11th

Northumbria International Conference on Performance Measurement in Libraries and Information Services

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ABSTRACTS

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Introduction

11th Northumbria International Conference on Performance Measurement in Libraries and Information Services

20 – 22 July, 2015

This book contains abstracts for the papers and workshops presented at the 11th Northumbria Conference. I would like to thank all contributors for helping create such a diverse programme.

Organisation of a biennial conference, with delegates from across the globe, requires input from many participants and I would like to extend thanks to all those who are presenting, moderating, or have been involved in the planning and running of the Conference.

I would like to thank the editorial board for their input, and the conference sponsors and partners:

Association of Research Libraries (ARL)
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This conference has been arranged in partnership with the National Library of Scotland, and I would particularly like to thank all of their staff for their support.

I look forward to another excellent event in this series of conferences.

J Stephen Town
Conference Convenor
Director of Information and University Librarian
University of York

Contents

DMAIC and Kaizen are two ways to resolve the low of performance indicators

Osama gharieb Abdel-atty (Misr Public Library)

A lot of libraries depends on global standards and performance indicators to measure their performance and know the actual level performance, and areas of weakness and excellence.

But there is no extensive studies and examples that illustrate to us as libraries managers , quality specialists and librarians the process and the scientific methodology for management of libraries and sound methods for the library, which should be pursued when landing performance indicators service

What is the methodology and whether they must be used only when the landing performance indicators, or it may use it, and we at the pinnacle of success in order to reap more success (success bread success), the use of method six Sigma known as DMAIC investigating steps of a systematic process to resolve issues that are related to the performance indicators as well as the method of Kaizen through 5 Muda always interested in reducing waste at all stages of the processes that take place inside the library for continuous improvement and enhancing the performance indicators for the library lead better performance.

Through the analysis of some performance indicators that suffer from landing within the Misr public library, have been proposed some practical solutions through the use Kaizen and DMAIC ways to resolve these problems.

These proposals remain in the theoretical framework even take out the department concerned to achieve them and try and make sure of them, and through the sharing of experiences can be achieve the best solutions to best performance for libraries that suffer from landing performance indicators.

The study concluded that the method of DMAIC and kaizen with great impact on the high-performance indicators and we have to use these methods when the performance indicators are low.

Biographical note

Osama gharieb Abdel-atty

I was working in the field of public libraries for 16 years. I have master in libraries and information(applying zipf law on arabic texts). I contributed with 12 papers in local and regional conference

Book: Indicators AFLI of meseauring the libraries performance: National, Academic, Public, and School- Arab Fedration of Libraries and Information-2013

The book contain the importance of measuring the libraries performance (National, Academic, Public, and School), how to measure the performance, what is the indicators and how to apply it

Type of paper: short paper (10 minutes)

Notes

Information technology in the libraries: standards and performance indicators

Eng. Ahmed Amin Abo Seada (MPL)

The information technology of the most important initiatives in recent years, especially in libraries, there are varied equipment and tools of information technology such as hardware, software, applications, and networks, these methods and tools is not measured by a lot or less number of it, but by their effectiveness and performance of the role assigned to it, and so we need to standards and indicators performance measurement, the purpose is there are libraries thinking did the best for users community to access knowledge. However notes the reluctance of beneficiaries for services in Arabian libraries.

And until it is clear of the library did the best actually, it's necessary to offer tools and equipments of information technology in libraries on the criteria or standards for the appropriate performance indicators to illustrate the library's advantages, disadvantages, strengths and weaknesses have, may be many libraries has same number of computers and accessories and we find that the performance measuring is positive in some of it and negative in the other libraries, because differences of the number of users community or the library type or other reasons.

Therefore, we believe that we need a model to measure the value of completion or the efficiency of information technology in libraries, such as the technical specification or any other document available to the public, and formulated in cooperation or general agreement on the part of all professionals in this field, based on the results and experiences collected in libraries and information technology field, designed to maximize the benefits to the community, and agreed or accepted by the standardization organization. This is called standard.

These standards are intended to assist libraries, their funding bodies, and other interested parties to evaluate current services, set targets for improvement, develop continuous improvement in library service delivery, plan for future needs, and provide a framework for equitable service delivery.

The indicators are very important for the libraries to produce good services to users, the criteria for performance indicators are established in the International Standard 11620. Performance indicators should be informative ie helpful for identifying problems and possible actions to be taken, reliable ie producing the same results when used under the same circumstances, valid ie measuring what they are intended to measure, appropriate ie compatible with the library's procedures and working environment, practical ie easy to use and understand, applicable with a reasonable amount of effort in terms of staff time, staff qualifications, operational costs and users' time and patience, and comparable ie allowing comparison of results between libraries of similar mission, structure and clientele.

It could be added that indicators should address only factors that can be controlled or at least influenced by the library.

There have to be defended for libraries to measure performance so that they can evaluate the information technology tools, monitor and motivate, improve and promote it.

Performance indicators measure on the one side the effectiveness in delivering services to users and on the other side the cost-effectiveness, the efficient use of existing resources. Quality would then mean that a service is “good” as well as “cheap”.

The studying of performance indicators and linking the resources to the services illustrate that we can’t achieve the maximize in all performance indicators, and not necessary that a lack of performance due to small budget, there are many practical examples for European, Australians, and Arabian libraries ensure that, to know how to apply indicators in the libraries.

The study contributes to the proposal should be developed and formulated and accepted or adoption on information technology applying in libraries, provide significance performance indicators to measure IT libraries. And provide a model for the values of these indicators in different types of libraries, and show the deployment differences of each type. Finally we have to apply, even unfold defects and features, and seek to avoid defects and improve performance.

Point out that some of the performance indicators suitable for public, school and academic libraries due to the similarity of services with different target community, but the national libraries is different for the services and the target users, this my abstract to 11th Northumbria Conference under the measuring library performance and evaluation of the digital library topics.

Biographical note

Eng. Ahmed Amin Abo Seada (MPL)

I’m Eng. Ahmed Amin Abo Seada, PhD candidate, Master degree in libraries and information science (VPN in libraries), 2 Diploma in libraries and information science, Diploma in business management, BSc of electronic engineering and 10 research papers in IT field related to Libraries.

My major is IT Manager in Misr Public Libraries, author for two books, 1st in Information Technology in Libraries and information centres and share for another book in Performance indicator measurement in National, Academic, Public, and School Libraries.

Type of paper: Paper (20 minutes)

Notes

"A bird in the hand is better than two in the bush": taking Knowledge Base+ as a starting point for electronic resource management

Benjamin Ahlborn (State and University Library Bremen)

Purpose

Electronic resource management (ERM) has been a regular chore for most academic libraries in the last decade. While electronic resources play an ever growing part in academic information supply, the lack of tools to support the libraries is painfully obvious. Library systems vendors are promising ERM integration for their next generation, but the ERM stand-alone solutions available today integrate badly with the legacy library management systems still ubiquitous. This paper will look at the potential of the knowledge base KB+ in providing electronic library services from a German library's perspective. Possible obstacles and outlooks are addressed.

Design, methodology, approach

In 2014, the presenter's library (State and University Library Bremen) was involved in a German multi-partner project including two major regional library service centers GBV (Gemeinsamer Bibliotheksverbund) and HBZ to evaluate ERM solutions and to formulate technical specifications for a future ERM system. The library's electronic resources acquisition team was granted the opportunity to take an extensive test drive in JISC's KB+. They were able to manage their own specific sample content, to work with the data managing community and to obtain a closer look at the software architecture. The paper offers an evaluation of KB+ design and functionality in the context of the German academic library environment. Based on this experience and drawing on a history of "permanent beta" in-house solutions the presenter's library has decided to switch their custom made legacy knowledge base solution to KB+. It is mandatory that KB+ is not used as a stand-alone service but will interface to the presenter's library OPAC and discovery service from the start. The library will be supported by the regional library service center of the GBV which will run a German instance of the service.

Findings and conclusions

KB+ is an application designed for British libraries. Not surprisingly, the presenter's library will face some issues if KB+ is transplanted into the German library ecosystem:

- creating a critical mass of users (libraries and consortia)
- service quality and assessment across a multi-national team of data managers
- interfacing KB+ to regional and national information infrastructure services
- integrating the knowledgebase with local discovery service and acquisition software and the need for additional identifiers.

Although KB+ offers sophisticated functionality and services it is by no means the comprehensive all around ERM solution the German libraries are waiting for. The presenter maintains that even if KB+ may lack functionality now, it is supported by an active community of developers and data managers. The data design as well as the open source architecture offer potential for a sustainable advancement. The findings of the paper will report on the limitations and the prospects of using KB+ enhanced knowledgebase tool as a starting point for a comprehensive electronic resource management.

Originality and value

The paper will not dwell on the present functionality of KB+ but assumes that the KB+ data model will brace ongoing issues like tracking changes in subscriptions over the years or post cancellation access. The presenter will provide an outside view on the KB+ service concept. The paper will offer concepts and examples of use cases interfacing KB+ data to a German library ecosystem.

Biographical note

State and University Library Bremen

I am Senior Acquisition Librarian in State and University Library Bremen (SuUB), Germany. In this role, I am responsible for all matters of electronic resource management.

Type of paper: paper (20 minutes): conceptual paper/review

Notes

Data collection for the 2015 Association for Library and Information Science Education (ALISE) Statistical Report: a preliminary analysis of reporting processes, approaches, and navigations

Dan Albertson (University of Alabama)

This paper presents a preliminary analysis of the primary patterns, trends, and activities occurring throughout the data collection period for the 2015 Association for Library and Information Science Education (ALISE) Statistical Report. The goal of the present study is to examine and show how users from major LIS education programs, ie ALISE institutional members, employed a new web-based and database-driven data collection tool (eg survey) to contribute program measures/data ultimately to be used to produce the 2015 ALISE Statistical Report. The ALISE Statistical Report and corresponding survey comprises field-wide measures for five major sections including: faculty, students, curriculum, income and expenditures, and continuing education. The motivation for the present study is to obtain a first-hand account of the use of the new web-based survey over the course of the three-month data collection period (September – December 2014). This study does not present results based on any of the actual data contributed by LIS education programs to the ALISE survey, eg data about their faculty, students, etc., but rather findings about system use and approaches to participating in the survey which can have positive implications for future data collection processes.

Method

System logs were analysed quantitatively to examine and depict use of the web-based system (ie survey) including usage patterns and approaches for contributing data and other general interactions and navigations within the system. The logged data, providing the basis for the results analysis of the present study, have been collected and analysed overall and across the different sections of the ALISE survey. Further, results corresponding to the survey overall and its specific sections have been further analysed and compared longitudinally, or they occurred over the course of the three-month data collection period.

Findings

The preliminary findings of the present study demonstrate primary trends for data contribution and interactions with a new web-based ALISE statistical survey. The analysis of system logs from the new survey tool demonstrate preliminary quantitative results including:

1. Frequency of submissions, both initial and final, to the survey over the course of the data collection period.

2. Frequency of submissions of individual sections of the survey over the course of the data collection period.

3. Number of users contributing to the survey overall and all individual sections over the course of the data collection period.

4. General interactions and navigations within the survey tool.

Implications

The present study informs future discussions about the design, delivery, and administration of the LIS statistical survey and other related data collection processes. Improving data collection processes and tools for LIS education will ultimately enhance data reporting, leading to appropriately structured data collection stages, steps, and processes and thus potentially more accurate, normalized, and timely data contribution. Further, findings motivate subsequent analyses of the ALISE statistical survey itself and demonstrate implications for improvement of the survey, as a data collection tool, which will benefit the field into future years.

Conclusions

Analyses of the data reporting approaches, processes, and tools for LIS education are necessary. Future modifications and improvements to such need to be based on evidence, not only opinion. This study establishes a first step for analysing one context of data reporting for LIS education, as made possible through a controlled online survey tool. Findings can present implications for data reporting in other contexts as well, including interrelated tasks involving program accreditation and assessment. Future studies can be expanded to include qualitative methods as well, which are needed to provide fuller understanding of the users' (institutional members') perceptions of these processes, including the appropriateness, usefulness and current-ness, and their reasoning behind such.

Originality

The ALISE Statistical Report is decades old, and ALISE institutional members participate in the survey annually in order to produce the Report. Despite the sustainability and longevity of the Report and ALISE institutional members' participation, this type of analysis of data contribution and use of the survey has never been conducted. Only recently the ALISE statistical survey was delivered via a new web-based system that enabled the collection and analysis of system logs, depicting system use, which can be employed further to assess the data collection process and benefits future years of the Report.

Biographical note

Dan Albertson

Dan Albertson is an Associate Professor in the School of Library and Information Studies, University of Alabama and currently the Statistical Manager and Editor for the Association for Library and Information Science Education (ALISE) Statistical Report. His work can be found in notable journals and venues including the Journal of the Association for Information Science and Technology, Journal of Documentation, Journal of Information Science, Journal of Education for Library and Information Science, iConference, and others.

Type of paper: short paper (10 minutes): research paper

Notes

IRUS-UK: enabling institutions to quantify usage of open access research

Jo Alcock (Birmingham City University)

Purpose

As the research environment and publication routes develop, we are seeing an increased importance placed on Open Access materials such as those available via institutional repositories. Institutional repositories enable an academic institution to share their research outputs with a wider audience and gain a clearer idea of their organisational research profile. Depositing materials into the institutional repository is not the end point in the process however; what happens to the materials once they're available?

The purpose of IRUS-UK is to collate and provide institutions with access to reliable, accurate standard-based usage statistics for their institutional repository. This enables them to gain a better understanding of the usage of their institution's research, which they can then share with key internal (and potentially external) stakeholders.

Design, methodology or approach

IRUS-UK is part of the Jisc-funded Repository Shared Services Projects, and is managed by a consortium consisting of Mimas, Cranfield University, and Evidence Base at Birmingham City University. IRUS-UK builds on the work of the PIRUS and PIRUS2 projects, which examined the feasibility of bringing together article level usage statistics from publishers and institutional repositories. Though this was technically possible, it proved practical to initially progress with bringing together data from institutional repositories.

IRUS-UK collects raw usage data from participating repositories, and applies filters to remove any robot and unusual usage. The filters are regularly refined, continually improving the accuracy of the usage statistics. Data is collated in an online portal and is accessible via UK Access Management Federation. Participating repositories can therefore view not only usage statistics of their own repository, but also usage statistics of other participating repositories.

As a user-focused development, IRUS-UK uses a number of different methodologies to collect user feedback and suggestions to help better understand how institutions currently use the data and would like to use the data. This includes regular surveys, online communications (email and Twitter), and discussions with users (eg via the IRUS-UK Community Advisory Group and via phone interviews with users). Recent communication with IRUS-UK users has focused on understanding the ways institutions are using IRUS-UK data, and has resulted in the development of a series of use cases.

Findings

IRUS-UK enables participating repositories to get COUNTER-compliant usage statistics for the number of downloads from their repository. These can then be used for a variety of different purposes such as for reporting to management, reporting to researchers, and supporting advocacy. As data from all repositories is available for participants, they are also able to benchmark and gain an understanding of the usage of their repository within the broader repository landscape.

In addition to the advantages from an institutional perspective, IRUS-UK also provides data at an aggregate level. This provides an idea of the combined usage of UK institutional repositories (eg monthly downloads from all participating repositories). This level of information could be valuable to enhance the understanding of how UK institutional repositories are used, and could provide organisations with statistics to support advocacy activities.

Research or practical limitations or implications

IRUS-UK currently has 75 participating repositories; 51% of eligible UK repositories. Therefore, usage at an aggregate level is at present only part of the actual usage. As more repositories join IRUS-UK, this will give a clearer picture.

Work is ongoing to improve the accuracy of the usage statistics. As with all web statistics, some usage is not 'real' (eg robot usage); the IRUS-UK team are committed to improving filtering processes to provide repositories with accurate statistics.

Conclusions

At the time of writing, over 50% of eligible repositories are participating in IRUS-UK, and this number continues to grow. In the 2014 IRUS-UK user survey, 68% of respondents reported that IRUS-UK had improved their statistical reporting; 66% of respondents reported that IRUS-UK had saved them time; and 35% of respondents reported that IRUS-UK had enhanced decision making.

If IRUS-UK is used by all UK institutions, we will be able to gain information on the usage statistics of all UK HE institutional repositories. Our goal is to provide COUNTER-compliant repository usage statistics for all UK institutional repositories at an individual level, and at an aggregate level for a broader understanding of usage.

Originality and value of the proposal

IRUS-UK is currently the only service offering COUNTER-compliant usage statistics for repositories, and is leading the way in this relatively new area. Members of the IRUS-UK team are heavily involved in a number of related initiatives (eg COUNTER, SUSHI Lite, COAR Interest Group on Controlled Vocabularies for Repository Assets) to further advance the area and improve access to accurate repository usage statistics.

Biographical note

Jo Alcock

Jo Alcock is an Evidenced Based Researcher at Evidence Base, Birmingham City University, providing research, evaluation and consultancy for the LIS sector. She is involved in a number of different projects supporting developments in academic libraries, and further afield in the information sector.

Current projects include supporting community engagement and evaluation activities for both JUSP (Journal Usage Statistics Portal) and IRUS-UK (Institutional Repository Usage Statistics), and gathering resources on measuring the value and impact of academic libraries for a SCONUL-funded Value and Impact Study.

Her other research interests include mobile technologies; leadership development; and time management systems, tools and techniques.

Type of paper: paper (20 minutes): case study

Notes

Framing your library: creating an assessment plan

Tania Alekson (Capilano University), Tony O'Kelly (British Columbia Institute of Technology)

While many libraries are working on assessment projects, few have developed a full assessment plan. This paper outlines best practices for putting together a comprehensive program of library assessment according to available literature and the experience of developing plans at two higher learning institutions in Canada.

Purpose
The benefits of taking the time to create an official framework for the library's on-going assessment seem self-evident but the task can seem daunting and many libraries put off building an official comprehensive plan in favour of compiling statistics and completing assessment projects which may or may not be pulled together to provide a cohesive picture of the library and it's contributions to the institution and/or community it serves. This paper will provide an easy-to-follow blueprint for building such a plan as well as suggestions for best practices drawn from current literature and hands-on experience. By following the practical advice of this presentation, a library of any size can put together an initial assessment framework, putting into place the building blocks for conveying library value as well as instituting a policy and culture of continuous improvement.

Design, methodology, approach
This paper takes a practical approach to outlining the components which a library would need to have in place before attempting to build an assessment plan as well as the components of the plan itself. Evidence from current literature is offered. This paper will unstick some of the mental gridlock that accompanies contemplation of this kind of project by providing a simple roadmap to show how it can be done and encouragement by example to get the project moving.

Findings
With the correct pieces in place, creating an assessment plan is not as difficult or time consuming as it can seem. While it is necessary to have concrete institutional/library goals to work with, an understanding of the library's function and potential value, as well as a clear view of the stakeholders (including both the library's users and funders), and an idea of some of the assessment methods and metrics available, a good assessment plan can flow easily from these base elements. The success of the process outlined in this paper has not yet been fully determined. The feedback for the initial plans has been positive and the first reporting phase will be complete in June 2015. This information will be included in the final paper.

Research or practical limitations or implications (as applicable)
While the assessment plan discussed in this paper has been created and approved, it has not yet finished a full annual cycle. The resulting report, and evaluation of the plan's successes and failures, will not be complete until June 2015.

Conclusions
Creating an assessment plan is something all libraries need to tackle, and now. Proving the value of our services, spaces and collections is paramount in the current uncertain climate for

libraries. In addition, constant change in technology and user expectations means that a climate of continuous improvement – and the tools to make this improvement an evidence-based reality – is a necessity. With a solid infrastructure to frame our assessment efforts, these related goals can be more easily and transparently achieved.

Originality and value of the proposal

The authors were part of a team that planned and implemented an assessment workshop for our provincial consortia of Post-Secondary Academic Libraries. One of the outcomes of this day of discussion and learning was that only 3 of 26 partner institutions had developed and/or implemented assessment plans. Most cited the perceived enormity of the task and the lack of existing models for library assessment plans as the bar completing a plan for their own library. By sharing this paper, the authors hope to deliver a formalized planning outline and the motivation to create an assessment infrastructure that is lacking from much of the discourse on assessment.

Biographical note

Tania Alekson

Tania has maintained a strong focus on the user in her various roles since earning an MLIS in 2009, which have included Learning Commons Librarian at Fort Hays State University (Hays, Kansas, USA), Instruction Librarian and User Experience Librarian at Capilano University (Vancouver, BC, Canada). She recently was part of a team which planned and implemented a day-long assessment workshop for Academic Library Directors and Assessment Librarians in her province.

Type of paper: Paper (20 minutes)

Notes

Quality in university libraries: a mixed methods study

Faisal A Altamimi (King Saud University)

Purpose
Total quality management (TQM) is seen as a new management method in the Saudi context that is worthwhile of investment by Saudi library and information services (LIS). The aim of the study is to describe the results of a study to examine the applications of TQM in three university libraries and to highlight the critical success factors that may help in the effective implementation of TQM in the Saudi LIS context to resolve the problems that prevent them providing high-quality services.

Methodology
Three university libraries were chosen due to time, access and financial considerations. They will be called in this study as library A, B and C. Data were gathered in two phases, namely quantitative and qualitative. In the quantitative phase, the researcher developed a questionnaire based on the European Foundation for Quality Management Excellence Model (EFQM) and distributed among library staff to investigate the quality practices within the libraries under study. Applying an existing and valid questionnaire may give the results more credibility, validity and depth. A five-point Likert scale was adopted.

In the second phase, qualitative data were collected through conducting semi-structured interviews with the library managers and staff to explore their views regarding the implementation of TQM. The interviews were conducted following the questionnaire in order to clarify, expand and identify the quantitative findings that needed to be emphasised by the researcher to achieve a valid conclusion regarding the applications of TQM in the Saudi LIS.

The quantitative data were analysed by using descriptive and inferential statistics. The Wilcoxon signed-rank one-tailed test was used to establish whether participants' answers were different from the neutral value. In addition, the Kruskal-Wallis Test was used to identify the differences between the libraries in relation to the questions. When a statistically significant difference was found, the Mann-Whitney Test was used to compare differences between two independent groups. On the other hand, thematic analysis was used to analyse the qualitative data due its ability to provide deep and valid conclusions. In the third phase, the two sets of results were triangulated to provide a deeper understanding of the research problem.

Findings
This study has shown the diversity of the implementation of TQM in Saudi libraries, reflecting the absence of a comprehensive national quality initiative. The results revealed that the quality concept was not understood and applied in library A resulting in the failure to apply TQM, whilst libraries B and C had different levels of TQM applications.

The culture in library A was ineffective and lacking in terms of accepting the quality principles, while the cultures in libraries B and C were aligned with TQM principles. Participative management styles were adopted and leadership skills were evident in the managers of libraries B and C, while library A had an ineffective and authoritative management style that excluded staff from being a part of the service improvement initiative.

Strategic planning was not evident in library A and the future plans were unpredictable and not communicated with staff. The user-oriented framework seems to be effective in the Saudi libraries, reflecting that user satisfaction is one of the libraries' priorities.

Staff-related issues were the most affected aspects of quality in libraries A and B, reflecting staff dissatisfaction in these libraries. These libraries faced obstacles in providing adequate training programmes, which may affect the application of TQM. Library C provided internal training programmes for its staff, which increased the staff satisfaction.

Processes were managed effectively in libraries B and C, which could be seen as a success factor in implementing TQM. However, library A suffers from the absence of an effective framework to manage processes; this was a result of the absence of an effective quality unit within this library to guide the efforts of service improvement. The Saudi libraries were active organisations serving their communities by working closely with society representatives, including schools and voluntary groups.

This study found that the Saudi libraries under investigation are located in three different levels of TQM applications, namely absent, managed and continuous. Library A is located in the absent level as it did not implement any of the principles of TQM. In the managed level, library B applied most of the TQM principles, but did not implement one or more of these principles; that is, it did not provide a continuous quality training scheme, which subsequently affected the application of TQM. Finally, library C implemented the quality principles in all activities, showing a good achievement in implementing TQM. The different levels of quality application found in the libraries were used as examples to develop a benchmarking tool that consists of three levels, reflecting quality practices in the libraries.

The critical success factors, in terms of implementing TQM are quality culture, senior management commitment, professional awareness, staff empowerment, training, teamwork, user focus, process management and quality unit. These factors were recognised as critical, owing to their vital role in improving services and performance.

Research or practical limitations or implications

This research was carried out in only three Saudi university libraries due time, access, distance and financial considerations. Users were excluded for the same reasons.

Originality and value of the proposal

This study contributes to the knowledge of TQM as it helps to understand TQM implementation in Saudi university libraries. This research can be considered as the first study that employs the EFQM Excellence Model to investigate the applications of TQM in the Saudi LIS context. Moreover, this study can be seen as the first study that investigates the applications of TQM in the Saudi LIS context by employing mixed methods research. The main contribution of this research is the development of a benchmarking tool for the application of TQM in the Saudi LIS context. This model consists of three levels, namely Absent, Managed and Continuous. Each level has a set of attributes that reflect the quality practices in Saudi libraries. It identifies the steps that should be followed by the library in order to improve the efficiency of services and to pass to the next level. In addition, this study identified a set of critical success factors that play a vital role in applying TQM in the Saudi LIS context.

Conclusion

This paper aims to investigate the application of TQM in three Saudi university libraries. It can be concluded that there is no a national initiative to apply the quality principles in the Saudi LIS context. Several success factors were identified, which should be taken seriously by the Saudi libraries in order to implement TQM to develop their process and increase user satisfaction.
A benchmarking tool for the applications of TQM in the Saudi LIS context was developed and presented.

Biographical note

Faisal A. Altamimi

- BA. Library and Information Science, Department of Library and Information Science, King Saud University, 2000.
- MA. Library and Information Science, Information School, University of Pittsburgh, PA, USA, 2008.
- PhD. Library and Information Science, Information School, University of Sheffield, UK, 2014.
- Head of Department of Information Science, College of Arts, King Saud University, Saudi Arabia

Type of paper: paper (20 minutes): research paper

Notes

Long term results of action plans from LibQUAL survey comments

Patricia Andersen (Colorado School of Mines)

Purpose
This study looks at long term results of action plans created to address comments received with LibQUAL Surveys held at the Arthur Lakes Library at the Colorado School of Mines and assesses their effectiveness. We will identify how to communicate these results to Library and University administration to justify funding and to let survey respondents know that we value and responded to their comments. LibQUAL comments have provided a valuable supplement to the quantitative data from the LibQUAL Surveys.

Design, methodology or approach
Typically around 40% of participants have attached comments to their surveys. The Library pays particular attention to these comments as they provide valuable information on issues that could be changed to improve services and many of these could be acted on quickly and with limited resources.

After the completion of each LibQUAL Survey the comments were downloaded into an Excel spreadsheet and coded for categories of comment and then grouped by user type.

Action plans were prepared within 1 or 2 months to address the easy fixes first and then prioritize plans that would require more extensive time or budget.

The comments from year to year are compared to see if the actions taken had the desired effect.

Findings
To determine how effective our action plans were in response to LibQUAL comments we looked at the broad categories (Noise, Study Rooms, Building, and Hours) used to group the comments and how we address these issues after each survey.

For example the 2007 Survey resulted in many comments about the limited number of study rooms and their stuffy "dungeon like" atmosphere, our action plan has resulted in more functional furniture, installing computers, and renovation of individual rooms as well as a self-serve study room booking system. Due to the restraints of a 1950s building and budget limitations we could not address the core problems of making additional study rooms or enlarging the existing ones. Although there were still comments about the small number of study rooms in 2011 and 2014 there were no longer comments about the atmosphere of the study rooms.

In another example comments from the 2007 survey indicated high noise levels and a desire for designated quiet areas. As part of our action plan existing furniture was moved around in the building to create an area with only individual study tables resulting in quieter study areas on the main floor. Comments about noise decreased considerably in the 2011 and 2014 surveys. This is also reflected in question LP-2 on the LibQUAL Survey for 2011 and 2014.

A third example covers issues mentioned on all four surveys. Notable is the request for longer operational hours in the Library. Although operational hours have been increased during the summer session, over finals week, and on weekends the latest survey comments have requests

for the Library to be open 24/7. Additional issues such as offsite access are outside our control as this is managed by Campus Computing.

We are seeing trends and ongoing concerns: student expectations change, they want more computers, better Wi-Fi, more scanners, self-service printing, the Library open 24/7, more electrical outlets, and better collections. In 2007 we received many comments about noise, air quality and general condition of the building; in 2014 the undergraduates were most concerned about longer open hours and our collections.

The comments were used in meetings with the University administration as a significant piece of the LibQUAL long term data presentation. This had a significant impact on administration when communicating student and faculty needs.

Research or practical limitations or implications:

We found that it is essential to have a group of people to review the comments to ensure that all aspects of the comments are examined. Because we have held the LibQUAL Survey every 3 or 4 years more rigorous documentation on how to analyse the comments should be kept, this would be essential if there was a change in personnel.

We are exploring ways of presenting visual representation of comments data to communicate with our constituents.

Conclusions

The comments have given us dynamic information that could be acted on within our resources and almost immediately, they are verification that our previous changes met the needs of students. They can also be reminders of times when we have not met our patrons' needs.

Although we are surveying a different group of students when we hold LibQUAL every 3 or 4 years, there is a constant demand for more technology, better study space, and more print and electronic resources. The faculty are a more constant population, for this group we are getting comments from people who have answered the Survey previously. Faculty comments are almost always about the collection and their desire for more electronic resources.

Respondents who added comments to the survey are validated when they see their issues addressed.

Originality and value of the proposal

To the authors knowledge the analysis of comments is under represented in the LibQUAL literature. Comments can be analysed with basic staff resources and action plans can be applied in a timely fashion with a limited budget.

Biographical note

Patricia Andersen

Patricia Andersen is the Public Services and Assessment Librarian at the Arthur Lakes Library at the Colorado School of Mines.

Type of paper: poster

Notes

How do public libraries demonstrate their impact upon citizenship development in the UK?: results of a focus group methodology

Leo Appleton (Edinburgh Napier University), Hazel Hall (Edinburgh Napier University), Alistair Duff (Edinburgh Napier University), Robert Raeside (Edinburgh Napier University)

Introduction

There is a general acceptance that public libraries contribute to 'community', and at least have the *potential* to have a very positive impact on civil society. (Varheim, 2007).

As both a central meeting space, and a place from which public services are delivered, public libraries are in a position to contribute to society and in particular to the development of individuals and communities. During challenging and austere times, where the sense of community and citizenship may be diminished, the responsibility for citizenship development and community regeneration becomes a fundamental role for public libraries.

Purpose

The purpose of this short paper is to report back on the findings of a focus group methodology currently being used in a research project which aims to investigate the value and impact that the UK public library service in the UK has on citizenship development. The broad research questions which the study seeks to address are:

- How are individual library users in an advantageous position due to the use of the public library?

- What is the impact of using a public library service on the development of an individual's citizenship?

Design, methodology or approach

In addition to a continual review of the literature, the study is also making use of an unusual longitudinal focus group methodology, which involves using cohorts of public library users from different geographic locations. Whilst the research project is still in progress, this particular research method has now been tested and revised as part of a pilot study.

Cohorts of public library users have been established in three different UK locations. Each cohort consists of between 8 and 10 subjects who become the participants of focus groups which are being convened annually in each location over the longitudinal three year period of the study between 2014 and 2017. The geographic locations are Liverpool, Edinburgh and Essex (county libraries), providing a representative sample of public library users and public library services across the UK. The longitudinal approach to this method will allow the research to test how citizenship is developed through public library usage over a set period of time.

Findings

The initial pilot 2014 – 15 Focus Group has taken place at Liverpool Central Library and the discussions around library usage and citizenship development have been analysed. Already there are clear trends and themes showing through in the research and these include:

- Knowledge and information as key to democracy and citizenship.

- The societal function of libraries in enabling integration and inclusion.

- Access to resources, support and physical space.

The theme of knowledge and the epistemic function of the library came though very clearly as part of all the initial focus group discussions, although what was interesting was the major significance that books play in the lives of those who participated, in a far greater way than access to computers and information technology does. Most of the focus group members perceived that the physical printed books contained on the shelves of the library where the objects that allowed library users to obtain and gain knowledge.

Another recurring theme from the focus groups is that active library users regard the knowledge available to them through the library as extremely important and powerful within their citizenship and their roles within society.

Inclusion and integration also stands out as a theme, as participants in all areas talked about the library helping to establish a sense of community and society and about the library being very much a part of this and enabling this inclusion, particularly where individuals might be regarded as 'marginalised'.

Similarly the participants in all the focus group were quite clear about the fact that the library provided services for 'everyone' and that it is an inclusive institution. The individual members of the focus group all had quite different stories to tell about how they themselves had felt included within the library and subsequently part of a wider community.

The feelings which the participants reflected upon included those of being in a peaceful, secure, safe and friendly place, whilst in the library and the library making the individual feel like they are part of something bigger.

Research limitations

The research is limited in its scope in that only three UK locations are being used in order to inform the study. Similarly the scope of the research focuses on only active public library users and therefore cannot be regarded as completely representative of UK public library use. Having said this, the focus group methodology being used does allow for a richness and depth of data with regard to the themes coming from the research, which early indicators suggest are common across the three locations.

