CHAPTER 1

Making Book: Gaming in the Library: A Case Study
Natalie Gick

Introduction

The Games Room and Collection at the Fraser Valley Real Estate Board Academic Library, Simon Fraser University Surrey Campus, was initially established in 2001, making it one of the older gaming collections in an academic library, and perhaps the oldest. The room and collection support teaching, learning and research at the university. The collection is intended to be representative rather than comprehensive, and to include both current and legacy games and equipment. Holdings and circulation are indicated in the chart.
Circulation has steadily increased since the collection was created. This chapter will cover the development and configuration of the games room over time, partnerships on campus, selection and processing of games, managing gaming equipment, programming, and challenges encountered along the way.

**Academic Environment**

Simon Fraser University (SFU) is a comprehensive, mid-sized university with approximately 20,000 FTE located in the Vancouver area of British Columbia, Canada. Surrey is the newest campus, established in 2002 but inheriting some programs, faculty and students from Tech BC, a university established in the late 1990s. SFU Surrey began in 2002 with 200 full-time equivalent students, has 1500 now and plans to expand to 5000 by 2015.

While the Campus offers programs across the disciplines, including education, business, applied science, science, arts and social sciences, the oldest and largest department is the School of Interactive Arts and Technology (SIAT) with 800 students. Historically affiliated with Tech BC, this department is the reason the gaming equipment and collection exist and they partner with the Library to support the initiative.

Within SIAT, students and faculty in the Media Arts stream are the primary users of the gaming collection as they are interested in the computational and cultural aspects of new media. Graduates are expected to be skilled in both the critical analysis and the creation of new media such as electronic games and other interactive multimedia.

Gaming courses, offered in both the undergraduate and graduate programs, include several game design courses plus courses on narrative, animation and immersive environments. Faculty are also researching games and game design, interactivity, narrative and the use of computer graphics, animation and simulation. In addition to courses and research, many SIAT students are planning to work in the games industry when they graduate.

**Games Room v1: Tech BC**

The games room and collection at SFU Surrey is an inherited idea. The campus was originally its own institution (Tech BC) and the games room was originally proposed by a Tech BC student in 2001 to support study not only in game design but also in storytelling, computer modeling and team management, and to support potential employment in the gaming industry. The Tech
BC games room was set up in an office in their library with a couple of computers and software and legacy consoles bought second-hand by the students themselves.

Due to concerns about the legality of circulating games, Tech BC attempted to identify and contact the owners of the rights to games to ask for permission to circulate the games. However, determining who had the rights—creator, producer, licensee—proved extremely difficult, as was finding current contact information for any of these people and then convincing them to allow loans. Tech BC successfully negotiated permission from Electronic Arts (EA) to circulate their games for one week loan periods, probably because of close ties between the university and the local EA office. This was their only success. Tech BC did not allow games from other publishers to leave the campus but students could use them in the Library or borrow them for short periods.

**Games Room v2: SFU Surrey**

After the transition from Tech BC to SFU in 2002, the Library moved, and the gaming hardware and software spent the next year in boxes. Once the two PCs, Super Nintendo console and a small collection of games for both platforms were unpacked and identified, investigation into what exactly to do with them began, starting with the games.

SFU Library Collections Management had concerns about the legality of circulating games, especially PC games which have 'click-through' licenses. An attempt was made to read the licenses to see if loans might be allowed, but they were difficult to decipher and varied too much from game to game to make this a practical use of time. Literature and web searches were conducted but turned up no other Canadian libraries circulating games, and therefore no legal precedents nor examples of procedures. The fallback position was to follow Tech BC's example. Two games item types with corresponding loan rules were created in the catalog. Borrowing was limited to students and faculty at the Surrey Campus only, to take advantage of Tech BC's agreement with EA. The loan period on EA games was one week and non-EA games had a four hour, same-day loan period. Once the loan policies were set the boxes of games began to be processed, labeled and catalogued. Large stickers on the games indicated which could only be borrowed for four hours.

A former server room located in the new Library became the second games room, proving that all you need is about seventy square feet, power and a network connection. Furniture was
found in storage, and Academic Computing Services installed the PCs and connected them to the campus network. Initially, users were given administrative rights so they could install games themselves. A television was found for the Super Nintendo console. The PCs, console and controllers were locked to the tables with cable locks for security. The games room opened and immediately became well used.

