and complemented during their second visit to Helsinki. The very productive sessions held for the purpose during the visit enabled this report to appear within a very tight schedule to meet the deadline, set beforehand at the end of October 2000.

The main task of this Report is to give visions for developments and alternative ways of proceeding and arguments for choosing between some directions to go further. The discussion on the goals of the Library activities has been started even before the process, and this Report is expected to give an important contribution to the ways of carrying out the improvements needed.

For instance, the discussion has concerned the importance of the availability of traditional monographs on the one hand, especially in the humanities and arts, and the importance of quick communication and data transmission on the other hand, for having the latest research results published and made available globally as soon as possible. The libraries have a remarkable challenge to respond to the various demands of the users, and, at the same time, to try to solve the problem of diminishing resources.

The International top-level Library and Information Services experts, coming from outside the University, have had their say about reforms. After that, it will be time to continue with a discussion within the University, by searching for methods of development and transformation, in order to improve efficiency and versatility, and to avoid making the strengths into weaknesses.

Hopefully, the assessment exercise will also stimulate both discussion and argumentation concerning the suggestions, both in Finland and in the international fora. The discussion will be one result of this kind of process, a fertile tool for improvements in the global field of Information Services.

This report will be accompanied by another, published in Finnish, with a more detailed analysis of the surveys and of the assessment process itself. Hopefully, it will complete the picture drawn by this report, to achieve the highest results of development within the Library services of the University of Helsinki.

*Definition by the panel: for the sake of clarity, the term national library is used to define activities undertaken by the University of Helsinki Library on behalf of the wider community beyond (but including) the University and funded by the government for what, elsewhere would be considered the tasks of a national library. The panel appreciates that the University of Helsinki Library is at present both a national and a university library.*



## 2. WHAT IS HAPPENING IN THE INFORMATION ENVIRONMENT?

### INTRODUCTION

Although the panel were invited to look specifically at the activities of the University of Helsinki Libraries, it felt that its discussion and recommendations could only properly be considered in the light of its perspective on the likely development of information in the world at large over the following years. Constant review is a sine qua non of management in all fields nowadays but the panel have attempted to make their recommendations in the light of what they believe the future of the information universe to be. Some relevant references are listed in appendix 4.

*Library activities will become a more integral part of the educational process in the university*

- The importance of teaching and learning and the use of new technologies in the development of courses are central to the future of libraries. It is the bread and butter of most universities in Europe. The question is: what is the policy of the university and what is the role of the library in this respect?
- The physical library is going to be a library for the undergraduates and for researchers in some specific disciplines but not for advanced researchers in the fields of science, technology, medicine and the hard social sciences. This trend is already identifiable from the results of the user survey conducted as part of the library review.
- The demands and expectations of the Net generation will force universities and libraries to rethink and re-engineer the way they would like to present and process information

*For researchers the library will become primarily a virtual library*

- Increasing availability of electronic information.
- Increasing access to information from anywhere, at any time.
- The power of the user will increase. If the libraries fail to meet the demands of the majority of users, they will be out of business. This will happen much more easily in an electronic environment than in a printed environment.

Library Visits 1999

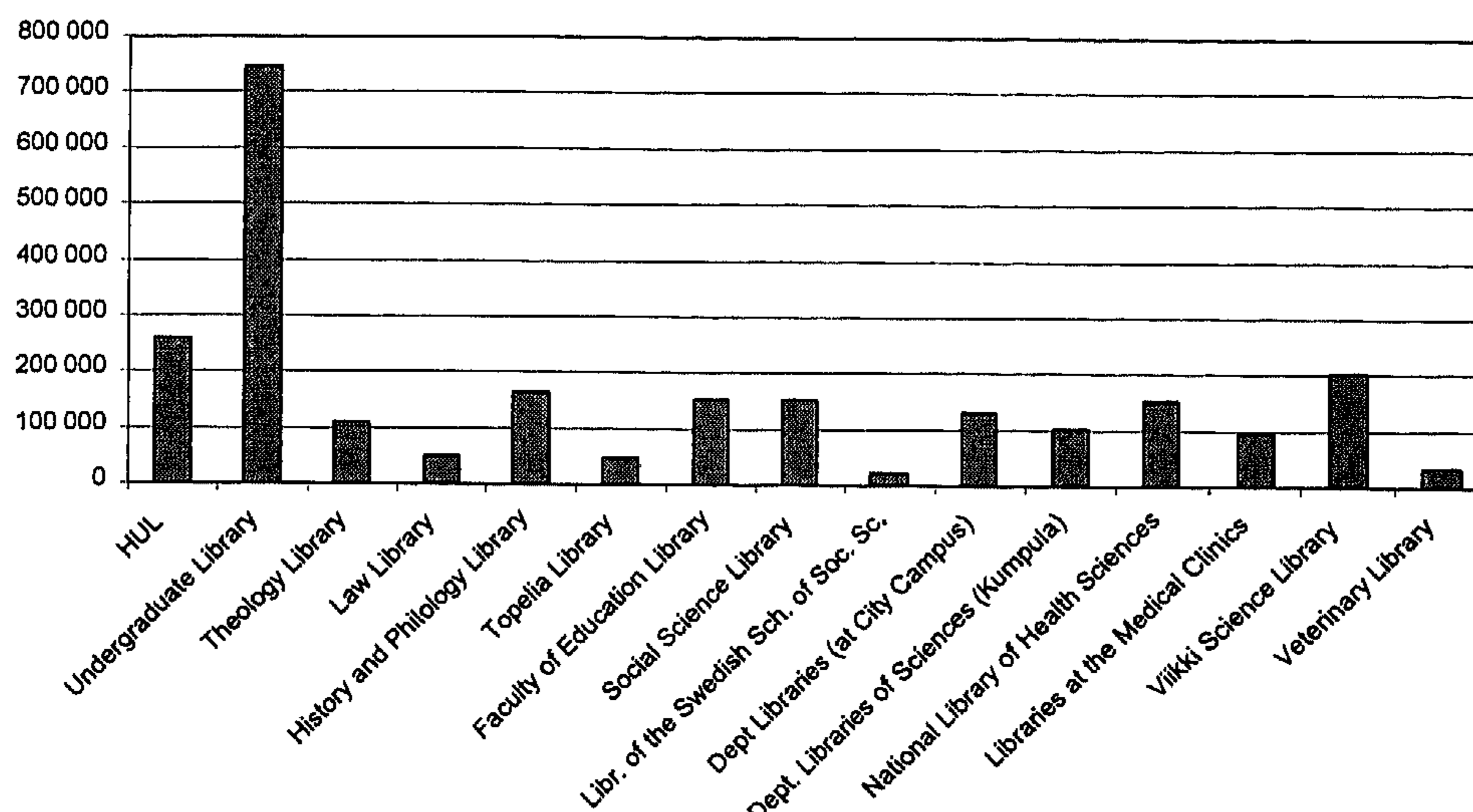


Figure 1. Number of library visits in 1999. (The figures are indicative, since statistics are not fully comparable.)

- Top researchers need to have access to relevant electronic information sources which should be “complete”, “relevant”, and “seamlessly interconnected”. The library (staff) should be prepared to meet these demands.
- Trends towards individual, personalised services for the user. The user should be able to customise his/her interface, to customise his/her information needs and his/her computing and telecommunication environment.
- One of the consequences for libraries will be that an increasing proportion of staff should have primarily subject-based or subject-oriented knowledge.
- Traditional tasks in the library will become less important and will gradually disappear: acquisition, cataloguing, lending, inter library loan, document delivery, although electronic variants will continue.
- The traditional concept of the research library is fading away. In the future there will be fewer rather than more libraries. Libraries that are not prepared to add value to the information process, for example, by ensuring the cheapest access to information, or by the pre-selection of the most useful information will be bypassed.



*The Web (and its successors) will contribute to the development of new business models in publishing*

- Trends in electronic publishing: the real new information increasingly is on the Web and not in print.
- Universities are engaging in Web publishing by their own researchers and students.
- An integration of different information sources is badly needed, so that there is as easy as possible access to and interchange between, for example, electronic and printed texts, formal published information and professors' lecture notes and reading lists and locally and remotely held material.
- The relationship between libraries and publishers will not be governed anymore by copyright law, which affords some protection to libraries, but by contract law which governs the nature of licence agreements.
- The nature of the contracts between authors/universities and publishers will change.
- This is very much connected with the increasing importance of Web publishing and the value publishers might be able to add to university based documents. A new business model should be reconsidered.

*Subject differentiation in the new information environment*

- The timescale for the dominance of electronic over print culture will be different in different disciplines. In some scientific disciplines it could be argued that electronic information is already more important than print and certainly over the next five years a dramatic shift to electronic information is probable in science, technology and medicine and, indeed, in the harder social sciences.
- There will be a longer tail of print and manuscript material remaining of continuing value in the arts than in other disciplines with many research areas continuing to depend upon print and manuscript sources for decades to come.
- However, global trends indicate that, even in the arts, an overwhelming shift to electronic sources is taking place. Developments such as the Netbook, Octavo Press and Ebbo in the United States, similar activities in many other countries and the efforts of National Libraries, not just in advanced countries but also in relatively poor ones like Bulgaria, to digitise their national treasures, will make available in electronic form enormous resources for advanced study.
- The pace of change is likely to increase as technological developments, already invented but not yet fully marketed, which allow cheaper and more secure storage in electronic form and better on-screen presentation come in to play.

*Consortia licensing will change the collection development policy and lead to greater centralisation*

- Libraries are co-operating more than ever before in consortial development.

It should be stressed that this development will inevitably lead to more centralisation of the funding and the decision making power with respect to scientific information. It will be unthinkable that heads of departments will be able to decide on campus-wide licenses, unless the university permits a great deal of inefficiency and wishes to waste money.

#### *International cooperation and competition*

- Competition between universities will become more important because universities can offer virtual courses.
- Trends in subject-based international co-operation are obvious. Research is international; the relevant databases are international, while electronic archives are international.
- Individual universities and consortia will also combine with new-media information providers in distance educational delivery.

#### *IT departments and libraries should co-operate*

- Co-operation between libraries and IT departments is a necessity. Although at present there remain distinct specialisms between librarians and computer specialists there is a growing convergence of skills and, more importantly, a coming together of the approach of the user to the problems of electronic information. The user does not wish to be passed from one expert to another in finding solutions. It is essential, therefore, that libraries and IT departments work together on providing services that meet the needs of the user community.

#### *Relevant information may not be for free anymore*

- The concept of free access to information is being threatened. Threatened changes to EU copyright law are already threatening restrictions on free access to printed information. This combines with developing practice of electronic publishers to rent, rather than to sell information. Just as the owner of a home usually has more freedom to alter his or her accommodation than one who rents property from another, so those who rent information will be more restricted than those who own it. Although the price of individual use of any item of information may drop substantially in the future, increasingly payment will be required for each use, rather than for the initial access.

#### *Digital archiving and preservation*

- National libraries in Europe are currently engaged in developing a new role in digital archiving of electronic information produced in their own country.



### 3. OBSERVATIONS, STARTING POINTS

The Helsinki University Libraries is a large, complex, and heterogeneous organisation, without central management and a clear overall leadership to develop and implement a common strategy and to be in charge of all relevant operational affairs.

Despite this, Helsinki University Libraries are not in crisis. The University has created two well-equipped and successful campuses with attendant campus libraries; it has good faculty and other local libraries with impressive printed collections and excellent electronic services. However, it is questionable whether the University of Helsinki Libraries will be able to keep up with the fast developments in the information environment and the developments in higher education, without major changes in its current situation.

Co-operation between the different campuses, branches, and departments is too limited, even with respect to the use and application of digital services. Many departmental libraries are research focused which has been one of the reasons for the development of the previously existing special undergraduate library in the city centre to serve a subset of the disciplines at Helsinki University.

The following key issues can be identified:

#### *Unclear relationship between the National Library and the Helsinki University Library*

- The mixed role of the National Library and the Helsinki University Library
- The funding of the tasks of the National Library and the University of Helsinki Libraries are unclear. There is no clear economic analysis of the national role and the role as the university library of Helsinki.

#### *Lack of leadership*

- The absence of a clear decision making procedure in the University Libraries
- There is no coherent vision with respect to the development of the Helsinki University Libraries. The “Development Strategy for the Libraries of the University of Helsinki 1998-2005” is too vague. Co-ordination cannot be attributed to a committee.
- The co-operation between the various library departments is insufficient.