Conclusion

The benefit of the longitudinal nature of the research project will not have been realised by the time the conference is held as the three cohorts are not scheduled to be visited or revisited until late 2015. However the results and analysis of the initial focus group completes the pilot phase of the study and begins to demonstrate the impact that the UK public library service has on democracy and citizenship development. The results provide an important message to local authorities as to the value and impact that public libraries have on their communities and societies with regard to enabling citizenship and the library's role as a democratic agent.

Originality and value of the proposal

The paper will present on two main strands: an overview of the research project and a synopsis of the initial focus group results; and a review and analysis of the longitudinal focus group methodology.

Both strands will be of immense interest and use to anybody interested in qualitative methods for measuring and demonstrating library performance, and in particular the impact of public libraries.

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Biographical note

Leo Appleton

Leo is responsible for the operational and strategic management of the college libraries at the University of the Arts. This includes all aspects of quality assurance and performance measurement activity including customer engagement and continual service improvement initiatives. Leo is also a doctoral candidate at Edinburgh Napier University, where he is a researcher at the Centre for Social Informatics and is part way through a longitudinal research study into the impact of public libraries on citizenship development in the UK.

Type of paper: short paper (10 minutes): research paper

Notes

Measure for measure: using collaborative assessment to build stronger information literacy skills

Susan Gardner Archambault (Loyola Marymount University)

Purpose
This paper will present a case study of how Loyola Marymount University (LMU) evaluated the information literacy component across 72 required Rhetorical Arts course sections taken by 1272 freshmen in Spring 2014. Rhetorical Arts is designed to teach students the time-honored tradition of the "good person writing and speaking well for the public good." The course requirements (as dictated by a common syllabus) include one face-to-face librarian-led workshop, and coursework requiring students to develop a research topic, create a research diary, and create an annotated bibliography. Supporting material for students created by the library to enhance or supplement the in-person library visit included a "Research Guide," a "Research Strategies Tutorial," and a digital learning object called "The RADAR Game." The effectiveness of the face-to-face instruction, course-integrated assignments, and library support materials was assessed through a mixed methods approach using direct and indirect measures. Overall areas of weakness were identified and communicated to the key course stakeholders. The process led to improvements in the information literacy assignments and library supporting material and improved integration of the library visit into the curricula for next year.

Methodology
At the end of the semester, student learning was directly measured by a group of Rhetorical Arts instructors who sampled 100 of the annotated bibliography assignments from various sections of the course and scored them with a calibrated rubric. The overall averages of student scores were calculated to determine students' ability to correctly cite a source and identify the following aspects of a source: main purpose, intended audience, authority of the author, accuracy of the evidence, and bias. Effectiveness of and satisfaction with the face-to-face library visit, information literacy assignments, and library support materials were also measured indirectly through surveys for both students and instructors. A stratified random sample of 300 students was emailed an 11-question online Qualtrics survey. All 48 writing instructors teaching one or more Rhetorical Arts courses were also emailed a 15-question online Qualtrics survey (with follow-up questions based on certain contingencies). The response rate was 48% for students and 57% for instructors. Comments from the surveys were analyzed using the NVivo qualitative data analysis program.

Findings
Data from the random sample of 100 annotated bibliographies revealed that students did well at citing sources correctly, but were somewhat less skilled at identifying intended audience, authority of the author, accuracy of the evidence, and bias. Instructors and librarians will engage more with students next year in these weaker areas. The survey data suggested ways to merge the best elements from the topic development assignment and research diary assignment into one more balanced, revised assignment that required deeper reflection with the sources found. The calibrated version of the annotated bibliography rubric, simplified from the original version, will be sent to all instructors. By switching to this version, instructors will have more clearly defined criteria for scoring student work and insure the most significant aspects of the

information literacy skills are being measured. Students and instructors had slightly different perspectives on what information was most valuable from the face-to-face library visit, but they all agreed that the "Research Guide," "RADAR Game," and "Research Strategies Tutorial" were useful and should be reused next year. The tutorial will become a mandatory homework assignment prior to the face-to-face library visit. Finally, to encourage better integration of the library visit and the information literacy assignments, the same research topic will be assigned to students to work with throughout multiple information literacy assignments.

Practical Implications

Collaboration between course designers and librarians leads to standardization of information literacy across all sections of a course. Integrating common assignments leads to direct assessment of student learning. This can be supplemented with a survey to measure the perceived effectiveness of the face-to-face library instruction and library support materials from all stakeholder perspectives. This "mixed methods" technique can be applied to any class or subject area, and the assessment results can be used to "close the loop" and improve the teaching material and the effectiveness of the collaboration.

Biographical note

Susan Gardner Archambault (Loyola Marymount University)

Susan Gardner Archambault is Head of Reference & Instruction in the William H. Hannon Library at Loyola Marymount University in Los Angeles, CA (USA).

Type of paper: c ase study

Notes

From activity to action: using activity data for effective decision making

Nisa Bakkalbasi (Columbia University), Damon Jaggars (Columbia University)

Purpose

There is a growing movement around exploiting activity data in higher education. In an influential report published by JISC; "Activity Data – Delivering Benefits from the Data Deluge, " activity data is defined as "the record of human actions in the online or physical world that can be captured by computer." Systems that generate activity data are common, but examples of the effective use of activity data in academic libraries are rare, and the benefits of analyzing transactional data to better understand how library services and spaces are utilized has been inadequately explored. This paper presents a case study based on swipe-card access data, demonstrating how to transform activity data into meaningful and actionable insight to inform strategic and operational decision-making.

Approach

In order to work with activity data within the library context, it is necessary to capture raw transactional data from appropriate systems, and then process it to obtain understandable and actionable results for stakeholders. Challenges related to capturing and archiving activity-based data are: (1) data sets can become very large, very quickly; and (2) data sets may often contain personally identifiable information. Thus, legitimate concerns about data security and privacy sometimes hamper the collection of activity data. A recent article by Kyle M. L. Jones, et al explores questions of data ownership on campus and discusses how institutions can benefit by analyzing activity data while respecting the privacy of individuals. Once user data is extracted and anonymized, it then needs to be processed to be compatible with other institutional reporting structures and systems.

One example of the effective analysis of activity data that benefits both the Columbia University Libraries and its users stems from the collection of data from access control devices installed at the entrances of library facilities. Since 2007, Columbia University affiliates have been required to swipe their ID cards to enter library facilities where the access control devices are installed. Although the access control system operates primarily as a security measure (restricting access to individuals with appropriate credentials), the data collected provides rich demographic information associated with each user, as well as detail about the time and location of each access. The University's Security and Identity & Access Management Group provides "scrubbed" data with all personally identifiable information removed and makes aggregated reports available to the Libraries.

While highly tailored aggregate data is useful to provide quick and relatively simple answers to commonly asked questions, it often does not contain sufficient depth to fuel investigations of unanticipated research questions. Often, the complex issues that confront decision-makers require deeper analyses of activity data to understand and improve specific services for targeted user groups. Knowing user attributes, such as departmental affiliation, academic role, date/time/location of visit, is often invaluable in analyzing and interpreting data and transforming it into meaningful and significant results that stakeholders can understand and use.

Findings

This paper will discuss use cases and selected results from several analyses of activity data. Use cases will include: (1) addressing academic departmental concerns about library access policies and hours of operation; (2) investigating the impact of closing a library facility on other campus libraries and the broader user community; (3) the usage of library facilities by external user groups and its impact on services; and (4) providing in-depth data reports for an architectural consultant conducting a system-wide library facilities space planning study. Example results will include charts (eg, seasonal, daily, and hourly usage), data tables (eg, library usage by various user groups), and performance indicators (eg, the average 'library visit per student enrollment') presented to stakeholders to guide and inform discussions and decision-making.

Conclusions

Over the past decade, entrance counts across library facilities at Columbia University increased by 25% amidst the closing of several departmental library facilities and the reallocation of library-related space for alternative uses. During the same period, there was a 25% increase in the student population. In academic year 2014, there were more than three million visits to the libraries for a student body of approximately 25,000 on the Morningside campus (82% of the visits were made by students). With no place to expand and faced with a growing user community to serve, both strategic and operational decisions have to be made to best utilize the limited space available. Exploiting activity data has been helpful to better understand how library spaces are actually being used and has provided compelling results used to engage various stakeholder groups and campus administrators (eg, student leaders, Provost, Deans of various schools) to plan for more efficient and effective use of library space. Just like any other research process, the realization of benefits from exploiting activity data is incremental and iterative and is unlikely to provide a straight line from a perceived problem to an evidence-led solution. While the availability and analysis of this data has shed light on several complex issues, it has also prompted the exploration of deeper questions about library impact on student academic success. A possible next step will be to obtain student academic performance data and cross-reference it with use of physical spaces and library-based computer resources to investigate the relationship between usage of library services and academic success.

Biographical note

Nisa Bakkalbasi (Columbia University)

Nisa Bakkalbasi is the Assessment Coordinator at Columbia University Libraries. Nisa was the Director of Planning and Assessment at James Madison University, and held previous positions at Yale University Libraries. She has also taught courses at the Information and Library Science Department at the Southern Connecticut State University.

She holds an M.S. in Applied Statistics, an M.S. in Library and Information Science from Long Island University, and a B.A. in Mathematics from University of Alabama

Type of paper: paper (20 minutes): case study

Notes

Moving from hindsight to insight – using analytics to improve library services

Oren Beit-Arie (Chief Strategy Officer, Ex Libris)

Next-generation library services introduce an opportunity for libraries to transition from a tradition of reports to the realm of analytics - and from a simple historical record of what has happened to a deeper understanding of why it happened. With these new insights they are able to make more informed decisions to improve library services with the ultimate goal of predicting and even prescribing future activities.

In this presentation Oren Beit-Arie, chief strategy officer at Ex Libris, will look at how analytics can help librarians to define, design, and deliver improvements in key library service areas including collection development, optimized workflows, and end-user services.Delegates will be presented with ideas that they can use to explore and challenge their own data collection, and with analysis and interpretation capabilities.

Type of Paper: 45 minute session

The qualities of leadership position and attainment of the objectives of academic libraries in niger state, nigeria

Abubakar Mohammed Bitagi (Federal University of Technology Minna, Nigeria), Alfred Michael Obaje (Federal University of Technology Minna, Nigeria)

This study was carried out to determine the leadership qualities and attainment of the objectives of academic libraries in Niger state, Nigeria. The conceptual view of leadership was explained. The primary objectives of tertiary institutions and the role of the libraries in attaining these objectives were highlighted. It was observed that even if information resources were available by the libraries studied, expected services seemed not to have been provided adequately by the librarians. The descriptive survey research method whereby questionnaire was drafted and administered and interview conducted was used for the study. The population of the study was 81 professional and para-professional staff of the two institutions studied. However, only 76 questionnaire representing 93.8% were returned and found usable. Data gathered was analysed using frequencies and percentages. The finding of the study showed that the universities studied have been granted partial accreditation for some courses while majority of the respondents, 54 (71.1%) agreed that inadequacies from the libraries could be attributed to lack of leadership qualities of the University Librarians. Consequently, it was suggested by all (100%) of the respondents that librarians should possess such leadership qualities as being committed, competent, confident and highly educated, among others. It was concluded that the failure of university libraries in meeting accreditation requirements is sine qua non to failing to meet the objectives for which they were established. It was recommended, among others that aspiring university librarians should possess personal qualities that will enhance their leadership capabilities of university libraries.

Type of paper: Paper (20 minutes)

Notes

Measuring relationship capital@York: a local CRM solution

Michelle Blake (University of York), Vanya Susan Yorkston Gallimore (University of York), David Brown (University of York), Stephanie Jesper (University of York), Tom Smith (University of York)

Purpose

This paper sets out to explore the context behind the implementation of a local CRM system at the University of York's Information Directorate and its subsequent value, impact and success in measuring relationship capital with academic and support departments at the University.

The Relationship Management Team (RMT) was launched in the Information Directorate at the University of York in January 2014, bringing together four new teams: Academic Liaison, Research Support, Teaching and Learning, and Collection Development. The aim of the new Relationship Management Team was to strengthen relationships with staff and students across the university by understanding and engaging in the new research and teaching environment, and providing appropriate and targeted services and support. In September 2014, the Relationship Management Team implemented a new Customer Relationship Management (CRM) system in order to measure the relationship capital with departments and to track engagements across RMT with individual academics and whole departments.

RMT uses a range of qualitative and quantitative measures to track the work of the team in supporting university departments *(for example Action Plans, the Information Skills and IT Training databases, Footprints and Library Specialist Support enquiries)*. The new CRM system complements these measures, drawing on a range of quantitative statistics but also allowing the team to provide a narrative context to their discussions with departments. It allows the team to gather evidence about their value and impact across the university, to understand issues in our service offering which need to be addressed, and to identify opportunities for new service development and support. The new CRM system strategically fits within core strands of the Information Directorate Strategy, and is starting to provide consistency of reporting to the Senior Management Team by providing a full record of RMT effort towards customers.

Design, methodology or approach

The Relationship Management Team undertook a pilot project from April to June 2014 to test a commercial CRM system. The pilot project focussed on recording interactions with staff and PhD students (in their capacity as part-time tutors) but not external vendors. After extensive testing, it was decided that the commercial product did not meet the original success criteria established at the beginning of the pilot. The project team recommended that the use of the commercial system be discontinued and that an alternative solution be implemented instead, using York's local Google Apps architecture. Feedback from the CRM pilot users suggested that a CRM system should interact fully with our current systems (principally Google Apps) in order to ensure connectivity between systems and to reduce, where possible, the amount of time staff spend uploading information to the system. Ultimately it was judged that any potential CRM solution must be simple to use and should reduce, rather than expand, the number of storage and communication systems currently in use across the Directorate. The project team established a new remit to design an in-house solution to be ready for the start of the autumn term 2014. The final design was centred within Google sites, with each academic

department given a unique area in which relationships and interactions could be tracked, measured and stored.

Findings

At its core, the CRM has allowed us to start understanding more fully the relationship between impact and activity and how that can lead to new opportunities. In particular, the CRM has already delivered a number of key benefits and success measures:

- Measurement of our relationship capital with departments and the ability to track engagements with individual academics and whole departments across the Relationship Management team ie statistics on the number of transactions (meetings, phone conversations etc.) by department, individual, category and RMT sub-team.

- Users of the system (mainly members of RMT, but access could be shared across other teams) are able to see all (or most) interactions between teams and individuals eg an Academic Liaison Librarian can see that a member of Research Support has been in touch with an academic in their department.

- Users of the system are more effectively able to cover for colleagues who are on leave or off sick, as they have a more detailed picture of the interactions and workflows which need to be monitored or continued. This helps to ensure business continuity in the provision of services and support to our users.

- Reporting on the status of our relationship with departments to identify where improvements might be necessary ie the number of interactions at different times of year, compared across departments.

- Acts as a central repository for our departmental Action Plans, which enables us to identify areas where we can improve service to departments, report on progress and share information with RMT colleagues (and more broadly as necessary).

- More detailed and accurate reporting to senior managers to target service improvements and to respond to our users' needs more effectively. This has included the use of innovative platforms to present statistics and relationships, drawing on both quantitative and qualitative data to inform future engagement and opportunities.

There are some limitations to the system which need to be addressed, both from a technical perspective and also understanding how we capture the right data.

Research or practical limitations or implications (as applicable)

The CRM system at York is a local solution to a local need to measure our specific relationship capital across departments, following the establishment of the Relationship Management Team. It is currently an interim measure whilst the IT Services team investigate new enquiry management tools and CRM solutions for the wider university as a whole. The local CRM solution may ultimately be superseded; however the development of a local solution has taught us much about the requirements, capabilities and opportunities of CRM tools which will feed into a longer-term solution at York.

Originality and value of the proposal

Relationship Management is developing across university libraries, and our experience of attempting to measure relationship capital at York using local systems and solutions could potentially benefit other organisations who are investing in new team structures and processes and who need to understand and demonstrate value and impact of those teams. There are already some case studies about the use of CRM systems in libraries (see below) and this report will aim to build on some of those earlier findings.

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Biographical note

Vanya Susan Yorkston Gallimore

I am a qualified librarian with over fifteen years experience in the academic library sector. I started my career at the University of Reading and then moved to the University of Oxford where I worked in various roles at the Education Library, the English Library, and then as the Film Studies Subject Consultant and Librarian of the Modern Languages Faculty Library. I moved to the University of York in 2009 to join the Academic Liaison Team and am now the Manager of the new team within the broader Relationship Management Team which includes Research Support, Teaching and Learning, and Collection Development.

Type of paper: paper (20 minutes): case study

Notes

Social networks and relational capital in library service assessment

Paul Bracke (Purdue University Libraries)

Purpose

Researchers and administrators have struggled to fully understand the value of library human resources for decades. There are many approaches to counting the activities of library staffs, but less is understood about the value of developing and maintaining relationships. Although relationship development, engagement, and outreach has long been important to libraries, the importance of these activities in the overall value of library services is underestimated, if not ignored, in current activity- and outcome-based models of assessing library services. Given the growing importance of engagement-focused, expertise-based service models in research libraries, the failure of library assessment models to account for the relational value of librarian activities is problematic in justifying and incentivizing new strategic activities and understanding the importance of libraries' relationships with users and other stakeholders. Discussions of new roles for liaison librarians, for example, are predicated upon embedding librarians in research and teaching processes, and strengthening relationships between the library and academic units in the process. Similarly, emerging specialist roles in scholarly communication and e-research support are based upon librarians not simply offering transactional services, but rather engaging in partnerships with faculty and researchers to advance knowledge creation on campus. The professional networks of individual librarians and the inter- and intra-organizational networks of library organizations are seen as critical in developing social and intellectual capital for both the library and parent institution and thus contributing to the overall value of the library. The social network perspectives now commonplace in organizational studies to provide relational and contextual understandings of organizational behavior could be applied to library performance measurement and evaluation, providing a fuller picture of library impact. This paper seeks to address this conceptual gap in the evaluation of library services.

Design, methodology or approach

The first part of the paper will present a content analysis of recent literature on emerging service models in academic libraries to identify relational aspects of the models. This will include the analysis of recent reports on liaison library roles from multiple countries, academic literature on emerging and evolving liaison roles, literature on service models in support of e-research, and literature on the instructional partnerships by librarians. These documents will be analyzed to identify relational elements of emerging service models including relational activities specifically identified, statements of the value of relationships from a library perspective, and statements of the value of relationships with librarians from an external (ie, faculty, researcher, institutional) perspective.

The relational elements will then be mapped to major concepts and methods from the social network analysis literature. This will include, as appropriate, basic network properties such as transactional content (eg, exchange of power, services, etc.) of the relationship, nature (eg, intensity, reciprocity, embeddedness) of the relationship, and structural characteristics of library networks. It will also identify more advanced areas of analysis such as the development of social capital, diffusion of innovations and contagion, and the role of networks in providing access to organizational resources.

After mapping relational elements of emerging library service models to social network theory, a research agenda for better understanding library social networks and their value will be proposed, as well as approaches for developing practical assessment strategies using social network methodologies.

Conclusions

This paper will argue that social network theory offers a rich conceptual and methodological framework for understanding the relational value of library services, particularly in emerging engagement-centered views of librarianship. Although activity- and outcome-based models of assessment are still important in the assessment of library activities, a social network view of library relationships is an essential complement in providing a more complete view of library value and will complement other work in this area such as human capital valuation and the relational capital components of the values scorecard. Relational aspects of library value are, at present, understudied. Furthermore, this paper will discuss practical approaches for applying concepts from social network analysis in the assessment of library services.

Originality and value of the proposal

This paper will present a unique theoretical and methodological viewpoint on the assessment of library services. This will contribute to the understanding of a vexing problem in library assessment, the value of library human resources, by providing a conceptual framework for the measurement and evaluation of relational aspects of librarianship that are often viewed as intangible and unmeasurable. The paper will provide a framework for evaluating the relational value of librarians in research and teaching, providing a complement to activity- and outcomes-based approaches of library value.

Biographical note

Paul Bracke

Paul Bracke is Associate Dean for Research and Assessment at the Purdue University Libraries. In this position, he has responsibility for promoting the participation of the Libaries in campus research, oversight of data repository services, the development of assessment strategies, and information technology. Previously, Bracke held positions at the University of Arizona, the University of Texas Medical Branch at Galveston, and the University of Illinois. Bracke holds a B.A. in History from the University of Missouri, M.S. in Library and Information Science from the University of Illinois, and Ph.D. in Higher Education from the University of Arizona.

Type of paper: paper 20 minutes): conceptual paper

Notes

Information sources used by master's students in sustainable development – a citation analysis

Christina Brage (Linköping University Library), Emma Burman (Linköpings Universitet)

Entering at a Master's level means that students will encounter a progression from undergraduate work. This requires that they master the research process being able to pose questions and seek answers, to use and apply techniques and research skills, to analyse data, review literature and write up results in an academic format appropriate to the discipline.

They will use a variety of information sources and at this stage it will be important that they access research and theory-based literature and they must be able to evaluate sources to ensure that the information is both valid and relevant to their work.

There are strict requirements from the department for thoroughness and explicit references to the sources the master's thesis is built upon. A primary sign of quality in good research is that it is founded on well proven sources of theory and previous research, and that it utilizes the proper technique of referencing. In order for the students to acquire sufficient search skills, including how to cite and refer, the library offers information literacy training that is timed to happen at the point of need.

Purpose

The main purpose of this study was to investigate what kind of information sources master students use in their theses. This study also looked at the degree to which the citations given were accurate and complete. The second goal of this project was to gather empirical data to answer questions such as: What percentage of cited material is owned or licensed by the library? This in order to find out if the library provides adequate support to master students. Further on we were interested in the most frequently cited journals overall?

The authors studied the citation patterns in 36 Master's theses and their use of scholarly sources. For each thesis, full bibliographic information was gathered for each individual citation in the reference lists.

Design

Citation analysis is a well-known method for investigating patterns and trends within scholarly literature. Very often have citation analyses focused mainly on journals. In this study citation data was extracted from 36 master theses from 2012-13, reformatted and imported into an Excel spreadsheet for analysis.

Each citation was categorized by type: Book or book chapter, Journal article, Conference paper, Miscellaneous, Paper, Patent, Personnel communication,

Technical manual, Technical report, Thesis and dissertations, Website, Unidentifiable.

The category “Paper” consists of working paper, research paper, technical paper, occasional paper, discussion paper, background paper and comment paper. Under the category “Miscellaneous” we coded materials such as preprints, data sets, software, brochures, training manual, and commercial publications.

The authors analysed the collected data to determine the following: the percentage of cited journals and monographs owned or licensed by the library, median number of citations per thesis, the percentage of books vs. journals and other sources cited, and the top eleven most-cited journals.

Findings

A total of 2173 references was checked and out of them were 886 (40,7%) journal articles. The use of articles differed from 0,3% to 85,0% of the total amount of references. The students used 479 different journals and 378 of them were peer reviewed. 380 (79,3%) journals were kept by the library. 175 (54,6%) book or book chapters were kept by the library out of the 320 used by the students. They also used other sources such as reports of different kind (11,4%), Web pages (0,6%), Grey literature (0,6%) and conference papers (0,2%) to mention a few. Students used 60 references in their theses as an average.

The most cited journal were: Global Environmental Change cited 34 times, Ecological Economics cited 18 times, Climatic Change cited 14 times, Energy Policy cited 14 times, Waste Management cited 13 times, Bioresource Technology cited 12 times, Environment and Behavior cited 11 times, Mitigation and Adaptation Strategies for Global Change cited 10 times, Science cited 9 times, Atmospheric Environment cited 8 times and Proceedings of the National Academy of Sciences cited 8 times.

Conclusions

Findings indicate that these graduate students surprisingly seems to prefer journal articles and books or book chapters. We had anticipated another picture with more references to the Web. But the authors noticed a number of problems in the theses such as incomplete citations, inconsistent journal title abbreviations, inconsistent use of citation style formats and some broken web links. These problems required extra work to correct but it also gave us an indication that we might alter our information literacy training and emphasise more on citing and referencing.

This pilot project provided new and important information about the use of collections by master students. The authors learned that the library’s journal coverage is good enough but that the monographic coverage is somewhat less complete.

The authors will continue to do another study with new theses from 2013-2014 in order to investigate if our new emphasis on citing and referencing had any impact on the inconsistencies that we have seen in the first study and also if we can see the same pattern of information sources used by earlier students.

Biographical note

Christina Brage

Christina Brage works as a senior librarian and a lecturer at Linköping University. She is involved in teaching in the Library and Information Science field.

She is also connected to the Tema institute where she take active part in the research carried out there, both within disciplines and across disciplinary boundaries. Her major work, (from traditional library activities, tutoring, to being a part of the research teams) lies within the departments of Child studies and Water and environmental studies.

Type of paper: short paper (10 minutes): case study

Notes

Emergent to mature: quality practices, staff engagement and cultural implementation

Jennifer Bremner (Macquarie University Library), Isabella Trahn (Macquarie University Library)

Purpose
This paper will outline the collaborative development and implementation of a renewed quality framework in 2013.

This framework underpins the service model of Macquarie University Library and has been progressively implemented during 2014 and 2015.

In this paper we will evaluate our experiences, research and implementation outcomes. Charting our journey in the development and support of mature quality practices that engage staff in an organisation wide culture of continuous improvement focused on customer experience and quality outcomes.

Methodology and approach
The approach taken to develop and implement the quality framework was collaborative and inclusive. The initial eight month project employed literature reviews, research activities, papers reviewing existing practices, gap analysis, site visits and stop, keep, start enquiries with all staff, subject matter expert interviews and meetings. It also involved the evaluation of a range of inputs including an independent quality review of the Library conducted in 2012.

Findings
The 2012 independent quality review of Macquarie University Library commended our current framework and history of commitment to quality. The Library, during this review, identified a need to improve the format, documentation and understanding of the framework and its supporting tools, enablers and processes for all staff. A group was established to lead a project to simplify and implement those integrated processes, tools and enablers which would support and engage our staff in all aspects of quality practice.

The findings to be discussed in this paper address the two main elements identified during the project and the development of the new quality enhancement framework. These elements were:

1. To mature existing sound approaches
   Existing sound approaches included the use of the Deming Cycle (Plan, Do, Check, Act) approach which, nevertheless, still required better process management practices and the use of a more current and inclusive service catalogue. We have embedded Library wide Business Process Management using the Lean Higher Education methodology and recreated a 2015 service catalogue based around the client experience.

   To enhance the use of a scalable Prince 2 project management methodology we have introduced a project support officer role, a project register and a consolidated approach to documenting, training, and the production of fit for purpose tool kits. Most staff now engage with the reasons we use this methodology and employ it in their regular work practices.

Maturing our ITIL service approach required improved enquiry tracking, escalation and referral mechanisms, incident and issue monitoring to identify and resolve problems, speeding up problem resolution and fixing problems before most clients are aware of them. ITIL was built around a process-model based on the Deming Plan Do Check Act (PDCA) cycle so it fits well with our continuous improvement approach and complements our Prince 2 project methodology.

2. To establish and develop new approaches where required
   The seven key areas where new approaches were recommended include: feedback, global benchmarking, knowledge sharing, meaningful metrics, qualitative evaluation, business process management and demonstrating value. It is these areas that have been the focus of our implementation and progress over recent months.

   A critical area in this second category is staff engagement which continues to be a focus in implementing all aspects of the quality enhancement framework.

Outcomes

The outcomes of the quality enhancement framework project will be covered in this paper including the details of how we implemented the framework and made it more than a management model. The primary outcome is that our services and products for clients are reviewed regularly with client input and developed or adjusted based on current evidence.

The outcomes covered in this paper will include:

- the re-invented quality enhancement framework
- making it real for all Library staff
- library wide collaborative continuous improvement
- implementation projects and their successes and challenges
- business Process Management and University wide partnerships
- revised metrics aligned to strategic activities
- streamlined and straightforward quality practices
- improved ability for the Library to demonstrate its value
- improved understanding and capability of staff regarding quality
- an appropriate range of tool kits provided to facilitate informed decision making.

Practical limitations and implications (as applicable)

The implementation of the quality enhancement framework has encountered a number of practical challenges and barriers to be overcome. How these were investigated and the methods used to meet these challenges will be discussed.

Originality and value

Many university libraries have a considerable history of the development and use of quality frameworks and practices. The challenge is to re-invent and consolidate what has been learnt from that history to further develop and engage a new generation of staff and clients in the ever evolving information, learning and teaching and research environments.

This paper will illustrate the further development of management frameworks for quality enhancement and service delivery, the implementation of the practical operational elements that make them live for both staff and clients and the cultural aspects of gaining and maintaining deep staff engagement with client centred service delivery and continuous improvement.

Biographical note

Jennifer Bremner

I am currently the Quality and Planning Manager for Macquarie University Library in Australia. My areas of responsibility and interest include business process improvement, project management, quality frameworks and communications. My background prior to moving into communications, quality and assessment roles was in research librarianships and website management.

Type of paper: paper (20 minutes)

Notes

Designing and implementing a systematic approach to demonstrating the value and impact of your academic library

Marwin Britto

Purpose
In a climate of decreased budgets and an increased focus on outcome-based approaches in higher education, academic libraries are increasingly being asked to demonstrate how they contribute to institutional effectiveness as measured through student and faculty recruitment, retention, and success. Consequently, academic libraries need to develop compelling evidence to communicate the library's value and impact. This presentation reviews the literature, examines and critiques the strategies and methods suggested, and describes one academic library's systematic approach to developing and implementing a model demonstrating its value and impact at its institution.

Approach
In addition to an overview of the literature, this presentation examines and critiques a number of popular and emerging strategies employed by academic libraries to demonstrate their value and impact to stakeholders. Lastly, a case study will be presented which provides context for how some of these methods can and should be employed.

Findings
The presentation will provide an overview of strategies and methods for determining return-on-investment and value through a review of seminal and important publications from notable researchers including Oakleaf, Tenopir, Kingma, King, Dugan, and others.

Practical limitations or implications
The presenter will share his academic library's path to discussing, designing and implementing a multi-pronged, multi-phased approach to determining and sharing its worth and value to its stakeholders. This will include some of the current issues and setbacks, longterm challenges and proposed solutions.

Conclusion
This presentation is ideally suited to academic libraries that are in the earlier stages of developing strategies and methods to determine and demonstrate their worth and value to their stakeholders, or for those unfamiliar with the recent and emerging approaches and the challenges and opportunities associated with them.

Biographical note
Marwin Britto

During Marwin's career, he has served as a tenured university faculty member and held a number of administrative positions in higher education including as Chief Information Officer, University Librarian, Associate Dean of the University Library, Director of Instructional Technology, Executive Director of an Online College, and Director of the Educational Technology Center. He holds four graduate degrees including a Ph.D. in Instructional Technology. He has published 50+ peer or editor reviewed papers and delivered more than 130 refereed presentations in the areas of library science, instructional technology, teaching and learning, distance education/online learning, change management and teacher education.

Type of paper: paper (20 minutes): case study/research

Notes

Change, risk and value/s: perspectives on organisational performance, culture and strategy

Judith Broady-Preston (Aberystwyth University)

Purpose
Explored in this paper is the relationship between concepts of value, values, culture, change and risk from both individual and organisational perspectives set within the context of the changing landscape of the information service organisation. The extent to which in measuring value, the manager is able to demonstrate that decisions made to implement change (project management improvement initiatives) have added value to the organisation is examined and evaluated. Models and mechanisms by which improved performance may be translated into value, and the potential risks these entail for the individual and the organisation, together with the impact on culture and strategy are assessed. The central relationship of change and culture together with its concomitant impact on organisational survival and development is discussed.

Design/methodology/approach
Theoretical and Conceptual.

Research implications
A study designed to inform and illuminate contemporary service provision, policy, and professional development in the information and library sector, serving as a starting point for further debate and investigation.

Originality and value
An inter- and cross-disciplinary exploration of issues and perspectives laying the foundations for possible future collaborative partnerships to test ideas in practice.

Biographical note
Judith Broady-Preston

Reader in Information Management, Institute Director of Postgraduate Studies, Institute of Management, Law and Information Science, Aberystwyth University, and Role Model and Mentor ILHE Aurora Women in Leadership Programme, Leadership Foundation.

Judith is Editor-in-Chief for the Emerald journal, *Library Review* and European editor *JoEMLS*, a member of the editorial boards of five international journals and numerous international conferences.

A prize-winning researcher and Fellow of the Higher Education Academy (HEA) in 2010 she received the HEA National Teaching Award for Wales.

Current professional activities include membership of the IFLA Management and Marketing Section Committee, 2009.

Type of paper: paper (20 minutes): conceptual paper

Notes

Developing a matrix and using self-reported scoring to measure librarian engagement on campus

Kelly Broughton (Ohio University)

Purpose
Our library's strategic plan calls for us to "Transform the role of the subject liaison librarian to better engage our campus community." While there's an increasing amount being written in the profession about the transformation of the liaison librarian, not much addresses how we measure the progress of transformation or recognize success. The statement from our strategic plan specifically focuses on the aspect of the liaison role that builds relationships with our campus partners, "to better engage our campus community." And like our peers, liaison librarians at this mid-size research institution have been struggling not only with implementing but also determining how to measure this new role. This presentation will focus on our latest attempt to develop one measure of librarian engagement with our campus community.