Once the games room had been reopened, students began asking for new games and consoles. The Games Research Cluster on campus, composed primarily of faculty and graduate students, were consulted as to what games and platforms were required. A wiki was set up to allow everyone in the cluster to contribute and it was soon populated with suggestions, some from the book *Chris Crawford on Game Design.* In addition to PC and Super Nintendo, PlayStation 2 games were requested, and a console was found in campus storage and installed in the games room. Amazon and EB Games online were searched, and all of the requested games available for the existing platforms were ordered via Library Acquisitions.

To address the need for new consoles and computers, a joint proposal for funding from the Games Research Cluster and the Library was made to the School of Interactive Arts and Technology, the home department for the research cluster and most of the students on campus:

The Game Space supports research and learning at SFU Surrey. Access to a variety of games and platforms is important to our School. Games are an important example of interactive multimedia with aesthetics and design principles that need to be explored and understood. Several of our graduate and undergraduate courses include the study of games. The Games research cluster examines interface and performance variables in game experience. A broad collection of innovative games, both historical and current, will be a valuable teaching and learning tool...

The current Game Space has a few old computers, one or two legacy game platforms, and a PS2. The library is willing to continue to provide a small room for now, incorporate a larger Game Space room into the next round of space planning, circulate gaming software within the library, and allocate a portion of the ongoing acquisitions budget to the games collection (if there is hardware to support the games).
The Games research cluster has reviewed this concept, and supports this development...

We would like your support for the purchase of a mixture of current game platforms, legacy game platforms and game-compatible PC's. We are forwarding the enclosed list for your consideration...

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<td>1</td>
<td>Gamecube</td>
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<td>2</td>
<td>X-Box</td>
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<tr>
<td>3</td>
<td>Gameboy Advance</td>
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<td>4</td>
<td>1 contemporary game-compatible PC's w/ monitors *</td>
<td>2,000</td>
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<td>5</td>
<td>Legacy Game Platforms **</td>
<td>1,100</td>
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<td>6</td>
<td>Pentium II 266 w/ Win 98 / 17” Computer monitor</td>
<td>350</td>
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<td>7</td>
<td>1 additional contemporary game-compatible PC's w/ monitors *</td>
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<td>8</td>
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<td>9</td>
<td>CPS2 Cabinet system</td>
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<td>10</td>
<td>2 additional contemporary game-compatible PC's w/ monitors *</td>
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<td>11</td>
<td>Chairs and furniture as needed</td>
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TOTAL  $11,950

* Note: The PC's on this list are scalable in quantity. One will enable solo play, two will enable head-to-head play, four will enable multi-player gaming.

** Seven legacy platforms, as available: Choose from NES [Nintendo Entertainment System], SNES [Super Nintendo Entertainment System], Sega Genesis, Atari or Coleco Vision, Arcade cabinet, [Sega] DreamCast, N64 [Nintendo 64].
The proposal was successful and the Nintendo GameCube, Xbox, Game Boy Advance and two PCs were purchased immediately and two more PCs were added later. The Neo-Geo and CPS2 cabinet systems were not purchased due to concerns about copyright on the games.

The games room was incredibly popular, used from Library opening to closing, at far over the room’s planned capacity. The cooling system initially installed for servers was very useful in preventing the room full of gamers from overheating. No expansion space was available in the current location, but in 2004 planning began for a new campus and library, which was to include a new expanded games room.

**Games Room v3: New Campus**

In 2006 the new campus was completed and the library was moved. The new games room is approximately 700 square feet, or ten times the size of the old one. Two walls hold shelving for the game boxes and sixteen desks and thirty-two chairs are arranged in two rows. The double walls successfully soundproof the room, allowing gamers to play without headphones and not disturb other library users. For safety reasons, the door is windowed and a window was installed between the Loans area and the games room, allowing staff to easily check on activity inside.

Currently, the library has about 500 games, six PCs, seven consoles, two handhelds and one arcade machine. Gaming equipment is kept secure by using a lock or loan system: either attached to a desk with a cable lock or kept in a staff area and circulated from the Loans desk if too small or awkward to be locked down. Game boxes are shelved by platform and call number but the actual games are kept at the Loans desk for retrieval by staff, in order to keep them secure.

