

# UNIVERSITY OF OTAGO LIBRARY - BUSINESS PLAN 2004

## I. Introduction

The Business Plan supports the Library's Budget Submission for 2004 by:

- setting out the Library's strategic directions
- giving a context for and setting out the specific objectives for the year.

Costs of objectives that require additional resources appear in the Budget submission, which this document accompanies.

## II. Mission Statement

The Library is committed to the University's goals for the advancement of knowledge, scholarship and lifelong learning in partnership with scholarly and professional communities, both local and international, by providing:

- access to excellent information resources
- information literacy skills programmes
- a stimulating learning environment

The Library is a prime contributor to the University's distinctive "repository of knowledge" characteristic as defined in the Education Act 1989.

## III. Key strategies

Key strategies for the realisation of the above goals include:

- **providing equitable, timely and cost-effective access to information for teaching, learning and research, independent of format and location, using IT to facilitate and enhance access**
- **managing collection and access services to support excellence in teaching and research**
- **collaborating with academic staff to develop students' information literacy skills**
- **providing an appropriately attractive and technology-rich study environment, with the ISB and Hocken Library setting a high standard – the first of a new breed**
- **investigating further opportunities for Otago to take a position of leadership internationally by the innovative use of IT to facilitate access to information.**

Essential to any university's goal of excellence are the acquisition and transmission of information and knowledge. It follows that its library must also be excellent.

Increases in the volume of both print and electronic publication, in the variety of formats, and in the cost of both print and electronic resources, place comprehensive research collections beyond virtually all libraries.

The Library has responded by taking advantage of new developments, wherever appropriate. Licensed access to resources is at least as important as physical ownership in the strategic provision of information.

Challenges include selecting the most cost-effective access options; the provision of an appropriate infrastructure for networked access; and leasing/licensing options. The development of Information

Literacy skills programmes to assist users cope with a increased multiplicity of options and thus become effective life-long learners is vital.

For undergraduate teaching and learning, academic libraries still aim to be largely self-sufficient from on-campus print and electronic sources.

Core serial titles still need to be held or accessible locally. The on-site 'collection' (owned and leased, print and digital) continues to be supplemented by document delivery provision of just-in-time access to individual serial articles. These are obtained from a variety of providers whichever is the most cost-and time-effective.

It is more efficient to own or lease access to frequently used journals, save for the most expensive, than to obtain articles from them by document delivery.

The hybrid library developed at Otago is the most appropriate model balancing print and electronic resources, with owned resources supplemented by those accessed as needed.

Otago's continuing budget constraints mean that the Library is now poorly placed to purchase new electronic products (and even sustain the existing ones). This puts Otago at a serious disadvantage. The University of Auckland, following benchmarking amongst Universitas 21 members, last year spent c. \$14 M on library resources, c. 83% more than Otago. The size of the discrepancy is the reason why academic departments here widely complain about the level of support that the Library is able to give compared with Auckland and leading Australian universities. A table of the University Library's purchasing power is attached as Annex One.

The budget for monographs is well below what it should be and the budget submission proposes a stepped approach to improving the position over several years.

### **Leading developments**

A number of leading academic and research institutions internationally have developed self-archiving systems to preserve and make accessible the research papers from their own institutions. This is in order to reduce their dependence on commercial serial publishers. This Plan proposes that Otago develop its own self-archiving system along the lines of that implemented at Australian National University and University of California.

Another example of the leading position Otago is taking is its participation as a beta test site for the LOCKSS Project based in Stanford which is building an international electronic journal archive system with the goal of having production quality software in 2004.

This Plan is grounded in the context of key strategic directions outlined in the University's planning documents, most notably *Strategic Direction to 2005*, *Quality Portfolio 2000*, *Teaching and Learning Plan 2002*, *Statement of Objectives 2002-2004*, *Research Management Plan 2000 – 2004*, and recent *Student and Graduate Opinion Surveys*.