Approach
We developed a "campus relationship matrix" that articulates dozens of products that could potentially be the result of liaison work, such as co-authoring a grant proposal, developing a class, co-presenting a workshop on article impact metrics, etc. These relationship products were generated by examining our own work and by scanning liaison responsibility statements from other institutions. These products fall into three relationship status levels: emergent, generative, and productive. Each subject librarian was asked to rate his and her relationship with each department he or she serves.

Practical implications
While the original intention was to derive an aggregate score from these individual librarian ratings to be used as an organizational score to be calculated annually for measurement of organizational progress on strategic goals, the benefit may be greater to the individual librarian. Although the ratings are not about assessing librarians' work at the individual level and are not incorporated in any official capacity in the performance evaluation, librarians and supervisors have been asked to discuss their ratings at goal-setting time. We will report on any changes or impact this has on annual goal-setting practices.

Additionally, in order to achieve consistency across the organization in understanding of three relationship levels, we engaged in an exercise to calibrate our categorization of these work products. During this exercise and through our discussions, greater nuances were revealed about what we are hoping to achieve with our strategic goal. How should categorize work that has a large and visible impact on campus but really isn't as difficult or rigorous as something else? The continued discussions about what work has impact and what work is and should be valued has added benefit to this experience.

Conclusion
This case study will present how one American university library documented and rated the complex relationships between librarians and their campus partners. It will present both the benefits and weaknesses of using self-reported relationship scores in order to measure the impact of subject librarian work for an organization.

Finally, it will demonstrate the impact the self-rating process had on the goal-setting process of the subject liaison librarians.

Biographical note

Kelly Broughton

Kelly received her BA in Philosophy from the University of Cincinnati, her MLS from Dominican University, and is currently a doctoral candidate in higher education at Ohio University. She has worked in academic libraries law firm libraries in Ohio and Illinois. Her responsibilities in her current position include planning and oversight for reference and instructional services, and international, archival, and special collections. She has published and presented on assessment planning, evaluation of reference services, and internationally on communities of practice for professional librarians.

Type of paper: case study

Notes

New approaches to evaluating impact

Rachel Bury (Edge Hill University)

Purpose
The purpose of this paper is introduce some new ways of evaluating impact that we are using at Edge Hill University.

We will outline the culture of performance measure and continuous improvement within a large a diverse library and information service environment. We will outline our MIDAS (Management Information and Data Solutions) project which is now fully embedded in our data capture tools and our Service KPIs (Key Performance Indicators).

We will outline also our approach to continuous improvement through the CSE (Customer Service Excellence) framework.

Design, methodology or approach
Evaluation of group study skills and information literacy sessions; A key driver in 13/14 was to evaluate the impact of group study skills and information skills sessions which take up a lot of staff time and resources. We wanted to know if they were making a difference to the student experience. We chose to evaluate the sessions using a Value and Impact Toolkit (AMOSHHE, 2011).

Evaluation of 1-2-1 support sessions; following on from the above, we started to think about evaluating the impact of our 1-2-1 support sessions which also take a lot of staff time (in the academic year 13/14 we did 1,394 1-2-1 support sessions for students). To evaluate the impact of these sessions we introduced impact surveys.

Quality of delivery; We have also introduced a peer review framework to evaluate the quality of delivery with the aim of sharing good practice and creating staff development opportunities.

Findings
The findings from the Value and Impact study on group sessions will be shared at the conference presentation.

The impact survey for 1-2-1's is currently being undertaken for term 1 and we will share these findings at the conference presentation.

For peer review staff have received staff development and training this term to allow them to fully participate in the scheme. We will share the findings of this pilot year at the conference presentation.

Research or practical limitations or implications (as applicable)
We will be discussing the limitations of a value and impact tool kit, the practicalities of conducting an impact survey, and the issues associated with introducing a peer review framework.

Conclusions

We will conclude by reflecting on the success, or otherwise, of using these new methods and sharing what the data tells us about how successful our offer is in terms of 1-2-1 and group sessions.

Biographical note

Rachel Bury

I am working in a new role created within Learning Services which manages Quality, Communication and Marketing.

The quality aspect of the role involves use of KPIs and liaison with the University Academic Quality Unit regarding the validation of new programmes, re-validations, and collaborative provision.

I am also responsible for all Learning Services internal and external communication with users, including managing the department web pages.

Prior to this I was the liaison manager for the Faculty of Health and Social Care and manager of the Aintree Library and Information Resources Centre which is a collaboration with the NHS.

Type of paper: paper (20 minutes): case study

Notes

Issues of quality and professionalism of library volunteers – reporting from a qualitative case study

Biddy Casselden (Northumbria University), Geoff Walton (Northumbria University), Alison Jane Pickard (Northumbria University), Julie McLeod (Northumbria University)

Purpose
This research presents preliminary findings of qualitative research examining volunteer and staff perceptions at 2 case study libraries in the North East of England – considering volunteer use. Specific reference to quality and professionalism will be considered, to try to establish key trends and ways forward.

Methodology
This research involved a series of interviews with key staff, a staff survey, user survey and volunteer focus groups.

Findings
The results of the qualitative analysis are in the early stages – but key themes relating to quality, and professionalism are appearing and will be explored. Triangulation of the key stakeholder opinions will be carried out.

Implications
This research relates to an area that is a key factor of modern public library provision – and helps to illustrate the complex environment that exists.

Conclusions
Volunteer use in public libraries is a feature of the hybrid model of library provision in the 21st century – the need to ensure quality and professionalism to improve service provision is even more critical.

Originality
This research considers current thinking amongst stakeholders within public libraries and attempts to move the debate about volunteer use in library service provision forward.

Biographical note
Biddy Casselden

Biddy is a Senior Lecturer based at Northumbria University, working on her Professional Doctorate looking at 'Volunteer Use in Public Libraries'. Biddy is a chartered librarian, who has worked in a variety of information settings prior to becoming a lecturer back in 2001.

Type of paper: Short Paper (10 minutes)

Notes

Constructing an l-value index for Canadian public libraries

Mary Cavanagh (University of Ottawa), Kimberly Silk (University of Toronto)

Purpose

Public libraries are re-assessing the way they evaluate their activities. Historically, the most common practice has been to quantify participation rates for selected activities and outputs: circulation statistics, program attendance, and visits (in person or virtually). Several limitations of this approach have been well documented (Matthews, 2013). Among these is noted a persistent structural bias towards measuring only those library-user interactions that can be easily counted and secondly an inability for such narrow approaches to capture the complexity and diversity of contemporary public library service and changes in user behaviours. More recently, we see a growth in social and economic impact evaluation studies specifically, that use more complex methodologies and that are being introduced in several jurisdictions internationally to address local political contexts. Alongside these impact studies, libraries are also reviewing and revising their key performance indicators (KPIs) to determine which metrics are indeed still relevant to the specific goals of the local library.

However, as authors of a recent report to IFLA note, several significant changes in library evaluation approaches are (Markless & Streatfield, 2014) occurring and continue to challenge these existing models and frameworks. “A dawning recognition that sustaining impact evaluation efforts is a core element in ensuring sustainability of libraries” (Markless & Streatfield, 2014), the “limitations of simple evaluation models” and a “technology-enabled shift in research and evaluation focus from the world of the library to the information world of potential library users” are three such changes that a proposed L-Value index seeks to address. A further limitation we identify in the Canadian public library sector is the need for such frameworks to offer flexibility and adaptability to accommodate diverse political and organizational cultures and purposes (Irwin & St-Pierre, 2014).

Methodology

First, we conceptually and inductively code, analyze and map the major library impact and evaluation studies compiled in Poll’s comprehensive bibliography (2014) according to their purpose, methodologies and types of data employed. We complement this bibliography with other significant, recent and relevant North American studies, such as the economic impact study of the Toronto Public Library (Stolarick & Silk, 2013). Secondly, from the same body of evaluation literature we identify and cluster all performance indicators (PIs) being employed as inputs or outputs or in others ways, within each of these methodological clusters. Finally and most importantly, based on this analysis we note trends, patterns, and significant gaps in the state of public library evaluation research

Findings

The resulting map incorporating both evaluation methodologies and performance indicators is organized broadly into four major methodological approaches to library evaluation studies: economic, social, cultural and lifelong learning impacts.

Using this framework, we therefore propose a provisional L-Value Index to further examine public library contributions to their communities along these four dimensions: economic, social, cultural, and lifelong learning impacts and outcomes. A conceptualized L-Index would include performance measures that facilitate the creation of new benchmarks and quality indicators that can also adapt to the changing landscape of public library collections, services and information and communication technologies. Such an L-index needs to be tested against the most radically innovative developments in public library programs and services compelled by new technologies and the seamless human interactions occurring in both online and real world information behaviours and social practices.

This framework has been developed to guide a larger research study on public library evaluation in Canada, currently in progress. Field research in libraries involving surveys, observation and interviews constitute the field work proposed to test this framework through several case studies and a sector-wide survey that will be reported separately.

Limitations

The results of this analysis are based on past studies and therefore may not necessarily be as relevant or appropriate for use in future, as public libraries undergo profound changes to their traditional ensemble of programs and services. However, a comprehensive review and analysis of major previous public library evaluation scholarship is needed to position this evaluation research agenda for the future. This conceptual analysis will contribute to that need.

Originality and Value of the Proposal

Pew Research Director Rainie observes that "libraries are aggressively moving into a range of services that aren't necessarily related to book lending .... They are pretty radically rethinking their mission in the world" (Gilbert, 2014). These changes to public library services, compelled by social technologies, a crowd-sourced participatory culture and the largely undifferentiated information behaviours and practices across online and real world human interaction, also prompt re-thinking, re-framing and re-building of library performance methods and frameworks for assessing value. The L-Value Index sets a strong foundation for constructing new evaluation frameworks of value to all public libraries globally, and to their political constituents and communities of users.

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Biographical note

Mary Cavanagh

Mary Cavanagh is an assistant professor in the School of Information Studies, University of Ottawa, Canada. Her areas of research interest include valuing the contemporary public library as institution, social media, practice-based approaches to information interactions and practices, and forms of organizing.

Type of paper: short paper (10 minutes): conceptual paper

Notes

Developing preferred licensing terms for ebooks and journals/databases at Leeds Beckett University

Julie Ann Cleverley (Leeds Beckett University), Elly Cope (Leeds Beckett University)

Purpose

The last 10 years has seen much movement from print to electronic journals in Higher Education with most university libraries seeing much reduced print journal holdings and even a complete discard of all print. The move to e-books has increased in the last 5 years but there is still some way to go.

With the increase in student fees and the adoption of the student as customer libraries have tried to meet the demand for more e-resources and e-books. However it is no longer just about providing e-resources it's about providing the right resources. It's the value to that student.

At Leeds Beckett we have found that since their introduction, e-books have been slower to develop than other e-resources and the standard product and licence terms offered by publishers and aggregators are proving less suitable to our University's needs. At Leeds Beckett we place great emphasis on value for money and accessibility for all which is why we recently began a preferred licensing terms project.

Design, methodology or approach

Our approach to the preferred licensing terms project was to look at the day-to-day issues we have with e-resources and try to address these with criteria we could present to publishers or providers in an attempt to negotiate licenses with more beneficial terms for us and all our users.

At Leeds Beckett our preference is to purchase electronic versions wherever they are available. This approach has its benefits in terms of opening up the Library's collections to a wider range of users in a host of locations it can also lead to dissatisfaction from users because of different permissions, models, platforms, printing and downloading restrictions as well as effectively closing off access to users with visual impairments.

Like many libraries we have been using statistics to assess how well and how hard our e-resources have been working for us. We use 'dashboards' to provide particular aspects of e-resource data to library management and Academic Librarians. This provides an easy to understand and access snapshot of information about the performance of our e-resources. E-journal data is more consistent and reliable than that for e-books but the overall trends are clear and e-books are currently providing less value for money than they were 1-2 years ago.

To try and address these issues we have instigated a preferred licensing terms project to cover both Ebooks and Ejournals/database/AV content. Using the concept of the JISC model license we wanted to create a document of preferred licensing terms to be used in negotiation with suppliers to ensure we got the best resource and the best accessibility for our money. The aim is to make sure that the resources are working hard for us and that our priorities are recognised by publishers and providers.

We have worked with a range of internal stakeholders to try and create a list of criteria which addresses the key needs we and our users face when purchasing and accessing e-resources. We have utilised key resources from the sector including the JISC model licences, documents from JISC TechDis on accessible e-book platforms and examples of our own current best practice.

Findings

Our findings so far have come from the iterative process of creating the model license. We have devised a checklist of preferred terms which have been split, much like a person specification for recruitment, into 'essential', 'desirable' and, unlike a person specification, 'wishlist'. The bringing together of a wide range of stakeholders within the Library has informed the content and the prioritisation of our preferred terms.

We have had a success with one of our e-book suppliers and are now able to (legally!) use cover images for publicity purposes. This was one of our preferred terms on our checklist related to ensuring value for money and return on investment through promotion of new e-books on social media.

Research or practical limitations or implications

One of the main practical limitations is whether, and to what extent, publishers will be willing to work with us. There are some very entrenched views and reluctance, particularly with e-books, to allow access in less restrictive ways. The 'license' we create will not be legally binding and there will be nothing to compel publishers to work with us.

There could also be a financial limitation to implementing the preferred license. Subscription and licensing costs may increase to reflect new licensing terms, for example higher levels of user concurrency. The increased costs may limit the number of revised licences which can be implemented.

The negotiation process may be protracted with discussions over the licence terms, requiring earlier re-negotiation of renewal contracts to avoid loss of access.

Conclusions

Although still in its infancy we are optimistic that, over time, the use of our preferred terms will increase and improve access to e-resources for our Library users. We have had one success already with the use of cover images for publicity and going forward we hope that, in particular, the area of accessibility for all users can be addressed.

Getting input from staff across the Library has been an extremely useful exercise as each person and subject area has their own take on e-provision as it affects them and the students with whom they work.

Using our preferred terms checklist we intend to create a matrix to send to suppliers asking them to complete which elements they can provide allowing us to mark them against our criteria and providing us with a basis for negotiation and a platform from which to push for better provision for all users of e-resources both at Leeds Beckett and in the wider sector.

Originality and value of the proposal

Although there have been some e-book accessibility projects in H.E. and there is the JISC model licence, at Leeds Beckett we wanted to build on the established eJournals licenses to include e-books and create an all-encompassing preferred licence suited to our particular needs.

Once devised we hope these preferred licensing terms could be implemented and set a standard for negotiations with publishers to ensure effective accessibility to our e-resources for all our users.

Biographical note

Julie Ann Cleverley

I have been the Journals and Electronic Resources Manager at Leeds Beckett University since 2005. I manage two teams of Journals Assistants and a team of Information Services Librarians. My day to day role includes maintaining the accessibility of electronic resources, collating and reporting on management data, negotiating with suppliers and evaluating resources and purchasing models with particular regard to return on investment and economic viability. The current projects I'm involved in include the refurbishment at one of our Campus libraries and leading a preferred licensing terms project to develop accessibility to our electronic resources.

Type of paper: paper (20 minutes)

Notes

Gathering meaningful statistics to measure excellence using Knowall Enquire

Laura Connaughton (Maynooth University)

Purpose
Metrics are becoming more and more important in terms of demonstration of library work and value. At Maynooth University we were very mindful of this when we moved into our new 20 million euro building in late 2012. With an extensive range of new facilities and resources we were very aware of the need to gather meaningful statistics to continue to showcase and demonstrate our value and commitment to teaching, learning and research at Maynooth University particularly after the significant investment of a new library building.

Approach
Having considered various options we purchased KnowAll Enquire which is an enquiry management software package which tracks enquiries through every stage of the enquiry process from initial enquiry to successful completion. It can capture emails or enquiry submissions from web forms, it can also publish Frequently Asked Questions allowing users to help themselves. Enquire has the facility to electronically assign queries to staff members which allows the workload to be shared according to location, specialist subject (eg subject librarians) and availability. It allows enquiries to be monitored so that they are answered timely and also allows feedback from users. We can also generate meaningful metrics letting us monitor and improve our service and, very importantly, prove our value.

KnowAll Enquire is used by all library staff with a view to making our service delivery more proactive, dynamic and to promote self-directed learning.

Findings
This presentation will discuss the following findings:

1 The shift in the JPII Library from paper based enquiries to online based enquiries.

2 What is KnowAll Enquire and how it was adapted for practical use in John Paul II Library, Maynooth University.

3 How KnowAll Enquire can improve the user experience by tracking the enquiry from origin through each stage of the enquiry handling process.

Conclusions
1 Challenges and opportunities presented by an online enquiry management package.

2 Advice for others considering a similar model.

Originality and value of the proposal:
Maynooth University library was the first academic library in Ireland to purchase and use Knowall Enquire and one of the first in the UK. The level of detail in the reporting structure of Knowall Enquire allows staff and senior management analyse the types and volume of enquiries with the potential to enhance our customer service through consistent answering and knowledge bank.

Biographical note

Laura Connaughton

Laura Connaughton is Assistant Librarian for Library and Information Services in Maynooth University as well as Subject Librarian for Celtic Studies and English, Media and Theatre Studies. Prior to that she worked as Subject Librarian with responsibility for Science at Dublin City University. Laura has a real interest in the development of Library and Information Services, particularly meeting the needs of next generation library users in a changing library environment.

Type of paper: short paper (10 minutes): case study

Notes

Library space assessment: a review and professional education case study

Sheila Corrall (University of Pittsburgh)

Purpose

Higher education institutions around the world are making substantial investments in new and remodelled library spaces to meet the changing needs of learners and researchers in the dynamic digital world. As the concept of library space as a service has gained momentum, academic library managers have recognized the need for additional tools and techniques to evaluate the quality of library space alongside other library assessment activities. Space assessment and evaluation efforts have evolved from routine counts and questions in general satisfaction surveys to more elaborate targeted qualitative methods often involving students and others as partners in the process.

The present study sought to review the current state of the art of library space assessment, and to investigate how new professionals, represented by a cohort of graduate students taking a course on academic libraries, approached the challenge of designing and conducting a one-shot space assessment project. A particular aim was to examine how the student-librarians framed their assessments and to compare their evaluation criteria with practices described in the literature.

Design, methodology or approach

A review of the literature on academic library space was a central component of the study. Findings from the literature were used to introduce the project to student participants and to put the results of their work in context.

The students were allocated to groups and each group of three was tasked with conducting a multi-site comparative evaluation of library spaces in higher education institutions of their choice. A key part of the assignment was for the student groups to define the evaluation criteria to be used in assessing the quality of the sites visited. They were expected to review related literature and either adopt or adapt existing criteria or develop their own evaluation framework informed by their reading. They next had to carry out individual site assessments, followed by a collective cross-case analysis to complete their evaluations and form conclusions with recommendations. The students had approximately one calendar month in which to complete the three stages of the assignment, and submit their final reports.

Findings

The literature review confirmed growing interest in library space assessment, with more than 40 published contributions on the subject retrieved from the past five years. Analysis revealed a significant trend toward the use of mixed (quantitative and qualitative) methods, particularly ethnographic techniques using multimedia, and also the development of comprehensive toolkits and frameworks.

The assignment submissions showed that the student groups had used a range of approaches for their space assessments: two devised their own set of criteria, informed by their reading and experiences; another group similarly developed their own six assessment categories, which they supplemented with 20 questions selected from the IFLA Library Buildings and Equipment Section *Post-Occupancy Evaluation Questionnaire*; two groups used modified versions of the Tool for Evaluation of Academic Library Space (TEALS) developed at Deakin University, Australia; and two used the Hierarchy of Learning Space Attributes devised by librarians at the University of Toronto, Canada, with one group creatively combining the Toronto pyramid model with performance indicators for space from the US ACRL *Standards for Libraries in Higher Education*. All the student groups used observation as their primary method of data collection.

Conclusions

Library space assessment has evolved from basic quantitative measurement of usage to more holistic qualitative evaluation of the user experience. Another notable feature of space assessment practice is the emergence of toolkits and evaluation frameworks as community resources with the potential to support comparative studies and benchmarking.

The student-librarians generally chose evaluation criteria drawn from or similar to those found in professional literature, but there were variations among the groups in the specific points selected for comment in their reports, suggesting differences (or different priorities) in professional and/or personal values.

Originality and value of the proposal

Other space assessment studies have collected data from undergraduate and graduate students via questionnaires, interviews, observations, and photographs to identify their needs and preferences. The present study offers a different perspective on the desirable qualities of learning spaces by exploring how graduate librarianship students as both student library users and next generation professionals specify evaluation criteria and conduct space assessments.

Biographical note

Sheila Corrall

Sheila Corrall joined the School of Information at the University of Pittsburgh in 2012, following 8 years at the University of Sheffield iSchool. She previously worked at The British Library and as director of library and information services at 3 UK universities. She teaches courses on Academic Libraries, Research Methods, and Academic Culture & Practice. Her research interests include the application of strategic management concepts and tools to library and information work, the roles and competencies of library and information specialists, and collection development in the digital world. She is a member of the editorial boards of 5 international journals.

Type of paper: paper (20 minutes): case study/review

Notes

Putting it into practice: the development of the Welsh Public Library Standards

Claire Creaser (Loughborough University), Mark Hepworth (Loughborough University), Valérie Spezi (Loughborough University)

Purpose

Welsh public library authorities are required to provide a "comprehensive and efficient" library service under the 1964 Public Libraries Act. Since 2002, the Welsh Government has implemented frameworks of standards in order to help the appropriate Minister meet his/her duty to superintend the Welsh public library service.

This paper summarises the activity of two linked projects funded by CyMAL: Museums Archives and Libraries Wales (a division of Welsh Government) carried out at Loughborough University. The first reviewed a range of existing quality assessment frameworks used in libraries and the public sector, assessed their suitability for national application across Wales, and made recommendations for the future assessment framework. The second project worked with the 22 library authorities in Wales to devise a practical set of quality standards and performance indicators based on the recommendations, which have been implemented for the 2014–15 reporting year.

Design, methodology or approach

The first project was primarily desk research, reviewing some 20 published quality assessment frameworks from the UK and around the world. These included traditional input/output based frameworks such as the ISO standards; hybrid frameworks such as the Scottish Public Library Quality Improvement Matrix (PLQIM); Outcomes-based frameworks, including LibQual+; and a variety of methods for demonstrating the economic value of public services.

Following on from this, the second project was designed to devise a new quality framework for the Welsh public library sector, enabling the careful and measured introduction of outcome and impact measurements, alongside revised quality standards. It involved a series of interviews and workshops for senior public library managers, together with a programme of pilots for some of the newly devised indicators.

The paper will consider issues arising in the development of the new framework, including managing differences of opinion; keeping the list of performance indicators to a reasonable length; and the need to retain focus on the customer.

Findings

A set of quality indicators, and associated core entitlements was developed, grouped into four broad areas: customers and communities; access for all; learning for life; and leadership and development. The core entitlements are now set out in the quality framework for the first time.

Practical implications

The indicators have been incorporated into the fifth quality framework of Welsh Public Library Standards – *Libraries making a difference*[1] – which began in 2014, and will be in operation until 2017. The frameworks of standards are currently non-statutory guidance for local authorities, who make an annual return to the Welsh Government, reporting performance against the 16 quality indicators and the 18 core entitlements.

Conclusions

Previous quality frameworks for Welsh public libraries have resulted in improvements to the public library service, which has, in recent years, been better resourced and better used than public library services in England, on average. The latest framework was developed in a climate of financial stringency, and has a greater focus on outcomes and impacts, leaving library services with flexibility to deliver their services in innovative ways according to local demand. Whether this will be sufficient to continue to protect key services into the future will only be apparent as the framework comes to an end in 2017.

Originality and value of the proposal

This paper documents the process by which a new national framework for assessing the quality of public library services was developed in collaboration with national government, local authorities and the library services themselves.

Biographical note

Claire Creaser

Type of paper: paper (20 minutes): research paper

Notes

1 Available at *http://wales.gov.uk/docs/drah/publications/140425wpls5en.pdf* (accessed 12/12/14)

The use of customer importance-satisfaction matrices to assess qualitative LibQUAL+ survey comments

Brian Detlor (McMaster University), Kathryn Ball (McMaster University)

Purpose
The purpose of this paper is to investigate the merits of utilizing customer importance-satisfaction matrices to organize results from a qualitative analysis of textual comments made by LibQUAL+ survey respondents to make recommendations to senior library management. Customer importance-satisfaction matrices are popular tools used by marketers to sort and prioritize customer perceptions towards an organization's services (Albrecht & Bradford, 1990).

Methodology
The most recent LibQUAL+ survey administered at the authors' university served as the study's data set. In total, 620 valid surveys were received. A fair representation of survey responses across various academic disciplines and programs occurred.

To assess the qualitative data from the survey, a conceptual framework, based on theoretical insights from Oliva (2013) and Moroni (2013), was formulated. The conceptual framework was beneficial in setting the boundaries of investigation and developing a codebook by which to categorize the qualitative data.

All 275 qualitative comments provided in the responses from the 620 completed surveys were coded using the conceptual framework. Most comments in the survey contained multiple statements and expressions from library patrons on their perceptions of the library features. This yielded over 700 coded qualitative statements. To facilitate the coding and analysis of comments, a content analysis software package was used.

The next step involved plotting the results onto customer importance-satisfaction matrices for each significant category in the codebook. With the use of these matrices, customer feedback was organized into five areas: i) primary areas of improvement (high importance / low satisfaction); ii) secondary areas of improvement (low importance / low satisfaction); iii) areas of continued emphasis (high importance / high satisfaction); iv) areas of exceeding expectations (low importance / high satisfaction); and v) zones of indifference (moderate importance / moderate satisfaction).

Plotting the comments onto customer importance-satisfaction matrices involved scoring comments along satisfaction and importance dimensions. The matrices offered a visual display of coded qualitative comments in each of the five areas described above, making it easy and convenient for the authors to discern which comments were more important to base recommendations (Almanza et al., 1994; Atkis et al., 2007).

Findings
Overall, the customer importance-satisfaction customer attribute matrices were found to be beneficial in pinpointing primary and secondary opportunities for improvement, areas to place continued emphasis, and areas where expectations were exceeded. Specifically, the matrices were helpful in identifying services in the authors' university library where the level of

satisfaction was relatively low and the perceived importance of the service was relatively high. Importantly, the use of these matrices allowed the authors to formulate key recommendations to library management.

For example, items coded in the "primary area of improvement" were brought forward as needing immediate attention. This included recommendations to: i) upgrade the library collections for faculty and graduate students in terms of access to the collections and the quantity and quality of the collections; and ii) address undergraduate student concerns with physical library services and physical library space. Marketing researchers suggest organizations focus attention on items in the "primary area of improvement" quadrant as under performance with activities that fall in this area has the potential to alienate customers.

Items that fell in the "secondary area of improvement" area were identified as non-priority items. Recommendations to library management were not to place emphasis on these items. Marketing researchers suggest that items that fall in this area do not require immediate attention and that management not devote too much energy enhancing the performance of items in this area as the return on investment is lower.

Items that were positioned in the "area of continued emphasis" area were considered to be part of an organization's success. As such, items in this area were recommended by the authors to senior library management as being worthy of continued investment. This resulted in a recommendation to management to continue investing in library personnel (ie, continue recent efforts to hire adequate numbers of highly skilled librarians and other library professional staff to support faculty and graduate students' research and teaching needs). Marketing researchers consider items in the "area of continued emphasis" to be part of an organization's success and that organizations continue to invest in maintaining high level of performance in these items.

Implications

This study provides practical evidence of the utility of using customer importance-satisfaction matrices to organize qualitative findings of an analysis of LibQUAL+ survey comments. Overall, customer importance-satisfaction matrices were found to be beneficial in pinpointing primary and secondary opportunities for improvement, areas to place continued emphasis, and areas where expectations were exceeded. Specifically, the matrices were helpful in identifying services where the level of satisfaction was relatively low and the perceived importance of the service was relatively high.

Conclusions

Senior library management at the authors' institution were pleased and supportive of the study's methodology, findings, and recommendations. Overall, customer importance-satisfaction matrices were found to be beneficial in sorting qualitative LibQUAL+ findings, and identifying and communicating areas of library service and operations that need attention.

Originality and Value of the Proposal: This study successfully assesses and leverages a matrix tool commonly used by marketing researchers to organize and prioritize results from a qualitative analysis of LibQUAL+ survey comments. The study showcases how libraries can benefit from the use of customer importance-satisfaction matrices to make informed decisions based on the analysis of qualitative LibQUAL+ survey comments.

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Type of paper: paper (20 minutes): research paper

Notes

The benefits of building relationships with students as collaborators and co-designers

Samantha Dick (The Open University)

Purpose

The Open University Library has been focusing on building the evidence base that supports and informs the decisions we make and service developments we introduce. Response rates to the bi-annual Library Student Survey were down to 8% by 2012, and it was proving increasingly challenging to recruit students to engage with any other form of research activity. We had formed a hypothesis that if we could involve students in some way with the concept of contributing to the development of library services then they would be more likely to engage with subsequent research activity. We therefore decided to establish a panel of OU students that we could collaborate with directly. In late 2012 the OU Library student panel was initially established as a one-year pilot project to provide a mechanism for finding, encouraging and supporting the student voice and to test our hypothesis that pre-engaging students would increase participation rates in our student research activity.

Design, methodology or approach

4,000 students across all subjects and levels are invited to join the panel in March and November to align to two key start dates for OU students. This case study covers a two year period where we recruited 4 cohorts of students but in real time we have just recruited our 5th cohort and will have recruited our 6th by the time of the conference. Each student on the panel is able to opt in to a maximum of 4 research activities within a 12 month period and they can opt out of particular methods (such as focus groups or surveys). Each time a new research activity is planned the panel (or a sample) is contacted (excluding any students that have opted out) and the students are asked if they would like to participate; this means that even though they are members of the panel, students will still have the option to take part in activities on a case by case basis. A vital element of the panel is ensuring continued engagement and student understanding of the role they are playing. We ensure that the panel receive quarterly updates from us about the research work we are doing and the impact that it is having on how we support students.

Access to the panel of students and research activity is managed by the Business Development Team within the OU Library (in liaison with the University's student survey team) but other staff are involved in running individual pieces of research activity. A road map of planned research is developed and shared with library staff to ensure equity of access in terms of working with the panel. Research results are shared with staff and the University more broadly as well as with the student panel.

Our evaluation of the panel to date has consisted of interviews with all panel stakeholders and analysis of student research participation at an activity level. The panel has remained representative of The Open University student body.

Findings

The pilot was initially extended to a two year period (to 2014) to enable us to gather more robust data and evaluate the pilot more fully.

Initial findings include:

Sample size/origin	Survey response rate	Number of responses
500/student panel	80%	400
3000/sample from main student body	8%	240

The first piece of work that the panel was asked to participate in received a response rate of over 80%, an unprecedented level of engagement from students with any library research activity.

- Subsequent research activity has continued to have exceptionally high engagement for example online focus groups have had to regularly run waiting lists of students wanting to participate due to high demand.

- We are seeing some evidence that the same students are willingly taking part in different research activities or different phases within a piece of research, which suggests that students are actively engaging in discussions and activities, not just passively completing individual surveys.

- The OU Library is getting a higher return on investment for each hour spent compared to previous models of ad-hoc sample recruitment.

- Anecdotal evidence suggests that participants at online forums or discussions participate more fully with the research activities.

- The relationship with students on the panel is helping to increase connections and influence with student focused areas of the University such as OU Students Association.

Conclusions

At a time when students are facing increased calls for their feedback and participation to inform institutional understanding of the student experience 'survey fatigue' is increasingly challenging. Combined with this was the restricted availability of large samples of students which, with such low response rates to library surveys, was very limiting to any planned research activity.

The student panel is proving to be a very effective way of engaging students and has so far shown that recruiting students to be part of a student panel (a more inclusive approach) prior to asking them to participate in individual pieces of research has substantially increased the response rates or participation in our research activities. However it is more than just numbers – with this approach we are placing more emphasis on students as drivers for change, working alongside Library Services as co-creators and collaborators, not just assessors. The range of knowledge, skill and insight (ours, our students, other University staff) we are gathering is not only giving us a mechanism for supporting the student voice, but is also helping us in our aim to become more evidence-led.

Originality and value of the proposal

This case study is based on a two year pilot run by the Open University Library with strong support from the University's student survey team in the Institute of Educational Technology. The work has enabled us to get genuine, sustainable student engagement with service creation, evaluation and improvement. This is not only ensuring that we are delivering the most appropriate services; it also delivers a greater return on the investment made in student focused research. The University is now promoting the panel internally as best practice for engaging students in this way.

Biographical note

Samantha Dick

Sam manages the Business Development Team at the Open University Library. The team is responsible for delivering the units marketing activity including marketing communications and market research to ensure an evidence based approach to service/product development and decision making. She also leads Library Services' support to the University in delivering services to partners. Sam is a member of the Chartered Institute of Marketing and is a Chartered Marketer with a keen focus on the importance of engaging students, student insight and ensuring delivery of the student experience.