Loan rules on games were changed at the time of the move, to better reflect the academically diverse new campus and more integration with the other campuses. Attempting to comply with the old agreement Tech BC negotiated with EA was abandoned, along with loan rules that distinguished between EA and non-EA games and restricting game loans to faculty and students from the Surrey campus only. Games may now be borrowed by any current SFU faculty or students. Console games are treated similarly to DVDs or videos and loaned for three days to undergraduates and one week to faculty and graduate students. Because PC games are more like software, they are loaned for 4 hours (not overnight), to limit them to use on campus only.
Interestingly, students will often bring in their own laptops, consoles, controllers and games and play in the games room. This allows them to increase the number of people who can play a game at once and also provides access to games or consoles not owned by the library. Gaming is a very social activity, and the games room gives it a home on campus.

**Partnerships and Collaboration**

As mentioned before, the library collaborates with other partners on campus in support of the games room, specifically the School of Interactive Arts and Technology, Academic Computing Services and the SFU Surrey Gaming Club. These partners provide direction, funding and technical support.
The library provides the administration, planning, space, furniture and televisions, and purchases, processes and circulates the games. Most of the gaming courses and research are part of the School of Interactive Arts and Technology, so they make recommendations on some of the games needed, provide direction on which platforms are required, and have funded the purchase of almost all of the consoles. Even when the school does the funding, Academic Computing Services often sources and purchases the equipment. Computing services also provides the PCs and installs and supports all the equipment.

A committee of three representatives from the SFU Surrey Gaming Club liaises with the library on behalf of the students. They suggest purchases of games and equipment and volunteer to help with programming. In addition they provide a mechanism not only to discover any problems and issues occurring in the use of the games room but also to discuss and provide input on possible solutions and then communicate the solution back to the other students. For example, students and staff complained about food consumption in the games room. A discussion was held with the representatives on why a no-food policy was going to be implemented, they communicated it to their fellow students and for the most part the new policy was accepted without complaints. A student-library consensus is generally better accepted by students than a straight library directive.

**Games**

Game holdings include 130 PC games, most published after 2000, plus a gift of 350 late 1990s PC games received as a donation and waiting to be processed and catalogued. Console game holdings currently sit at approximately 350. The largest collections are for the PlayStation 2 (PS2) and the Xbox; other collections include PlayStation 3 (PS3), Xbox 360, GameCube, Super Nintendo and Wii games. Generally only one copy of each game for a particular platform is acquired, but updated versions and editions for different platforms are also purchased. The collection is being actively developed and should grow to 700 games this year, in addition to the donated games.

The collection is intended to include both new and legacy games. Libraries have always been archives of materials: generally items are purchased when new and readily available, but they are also stored for future use by students and researchers when long out-of-print and unavailable for purchase. Because the collection was started well after computer games first appeared, it does not include a representative sample of older games; currently the oldest games in the collection
are from the mid-1990s, plus some emulated 1980s games in the reproduction arcade. This is an area of the collection requiring development.

**Selecting Games**
The initial Tech BC games collection was selected by students, mostly by browsing local second-hand games stores. To expand the collection in 2004, the campus Games Research Cluster, mostly composed of faculty with some students, were asked to suggest notable games for the collection and provided a long list. Faculty continue to request game titles, usually for use in specific courses. Graduate students doing extended research into a genre or aspect of gaming will also request games, generally ten to twenty at a time. Undergraduates also request games, usually the newest, most popular releases. All these requests are accommodated, budget allowing.

Faculty and student requests are welcomed, but as with our print collection they are not relied on exclusively. Librarians also select materials, including games, to develop a collection reflecting and supporting the teaching, learning and research interests of the campus community.

Jamie Anderson, a librarian who worked on the games collection for a number of years, suggests that in addition to asking your users what they want, you also monitor the following selection sources:
- Metacritic\(^4\) provides links to hundreds of games and reviews, with rankings on a scale of 1-100
- Game Developers Choice Awards\(^5\): annual best of as selected by game developers
- British Academy of Film and Television Arts Video Game Awards\(^6\)
- School Library Journal reviews of games.

**Purchasing Games**
Games are selected and purchased on a title-by-title basis. The initial Tech BC game collection was primarily second-hand copies purchased locally, but as with print, SFU Library always attempts to purchase new copies of games. Until 2006, most games were purchased online by the Library Acquisitions department from either Amazon or EB Games\(^7\) and paid for with a library credit card; others were acquired from Baker and Taylor. Recently a number of game orders have been blocked because shipping certain games from another country to Canada is prohibited, so until this is resolved games are only being ordered from Amazon's Canadian site.
While experts at ordering materials, Acquisitions staff are often unfamiliar with games and initially some confusion ensued around which versions and platforms were to be ordered. To alleviate this confusion, game orders now clearly state the version and platform required and provide a link directly to the exact game required on the vendor’s web site.