The Business Plan is also set in the context of the Tertiary Education Commission's report *Collaboration for Efficiency: Sharing Library Services, April 2003*.

#### **IV. Key strategies for the Library for 2004**

In order to ensure that the 'library dollar' is spent to optimal effect the Library intends to undertake the following strategies through 2004.

#### **A. Providing equitable, timely and cost-effective access to information for teaching, learning and research, independent of format and location, using IT to facilitate and enhance access**

##### **A.1 To complete phases 2 and 3 of the implementation of the CONZULSys Shared Library System**

**Justification:** Over the past 18 months, the University Library has been working in a consortium with three other university libraries (Auckland University of Technology, the University of Waikato, and Victoria University of Wellington), investigating the joint purchase, establishment, and operation of an information and resource access management system (IRAMS). Decisions on the software and hosting options were made during 2002, and a successful business case was made to each of the universities. Contracts between the four Vice-Chancellors and Endeavor Information Systems Inc for the provision of software and Datacom Systems Ltd for the provision of hosting of the system were signed in December 2002 and February 2003 respectively.

**Implementation:** Phase 1 of the implementation of the CONZULSys Shared Library System, involving the establishment of hosting services for the four universities and the implementation of the core Voyager modules at AUT, Otago, and Waikato, was completed in July 2003. Phase 2, which is scheduled for October 2003-February 2004, includes the implementation of the core Voyager modules at Victoria and the implementation of media scheduling, inter-library loan, and the first of the ENCompass modules in the other three universities, together with the implementation of agreed software enhancements. Phase 3 will include the implementation of universal borrowing and of ENCompass for digital collections during the remainder of 2004.

**Time scale:** 2003-2004

**Budget implications:** Capital and operating budgets approved by the Council in December 2002.

**Indicators:** The University will have an information and resource access management system which will meet current and future needs. The collaborative initiatives being undertaken by CONZUL will be facilitated. The delivery of library and information resources to the New Zealand tertiary and research community will be enhanced.

##### **A.1 To establish a collaborative project with the Universities of Auckland Library / Auckland Business School and Waikato Management School to digitise our New Zealand company annual report collections and codify the financial information contained in those reports and mount on a database.**

**Justification:** Each of the three sites has significant collections of NZ company annual reports but no one claims to have a complete set. The data included in company annual reports is of considerable value to Schools of Business. This collaborative venture is in line with the philosophy of Government with regard to tertiary education.

**Implementation:** A preliminary step is to ensure that all company annual reports in Otago's Research Learning and Information Centre will be catalogued by the end of 2003 so that holdings can be compared across the three sites. A report is being prepared outlining the work required for this project – co-authored by colleagues at Auckland and Otago. This report will be completed and agreement between the parties will be concluded by the end of 2003.

**Time scale:** 2004 - 2005

**Budget implications:** To be identified. However, it is anticipated that this is an ideal project to attract external funding and this will be sought.

**Indicators:** The Universities of Auckland, Otago and Waikato will have built a useful resources of considerable benefit to staff and students of schools of business.

## **B. Managing collection and access services to support excellence in teaching and research**

### **B.1 To deal with the findings of the zero-based review of serials subscriptions in Law and Sciences.**

**Justification:** Serials cancellation exercises over the past decade have taken a toll across the University. ZBR has provided a useful tool to measure the support the Library provides. The majority of departments can be said to have a fair measure of support, at least based on the total funds available (with the Library holding 70 – 80% of the serials identified as being necessary). But some departments, particularly those offering newer programmes, have been shown to be inadequately supported in terms of serials subscriptions (less than 70%). It is submitted that no department has an excessive level of support.

Additional needs for Law can be met within the existing budget by cancelling some print titles and subscribing to electronic database products. In the Sciences additional resources need to be applied to Design for Technology, Design Studies, Natural History/Film, Spatial Information, and Software Engineering with modest needs identified in Botany, Ecology, Geology, Physical Education and Wildlife Management.

Additional money gained from this objective will be spent in improving support only for the identified areas.