Type of paper: case study

Notes

Learning in Libraries: new questions, innovative measures

Karen Diller (Washington State University Vancouver)

Purpose

In this new age of networked information, social media, and online courses, how can our physical library spaces have the greatest impact on student learning? How should investments in the physical space be leveraged to best serve the greatest number of an institution's faculty, staff and students? Academic librarians have been struggling with these questions and are still working on how to best measure the impact of our physical spaces on the research and learning goals of our students and faculty.

It is important that study spaces are designed to answer the needs of diverse students and diverse learning activities. The National Academy of Sciences has called for the need to support three key learning styles. These are learning through reflection, learning by doing, and learning through conversation. Current literature about the design and assessment of academic library spaces concentrates on the development of technologically rich "learning commons" and other active learning spaces. And yet, recent studies indicate that students are asking for and using a variety of spaces, including study spaces that are quiet, solitary, and technologically disconnected.

In addition, we know that students are coming to higher education with more distractions (ie social media), more stressors (ie finances) and competing responsibilities (ie children, full-time jobs), and that more students have diagnosed learning disabilities. These students need study spaces that will assist them in recovering from the mental fatigue that comes with everyday life and that makes it more difficult to direct attention to important tasks, problem-solve, and think reflectively.

The question for those measuring library performance becomes how can spaces be evaluated for their impact on student learning and successful study? Observations of behavior and self-reports tell us what spaces students are using and what they are doing in those spaces but do not tell us if their choices contribute positively to their learning. Librarians need to look beyond library science and incorporate theory and methods from other fields such as cognitive, educational, and environmental psychology to better understand the learning process and to develop new methods to answer this question.

Design, methodology or approach

In 2011, Danuta Nitecki noted that "formal inquiry about library spaces has only recently begun to be conducted and reported, suggesting that spaces mostly have been subjected to description assessments." More recent research on the assessment of library space, as represented by research presented at the 2014 ARL Assessment Conference, demonstrates inquiry that goes beyond counting use and satisfaction. One of the eight papers on library space asked students about their goals and needs while in the library, one of the eight posters looked at the relationship between spaces which inspire and spaces which are preferred, and another poster asked students about their learning behaviors while in the library. These demonstrate an interest in understanding the complex relationship between space, its use, and learning, but only tangentially look at direct impact on successful study habits and learning.

In order to measure the impact of our spaces on student learning, we need to look beyond the library literature and incorporate research and methods from other fields, including the fields of educational, cognitive and environmental psychology. This paper will summarize applicable research from these fields and demonstrate how to incorporate this research into library space assessment and illustrate the need for the further development of instruments. From educational psychology, we gain insight about the importance of the physical environment to student learning and understand that the research on the connection between physical environments and learning is far from complete. From cognitive psychology, we learn about the importance of memory and attentional resources to learning and come to an understanding of the interaction between these resources and the ability to employ successful study strategies. From environmental psychology we learn how mental fatigue inhibits the employment of successful study strategies and how exposure to natural environments can reduce this fatigue. Once again, however, we see that little of this research has been applied to academic settings.

As one example of how research from other disciplines can be applied to evaluating the impact of space on student learning and successful study, a brief overview of this presenter's study, which looked at the question of the perceived impact of particular library study spaces on the ability of students to reach their study goals, will be provided.

Research/practical implications

The challenge for academic librarians and campus planners is to create library spaces that answer the needs of the greatest number of users while demonstrating the contributions of these spaces to overall institutional goals while staying within limited budgets. Cognitive, educational and environmental psychology provide a wealth of information about how mental states and physical environments impact the ability to employ successful learning strategies. Librarians need to incorporate this research and adapt methodologies from these disciplines for their own assessments of the ability of library spaces to support learning. This literature review and research study acts as an example of the possibilities and complexities of doing this.

Originality/value

The impact of changing technologies and pedagogies on libraries has sparked an increased interest in library space studies in the past ten years. In 2009, Woodward published her book on the customer-driven academic library in which she answers the question of how to reinvent academic libraries, including their physical spaces. She noted the need for students to have spaces in which they feel that they "belong" and areas in which to "nest". She pointed out today's expectations of different spaces for different individuals. She also noted the importance of individualized, comfortable spaces with access to books, computers, outlets, and food and drink and briefly discusses such features as temperature, furniture, signage, and lighting. However, there is no connection made to how these spaces assist in the learning process beyond encouraging students to come into the library and to stay. While both of these are important, the increased need for accountability and outcomes-driven planning requires a more detailed understanding of how library spaces support learning.

Biographical note

Karen Diller

Karen R. Diller is the Associate Library Director at Washington State University Vancouver. Her current research interests include the impact that different physical spaces has on the ability of students to study effectively and the impact that contact with librarians has on students' information literacy learning. After completing a complex study on restorative library study spaces, Karen is most interested in taking on the challenge of developing new ways to test the direct impact of study spaces on deep learning.

Type of paper: paper (20 minutes): research paper

Notes

But what's in it for them? Understanding the effects of participation in the Research Mentor Program from the mentors' perspective

Annie Donahue (University of New Hampshire)

In the summer of 2011, at the *9th Northumbria International Conference on Performance Measurement in Libraries and Information Services*, I presented the preliminary results of an eighteen-month study that examined the impact on student learning outcomes when peer research mentors are linked to first-year writing courses. As the final slide of my PowerPoint presentation appeared, I turned to the audience and offered to answer any questions regarding my presentation. Several individuals asked for specifics about the costs associated with the program, the training plan for the mentors, and the role of the mentor in the classroom. Then a voice from the back of the room asked, "I understand why this approach works for the first-year students in the classroom but... what's in it for the mentors? Why would they want to participate?"

In responding to this question I articulated the program goals established for the mentors. These included expanding tutor roles and enhancing their own research skills; improving their information literacy skills; providing professional development opportunities for Master Tutor certification through the College Reading & Learning Association (CRLA); and promoting librarianship as a career possibility. The answer seemed to satisfy these professional librarians, but over the course of the next few months the question continued to haunt me. I wondered if the designated goals were being met and if the research mentors associated any benefit to participating in the program. Over time as I pondered these questions, they drew me to the focus of my dissertation study.

As an instructor and researcher, I wanted to understand the experiences of the mentors who participated in the Research Mentor Program to determine if the reciprocal learning environment created through the peer dyads impacted their knowledge and skills. In order to really know *what's in it for them*, I conducted a qualitative study designed to explore those experiences from the research mentors' perspective. The purpose of this research study was to identify and describe the experiences of the research mentors who participated in the UNHM Research Mentor Program. The research question that guided this study was: What effect did participation in the Research Mentor Program have on the research mentors who participated?

The participant sample (six women and two men) was drawn from among the students who completed the Tutor Development course between fall 2004 and spring 2013 and served at least one semester as a research mentor. Through a review of the literature I explored the extent of collaborative efforts between academic libraries and college writing centers, surveyed the role of students in academic library reference and instruction services, and examined the application of Vygotsky's sociocultural learning strategies in higher education classrooms and academic libraries. The qualitative data collection methods utilized included semistructured interviews, a survey adapted from the *Survey Regarding Satisfaction, Learning and Development of Peer Mentors in Higher Education* (Posa, 2011), and document reviews of interview transcripts and Tutor Development course syllabi.

Three effects of program participation were identified: 1) participants expressed uncertainty and self-doubt in their abilities to succeed initially as a research mentor; 2) participants acknowledged a perceived increase in learning and personal development; and 3) participants attributed increased learning and personal development to the reciprocal learning environment engendered in the peer-to-peer dyads.

This study contained several limitations: self-reported data collection; small sample size; generalizability concerns; and potential researcher bias. Interview and survey methods required participants to self-report perceptions, attitudes, and activities. Participants relied on memory to recall and articulate descriptions. Some participants were several years removed from actively serving in the research mentor role and expressed difficulty remembering details of their experiences. The small number of participants may not reflect the experiences of all research mentors who participated in the program. The study's sample was made up of individuals who self-selected to participate, so although specific criteria was used to determine the final pool it is likely that participants who held the program in high regard were motivated to volunteer for the study. Study findings of increased learning and personal development skills align with the findings in recent research studies (Conrady, 2007; Harmon, 2006; Posa, 2011); however, these results may not apply to other programs in other locations.

The Research Mentor Program at UNH Manchester includes all writing peer tutors but each year's cohort is small so ramping up to accommodate a large number of participants may require adaptation to the model studied. A critical component that must be included in any adaptation of the Research Mentor Program is the creation of reciprocal learning environments. In the UNH Manchester model, the peer-to-peer relationship of the tutoring dyad is replicated in the collective peer cohort of the Tutor Development course. Through course activities, the research mentors apply the strategies and skills learned by guiding one another in the mock-tutorial assignments foreshadowing the future tutorials with first-year students. Participants in this study noted that both reciprocal environments, the peer dyads and the course cohorts, were instrumental for advancing their own learning and skill development. This collaborative learning environment supports good research practice and prepares research mentors to be effective in the one-on-one tutorial.

This study contributes to the professional literature for both academic librarianship and writing center scholarship by examining the lived experiences of the research mentors to understand how reciprocal learning environments impact learning and development. Research findings appeared to confirm that: 1) employing peer-to-peer learning and scaffolding instruction across the semester in small segments, instead of in a single information-rich instruction session, supported deep learning; and 2) establishing peer tutoring relationships created a reciprocal learning environment whereby students learn from each other. Several recommendations for future studies suggest how these conclusions could be expanded upon to further answer the question, *"But what's in it for them?"* by affirming the value and benefit intrinsic to the role of the research mentor.

Biographical note

Annie Donahue

Annie Donahue was appointed Interim Dean of the UNH Library in 2013. Prior to this appointment, she served as Director of the UNH Manchester Library from 1999 and as Faculty Chair of the UNHM Humanities Division from 2009. Her scholarship is focused on the collaborations between teaching and library faculty, assessing student learning, and integrating information literacy within the curriculum. Annie earned a BA in Humanities from the University of New Hampshire, a MLS from Southern Connecticut University, an ALM from

Harvard University, and an EdD in Learning, Leadership, and Community from Plymouth State University.

Type of paper: paper (20 minutes): research paper

Notes

Using Copac data to benchmark collections

Ruth Elder (University of York), Diana Massam (Jisc)

Purpose
The Copac Collections Management project has been underway since 2011 with the goal of exploring how Copac can make a real difference for collection managers. By making Copac data work harder and building prototype collection analysis features on its extensive database, the collections management tools can provide valuable information from the catalogues of the UK's major research libraries alongside rare collections held in museums, scholarly societies and university special collections.

The project is a collaboration between Jisc, RLUK and the White Rose Consortium (Leeds, Sheffield and York University Libraries), with direct input from other libraries including The University of Manchester, Senate House Libraries, University of London and the Royal College of Surgeons.

This paper will briefly outline the development of the tools and their benefits to UK higher education libraries.

It will present a case study showing how the tools are now embedded into "business as usual" at the University of York library.

Design, methodology or approach
Developed to support library staff in collection management activities the Copac Collection Management (CCM) tools offer a web-based collection management support service.

It is a "grass roots" project designed to meet the needs of library practitioners and its development has been a community-based collaboration with extensive design input, consultation, feedback and support from the wider library community.

This paper will describe how the CCM tools facilitate:

- benchmarking of library collections
- comparison of the holdings of all libraries contributing to Copac
- data search manipulation, visualization and export.

Findings
These activities have led to the practical implementation of the CCM tools into the work practice in York, informing a range of collection management decisions.

The case study will reflect on how York is using the tools to assist:

- identify collection strengths and contribute to the identification of "unique and distinctive collections"
- identify collection gaps and produce lists of potential titles for purchase to strengthen collection areas

- inform stock editing policies
- review and prioritize work on "hidden collections".

The paper will outline the benefits of using the tools, consider lessons learnt, and discuss plans to launch the CCM tools as a service to the wider library community later in 2015.

Research or practical limitations or implications (as applicable)

The roll out of the tools in the UK will enable other libraries to benefit from the resource.

Conclusions

The case study shared by York gives practical examples of how the tools can contribute to significant savings in staff time and effort around benchmarking, evaluating, strengthening or managing down book collections.

Using the tools with an understanding and acknowledgement of the scope of the information produced by them, they allow an accessible, more evidence-based approach to collection management activities. This provides an improved and informed basis for prioritisation and decision making across a broad range of projects, and has a positive impact on the effective management of resources. The tools offer an opportunity to make a positive difference in helping libraries to make informed stock decisions at a time of financial constraints

Originality and value of the proposal

The paper will offer an overall view of the CCM tools and the potential uses by the UK higher education community. The case study will be of interest to libraries in exploring new ways to approach collection management issues, with a view to making efficient use of available resources.

Type of paper: paper (20 minutes): case study

Notes

Assessing librarians' preparation for assessment: development of and preliminary findings from a survey

Rachel A Fleming-May (University of Tennessee), Regina Mays (University of Tennessee)

Purpose

While the position of "assessment librarian" is a relatively new one for academic libraries, the number of position advertisements appearing on library listservs and in other venues indicates a rapid expansion in the ranks of assessment librarians over the past several years. Passoneau and Erickson's (2014) analysis of 231 postings that appeared on library job lists between 2012 and 2014 revealed that employers seek assessment librarian candidates with a broad array of knowledge and skills (p. 7). However, in collecting and analysing Library and Information Science (LIS) syllabi for assessment-related material and skills, Askew and Theodore-Shusta (2013) found that assessment-related terminology used in LIS course materials is inconsistent, and that outside of research methods courses, "assessment" is only mentioned in 10% of course materials (p. 6). In concert, these two studies raise an important question: how and where are prospective assessment librarians acquiring the knowledge necessary to successfully meet employers' expectations?

This poster will provide a preliminary report on findings from a large-scale survey of assessment librarians working in English-speaking academic libraries in the U.K., Canada, the U.S., Australia, and New Zealand. With data gathered from Passoneau and Erickson's (2014) paper and supplemented with the researchers' own analysis of assessment librarian employment positions, the survey will query respondents about the nature of their work as well as how and where they acquired the skills and knowledge necessary to successfully accomplish work-related tasks. While employment position studies like Passoneau and Erickson's (2014) have tremendous value in that they provide a snapshot of institutional and administrative expectations for a specific type of position, they do not reveal the true, day-to-day expectations of a position of employment once it has been assumed. This survey of practicing assessment librarians will fill provide that piece of the puzzle.

Design, methodology or approach

In addition to the data presented in Passoneau and Erickson's (2014) study, assessment librarian position advertisements were collected from listservs, employment listings, and via web search engine. This yielded approximately 30 advertisements posted in 2014. The position descriptions, required and preferred qualifications were organized and coded for common thematic elements; those position elements and requirements identified as most prevalent informed survey design (still in process).

The survey, based on a similar instrument regarding electronic resources librarianship developed by Fleming-May and Grogg (2010), will be creating using SurveyMonkey web-based survey software and distributed electronically via email requests on academic library-related lists including the Association of Research Libraries (ARL) Assessment Group list. Responses to the survey, which include both Likert scale and open-ended questions, will be coded and analysed for common concepts and themes.

Findings

As this project is still in progress, findings will not be finalized until later in the spring. However, review of existing literature on the topic and analysis of more recent assessment librarian position advertisements indicates that employers seek a wide variety and high level of qualifications for prospective assessment librarians. Similarly, while the range of tasks and responsibilities associated with this type of position share a core of common duties, there is a high level of variability between respective institutions' position descriptions. Survey findings should provide much-needed illumination of the tasks that actually consume assessment librarians' daily work time, and their efforts to acquire and maintain the knowledge and skills necessary to be successful.

Research or practical limitations or implications (as applicable)

This poster will report on findings from the first phase of a multi-step project; as such, the project will still be in progress at the time of reporting. However, the researchers anticipate that survey analysis should be sufficiently complete to provide a number of interesting and meaningful findings for presentation in the poster.

Conclusions; Originality and value of the proposal

While studies like Passoneau and Erickson's (2014) and Askew and Theodore-Shusta's (2013) have provided an excellent foundation, due to the relative novelty of assessment librarianship there has been little research regarding the nature of these positions. Similarly, there has been little exploration of the educational preparation and continued professional development opportunities for assessment librarianship.

This research will inform employers about assessment librarians' capabilities, skills, and support needs as well as apprising LIS education programs about the educational and professional development needs of students and alumni in this growing field. Practicing and prospective assessment librarians will benefit from this exploration of employers' expectations and requirements, and gain insight into the types of tasks that occupy their colleagues at other institutions. Findings will also provide assessment librarians with welcome information about opportunities for professional development.

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Biographical note

Rachel A Fleming-May

Rachel Fleming-May is an Assistant Professor in the School of Information Sciences at the University of Tennessee. Fleming-May served on the Management Team of the Value, Outcomes, and Return on Investment of Academic Libraries (LibValue) Project, funded by the United States Institute of Museum and Library Services (IMLS). As a former practitioner, Fleming-May is particularly interested in the nature of academic librarianship in the 21st Century and has published and presented widely on the topic.

Type of paper: poster

Notes

Evidence-driven decision-making workshop on space planning

Nancy Fried Foster (Ithaka S+R)

Physical space, often at the heart of a campus, is one of the greatest assets of many academic and research libraries. The regular reexamination of how spaces are utilized provides an important opportunity for library leaders to improve support for research, teaching, and learning, while extending and enhancing community relationships. This workshop is designed to help library leaders gather and interpret evidence to improve their decision making about space design and renovation.

Type of paper: Half day post-conference workshop

Please note: this workshop is offered after the main conference programme for an additional fee. Northumbria Conference delegates receive a discounted rate for this workshop. For more details, and to register, please visit *https://ithakasrspacedesignnorthumbria.eventbrite.com*.

Biographical note

Nancy Fried Foster is Senior Anthropologist at Ithaka S+R, where she helps libraries and universities understand academic work practices in order to design better spaces, services, and technologies.

Whys, hows and results of participatory design of academic libraries

Nancy Fried Foster (Ithaka S+R)

For years academic libraries, using traditional approaches to design, made incremental improvements to spaces, services and tools with excellent results. Recent transformations in the ways people do academic work have made it necessary to find alternative approaches to library design. One alternative, participatory design, engages the people who work in and with libraries in the design process, especially during the early phases when the overall purpose and vision are clarified. In this presentation, Nancy Fried Foster will provide a brief overview of the participatory design process and one of its main methods, work-practice study. Examples from recent projects will illustrate a variety of design techniques and outcomes. Dr. Foster will make a case for the value of this approach, especially in sharpening foresight, if not prediction, and in breaking with precedent across services, technologies and spaces.

Type of paper: keynote speech

Biographical note

Nancy Fried Foster is Senior Anthropologist at Ithaka S+R, where she helps libraries and universities understand academic work practices in order to design better spaces, services, and technologies.

How Canadian librarians practice and evaluate individualized research consultations in academic libraries. A nationwide survey

Karine Fournier (University of Ottawa), Lindsey Sikora (University of Ottawa)

Introduction and Purpose

Library users often present themselves with requests for help and guidance, with varying degrees of difficulty. As such, librarians in most academic institutions have been transitioning away from a service point (ie reference desk), to more specialized and advanced assistance through referrals made by paraprofessionals or by the creation of individualized consultation services for students and researchers.

In reviewing the literature, it was found that individualized consultations have not been studied as thoroughly as group instruction. While one-on-one consultations have been described and monitored, there is a lack of evidence assessing this type of student support.

For this reason, a closer examination of the practices, and assessment of individualized research consultations is needed.

Pertaining to their own experience, and by reviewing the literature, the authors have defined Individualized Research Consultations (IRC) as scheduled appointments that aim at helping researchers and students with their research projects, including, but not limited to, the literature review process. This study explores individualized research consultation practices of Canadian academic librarians with their student population and researchers. The study's research questions include: What are the general practices of individual consultations among academic librarians in Canada? What assessment tools are they using to obtain feedback, measure their impact and improve their consultation services?

Methodology

A bilingual (French and English) questionnaire was issued, with a generic definition of individualized research consultations provided. The questionnaire included general demographics and background information on individualized research consultations practices among Canadian academic librarians, followed by reflective questions on the assessment process of such practices. The survey included both structured and open-ended questions. The survey was anonymous and was managed with a password protected private account. Ethics approbation was obtained by the University of Ottawa Research Ethics Board. The questionnaire was sent to Canadian academic librarians via email, using professional librarians associations' listservs. Twitter was used as well for dissemination. All questions were optional and the participation was voluntary. Data collection took place from August to October 2014.

Findings

With an unknown and very narrow target population (eg Canadian academic librarians providing individual consultations), the response rate of 296 can be deemed as positive.

All type of institutions, small to large, were represented, as well as all academic disciplines, with the majority of respondents from the arts and humanities, the health sciences, and the social sciences. Results show that individualized research consultations take between 30 to 59 minutes for the majority of respondents, and they have either no follow-up appointments, or less than 50% of the time. Most respondents spend time preparing before an individualized research consultation. The majority of participants rated individualized research consultation as very useful for the user.

Individualized research consultation assessment practices were found to be scarce among Canadian academic librarians; the majority of respondents indicated no formal methods of assessment, relying upon informal comments from users. Usage statistics compilation and analysis appears to be the most popular method of assessment. Participants were asked how the impact of individualized research consultation can be assessed, and most stated that obtaining user satisfaction was the method of choice in their institution. An in-depth analysis of the survey's results will be discussed.

Research limitations or implications

It needs to be acknowledged that the study is exploratory in nature as this is the first study solely dedicated at examining academic librarians' individualized research consultations practices.

It would be interesting to observe individualized research consultations practices in other countries, and comparisons between countries could be performed.

Conclusion

It is hoped that with the results obtained, an assessment tool will be created to help enhance librarians' understanding of the impact of individualized research consultations on students and researchers. This may influence how academic librarians conduct individualized research consultations in the future, affecting their day-to-day practice.

Originality and value of the proposal

- Studying a sphere of research in information sciences that is not yet thoroughly documented should produce innovative and unique research results.

- Librarians across Canada run individualized research consultations in very different formats. The survey that was constructed and disseminated contains feedback and information that could be used to observe other librarians' methods of conducting individualized research consultations and pulling together "Best Practices". Recommendations will contribute to future improvements to individualized consultation services across Canadian academic libraries.

Biographical note

Karine Fournier

Karine Fournier is the Head of References Services at the University of Ottawa Health Sciences Library since 2005. She has worked closely with the Faculty of Medicine and the Faculty of Health Sciences over the years. She is the subject specialist for the Health Sciences, the Nutrition and the Human Kinetics programs. Her research interests are directed towards improving services for academic library users, and in the development of university students' information literacy competencies.

Type of paper: paper (20 minutes)

Notes

Measuring Information Service Outcomes in academic libraries: findings and insights from the MISO Survey

Katherine Furlong (Susquehanna University), David Consiglio (Bryn Mawr College), Neal Baker (Earlham College), Joshua Wilson (Brandeis University), Gentry Lankewicz Holbert (Spring Hill College), Craig Milberg (Davidson College), Kevin Reynolds (Wofford College)

Introduction

About this proposal

The MISO Survey Team proposes three linked papers, each of which provides compelling insights to inform library planning and guide library leadership. Paper 1 will provide an overview of the MISO Survey and present a summary of high-level findings. Paper 2 will explore cross institutional findings about place-based, in-person, and online library services as well as institution-specific findings from Lafayette College (Easton, PA, USA) and Earlham College (Richmond, IN, USA). Paper 3 will investigate the views of faculty at different career stages regarding library services across institutions and compare those findings with institution-specific views from Brandeis University (Boston, MA, USA). Following the presentation of each paper, MISO Survey Team presenters will lead participants in a brief discussion about findings and how they might be actionable at participants' institutions. After all three papers have been delivered, presenters will lead a longer, more wide-ranging conversation about the implications of these insights for the development of the 21st-century academic library.

About the MISO survey

The MISO Survey is a web-based quantitative survey designed to measure how faculty, students, and staff view library and technology services at colleges and universities. This paper will introduce the MISO Survey, its development and future, and explore benchmarks and trends gleaned from the aggregate data.

The MISO Survey was originally developed in 2005 at Bryn Mawr College in Pennsylvania, USA by a consortium of higher education institutions which desired to assess library and technology services by using a single instrument. The Survey has now been has been successfully implemented at over 100 institutions as varied as internationally recognized institutions such as Harvard University to locally focused two year colleges such as Tallahassee Community College. From 2012 through 2015, 99 unique institutions participated in the Survey -- an average of nearly 35 institutions each year. The Survey is managed by an all-volunteer team of library & IT professionals from various participating institutions throughout the United States.

The MISO Survey's unique methodology delivers response rates that set the standard for library and IT surveys. Such strong response ensures that participating institutions receive solid data to inform decision-making. Most MISO Survey schools report response rates at or above 50% for faculty, undergraduates, and staff. From 2012-2014, the aggregate MISO Survey response rates were:

Faculty – 58.5 %
Students – 49.4 %
Staff – 53.6 %

In an environment where libraries are increasingly dependent on information technology, assessing library services in the context of IT brings layered intelligence to data-informed decision making. The MISO Survey provides academic libraries comprehensive data on library and technology services in an economic environment where every decision counts.

Research and practical limitations common to all three papers

The MISO Survey is a quantitative survey of user perceptions, and not all assessment pundits agree on the extent to which self-reported user perceptions matter. If one harbors skepticism about the validity of user perception assessments, the MISO Survey is not for them.

The MISO Survey Team enjoys an established presentation record in the USA (www.misosurvey.org/about/presentations), and the 11th Northumbria Conference would be its second international venue. Related practical limitations may be that UK and Irish institutions have not participated in the MISO Survey so the USA-centric findings might not be as germane to colleagues in York, Edinburgh, Dublin, and beyond. However, given previous LibQUAL+ presentations at Northumbria, we are confident that the MISO Survey methodology and findings will be of interest to assessment colleagues from around the globe. The MISO Survey Team is eager to learn from and partner with institutions worldwide.

PAPER 1. The MISO Survey: an introduction and overview

Purpose

In the framework of a MISO Survey panel, this paper will provide an overview of the history and methodology of the survey, and explore benchmarks and trends developed from the aggregate survey data. The paper will discuss the current state of the survey, and also serve as a springboard to two subsequent papers that will provide deeper focus into the ways that institutions have used the survey data on their own campuses.

Approach

At its core, the MISO Survey is a customer satisfaction tool for academic library and information technology (IT) organizations. MISO has three distinct survey instruments for each of the primary campus constituents – faculty, undergraduate students, and staff – and differentiates survey items for the different populations. The MISO Survey asks respondents to self-report the frequency of use, the importance, and satisfaction with up to 82 different library and technology service points and resources. The survey measures “soft” items such as library and IT communication with campus constituents, staff attributes at service points, and respondents’ self-reported skill level and interest in further learning. The survey also captures how library and technology tools are used, the ownership of various electronic devices, constituent demographics, and respondents’ comments.

The MISO Survey sets itself apart in several aspects, including the content of the survey instruments, research methods, survey management, and the tools it provides participating institutions to facilitate their own post-survey data analysis. The MISO Survey maintains a set of guiding principles from development to current operation. The guiding principles optimize the validity, reliability, and comparability of the survey data collected while meeting the shared needs of the participating institutions. This paper will explore these principles and offer a lens into the MISO Survey's role in the library assessment arena.

Findings

The paper will discuss 2014 data benchmarks and trends relating to these and other areas related to library service:

- The relative importance placed on a wide range of services by faculty and undergraduate students
- Services increasing in importance and those decreasing in importance over time
- Services considered highly important but somewhat dissatisfactory by campus constituents.

Originality and Value of the Proposal

This paper is the first of three linked papers that together will provide an in-depth look at the MISO survey. We will also discuss the future of the survey, including an overview of the the survey's first split sample design (to be piloted in Spring 2015) and a discussion of the possibility of continuous mixed mode assessment using a MISO-type survey (in pre-alpha development now).

PAPER 2. Demonstrating the Value of "Library as Place" with the MISO Survey

Purpose

The purpose of this paper is twofold. It first anatomizes cross institutional benchmark data about "library as place" collected by 99 United States college and university participants in the MISO Survey (www.misosurvey.org) between 2012-2014. The cross institutional benchmark data demonstrates the value of "library as place" to students in particular. Second, we share case studies of how two college libraries made MISO Survey "library as place" data actionable to great effect in their own campus contexts. Lafayette College (Easton, Pennsylvania) analyzed local MISO Survey data after a major renovation to validate return on investment. Earlham College (Richmond, Indiana), in contrast, analyzed MISO Survey data to help secure a major science library renovation and to justify an architectural makeover feasibility study for its main library.

Approach/findings

In the framework of a MISO Survey panel, this particular paper's approach is to demonstrate the value of "library as place" by means of both United States national findings and local assessment communication strategies.

The paper begins with analysis of "library as place" using aggregate benchmarks derived from United States college and university respondents between 2012-2015. Specifically, the paper contrasts student and faculty perceptions of "library as place" via the following findings:

- Comparison of "Place-Based" Library Services Use Benchmarks
- Comparison of "Place-Based" Library Services Importance Benchmarks
- Comparison of "Place-Based" Library Services Satisfaction Benchmarks

- Comparison of Hybrid Online/"Place-Based" Library Services Use
- Comparison of Hybrid Online/"Place-Based" Library Services Importance
- Comparison of Hybrid Online/"Place-Based" Library Services Satisfaction

Comparison of the six "library as place" aggregate benchmarks shows dramatic differences in student and faculty perceptions, with undergraduates as our primary, location-based stakeholders. Here are a few select findings from this analysis:

- Undergraduates make more frequent use than faculty of place-based services such as reference, equipment loans, and physical course reserves. Undergraduates also find most of these services more important than faculty do.
- Faculty, by contrast, make generally more frequent use than undergraduates of online services such as library databases, the library catalog, and interlibrary loan. They also find these services to be more important than undergraduates do.
- Faculty and undergraduates use newer library discovery systems with equal frequency and find them to be equally important.
- Undergraduates find comfortable library spaces to be very important, and faculty consider them to be only a bit less important. Undergraduates, however, value quiet work space and study carrels a great deal more than faculty do.
- Pivoting from higher education to individual, local perspectives, two case studies reveal how academic libraries used MISO Survey findings to demonstrate:
- ROI (return on investment) in facilities renovation (eg Lafayette College) via longitudinal analysis of local student and faculty "library as place" perceptions.
- Investment in facilities renovation (eg Earlham College) via comparative analysis of local student and faculty "library as place" perceptions with the survey cohort.

As such, the Lafayette and Earlham case studies approach the value of "library as place" in different ways. Their local assessment communication strategies both affirm the value of library facilities to their campus constituents, but their methods and findings diverge via a local preference for either longitudinal or comparative analysis. In both cases, however, the institutions mobilize MISO Survey findings to tell compelling, data-driven narratives about "library as place."

Originality and value of the proposal

This is the first paper using MISO Survey data to focus on the importance and satisfaction of place-based library services cross institutional comparisons for students and faculty. Previously published research using MISO Survey data has compared the use of place based library services. This is also the first paper to offer case studies about how institutions use MISO Survey data to demonstrate the value of "library as place."

PAPER 3. What faculty need: insights from the MISO Survey

Purpose

This paper seeks to explore emerging faculty views of library and IT services. Faculty are a critically important constituency; their needs are rapidly changing as older faculty retire while younger scholars take a place of prominence. As this demographic shift proceeds, library and IT leaders must face several critical questions. What choices must libraries and IT organizations make over time about the services they provide? What should these leaders consider as they plan for the future? What should an information services organization look like in the years to come? These insights are especially important as we transform our libraries to serve the growing population of younger faculty at our institutions.

Approach/findings

This paper draws upon two analyses of faculty data gathered via the MISO Survey. The first is a cross-institutional analysis of more than 32,000 responses from faculty members at nearly 100 institutions gathered by the MISO Survey between 2005 and 2015, and the second is a similar analysis of nearly 300 MISO Survey responses from faculty at Brandeis University in 2014. For both analyses, researchers grouped responses by faculty age (30 and younger, 31-40, 41-50, 51-60, and 60+) to reflect tenure status, rank, and career stage. Within each age group, researchers examined the level of importance and satisfaction with which faculty view each measured service.

While many librarians and technologists cite anecdotal evidence showing that faculty use and value services differently after achieving tenure than before, this research indicates that age and career stage are more powerful drivers of the changes in the way faculty view library and IT services. Below are some broad highlights from this analysis:

- Younger faculty find information services to be more important compared to older faculty, but they tend to be less satisfied with the delivery of these services.

- Services that provide direct access to digital collections, academic information, and other content are of greater value to faculty than support services.

- Younger faculty consider support services to be less important than older faculty.

In addition, this research offers provocative insights about individual services that

underscore this magnitude of the challenge faced by libraries and IT organizations as the faculty population grows younger. Among these insights are the following:

- Early-career and mid-career faculty consider both the online catalog and library databases to be highly important. Their more senior colleagues find library databases to be less important than the online catalog.

- The importance of academic support services is greatest for faculty in the middle of their careers, while younger faculty find these services to be less important.