### *Scattered and outdated library facilities in the City Centre*

- The departmental libraries in the city centre are at walking distance from the faculties and from each other, but the segmentation of facilities and services results in a poorer quality of service than might be delivered with the same resources in a different fashion.
- Accommodation is completely insufficient and does not live up to the demands of the 21<sup>st</sup> Century. Although there are plans to rectify the worst instances of bad accommodation it was not clear to the panel that the proposed remedies offered the optimum solutions for the University.
- The relationship with the facilities of the National Library is unclear.

### *The role of the library in new concepts of learning*

- There is some concern about the role that libraries can play in a system of “Problem Based Learning”. The computer and information literacy of university teachers and various members of the library staff could be improved, the co-operation between libraries, departments, and IT services in this respect is as yet too limited and there is a lack of computers for students in the libraries (though not necessarily in the University as a whole).
- The University has no clear policy with respect to the integration of information technologies into teaching and learning.  
Students and librarians complain about the availability of textbooks, although multiple copies are present in the libraries.

### *Information Technology*

- The IT-department recommends the use of certain standards, but nobody is forced/committed to apply these standards.  
Old houses in the city centre present some problems for networking.
- The firewall of Meilahti Hospital is a problem.  
The Information Management Group of the University has no library members although the Vice-Rector who chairs Library Committee is a member.



## 4. INITIAL ANALYSIS OF THE HELSINKI SITUATION

### STRENGTHS

*Collections:* The University Library, as appropriate for a university of the age and distinction of the University of Helsinki, has considerable strengths. The linked functions of national and university library give the academic community in the University access to and influence over traditional collections of books and journals (both Finnish and foreign) that are unparalleled in Finland. The panel was informed of ways in which university staff were involved in selection processes for current additions to stock. Although there were complaints that stock selection from the national library budget did not reflect the needs of researchers in the university, there is undoubtedly a potential strength in the additional funds that the government makes available for the national library function.

*Electronic delivery:* At least as important for the future is the benefit from the innovative work undertaken by the national library in the delivery of information. The catalogue service, HELKA (with its associated services in providing, e.g. statistics and user support), was rated highly by almost everyone to whom the panel spoke, while the FinELib development is delivering electronic datasets with an efficiency and effectiveness that is comparable with the best in Europe. There has been a clear recognition that the best way of delivering information electronically is centrally, rather than by multiplying services at local level.

*National/University link:* The national/university library link may also be one contributor to the outward-looking, international feel of service delivery in the library system. Wherever the panel went, there was a general sense of awareness of the outside world and a desire on the part of the library service to learn from and to be measured against the best international standards.

*Staff:* This, in turn, was one element of a wider sense of pride in performance, commitment and a desire for constant improvement and development amongst the library staff, which is an excellent starting point for the future.

*Director of the Helsinki University Library:* The development of national library services, from which the university has benefited, are a tribute to all of those involved but perhaps also a mark of the contribution of the present Director during his long and distinguished term of office.

*Academic commitment:* The panel was also struck by the strong sense of commitment to the library from many of the academics that they met. It is the panel's belief that, at least in part, this is because of the devolved responsibility for library matters within the university and the strong sense of ownership which that has engendered. The panel was led to believe that, in general, the libraries were close to their users, not just physically but often in an awareness of and response to needs. It is clear that the strategy of developing a campus model for ongoing development has, at its best, produced high quality library provision that is appreciated by the user community. The University is to be commended for the outstanding facilities it has created at the Meilahti and Viikki campuses, in particular.

*Co-operation:* Amongst the most obvious potential drawbacks of a campus approach are conflicts, or at least lack of co-operation between sites and the absence of common facilities where these are appropriate. In Helsinki these potential drawbacks are countered by the strong co-operative spirit that was much in evidence and by the practical steps taken to ensure that stock is available to users throughout the university. Access is available to the holdings of all libraries where these were entered in HELKA and intra-library loans makes possible the delivery of books from remote libraries to local campuses. In addition, the undergraduate library has stood as an example of cross-campus provision of services. This ensures longer opening hours and wider access to stock than would be possible on a multi-site basis. While the panel felt that this co-operative spirit was insufficient in itself to resolve some significant problems, it was impressed by the amount of un-forced working-together that it observed.

*Mergers:* The library staff is proud that they have reduced the number of libraries from ca 150 to ca 50. They are afraid that a drastic further integration into larger library units will create more bureaucracy.

*Overall impression:* No library service is perfect and, in a fast-developing environment, there are regular new grounds for complaint and unsatisfied demand. The users, the library staff and the panel itself all identified weaknesses in the existing arrangements but the panel gained the overall impression that, within the existing resource constraints, there was a high level of satisfaction with the services provided.



## WEAKNESSES

*Strategy:* Inevitably, some areas of strength also have more negative aspects. In addition, while the strategy currently being implemented has much to commend it, the panel has identified some issues that, in its view, have not yet been fully resolved.

*National/University relations:* First amongst these are the relations between the national library and the university. Despite the obvious benefit which the University gains from the existing close association, the panel was made aware of considerable tensions and widespread unhappiness arising from the different functions of the national and university provision by the National Library. There were specific concerns noted about the conflict in the national library between the emphasis on research and the needs of external users. There was specific unhappiness about the recent rearrangement of books in the national library and, more generally, a lack of user orientation on the part of the national library.

*Lack of leadership:* One major consequence of the poor relations between the national library and the university was a sense of lack of overall professional leadership within the university library community. Despite the excellent co-operative spirit (which may, in part, be an outcome of the absence of central leadership) the panel felt that there was a failure to move forward fast enough because discussion was not easily translated with sufficient speed into action. The present set-up appears to result in a lack of clarity of management. With the impending retirement of the present Director of the Helsinki University Library and of a number of other key players in the not too distant future, a period of potentially even greater uncertainty in decision making has begun and this could further hamper the onward development of what is currently a good service.

*Library Committee:* Although the Library Committee produced the sensible strategy to which the University is presently working, a Committee is hardly an appropriate vehicle for day to day management and, in its present format, appears to the panel to be too weak to drive through change. The panel could not detect who had authority to address issues such as quality control and long-term planning or who provided expert advice in decision making.

*Funding:* It was made clear to the panel that development was also hampered by a shortage of funding. The financial downturn in the early 1990s has had a major impact on collection building. There is little evidence of any attempt to recover the ground lost during that period and texts which are important for University teaching are either already out of print or beyond the budgets of both the national and the

university sections of the University Library. The strong sense of ownership given to the academic community by the present arrangements contrasted markedly with repeated complaints about inadequate funding. In almost any conceivable management arrangement for the University it seems inevitable that a significant proportion of heavy library users will have limited influence on the decisions on spending. So complaints from the disenfranchised about inadequate funding may be equally inevitable. Nevertheless, the panel were struck by the fact that a system apparently designed to give power to the users did not appear to produce a result which led to greater satisfaction.

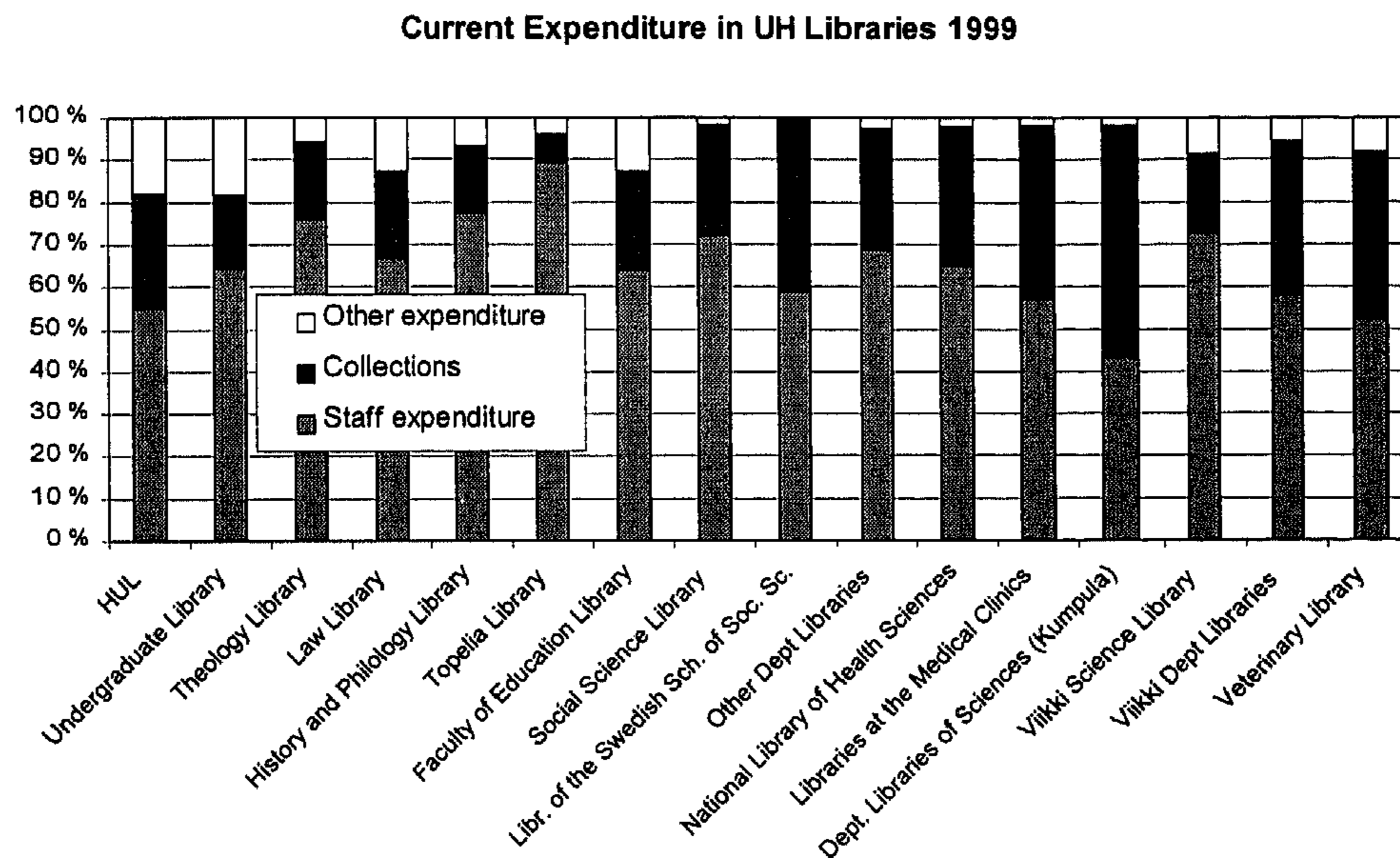


Figure 2. Percentage of costs for material, staff and other expenditure in 1999.

*Spending patterns:* Tied to the absolute amount of funding is the way in which it is spent. An inevitable consequence of the multiplicity of libraries across the University is a very high ratio of expenditure on staff as compared to materials and information. There has been a trend in Anglo-American libraries over the past decade or more to



increase the proportion of budgets spent on materials. In the United States where staff costs used to account for around 70-75% of total cost (other than building and associated costs), that figure has dropped significantly in recent years and the average may now be as low on average as 60%, the current figure for the University of California at Berkeley. In the United Kingdom and Australia staff costs never consumed such a high proportion of total expenditure and are now down around the 50% mark (The UK national average figures for 1998/99 are 50.5%). These figures conceal the fact that older and larger libraries generally spend more on staff because they have more campuses and more libraries but with the exception of Oxford, even the largest and most complex research libraries in the United Kingdom do not exceed 55%.

By way of comparison the panel noted that the staff costs of the Social Science Library in Helsinki were three times as great as the materials and information costs. There is no absolute ideal in the allocation of resource and it is entirely appropriate for the University of Helsinki to determine its own priorities. But in a situation where a real increase in overall library funding may be difficult, it may be necessary for the University to take a strategic view (after listening to individual departmental views) of where the balance of advantage lies.

*Staffing:* While the commitment of library staff was very strong, there are a number of significant personnel management problems. The panel was informed of an impending staffing crises with one fifth of existing staff due to retire in the near future. Retirement provides an opportunity, as well as a threat, to redress the balance of expenditure between staff and materials and to address identified weaknesses in competency – so far as salary levels and availability of adequate expertise will allow. Although significant amounts of staff training are undertaken there seemed to be no overall strategy for staff development. The best staff clearly were operating at a level comparable with anywhere in the world. Unfortunately, the panel also were shown evidence of libraries being run in a manner more reminiscent of the 20<sup>th</sup> century.