**Implementation:** The ZBR review findings are used to identify high priority titles for the departments and programmes shown to be significantly under-funded.

**Time scale:** Results are now in from Law and Sciences in time for identified gaps in particular areas to be bridged from the beginning of 2004. The Health Sciences results for the 3 Otago sites will be completed for the following year.

**Budget implications:** \$214,100 per annum

**Indicators:** Useful analysis of data provided a good indication of the adequacy with which the Library is supporting current teaching and research programmes. Given additional spending in these identified areas, it can be said more confidently that the Library's serials expenditure will be more equitably employed.

**B.2 To make permanent the positions of Maori Resources Librarians (2 FTE), following the considerable success of the Ministry-funded pilot to determine the worth of establishing these positions.**

**Justification:** In 2002 the University supported a case to the Ministry of Education for seeding funding for a pilot to assess the work which could be undertaken by Maori Resources Librarians, to establish an area within the Central Library of special relevance to Maori students, and to identify resources of particular relevance to Maori throughout the Library system. Should such a pilot prove successful it was the intention of the University to make this permanent.

Towards the end of 2002 two people with appropriate qualifications were found and they have filled the positions since January 2003. The work they have done in collaboration with Te Tumu, Te Roopu Maori, the Maori Centre and the two local runanga has been exemplary.

This pilot has without doubt been successful. The two staff working in these positions are achieving outstanding results. It is clear that there is an ongoing need for their work. A space has been identified within the Central Library especially for Maori resources and the Treaty of Waitangi Committee of the University Council has recently endorsed this development and considered some issues in relation to this.

It is now for the University to support these positions from its own funding for the Ministry's SSG funding was for seeding purposes only. Letters of support from Kaitohutohu Maori, and Te Tumu are attached as Annex Two.

**Implementation:** Ministry funding ran out at the end of June 2003. The Library will fund it through to the end of the year from project funds in order to retain the services of the two staff engaged in the post. From January 2004 the position will require new funding from the University.

**Time scale:** Pilot ended 30 June 2003. A report will be made to the Ministry on the success of the pilot. The University then needs to fund the ongoing position.

**Budget implications:** New dollars to be found. \$91,959

**Indicators:** Continuing and expanding on the success already achieved during the pilot. Good continuing networking with the various Maori bodies on campus and assistance provided to Maori students in their use of the Library and the development of information literacy skills.

**B.3 To develop, in collaboration with academic staff, a system of online access to core course materials, taking into consideration Copyright issues and the principle of providing library materials free of charge to students.**

**Justification:** University course teaching is rapidly expanding into web-page and Blackboard instruction. The provision of supplementary readings to support online teaching is a natural development of this virtual approach. By providing scanned copies of print materials the pressure on the Reserve booking system would be reduced, while students (both on and off campus) would appreciate the ready access at all times of night or day. The scanning may be able to be done through loaned machines from ITS CSC or OU Print. The current fragmented delivery of online materials is unsatisfactory and unsuited to a climate of seamless access.

**Implementation:** A pilot project set up with selected academics in 2001 has been working well, with lecture notes and overheads mounted on individual Departmental web pages. A system of Copyright clearance associated with published material needs to be put in place before this can be augmented by articles from required texts. A means of drawing full-text of all online course material into a single searchable file will need to be found. Integration with Blackboard would need to be considered.

**Time Scale:** Investigation into the issues and consultation with academic libraries overseas has already begun. No timeframe has been indicated by any of these institutions. Copyright and authentication appear to be the major inhibiting issues.

**Budget implications:** Scanning equipment would need to be purchased/loaned. It is not anticipated that staffing levels for processing material could be reduced.

**Indicators:** Students would be able to find course material online through one seamless interface. A parallel print Reserve would continue to be provided, thus allowing the student the option of taking notes rather than paying for printing. The current Copyshop would be phased out. Pressure on and damage to print material and copying machines would be reduced.