At Brandeis University, faculty respondents tend to hold similar views although there are key differences that separate individual and cross institutional findings that are worthy of discussion. Among these differences are the following:

- Cross institutionally, younger faculty find library discovery systems and databases to be more important than older faculty do. At Brandeis, these resources are no more important to younger faculty than to their older colleagues.

- Cross institutionally, early-career and mid-career faculty find library instruction services to be more important than their older colleagues do. At Brandeis, there is no difference between faculty age groups in the importance of this key service.

- While younger faculty across institutions are less satisfied with the delivery of information services than their older colleagues, at Brandeis there is little difference in satisfaction between faculty age groups.

Originality and value of the proposal

This paper is the first to examine differences in the views of library and IT services held by faculty at different career stages as well as the first to compare aggregate and local findings in this vein. In addition, this is the first presentation of this research outside the United States.

Insights from this research are extremely valuable to librarians and library leadership as they seek to meet the emerging needs of a new generation of faculty. Current approaches that rely on extensively-resourced support services should be re-evaluated and re-engineered as graying faculty give way to younger faculty. The budget constraints now faced by most institutions complicate these decisions and make this transition even more difficult to execute smoothly.

Biographical note

Katherine Furlong

Katherine Furlong is Director of the Blough/Weis Library and University Librarian at Susquehanna University. Katherine has written and presented extensively on library administration, the MISO Survey, management and instruction. Katherine's co-edited book, Letting Go of Legacy Services: Library Case Studies was published by ALA Press in 2014. She has served as president of the local chapter of ACRL and is presently the President of the Board of the Pennsylvania Interlibrary Delivery Service.

Type of paper: three linked papers, presented by a panel: research paper/case study

Notes

Stop chasing unicorns: setting reasonable expectations for the impact of library instruction programs (and other library services) on student success

Laura W Gariepy (Virginia Commonwealth University Libraries), Bettina Peacemaker (Virginia Commonwealth University Libraries), Valeriana Colon (Virginia Commonwealth University Libraries)

Purpose

In an age where libraries are increasingly expected to demonstrate their impact on student success, librarians often undertake research and assessment projects examining the relationship between library instruction programs and large scale indicators of student success such as GPA and student retention. Research findings have been mixed at best, often showing no statistically significant relationship between library instruction programs and GPA or retention, particularly when examining library instruction programs comprised of course-integrated instruction sessions (sometimes referred to as 'one-shot' sessions). This creates a frustrating, perplexing, and even alarming conundrum for teaching librarians who see anecdotal evidence on a daily basis of how students benefit from librarian-led instruction. It may lead one to question: is librarian-led instruction really contributing to student success?

In this presentation, we make the case that nonsignificant findings of this sort do not mean that library instruction is ineffective in enhancing student success. Instead, we explore the notion that these types of results are often a consequence of selecting 'mismatched' independent and dependent variables. In an effort to demonstrate big picture impact, it is tempting to select dependent variables that are not sensitive enough to detect differences resulting from library instruction. The primary purpose of this presentation is to discuss the importance of selecting 'well-matched' independent and dependent variables in quantitative research designs to maximize the possibility of detecting discernible impact of library instruction on indicators of student success. While we use the impact of library instruction programs as an example to make our case, the conceptual importance of sensitivity in variable selection is applicable to quantitative research designs of all types, regardless of the topic being studied.

To demonstrate the importance of this concept, we share our own experiences examining the relationship between course-integrated library instruction and undergraduate student GPA at Virginia Commonwealth University.

Methods

We obtained a disproportionate stratified random sample of 500 students enrolled in one of VCU's ten largest majors (50 students from each major). We combined data about each student's enrolled courses with our records of which classes received course-integrated library instruction to determine how many minutes of library instruction each student received in a four year period. We conducted two statistical analyses to investigate the relationship between library instruction and GPA:

- A bivariate correlation examining the relationship between amount of library instruction received and GPA.

- An independent samples t-test examining the differences in mean GPA of students in two groups: those who received 150 minutes or less of library instruction in a four year period; and those who received more than 150 minutes in a four year period.

Findings

The correlational research yielded no statistically significant relationship between amount of library instruction received and GPA. The t-test showed no statistically significant difference in mean GPA for students who received more than 150 minutes of librarian-led instruction, and those who did not.

Conclusions

The fact that the analyses showed no significant relationship between library instruction and GPA is, in retrospect, unsurprising. It is unlikely that two, three, or even four course-integrated library instruction sessions throughout a student's undergraduate career are likely to have a practically significant measurable impact on a dependent variable as complex as GPA. The same would be true of considering how this type of library instruction might affect retention. In most cases, we are chasing a unicorn – a nearly mythical statistical relationship between variables that it is rarely seen. When it is seen in the library literature, effect sizes are typically very small (if they are reported at all).

We sell ourselves short and fail to contribute to our own understanding of the extent to which library instruction can enhance student success when we select large scale indicators such as GPA or student retention. Considered in the context of most library instruction programs, these types of measures are not sensitive enough to detect impact. By instead focusing our energies on examining the impact of library instruction on more sensitive dependent variables, such as performance on assignments directly tied to the learning outcomes of library instruction sessions or on measures designed specifically to assess student learning as it relates to information literacy, we gain a more detailed understanding of our impact on student success, and thus how we can enhance it further. We are also more likely to see statistically significant results with large effect sizes. Demonstration of library instruction's impact on smaller scale dependent variables with adequate sensitivity can still serve as evidence of important contributions to students' success when presented with a logical chain of reasoning about the connection to larger scale indicators of student success.

Originality and value of the proposal

This proposal encourages librarians to embark thoughtfully on research projects examining the impact of library instruction programs, and other library services, on indicators of student success. In an age of accountability where bigger is better when demonstrating impact in both K-12 and higher education settings, it is imperative that librarians understand that selecting the right variables to demonstrate value can make or break the likelihood of a research project to detect meaningful effects of library services.

Biographical note

Laura W Gariepy

Laura Gariepy is the Head of Teaching & Learning at James Branch Cabell Library at Virginia Commonwealth University (VCU). She is also pursuing a PhD in Educational Evaluation at VCU, focusing on demonstrating the value and impact of academic libraries and effective program evaluation in the context of libraries.

Type of paper: paper (20 minutes): research paper/other

Notes

The devil's in the details: evaluating the implementation fidelity of library services and programs for quality enhancement

Laura W Gariepy (Virginia Commonwealth University Libraries), Megan Hodge (Virginia Commonwealth University Libraries), VM Teresa Doherty (Virginia Commonwealth University Libraries), Dennis Clark (Virginia Commonwealth University Libraries)

Purpose

This paper explains the importance of evaluating implementation fidelity of library services as an essential step in enhancing quality. "Implementation fidelity" measures how closely a service implementation aligns with the vision for the service as originally intended (Scheirer, 1994).

Assessing implementation fidelity is an often overlooked step in the process of evaluating services and programs. While user feedback is important, it does not provide a full picture of services offered and how they might be improved. Assessing implementation fidelity allows us to identify implementation shortcomings or inconsistencies, which serves as a useful complement to user feedback and provides a clear path for improvement of services.

To demonstrate the unique and significant results of this type of formative assessment, we describe an evaluation of the implementation fidelity of a consolidated service point in a research university library. In August 2013, the library adopted a new model for providing research assistance, circulation, and reserves services from one location, as opposed to three. The new service point -- 'the Desk' -- required a holistic revision to the library's service model to ensure that questions of all types and levels of complexity could either be handled at the Desk or referred to the appropriate person or department. While the Desk itself is staffed exclusively by paraprofessional staff, librarians and other departments throughout the library are available "on call" for a set number of hours per week to handle complex questions immediately. During hours in which librarians are not on call, Desk staff refer patrons to librarians or other departments for follow-up.

One semester after implementing the new service model, we examined whether the implementation mirrored what was originally envisioned in order to make improvements. We developed evaluation questions including:

- To what extent do staff and librarians understand and carry out the new service model as it was originally envisioned?
- To what extent are staff following the correct procedures for making a referral from the Desk?
- What are staff and librarians' perceptions of the implementation of the consolidated service point and model, including strengths and challenges?

More simply put: did we successfully implement the model as we envisioned it, or are we experiencing some degree of implementation failure?

Methods
We evaluated the implementation fidelity of the new service model by collecting data from the librarians and staff members who work within it (a separate evaluation will focus on user perspectives in Spring 2015). We employed a mixed-methods design using secondary data analysis of statistics collected by the library, unstructured observations of Desk operations, and staff/librarian surveys and focus groups in order to answer the evaluation questions.

Findings
Many themes emerged from the data, including:

- Ambivalence about the success and viability of the Desk and its service model from both librarians and staff.

- Concerns about the quality of service users receive at the Desk due to (1) a perceived lack of training of Desk staff, despite plans for an ongoing training program; (2) high volume of activity at the Desk; and (3) inadequate staffing.

- Infrequent referrals of medium- to high-complexity questions to research librarians and other departments.

- Overwhelming numbers of equipment transactions such as laptops and headphones, which diminished quality in other service areas.

- Inadequate staffing of the Desk and imbalanced staff workloads in which some staff were overwhelmed while others did not have enough work.

- Increased time and flexibility for librarians to focus on teaching, outreach, and the provision of in-depth research assistance than when they regularly staffed a reference desk.

The evaluation was participatory, encouraging staff and librarians to review initial findings in order to assist evaluators in developing recommendations to improve the implementation.

Conclusions
Evaluators concluded that while some aspects of the implementation of the Desk and the new service model were successful, there were numerous problems that indicated some degree of implementation failure. Evaluating the implementation fidelity of the consolidated service point proved an invaluable step in understanding the nature of the service and how it can be improved. In the future, it will complement user feedback to support informed and thoughtful decision-making about the future of the service model.

Originality and value of the proposal
This proposal describes a highly useful model for formative evaluation that is infrequently mentioned in library literature. Scheirer (1994) places equal emphasis on the importance of assessing a program's process as well as its product to fully understand its value and how it might be improved.

This evaluation was unique because it focused on quality of implementation, as opposed to skipping directly to quality of service as perceived by users. While the latter is crucial, focusing first on whether or not the model was implemented as intended helps discern between implementation problems and problems with the model itself. The importance of this distinction cannot be understated as libraries refine, transform, and in some cases, eliminate services. In an age of high accountability to stakeholders, it is increasingly important for libraries to possess deep understanding of our services so that we can thoughtfully leverage user feedback in concert with our own knowledge of the complexity of our offerings.

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Biographical note

Laura W.Gariepy

Laura Gariepy is the Head of Teaching & Learning at James Branch Cabell Library at Virginia Commonwealth University (VCU). She is also pursuing a PhD in Educational Evaluation at VCU, focusing on demonstrating the value and impact of academic libraries and effective program evaluation in the context of libraries.

Type of paper: paper (20 minutes): case study

Notes

TED Talk Tuesday: supporting professional development as a change management tool

Jamie M Gray (University of Washington)

Purpose
The library profession has been undergoing rapid changes for some time now. The last decade has challenged us to rethink our branding, metrics, budgets and service models. New emphasis has been placed on articulating our value, succession planning, and navigating sweeping changes in the areas of technology and education. Viewing our work through the lens of these changes can be daunting. Especially when dealing with multiple changes at once. To be successful in this time of transition requires creativity, and a commitment to lifelong learning. However, finding mechanisms for continuing education can be a challenge when paired with the daily demands this new landscape creates. The goal of this project was to find a low cost, low maintenance, fun way to engage and support staff in continuing their professional development during a period of transition. It was also conceived as a management tool to encourage professional development among team members with varied commitment to training.

Approach
Beginning in the fall of 2014, an initiative called Ted Talk Tuesday was born. As this was a trial project, the Public & Research Services department was selected for testing. For this pilot, each liaison signed up on a rotating weekly schedule to post a new online video to an internal LibGuide. LibGuides was chosen as the vehicle for this project since it was a technology the librarians were already familiar with, could be kept internal, and allowed for tracking usage. The video needed to fit certain predetermined inclusion criteria, such as length and availability (read FREE), and include a brief annotation about the content. All team members are encouraged to find videos of personal interest to them. At the weekly liaisons meeting the liaison then gives a brief elevator talk about what they chose to post and why. Assessment of the success of this project is focused on the participation of all team members, analyzing the quality of content provided (annotations and number of posts), page views, and the observed engagement of the liaisons while they present (and subsequently receive) their selected videos.

Findings
We are still currently gathering data on this project. Initial observations have shown favorable results. The scope of videos included is varied and ranges from practical (such as how to make a scientific poster) to more lighthearted (yoga for the office). Since liaisons can select videos that are of interest to them, most are excited to share what they have found with colleagues. The elevator speeches are generally engaging, and most remember to talk about their videos without provocation. Although several staff have admitted to being unable to find time to view others posts as of yet, they have contributed their own and express interest to use the video library in the future. This contribution ensures that all members of the team are doing some level of professional development, although there are still variations among individuals. Some liaisons have chosen to forego the video in favor of more traditional articles. However, in these instances multiple resources have been included with appropriate annotations.

Implications
Due to the low cost, ease of use, and freedom to pursue personal interests the implications for staff development are limitless. Depending on the continued success of this project,

discussions surrounding whether to expand this initiative to include guest postings or additional departments are pending.

Conclusions

In a rapidly changing profession, staying current is imperative to being successful. Utilizing ready-made, quality content, that is freely available, is an easy move for leadership to encourage and support. By allowing individuals the freedom to select content that is of interest to them, management encourages participation (and thus education), while building a library of quality training materials. Managing change can be difficult for any environment however, instituting a simple project like TED Talk Tuesday can demonstrate leaderships commitment to developing their staff regardless of industry challenges.

Biographical note

Jamie M Gray

Jamie Gray holds an MLS from the University at Buffalo. Currently, she serves as the Associate Director for Administration and Liaison Services at the University of Washington – Health Sciences Library. Her professional interests include evidence based medicine, project management, cultivating workforce engagement and disaster preparedness.

Type of paper: poster: case study

Notes

Articulating value and impact through outcome centred service delivery: the Student and Learning Support Service experience at the University of Sunderland.

Kay Grieves (University of Sunderland), Oliver Pritchard (University of Sunderland)

Purpose

Evidence of value, impact and outcome has arguably never been a more precious commodity in securing, maintaining and developing services to our academic communities. In a fast changing, sometimes financially uncertain and increasingly consumer-led HE landscape proving value and worth is at a premium.

The articulation and demonstration of the value and impact of our services to key stakeholders is the driver for all aspects of strategic service planning and delivery at University Library Services, Sunderland. The fulcrum of our approach is our Quality Model.

Building on previous work, this paper will share how our now embedded and matured Quality Model is enabling us to nurture an agile evidence base so that we can successfully and powerfully articulate to our various stakeholders, the impact, value and value for money of our services in-line with University strategic objectives and KPIs.

Through a comparative case-study approach we will demonstrate how our models can be applied in both a library and student services setting and how the concepts and approaches are transferable, within the context of a converged Service delivery.

Methodology

We will provide an overview of our innovative and self-formed methodology, from the initial creation of our Quality Model to its now mature and embedded state.

We will explore how our Quality Model embodies a holistic approach to addressing specific priorities at Sunderland all of which were vital pre-requisites to a new approach to value and impact capture:

- Re-focusing our perception of performance from outputs to outcomes
- Embracing values and cultural change as a business organizational model
- Re-defining our customer relationships so as to facilitate the articulation of expected contribution and capture of impact evidence

We will make particular reference to the central role of strategic marketing techniques within our methodology. How, through our 7 Step Marketing Toolkit we employ marketing techniques to shape mutually beneficial customer relationships; inform our culture of outcome-led service delivery; effectively articulate expected outcomes, changes and benefits and capture actual impact evidence.

We will then illustrate and evidence, via selected case studies, how the maturing and embedding of the guiding principles of our Quality Model have more recently enabled significant advancements in our ability to:

- Embed a performance management culture based upon articulating value and impact which drives service planning and delivery.
- Strategically articulate expected service outcomes to our customers and use our relationships with them to generate actual evidence of impact and difference made.
- Maintain a relevant evidence base from which we can draw data and impact evidence to articulate our impact and value to stakeholders and key influencers.
- Use this evidence base to generate the input, output, outcome and impact evidence that draws on the AMOSHHE Value and Impact framework (3) and explore how that framework is enabling us to generate a new level of evidence statement in the form of "value for money" judgments.

Findings

We will share with reference to case studies in both library and student services settings, examples of:

- How strategic articulation of core expected outcomes generates an evidence base to demonstrate actual impact against organizational priorities and KPIs.
- How this evidence base provides both qualitative and quantitative evidence to support our articulation and demonstration of impact and value.
- How we have successfully presented this value and impact data to stakeholders.
- How this evidence has been used within the AMOSHHE Value and Impact framework to demonstrate impact and value for money.

Conclusions

We will explore some of the conclusions that have become apparent to us throughout the development of our to value and impact model:

- That a commitment to the articulation and evidencing of value and impact evidence drives service planning and delivery – it cannot be an "add on".
- How strategic objectives and KPIs inform impact "capture" and therefore ensure a relevant evidence base is created that can be articulated in relevant ways to all stakeholders and key decision makers.
- The importance of strategic marketing in the formation and delivery of a benefit based, impact focused performance model .

- How, once an evidence base is established it can naturally generate the input, output, outcome and impact evidence that draws on the AMOSHE Value and Impact framework and how that framework is enabling us to generate a new level of evidence statement in the form of "value for money" judgments.

Originality and value of proposal
This proposal builds on earlier work at the University of Sunderland. It provides new and we believe, original insight into how rounded value and impact evidence can be sought and generated as a part of established service models and across service areas. The outputs of our work in terms of construct, format and success are unique within our own institution and can add value to the wider Library HE community work on value, impact and outcomes.

Biographical note
Kay Grieves
Kay Grieves is Quality and Marketing Manager at University Library Services Sunderland.

Oliver Pritchard is Assistant Director Student & Learning Support at the University of Sunderland with direct responsibility for both Library and Student Services. Oliver has worked in both Public and FE library settings, is a member of SCONUL Board and Vice Chair of the Performance and Quality Strategy Group.

Type of paper: paper (20 minutes): case study

Notes

Potatoes to patrons: using a variation of R A Fisher's agricultural split-plot model t explore patron perceptions of the Information Control dimension of LibQUAL+

Christopher Guder (Ohio University)

Purpose

This research was originally conducted as my dissertation work at Ohio University. There was a push on campus at the time to move from a research university to a university focused on the concepts of teaching and learning. In an open discussion session with university administration a librarian posed a question inquiring as to how this type of change might affect the library. I thought it would be interesting to explore LibQUAL+ results from two separate institutions with different Carnegie Classifications, and therefore different academic missions, to look for relationships between patron types, Carnegie Classifications, and scores across the minimum, perceived, and desired questions of the Information Control component of the LibQUAL+ instrument. Perhaps by comparing the results from a library affiliated with a research institution to one from a campus more focused on teaching and learning, a school going through the shift from one focus to another would be better able to anticipate changes related to patron needs.

The purpose of this presentation would not only be to discuss the research conducted but also to demonstrate how the explanation of the method of analysis itself can make the results more understandable to audiences with less statistical training or background.

Design, methodology, or approach

A three way between-within subjects ANOVA (a version of Fisher's split-plot design) was conducted. The first between-subjects variable was patron type, which included undergraduate, graduate, and faculty. The second between-subjects variable was Carnegie Classification, which included the two classifications of RU_H and Master's_M. The within-subjects variable had three levels, which in this case functioned as three dependent variables made up of the mean or composite score of the combined eight questions included in the Information Control portion of LibQUAL+, broken in the three categories of minimum, perceived, and desired.

Two academic libraries examined were located in the same mid-west state with an extensive and established consortial catalogue system and were chosen because of their varying academic missions and the availability of the datasets. After using the screening process suggested by LibQUAL and used in the summary statistics provided to institutions by LibQUAL, the final dataset included 833 cases, 535 from the RU_H institution, and 298 from the Master's_M institution. An additional breakdown shows that 499 were undergraduate students, 137 were graduate students, and 197 were faculty.

Findings

The results of the study indicated that Carnegie Classification has no significant effect on how undergraduate, graduate, and faculty respond to the three levels of the Information Control component of the LibQUAL+ survey. As other studies have shown however, there were significant differences with regard to patron level responses. For a more comprehensive look at all seven research questions and their answers please see the complete dissertation here: ***http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1354726349***

Research or practical limitations or implications (as applicable)

This study is necessarily limited in size and scope because of the limitations of the method of analysis. A broader study using the same analysis would be difficult because of the impracticality of adding, for example, additional Carnegie Classifications into the equation. A significant limitation is that LibQUAL results are not typically compared across institutions as the respondents are commenting on separate collections and services. This was minimized by choosing institutions that belong to the same very strong consortial system and have an InterLibrary Loan system in place which essentially creates one enormous collection for all to share.

As this study is small and only included two institutions it is difficult to generalize the findings to a larger environment with institutions with many varying Carnegie Classifications. That said, given the amount of institutions that take part in the LibQUAL survey, datasets exist to repeat this study using varying classifications that are even more extreme than the ones used here. If more studies also show no significant differences in the populations, this could for example have implications for the funding models associated with consortial systems or assist in the collection development activities of those affiliated with the consortial system.

Perhaps more significant than the findings themselves is the method of analysis used, as it is one that while complicated statistically, is relatively easy to explain by using the split-plot studies conducted by R. A. Fisher on which the analysis is based as a starting point. I have found that conceptually it is easier for those without a statistical background to relate to images of potato fields with varying types of potatoes and fertilizer than Carnegie Classifications, patron types, and the multi-level components of LibQUAL results. This could have implications in terms of distributing this type information to decision-making boards or in demonstrating the value of services and collections to outside audiences.

Conclusions

As the t-shirt I just recently purchased states, statistics means never having to say you are certain. This is one, relatively small and simple study which would need to be conducted several more times before generalized statements could be made. In an era where libraries have to prove their worth more and more to the institutions they are affiliated with, any research method or design that can show an interest in data-driven decision making is a valuable one.

Originality and value of the proposal

It would be difficult to speak to the originality of the proposal, but I would say that a possible outcome would be a discussion of the value of translatable results that speak to broader audiences, particularly those outside library settings. Methods of analysis that can be explained in ways that do not involve the word ANOVA have value and will add to a stronger understanding of research questions and results by decision makers.

Biographical note

Christopher Guder

I am currently working as a reference & instruction librarian with liaison responsibilities to the Patton College of Education at Ohio University. In addition to these duties I am also responsible for the adaptive technology resources the library provides.

Type of paper: paper (20 minutes): research paper

Notes

The Logic Model: more than a planning tool

Claire Hamasu (University of Utah), Betsy Kelly (Washington University in St Louis)

Purpose
To describe how the logic model can provide infrastructure for library programming from planning, tracking accomplishments, identifying where adjustments are required, to reporting outcomes.

Design, methodology or approach
The National Network of Libraries of Medicine, MidContinental Region (NN/LM MCR) has used the logic model since 2003 as its core tool for planning and organizing its work. This outreach program is funded by the U.S. National Library of Medicine. Its geographically disbursed librarians work together via technology to carry out six project initiatives. The logic model is used during planning to establish consensus among all staff on expectations and responsibilities. An online reporting tool, developed in 2004, ties staff activities to the logic model for tracking work. Reports are compiled quarterly for each project using data recorded in the reporting tool and are reviewed by the group as a whole. From these reports staff can identify whether the project is going along as planned or whether an intervention is required. At the end of the year, a final report is written for the funding agency based on the work reported against outcomes and indicators from the logic model.

Findings
Writing a logic model is a study in semantics. It is important to be as specific as possible. Due to the funding cycle, there is a 6 month interval from writing the logic model to implementation. Accurately defining terms saves puzzlement down the line on whether an activity was carried out as planned or an indicator was met.

Measurable targets for each indicator encourage staff to continuously evaluate their activities and adjust their work to achieve the desired results. Logic models usually include statements of desired outcomes and indicators which are meant to be the measures of success in achieving the outcomes. Outcomes are based on the NLM goals for the program to enhance access to health information. The outcomes are intended changes that will result from the work and will move the community along to enhanced access. Indicators are written to describe those changes, to be measurable and to articulate a target of achievement.

Writing realistic indicators is a process that improves with practice. Early in the program enthusiasm and the optimism of the librarian staff led to indicators that were unrealistic within a one year timeframe. When many indicators are not met this affects the morale of the team.

The logic model accommodates the unforeseeable and helps evaluate whether an activity is worth doing. It is impossible to identify all the opportunities that staff will face during a year. The logic model runs from the visionary (goals) to the ordinary (activities). When the unexpected arises it can be evaluated on how closely it addresses goals and outcomes and can be tied to that goal or outcome when reporting.

The integration of the logic model into the program is made more efficient with an online report system. The organization had a year's experience of using Word to submit reports, manually

pulling data from those reports, and manually relating what was done to address the different items in the logic model. Having a system that links staff work to the logic model facilitates analysis, decision making, and reporting.

Research or practical limitations or implications (as applicable)

Logic models have been used by not-for-profit organizations for many years. Applying them to measure library and information related work is somewhat less common. Library assessment is a growing interest but few libraries are willing to go through the arduous process of examining their programs, articulating their goals and desired outcomes and establishing measures of success. The NN/LM MCR was, from its inception, committed to demonstrating that its distributed model, unique in the NN/LM program, could be effective. Because staff members work in relative isolation from each other there is not the opportunity for informal chatting and serendipitous ideation. Even with technologies such as email, voice over IP, and shared document spaces via the Internet, the NN/LM MCR librarians carry out their duties mostly independently of their colleagues. However, each of the staff has responsibilities for work that affects others. Having the logic model, which clearly spells out expectations and goals, allows each to contribute to the work of the whole and to be cognizant of the work of their colleagues.

Conclusions

Using a logic model to plan, organize, record and evaluate the work of the NN/LM MCR has facilitated communication for a geographically disbursed organization and enabled reporting its achievements to its funding agency. Creating, managing and reviewing logic models is time consuming but the clarity and organization of expectations that it provides makes the effort worthwhile. The logic model offers a structure for continuous monitoring that enables quick reactions to suspend unsuccessful efforts and to develop new programs and services to enhance access to health information for the 20 million citizens that make up the organization's clientele.

Originality and value of the proposal

The logic model is generally touted as a planning tool. This paper expands the use of the logic model as a tool for planning, tracking and reporting.

Biographical note

Claire Hamasu

Claire Hamasu is Associate Director of the National Network of Libraries of Medicine, MidContinental Region program at the Eccles Health Sciences Library at the University of Utah. She leads a team of 8 librarians in 6 states located in the middle of the United States. The program is funded by the U.S.National Library of Medicine. Its mission is to advance the progress of medicine and improve the public health by:

1 providing all U.S. health professionals with equal access to biomedical information; and

2 improving the public's access to information to enable them to make informed decisions about their health.

Type of paper: paper (20 minutes)

Notes

Evaluating library spaces while developing a 'culture of assessment'

Tamera Hanken (Singapore Management University), Gulcin Cribb (Singapore Management University), Swapna Gottipati (Singapore Management University)

Background

Since 2012, Singapore Management University's (SMU) Li Ka Shing Library has been actively responding to three primary drivers of change. The first is the University's educational initiative to encourage blended learning and project based learning. The second is the need to increase the quality and quantity of Library spaces, to create more quiet spaces, to improve the zoning for teaching and learning activities in support of collaborative, team and project based learning. The third is the Library's own Culture of Assessment initiative to encourage decision making and continuous improvement based on data and evidence.

In late 2013, the Library received funding to begin staged renovations based on a master planning exercise initiated in 2012 which included observational studies, focus groups and interviews to inform space planning. Additional assessment methods included a 2013 LibQual survey, an SMU Student Association survey, student, staff and faculty feedback collected over 3 years.

While the master planning for the Library space renovations were underway, librarians and staff were participating in the Lean Six Sigma Green Belt training offered through SMU's Office of Business Improvement. Methods learned in the training informed space planning decisions and now are informing assessment of the space renovation.

In November 2013, priority library spaces targeted for immediate implementation were identified with objectives to increase seating, provide more flexible multi-use learning and teaching spaces. In August 2014, the renovations were completed which included a 24/7 Learning Commons area with a separate entrance, with two shareable technology enabled project rooms, a reflective area for quiet study, two 'phone booths', study booths and the Hive, a flexible learning space equipped with innovative technology for collaborative, project based learning.

Purpose

At the completion of the first term, December 2014, the Library is performing an assessment to measure the outcomes and impact of the new learning spaces. The assessment activities are providing an opportunity for librarians to apply knowledge and methods as learned in the Lean Six Sigma training to build and enforce management competencies related to continuous assessment and improvement. The results of the assessment will be used to inform continuous improvements to the spaces and to demonstrate the extent the Library, as a flexible learning space, contributes to the success of teaching, learning and community activities.

The assessment will also contribute to the literature that examines how students and faculty engage with learning spaces designed to encourage discussion, collaboration and project based learning. To fully benefit from the assessment, both quantitative and qualitative evaluations and deeper analysis will be undertaken.

Design, methodology or approach

The methodology applied involves both qualitative and quantitative measures to determine the extent the new spaces are meeting the needs of faculty and students; and, to increase the understanding of how the library spaces directly contribute to teaching and learning success.

Methods used, within the Six Sigma framework of *Design, Measure, Analyse, Improve and Control*, includes: focus group results; quantitative and textual analysis of suggestion board feedback; observational studies and LibQual surveys. Each of the methods applied in 2015 will be benchmarked against 2013 results to study the impact.

The previous works majorly focussed on the quantitative studies to study the various aspects of library spaces. However, the qualitative analysis which comes majorly in the form of free text is not analysed for evaluations. In this work, with support from SMU's School of Information Systems, we adopt algorithms from text mining research to aid the analysis of the users' feedback which is expressed in free text. Such analysis aids in the study correlated aspects as well as to discover the users' opinions or suggestions towards the library spaces.

Originality and value of the proposal

Findings will be of interest to other libraries embarking on library space transformation projects as well as libraries interested in using space assessment as a professional learning development exercise.

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Type of paper: paper (20 minutes): research paper/case study

Notes

Building on what works: towards a library assessment capability maturity model

Simon Hart (University of Otago), Howard Amos (University of Otago)

Purpose
This paper outlines the progress toward a library assessment capability maturity model (LACMM) within the context of an activity based benchmarking project across an international network of libraries. The network is developing a shared response to the question: "if we enable and support the academic endeavour how do we measure our effectiveness?"

Approach
The process has been iterative with learning integrated throughout. To frame the development of a LACMM the innovative ACODE technology enhanced learning benchmarks have been introduced. Surveys have been used to assess processes used for representative activities and programmes that support wider institutional strategic imperatives in key areas; the library and student experience and support for teaching and learning.

Findings
A process for mapping these activities to a LACMM is emerging through sustained engagement in the project. A broader set of auxiliary activities have extended the shared development of the project in particular through face to face contact across the network. This contact has resulted in an increased commitment to sharing more detail about individual formative and summative assessment activities. Adapted methodologies allowed each of the libraries to commit resources addressing competing priorities and variant academic calendars.

Research or practical implications
Details of assessment capability are being identified through comparing activities between institutions possessing similar characteristics. This increased understanding of relative performance has implications across the network where accountability and evidence of demonstrated value is increasingly demanded. Quality assurance processes are being strengthened by the identification of best practice assessment activities and though highlighting interesting areas for further investigation.

Originality and value of the proposal
Developing a LACMM drawing from the activities of an international network of academic libraries is unique. This model can support libraries as they increasingly seek approaches to demonstrate value and provide evidence of successful outcomes.

Biographical note

Simon Hart

Simon Hart is the Policy, Planning and Evaluation Librarian at the University of Otago Library, Dunedin New Zealand. In this role he is responsible for developing, implementing and maintaining a structure and process for ongoing evaluation of library services and outcomes to ensure that the Library's strategic goals are achieved. He leads the University's Technology Enhanced Learning benchmarking project and serves on the Surveys Coordination group. He is also currently managing a collaborative activity based benchmarking project across an international network of academic libraries.

Type of paper: paper (20 minutes): case study

Notes

Better benchmarking: a discussion on what works and what could work better

Simon Hart (University of Otago)

Purpose
To share information on benchmarking activities and programmes undertaken across library and information services.

Approach
A roundtable discussion. [where participants share details of benchmarking activities and programmes.

Findings
Participants will learn about the range of benchmarking activities and programmes undertaken across library and information services. They will hear about what works, what could work better, and what is planned to improve benchmarking practice.

Research or practical implications
Practitioners will gain greater insight into undertaking benchmarking activities and programmes. This session will also be relevant to those considering undertaking benchmarking.

Originality and value of the proposal
This discussion will operate to share and foster leading practice.

Biographical note
Simon Hart
Simon Hart is the Policy, Planning and Evaluation Librarian at the University of Otago Library, Dunedin New Zealand. In this role he is responsible for developing, implementing and maintaining a structure and process for ongoing evaluation of library services and outcomes to ensure that the Library's strategic goals are achieved. He leads the University's Technology Enhanced Learning benchmarking project and serves on the Surveys Coordination group. He is also currently managing a collaborative activity based benchmarking project across an international network of academic libraries.