Different acquisition methods are used as required. Games not available from online sites have been purchased by telephone from Electronics Boutique retail locations and either picked up or shipped. If new copies of games are not available, used copies are purchased, and once an out-of-print game required for a course was purchased on eBay by Acquisitions staff. Games required immediately can often be purchased by credit card at retail stores within walking distance of the library.

**Cataloguing Games**

Cataloguing staff download records for games from OCLC. Records are available quickly (when checked the day after the game was released, a *Halo 3* record was available). In addition to downloading, Cataloguing staff augment records in a number of ways to assist patrons and loans staff to easily find games and game keys and to track the physical parts of the games.

Initially, games were difficult to find in the Library catalogue unless the search was for a specific title, as they were identified neither by unique subject headings nor general material designations. Searches often found books about gaming or even just about computers. PC games were particularly problematic as the word computer appears so frequently in the catalogue; PlayStation games and others with unusual key words retrieved fewer false hits and were easier to find. As patrons often asked what games the library owned in general or for a particular platform, e.g. Xbox, public service librarians asked Cataloguing if the records could include this information. In response, Cataloguing had the public service librarians provide an authority list of platforms, from which they selected the appropriate one for each game and included it in a searchable local MARC 690 field. This allows not only the keyword search for games by platform but also the ability to generate current lists of all our games for a particular platform on the fly, using a query string such as “X?SEARCH=pc+game” for example. These lists are linked from our games page to enable users and staff to find games quickly, and they are always up to date.

The second local addition to the records are game keys. Keys are unique numeric or alphanumeric sequences sold with some PC games in order to prevent copying by unauthorized users.
The key is required to install the game and while they are sometimes recorded on the game discs, often they might be on a small slip of paper or other ephemeral material in the packaging and can be easily lost. Without the key the games cannot be legally installed, keys are difficult or impossible to replace, and usually the game must be purchased again. To avoid this problem, Cataloguing records game keys in a local MARC field so staff can find them and suppresses the field so keys are not being published to the web in the catalogue record.

Game keys are not the only part of a game that can be easily lost; games include booklets with valuable information on installing, configuring interfaces or playing. For current games, all this information would be easily found on the web, but not necessarily in the case of older games.
Because the library’s intent is to have an archival, not just current, game collection, booklets need to be retained. Cataloguing supports this by creating separate item records for all the significant physical parts of the game. Item records are created for game discs and booklets but not for posters or promotional materials. Each item record has its own barcode, so both discs and booklets are checked out to patrons and checked back in when they are returned. The circulation system tracks any unreturned parts and notifies the patron to return them. Appendix A contains a MARC sample record along with the notes created by Cataloguing for creating game records.

**Gaming Equipment**

The move into a larger space allowed for additional gaming equipment. More PCs were planned for the games room as part of campus computing expansion, and funding for additional consoles and legacy systems was requested from the School of Interactive Arts and Technology. A total of six new PCs were installed at opening, and a laptop hub was installed later to meet demand from students wanting to use their own machines. Funding was approved for new consoles, which were purchased over time. Currently seven are installed in the games room, each with a television: Super Nintendo, GameCube, PS2, PS3, Xbox, Xbox 360 and a Wii. A new reproduction arcade machine preloaded with 50 vintage games was ordered before the move and installed soon after opening.

Not all the library’s gaming equipment is kept in the games room. Two handheld consoles, Game Boy Advance and Nintendo DS, are part of the collection but because they are too small to lock down, they are kept at the Loans desk and circulated from there. At the request of faculty, additional games consoles have been purchased, processed as part of the library collection and are loaned to students in particular courses to allow them to complete assignments. These include a PS2 with the Eyetoy accessory and three Wiis.