**B.4 To investigate the implications of increasing licences to ensure that e-resources are, wherever possible, available to the wider University community in order to improve access to students and staff, and emphasise Otago as a national university.**

**Justification:** Over recent years the libraries of the University have subscribed or leased an increasingly large number of electronic products, among them current awareness tools, bibliographic databases such as indexing and abstracting services, and aggregated full-text databases. It is the Library's preference that wherever possible these be negotiated for access across all the University's campuses, rather than having access limited to just one of the five campuses. To this end the OVID licence was negotiated on the basis of being available to all sites. For some other databases access is limited to one site and there are many instances where access is limited to Dunedin, to Christchurch or to Wellington. This is not a satisfactory model for a university which promotes itself as a national institution. It is certainly not satisfactory to students and staff who move between the sites.

**Implementation:** A feasibility study to be undertaken late 2003 / early 2004.

**Time scale:** Results of the feasibility study to be fed into the Budget submission 2005.

**Budget implications:** To be established.

**Indicators:** 'Universal' access across all Otago campuses wherever licence agreements allow.

**B.5 To investigate the feasibility of providing alumni with access to electronic databases.**

**Justification:** A matter to be considered is whether the University wishes to make database access available to its alumni who work outside the University. There are some significant issues in this relation to technological solutions, licences and associated resourcing consequences. For instance, the situation of legal practitioners who are alumni would need to be considered. Currently they access such databases by way of commercial subscriptions which are paid at a considerably higher level than the educational rate applicable to the University. There are other instances of alumni working in private industry doing research where they could subscribe to database services at a similarly higher rate than pertains to the University. The discrepancy is significant especially when taking into account the attractive rates Otago obtains because of its participation in a number of educational consortia. On the other hand there may be some way of providing limited database access to alumni though equity issues might be rather difficult to deal with.

The University needs to determine whether it wishes to improve access for alumni and if so whether the cost of providing such access, once a technical solution is found and licences allow, is worth the benefit in terms of improved relationships with its alumni.

**Implementation:** If the University wishes to investigate this further the feasibility of such an extension could be done during early 2004.

**Time scale:** The resource consequences would need to be identified prior to budget submission rounds.

**Budget implications:** Additional to existing Library budget.

**Indicators:** Providing e-access to Library resources would be an attractive deal for alumni and appreciation of such access would hopefully be reflected in future fund-raising appeals.

**B.6 As part of the move to treat all licensed e-resources as University-wide subscriptions, to manage such from Dunedin through the University Library for all of the University's libraries and for all its campuses.**

**Justification:** In the recent past, apart from the OVID platform licensing agreement which supports a number of databases, libraries at each of the campuses have negotiated their own agreements. This is not satisfactory. The OVID deal which provided a very attractive rate overall for the University has been threatened sometimes by the wish of northern libraries to withdraw from access to one or more of the databases which would throw the costs onto the remaining libraries. It is submitted that subscriptions to and leasing

of electronic products be handled centrally by the University Library in Dunedin and that the funding for same be identified and top-sliced during the budget round leaving the northern libraries of the clinical schools to manage the funding for print resources (and any associated gratis e-access).

**Implementation:** From beginning of 2004.

**Time scale:** 2004 ongoing

**Budget implications:** Within existing Library budget.

**Indicators:** Secure and cost-efficient deals providing equitable access to all University staff and students.

#### **B.7 To extend the benefits of the CONZULAC Monograph consortium.**

**Justification:** The University of Otago Library led an approach to develop a New Zealand consortium of academic libraries for the purchase of at least 50% of North American print monograph publications. The contract was signed in February 2002 and included 7 of the 8 NZ universities. Gains from this consortial approach have been significant. Again, as a result of an Otago initiative this consortial approach is now being employed to get better deals for monographs published in the UK. Again, seven of the eight New Zealand universities are participating.