Type of paper: round table discussion

Notes

Increase the joy of working in customer service

Madelene Hartwig (Jonkoping University)

Purpose
In many University libraries there are always a few librarians that feel that they work in the information desk because they have to, not because they want to. This often leads to a bad quality in the service towards the customers. Since the information desk is often the first place where the customer meets the staff, I want to increase the commitment of staff to be able to give the best service possible to the customers.

Design, methodology or approach
In 2014 I started a network of librarians in charge of their customer service teams at several Universities in south of Sweden. Together we meet physically and discuss small and large questions about customer service and quality. It can be questions like “How can we make our colleagues feel more joy in the information desk?” or “What is service?” or “How can we increase our positive attitude towards the customer?”.

It is often difficult to discuss questions about quality with your own colleagues though it’s almost always just a few colleagues that actually want to discuss these questions. Most of them maybe don’t even want to be in the information desk, or just want to mind their own business.

When librarians that work in a customer service desk at a University library, and that actually think it’s funny and gives joy, sit down together and discuss, many ideas pops up. I want to take these questions one step further and discuss with colleagues abroad.

Findings
The expected findings of meeting in a workshop is that we will inspire each other and give each other tips on how to keep our joy in the information desk, and how to increase the joy for us and our colleagues. The joy is needed to be able to provide a good service in the information desk.

Originality and value of the proposal
When I started the network in Sweden with librarians responsible for their customer service teams, it was clear that these discussions must happen outside the own library. When we discuss these questions outside the own working place great things can happen. We can inspire each other in ways we can never do in our own library. I can only imagine what interesting discussion colleagues from different countries, but in the same position, can have.

Biographical note
Madelene Hartwig
I’m in charge of the customer service team at Jonkoping University Library, Sweden

Type of paper: workshop

Notes

Novartis Knowledge Centre's (NKC) Data Analytics and Visualization Project for understanding Resource Utilization

Leifang He (Novartis Knowledge Centre and Knowledge Office), Deborah Juterbock (Novartis Knowledge Centre and Knowledge Office), Michael Sindlinger (Novartis Knowledge Centre and Knowledge Office), Patrick Stritt (Novartis Knowledge Centre and Knowledge Office)

Purpose

The NKC delivers an integrated portfolio of literature resources, services, and internally developed products; to empower the global Novartis Community with high quality published information and services that help drive the company's innovation, growth and productivity goals. The purpose of adding a state-of-the art data analytics and visualization layer to our VALUE (value assessment of library user efficiency) database of resource and service metrics is threefold: for our stakeholders to demonstrate usage and trends; for our service managers to improve our products and marketing efforts; and for our content licensing team with usage-based facts across external literature resources for negotiations. Using this new capability we are able to increase our efficiency and decision making ability in an almost 'real-time manner' with a tool that is easy to use, highly interactive and engaging from a dynamic "dashboard" implementation.

Design, methodology or approach

The eLibrary technology team in collaboration with the NKC management agreed on the key performance indicators (KPIs) on both the operational (monthly usage and product/service groupings) and strategic levels (trends and comparisons).

The eLibrary team designed and implemented the data management processes.

- The employee's user ID is the primary key that links the user to the resource or service with the employee's business association (eg business unit, geographical site and country, job title and role, which are stored in the company's personnel database). These IDs are encrypted for data privacy compliance and results are delivered on an anonymous level by business unit, country, site by service.
- The services are grouped in four major buckets according to how they were gathered.
- All usage data is linked to the user profile.
- The data is analyzed and processed via algorithms/queries and stored in the VALUE database based on the KPIs and service groupings (eg all chemistry resources, all document services aspects, all learning and training aspects).
- The data is time stamped and the format normalized for the time frame display on the visualization layer.

The data output and delivery to the visualization layer is a scheduled automatic process where the 'ready-to-use' tables from the VALUE database are extracted to the visualization source tables at the visualization layer.

"Spotfire" is used as the visualization application behind the "dashboards" as follows:

- The Spotfire source table is a database table with multi-types of data fed by the NKC VALUE database.

- The 'calculated tables' are created according to the KPI requirements for the dashboard displays.

- The operational and analytical dashboards are designed for various audiences.

- The general style of the dashboards has been designed for consistent navigation, consistent look and feel with a color palette, chart styles, and with standard options to do sub-analyses.

- Additional links from the dashboards, (eg service descriptions, impactful customer stories, service enhancements), provide contextual information to changes in metrics.

Results

The NKC is able to much better equipped to communicate with the stakeholders on a regular basis. The internal team is able to analyse and answer questions much faster and efficiently (previously done laboriously via many xlsx charts), and also have richer internal discussions based on facts.

Specifically with the:

- The stakeholders: the NKC governance board, the business division decision makers who review and approve the annual budget allocations. They are interested in trends over the years (by service, country, etc.) and intensity of use between the divisions. The NKC can communicate in a more 'real-time' manner to explain impacts, trends, and proactively and collaboratively agree on action plans for service enhancements.

- Service managers who review the usage of services across business units and countries; and also across the components of a service.

- Product managers who track the use of an internal product according to product modifications or marketing efforts.

- Licensing managers who can review usage across products in a 'discipline' area eg competitor intelligence tools, biomedical databases, etc.

Originality and value of the proposal

The creation of the Data analytics and Visualization layer allows the NKC staff to go the next level in efficiency in analysing the portfolio (literature resources, services and products), and effectiveness with conversations with stakeholders (noted above) to relentless improve and innovate information services. With the underlying database of data since 2010, identification of trends and the factual evidence provides a strong base for resource optimization. The overall concept and frame work has practical value to all types of libraries.

Biographical note

Leifang He

Ms. Leifang He, MLIS. Manager, Knowledge Management in Novartis Knowledge Centre. She has been working on an innovative platform to capture, reveal, and promote the unique values that information services generate in today's knowledge economy. She focuses on impact/outcome model. She co-authored numerous articles and conference presentations in this area in past a few years.

Type of paper: paper (20 minutes): case study

Notes

What role for libraries in learning analytics?

Margie Jantti (University of Wollongong Library), Jennifer Heath (University of Wollongong)

Purpose

This case study provides an overview of the development of an institution wide approach to learning analytics at the University of Wollongong (UOW) and the inclusion of library data drawn from the Library Cube.

Student progress, engagement and retention are critical performance outcomes and key success indicators for universities. Performance influences reputation, funding and rankings. To assure that institutions are strategically positioned and have the necessary agility to optimise learning and learning outcomes and the environments within which learning takes place, new and multi-faceted sources of business intelligence are required. The proliferation of datasets that contribute to new forms of Learning Analytics have been in part enabled through the 'big data' drawn from virtual learning environments, institutional transaction processing systems and the creation of institutional data warehouses to administer and report on these relational datasets. The types of data that can be used for learning analytics include student demographic information, admissions data, online activity, participation or engagement with academic and learning services, assessment data and academic progress data. In many institutions, Library data is not typically included in enterprise reporting systems and data warehouses; meaning that critical act of student engagement with Library information resources is omitted from Learning Analytics by default. At the University of Wollongong the privacy governance framework surrounding learning analytics has facilitated the inclusion of library data (aggregated resource use).

Approach

The capacity and capability to mine the rich sources of data housed in institutional data warehouses offers distinctive competitiveness through improved knowledge and analysis of how and when (or importantly don't) students engage with university life. The Business Analysis and Learning Analytics (BALA) team at UOW is tasked with creating policy, frameworks and infrastructure for the systematic capture, mapping and analysis of data from the across the University. The initial dataset includes: logfile data from Moodle sites, Library Cube, student administration data, and student support service usage data. Using the learning analytics data warehouse UOW is developing new models for analysis and visualisation with a focus on the provision of near real-time data to academic staff and students to optimise learning opportunities.

Library data (enabled through the development of the Library Cube) is being drawn in, providing faculty with multi-faceted views and insight as to whether students are engaging with critical services and applications. The library data forms an important component of the learning analytics dataset that is then used to make the determination as to whether this is indicative of potential risk of student attrition and possibly the need for intervention.

During 2015 there has been widespread uptake of learning analytics across all UOW faculties. Particular focus has been given to the support of large, core first year subjects to support student success with transition to higher education. The interest in utilising learning analytics amongst the academics teaching these subjects has been pleasing and follows on from a successful pilot program that was undertaken in 2014.

Findings

The UOW Library Cube has demonstrated that students who do use Library information resources have improved academic performance outcomes as evidenced in their grades. The reporting cycle from the Cube is sessional, limiting real time monitoring and/or intervention. The distinct advantage of the Learning Analytics model is that the selected datasets are updated weekly, enabling near real time monitoring and intervention where required. Inclusion of the library data with the other often disparate datasets from across the University has enabled development of a comprehensive platform for learning analytics. Future work will include the development of predictive models using the rapidly growing learning analytics data warehouse.

Practical implications

Data warehousing infrastructure, the systematic capture and exporting of relevant library datasets are requisite for the consideration of library data in Learning Analytics.

Conclusions

The ability to enhance the utility of the Library Cube to contribute to new Learning Analytics models and thus an enriched narrative of the student experience is an important and significant milestone in how libraries demonstrate their value and strategic importance in augmenting student learning and student academic performance.

Biographical note

Margie Jantti

As the Director Library Services at the University of Wollongong (UOW) Australia, Margie provides leadership and direction for library services spanning six onshore campus locations and guidance for offshore library partnerships in the UAE and Asia. She is an active member of UOW policy and governance committees.

She is the Deputy President of the Council of Australian University Librarians (CAUL), and for a number of years chaired the CAUL Quality Assessment Advisory Committee and contributes to the CAUL and Council of Australian University Directors of IT (CAUDIT) Leadership Institutes.

Key outcomes at UOW Library for the past 5 years include: significant restructuring of the organisation to extend capacity to support the research community, the creation of the Library Cube (an enterprise reporting system focussing on the impact of library resource usage and students' academic performance) and revitalised approaches to organisational performance monitoring and reporting frameworks.

Type of paper: short paper (10 minutes): case study

Notes

Using social network analysis to understand collaboration in the Library

Ashley Jester (Columbia University), Hayrunnisa Bakkalbasi (Columbia University)

Purpose

The goal of our research project is to understand how collaboration happens among the professional staff of Columbia University Libraries/Information Services. By exploring the collaborative social network of professional staff, we expect to gain insights into the relationships among our staff, the joint efforts expended toward various goals, and the alignment of our organizational operations with our stated strategic vision.

This poster will outline our conceptual approach as well as highlight some of the preliminary findings. We will offer details about our methodology and information about the survey instrument employed to gather data.

Design

We explored different methodologies in order to gather information about the relationships between and among individuals, and we decided that social network analysis (SNA) would be the best fit to our research goal of understanding how collaboration happens within Columbia University Libraries/Information Services.

To investigate how best to implement this methodology in our organizational setting, we initiated a series of conversations with several stakeholders. We began by approaching the library administration, and we expanded our conversations to include small group meetings and open sessions where all staff that could potentially participate in the social network analysis were encouraged to attend and share their feedback.

Through these conversations, we realized that an iterative approach that would build upon the work in stages would be the best route to take. To that end, we began by compiling our individual social network diagrams. Our next planned step is a division-level social network analysis to be conducted in the Spring of 2015, and we hope that we can build upon a successful division-level project in order to expand to other divisions or the entire organization.

In order to gather information about colleagues' social network, we will employ a survey to gather data about collaborative transactions. We define collaborative transactions broadly as any activity in which two (or more) professional staff members work together to accomplish a goal/task/objective. The defining characteristic of collaboration is working jointly; any time staff members are working with someone else (as opposed to working individually), this is collaboration. We will ask staff to self-report information about collaborative interactions over a set time period, and we have engaged in outreach and a collaborative development process to create a survey instrument appropriate for the division participating in data collection in Spring of 2015.

Research limitations

We recognize that survey instruments that rely upon self-reported information fall risk to several possible types of bias. Through our outreach activities, we addressed many of the expected issues and received feedback on the design of the instrument. We also addressed concerns raised about the way that data or results would be shared after the information was collected, and we worked with stakeholders in the research to agree upon a reporting framework that maximizes a balance of information sharing and privacy protection.

Originality

When conducting our literature review, we were surprised to find that no one has conducted a social network analysis in a library context. We are excited to introduce this methodology to a library setting and are enthusiastic about the opportunity to explore the collaborations of staff.

While the specific application of social network analysis in a library setting is novel, we are building this new contribution on a well-established field of research based upon mapping the connections among individuals. Previous work using social network analysis in the context of collaborative networks has revealed some of the areas in which SNA can generate information about organizational and individual behaviour. Overall, the major findings that emerge from the application of SNA to organizations fall into two camps: 1) descriptive information about the existing relationships among individuals and clusters and 2) suggested strategies for enhancing or modifying network structures in line with organizational goals. Our research project is designed to generate information that will be useful to the first class of findings, ie, descriptive information about the current structure of collaboration. Our primary focus will be on generating a series of cross-cutting analyses using the information collected about collaborations through our survey instrument that highlight information revealed about the existing collaborative network. While it is not our primary focus, it is possible that information will be generated through our analysis the provides findings in the second class, ie, possible enhancements or modifications that could affect the structure the collaborative network.

Findings

Our poster will include our individual social network diagrams, created by applying social network analysis techniques to our personal data. We are planning to collect division-level data in the Spring of 2015 and, pending a successful data collection process, we hope to be able to include some preliminary analyses of this data.

Biographical note

Ashley Jester

Ashley serves as the Data Services Coordinator at Columbia University Libraries/Information Services and directs Quantitative and Qualitative Data Services in the Digital Social Science Center. She received her Ph.D. in Political Science from Stanford University in 2013.

Type of paper: poster: conceptual paper

Notes

Exploring the value of RDM services at UCT Libraries

Michelle Kahn (University of Cape Town), Karin de Jager (University of Cape Town)

Purpose of the study

There is a lack of consensus in academic libraries as to what extent they should offer services related to research data management (RDM). The factors contributing to the ambiguity include the absence of institutional and/or library policy related to RDM; a lack of resources for libraries to introduce new services; a need for skills to offer such services; or simply indecision around what services should be offered. It is not always possible, or advisable, for libraries to take on all activities related to RDM (Pinfield, Cox & Smith, 2014).

This study aims to present areas of current and potential RDM-related activity at the University of Cape Town (UCT) Libraries, describing how each could add value to the service the library offers, and suggesting ways of measuring the value of each. In terms of its strategic planning, UCT Libraries is required to show evidence that its activities – in this case, RDM services – will contribute to fulfilling the mission of the institution.

Design, methodology or approach

The study forms part of the UCT Libraries' Values Project. As such, the methodological approaches will be informed by the new ISO Standard 16439 "Methods and procedures for assessing the impact of libraries" (ISO/TC46/SC8/WG10). Data will be gathered from UCT Libraries directorate and staff about their current or planned activities to support research data management at the institution. Lewis' research data management pyramid for libraries (2010) and Corrall's additions (2012) will be considered. Lewis (2010) presented nine areas where libraries could be involved in RDM, if they chose to be, beginning with those activities which would seem to be the simplest for most libraries to implement: ensuring awareness of RDM among librarians; advising researchers about data management; and being active in advocacy around RDM at institutional level. The remaining areas of activity identified by Lewis are less easy to implement, may not be appropriate for all institutional libraries, and may not be of equal importance to all libraries. They include developing repositories for storing data; working with LIS schools to identify RDM skills; and involvement in local and national RDM policy (Lewis, 2010). Corrall (2012) added two activities that support all of those identified by Lewis – that of data collection management and access.

Activities will then be explored according to their potential as value indicators. The ACRL's academic library value checklist (Oakleaf, 2010) outlines possible indicators of value for academic libraries which will be considered in this context:

- an increase in research productivity
- the perceived value of services by users
- a measurable return on investment (ROI)
- an increase in grant awards.

Findings

Results of interviews with key informants will be presented.

Originality and value of the proposal

The problem of RDM services in academic libraries pertains to all academic libraries and this paper will feed into the emerging literature on the subject. There have been no similar studies at academic libraries in South Africa as RDM is still in its infancy in the country.

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Biographical note

Michelle Kahn

Lecturer in the Library and Information Studies Centre at the University of Cape Town and doctoral candidate researching data management practices at South African research-led universities.

Type of paper: short paper (10 minutes): research paper

Notes

Building a culture of assessment: local responses to national trends at the University of Kansas

Greta Kliewer (University of Kansas Libraries), Amalia Monroe-Gulick (University of Kansas)

Purpose
This paper examines the University of Kansas (KU) Libraries' assessment practices in response to the results of two assessment initiatives. The Office of Assessment, in operation at KU Libraries for less than two years, participated in the 2014 LibQUAL satisfaction survey, as well as a locally designed quantitative study of faculty perceptions of the library in 2013. In addition to examining the Libraries' response to both a national-level longitudinal study and a local project's findings, this paper looks at national trends reported in the ARL LibQUAL, Ithaka, and MISO surveys. With limited resources, the Office of Assessment has to conduct a careful examination of both national and local data in order to meet patron needs. Examining national data gives us a picture of the direction in which university library services are moving, and local data provides the context in which we must decide how to most effectively respond to patron needs.

Design, methodology, approach
For this paper, we first examined KU's LibQUAL satisfaction data, and the data collected in our 2013 faculty survey. We then conducted a literature review of national longitudinal surveys (ARL LibQUAL, Ithaka, MISO) to identify trends in patron attitudes toward the library, and consequently areas where patron feedback can be converted into actionable projects that meet their needs. This comparison allowed us to design two projects where a limited amount of resources would have the biggest impact moving forward.

Findings
In our comparison of KU data with national trends, we identified two areas in which we could create evidence-based projects responding to patron needs. The first was a qualitative study to further understand KU faculty researchers' needs and perceptions of the library. The second was a user experience study to better understand undergraduates' use of Primo, the library's web-based discovery interface. As these projects reach the research design stage, we use this paper to appraise how the assessment cycle is becoming part of the conventional workflow at KU Libraries.

Research or practical limitations or implications (as applicable)
With only two full-time employees, the KU Libraries Office of Assessment is limited in the amount of deeper dive studies that we can take on at this point in time. The team selected the two projects mentioned above to focus on, as they seemed to be areas where a limited amount of resources could produce the greatest return. A limitation in our examination of national data is that, aside from the LibQUAL satisfaction indicators, KU Libraries has no longitudinal data that can be compared to national-level surveys. The local surveys that best capture rich data specific to KU have no national counterpart, and other national-level surveys that capture perceptions and attitudes about the library have not been conducted at KU. For this reason we must rely on a more general comparison drawn from the literature regarding trends in patron attitudes, and responses to those attitudes.

Conclusions

While this study is ongoing, an examination of KU Libraries' assessment practices will benefit the Office of Assessment moving forward. The results of the two projects themselves will provide the Libraries with better understanding of both faculty researchers and undergraduates. More generally, this paper will provide the Libraries with a sense of what other universities are concerned with measuring, and how this data is used to respond to patron needs.

Originality and value of the proposal

This study examines assessment, which is not new to libraries, but is relatively new as a conventional part of library services and strategic planning. As KU Libraries begins to develop a culture of assessment, this paper will provide an initial sense of how we are responding to patron needs, and applying national-level trends in a local context. The projects that arose from initial findings will demonstrate patron attitudes towards the library and its services, while this paper will provide the Office of Assessment with indications of how we can (or should) meet patron needs. Ultimately, the paper will demonstrate how the cycle of assessment is becoming integrated in KU Libraries' organizational culture.

Biographical note

Greta Kliewer

Greta Kliewer is a research and data analyst with a background in library science and anthropology. Prior to her work in libraries, Ms. Kliewer used her qualitative training to conduct linguistics transcription for endangered languages, and provide cultural research to US Army social scientists. She enjoys using her holistic research background to provide evidence-based studies that support strategic planning in an academic library setting.

Type of paper: paper (20 minutes): case study

Notes

Getting work done alone, together: a one-day snapshot survey of visitors to a research-intensive university library

Lorie Kloda (McGill University Library), Colleen Cook (McGill University Library)

Purpose

When the McGill University Library embarked upon a feasibility study to reimagine its aging library facilities in the fall of 2014, two foundational questions for planning were: Who is using the library? and, What do users do in the library? It became clear that there were several intuitive, though mutually conflicting and strongly held views of answers to those questions by library and university administrators. It is essential to have credible and dependable data from the local context for high stakes endeavours, especially to information decision making for multi-million dollar building projects. The purpose of the study was to rapidly ascertain who was using the library facilities at the McGill Library and for what purpose. Findings will eventually be used to inform future services, and the building platform for those services into mid-century.

Methodology

For one day in the fall of 2014, during staffed service hours, all persons entering any of the library's branches were stopped and asked to respond to a three-question survey asking them their academic affiliation (discipline), status, and the primary purpose of their visit. Both paper and pencil and an online version of the survey were used to collect data. Data were also categorized by library branch location and hour of entry. All data were collated in a spreadsheet and analysed using descriptive statistics.

Findings

Approximately 15,000 visitors entered the McGill Library during opening hours on the day of the survey. Of these, 44% responded to the survey. The vast majority of survey respondents were undergraduate students enrolled in the humanities, social sciences, and sciences. Students in some disciplines displayed much higher usage of the library compared to others. A mere 2% of university professors visited the library. Discipline was not a reliable predictor of choice of library branch. Most respondents were at the library to work or study independently. Despite the library's location and accessibility in the downtown core, less than 4% of survey respondents were from outside the university.

Limitations

In qualitative terms the survey findings are transferable to urban research libraries of similar size and demographics to McGill University. Results, however, are not statistically generalizable.

Though the findings represent one day in the fall semester, they are theoretically generalizable to the rest of the year, especially for equally busy days. In the summer months, and during the examination periods, the demographics and primary reason for visiting the library may vary.

As the McGill Library system does not require visitors to identify themselves during regular opening hours, it is not known if those who declined to complete the survey differ substantially from those who did respond.

Additionally, they survey provided a closed set of options, allowing respondents to select a single "primary" reason for their visit. Further investigation could allow for more nuanced and numerous reasons for visiting the library. In addition, a more interpretive approach to this topic could reveal library visitors' motivations for using the library in general, and not just the main purpose of their visit.

Conclusions

In conducting high stakes projects, such as building projects, it is important to test one's assumptions and use findings from local assessment projects in planning. The use of library buildings is changing dramatically with the internet and internet delivered library content. The OCLC report, "At a Tipping Point: Education, Learning, and Libraries" (2014) found that most users think of the academic library "as a place to get work done," and not as the "heart of the campus, or "where everything [on campus] comes together" (p. 82). The McGill study echoes those conclusions in a specific, research-intensive context, and contributes to the validity of previous findings. Despite popular writing and journalism suggesting that library buildings are no longer heavily used, and in the context of increased reliance on electronic resources for searching and accessing information, the research library continues to be valued by university students as a place for working and studying.

Implications

This method was effective for rapidly assessing the current status of library visitors as one step in a larger project to understand users of library facilities. Other large research libraries wanting to gather similar evidence may find the one-day visitor survey a practical and informative tool.

Biographical note

Lorie Kloda

Lorie Kloda, MLIS, PhD is Assessment Librarian at McGill University Libraries. Her interests include library assessment, the information needs of health professionals, expert searching for systematic reviews, and evidence-based practice. Lorie is Editor in Chief of the open access journal, *Evidence Based Library and Information Practice*.

Type of paper: short paper (10 minutes): research paper

Notes

Evaluating a digital library through social return on investment

Melissa Lamont (San Diego State University), Jordan Nielsen (San Diego State University)

Purpose

The necessity to communicate the value of the library is apparent in this era of budget constraints and accountability. The ability to communicate with stakeholders such as administrators and funding agencies, in terms they use and understand, is imperative when tax dollars are involved and tuition payments are steadily increasing.

To communicate value in the economic terms, libraries have used cost benefit (CB) analyses to demonstrate the significance of their services. Public libraries have used CB to indicate cost savings to the community while academic libraries have used CB to document the library's role in income generating activities such as grants.

Yet, the challenges of applying cost-benefit analysis to libraries are well documented. Libraries are not generally in the business of selling products and a direct profit or loss cannot be calculated easily. The benefits or value to the community must be calculated by assigning monetary values to services not usually thought of in monetary terms. Most library patrons have never considered the monetary value of reference services or access to computers. Thus, the rigor of the methods and formulas has been questioned, as has the validity of the results.

Considering how to assess services and to communicate worth in terms that will resonate with stakeholders, librarians at SDSU began to consider other means of determining value. For organizations without monetary transactions and therefore no direct profit/loss computations, the economic evaluation calculations will be far more complex. Further, much of the current research points out the difficulty of cost-benefit analyses conducted on entire libraries; the data inputs and outputs are too varied. Library expenditures include everything from book purchases to janitorial work and library services include everything from reference to the provision of community gathering areas. Likewise, a number of researchers advocate the assessment of individual library services rather than the organization as a whole and the use of multiple measures rather than a single evaluation method, in order to acquire a more accurate evaluation.

Approach

Librarians at SDSU decided to apply a Social Return on Investment (SROI) approach to the assessment of the library's digital collections. The digital library houses archival and historical materials and includes text, images and audiovisual materials and was previously the focus of a qualitative assessment. The digital library was chosen as a pilot because costs are readily calculated and quantitative analysis of transaction logs can provide at least some of the user data. The SROI analysis will provide the recommended multiple measures and allow for both qualitative and quantitative examinations. To address the question of the rigor of the analysis, the librarians will consult with faculty in the college of business administration to assist with the SROI implementation plan and to help validate the data and conclusions.

Results

This paper will report on the development of the SROI assessment, its implementation and outcomes. The research is currently underway and the researchers plan to compare the results of the SROI analysis to the qualitative assessment results.

Originality

This is the first SROI analysis of a digital library that the authors are aware of.

Type of paper: Paper (20 minutes)

Notes

Performance metrics management: taming the monster

Jason Le Duc (Counting Opinions)

Has your library gotten to the point where data from multiple systems and locations can no longer be adequately managed in Excel spreadsheets? Learn about LibPAS, an established web solution being used in numerous academic and public libraries to streamline the capture, reporting and sharing of quantitative performance data.

Type of paper: 45 minute presentation

EBL ebook use compared to the use of equivalent print books and other eresources: a University of Massachusetts Amherst – MINES for Libraries® case study

Rachel Lewellen (University of Massachusetts Amherst), Terry Plum (Library Management Consulting), Steve Bischof (Five Colleges Inc.)

Purpose

This paper, a case study with research implications, analyzes ebook use and users, focusing on ProQuest's Ebook Library (EBL) at the University of Massachusetts Amherst as the starting point. This study seeks to understand ebooks usage and the behaviors of ebook users by documenting the use of EBL through a MINES for Libraries® survey and by comparing ebook use to print book use in two ways.

1. The study compares EBL ebook use to the equivalent print book use in a paired overlap study at the book title level to determine how the usage of ebooks differs from that of print books.

2. It asks to what extent users of EBL ebooks also use print books and what are the characteristics of those users.

3. It examines whether users of EBL are different from users of other ebooks or other non-book eresources, comparing the users on a set of MINES of Libraries® variables.

The purpose of this study is to document why patrons use ebooks, that is, to what purpose; to understand ebook user attributes and behaviors in the context of print books and other eresources; and to provide analysis helpful for library budget allocations between ebooks and print books.

Design, methodology or approach

MINES for Libraries® is an online, transaction-based, point of use, intercept, web survey methodology that collects data on the patrons' purpose of use of electronic resources and on the demographics of users. The University of Massachusetts implemented MINES in 2013 using the every nth systematic sampling research design, and has continued the survey for two years and into the immediate future.

Proquest's EBook Library (EBL) offers usage statistics and patron analytics to help collect and analyze its demand-driven acquisitions and short-term loans. This study builds on the data from EBL LibCentral by collecting purpose of use from a MINES-type query placed in front of every Shibboleth logon to EBL and by comparing the usage analytics collected by EBL to the equivalent print material.

This study collects EBL ebook usage over eighteen months and in a paired overlap title by title analysis compares EBL ebook use to the equivalent print book use. This part of the study will answer the following questions:

- Given a title held in two formats, digital and print, which is used and how much?
- Are there differences in the subject usage of print and ebooks?

This study will collect EBL ebook user data over eighteen months and in a paired overlap title by title analysis compare EBL ebook users to users of the equivalent print book. This part of the study will answer the following questions about user behaviors:

- How are the users of ebooks and print books different?
- To what extent do users of ebooks also use print?

Because the assessment data is so convenient, it is tempting to regard EBL as representing all ebook usage in a library. Leveraging the MINES data on eresources collected over two years, we will compare six months of the demographics and purpose of use of EBL users to the demographics and purpose of use of other ebook resources and other eresources. This part of the study will answer the following questions:

- How are the users of EBL different from users of other ebook resources and other non-book eresources?
- How is the purpose of use of EBL ebooks different from other ebook resources and other non-book eresources?

Research or practical limitations or implications (as applicable)

This research has a number of limitations. The definition of an ebook is not simple. We will use the definition provided in Plum and Franklin (2015). The sample size for the MINES data is good, over two years of data, but the sample of EBL sample size will be based on about six months of data collection for purpose of use and 18 months of title and demographic analysis. Analysis by subject is always open to discussion. We will use standard subject classifications. Discovery tools retrieve both print books and ebooks. However, it not clear if users are making an informed choice between the two. We will be looking to understand how ebook use relates to print book circulation.

Conclusions

Our conclusions address the research questions proposed in the research design. By analysing ebook use and print book use on a set of titles generated by ebook use, we will show differences in user behavior between print and digital, and differences in EBL usage as compared to other ebook and non-ebook usage.

Originality and value of the proposal

Much of the EBL discussion focuses on budgetary considerations of short-term loans and patron demand purchases. This study takes a different approach and examines user characteristics and purpose of use for EBL and other ebook users and compares that use to print book use. Guthrie (2012) has argued that ebook adoption will not follow the same path as the adoption of ejournals, and this study will contribute to that agenda. The study should be valuable to library collection development allocation policy and practice.

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Biographical note

Rachel Lewellen

Rachel Lewellen is Assessment Librarian at the University of Massachusetts Amherst. The UMass Amherst Libraries administered MINES for Libraries® in 2008 and continually since 2013.

Type of paper: paper (20 minutes): case study with research implications

Notes

How to wow at City University Library

Derek Mackenzie (City University London)

Purpose
This paper describes the introduction of a customer service award scheme to Library Services at City University London. The case study will review the impact this has had upon staff and library users, outlining how staff buy-in and user engagement was attained.

The scheme has been integral to instilling an improved customer service culture within the service and maintaining quality while emerging from a period of organisational change.

Methodology
A number of factors combined to make the introduction of the WOW! Awards for Customer Service a timely initiative for City University's Library Services department in Autumn 2014.

The WOW! Awards is an organisation which recognises outstanding customer service based purely on customer nominations and is used by organisations and business in the public and commercial sectors.

Library Services, and the wider Information Services Directorate at City University, had experienced a period of considerable change and uncertainty following a University wide Professional Services Review, leading to a restructure. Nevertheless a significant improvement in the National Student Survey results was an impressive achievement in this context.

The appointment of a new Director of Library Services signalled a refocussing of our service model. We were keen to build on the positive user feedback by implementing a mechanism to reward and recognise good customer service.

The scheme was already established at an institutional level as City University's Student Services Directorate had been participating since 2011 and shared with us a positive experience of staff engagement, identifying an improved sense of customer focus in their services since the introduction of the scheme. Library Services is one of ten departments or units at City University now participating in the awards.

In September 2014, the WOW! Awards team delivered presentations to all staff introducing the scheme and details of the steps towards implementation were communicated by the Chief Information Officer to clearly signal support and endorsement from senior management.

The scheme launched at the start of the 2014-15 academic session. It is publicised through posters, digital signage and a common message was agreed for all staff to use on email signatures to raise user awareness.

The nominations by library users are independently scrutinised on a monthly basis by the WOW! Awards team, this gives an extra level of validation to the recognition received by library staff.

Practical limitations
Our established service culture steered us away from staff being identified by name badges at service points. There were also concerns among colleagues that the awards focused nominated individuals, not teams.

Sharing news of award nominations among team colleagues and emphasising the collective endeavour that is often required to support users and answer complex enquiries has helped address this.

The Library Leadership Team had initial concerns at the time of launch that staff with frontline roles would disproportionately benefit but this has not been the case in practice.

Originality and value of the proposal

The WOW! Awards is operated by an independent organisation, counting a range of organisations and business in the public and commercial sectors in its client base including several NHS Trusts and local authorities.

Introducing this scheme to an H.E library service has signalled our commitment to looking beyond our traditional University hinterland to help engender a culture of quality and best practice.

Conclusions

Staff and user engagement has been quickly realised and the challenge is now to maintain this momentum. During a 2 week period in November 2014, almost 50% of the nominations made across the University were for Library Services staff,

Nominations came from across our user base (from Undergraduate to Research students and colleagues from other University departments), for a range of interactions (service desk support, individual tutorials, email and online enquiries) demonstrating the reach of the scheme.

This has allayed our concern at launch that individuals with front line roles would dominate the award nominations.