In addition to the regular game controllers, the library owns and circulates some special interface equipment, like the Eyetoy mentioned above. For the very popular game *Guitar Hero*, there is a guitar for the PS2 and one for the Xbox 360, plus plans for a second Xbox 360 guitar to allow dueling. A Logitech racing wheel, pedals, and gear shift were purchased for graduate student research in the summer and are now available to any student. Remotes and nunchucks were acquired for the Wii. Funding for two *Dance Dance Revolution* (DDR) dance pads has been approved; like the guitar, two will allow competition. This equipment is meant for in-library, or at least on-campus, use, and is loaned for four hours and not overnight.
When the new library and games room were being planned, some space was allowed for new and large interfaces, but not enough. At the time only DDR was considered. Space was allocated based on existing PC or console games played sitting down, with keyboards or controllers, in groups of one to four. That two people might be moving around and swinging their arms mimicking a game of tennis using the Wii was not envisaged. To accommodate the Wii, two desks were removed and another reoriented, but unfortunately, players still have to be careful not to hit walls, shelves or other people while playing.

**Acquiring and Maintaining Equipment**

Consoles have generally been sourced and purchased from retail outlets by Academic Computing Services. Acquiring new consoles is not usually urgent, and they wait for prices to decrease and/or stocks to increase. For high demand equipment required immediately for a course, like the Wii, sourcing is often time consuming as stocks quickly sell out and the only available units might not be close by. Additional controllers and interface equipment are generally the responsibility of the library, and are purchased from local retail or online sources. The reproduction Arcade Legends machine was found on the web in response to faculty requests for legacy (or emulated-legacy) platforms.

Maintaining equipment has been relatively simple so far, but will become more of a problem as the systems age. No repairs have been attempted because replacements have been readily available and inexpensive. The consoles have been very dependable, especially given the amount of use they experience, with one exception. The new PS3 stopped working mid-game less than a week after purchase. The store replaced it with a new one and also replaced the game that was stuck inside the old one, without issue. Controllers have worn out regularly and have been replaced every couple of years, and recently the old PS2 stopped working. With its demise, two new PS2s were purchased inexpensively, one to replace it and one as backup, plus additional controllers. A new GameCube and extra controller was also purchased at a bargain price, again as a backup system, and once the Xbox comes down in price a backup will also be purchased. Trying to maintain equipment to access old formats is not a new experience for libraries, however the gaming consoles have been less of a concern because they are consumer goods and much more common than institutional equipment, so a supply of used equipment is expected to be more easily available.
Up to now, no issues have arisen around playing older games on PCs with newer operating systems. Maintaining one PC with Windows 2000 was contemplated when the others were upgraded, but a few games were tested on Windows XP Professional and worked. So far, no one has complained of any difficulty playing an older game from the collection, although this could be because they are only playing the newer games. Running older operating systems can have major security implications, so if the need arises, a workaround will have to be found.

**PC Hardware & Software**

As mentioned above, Academic Computing Services provides, configures and installs the PCs in the games room. The six PCs are Dells and were leased in 2007. According to Shelley Sluggett, the campus IT Coordinator, “Bigger, faster and stronger works best,” and their current hardware configuration is:

- 2.8GHz
- 160 GB hard disks
- 2 GB RAM
- NVidia Quadro FX540 graphic cards
- 19” flat-panel displays

To manage the software, a master image has been created for gaming PCs. The image is stored on an Academic Computing Services server and is updated as necessary with patches and new software versions. At least every one to two weeks, the PCs in the games room are formatted and re-imaged from the master. Software currently installed is:

- Windows XP Professional operating system
- selection of media players: QuickTime, DivX, Real Player, Windows Media Player, Audacity
- Adobe Acrobat
- 4-5 popular games and demonstration versions of others

In addition to using the PCs, a laptop hub (NetGear network switch) with additional ports is available in the games room, so students can connect to the campus network using their own machines.

Signs are posted in the games room outlining acceptable use of campus computers and the campus network. Students using the gaming PCs must log in and be authenticated. As with all
the computers on campus, computing services monitors the bandwidth being used, and anyone who appears to be downloading overly large files or otherwise misbehaving is disconnected, has their account suspended, and must see computing services to have it reinstated.

Once logged in to the gaming PCs, students have administrative rights so that they can install games. Because students have been known to download software they have not legally purchased, even though signs have been posted forbidding this, the PCs are regularly re-imaged to remove all illegally-acquired software.