**Implementation:** The RFP to be sent out 1 August 2003 and the successful vendor confirmed in October 2003.

**Time scale:** October 2003.

**Budget implications:** Within existing resources for 2004

**Indicators:** Improved supply and improved terms.

#### **B.8 To further enhance access to the Hocken Library archives and manuscripts collection through an externally funded arrangement and description project**

**Justification:** At present access to this major, nationally important collection is impeded by inadequate arrangement and description, arrears of arrangement and description at both collection and item level, and subsequent data entry into the Hakena or any successor system.

**Implementation:** External funding of \$250k was obtained early in 2002 and the project was commenced with two-year contract appointments at the beginning of September. It is expected that the work undertaken during the year will see the completion of preliminary collection level records for all archives and manuscripts collections, and that selected collections, notably the Brasch Papers (completed May 2003), will be entered at item level.

**Time scale:** During the twelve months, September 2003 to August 2004, work will continue on item level arrangement and description, and data entry of selected major collections. A further application for external funding to the Lottery Environment and Heritage Committee will be prepared in early 2004 to continue the project for a further two years to complete identified work on remaining items in the collection.

**Budget implications:** External funding supplemented by University Library funding.

**Indicators:** The archives arrangement and description backlog is eliminated and access to this material immeasurably improved. ^

**C. Collaborating with academic staff to develop students' information literacy skills**

Information literacy is accepted in universities internationally as a key ingredient for success in academic scholarship and lifelong learning. Whilst early attempts to improve information literacy skills were based on the development of specialist information literacy courses, more recent attempts have focussed on the embedding of appropriate skills into existing academic programmes. The successful embedding of information literacy skills into teaching programmes, however, is a complicated task. In order to achieve this goal the Library is focusing on two major strategies: the development of an Information Literacy Skills Framework and the use of the online teaching system 'Blackboard'.

**C1. To develop, in collaboration with academic staff, an information literacy skills framework**

**Justification:** The framework is a tool aimed at assisting both librarians and academic staff members to match individual courses with a set of appropriate information literacy skills.

**Implementation:** Pilot projects have been undertaken in a number of departments and a draft Information Literacy Framework has been circulated. Representatives from all Otago libraries are currently working collaboratively on development and consultation with the wider academic community. Tutorial templates will also be designed to present an outline for teaching information literacy skills at each of the various levels.

**Time Scale:** The Draft Information Literacy Skills Framework was posted on the internet in Semester One 2003 and will be promoted to academic divisions and HEDC during Semester Two. A final version will be available for adoption at the beginning of Semester One, 2004.

**Budget implications:** Within existing library budget.

**Indicators:** The final framework will outline appropriate information literacy skills for all levels of university study and will be suitable for use with most academic programmes offered at the University.

**C2. To develop, in collaboration with academic staff, an information literacy presence on Blackboard.**

**Justification:** Blackboard is the online teaching system selected for use throughout the University. The platform offers significant potential for the teaching of information literacy skills through both Library-specific 'courses' and a Library presence on academic courses.

**Implementation:** Eight Library based 'courses' have already been established on Blackboard and are being used to teach information literacy skills to a wide variety of students. The Library, in collaboration with academic staff, is also establishing a presence on several other courses such as Sociology 101. As more academic staff become aware of the potential of the system the Library will have a direct presence on many other Blackboard courses.

**Time Scale:** Pilot programmes were successfully implemented during Semester One 2003. Various user education specialists from around the Library system are currently being trained in the use of Blackboard. Academics will be contacted during Semester Two and the Library will be involved with Blackboard selected courses from each of the academic divisions from Semester One 2004 onwards.

**Budget implications:** Within existing library budget.

**Indicators:** The Library will project a wide range of course-specific information literacy skills and concepts directly into the online learning environment of each student.

**D. Providing an appropriately attractive and technology rich study environment with the ISB setting a new high standard – the first of a new breed**

**D.1 To increase the number of study places in the Central Library at peak periods by the purchase of stackable tables and chairs which can be operable at such times.**

**Justification:** Study spaces within the Central Library are very heavily used throughout the year but at examination times and the few weeks leading up to examinations pressure for spaces is particularly keen. The increase in EFTS in 2003 has placed noticeable additional pressure on a number of student services.