*Accommodation:* The University has made major strides in improving library accommodation but will hardly be surprised to learn that much remains to be done. The facilities available to the Arts Faculty in particular are far from adequate. The proliferation of small libraries with overlapping subject interests and missions in the city centre must present a nightmare of confusion to those hoping to use material even marginally outside the core of their particular interest. In an era where inter-disciplinarity is a key term in global research strategies, the segmentation of information may threaten the University's performance.

*Student provision:* It is understandable why the choice was made but the division

of science provision between Viikki and Kumpula is storing up a host of problems in adequate library service. There was uncertainty about the direction of planning at Kumpula at the time of the panel's visits and the panel noted an apparent lack of concern for student needs in this campus. Indeed, in general, although the students interviewed expressed satisfaction with the services provided, the panel was struck by the relatively low attention that seemed to be paid to student needs in overall library provision. The Undergraduate Library was a clear exception and even there, the survey suggested that there was an element of underfunding in the provision of pcs. The smallness of many of the libraries visited meant that there was a paucity of provision of many facilities that would be expected in a well-found library – photocopiers, personal computers, etc. Multiplicity of sites also increases the costs or reduces the ease of longer opening hours. The dependence upon departmental libraries means that there is constant disruption when, as appears to happen with considerable frequency, departments move location.

*IT:* Within the overall high rating given to IT developments, the panel detected a number of weaknesses. Many valuable monographs are not listed in HELKA (for example about 40% of the foreign language stock of the History and Philology Library and 66% of the monographs in the Botanical Library). More generally, it appears that FinELib does not have sufficient content to provide a critical mass for scholars in many disciplines – in large part because the international community has not yet provided this content. The lack of consistency and uneven quality in web page provision, while, on the one hand, catering to local needs, was identified as a weakness because of the confusion it engendered. In general, although the panel received some reassurance from the University's Director of IT Services, the feeling remained that there was insufficient integration of planning between the library and information technology services.



## THREATS

*Competition:* In the context of existing strengths and weaknesses, the panel identified a number of threats to the library's continued provision of high quality service to the community. At the strategic level there is the threat of commercial competition: a threat to education in general and to information providers in particular. It was not apparent that this threat was being seriously addressed in the library context. More immediately, the control of formal information in the existing chain by publishers and the way in which control is tightening with the introduction of electronic information is a significant worry. In the developing information world, printed information may become irrelevant to large elements of the community and worse, may be conceived to be irrelevant even when not.

*Environment:* In the light of global developments the Library of the University of Helsinki needs constantly to be aware of the threats to its survival from contextual and environmental issues. Its northerly location and its tendency to lose qualified staff in some subject areas to other countries are potential or actual threats to continued prosperity.

*Standing of Helsinki University in Finland:* Action and attitudes within Finland may also be problems. The government pressure towards equalisation amongst Finnish universities could be a threat to the University of Helsinki as a prestige institution. Nostalgia for the past combined with declining income may lead to inertia and a slow response to change which will be an even greater threat to the libraries.

*Budget allocation methods:* The way in which budgets are allocated represents a threat to the provision of an overall high standard of library service in the University. This is likely to worsen if, as anticipated, university income streams become more diverse and more closely hypothecated to specific activities. It is very difficult for a general service like a library successfully to quantify and cost the total use made by any one element of its user community.

*Overall impression:* Within the University outside threats may combine with internal failures. The panel was very much aware of the costs of library facilities, especially in the city centre and the possible unsustainability of such costs in the future. Even if the funding was provided, there is a real danger that appropriate library staff, with the necessary skills for the information age, may not be available.



## OPPORTUNITIES

*Funding:* Against the threats may be set some challenging opportunities. With respect to funding, the panel identified the fact of a developing national economy as a chance for improved funding (though noting from their own experience a Europe-wide tendency of governments to cut higher education spending). As the University's income model increasingly emphasises the need to generate resource from non-governmental sources there is an opportunity for the needs of the library to be recognised in the allocation of resources from such sources. Although there was some recognition of the marketing potential of income generation for the library it appeared to the panel that this was an area where more could be done. The recent announcement that overhead funding would be available from the Academy of Finland is a real opportunity to enhance the library budget as well as a portent of how income may be increased more generally. The Government Committee on the Structural Development of University Libraries has also made the proposal to increase funding.

*IT:* The advent of the electronic age provides exciting possibilities for change and improvement and it is clear that there is an impetus to change driven at the highest levels of the University. The retirement of many staff in the near future gives a chance for major re-thinking, if done strategically, and it is apparent that many of the existing staff are already aware of the need for change. The closer integration of the university into national society, taking advantage of the government's drive towards the knowledge society, and the possibility of closer inter-faculty co-operation within the University both present opportunities for improving library service by using the existing width and depth of excellence within the system.

*National/University links:* New technology can be exploited even further to enhance provision. To some extent this depends upon improving links with the national library in order to exploit to the full the newly purchased library automation system, to take advantage of co-operation in IT licensing and in the development of IT standards. Through the national library or by some other means the chance to use the University existing international prestige to benefit from international co-operation is greater than ever before, especially in the development of the virtual library.

*New partnerships:* New technology and changing attitudes can combine to present new roles for library staff in the learning environment. A new partnership can emerge with the spread of problem- and resource-based learning.

## 5. ANSWERS TO THE FIVE QUESTIONS OF THE GUIDELINES

Five questions were raised in the Guidelines provided to the Assessment Panel by the Steering Group for the Assessment:

### 1. INTERNATIONAL COMPARISON OF UNIVERSITY HELSINKI LIBRARIES

By the standards of North-Western European libraries of comparable standing, Helsinki University Libraries are funded only at an average level: see the following table. The ambition to be a world-class university will cost any university a lot in the provision of information but it is also important to ensure that investment is well spent. It is the belief of the panel that a higher proportion of expenditure than may be sensible, or than is justified by international comparison, goes in Helsinki to the maintenance of a multi-site service.

<i>University</i>	<i>% of total University expenditure spent on Libraries in 1999<sup>1</sup></i>
Helsinki	3.4
Oxford	3.9
Cambridge	3.2
Edinburgh	3.0
Lund	1.9
Uppsala	2.8
Stockholm	2.9
Amsterdam	7.9
Utrecht	10.0
Groningen	9.7

Helsinki can be justifiably proud of the investment it has made in recent years in buildings. The University library itself has been refitted to a standard comparable with the best elsewhere while at Meilahti and Viikki the University has two outstanding examples of modern library building. The incorporation of the public library at Viikki, while clearly not without some problems, is a shining example of good practice as currently being practised in only a few forward-looking cities.

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<sup>1</sup>The figures have been provided from national sources available to the panellists. While some effort has been made to compare like with like – for example, none of the figures include building costs – the panel cannot guarantee that they are exactly comparable.



A user satisfaction survey has been undertaken and is producing some interesting results. These will be provided in detail in the Finnish language version of the report. The panel has had an opportunity to review the initial output and has taken some account of the responses in its comments. However, the panel has not seen the complete results and is conscious that both in general and in levels of detail relating to particular libraries there may be interesting conclusions to be drawn and actions which are required upon which it has not been able to comment. It is salutary to note that satisfaction surveys generally produce quite high positive returns.

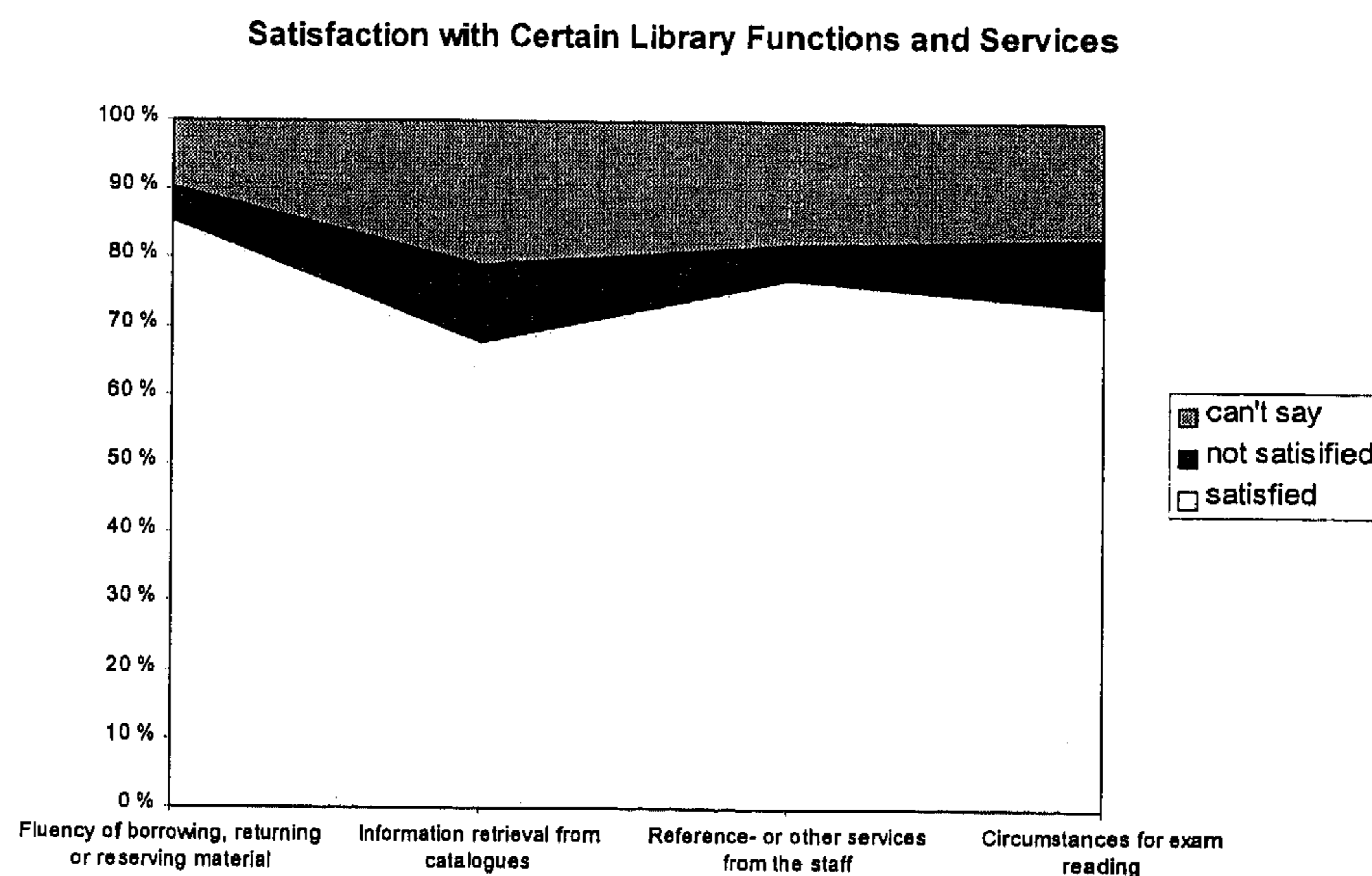


Figure 3. Some results from the user survey, april 1999. 80% of the forms (see appendix 3) were filled by students.

Edinburgh has recorded overall satisfaction levels in the 80-90% range in recent years and a recent survey in Dundee produced an overall result of 92% satisfaction. Line<sup>1</sup> warns that satisfaction does not necessarily equate with good performance and vice-versa. The user surveys carried out within the evaluation process at Helsinki survey have been undertaken in a slightly different way and the satisfaction rates recorded may not be directly comparable with those quoted.

<sup>1</sup>Maurice Line, *Library surveys*, Clive Bigley: London, 1967, p. 12.



It is unquestionable that the panel received many strong messages of satisfaction from the academic community. In part at least this would appear to be linked to the organisational structure of the library. In terms of comparison with Anglo-American academic libraries of similar quality, Helsinki University Library (libraries) is notably disaggregated not only physically but also in organisational structure. In other European countries, however, the Helsinki model is more familiar. The benefits of disaggregation are substantial - a local involvement in decision-making, proximity of the library to the user (both physical and conceptual), a strong sense of ownership and involvement. There are, however, substantial disadvantages; particularly waste of resource, reduced service quality and confusion of organisation.