**PC Games Management**

Three different models for managing the games software on the PCs have been tried: students installing, staff installing and a combination of the two. Initially, in version 2 of the games room, students had administrative rights to the PCs so that they could install games themselves. Unfortunately, this resulted in illegal software being downloaded. Administrative rights were revoked, and all of the PC games in the collection were preloaded by computing services onto all of the computers in the games room. However, this solution only lasted a year; as the collection grew all of the games could no longer fit on a single computer. Games were on average four to six gigabytes, and the hard drives were not large enough. Even when the games all fit, loading a hard drive to its maximum had caused performance issues. Dividing up the collection over the PCs and loading different games on different computers was contemplated, but this would have required multiple images to be created and stored and would have multiplied the time required for installation and maintenance.

Next, a hybrid model was devised and implemented and is still being used now. In addition to the software listed above, we preload some of the most popular games, about six currently, onto the games room PCs. Sometimes these are installed by computing services as part of the image, and sometimes they are installed by library staff after the re-imaging. When students want to play other games, they check them out from the Loans desk and install them themselves. If the game requires a key and it is not recorded on the packaging, the students ask the library staff to enter the key for them.

**Multiplayer Gaming**

Multiplayer gaming occurs in the games room, but the number of players is limited by both the number of copies of games and the number of number of PCs and laptop ports. As mentioned
before, the library usually only purchases one copy of a game, so students need to provide their own additional copies for multiplayer gaming.

For additional space, once or twice a semester the SFU Surrey Gaming Club asks Academic Computing Services to set up one of the campus computer labs for gaming. The students are told to supply as many copies of the games as they can gather together and show them to computing services staff, who then give them administrative rights on the same number of computers in the lab to allow them to install the games. The following morning administrative rights are revoked, and the computers are re-imaged to remove the games.

**Online Gaming**

Because excessive use of bandwidth compromises network access and quality for the rest of the university community, bandwidth-intensive non-academic activities like online gaming are not allowed on campus. Students once attempted hosting an online game in the games room, but computing services detected it and the port was immediately shut down.

**Programming**

Games and equipment are used both inside and outside of the library for university events and for student recruitment. Open gaming, often using projectors for more visual impact, is a regular feature at Campus open houses, clubs and services days and even staff functions. Consoles are set up, games which are attractive to many and without a steep learning curve are chosen, and student volunteers are recruited to help teach people to play. Other than that, the event is completely unstructured and people play for a while and then move on, except for the occasional young person who stays for the whole event. Lately the Wii has been the most popular console for these events, followed by the Xbox 360.

In an attempt to recruit local high school students to the university, last spring and summer the library and the School of Interactive Arts and Technology co-hosted monthly High School Gaming Nights, actually held in the afternoons. One of the SFU Surrey Gaming Club members was hired to coordinate and supervise these events. He created posters that were sent to two local schools, and in summer two advertisements were placed in local newspapers. The program suffered from a lack of publicity and an inconsistent schedule but by August a few regulars had become established, along with some surprising but welcome visits from elementary school
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Gaming Night Poster. (Courtesy of Michael Chang, SFU Surrey Gaming Club.)

students. The program was not resumed in fall but may be scheduled again in the future.

Challenges
Managing the games room has had its challenges, including noise, heat, monopolization by a single group and abuse of privileges. Gaming is loud, and as it seemed neither appropriate nor realistic to quiet it to an acceptable level for a library, the games room was very well sound-proofed and located on the outer edge of the library. Gaming is also hot and unfortunately this was not planned for, so the ventilation is the same as elsewhere on campus. Air fresheners are proving effective, and air purifiers are being considered.

The games room is consistently occupied by the same group of primarily male users. They can unintentionally appear intimidating to new people and be uncommunicative with staff. Attempts have been made to try and make it a
more inclusive space, for instance targeting women by purchasing games of interest to them and offering programming open to all at campus open houses and other events. Other planned strategies include purchasing *Dance Dance Revolution* and hosting women's nights periodically, if a woman can be found to coordinate them.

Another issue is that the primary users are a tight-knit group and sometimes they attempt to manage the space internally without consulting staff. Not communicating issues appropriately can lead to problems escalating unnecessarily. For the most part, however, they behave well.

Some students have abused their privileges by showing disrespect for staff and instructions. A common example of this was reluctance to leave in time for the library to close. A more serious incident in 2007 involved students opening up the wiring troughs and disconnecting the PCs in order to connect their laptops to the network. The first time it happened, a sign was posted by

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*Students Gaming. (Photo courtesy of Dominic Wong, Simon Fraser University.)*
computing services warning that this was an unacceptable use of university property and was not to happen again. Unfortunately, the same offense occurred again. When it was discovered by staff, students were asked to leave and the games room was closed down, which proved a very effective means of communicating the gravity of the situation to the students. Staff from the library and Academic Computing Services met with the SFU Surrey Gaming Club representatives. The underlying issue for the students, lack of enough computers, was discovered and addressed by the installation of a student-accessible laptop hub. In addition, a code of conduct was drafted by the library in consultation with the student representatives. Once the code was agreed on, it was posted on the web and in the games room and communicated to other students by the Gaming Club representatives. The text of this code is available in Appendix B.