The Library has been able to obtain from a variety of sources some tables and chairs to bring in for these periods of peak demand but they are hardly fitting in the smart new environment and they are difficult to move and store. The architects have designed some collapsible tables and have identified some stackable chairs which will be appropriate.

**Implementation:** Ideally, these should be in place for the final examinations 2003 and should be funded from the last of the ISB project Budget but it is proving difficult to get approval for such expenditure until all other accounts for approved activity have been paid. Meantime, the need is there.

**Time scale:** Early 2004 to benefit the first semester examination period.

**Budget implications:** Additional budget unless Project funds can be identified.

**Indicators:** The Central Library has sufficient study places to cope with peak periods.

**E. Investigating further opportunities for Otago to take a position of leadership nationally and internationally by the innovative use of IT to facilitate access to information.**

**E.1 Investigate the implications of a proposal for an electronic self-archiving system to preserve University of Otago research papers for free access, to reduce dependence on commercial serials.**

**Justification:** Continuing increases in the subscription costs of commercial serials and declining purchasing power have taken a considerable toll of most libraries' collections. In spite of the shift to electronic products such as aggregated full-text databases, annual increases in those licence and lease costs are still well in advance of New Zealand's CPI. A new paradigm must be adopted. There is a new model which is being adopted by some major institutions internationally, University of California and Australian National University being but two. Otago could be one of the early players in New Zealand. Considerable gains through reduced dependence on commercial serials will not be achieved until the majority of academic and research sites adopt this new methodology but we must start somewhere in order to break the stranglehold that the commercial publishers have over access to research results.

**Implementation:** Undertake a feasibility study following further research.

**Time scale:** Gather further detail late 2003 and early in 2004 and if warranted develop a pilot later in 2004 involving academic departments which are willing to be partners with the Library.

**Budget implications:** To be identified.

**Indicators:** Otago acts as a New Zealand pilot which, if successful, other local academic and research institutions seek to emulate

**E.2 To engage a consultant to ascertain the resources required to set up a digitisation programme so that the Library's rich pictorial resources, especially those of the Hocken Library, are able to be entered into the national database *Picture Aotearoa*.**

**Justification:** The Hocken Library contains splendid pictorial collections which have been acquired solely through public benefaction, by gift, bequest and grants from trusts. It has the largest chronological span of any New Zealand art collection in the country. There are c. 13,000 original pictures. Only the Auckland Art Gallery and the Alexander Turnbull Library have larger collections of New Zealand art. There are rich holdings of nineteenth century colonial art, such as the watercolours of William Fox and Colonel Williams (military scenes). It contains significant collections of McCahon, Hotere, Woolaston, Angus paintings including some of international significance. Works have been lent for exhibition nationally and overseas to the United Kingdom, North America, the Netherlands, Australia and Germany.

The number of images in the photographic collection has been calculated at just over 1 million (excluding an estimated further million in the archives and manuscripts collections),

which certainly places it within the top two or three photographic collections in New Zealand. Included are major collections of John Kinder and George Chance.

There is a clear expectation throughout the scholarly community and amongst the general public nationally that rich resources such as these will be digitised and the resulting images made accessible via the web.

The National Digital Forum Planning Group has a pilot of Picture Aotearoa to create a national database of pictorial images. Already the Alexander Turnbull Library, the Auckland Art Gallery, and Otago Museum are participating. Such a database would be remarkably deficient if it did not include at least a representative selection of images from the Hocken Library's pictorial collections.

**Implementation:** The National Digital Forum Planning Group is shortly to approve metadata standards which will be used to record the data being captured digitally. They will also issue standards for the digitisation of pictorial images. The University needs to prepare a feasibility study to begin contributing to the national database.

**Time scale:** Investigation late 2003 / early 2004. Commitment to proceed actively from mid 2004 at the latest.

**Budget implications:** Yet to be identified.

**Indicators:** The Hocken Library's profile and with it that of the University, are increased. Remote users will be able to access a selection of pictorial images at a distance. One can expect that requests for reproductions will increase (along with fees for same). More users will be attracted to come to Dunedin to see the originals.