Successful recipients are acknowledged and celebrated in regular staff meetings, affirming that the scheme has had a positive impact on staff morale.

Evidence from nominations are being shared as examples of good practice in training to establish the awards scheme as a vehicle for continuous service improvement.

Biographical note

Derek Mackenzie

My role as Head of User Services entails responsibility for the management of services and learning spaces across City University's 4 site libraries. This includes co-ordinating service delivery and improvement to meet the needs of a diverse student body in 5 Academic Units. I have worked in user facing roles in higher education libraries for over 15 years. How to Wow at City University Library

Type of paper: paper (20 minutes): case study

Notes

The Student Spaces Learning Project: a small scale qualitative study exploring user interaction with Library Services at Liverpool John Moores University

Louise Makin (Liverpool John Moores University),
Elaine Sykes (Liverpool John Moores University)

Purpose of the study
In 2018, Library Services, Liverpool John Moores University, will be moving to a new designated library building. In order to assist the planning of this new library as well as to better understand current library user behaviour, a qualitative study was carried out which looked at how users engaged with the physical library over a three week period.

Design, methodology or approach
Twenty students were recruited to maintain reflective logs over a three week period. This group was representative of the student body, including different levels of study, subjects and mode of study (full/part time). Participants were offered a £50 book voucher as an incentive to take part.

This study group was instructed to note how and when they engaged with the library, their reasons for this engagement as well as reflecting on this experience itself. The study team deliberately did not give a prescriptive format for these reflective logs in order to allow participants to select a method and style that suited them best and to promote their creativity in response.

Findings
The study group received 15 completed logs from the initial 20 participants, all of which were suitable for analysis. These logs were then run through a concept mapping programme, Leximancer, in order to group responses into broad analytical themes. These themes were Space, Students, Library Location and Facilities, Books and Library vs Home.

From the analysis of these themes researchers understood some of the drivers which promote or dissuade users from engaging with the physical library. The access to resources, including print resources and IT were all commended as enticement factors as well as the general scholarly environment which was thought to promote more intensive study. In addition, the range of different learning spaces was greatly appreciated by participants.

Conversely, some respondents were deterred from visiting the physical library by the time and financial costs of commuting, the convenience of home working as well as perceived distracting behaviour of other users, namely noise and untidiness.

Research or practical limitations or implications (as applicable)
This was a small scale qualitative study designed for a particular purpose, namely to examine how current library users engage with the physical library in order to better inform future service planning.

This methodology was ideally suited to gathering valuable qualitative data as to the factors which inform user decision making when engaging with the library, research not previously carried out by the department. Its 'low-key' approach made it very easy to implement and its small scale ensured that it was not too demanding in terms of resources (both financial and staffing). These advantages make it ideally suited to regular repeating, unlike a wider scale project.

The methodology did contain several limitations. Researchers note that 15 students cannot be considered a critical mass and therefore this was not intended to be a representative study of the whole student body, rather an opportunity to gain insight into current user behaviour.

In addition, the decision to allow participants to create their own logs meant that analysing the findings was more difficult. Although Leximancer provided details as to broad themes, comparison was made more difficult due to the differences in submissions. Upon repeat, the researchers would create a standard template.

Conclusions

The findings of this successful project were extremely valuable in gaining quotidian insight into how and why library users engage with the service, and what is useful to them. This has already begun to inform planning for the new library and the researchers will continue to run similar exercises in future years to keep abreast of current trends.

In addition, the researchers were also able to use this exercise from a marketing perspective, as it was useful in promoting a better understanding of user behaviour, including the rationale behind choosing to engage or not with the physical library. This was an unexpected outcome but it has helped the service to identify the changing needs of users and therefore improve its quality of service.

Originality of the proposal

This proposal would be of interest to the wider library community due to its ease of implementation and analysis. The authors are aware of wider scale ethnographic studies undertaken to great success in other institutions. However, the resources required to undertake such a study may not be available to all libraries interested in undertaking this kind of study. This smaller scale, more informal approach helped gain valuable insight into user behaviour but with significantly less resource demands. In addition, unlike large wider scale ethnographic studies, it is well suited to repeat iterations.

Type of paper: short paper (10 minutes): case study

Notes

Evaluating electronic journal use and access among academic staff at the Faculty of Agriculture, University of Zimbabwe

Thembani Malapela (University of Cape Town), Karin De Jager (University of Cape Town)

Introduction and purpose

Academic libraries aim to provide comprehensive journal collections to meet the information needs of their patrons and they occasionally seek to measure and evaluate the use of these resources to understand whether their collections meet the needs of their patrons. Insight into user behaviour in the electronic environment is required in order to improve service delivery and enhance the provision of electronic content. Libraries in the developed world have created large digital collections and aggregated electronic journal databases to meet user needs. More recently, the quest for greater availability and accessibility of published scholarly works (amongst many other reasons) underpinned the open access movement and increasing quantities of scholarly literature is now freely available in the electronic environment.

In the developing world however, digital libraries are still in their formative stages and a number of important initiatives have been established to provide libraries in poor countries with negotiated packages of donor funded electronic journals and access schemes to some of the most important scientific journal literature. Three types of schemes emerged: firstly donor funded programmes, for example the *Research4Life* initiative whereby institutions from eligible countries receive access to more than 40,000 electronic journal and electronic book titles. Secondly, there are negotiated access schemes, such as *Education Information for Libraries (EIFL)* and the *International Network of the Availability of Scientific Publications (INASP)*; two organisations that negotiate with publishers on behalf of libraries belonging to specific consortia for electronic content access packages. Thirdly, individual publisher led initiatives include direct electronic journals access which is subsidized for developing countries. The result of all these schemes is a heterogeneous collection of electronic journals and other resources, with different access mechanisms. In spite of schemes such as these however, researchers still use and demand journals that are available behind publishers' pay walls and researchers in sub-Saharan Africa beyond South Africa still complain about a lack of access to commercial electronic journals in spite of many of them being available through the special access schemes. Furthermore, external examiners are also noting that graduate students tend not to cite recent scholarly content.

Approach

This presentation will report on the results of two investigations which attempted to explore both the availability of electronic journals and the main obstacles to accessing electronic information resources in the Faculty of Agriculture at the University of Zimbabwe. It will consider the extent to which electronic journals are actually available, and also demonstrate how academics use and value electronic journals in their teaching and research endeavours.

Findings

The results of an availability study will be used to demonstrate the extent to which the academics and researchers in the faculty have access to their most needed electronic journals, and results of a survey will be presented in order to understand their needs, to show how they use electronic journals and to explore the extent to which the various donor funded collections and the library's own electronic library collections meet the faculty's requirements. The presentation will show that the provision of electronic resources in libraries in sub-Saharan Africa is a complex issue, as some of the donor programmes come with stringent technological access options which might prevent aggregation into existing local platforms. The result is that donor funded resources may for a number of reasons be inadequately used and understood, while libraries might not have sufficient insight into user requirements to satisfy their information needs.

Originality and value

Work of this kind has not been done in Africa before. The exploration of the complexities inherent in providing access to electronic journals in a developing country presents an opportunity for both librarians and developmental partners to reflect on the challenges as well as the opportunities that exist in current electronic journal access schemes. Library and systems administrators as well as managers of electronic journals donor programmes could gain a better understanding of the challenges inherent in making electronic journals available on multiple platforms in libraries in sub-Saharan Africa, and responses from faculty provide insight into the obstacles they encounter and the value they derive from using these resources

Biographical note

Thembani Malapela

Thembani Malapela is Knowledge and Information Management Officer with the Food and Agriculture Organization of the United Nations (FAO). He is responsible for the management and curation of the Agriculture Information Management Standards portal, (AIMS) which is the portal of choice for agricultural information management specialist with an interest in standards, technology and good practices for open access and open data. He holds a Bachelor of Honours Degree in Library and Information Science and a Master of Philosophy in Library and Information Studies. Mr. Malapela has delivered a number of conference papers in the area of Access to Information, Agricultural Information and Open Access.

Type of paper: paper (20 minutes): research paper

Notes

Visualising the library as place

Lauren H Mandel (University of Rhode Island)

Purpose
This paper will report on the use of GIS technology to map usage of the University of Rhode Island Libraries Robert L. Carothers Library and Learning Commons (LLC) as part of the larger assessment of the library as place. The project is an effort by the university library to better understand the role of the library as a social space that is an asset to the university community. It is hoped that by sharing the research processes and results of this study, we can contribute to ongoing efforts to help identify how library spaces are used to identify how university libraries can continue to evolve as teaching, learning, and shared communities of scholars. This paper will focus on one aspect of the larger project, mapping library usage in ArcGIS. The purpose is to visualize where students are in the library and what behaviours they exhibit in those spaces in order to (1) help the library in redesigning library space to meet user needs and (2) demonstrate the use and value of the library as a place in the university community. A major purpose of presenting this paper is to explain how this method can be adapted to other libraries so they can use maps to visualize the use of their facilities.

Design
The larger assessment is a multi-method case study including seating sweeps, usage statistics, LibQUAL+ survey data, and a signage inventory. This paper will focus on the seating sweeps and their analysis through ArcGIS. The seating sweeps are being conducted three times a day during three sample weeks (beginning, middle, and end of term), with researchers noting on maps of the library floor plan where students are sitting and their behaviours, such as individual or group study, use of technology tools, food and drink, etc. Data are being entered into an ArcGIS database file and mapped to display usage directly on the library map to improve stakeholders' understanding of the ways students are using the library as a place.

Findings
At the present time, the first week of seating sweeps has been completed and the mapping process is beginning. It is already apparent that students engage in multiple behaviours simultaneously, such as reading while using a laptop while wearing headphones, and sometimes while texting and eating and that many students are using the library as a place for group study and socialization, including talking and hanging out as well as working alongside friends even if not working together as a group. The maps are proving useful to visualize more and less densely populated areas of the library at different times of day, as well as idiosyncratic behaviours that relate to accessing electrical outlets, such as students sitting on the floor in the stacks with a cord stretched across an aisle so they can plug in their laptops and cell phones. More detailed findings will be available by May 2015, after the remaining two weeks of seating sweeps have been conducted and mapped.

Research and practical limitations and implications
This research is limited by being a case study conducted in one university library, but the implications for mapping students' behaviours in specific locations in the library at different times of the day on different days of the week far outweigh the limitations. While bar and pie charts are effective at visualizing data, they do not provide a way to visualize where activities occur. Because GIS can present data in textual, visual, and graphic formats (Hanson, 2001), maps do provide this type of multi-layered visualization. Maps allow libraries to visualize the same usage data as bar, pie, or other charts *in addition* to seeing where that usage occurs. Mapping

the data collected from seating sweeps can be adapted to any library: academic, public, school, or special. The implications for librarianship include better understanding of how library spaces are used and the ability to use visually appealing maps to demonstrate the library's use, value, and impact to stakeholders and administrators.

Conclusions

As the research is ongoing, conclusions are not yet available. They will be available by May 2015.

Originality and value of the proposal

Mapping library statistics is an area that has been growing in the last decade, but practical examples of using GIS to map facility usage are few (*Cf*. Mandel 2010, 2013; Xia 2004a, 2004b, 2005). This paper will explain in detail how the mapping process works and how libraries can adapt this method for their own usage assessments to more vividly depict the value and impact of the library facility as a place.

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Biographical note

Lauren H Mandel

Lauren H Mandel, PhD, is an assistant professor at the University of Rhode Island Graduate School of Library and Information Studies, in the Harrington School of Communication and Media. Mandel's research interests include library facility design and evaluation, wayfinding, and applications and uses of GIS in LIS research.

Type of paper: paper (20 minutes): research paper

Notes

Examining high impact publications through citation analysis

Michael Matos (American University), Anne Osterman (Virtual Library of Virginia)

Purpose
Citation analysis of faculty publications is a tool often used to put the collections of an academic library in the context of the needs of its college or university, but what if the key interest is in supporting the high impact publications from a given institution? This study takes a close look at the top cited journal articles from a single institution and from institutions across a consortium, examining them through their cited references and the level of impact to their respective fields.

Design, methodology or approach
Scopus was used to harvest journal articles published between 2009 and 2013 based on institutional affiliation and discipline for ten institutions with a core focus on the lead author's home institution. Key information gathered included year of publication, times cited, and cited references. Articles were defined as high impact if they were in the top 10% of average citations per year for that discipline and institution. The pattern of publication years of the references cited by the high impact journals were then used to examine the relationship between high impact and general articles, the nature of cited references among the disciplines, and differences that could be perceived among institutions with different resources. The goal was to use cited reference information to inform how library funds should be used for different disciplines, such as for purchasing journal backfiles as opposed to subscribing to the most current content.

Findings
The comparison of high impact to general articles, focusing on the average cited reference age, showed an interesting pattern – across most disciplines and institutions, higher impact articles tended to have a younger average citation age compared to the overall average for the discipline. When the distribution of the age of references was examined through groupings such as 0–3 years old, 3–6 years old, etc., distinct differences among the disciplines emerged. Some of these were expected, such as currency being most important to medicine and older works having the most sustained value in the arts and humanities, but some were more unexpected, such as the importance of currency to the social sciences, even above many of the science fields. Regardless of the discipline, however, articles that were the most frequently cited in each discipline tended to rely on more current material than those that were less impactful. It was also found that the distribution of the average age of references for all articles in a discipline changed depending on the publication year of the articles; even within the short time period of 2009 to 2013, a pattern of citing from newer material emerged.

Research or practical limitations or implications (as applicable)
The results and approach of this research can have immediate and practical implications for how a library should spend its materials budget. Although there is an inherent challenge in citation analysis – a researcher may be most likely to cite what is easily available, and analysing their citations therefore cannot be a perfect representation of their research preferences – examining the patterns of publication year among cited references can be informative to collection development librarians trying to make the best decisions with the available money.

Originality and value of the proposal: The focus on high impact publications, driven from the recent increased emphasis on this level of research at the lead author's institution, is an approach not often found in the citation analysis literature. Where it is found, it is generally limited to particular disciplines or the work of particular top scholars, and this research takes a much broader look across the full scope of disciplines. In addition, using consortial results to validate individual institutional results is an innovation to the usual approach of a single institution case study.

Biographical note

Michael Matos

Michael A Matos is the Business Librarian and Adjunct Professor of Information Technology at American University in Washington, DC. Michael teaches the Information Technology Tools for Managers course for MBA and undergraduate students. He has served as the collection manager for the discipline of business since 2009, and he is currently the vice-chair of the Library's Collection Management Team. Michael has a Master's in Library Science from Florida State University and has worked in the libraries of Florida State University, Georgetown University, and the Smithsonian Institution.

Type of paper: paper (20 minutes): case study

Notes

Best of times, worst of times: positive and negative library experiences of at-risk incoming college students

Regina Mays (University of Tennessee, Knoxville Libraries), Rachel Fleming-May (University of Tennessee, Knoxville)

Purpose

In assessing academic libraries' contributions to the student experience, much attention is paid, deservedly, to determining the extent to which instruction supports the achievement of learning outcomes. This study, however, reports on a more visceral measure of the success or failure of library services. In the course of a three-session series of library skills instruction workshops designed as part of the Value, Outcomes, and Return on Investment of Academic Libraries (LibValue) Project, at-risk first-year undergraduate students were asked to describe their best and worst library-related experiences, to date. Their tremendously illuminating responses provide insight that should be meaningful to anyone interested in academic library services.

The purpose of this poster is to examine what factors contribute to both positive and negative library experiences of incoming at-risk college students. By asking students to reflect on specific incidents, this research illuminates the elements that are most influential in creating positive or negative associations for members of this particularly vulnerable group. This information may be used to tailor programs to engage and acclimate these students to use of an academic library, thereby potentially contributing to student success and retention.

Design, methodology or approach

Data presented on this poster was collected as part of a more extensive study designed to assess the efficacy of multiple library instruction sessions to at-risk incoming first year students. As part of the study, three library instruction sessions were designed to boost student learning and reduce library anxiety for students participating in a university-sponsored program for at-risk students admitted conditionally to the university. The sessions were presented to three cohorts of students in 2012 and 2013. A total of 120 students participated. As part of these sessions, assessment instruments were administered in the form of pre and post class electronic surveys. Among the questions asked on these surveys, participants were asked in two open-ended questions to describe a positive and negative previous library experience, either at their high school library, a public library, or any academic library they may have visited previously. Comments were analysed and coded for content using text analysis software. In addition to the three cohorts of incoming first year students, one smaller cohort of graduate students comprised of members of underrepresented groups in the sciences also attended a multi-session workshop and took the survey.

Findings

Analysis of the open-ended comments revealed two clear trends in what constituted both a positive and negative library experience for the students. The presence and helpfulness (or lack thereof) of librarians/library staff were cited as a major source of positive and negative experiences. Over half of the comments about positive experiences mentioned librarians/library staff as being the main factor. A smaller percentage of negative experiences revolved around absent or unhelpful library staff, but this was still one of the two most common themes. The largest number of negative experiences had to do with lack of necessary resources, including both print and electronic resources that were not available, not up-to-date, not adequate, or difficult to find/access. Resources also figured heavily in positive experiences, specifically participants cited adequate resources to complete school projects that were easily and quickly found.

Research or practical limitations or implications (as applicable)

This study was experimental in design, with a relatively low number of participants overall. The main purpose of the study was not to gauge student perceptions of libraries previous to the study, so the topic was not explored in great depth.

Originality and value of the proposal

Many studies have examined user perceptions of libraries in general and a smaller number have looked at college students' perceptions. Some case studies and other studies have looked at the experiences of particular at-risk groups. In many cases, those studies ask students what they like or don't like about library services and this is very valuable information. For instance, an OCLC report asked potential college students for "advice for libraries" and got the usual responses, from better advertising of services to "provide snacks and drinks" (De Rosa et al., 2006). Another similar survey yielded such helpful suggestions as "become cooler" (De Rosa et al., 2011). Veterans of assessment, however, know that what participants report that they did, or would do, or would use, is not always consistent with actual behaviour. Using a variation of the critical incident technique, asking students to recall a specific incident, adds a new layer of evidence that can compliment other research and identify what elements are essential to user satisfaction and student engagement.

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De Rosa, C., Cantrell, J., Cellentani, D., Hawk, J., Jenkins, L. and Wilson, A. (2011), *Perceptions of Libraries, 2010: Context and Community*, OCLC, Dublin, OH, available at: www.oclc.org/reports/2010perceptions.htm

Biographical note

Regina Mays

Regina Mays is Assistant Professor and Assessment Librarian at the University of Tennessee Libraries. Her experience as Program Manager of the Lib-Value: Value, Outcomes, and Return on Investment of Academic Libraries study, funded by the Institute of Museum and Library Services, began a continuing interest in strategic assessment planning, evidence-based decision making, user experience, and demonstrating library value. In her current position, Mays' duties range from providing data that demonstrates the Libraries' value for the purposes of accreditation, program reviews, and budget planning to designing and conducting in-house assessments that include website usability testing, surveys, focus groups, and ethnographic studies.

Type of paper: poster

Notes

Measuring the Bilbao Effect: how can we evaluate "Starchitect" libraries?

Karen Munro (University of Oregon Portland Library and Learning Commons), Amanda Morgan (Carleton Hart Architects)

Purpose

This paper will use case study libraries from around the world to explore some of the qualitative and quantitative ways in which we might assess the success and value of high-design public library buildings as social, economic, and cultural assets. It will examine the multiple meanings of "success" and "value" in this context, in which multiple parties including city government, library staff, library patrons, corporate investors, and others all hold a stake. It will explore the challenges in acquiring, analyzing, and interpreting performance data for these complex projects, and will suggest some ways of assessing future high-cost and highdesign library buildings.

Approach

The paper will examine the phenomenon of high-design, high-profile, and often high-cost public library buildings, using international examples such as the Halifax Public Library (Canada), Seattle Public Library (USA), and the Idea Stores (UK). The paper takes the thesis that cities and regions invest in highdesign library buildings for many reasons, including aspirational aesthetics, prestige, and the hope that these buildings will drive architectural tourism (aka the "Bilbao effect"). It will ground this thesis in the library and architectural literature and in media coverage, including interviews with stakeholders.

Given this thesis, it will then outline some ways to measure the success of these investments (eg, increased library circulation rates and building occupation; improved public perception of the library, city, or region; increased architectural tourism; and building performance over time.) The paper will explore the "success" of these buildings from the often differing perspectives of a librarian and an architect. Finally, the paper will investigate whether, how, and how often high-concept public library architecture is assessed after construction and occupation, and suggest some ways in which these measures might be applied in future.

Findings

Early findings suggest the following:

- It is difficult to find accurate, established, and consistent measures of "success" for large capital government investments such as public library buildings.

- Many public buildings are not formally assessed after occupation, even where standards such as building performance and LEED exist and apply.

- There are few precedents for holistic assessment of buildings to encompass both the architectural (eg building performance, workplace satisfaction) and the programmatic (eg improved prestige, library usage, or increased tourism visits).

- There is a need to establish consistent holistic measures of success, to justify large capital investments and demonstrate the relevance and value both of high-design buildings and the public library system.

Research or practical limitations

The main author is an academic (not a public) librarian with responsibility for architecture and design subject areas, so her expertise will not draw on personal experience in a public library system. Both authors are fully employed, without significant release time to conduct independent research. As a result, the paper will take the form of a discussion of case studies and a summary of findings, rather than a report of fieldwork. By necessity, the paper will not completely cover this subject, which could provide enough material for a monograph-length work. Rather, it will indicate the need for more in-depth and collaborative research on this topic. While this paper takes public library architecture as its topic, its findings transfer equally well to investment and assessment in academic library architecture, and suggest the need for more work in this area.

Conclusions

Our conclusions will show the need for more consistent, rigorous, and holistic assessment of the value of high-cost, high-design public library buildings—and by extension, will demonstrate the applicability of similar assessments to other types of library buildings and renovations.

Originality and value of the proposal

Neither the library nor the architecture literature closely investigates the success of high-cost, high-design public library buildings. There is some trade, popular, and minimal scholarly literature on the phenomenon of "starchitect" library buildings and the "Bilbao" effect, but to our knowledge no author has attempted to determine just how successful these highinvestment buildings are, and in what ways. Public libraries are a natural starting point for our inquiry, because of their accountability to a large civic user group and because many are well documented in the media. However, this research would (and should) translate naturally into a similar investigation of academic library architecture, which is judged by related but slightly different criteria.

In other words, this study will serve as a template for performing holistic value assessments of library buildings, regardless of library sector.

Biographical note

Karen Munro

Karen Munro is Head of the University of Oregon Portland Library and Learning Commons, a branch library specializing in graduate programs in architecture, design, journalism, and law. Prior to this position, she was the E-Learning Librarian at the University of California, Berkeley, and the Literature Librarian at the University of Oregon. She holds an MLIS from the University of British Columbia and an MFA from the University of Iowa.

Type of paper: paper (20 minutes): case study

Notes

Measuring the accessibility of a new public library in Cape Town

Mary Nassimbeni (University of Cape Town), Janusz Skarzynski (City of Cape Town Library and Information Service), Patel Najma (City of Cape Town Library and Information Service)

Purpose
This paper will focus on one aspect of a study we conducted in the Harare Public Library to assess the impact of the new library in an economically depressed township of Cape Town. It will foreground the results which depict the library as an urban space examining its accessibility both in terms of geographical location and "the value or number of opportunities available at a destination" (Envall, 2007: 5). It is based on empirical data collected in the survey, filtered through the lens of Oldenburg's theory of the third place (1989), which are essential for healthy communities.

Design
A questionnaire was distributed over a week in mid-2014 to 3745 visitors to the library, of whom 266 participated. The questionnaire was informed by draft ISO 16439 – Methods and procedures for assessing the impact of libraries, and designed to investigate the use and value of the library to the respondents.

Findings
With respect to physical accessibility we found that 56% of the respondents were residents of the township in which the library is located, and a further 32% came from neighbouring areas, all within 3km radius of the library. 16% came from an informal settlement bordering the township – characterised by shacks, a young age profile and the highest rate of unemployment in the area.

In addition to formal aspects of physical access, the redistributive function of the library from the perspective of accessibility was examined. The evidence was overwhelming that the value of the library lies in the opportunities it offers for social encounters, with staff, with friends and with other people in the library.

Conclusions
The practice of administrators' reliance on loans as an indicator of use as a basis for funding is inappropriate particularly in an area where living conditions do not lend themselves to private study and to socialising. Moreover, there is a danger that the government in their desire to close the digital divide might succumb to the lure of constituting the library as a virtual presence as their rhetoric sometimes suggests. The restricted view of access which valorises the delivery of information and knowledge is likely lead to the further entrenchment of inequality, and the denial of opportunities that flow from the library as a third place.

Originality
This is the first study of its kind in South Africa, signalling the need to investigate on a greater scale, the role of the public library as the third place.

References

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Biographical note

Mary Nassimbeni

Senior lecturer at LISC; PhD from UCT in 1988. Primary research interests include national LIS policy, impact assessment.

Type of paper: short paper (10 minutes): research paper

Notes

The whole is greater than the sum of its parts: collection growth reports and informed decision-making

Laura Newton Miller (Carleton University)

Purpose
Collection space is an issue within the library. The assessment librarian examined statistics from various resources that are typically collected in the library, but not normally looked at as a whole. These Collection Growth Reports will help library staff to make evidence-based purchasing and weeding decisions.

Design
Cataloguing data by LC call # classification were examined for 2012 and 2013 to determine areas of greatest growth. Circulation statistics (2012-13), expenditures by LC class (2012-13; 2013-14), and patron-driven acquisition statistics were also studied. The assessment librarian also examined a list of call numbers with 2 or less circulations in a 20 year time period. Separate reports were made for different floors: 3 (N-QR), 4 (H-L), and 5 (A-G). (The first floor (T-Z) recently completed a major weeding project a couple years ago and was left out of this particular study).

Findings
Sometimes LC call #s that had high collection growth in the past 2 years were also the ones with the highest circulation, but not always. (ie P (philology, linguistics), PS (American literature), HQ (family, marriage), HC (economic history by region), HV (social work, social problems, criminology), BF (individual psychology), BL (religions, mythology), and D (history, general) all had high circulation statistics).

Many high-growth areas had a low percentage of electronic purchasing in the last 2 years. Others had increased their percentage of electronic purchasing in the past fiscal year.

28% of the 3rd floor (N-QR), 17% of the 4th floor (H-L), and 14% of the 5th floor (A-G) had circulated 2 or less times in the past 20 years. LC classifications with the most titles in this category include PQ (French Literature), PR (English Literature), PS (American Literature), HD (Economic History by Subject), and B-BD (Philosophy). Others with many titles include N (Visual Arts in General), BL-BX (Religion, Theory), DC-DH- History, European), and PG (other literature).

Carleton embarked in a PDA experiment in 2012. As of April 2014, H topped all of the LC classifications for the most titles purchased (706 out 3955 total). This was followed by Q (673 titles), B (275 titles), P (356 titles), and D (196 titles). In other words, beside traditional science titles, social science, religion, philosophy, literature, and history were the most selected titles for patron-driven acquisition.

Implications
Some subject areas are more associated with patrons "needing" the print than others. PDA statistics show that this is not always the case, challenging this notion of "need". Seeing statistics pertaining to specific LC ranges from various resources helps to pinpoint specific recommendations. For instance, some subjects might have a lot purchased in electronic but have a lot of print titles that have no circulation. This area can be weeded more. Other areas may have

many print books but not many electronic purchased in the past couple years, even though PDA statistics show that patrons desire electronic in this subject area. More electronic purchasing could be suggested for this area.

Conclusions

The results were shared with the Head of Collection Development who will communicate with individual subject specialists to make recommendations– either to weed, to purchase more electronic, or a combination of both depending on the LC classification. Having data from various sources can create a bigger picture that helps library staff to make more informed purchasing and weeding decisions.

Biographical note

Laura Newton Miller

Laura Newton Miller is the Assessment Librarian for Carleton University Library in Ottawa, Canada. Prior to this she was Collections Assessment Librarian (2012–14), and spent almost 10 years as Science & Engineering Reference Librarian. She was the Scholarly Communications Coordinator for 4 of those years. She has a Master of Library and Information Science degree from Western University in London, Ontario, and a Master of Adult Education from Mount Saint Vincent University in Halifax, Nova Scotia.

Type of paper: poster: case study

Notes

Demonstrating the societal value of public libraries

Marjolein Oomes (Koninklijke Bibliotheek (National Library of the Netherlands))

Purpose
This study is the fourth stage in a methodological research program that aims to develop a valid and reliable (set of) research instrument(s) for demonstrating the societal value of public libraries. The purpose of this stage is to develop and test a research instrument for measuring the outcomes of public library services in five domains: the educational, cultural, social, economical and affective domain.

Approach
In February 2015 a newly developed questionnaire was piloted in five Dutch libraries covering the library landscape in terms of size, geographical location and range of services. The construction of the instrument was theory driven. The questions were worded based on the insights of a previous literature review.

Before administrating the questionnaire among visitors of the library, a panel of experts on library research, policy and practice reviewed the contents of the instrument to identify potential problems in the wording or order of questions.

The questionnaire was then administered to library visitors by both library staff and research assistants. Training was given prior to the pilot phase and support was given from team members during the pilot process. The data was then analyzed to test for reliability and validity of the instrument.

Findings
The findings from the pilot study provide an indication of the fields in and extent to which library services bring about changes in the lives of people. Furthermore, they revealed some issues relating to the content, wording, layout, length, instructions, sample size, and non-response concerning the research instrument and more practical issues, such as costs and time.

Relevance to library research and practice
In developing the evidence base of library practice using this method of data collection, it is vital that questionnaire design incorporates preplanned methods to establish reliability and validity. Failure to measure (perceived) values derived from public library use validly and reliably may lead to biased results, and this may negatively impact upon library practice. This paper presents an overview and critical evaluation of the design and development process of a research instrument to measure library outcomes. It demonstrates the steps that were taken and findings and implications that flow from each stage of this process. The piloting phase was essential in both testing a previously developed conceptual framework on library value and bringing to light issues that need to be addressed when putting a measurement instrument into practice.

Biographical note

Marjolein Oomes

Marjolein Oomes (1984), MSc in sociology, University of Tilburg, NL (2007). Worked as researcher/advisor and project manager at the provincial library service provider Cubiss (Tilburg, NL, 2007-2010) and as programme officer for Research & Knowledge sharing at the Netherlands Institute for Public Libraries (SIOB, 2010-2014). In 2015 the tasks of SIOB were integrated in the National Library of the Netherlands, where Marjolein continued the coordination of a national research agenda for the national network of public libraries and working on her PhD research on the outcomes of public libraries.

Type of paper: Paper (20 minutes)

Notes

(Semi-)automated bibliometric analyses from The University of Manchester Library

Stephen Pearson (The University of Manchester Library), Scott Taylor (The University of Manchester Library)

Purpose
To share some of the techniques which we have developed at the University of Manchester Library for processing bibliometric data in order to meet the changing needs of our users, by providing the analyses which are requested in increasing numbers by University of Manchester colleagues.

Design, methodology or approach
The techniques which we have developed are based on the standard citation databases Web of Science and Scopus, to at least one of which many university libraries have subscriptions, rather than requiring subscription to the more expensive advanced bibliometric packages InCites and SciVal.

Taking citation, collaboration and publication data from these databases, sometimes combined with normalisation data which is freely available on the Web, we have used software which is either widespread (Excel) or freely available (eg Python and network analysis software) to process the data in a semi-automated fashion to produce analyses and reports.

Findings
Using this approach, we have produced analyses and reports in the following areas:

- research evaluation
- collaboration analysis
- publication strategy
- collection development.

Originality and value of the proposal
The University of Manchester Library's partial staffing restructure in 2012 from a subject librarian-oriented model to a service-oriented model has enabled us to devote more time to the development of bibliometric services than is possible for many other libraries.

Conversations at conferences and mailing list discussions lead us to believe that the range of bibliometric analyses we have developed is sufficiently original and transferable to make it worthwhile and valuable to bring them to the attention of a wider audience.

Biographical note
Stephen Pearson
Stephen Pearson qualified as a librarian in 1990, worked as Research Assistant at the Library and Information Statistics Unit (LISU) at Loughborough University for a year, and since 1991 has worked at The University of Manchester Library in various roles. A subject librarian in the

Arts Team for much of this time, he took up the role of Research Information Analyst in the summer of 2012. As part of a change in focus for the Library's support of research and learning, from subject-oriented to service-oriented, Stephen has initiated and developed the Library's provision of citation services to the University.

Type of paper: workshop

Notes

Quality in museums and libraries: a comparison of indicators

Roswitha Poll (DIN Deutsches Institut für Normung)

Purpose
The paper defines quality criteria for museum work and tries to identify indicators for assessing such quality, using the well-known quality indicators for libraries as basis of comparison.

Design, methodology or approach
Since 2012, an international standard for museum statistics is in preparation within ISO. At the same time, the museum community realizes the need to proceed from statistics to quality assessment in order to prove the effectiveness and efficiency of museum performance and finally also the influence of museums on society. The paper analyses the existing literature on museum quality and museum evaluation and compares the findings to the established methods in the library sector.