So far as it was possible to judge during a relatively short visit the University has much to be proud of in the quality of its library staff and the service they provide. The FinELib provision is as good as anything known to the panel and the co-ordinated provision of cataloguing facilities strikes a balance between central direction and local provision - though some change in this balance may be required.

## **2. HOW DOES THE LIBRARY NETWORK WORK?**

There are some areas of excellent co-operation between the different parts of the library. Between the library and the IT department co-operation appears to work at a basic level. However, co-operation may not be enough. The existing processes, while having the strengths of encouraging participants to buy into decisions, would appear to be very time consuming and may not be effective when really hard decisions have to be taken. There is a need for more directed co-operation both within the library and between the library and other parts of the University.

The common services offered by the National Library in general work very well. There was high praise for HELKA and for FinELib. The inevitable criticisms of details may be an inevitable part of shared facilities but it should also be noted that the user survey produced rather more criticism of HELKA than individual comment. The introduction of a new system for HELKA may make current comment redundant.

It is not clear to the panel if the University has made a conscious decision on the future of electronic information delivery. Although the University of Helsinki does have a mechanism in place to develop University-specific electronic information services between the national provision and the faculty provision, it was not immediately clear to the panel that it was strong enough to ensure a sufficiently rapid development of Helsinki-specific services.

### **3. WHAT IS THE ROLE OF THE LIBRARIES IN THE INTERNAL DIVISION OF LABOUR AT THE UNIVERSITY?**

The panel received little evidence of relations between the library and other support services. Discussions with the Director of IT Services and his staff suggested that co-operation was at an acceptable level and that there were no obvious problems. No comments received from any other individual or group suggested anything to the contrary. However, the panel felt on the basis of their general review that there was a lack of dynamic co-ordination of library effort with general IT development. This may, in part, be due to the success of the national library's national effort in electronic information delivery. The panel felt that there was still a gap between this effort and the nuts and bolts co-ordination going on within the University and that rather more needed to be done to include information in its broadest sense in a University information strategy.

As might be expected, the library staff offered a wide range of skills, aptitudes and attitudes. At best, they are a match for their colleagues in comparable universities across the world. The dis-aggregated nature of library provision is a barrier to staff development, however, and there were indications of a serious skills' shortage in some of the key areas required for onward development.

The library staff at Meilahti are using the facilities provided centrally and nationally and building upon them to provide an excellent electronic service to the user community which appears to be much appreciated. This represents the peak of delivery that is not matched elsewhere within the university. The diversity of approaches being adopted on different campuses is confusing to the community and appeared to the panel to be a poor use of very limited skilled resource. There is need for more co-ordination of effort in this direction.

There remain many obstacles to the full adoption of electronic information: the provision of critical masses of data in particular subject fields, the adoption of new economic models for the delivery of information, adequate provision and replacement of high quality pcs and printers for both staff and students, the necessary training and support for staff and students in accommodating to the changing processes. Old boundaries between formal, published information in books and journals and the invisible college (formerly represented by a combination of personalised offprints, letters, telephone calls, conference discussions and other information communication) are disappearing without a clear replacement structure being apparent. The Web, for example, allows a combination of a formal published text such as an article with instant feedback from the academic peer group on the same page. Development will be spasmodic, uncertain, at different speeds between subjects and subject to significant changes of direction.

There seems no doubt, however, that even in the arts, the future is electronic. The potential for delivering very high quality information at the place and time and



in the format required is very much higher electronically than using print. While it would require great boldness to put a timetable on development it is the belief of the panel that the University should be planning for an electronic future.

In this context there is a strong continuing role for librarians as negotiators, handlers of licences and intellectual property rights negotiations, organisers of information in web environments and creators of metadata (to describe electronic bits of information). In addition, there will be a long residual requirement for traditional print on paper which will require a continuation of staff with existing skills, even if in significantly lesser numbers.

#### 4. LIBRARY RESOURCES

As indicated elsewhere, it is the view of the panel that the library of the University of Helsinki is not over-generously funded, particularly with respect to its purchasing budget, in comparison with similar universities in other related countries. This is particularly so if the time of travel to the closest major alternative sources of information is considered. Given Helsinki's distance from other major centres there is a greater need for a higher proportion of academic world literature to be locally available – at least until electronic access is more widespread than at present. At a time when information costs continue to spiral at a much higher rate than inflation as a whole it is also noteworthy that the University, far from attempting to maintain purchasing power, has decreed some reduction in percentage expenditure on the Library in the last few years - if HUL with its national tasks is not counted.

<i>Year</i>	<i>% of total University expenditure spent on Libraries</i>
1997	3,7% without Helsinki University Library ( 6,5% HUL included)
1999	3,4% without Helsinki University Library ( 6,8% HUL included)

It is difficult to conceive of what would be an adequate resource for a university library since any information is potentially of value to a researcher and the cost of acquiring such information is beyond measure. In relation to the existing and anticipated needs of the university, however, it would seem that resource allocation is mixed. Allocation for building has been generous by international comparisons and has produced some excellent results. Spending on staff is high as a consequence of the multitude of libraries. Allocation for materials purchase seems very low for a research-led university.

It is evident that if revenues external to the university and the government are not included in the sources of funding the library, there will be a growing discrepancy



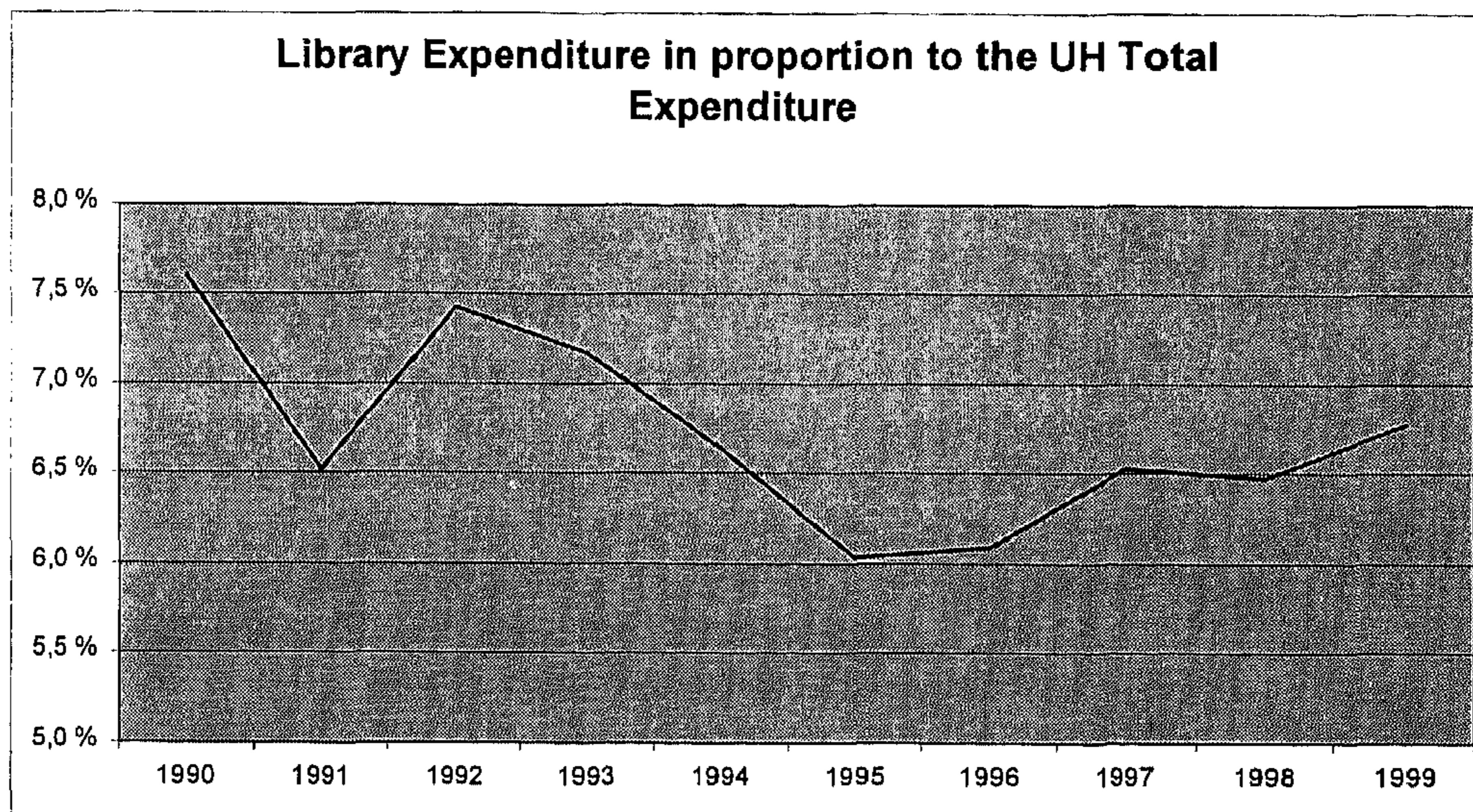


Figure 4. Percentage of library costs of all University expenditure (according to the KOTA-database) in 1990's.

between demand and the ability to meet it. Every researcher appointed from an external grant represents a potential – and usually a real user of library services (whether physical or virtual). Unless research grants are used to top up other library income the customer base grows but the facilities remain dependent upon university/ government grant. In consequence the quality of service drops.

##### 5. DO THE LIBRARY STAFF UNDERTAKE THE MOST APPROPRIATE DUTIES?

The answer to this question must come primarily from the user community. In the words of the poet Alexander Pope it is necessary “to consult the genius of the place in all”. If the user community feel the duties undertaken are appropriate then there is a prima facie case that they are. However, from an external perspective, it is possible to make comparisons with practice elsewhere. From the information available it is difficult to draw exact conclusions but the centralisation of much cataloguing effort in HELKA does appear to have released a commendably higher percentage of staff for direct user duties than might be anticipated in comparable universities elsewhere. It may be questioned if the effort currently going into technical services at each site is fully cost effective and there may be a case for further rationalisation. Over time there will need to be a diversion of resource towards electronic services.

The preliminary results from the user satisfaction survey suggest that the library



staff are serving predominantly the university community and that they do so generally to that community's satisfaction. However, the panel noted the greater gap that inevitably exists between larger, more centralised libraries and their user community and recognises the additional effort that is required by larger libraries to create satisfactory links with that community. Any tendency for centralised libraries to become independent entities, divorced from their users, is contrary to the purposes for which they were created.