### **E.3 To investigate the feasibility of assessing the potential for Otago to become a centre for research excellence in the preservation of born-digital material.**

**Justification:** Dr Seamus Ross, Director of Humanities Computing and Information Management at the University of Glasgow visited the University of Otago in 2002. Dr Ross has been untiring in his efforts to promote the area of best practice in the area of digital preservation. He is Director of ERPANET, an electronic resource preservation and access network funded by the European Commission, launched in 2001. The ERPANET Project makes viable and visible information, best practice, and skills development opportunities in the area of digital preservation of cultural heritage and scientific objects. It facilitates collaborative working to enable the cultural heritage community to address the digital preservation challenge.

Contemporary society increasingly produces and distributes its cultural, educational, scientific, public and resources in digital form. While digital information is easily created, quickly accessed and disseminated, and can be manipulated in exciting new ways, digital resources are volatile, fragile, and easily susceptible to loss. If we would wish future generations to have a reasonably representative and rich record of our culture, we need to collaborate to make our digital resources accessible, durable, intelligible, and usable over time.

During his time at Otago, Dr Ross suggested the possibility of Otago becoming a centre of research excellence in the preservation of digital materials. Such a venture would see Information Technology Services, the Library and Dr Ross's team working together collaboratively, with appropriate academic partnership as well.

**Implementation:** Develop discussions with Dr Ross as a potential consultant in late 2003.

**Time scale:** Feasibility study 2004. Develop the concept in practice 2005.

**Budget implications:** To be established.

**Indicators:** Otago becomes a leader nationally in digital preservation.

12 August 2003

**Index of prices for Books and Periodicals compared with Library Allocation for same (Indexed to 1995)**

Year	Average price - Books*					Average price – Periodicals**					Ratio Books/ Periodicals	Overall Index	Books/ Periodicals Allocation 000's	Spending Power expressed as a % of 1995 spending power
	Exchange rate (Average for year) £ =	£	Exchange rate (Average for year) US\$ =	US\$	NZ\$	£	US\$	NZ\$						
1995 index	2.50	36.00	1.54	45.03	79.67	236.32	522.01	697	33:67	100	4,875	100.00		
		100		100	100	100	100	100			100			
1996 index	2.29	37.50	1.47	43.56	74.95	264.21	556.58	712	32:68	99	4,403	90.8		
		104		97	94	112	107	102			90			
1997 index	2.50	39.77	1.53	47.09	85.74	295.28	578.22	811	23:77	114	4,191	75.2		
		110		105	108	125	111	116			86			
1998 index	3.14	41.96	1.89	51.93	114.95	334.89	604.31	1,097	31:69	153	4,723	63.2		
		117		115	144	142	116	157			97			
1999 index	3.10	42.54	1.91	52.70	116.27	300.49	638.18	1,075	29:71	152	5,571	75.3		
		118		117	146	127	122	154			114			
2000 index	3.37	41.65	2.22	52.94	128.94	338.24	671.94	1,316	29:71	181	6,791	77.0		
		116		118	162	143	129	189			139			
2001 index	3.47	38.73	2.40	55.52	133.82	322.74	711.07	1,413	25:75	194	7,435	78.6		
		108		123	168	137	136	203			153			
2002 index	3.29	41.51	2.19	62.39	136.60	397.13	747.16	1,471	22:78	202	7,435	75.4		
		115		139	171	168	143	211			153			

This index relates to c90% of the Library's expenditure on books and periodicals.

\* Source: Library and Information Statistics Unit (LISU), Dept. of Information Science, Loughborough University.

*Average prices of British Academic books and Average prices of USA Academic books*

\*\* Source: *Library + Information Update*, Chartered Institute of Library and Information professionals. Serials price Increases and *American Libraries*, US Serials Services Price Index.