The code has had a positive effect: problems with eating and reluctance to leave on time have decreased considerably, unauthorized access to wiring or networks has not occurred again and Gaming Club representatives regularly communicate with library staff.

**Future Development**

Future development of the games collection and room and their management will depend on the requirements of gaming research and teaching and student development on campus. A statement from the 2004 proposal is still the guiding principle: “A broad collection of innovative games, both historical and current, will be a valuable teaching and learning tool.”

Staying current with the plethora of new consoles and games is a challenge to both budgets and staff time, but this is being pursued more successfully than the development of a legacy collection, so one future goal is the acquisition of more second-hand equipment and significant classic games. If the actual legacy systems are not available or are problematic, the second option is collecting emulations of classic games on new platforms.

In addition to developing the collection, procedures will need to be adapted to meet new needs. Already, teaching has required the purchase and circulation of gaming consoles to students for use outside the library in addition to the permanent units in the games room. No doubt other changes will be required in the future. In addition, for the games room and collection to be most effective, access needs to be maximized. Attempts should be made to acquire games meeting diverse interests; an inclusive and welcoming environment in the games room should continue to be maintained and improved; and programming should be used to entice new users.
Conclusion
The history of SFU Surrey's games room and collection has been one of experimentation and trial and error, made worthwhile by the appreciation of faculty and students. Throughout this time, all available games and equipment have been heavily used. Gamers are often lined up at the library door at opening and do not leave until closing. All day long controllers and games are being checked in and out at the Loans desk. At times students are using the games recreationally, to "blow off steam" to use their own words, but the games and equipment are also used for course assignments and for research. In addition, for students planning a career in the gaming industry, a broad knowledge of games is an asset. For these reasons, the games are expected to persist on campus, and for the library and other partners, no doubt new challenges will arise, old solutions will be discarded, and new solutions will be implemented.

Notes
Appendix A

A sample MARC record with the notes created by Cataloguing for creating game records. Local additions are in bold text.

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<td>the descriptive cataloguing will be the similar to other electronic resources</td>
</tr>
<tr>
<td>III Grid:</td>
<td>Mat Type = m</td>
</tr>
<tr>
<td>Leader</td>
<td>Rec TYPE = m</td>
</tr>
<tr>
<td>007</td>
<td>co cga—for optical discs that are 4 3/4 in., in colour and with sound</td>
</tr>
<tr>
<td></td>
<td>Co cca—for 3 1/2 in disc, g = a, in colour and with sound</td>
</tr>
<tr>
<td></td>
<td>see MARC manual for other formats</td>
</tr>
<tr>
<td>007</td>
<td>cb cza—for chip cartridge, in colour and with sound</td>
</tr>
<tr>
<td>008</td>
<td>File TYPE = g</td>
</tr>
<tr>
<td>245</td>
<td>[h[electronic resource]—whether on CD or on came card/chip</td>
</tr>
<tr>
<td>246</td>
<td>Add other titles:</td>
</tr>
<tr>
<td></td>
<td>246 13 iTitle on manual:</td>
</tr>
<tr>
<td></td>
<td>246 13 iAlso known as:</td>
</tr>
<tr>
<td>250</td>
<td>Put edition (including version information) in edition statement</td>
</tr>
<tr>
<td></td>
<td>Version 2.0</td>
</tr>
<tr>
<td></td>
<td>[Version] 1.1</td>
</tr>
<tr>
<td></td>
<td>Interactive version</td>
</tr>
<tr>
<td></td>
<td>Gamecube version</td>
</tr>
<tr>
<td></td>
<td>Only indicate this if it is definite from the item that the game was issued in different versions for different platforms</td>
</tr>
</tbody>
</table>
| 300 | 1 computer chip cartridge  
|     | 1 CD-ROM  
|     | b sd., col. – if easily determinable  
|     | c size — diameter for CDs and DVDs (usually 4 3/4 in. or 3 1/2 in.)  
|     | e1 user guide  
| 500 | Always note source of title (priority order).  
|     | Title from disk label  
|     | Title from container  
|     | Title from guide  
|     | Give the source of the edition statement if it is different from the source of the title proper.  
|     | Edition statement from container…  
| 516 | Always include a 516 Game.  
| 520 | Include a brief summary if easily determined. If summary is quoted from container or web site indicate source:  
|     | 520 “[summary]” – container.  
|     | 520 “[summary]” – Web site.  
| 538 | Always include Systems details note.  
|     | e.g.: 538 IBM PC, Windows 95, 10XCDROM  
|     | (always note only the lowest designation, ie if item says Win 95 to XT use Windows 95)  
|     | Only include if information is readily available on the item (often in the fine print!)  
| 593 | CD key (not for public display) – III tag = y  
| 650 | Subject headings  
|     | Accept headings in record  
|     | If game is computer simulation of a real thing, add heading for thing.
<table>
<thead>
<tr>
<th>Call no.</th>
<th>Platform:</th>
</tr>
</thead>
<tbody>
<tr>
<td>690</td>
<td>PC game</td>
</tr>
<tr>
<td></td>
<td>Playstation 2</td>
</tr>
<tr>
<td></td>
<td>Playstation 3</td>
</tr>
<tr>
<td></td>
<td>Game boy Advance</td>
</tr>
<tr>
<td></td>
<td>Nintendo DS</td>
</tr>
<tr>
<td></td>
<td>Nintendo Gamecube</td>
</tr>
<tr>
<td></td>
<td>Xbox</td>
</tr>
<tr>
<td></td>
<td>Xbox 360</td>
</tr>
<tr>
<td></td>
<td>Super Nintendo</td>
</tr>
<tr>
<td></td>
<td>Wii.</td>
</tr>
</tbody>
</table>