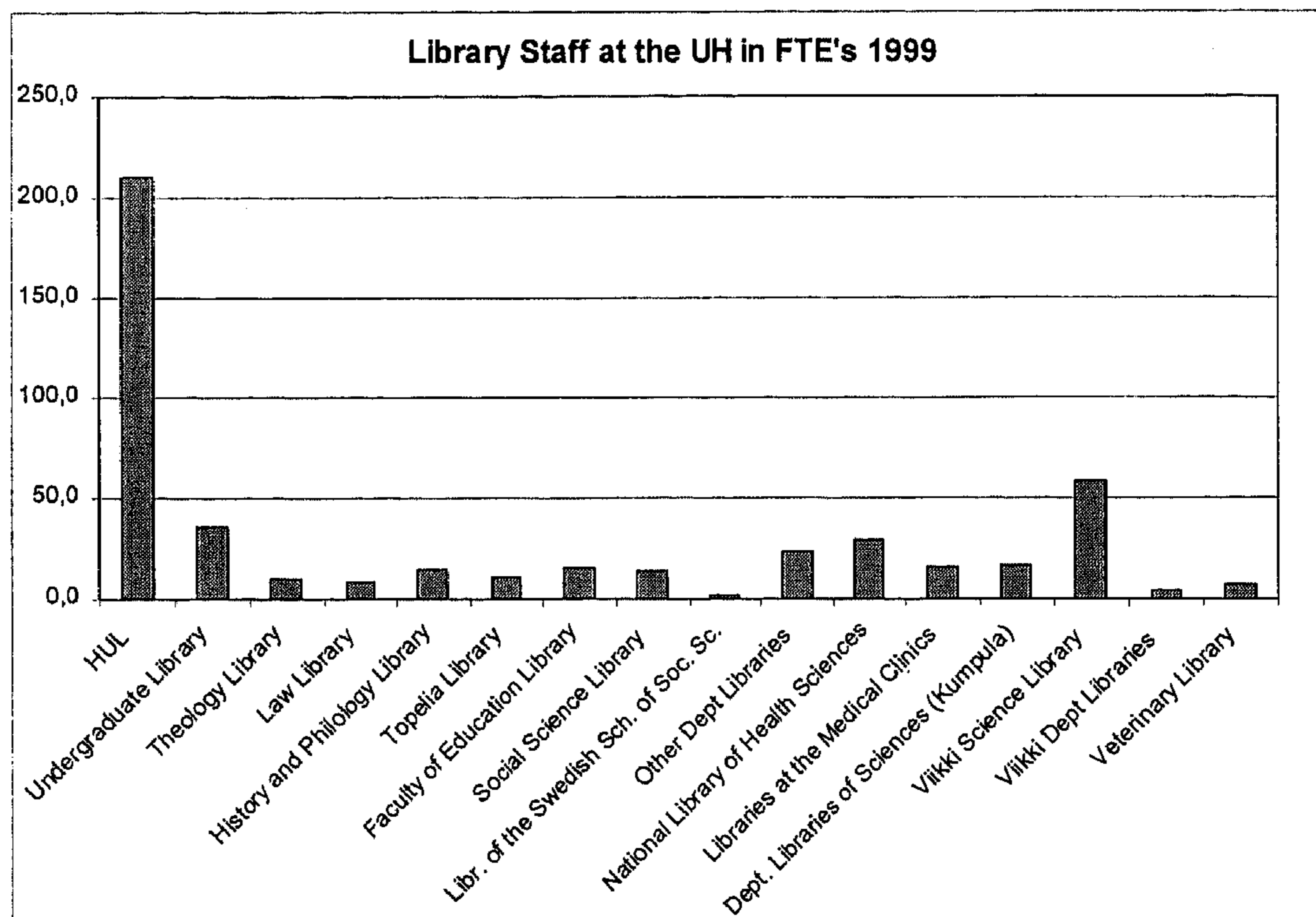


Figure 5. Staff (in FTE's, all categories in UH libraries, year 1999). Total number of staff 480.

## 6. STRATEGIES AND SCENARIOS

We have identified four major issues: the integration of student learning, centralisation versus decentralisation, the provision of services in the city centre and the role of the National Library.

Modern university libraries have various organisational concepts. Some are physically concentrated in one single building, others have facilities varying from a number of departmental libraries to a limited number of library clusters.

There is also a great variety in the funding basis of the university libraries varying from a complete central funding by the university administration to a system of decentralised funding by the various departments.

There is not an absolute ideal for either the organisation or physical structure of the library in conceptual terms. But so long as it remains bound by the physical constraints of books and journals the structure of the library must relate to the structure of its parent institution if it is to serve a useful function.

### INTEGRATION OF STUDENT LEARNING

In general, the role the library can play in support of the learning process of the undergraduate students has become a real issue for the top management of universities. University leaders understand that learning facilities are of strategic importance for the positioning of the institution. There can be a tension between the need to provide undergraduate facilities and those for researchers. There is also presently a conflict between the attitudes and competencies of undergraduates towards information technology and the physical materials on which they are expected to depend. There are also differences of approach between researchers in their use of information technology. The library and information organisation of the University of Helsinki must be an integrated part of the research and education structure. Libraries and Faculties should act in close co-operation and in line with both the strategy of the university and the strategy of the faculties.

### CENTRALISATION

An efficient library organisation that is capable of being “an integrated part of the research and education structure” should be controlled by one individual and should be co-ordinated, not by a committee but by a managing director.



### *What should be managed centrally?*

- The strategic planning of the libraries (in order to optimise and innovate the support of teaching, learning and research in a coherent way).
- Personnel management of all libraries, including strategic staff development, education and training, job rotation, mobility, recruitment and selection but operational management should remain decentralised.
- Licensing of aggregated electronic information sources with publishers and information providers. If the university would like to see that information is available for all university students and staff at any time and from anywhere in an efficient way this should be centralised. The faculty and campus librarians and their user community should be consulted, but decisions should be made centrally.
- E-publishing activities in the university need to be coordinated. There is a need for a solid and centrally managed infrastructure (e.g. document servers, authoring tools), but relying heavily on a well-developed network of decentralised units that are working closely with the authors/researchers. The University has already determined that publishing is a responsibility of Helsinki University Press, rather than of Helsinki University Library. But the boundaries between traditional formal publishing of academic texts and the newer forms of publishing on the Web, represented most obviously by central University and departmental home pages are becoming less clear and there is a need for constant re-examination of responsibilities and costs. The role of the Libraries as part of an integrated process needs careful examination. In some Universities, the Librarian has been given responsibility for the co-ordination of Web-based information provision.
- Finance. In conjunction with the previous issue, there should be a greater strategic oversight of initial budget allocation, with funds subsequently distributed to the various library activities. Possible funding models are discussed below. Basic electronic services, the creation of one gateway to information, the Web site of the library.
- Co-ordination of policies, cataloguing rules, classification, procedures etc

### *Funding models*

Four possible models are identified. The first three represent the broad options and the fourth the recommended solution. It is obvious that there are an almost infinite variety of possibilities within the three standard approaches.

*1. Central funding.* The library budget is top-sliced before money is allocated to faculties.

For: Easy to understand, easy to manage.

Against: Unresponsive to users, against trend of University of Helsinki planning, tendency to bureaucratic solutions.

2. *Decentralised funding*. All library funding from the University comes from the faculties.

For: Very responsive to user need in theory.

Against: Makes coordination much more difficult and increases inefficiencies in system as a whole.

3. *Mixed (as at present)*. A mixture of funding from the central University and the faculties.

For: Status quo. University familiar with process.

Against: May be an acceptable compromise but is not obviously logical, leaves responsiveness divided.

4. *Preferred*: Central funding for salary of Director of Academic Information and Learning Resources, centralised staff and services, such as cataloguing and electronic licences, plus any special funding approved by University as a whole, such as top-up funding to poor faculties with expensive information needs, or project funding for, e.g. retroconversion (see recommendations). Faculty funding, based on University agreed minimum for basic library services (level dependent upon University satisfaction with performance measures) and any top-up funding agreed by individual faculties for local requirements.

For: Achieves a better balance between centralisation and decentralisation, responsiveness and the need for co-ordination and planning.

Against: Introduces a further degree of complexity and negotiation.

While the exact procedures would require to be tailored to agree with other University regulations and practices the following is suggested, as a means of ensuring the correct balance between careful management and responsiveness to user need:

The Director of Academic Information and Learning Resources (see Section 6 Recommendation 2) should prepare an annual budget in discussion with the Rector (or Vice-Rector), Deans of Faculties and Librarians Advisory Council based on the principles enunciated above. The budget should identify total funding required, the allocation to central services (broken down by service) and the allocation to each faculty/campus or department, divided by staff, material and other costs.

When the budget is agreed each department should know the funds available to it for the purchase of materials (both print on paper and electronic). There should, as a minimum, be a departmental representative to coordinate items for purchase. Some departments may prefer the more traditional model of a departmental committee, although this is expensive in staff time. In any event, the power of decision making on the purchase of material should in general rest at departmental level. Departments



should be encouraged to liaise with other departments to share the cost of expensive items or material of shared interest and to avoid un-necessary duplication. The panel anticipates that it would often be most effective for the organisation of such co-operation to be undertaken by the relevant library staff and that departments should also be encouraged to delegate to such staff whatever powers of purchase seem appropriate. The purchase of material of common interest, including, increasingly, electronic packages of multi-disciplinary interest, is most likely to be efficiently handled through the budget reserved for central services.

*What should be decentralised?*

- Decentralise locally-specific services
- Decentralise specific support of teaching and learning (a close co-operation with teachers in the departments is needed)
- Allow the availability of research collections close to the faculty
- Increasingly decentralise undergraduate provision as the courses proceed to the later years of degrees
- Learning resource centres
- Decentralise decisions on collection development for specific needs (primarily monographs, special databases) in addition to national/university licenses.

**CITY CENTRE PROVISION**

**Scenario 1** Close all faculty and departmental libraries and integrate in the Helsinki University Library with the National Library. Undergraduate Library to remain catering for undergraduates but maybe re-located closer to the Helsinki University Library.

For: Better use of existing buildings, more efficient use of stock and staff, recognition of historic links, better links to cultural heritage:

Against: Cost of the need to reskill national Library staff; additional electronic wiring costs; further alterations to the building to accommodate increased numbers of users; limited space for open access; political attitudes.

**Scenario 2** Continue the existing system.

For: Peace and quiet; close connection with faculties/departments.

Against: Increasingly expensive, inefficient, reduces inter-disciplinary research potential.

**Scenario 3** Create a new central library, incorporating the Undergraduate Library and close all faculty and departmental libraries. Leave the present University of Helsinki Library as the National Library only.

For: Giving widest access to stock; improving inter-disciplinary research, more efficient purchase and use of stock; concentration of skills and development work,



reduced cost of networking, equipment, security, etc., potentially lower running costs.

Against: bureaucratic, high initial investment, removes close connections with departments.

#### **NATIONAL LIBRARY/UNIVERSITY LIBRARY FUNCTIONS**

Do these considerations imply a change of the relationship between the National Library and the Helsinki University Libraries?

Based on the analysis, various scenarios for the future are possible. The following scenarios offer a variety of approaches and solutions. Each of them has advantages and disadvantages but the panel believes that the present relationship is not working to the satisfaction of any of those involved and that some change to existing structures needs serious consideration:

**Scenario 1** The current connection between the Helsinki University Library and the Helsinki University Libraries remains. The Helsinki University Library will explicitly and primarily focus on the provision of electronic information to all Helsinki University libraries by making license agreements, by maintaining and developing the HELKA catalogue, by the development/acquisition of one gateway to access heterogeneous and distributed information.

The Helsinki University Library director is only a coordinator. He or she coordinates a team of campus librarians who are responsible for their campus libraries. In addition to the Viikki, Meilahti and Kumpula campus, a new compact state-of-the-art campus of the city centre departments and libraries will be created.

**Scenario 2** The National Library takes the lead in the creation of the Virtual Research Library of Finland and provides efficient access to all university libraries of the country, including the Helsinki University Libraries.

The National Library will be separated from the Helsinki University Libraries. There is no focus on further integration of the departmental libraries, because the research collections should remain as close to the researchers as possible. Most central investment goes to the further development of undergraduate libraries and the virtual research library of Finland.

**Scenario 3** The National Library returning to its role as the University Library. The management of the Helsinki University Libraries and the National Library will be in one hand with complete strategic and operational control over all library activities.

**Scenario 4** Clear separation of the tasks and responsibilities of the National Library/Helsinki University Library and the Helsinki University Libraries but the development of a clearly determined business relationship to cover areas where the one institution provides services to the other.

## **7. RECOMMENDATIONS OF THE ASSESSMENT PANEL**

### *Introduction*

The following recommendations are based on two, closely linked but superficially opposing premises: that much of the basic work of information delivery can most efficiently be done by central co-ordination; and that decentralisation is essential for the effective use of information and for responding best to user demand. Libraries do not have an existence separate from their users and user need should be at the core of service provision. The panel believes that in the drive towards decentralisation the University has not yet gone far enough in some areas but that there are some activities which have been devolved which might benefit from being again more centrally managed. The recommendations attempt to achieve a balance between these competing premises.

#### **1. NATIONAL/UNIVERSITY LIBRARY LINK**

The panel recognises the central place, which Helsinki University Library has had in the University of Helsinki over the centuries and is aware, even now, of the benefits which accrue from close links between the National Library function and the services of the University Library. In an ideal world a continuation of a combined role might have much to commend it. However, on the basis of the evidence presented to it, the panel reluctantly has come to the conclusion that a clearer separation of the management, budgets and functions of the National Library and the University Library may be in the best interests of the University.

The exact extent to which the separation takes place will depend upon the difficulties of obtaining a complete split. Clarity would suggest that a total separation should be the aim but it may not be in anyone's interests to have a prolonged argument on the legal processes required. At the very least, and until agreement can be reached between the University and the Ministry of Education on a new agreement on the division of work and the model of financing, starting from the fact that they are two independent institutions, the Government and the Ministry of Education must seriously facilitate a reasonable economic solution that makes the two institutions ready to co-operate in a new way. The division of work should focus on following issues:

- a fundamental dividing up of spheres of action and responsibilities aiming at



two totally independent units: on the one hand a National Library of Finland with national missions and obligations and on the other hand a University of Helsinki library and information organisation that can act fully as a complete service organisation to all parts of the university; the basis of a new model of financing authorised and decided by the Ministry of Education.