| 710 | Heading for Game manufacturer. |

| 710 | Check LC schedules. Games are organized by platform (see below) and some individual games already have cutters assigned. Use those if possible. If the item you are cataloguing in not listed, fit the first cutter into the schedule. Always use two cutters. First cutter for the Main title of the game Second cutter for the version of the game... |

E.g. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GV1469.323</td>
<td>PlayStation</td>
</tr>
<tr>
<td>GV1469.3233</td>
<td>PlayStation 3</td>
</tr>
<tr>
<td>GV1469.338</td>
<td>Wii</td>
</tr>
<tr>
<td>GV1469.339</td>
<td>Xbox</td>
</tr>
<tr>
<td>GV1469.3391</td>
<td>Xbox 360</td>
</tr>
<tr>
<td>Item records: so far the games are for Surrey, so consult the Surrey list</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>N.B. Surrey has 2 Itype codes/locations for games: one for PC games (41), one for all others (40)—see details on Surrey list ... There should be an item record for the game and one for the manual (user guide/instructions, etc.). Put ‘manual’ in the v field. Do not make records for the safety instructions, advertising, or other ephemeral material.¹</td>
<td></td>
</tr>
</tbody>
</table>

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1. Penny Swanson, “Electronic Games.”
Appendix B
Games Room Code of Conduct

Code of Conduct:
In order to ensure a pleasant environment and to respect the rights of all members of the campus community, the Library and SFU Surrey Gaming Club ask that all users of the Games Room respect the following Code of Conduct and other relevant policies established by SFU Library and by Simon Fraser University.

Appropriate behaviour in the Games Room means:
- Treating all users and staff with respect
- Being inclusive of others wanting to use the games room and sharing the equipment fairly with all users
- Refraining from behaviour that may be interpreted as intimidating, disruptive or offensive to other users, for example yelling or swearing
- Communicating issues and suggestions and immediately reporting abuses, problems and problem users to Library staff
- Preventing damage to computing resources and unnecessary use of staff time by:
  o not interfering with the staff installations of the computers, wiring or networks
  o not seeking unauthorized access to computers, wiring or networks
  o not violating copyright or patent protection and authorizations or license agreements and other contracts
- Complying with Simon Fraser University Policy GP-24 Policy and Procedure on the Fair Use of Information Resources
- Using SFU materials, equipment and facilities with care and respect and refraining from damaging or seeking unauthorized access to any resources
- Refraining from consuming food
- Disposing of personal garbage or recycling in the appropriate containers
- Exiting the Library promptly at closing time and during emergency situations or drills