- the renaming of the institutions: Helsinki University Library being renamed “The National Library of Finland (NLF)” and the library organisation within the Helsinki University taking the name “Helsinki University Libraries” .
- a special agreement as to the Information and Communication Technology services around the library system and dealing with electronic full text journals that will secure the university a reasonable influence on the policy;
- a new acquisition strategy for the National Library aiming at – beside the Finnish imprint keeping a scientific profile in some strong fields of knowledge in line with its own tradition;
- a plan for co-operation between the new Helsinki University Libraries and the National Library of Finland on freely chosen issues: an obvious example would be the use of the caves below the National Library as a local deposit for relatively little used by important research material.
- As part of the work on separation it might be advisable to undertake a review of the national library’s actual and potential duties.

## **2. DIRECTOR OF ACADEMIC INFORMATION AND LEARNING RESOURCES**

The libraries of the University of Helsinki need more co-ordination and leadership in order to be more effective and efficient in operation, in the development of a combined and future orientated strategy and in the implementation of this strategy. The university libraries will be more closely linked in future with the processes of teaching, learning and research than ever before. Key issues will be the development of virtual universities, lifelong learning, the creation of learning environments, electronic publishing and the organisation of the electronic resources of the universities. “Electronic study material will be used to supplement face to face instruction thus supporting the work and the learning process of the students and the offering of flexible study possibilities”. (*The Strategic Plan of the University of Helsinki for the years 2001-2003*)

The analysis of the current situation and the developments in the environment lead to the recommendation that the university should appoint a Director of Academic Information and Learning Resources. The Director's responsibilities should be:

- development and implementation of a coherent information strategy for Helsinki University.
- Co-ordination of all library activities in the Helsinki University Libraries
- Strategic management of learning resources and centres, networked information and electronic publishing (if there is an agreed transfer from the University Press)
- Strategic control of the budget of Helsinki University Libraries and related areas
- Strategic management of human resources
- Representation of Helsinki University Libraries and related areas within the University and externally.

The Director should report to the Rector or a Vice-Rector and should be a member of the Library Committee and other appropriate bodies, such as the Information Management Group. The heads of campus/faculty libraries, departmental libraries, learning centres and other sections within the remit of the Director should report to the Director.

The location of the office of the Director is a matter for the University to determine but there is an argument for a location in a library, rather than centrally, in the Administration Offices, in order to maintain a more direct contact with service provision. There is also an argument to be made for the Director to be located outside the central campus in order to emphasise the University-wide nature of the responsibility.

### **3. HELSINKI UNIVERSITY INFORMATION STRATEGY**

The panel were impressed, as so many before them, by the national development of the electronic future in Finland. The work of the National Library on behalf of the Finnish academic community has been tremendous. It certainly is the view of the panel that it is wise to continue supporting the FinELib system. It may well make sense also to continue to pay the National Library for the HELKA service, rather than to run it from within the University. However, it appeared to the panel that one disadvantage of the University's reliance on the National Library for electronic information services was that there was a large gap between the National Library and the electronic services provided by campus/faculty libraries. Co-operative effort continues to attempt to bridge the gap but the panel were given no sense that there is a University-wide conception of how information, particularly electronic information,



should be managed. The University already has a Strategy for Information Management. The panel believes that this may need to be updated and revised in the light of its recommendations as they affect the goals, objectives, budgets and staff of the Libraries, in compliance with the University of Helsinki policy on research and education.

#### **4. FUNDING**

The panel recommend the adoption of the revised mixed funding regime outlined in section 5. Funding for the national library functions would then become solely the responsibility of the Ministry of Education. In addition it would urge the University to use appropriate international comparators, where these are available, regularly to review the overall level of funding being made available for information provision. The panel is aware that the Ministry of Education has ceased the provision of funds to enable the University to support national information needs in certain areas. Yet national demands upon the libraries at Meilahti and Viikki continue to be made. The panel would encourage the University to seek a solution to this problem, either by a restoration of external funding or by persuading the Ministry of Education to allow the libraries to make charges for external use. So long as there is no significant conflict with the primary duty of the library to serve the University, the library staff should be encouraged to investigate sources of income generation. There is a strong argument for increased funding in several areas of library activity, including the purchase of materials (both traditional and electronic) – with special reference to filling gaps left by underfunding in the previous decade - and the provision of seats capable of accessing the Internet.

#### **5. STAFF**

The panel were impressed that, despite the absence of central leadership, faculty/campus librarians and their committees were already looking at staffing strategy and, in particular, the issues arising from the impending retirement of one fifth of the library staff in the next few years. As a matter of urgency the panel believes that a University-wide human-resources strategy for the Helsinki University Libraries is required. It has seen some evidence that useful thinking has already been devoted to this activity. The strategy should address not only the problems and potential benefit of such a major changeover in library staffing as that resulting from the retirements but also the more general issues of training, the definition of personal development plans and skills and qualifications requirements over as long a period as possible. Particular attention should be paid to providing staff with the professional knowledge and tools to enable them to introduce even better Information and Communication Technology-related services and to participate more closely with teachers and technical

staff in the aims of the University.

Although it is not a direct responsibility of the University to determine the curriculum and calibre of recruitment of Finnish departments of Library and Information Studies it may be necessary for the strategy to consider if such departments are providing the quality of output which is required for the University's needs and to consider alternatives. Associated with a policy on recruitment there will also be a need for a policy on retention, including an assessment of the salary levels required to retain staff of the calibre required.

## 6. QUALITY ASSESSMENT

Quality work methods should be introduced in order to keep the information services within the large library network on a satisfactory level. That would, for instance, mean the use of agreed quality development programmes for the different faculties and other methods to ensure user consultation and performance measures. The current assessment has revealed that statistics are varying kept in different parts of the Helsinki University Libraries. It is not easy to determine overall user satisfaction or to compare the satisfaction between services or libraries. A process should be developed for the regular, consistent and comparable measurement of user satisfaction.

Performance measures increasingly are being used in Universities as a means of assessing achievement. In Finland assessment and quality assurance control is split. The Finnish Higher Education Evaluation Council (FinHEEC) is responsible for Total Quality Assessment, in many cases carried out through the *Institutional Evaluations*. Most of the Finnish universities have been through this kind of process during the last few years. It includes all the fields of activities at the university, but not any of them very thoroughly. The University of Helsinki is, to some extent, an exception, mainly because of its size in comparison with the other universities in Finland. The University has had distinguished assessment procedures in the fields of administration and research, and during the next two years will have a process of evaluating teaching / education and degrees. In addition, the FinHEEC implements field-specific evaluations nation-wide in the field of education. The only Institutional Assessment Exercise within the University of Helsinki was the 'Universitas renovata', implemented in 1993-94.

The national responsibility of evaluation in the field of research lies with the Academy of Finland. In recent years it has implemented procedures called 'The status of Finnish Research' by field of research. The Research Assessment Exercise, implemented in 1999 at the University of Helsinki, was undertaken by the University itself, not as an initiative by any national organ.

Libraries should not automatically be exempt from such developments. It may be possible, however, to learn from both the mistakes and the successes of practice



elsewhere to achieve maximum benefit from the introduction of such measures. The panel recommends that the University consider introducing performance measures for the University Libraries within the following guidelines:

- Performance measures should be introduced with the support of library staff, rather than imposed upon them. The more library staff are involved in the creation of appropriate measures, the more likely they will be themselves to use them to improve performance.
- Performance measures should be simple to collect. Measures which require the time and effort of several members of staff on an annual basis will probably lead to a reduction of overall performance rather than an improvement.
- Performance measures should be agreed after widespread consultation with the user community as to what the priorities are. It is not necessary to measure everything; only those activities which are regarded as most important or time consuming. There should be a regular review of the priorities to ensure that the most appropriate activities are being measured. Amongst those areas of activity which might be considered are the following: length of queues at service desks on specified days; the time taken between receipt of a purchased item and its appearance on the shelf; the speed of delivery of interlibrary loans. A European Union funded project is currently examining electronic performance measures.
- Comparisons are probably more valuable across time than between institutions – though the latter should not be ignored if comparable figures are available. Given the wide variations in practice between one institution and another (the period of loan of a monograph, for example, might vary from one week – or not at all - to a year, significantly affecting the number of times it can be borrowed) much needs to be known about other institutions before sensible comparisons can be made. Time series can help library staff and their users to monitor improvement or decline in performance and to determine what needs to be done.

## **7. CENTRALISATION OF BUILDINGS**

In a University like that of the University of Helsinki an economic concentration of library facilities is not possible because of the wide spread of departments and the need for physical proximity between material and users. Even in an electronic environment there is a strong case for learning resource centres and specialist staff to be decentralised in order to maximise interaction with users. However, it was not clear to the panel that the optimum balance has yet been achieved between centralisation and decentralisation of provision. More particularly in the central campus, the panel believes there is still much to do. It believes that the benefits of

cross-disciplinary access to material, a reduction in duplication, a higher standard of service (including longer hours of staffed service) and the possibility of a significant reduction in cost outweigh the undoubted, but often overstated, arguments based upon absolute closeness to material.

The panel is aware that library space takes up an astonishing proportion of total university space – a minimum of 15% and up to 20% if departmental libraries are included. This compares to 7% in Edinburgh, which has the 3rd largest provision of library space in the United Kingdom. Much of the duplicated space is waste: circulation areas, entrance halls, service desks, etc. A reduction in wasted space would save the University considerable amounts of rent and might allow a higher proportion of the overhead money now being received to be used for the purchase of additional information. As an absolute minimum, the panel would commend to the University the Swedish practice of recommending that libraries should not fall below a staffing level of three persons to ensure basic standards and that mergers should take place to ensure that that level is achieved.

#### **8. CENTRALISATION OF SERVICES**

The panel believes very strongly that a strength of the existing system is the decentralisation of services and the benefit, which this gives to users of libraries. As the spread of electronic information continues it is possible even to conceive that this decentralisation could go further; with subject specialist librarians returning to or being placed for the first time in the departments which they serve. But this does not preclude a significant move in the other direction as a means of reducing cost and improving service delivery. The development of such facilities as electronic document delivery and the pattern of direct delivery of even photocopies to the academic's office, instead of the local library have weakened the case for inter-library loan services being managed at local level. Similarly, advances in the management of acquisitions, processing and cataloguing have made it more cost effective for these services to be handled centrally without any consequent diminution of service to local users. The panel believes that the balance of centralisation and decentralisation of library services be re-examined and that, where an overall benefit to the community can be established, services be centralised.

#### **9. INSTRUCTION IN INFORMATION RETRIEVAL**

The University Library puts a lot of effort into giving users access to a wide range of electronic information resources. At the same time, a significant number of users (both staff and students) have problems with using these resources in an efficient way. The use of electronic information in the learning process will become more important. For that reason it is advisable to integrate professional instruction on the



use of information technology and electronic information in the curriculum. Trained and professional library staff who have both subject knowledge and IT skills can be very helpful in setting up short introductory courses for students who need guidance in the use of the Web and who need to be trained in efficient information retrieval.

The speed and nature of change in information retrieval methods makes it likely that an ongoing programme of instruction will be required, even as students become increasingly familiar with information technology in their earliest years through the government's initiatives at school level.

The speed and nature of change also makes it important that academic staff are not left behind in the information revolution. Although the techniques and approaches required will be very different, it is essential that they, too, receive training and support in new techniques.

Libraries traditionally have offered instruction in printed information retrieval. Paradoxically, as the shift to electronic information gathers pace, there may be an even greater need for such instruction since increasing numbers of students internationally have already deserted the printed page. As long as faculty teachers believe that there is valuable information exclusively available in print form, so long will it be necessary to ensure that students are adequately equipped to retrieve such information.

Where appropriate, use should be made of networked instruction tools that are increasingly becoming available for instruction on electronic-based information sources.

At the same time, user instruction should not be used as a substitute for developing quality services for both new and old types of information that the users (both students and staff) can use with a minimum of support and guidance. Good design can significantly reduce the need for detailed instruction.

#### **10. RETROSPECTIVE CONVERSION PROGRAMME**

The panel were informed that significant numbers of books remained to be entered in HELKA. The panel believe that the first priority of scarce cataloguing resource should be to ensure that all newly acquired books and journals are recorded in HELKA. In most instances new material remains the most heavily used material. The University should support the library staff in relegating little-used material to the National Repository Library at Kuopio where it will be catalogued at no cost to the University and, in practice, be more widely available than it has been uncatalogued within the University premises. Librarians win no friends amongst academic colleagues when suggesting the relegation of books and a relegation policy requires support from the highest levels. The University may feel, however, that the transfer of large quantities of material to an outside agency and reliance upon that agency to do the University's work is inconsistent with the prestige and standing of the

University. This is particularly likely to be the case in respect of occasionally used research material of high value. While a high proportion of such material is concentrated in the Arts, Humanities and Social Science Libraries, it should not be forgotten that there are also valuable resources in the Sciences – mostly perhaps but not entirely now relating to the history of science – which are not recorded in HELKA. The panel was shown the resources of the Astronomical Library, for example, which are of international significance but little known outside the department. In such cases, project funding for the retrospective cataloguing of material to be retained would be a vital step in ensuring access to and use of currently unavailable resources.

Before a retrospective conversion programme was initiated, the panel recommends that the different options, including the digitisation of existing card and other catalogues, as well as standard item by item retroconversion be fully tested for cost-benefit.

## 11. EVALUATION OF CHANGES

At the time of writing this report it cannot be known how many, if any, of the recommendations arising from the current assessment will be implemented. If significant changes are made, however, it is highly desirable that a review of their impact be undertaken within a period of, say, two to three years.



## **APPENDIX 1**

### **LIST OF DOCUMENTS SUPPLIED AND PEOPLE CONSULTED**

The main information sources of our report originate from discussions with faculty members, administrators, librarians and students we met during our visits.

In addition the panel, thanks to the efforts of the assessment officers, constantly has been furnished with background material, pamphlets, statistics, self assessment forms and core material for a better understanding of the library and information, planning, organisation and needs within the University. There has been an ample supply of information material in English from all parts of the University, demonstrating that Finland and the University of Helsinki emphasise importance of international exchange. As to the documentation of the internal procedures of university life a majority of the panellists were handicapped by the fact that most information is given in Finnish. However, translations provided of strategic plans and more analytic documents, made us feel that we were able to comprehend the most significant features in the information landscape of the University. The following reference list is but a selection of the most important documents placed at our disposal.

#### **Prepared for the Library Assessment**

by the Strategic Planning and Development, University of Helsinki

- Libraries´ Self-Assessment (in English, March 2000)
- Background Information for the Panel (April 18, 2000)
- Guidelines for the Panel (April 18, 2000)
- Project Plan: The Total Quality Assessment of the library and information services at the University of Helsinki (January 24, 2000)
- User Survey Observations, Preliminary Reports ( August 2000)
  - Departments
  - Newly graduates
  - Researchers
  - Clients at Libraries I-III

#### **Background Material**

- Education, Training and Research in the Information Society, A national Strategy for 2000-2004. Ministry of Education, Helsinki 1999.
- Helsingin Yliopisto – Kampusten Yliopisto, University of Helsinki – University of Campuses, Helsinki 1999.
- Helsinki University Library Bulletin. 1998 and 1999.
- Higher Education Policy in Finland. Ministry of Education, Helsinki 1998.
- Kirjastot 1998 – Biblioteken 1998 – Libraries 1998, Helsinki 1999.
- Libraries – The Heart of the University. Development Strategy for the Libraries of the University of Helsinki 1998-2005 (Reports and Reviews by Committees and Working Groups of the University of Helsinki, 72), Helsinki 1998.

- RAM at the University of Helsinki (University of Helsinki, Financial department/IH, June 6, 2000)
- [Report of the Committee on the Structural development of University Libraries. Abstract in English] Yliopistokirjastojen rakenteellisen kehittämisen työryhmän muistio. Ministry of Education Committee Reports 18:2000, Helsinki 2000.
- Signum 5/1997, Helsinki 1997.  
(A thematic English language version on “Finland as an Information Society”)
- Signum 4/2000, Helsinki 2000.  
(A thematic English language version on “Finnish Research Libraries on the International Scene”)
- Statistical information for Panellists: Libraries of the University of Helsinki (Riitta Mäkinen, June 2, 2000 and June 28, 2000. University of Helsinki, Strategic Planning and Development)
- University of Helsinki Quarterly 2/1998 (volume 12), Helsinki University Libraries (suppl.).
- University of Helsinki Strategy. Strategic Plan for 2001-2003, Helsinki 2000.

## **PEOPLE CONSULTED DURING THE PROCESS**

### ***The Rectorate of UH (31<sup>st</sup> Augusti)***

*Kari Raivio*, Rector

*Raija Sollamo*, Vice-Rector, Chair of the Library Committee

*Ilkka Niiniluoto*, Vice-Rector

### ***Administrative Officers, Central Administration and Faculties (12<sup>nd</sup> May and 31<sup>st</sup> Augusti)***

*Sinikka Mertano*, Head of Administration

*Ilkka Hyvärinen*, Head of Finances

*Martti Tammisto*, Head of IT-department

*Martti Turtola*, Head of Public Relations and Press Office

*Toivo Vainiotalo*, Head of Technical Department

*Olli-Pekka Rissanen*, Head of IT-services

*Arto Halinen*, Administrative Officer, Institute of Biotechnology

*Harri Markkula*, Administrative Officer, Faculty of Theology

*Jussi Piekkala*, Planning Officer, Faculty of Arts

### ***Members of the Steering Group of the Library Assessment (8<sup>th</sup>, 9<sup>th</sup> & 12<sup>th</sup> May, 1<sup>st</sup> August)***

*Maija-Leena Huotari*, Professor, Chair of the Steering Group

*Antti Arjava*, Docent, Senior Assistant

*Kari Eskola*, Professor in Physics

*Annele Hatakka*, Professor in Environmental Biotechnology

*Ullamaija Kivikuru*, Professor in Communication

*Kaarlo Simojoki*, Lic.Med., Postgraduate Student

*Marja Tornainen*, BA, Undergraduate Student

### ***Professors, other representatives of users (fr 8<sup>th</sup> to 12 May)***

*Matti Tikkanen*, Professor in Internal Medicine, Dean of the Faculty of Medicine

*Seppo Meri*, Professor in Immunology

*Sinikka Pirinen*, Professor in Odontology



*Martti Marvola*, Professor in Pharmacy, Vice-Dean of the Faculty of Sciences  
*Eero Puolanne*, Professor in Meat Technology  
*Mart Saarma*, Professor, Director of the Institute of Biotechnology  
*Kari Keinänen*, Professor in Biochemistry  
*Pekka Lappalainen*, Researcher, Institute of Biotechnology  
*Heikki Saarinen*, Professor of Chemistry, Head of the Dept  
*Matti Mäkelä*, Professor in Computer Science  
*Jouko Väänänen*, Professor in Mathematics, Head of the Dept  
*Olli Martio*, Professor in Mathematics  
*Kalevi Suominen*, Professor in Mathematics  
*Mikko Toriseva*, Researcher, Assistant in Astronomy  
*Reijo Työrinoja*, Professor in Systematic Theology  
*Matti Peltonen*, Professor in Social History  
*Antti Kivivuori*, Professor in Civil Law  
*Arvi Hurskainen*, Professor in African Languages and Cultures  
*Tapani Lehtinen*, Professor in Finnish Language  
*Pirjo Lyytikäinen*, Professor in Finnish Literature  
*Riitta Nikula*, Professor in Art History  
Student representatives (Student Union, faculties):  
*Elina Moisio, Samu Niskanen, Anna Parpala, Jan Strandberg*

***Librarians (fr 8<sup>th</sup> to 12<sup>nd</sup> May, 31<sup>st</sup> August)***

*Esko Häkli*, Chief Librarian, HUL  
*Maire Aho, Dorrit Gustafsson, Juha Hakala, Ari Muhonen*, HUL  
*Ari Ahlqvist, Katri Tuori*, HELKA-services  
*Marja-Liisa Harju-Khadr*, Social Science Library  
*Virpi Huhtala, Reijo Sarmaja*, Library of the Department of Art History  
*Gunilla Häkli*, Institute of International Economic Law. Library  
*Eva Isaksson*, Library of the Observatory and Astrophysics Laboratory  
*Pälvi Kaiponen, Pekka Karhula*, Topelia Library  
*Lasse Koskela*, Library of the Finnish Literature  
*Maria Kovero*, Library of the Department of Chemistry  
*Seija Kämäri, Ritva Ulmanen*, Library of the Department of Mathematics  
*Sinikka Luokkanen*, Dept of Physics, Kumpula Campus Library  
*Heli Myllys, Ritva Hagelin, Pirjo Korhonen, Tiina Äärilä*, Viikki Science Library  
*Tuula Mäkinen*, Law Library  
*Teodora Oker-Blom*, Veterinary Medicine Library  
*Anneli Paldanius*, Library of the Department of Geology  
*Pirjo Rajakiili, Jukka Englund, Ulla Neuvonen, Päivi Pekkarinen, Liisa Öberg*, Terkko (National Library of Health Sciences)  
*Liisa Rajamäki, Matti Myllykoski, Raili Pentti*, Theology Library  
*Tuula Ruhanen*, Faculty of Education Library  
*Kaisa Sinikara, Sirpa Haglund, Arto Konttinen, Elise Pirttiniemi, Lea Toivola*, Undergraduate Library  
*Marja-Leena Strandström*, History and Philology Library  
*Arja Torkko*, Department of Computer Science and IT Department Library  
*Airi Töyrymäki*, Library of the Department of Geography

## APPENDIX 2

### WWW-ADRESSES IN ENGLISH TO LIBRARIES AT THE UNIVERSITY OF HELSINKI

The Libraries which have home pages also in English are listed here. They are presented after the campus where they are situated, now or, with some exceptions, within a couple of years.

#### *CITY CAMPUS*

Helsinki University Library	<a href="http://www.lib.helsinki.fi/hyk/hul/indexe.html">www.lib.helsinki.fi/hyk/hul/indexe.html</a>
The American Resource Center	<a href="http://www.usembassy.fi/arc.html">www.usembassy.fi/arc.html</a>
Slavonic Library	<a href="http://www.lib.helsinki.fi/hyk/hul/kirjastoe/slave.html">www.lib.helsinki.fi/hyk/hul/kirjastoe/slave.html</a>
Undergraduate Library	<a href="http://www.opiskelijakirjasto.lib.helsinki.fi/ugl">www.opiskelijakirjasto.lib.helsinki.fi/ugl</a>

#### **Faculty of Theology**

Theology Library	<a href="http://www.helsinki.fi/teol/kirjasto/english.html">www.helsinki.fi/teol/kirjasto/english.html</a>
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#### **Faculty of Law**

Faculty of Law Library	<a href="http://www.helsinki.fi/~otdk_www/maineng.htm">www.helsinki.fi/~otdk_www/maineng.htm</a>
Institute of International Economic Law	<a href="http://www.helsinki.fi/katti/english/library/library.html">www.helsinki.fi/katti/english/library/library.html</a>

#### **Faculty of Education**

Faculty of Education Library	<a href="http://www.helsinki.fi/kasv/kirjasto/guide.html">www.helsinki.fi/kasv/kirjasto/guide.html</a>
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#### **Faculty of Arts**

History and philology library	<a href="http://www.helsinki.fi/~hkkk_kir/eindex.html">www.helsinki.fi/~hkkk_kir/eindex.html</a>
Topelia library	<a href="http://www.helsinki.fi/hum/topelia_kir/1englanti.htm">www.helsinki.fi/hum/topelia_kir/1englanti.htm</a>
Department of Art History	<a href="http://www.helsinki.fi/hum/thl/english.htm">www.helsinki.fi/hum/thl/english.htm</a>

#### **Faculty of Social Sciences**

Social Sciences Library	<a href="http://www.valt.helsinki.fi/kirjasto/library.htm">www.valt.helsinki.fi/kirjasto/library.htm</a>
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#### *MEILAHTI*

#### **Faculty of Medicine**

National Library of Health Sciences	<a href="http://www.terkko.helsinki.fi/english/index.htm">www.terkko.helsinki.fi/english/index.htm</a>
Dental Library	<a href="http://www.helsinki.fi/~hkl_hlha/index_english.html">www.helsinki.fi/~hkl_hlha/index_english.html</a>



**KUMPULA** (Campus Library not yet established)

**Faculty of Sciences**

Library of the Department of Chemistry      [www.chemistry.helsinki.fi/library/index.htm](http://www.chemistry.helsinki.fi/library/index.htm)

Library of the Department of Computer Science and the IT Department  
[www.cs.helsinki.fi/kirjasto/lib.ENG.html](http://www.cs.helsinki.fi/kirjasto/lib.ENG.html)

Library of the Department of Geography      [www.helsinki.fi/ml/maant/kirjasto/kirjeng.html](http://www.helsinki.fi/ml/maant/kirjasto/kirjeng.html)

Library of Physics      [www.physics.helsinki.fi/library/](http://www.physics.helsinki.fi/library/)

Observatory Library      [www.astro.helsinki.fi/library/index.html](http://www.astro.helsinki.fi/library/index.html)

**VIIKKI**

**Faculty of Agriculture and Forestry , Faculty of Sciences / Biological Sciences**

Viikki Science Library      [helix.helsinki.fi/infokeskus/lib/index.html](http://helix.helsinki.fi/infokeskus/lib/index.html)

**Faculty of Veterinary Medicine**

Veterinary Medicine Library      [www.vetmed.helsinki.fi/lib/english/english.htm](http://www.vetmed.helsinki.fi/lib/english/english.htm)

### APPENDIX 3: QUESTIONS FOR SELF ASSESSMENT AND CUSTOMERS

#### HELSINKI UNIVERSITY LIBRARY EVALUATION LIBRARIES' SELF ASSESSMENT, February 2000 (Condensed form with basic text only)

##### PART I, BASIC FACTS

Name in Finnish and English

- 1 Year of foundation  
eventual predecessor(s), year(s) of foundation
  - 2 Parent institution
  - 3 Raison d' être of the library  
cited from (strategy, regulations etc.) / formulated now
  - 4 Core clientele
  - 5 Orientation, special fields
  - 6 Availability, restrictions
  - 7 Opening hours during semester
  - 8 Collection amount in titles, volumes or self metres
  - 9 Staff (February 2000) 

full-time	part-time (%)
_____	_____
N	N
- academic      with library education  
                    without library education  
clerical with library education  
                    without library education
- of these subsidised employees or non-military conscripts  
with higher educational level than the job title indicates
- 10 Economy 

1990	1995	1999	2000
------	------	------	------
- Expenditure ( 1000FMK)
- Staff
  - Collections
    - of which digital
  - Premises
  - Others
    - of which ADP devices and programmes
- Income 

1990	1995	1999	2000
------	------	------	------
- Budget financing
  - Fee-based income, of which
    - information service
    - inter-library loans
    - training and user education
    - service contracts
  - others
  - Other, of which
    - Projects (e.g. EU, Ministry of Education)
    - Others, such as extraordinary university funds, specify

Explanations, e.g. special features in the budget (organisational changes)



Enclosed

- samples of brochures (Finnish, Swedish, English)
- print of the statistical survey
- organisational chart (see 6.2)
- strategy or equivalent of the library
- extract concerning library services in the strategy or equivalent document of the parent institution
- summary of the newest user survey or equivalent
- other documents (like SWOT) Home page URL

## **PART II, GOALS, CRITICAL ISSUES**

### **1 PREMISES**

1.1 Your premises are (several responses possible)

- mainly appropriate
- too small for collections
- too small for improving services
- unfunctional, specify
- in need of reparation, specify

1.2. Recent or soon to be made changes in premises e.g. removal

Further comments for 1.1-1.2

### **2 COLLECTIONS**

2.1 Special features to be considered

No unexpected features / yes, specify

2.2 Collection development

Do you have documented collection or acquisitions policy? No / yes

2.3 Acquisitions

Have your acquisitions changed in the 90's?

Not really / yes, mainly cuts concerning \_\_\_\_ / Yes, mainly an increase concerning \_\_\_\_

If you could increase purchases with 10% this year, how would you allocate it?

2.4 Selection and deselection: Who selects and deselects your library material?

- library professional selects
- library professional with expertise in the field concerned selects
- specialist in the field selects
- a co-operative model, specify

2.5 Digitalisation

How much and what type of material do you have only traditionally (not OPAC) catalogued?

How many periodical titles do you subscribe

- only in printed form
- both printed and digital
- cd rom
- through Internet

- of printed periodicals are also available through FinELib
  - subscriptions have been discontinued because of FinELib
- Explanations

**2.6 The readiness in the library to supply digital materials (several responses possible)**

- hardly any digital supply in our fields
- some material, but so far we have not been active
- we do well with the digital material
- not yet enough promotion and guidance for the clients
- we need training for ourselves
- external technical problems are frustrating, specify

**2.7 The readiness among customers to use digital library materials (several responses possible)**

- hardly any relevant digital material
- we don't really know
- most of the clients use and appreciate digital publications
- one part is very satisfied, the other ignorant or reluctant
- most of the clients are ignorant or reluctant
- many customers also want the printed ones
- the users have frustrating technical problems, specify:

Further comments for 2.6 - 2.7

**2.8 Needs and questions of collection development**

Are there cross pressures and development needs in collection development?

No / yes, specify

What kind of development needs are the most important concerning collections?

**3 PUBLISHING ACTIVITIES IN THE LIBRARY**

**3.1 Bibliographic responsibilities and activities**

**3.2 Other publishing activities**

**3.2 Co-operation in digital or traditional publishing**

**4 CLIENTS AND SERVICES**

**4.1 Describe the structure of your clientele in segments. Include interlibrary loans.**

- Own faculty
- Others from Helsinki university
- Others public sector
- Private sector
- Students from other institutions
- Private persons

\_\_\_\_\_

100 %

**4.2 Distribution of the work load according to target groups**

- % parent organisation and other core clientele
  - % others at University of Helsinki
  - % customers outside Helsinki University
  - % national tasks and projects
  - % international tasks and contacts
- 100 %



Would it be desirable to restrict or widen the clientele and their services somehow?  
No / yes, specify

#### 4.3 Distribution of the work load according to activities

- % collection
- % lending routines, shelving, non-professional attendance and guidance
- % information and reference service
- % indirect user service
- % administration, planning, studying, others
- % not library-related tasks
- % sick leave over 2 weeks without deputy
- 100 %

Explanations for 4.2-4.3

How have FinELib and the rest of the digital material changed the use of working hours?

#### 4.4 User education

How is user education organised, your development plans?

- % of the new students in the fields of the library participated in user training in 1999  
calculated / estimated
- % of graduate students participated in user or information skills training in 1999  
calculated / estimated
- An significant part of the user education was given through self service training programmes
- The questions is not relevant

#### 4.5 User IT

Number of user-PCs for use of catalogue databases and digital material:

The number is: slightly more than needed at the moment / enough / not enough

Percentage of the users unable to locate materials trough HELKA without help?

Number of user-PCs for email and word processing?

Further comments

#### 4.6 New services

#### 4.7 Quality of service

In your estimation, how well have you achieved the goals stated in the Aims for the development of library and information services stated in the *Library strategy 1998-2005 (Chapter 4.2)*

Nearly or completely achieved / Half achieved, the main gaps being

They are not relevant for us, because

Further comments

#### 4.8 Cross pressures in organising services

No essential cross pressures / Yes, specify

#### 4.9 Three frequently asked questions (optional)

## **5 PROFILING AND DIVISION OF TASKS IN THE LIBRARY NETWORK**

### 5.1 What in your opinion makes a *library*?

- material is catalogued
- material is catalogued in union catalogue

- \_\_\_ access for outsiders (not only the staff/ students of the department)
- \_\_\_ (regular) opening hours
- \_\_\_ own (professional) staff (how many \_\_\_)
- \_\_\_ separate budget
- \_\_\_ separate premises
- \_\_\_ other, specify \_\_\_\_\_

#### 5.2 Libraries with similar profiles

5.3 Plans for developing your profile or co-operating with other libraries?

5.4 Problems in division of labour among libraries

5.5 Significance and benefit of the national services of HUL for your library and its users?

5.6 Co-operation in the library network at University of Helsinki and HELKA

How are your experiences of the HELKA co-operation and services

5.7 Rationalisation through co-operation

5.8 Contracts on library services

No / yes , specify

A contract with payment arrangements would be appropriate with, on

Would you have possibilities to offer paid library services to institutions outside the University?

5.9 Possibilities for increasing income

No realistic and / or desirable possibilities at the moment / Maybe, specify

### **6 PROFILING INSIDE THE UNIVERSITY**

6.1 Present financing model, experiences and opinions

6.2 Co-operation with the parent organisation and other related organisations

Please, compose an organisational structure chart. (Enclose separately)

Plans and needs to further development in co-operation and decision making process?

Do you recognise overlap, gaps or confusion in the division of labour with institutions you serve?

6.3 Co-operation with other services

Overlap, gaps or confusion in the division of tasks within the University?

Would you like to intensify co-operation inside the University? Not at the moment / \_\_\_ yes, specify

Issues and needs for development in computing and the network services

### **7 STAFF**

7.1 The structure of the staff

7.2 Competencies needed now

### **8 FINAL COMMENTS AND SUMMARY**

8.1 Three achievements, activities or features you are proud of?

8.2 One feature or neglect you regret

8.3 Summing up.

**THANK YOU / KIITOS!**





**CUSTOMER QUESTIONNAIRE**

The University of Helsinki is evaluating its library services. One part of the process is a questionnaire for all library patrons. Please give us information on your organisational background, activities in this library and your opinion on services. Thank you!

**Where are you from?** Please choose one of the alternatives. Think of your role here and today. E.g. if you are an exchange student at the University of Helsinki, take that alternative, not your original university.

**I am from the University of Helsinki**

- student, first year
- student, further on, which year \_\_\_\_\_
- post graduate student
- student from the Open university or Centre for Continuing Education
- researcher / teacher
- other staff

Your academic subject \_\_\_\_\_

I am from elsewhere

- student or post graduate student, *which institution*
- researcher / teacher in higher education, *which institution* \_\_\_\_\_
- researcher, public sector
- private or third sector
- private person

**Which library did you visit the previous time, this one excluded** \_\_\_\_\_

**Which were your activities today in the library and how satisfied were you with conditions and services?** Consider all your activities and purposes of this library visit. E.g. if you borrowed books, assess the ease of the procedure. In case you used the reading room, assess the circumstances there. If you were browsing periodicals, think about the interest and availability of the collection. Don't assess things which you didn't do today.

	satisfied	not satisfied	can't say
Borrowing, returning, reserving material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading for exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other use of reading room, printed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of full text digital materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information retrieval from catalogues, www or cd-rom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other use of IT, such as e-mail or word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference- or other services by the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Browsing of new books or periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreation, general browsing, exhibitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other meeting of people, change of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, what	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE TURN ROUND

For how long did you stay this time?  Less than ½ hours  ½ - 3 h.  over 3 h.

How many sheets did you print from the WWW or a CD-ROM? About \_\_\_\_ sheets  nothing

When did you visit this library last time?  within a week  within a month  
 longer ago  this is the first time (for several years)

If you have used this library within a month or otherwise feel that you are a frequent visitor here, please go further. If you are an occasional visitor you can stop answering here. Thank you!

- General atmosphere in the library  pleasant  average  unpleasant
- Helpfulness among the staff in average  excellent  good  could be better
- What kind of collections and services can be expected to be found here  it is clear for me  it is quite unclear for me  
 it is very unclear for me
- Placing of the material and quality of the guidance signs  clear  fairly clear  unclear

How familiar are you with the digital catalogues of the library (HELKA, LINDA)?

I manage well adequately badly/ no experience

when looking for a book etc.

when looking for references on a certain subject

when using the catalogue from outside the library

Have you done teamwork in this library?

often

sometimes

no need so far

there was no place when needed

Have you participated in training for using the services and information material of this library?

no

yes, last time in the year \_\_\_\_

If you have participated, did you consider the training

excellent

good

not very successful

can't say

If there was a charge for the library card of the University of Helsinki (FIM 50-200), how would you feel about it? (This is a mere question, there are no actual plans to charge anything for the library card.)

OK if the money is used

I am against the charge but would have to get a card in any case

for developing the libraries

I am against the charge and would not get a card in this case

You are welcome to write your further comments, concerning e.g. the location of this library, collections, services, hours of opening etc.

Thank you for your cooperation!



## APPENDIX 4

### REFERENCES TO LITERATURE ON THE DEVELOPING INFORMATION ENVIRONMENT

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