Findings
Comparison of quality criteria and quality evaluation in museums and libraries shows many similarities in what is regarded as quality, but also considerable differences in the options for assessment.

Practical limitations
The paper shows a tentative selection of potential quality indicators and quality assessment methods for museums. Further work and practical expertise will be needed for developing and testing a reliable set of methods. Hopefully, there will be an ISO work item for drawing up an international standard of this topic.

Conclusions
There is an evident similarity in the mission and goals of cultural institutions such as archives, libraries and museums. Methods already in use in libraries for assessing performance quality and library impact can therefore also be useful in the museum sector. But the immense variety of museums requires an adaptation of existing methods and a number of new indicators especially devised for museum tasks.

Value of paper
The paper describes possible solutions for evaluating the quality of museums. As quality criteria are similar in museums and libraries, new quality indicators for museums may in turn become useful in the library sector.

Biographical note
Roswitha Poll

Dr Roswitha Poll is member of several groups within ISO TC 46 SC 8 "Quality – Statistics and Performance Evaluation" and chairs the German mirror committee of SC 8. She was chief librarian of Münster University Library from 1987 to 2004 and now works in projects dealing with management and evaluation of libraries and information systems.

Type of paper: paper (20 minutes): research paper

Notes

ABC for assessing performance in NUS Libraries

Tze Guek Quek (NUS Libraries), Umarani Jayapal (NUS Libraries), Wendy Thun (NUS Libraries), Irine Tanudjaja (NUS Libraries), Jonathan Pradubsook (NUS Libraries)

Assessment is a critical process that helps us know where we are and how we can make further changes to enhance user experience. At NUS Libraries, we have embarked on several projects for continual improvement. One such project is the Activity-Based Costing (a.k.a. ABC) exercise which is used to assess the time spent and workload of all library processes.

NUS Libraries conducted a 2nd ABC exercise in 2014. The last ABC exercise was done in 2005.

Purpose

The 2014 ABC exercise was to achieve the following objectives:

1 Estimate workload for all library activities

2 Estimate time taken to perform all activities

3 Derive the cost for activities

4 Provide data to support manpower deployment decisions

Methodology

1 Phase 1: Draft and consolidate an activity list for all library processes.

2 Phase 2: All library staff to conduct a time-study for 1-week and report on the type of activities, the amount of workload and time taken to complete each activity.

3 Phase 3: Intensive data collection from data system and further time-studies of activities that did not take place during Phase 2.

4 Phase 4 (Dec 2014 to March 2015): Data analysis with breakdown by library process and unit in NUS Libraries. A report on the results of analysis, limitations of data, areas for improvements and suggestions will be compiled for further study.

Findings from the ABC exercise

- As the project is still in-progress, the findings will be finalised by 31 March 2015.

- Compared with the 2005 library activity list, there is a huge increase in number of activities within a period of 10 years. The results from this study is expected to be useful for finding out inconsistencies within library units in performing the same library activity.

Biographical note

Tze Guek Quek

Tze Guek is a Senior Librarian of NUS Libraries, National University of Singapore. She has 15 years of experiences in circulation & facilities management, reference services, and cataloguing and is currently re-profiled for library assessment work. Her current portfolio focuses on green libraries' initiatives, collection management, library literacy programs, reference & research support and human resources. Tze Guek is trained in Lean Six Sigma Black Belt and supports library teams to implement best practices for process excellence. She is also an active member of a library association in Singapore and finds capacity to organise learning visits for local librarians.

Type of paper: short paper (10 minutes): case study

Notes

Ithaka S+R local faculty survey at VCU

Michael Rawls (Virginia Commonwealth University), Bettina Peacemaker (Virginia Commonwealth University)

Purpose

Virginia Commonwealth University (VCU) Libraries is at a strategic crossroads. The recent introduction of a new student library fee at our institution resulted in a significant increase in funding. Almost concurrently, technological improvements have realized sizable workflow efficiencies that allow our organization to re-focus existing personnel and resources. These favorable conditions have given us an opportunity to launch new initiatives and reframe our mission, but it also comes with the substantial responsibility to invest these resources prudently and effectively.

As we embark on this task of re-inventing ourselves, we chose to conduct the Ithaka S+R Local Faculty Survey to ground our strategic thinking and to serve as a tool to help guide us into new territory. This relatively new survey product is designed to help academic libraries understand how a variety of emerging trends across the academic and digital landscapes are influencing the behaviors and perceptions of their faculty in the areas of the scholarship, research, and teaching. This paper will detail our experience with the survey and discuss how the results will inform the news strategic directions of the library to meet the changing needs of our faculty.

Originality/practical implications

While incorporating the survey data into the strategic planning process is not a new topic, the library assessment and performance measurement community may nonetheless find this proposed paper informative given the newness and unique nature of this particular survey. In addition to seeking information centered on faculty interactions with library services and resources found in traditional user surveys, much of the attention of this survey is focused on how faculty members go about conducting research and publishing their findings. How are researchers managing their data? How do they select publishing venues? What are their opinions about Open Access? What audiences do they wish to reach? How are they using social media and other technologies to disseminate their findings? As libraries invest more resources into areas such as data curation and scholarly communication, they will need to develop a customized understanding of their own research communities regarding these sorts of questions if they want to maximize the effectiveness of such efforts.

Many of the Northumbria conference attendees may find this topic of interest as the use of the local version of the Ithaka S+R Faculty Survey is becoming increasingly international. In addition to the United States, the local survey has already been administered by institutions in Australia, Canada and New Zealand, while the national version of the survey has also been conducted in the United Kingdom.

Approach

Our paper will focus on the stages of analysis used to explore and interpret our survey results as well as the process of incorporating the findings back into the planning for our new strategic initiatives. First, we will summarize the key themes of the analytic memo drafted by the Ithaka S+R staff that was provided as an add-on service to the survey. Next, we will discuss the first phase of our own internal analysis as we de-aggregated the results between science, technology, engineering, math, and health sciences (STEMH) respondents and non-STEMH respondents to learn more about how these two broad faculty groups differed. We will also explore the second phase of our internal analysis where VCU's results were compared against those of the 2012 US National Ithaka Faculty Survey to better understand the unique needs of our own institution. Finally, we will review how these findings were communicated across our organization and integrated back into the strategic and operational planning processes.

Findings

The survey has been administered and the analytical memo reviewed. The internal statistical analysis has also been completed. We are currently working with the final results to consider the full implications of the survey data and contextualize them for library administration, faculty and staff as well as the greater VCU community. Nevertheless, early interpretation of the analysis indicates varying levels of faculty demand exists for our new initiatives. Similarly, the preliminary evidence from the comparative analyses has already identified the existence of unique characteristics, both within our own research community and compared to the nation as a whole, that will prove relevant as we shape the future role of the library and its place within VCU's research enterprise.

Biographical note

Michael Rawls

Michael Rawls is the Budget and Assessment Director for Virginia Commonwealth University Libraries – a public research university located in Richmond, Virginia, U.S.A. – where he previously served as Chief Financial Officer. Mr. Rawls is currently completing his Ph.D. in Public Policy and Administration with a concentration in higher education policy and research interest in scholarly productivity.

Type of paper: paper (20 minutes): case study

Notes

Designing user-centered survey questions for strategic assessment

Alisa Rod (Ithaka S+R)

Designing survey questions according to "best practices" in survey research methodology is a time-consuming process requiring expertise and specific skills. In this workshop, Ithaka S+R's survey methodologist Alisa Rod will provide an overview of the qualitative and quantitative stages of survey questionnaire development, followed by an analysis of how well-designed survey questions function as evidence to drive strategic initiatives and assessment. Through the workshop, participants will learn both how best to create survey questions and to evaluate survey instruments designed to measure users' library-related attitudes, behaviors, and needs.

Type of paper: Half day post-conference workshop

Please note: this workshop is offered after the main conference programme for an additional fee. Northumbria Conference delegates receive a discounted rate for this workshop. For more details, and to register, please visit *https://ithakasrdesigningsurveysnorthumbria.eventbrite.com*.

Surveying students' research practices and information needs: approaches and methods for developing user-centric questions

Alisa Rod (Ithaka S+R), Greg Careaga (University of California), Lisa Hinchliffe (University of Illinois, Urbana-Champaign), Nancy Fried Foster (Ithaka S+R), Ken Lyons (University of California), Laura McClanathan (University of California), Deborah Murphy (University of California), Frank Gravier (University of California)

Purpose

Libraries have long valued user surveys for the insights they offer about information practices and perceptions of library services and resources.

Ithaka S+R's Faculty Survey has produced significant national and international data over time, such as the UK Survey of Academics, which assess the overall direction of user research practices in a way that provides actionable insights to the higher education community. The project has expanded to offer individual colleges and universities the ability to field the faculty survey locally and analyse institution-level findings to inform evidence-based strategic planning and assessment.

To supplement the local Faculty Survey and at the request of institutions running the Faculty Survey, Ithaka S+R developed a local Student Survey to examine the needs of the other key library user community. The Student Survey questionnaire examines course-specific and informal research and learning practices as well as associated expectations and needs for research and learning support services. In addition to the core Student Survey questionnaire, Ithaka S+R collaborated with two research institutions on the development of topical survey modules covering issues including: library space planning, STEM research practices, and international students' research practices and needs.

The purpose of this panel session is to probe in depth the processes of developing strategically relevant user-centric survey questions about students' research practices and information needs, using the development of three Ithaka S+R Student Survey modules as illustrative examples. This panel will cover three stages in the development of survey questions on students' research practices and information needs:

- Stage 1: Development. The first stage involves conceptualizing and defining strategic objectives regarding the outcomes and purpose of potential survey questions in terms of planning, measurement, and/or evaluation. In this stage, experts in survey methodology, libraries, and students' practices are consulted and questions are drafted based on the input. This stage will be illustrated with an overview of the development of the STEM research practices and the international students' research practices and needs modules with experts at the University of Illinois at Urbana-Champaign (UIUC) and Ithaka S+R.

- Stage 2: Testing. The second stage involves pre-testing the draft questions according to best practices in survey methodology. This stage will be illustrated with an overview of the findings of a qualitative pre-test that was conducted at the University of California, Santa Cruz (UCSC) on a set of questions on library space planning as it relates to students' information needs.

- Stage 3: Revision. The third stage involves revising questions based on the results of the qualitative pre-testing phase. This stage will be illustrated by an analysis of how survey questions were updated based on the results of the UCSC cognitive interviews and feedback from students at UIUC, ultimately leading to a more user-centric survey design.

Methodology/approach

The following two cases will be presented and discussed by respective panellists:

In developing survey questions on library space planning for students' studying and research needs, experts at Ithaka S+R (a survey methodologist and the senior anthropologist) drafted a set of questions. The UCSC Undergraduate Experience Team conducted 31 cognitive interviews with graduate and undergraduate students to qualitatively pre-test the survey module. Cognitive interviews are a qualitative method used to probe survey takers to explain what they were thinking as they answered specific survey questions. In this way, cognitive interviews allow researchers and survey methodologists to determine whether respondents understand survey questions as they are intended to be interpreted. The UCSC cognitive interview subjects were recruited across all academic divisions and class standings. The sample included a plurality (twelve out of thirty-one) of science and engineering majors, and a strong majority of female (twenty-four out of thirty-one) subjects. Elsewise, the demographics fit the UCSC campus profile well for the sample size. The interviews were designed to ascertain the extent to which the survey questions covered the topic of library space planning from a user-centric perspective. These survey questions will be adapted based on the findings of the qualitative pre-test.

In developing survey questions on STEM research practices and international students research practices, experts at UIUC and Ithaka S+R consulted on conceptualizing user practices and developing questions based on a user-centric perspective. . The questions will be reviewed by the librarians in the libraries two sciences divisions and also tested among the target user population (students) using informal interviews.

Findings

The results of the qualitative pre-tests revealed that subjects understood most of the questions well. Minor issues regarding the wording of certain questions or the use of jargon were identified, and will be remedied and reflected in a revised version of the survey modules (currently in development). This panel includes an overview of general findings regarding library-related terms and phrasing, in addition to issues of cross-institutional reliability and institution-specific terms. It also describes how to revise questions based on the findings of qualitative pre-testing and feedback from experts.

Practical implications

In order to use survey data to inform strategic planning or decision-making, librarians must be confident that users interpret questions as intended. Survey questions or questionnaires developed via the methods and approaches discussed in this panel yield results that librarians can rely on in understanding students' practices and habits in order to better serve their needs.

Originality and value of proposal

The Ithaka S+R local Student Survey takes a deliberately high-level approach, exploring current broad strategic issues to provide library managers and the library assessment community with key insights about their users. The surveys are unique in that they are designed to be entirely user-centric in benchmarking and tracking the changing needs of important campus communities and are not necessarily designed to directly evaluate specific library services. This panel will be valuable for librarians, students, library managers, and researchers interested in using surveys to evaluate or measure users' research-related needs.

Biographical note

Alisa Rod

Alisa Rod is the Survey Coordinator at Ithaka S+R, where she leads survey projects as part of the team conducting internationally recognized survey research on libraries, users, and scholarly practices. She is primarily responsible for designing survey questionnaires and modules that address academics' and students' attitudes and behaviours. She holds a doctorate in political science from the University of California, Santa Barbara.

Type of paper: panel session

Notes

The Ithaka S+R US faculty survey and UK survey of academics 2015 instruments: questionnaire design and methodology

Alisa Rod (Ithaka S+R)

Purpose

Conducting a longitudinal survey, implemented at regular intervals over many years and into the foreseeable future, involves a set of unique methodological and practical challenges related to the trade-off between comparability (tracking changes over time) and accounting for evidence-based innovations in survey research and methodology (thus maintaining rigor and quality). For example, over the past several years, the web-based survey modality gained advantages over other survey modes, such as paper-and-pen mail surveys, in reaching our target population, due to technological advances and a broader transformation of higher education in the digital environment. In 2012, in response to these developments, the Ithaka S+R US Faculty Survey was successfully migrated from a paper survey to an online survey. This transition was accomplished through careful testing and following a pilot study to ensure that key results from the web-based version would be comparable to previous paper-and-pen iterations.

The purpose of this paper is to report the findings of qualitative and quantitative pre-tests and pilot tests conducted on a revised version of 2012 US Faculty Survey and UK Survey of Academics instruments for the anticipated 2015 iteration. This paper describes the development of the US Faculty Survey 2015 and the UK Survey of Academics 2015 with advisory committees and in accordance with current "best practices" in questionnaire design methodology. The great majority of the thematic coverage of the US instrument will overlap with the UK instrument for 2015, both of which will be refreshed based on the most up to date strategic issues while mindful of the importance of opportunities to compare cross-nationally and continue to track important trends.

Methodology

The questionnaire will be pre-tested using a qualitative method, which is the industry standard for validating survey instruments. It is a common practice to conduct these assessments regularly on longitudinal surveys in order to determine whether there are any items that require refreshing or updating. This qualitative study will be used to test the validity of any newly developed items or modules, such as those on data curation and new modes of scholarly communication.

As in 2012, a pilot study will be conducted to test any adaptations or modifications to the 2015 instrument in order to evaluate the extent to which key items will be comparable to previous iterations and to maintain methodological rigor. This paper will also report on a study of non-responders following the pilot study. The non-respondent follow-up study is planned in order to determine: 1.) the extent to which nonresponse may bias the survey findings; and, 2.) if there are any outreach methods, aspects of the survey instrument, or design elements that could be modified in order to bolster response rates and reduce nonresponse.

Nonresponse bias may occur if faculty members who respond to the survey are inherently "different" than faculty members who do not respond to the survey with respect to the topics covered in the survey (ie research habits and attitudes). Nonresponse bias reduces the extent to which survey findings are generalizable to the broader population of faculty members.

Our expectation is that nonresponse bias is of negligible concern, but this hypothesis will be investigated empirically with the non-respondent follow-up study.

Research and practical implications

The US Faculty Survey project, and the UK Survey of Academics project more recently, have an established record of providing valuable insights to help the HE sector and its libraries use evidence in decision-making processes for strategy and innovation. In 2013, following the publication of findings, comparative analysis with the US was conducted, Jisc and RLUK hosted a major workshop to consider the implications of findings, and findings were internalized for the strategic planning of libraries and shared service organizations.

Following the completion of the Ithaka S+R US Faculty Survey 2015 and the Ithaka S+R Jisc RLUK UK Survey of Academics 2015, Ithaka S+R plans to write a major international comparative report analysing similarities and differences among academic staff across at least these two country-specific projects. Our plans call for a much more extensive and sophisticated comparison than the version we published as an issue brief in 2013.

Originality and value of proposal

Ithaka S+R's US Faculty Survey has been fielded triennially since 2000. In 2012, a trilateral partnership comprised of Ithaka S+R, Jisc, and RLUK, developed and fielded a survey of UK academics, published as the UK Survey of Academics 2012. Fielded in parallel with the 2012 US Faculty Survey, and using a nearly identical instrument, the survey examined the attitudes of researchers and practitioners working within higher education. It shed light on their behaviours, including their reliance on digital technologies, the Internet, and open access.

The sixth cycle will survey faculty members across the US higher education community with a methodology and questionnaire designed to track trends relative to the previous five iterations and comparatively with universities in the UK.

Ithaka S+R's large-scale surveys of academics and faculty members provide a regular examination of key strategic issues facing higher education. This paper will provide library leaders and the broader library community with valuable information detailing the rigor, validity, and reliability of the 2015 US Faculty Survey and UK Survey of Academics instruments. This will empower libraries, as well as other organizations supporting this community, with using the data from the Ithaka S+R 2015 US and UK national-level surveys to help them better serve the changing needs of academics.

Biographical note

Alisa Rod

Alisa Rod is the Survey Coordinator at Ithaka S+R, where she leads survey projects as part of the team conducting internationally recognized survey research on libraries, users, and scholarly practices. She is primarily responsible for designing survey questionnaires and modules that address academics' and students' attitudes and behaviours. She holds a doctorate in political science from the University of California, Santa Barbara.

Type of paper: paper (20 minutes): research paper

Notes

UK survey of academics

Alisa Rod (Ithaka S+R)

Ithaka S+R, Jisc, and RLUK are preparing to field the second cycle of the UK Survey of Academics in fall 2015. This project will offer comparisons with the UK Survey of Academics 2012 while updating the questionnaire to track new strategic issues of interest to the higher education community on topics like research and teaching practices, information usage patterns, and views about the role of the library. As in the first cycle, a major public report will be released with UK-level findings and analysis, and the underlying dataset will be deposited in an appropriate data archive. For the first time, it will also be possible for individual HEIs to receive the data from responses specific to their university, allowing institutional-level analysis that should enhance opportunities for the project to have institutional impact.

Ithaka S+R would like to host an information session to brief interested Northumbria participants on:

- how the Survey of Academics will be conducted at UK HEIs, in terms of invitations and reminder messages, and the survey questionnaire, going out in fall 2015 and
- opportunities for your HEI to receive institution-level data on an optional basis in conjunction with this project.

Type of paper: Briefing Session

Notes

Identifying the needs and usage habits of university study room users

Alice Ruleman (University of Central Missouri)

Purpose
In the past five years, the JCK Library has implemented a number of user centered-design changes to improve the user experience and increase student success at our university. Initiatives have ranged from adding an Einstein Brothers Bagel shop, providing space for the Student Success Center, moving computers out of the computer lab to other floors, and developing a collaboration zone.

Throughout this time period, the popularity of the study rooms has grown. With the opening of the fall semester, 2014, we had increased our study rooms to 29 by repurposing storage rooms and other spaces. Check out of the keys for the study rooms on all floors was also consolidated at the Circulation Desk. By mid-day we usually have people waiting for a room and we maintained a waiting list. In September we had 561 names on the list, in the month of November with classes in session for only three weeks, the number had doubled to 1181.

We know from circulation statistics and anecdotal experience that the rooms are very popular. What we do not know for sure is how the rooms are actually used. A survey was developed to answer this question. With this information, we may be able to meet some of their needs in in other areas of the library as well as improve our study room services.

Design
The survey was designed to collect data at the time students check out keys for the study rooms. The student workers at the Circulation Desk were trained in how to explain the survey to them. The students were asked to complete a short multiple choice survey. If it was a group of students checking out a room, all of them could complete the survey. The questions covered how often they used the study rooms, what they used them for, what equipment was used, and why they preferred to use a study room rather than study in another part of the library. The survey included some basic demographic questions but did not ask for any identifying information.

Findings
The research project is still ongoing as of Jan. 2015 so findings for this proposal are preliminary. Data collection is expected to be concluded by March. Demographically, usage of the study rooms appears to increase with each year in school. Students are primarily interested in basic rooms with the computers and tables. Whiteboards were also popular. Specialized technology such as webcams, microphones, DVD player, and projectors were not used much. The most common activities were studying by oneself or in a group. Emailing, practicing presentations, and listening to music were also common. Even though all the study rooms are equipped with desktop computers, it was not uncommon for students to use their own laptops or other devices.

Research or practical limitations and implications
As with any research project, the results may not be the same as at another institution. At the same time, this survey does provide a snapshot of the use of study rooms by the “respondents” at this institution. Based on other data collection, we believe there are limitations to the survey population. Our waiting list system requires a name and the number of people in the group, if applicable. Although the survey respondents indicated a preference to studying alone to with

a group and the percentage that identified themselves as international students was low, the waiting list data confirms that a high number of them are in groups and based on the names, a good number appear to be international students. We included the question about international students because of our perception that they use the rooms at a higher rate than other student compared to their percentage of the student body.

Conclusions

The library has been exploring multiple ways to continue to improve various aspects of the library facility and services for a number of years. Adding additional study rooms is one way we have tried to meet the needs of our users but our current problem is limited additional space that can be converted into more study rooms. Results of this survey will give us a better idea of how the rooms are being used which may influence what we can offer. For instance, an individual may be able to use a stand-alone study cubicle rather than a bigger room. We may not need to equip all the rooms with the same technology if it is not being used and we may discover we need something else in them. With concrete data, we will be better able to tailor the study room services to meet their needs.

Originality and value

A survey of the library literature reveals that a number of studies have been done on student utilization of library space. Several have documented the high use of study rooms compared to other space in the library but they did not provide an explanation for this. The researcher is not aware of any other studies that have focused specifically on study room use.

Biographical note

Alice Ruleman

Alice Ruleman has served as Access Services Librarian at James C. Kirkpatrick Library since 2009. She holds the rank of Associate Professor. She is active in the Missouri Library Association and MOBIUS, the state consortium. In addition to access services, her interests include assessment, strategic planning, technology use, and information literacy. She has an MLS from Emporia State University and an MS in Educational Technology from University of Central Missouri.

Type of paper: short paper (10 minutes): research paper

Notes

Welcome keynote

Dr John Scally (National Library of Scotland)

Dr Scally will formally open the Northumbria Conference and welcome delegates to Edinburgh. His talk will explore the competition libraries face, how libraries can embrace continuous improvement tools, and library leadership and strategy. He will also talk about the National Library of Scotland, the recent changes in political context and the challenges facing national libraries generally.

Type of paper: Keynote Speech

Biographical note

Dr John Scally

Dr John Scally became Chief Executive and National Librarian of the National Library of Scotland (NLS) in September 2014. Dr Scally was previously Director of Library and University Collections at the University of Edinburgh, who he joined after working as a curator in the Rare Books Division of NLS in 2003.

UK copyright literacy review

Jane Secker (London School of Economics), Chris Morrison (University of Kent)

Purpose

- To survey the level of copyright literacy amongst UK Librarians (all sectors) and others working in the cultural heritage sector (Museums, Galleries, Archives).
- To highlight any gaps in knowledge and training requirements in the sector.
- To provide data to compare with copyright literacy levels in other countries participating in the survey.

The above aims support the development of digital literacy within UK libraries and cultural institutions. The research also provides a comparative study of the sector with those outside of the UK. This study is of particular relevance following a significant reform of the copyright regime in the UK during 2014.

Methodology

This research originated from a project funded by the Bulgarian Ministry of Education and Science, led by Assoc. Prof. Dr Tania Todorova (State University of Library Studies and Information Technologies, (SULSIT), Sofia, Bulgaria). The original project surveyed information professionals in Bulgaria, Croatia and Turkey (July – October 2013) and in France (January-March 2014). The UK survey was part of a second data collection phase, extending the survey to a greater number of countries. In the period of June – October 2014, the same survey was conducted in Finland, Hungary, Italy, Lithuania, Mexico, Norway, Portugal, Romania and USA.

The survey was made available online using the open source survey tool: LimeSurvey and consisted of 4 sections. It included closed, half-open (through applying 5-degree scale of Likert) and open questions.

The survey aimed to establish the knowledge and awareness of the respondents on issues of copyright.

It also explored the attitude of the respondents towards the development and application of copyright policies in library and cultural institutions.

The survey examined attitudes towards the education and continuing professional development of information professionals about issues of intellectual property, for example in programmes on library and information science, archival science and cultural heritage sciences. Finally the survey gathered demographic information and information about the educational and professional experience of the respondents.

The target group were managers and professionals responsible for the information service of users in library and other cultural institutions (archives, museums etc.). The intention was that as many library and information professionals and cultural heritage workers would complete the survey as possible with the aim of collecting data from the profession as a whole, and not from those with specific responsibility for copyright. Multiple submissions were therefore encouraged from staff at the same institution.

Practical Limitations

The survey was made available for one month due to the requirements of the source project to complete data collection by the end of 2014. Achieving a range of responses from across the various types of institutions was also constrained by those groups who were aware and incentivised to respond to the survey. There was a strong response from the library sector, particularly academic librarians amongst whom the research team is well known. The response from museums and other library sectors was less strong, however, the number of responses (over 550) received compared favourably to the data collection in other countries.

Findings

Findings are currently being analysed in detail and will be available in early March to be presented at the conference. Early indications suggest that the level of knowledge about copyright across the library, archive, museums and cultural heritage sector is mixed. Many professionals expressed a desire to develop their knowledge in this field. Some sample findings, which will be compared to responses from other countries include, evidence of a reliance on colleagues, books and articles, websites and professional associations (such as CILIP) for guidance in the field. Encouragingly around 44% of institutions surveyed had a copyright policy and 46% had a named individual dealing with copyright queries. Almost two thirds of all respondents believed copyright should be included in the professional training and education of librarians and other cultural heritage sector professionals. Additional data will be available at the conference as well as comparative data with a range of other countries.

Originality and value of the proposal

The research team are not aware of any other recent, similar studies of copyright literacy amongst UK information professionals. There has been interest in the research from a range of organisations such as CILIP, UUK, the British Library and the British Council. It is expected that the findings will inform discussion on how information professionals and those providing copyright support within information, educational and cultural institutions, are able to deliver the greatest value to users and communities within the UK's new copyright regime. It should also provide a valuable comparison between UK professionals' knowledge of copyright and those in other countries who have participated in this study to date.

Biographical note

Jane Secker

My research interests include: copyright and licensing issues related to new technologies and e-learning, digital literacy and information literacy – in particular supporting staff and PhD students develop their research skills and use new technologies. I currently manage the Student Ambassadors for Digital Literacy project at LSE exploring how undergraduate students can develop their digital literacy skills and provide peer support.

I completed a PhD in history and information science, subsequently working on projects focused on digitisation and copyright issues before moving into e-learning, where I provide copyright and digital literacy support to staff and students.

Type of paper: paper (20 minutes): research paper

Notes

A survey of user satisfaction at the National Library, Osogbo, South West, Nigeria

Iwok Nnah Shabi (Obafemi Awolowo University), Rachael Oyeranti Oyedapo (Obafemi Awolowo University), Joseph Tunde Isaniyi (Obafemi Awolowo University)

Background

In every developing economy such as Nigeria, the pivotal role of the public library in socio-economic development cannot be undermined. This assertion is true because the public library provides a means of self education to the teeming masses in its function as an alternative to formal education.The public library is the layman's university since the resources therein cater for all educational levels and ensure life-long learning. The peculiar thing about public libraries is that they provide free access to various types of information products and services to all clients irrespective of gender, age, educational level or social class.

The public library situation in Africa generally and Nigeria particularly has deteriorated. This trend has led to a rapid decline in library use. Dissatisfaction with public library services and resources have turned our public libraries to mere reading rooms for library clients. User satisfaction surveys therefore serve as a form of quality control and assessment.

Purpose

This study therefore set out to determine the level of user's satisfaction with the services rendered at the NLN, Oshogbo; to determine users satisfaction with the performance of library staff at the NLN, Oshogbo and to ascertain factors that can enhance service quality and user's satisfaction at NLN, Oshogbo.

Methodology

The study was conducted at the National Library of Nigeria, Osun State Branch, Oshogbo, South west Nigeria. As a National policy, the Federal government establishes one branch of the National Library in each of the 36 states of the Federation. It is controlled and funded by the Federal Government. The Osun State branch is presently situated in the outskirts of the state capital and is housed in a rented one story building.

The Study population is made up of all the users of NLN, Oshogbo who used the library during the two week survey period and consented to participate in the study.

The study is a descriptive cross sectional survey of user satisfaction among respondents using the total enumerative sampling method involving the total number of users who used the NLN, Oshogbo during the two week survey period who gave consent to join the study.

A total of one hundred (100) respondents participated in the study.

The survey instrument was a questionnaire titled, "User satisfaction opinionnaire" which was adapted from the SERVIPERF model of user satisfaction and thereafter validated by Library and information professionals at the department of library , archival and information studies at the University of Ibadan, Nigeria. The questionnaire was structured to enable the identification of the variables to be measured. It was divided into 4 sections. Section 1 elicited responses on the sociodemographics of the respondents. Section 2 elicited responses on user satisfaction with library services. Section 3 elicited responses on user satisfaction with performance of library staff while section 4 elicited responses on ways to improve library services.

All responses were entered into computer software using SPSS version 19. Data was analysed using simple descriptive statistics.

Findings

Results revealed that most of the respondents were single, male students whose mean age was 19.98 + 1.24. Overall level of satisfaction with library services was low (44%). All the study respondents (100%) see the provision of internet facilities, provision of dailies and magazines and provision of photocopying and bindery services as of utmost importance. In rank order, the most pressing need is provision of computer workstations. This is closely followed by improving the library collection (88%). Only 2 respondents indicated interest in religious materials. Good human relations with library users by library staff was also highly ranked (74%) as an area that needs to be seriously improved upon. Another area of concern is for the extension of the opening hours to include weekends. Although library staff were competent, they needed to pay more attention to human relations. Suggestions for improvement of library services in National library of Nigeria, Oshogbo by the respondents of the study included an improved print collection and the provision of functional computer workstations with internet facilities .

Conclusion

In conclusion, based on the five dimensions of user's satisfaction in the SERVIPERF scale, the users of NLN Oshogbo did not fare well especially in the area of tangibility which has to do with physical facilities, equipment and personnel. The satisfaction level was high in the assurance dimension. This was a clear reflection of staff competence. In the dimensions of reliability, responsiveness and empathy the users were not satisfied.

The management and staff of NLN, Oshogbo have a lot of work to do in terms of improving their collection, facilities, services and staff training so as to satisfy users. It must be borne in mind that in any information system, the user is the central focus. User's satisfaction is therefore compulsory and not optional or else NLN, Oshogbo will become a mere reading room.

The outcome of this survey and its recommendations will guide the management of NLN, Oshogbo in the strategic and operational design of library services which reflects the wants of it's clientele in terms of resources, delivery and services offered. Other public libraries may also find the study helpful when planning user satisfaction surveys.

Implications for public library services

Since the survey included suggestions for the improvement in library facilities, resources and services for improved user satisfaction, the following recommendations are being made:

In the area of staff; the management of NLN, Oshogbo should train and motivate it's staff to provide competent guidance to users in a friendly and courteous manner. Staff at the loans desk should show empathy to users while giving prompt attention.There should be that readiness to respond to users requests. In the area of services; library opening hours should be reviewed upwards with weekends included. The library collections should be improved in size and content. Religions materials should be included in the collection.

A full complement of Computer workstations should be provided with easily accessible internet facilities Reprographic services which include scanning, photocopying and bindery services should also be made available. Noise control should be put in place.

Finally, Periodical user's satisfaction surveys should be carried out as a form of feedback mechanism and benchmarking to ensure that the public libraries does not lose relevance to users.

Biographical note

Iwok Nnah Shabi

Iwok Shabi is a Senior Librarian with the Hezekiah Oluwasanmi Library,Obafemi Awolowo university,Ile –Ife. Her research interests include health information, library services to underserved populations, reading and literacy. She is also a graduate student at the Centre for Educational Media Resource Studies,University of Ibadan, Nigeria.

Type of paper: paper (20 minutes): research paper

Notes

Impact of transformational leadership on librarians' job performance and commitment: a case of academic libraries of Pakistan

Sidra Shan (International Islamic University), Muhammad Javed Iqbal (Higher Education Commission of Pakistan)

Transformational leadership impacts on employee commitment which binds employees to those actions, necessary for the successful implementation of change initiatives and organizational development. Similar to other parts of the world, Pakistani academic libraries are also facing internal and external pressure to adopt changes to meet ever changing needs of users. During the change process in academic libraries, employee reciprocity, in the form of commitment to the organization and the willingness of employees to engage in functional behaviour, is strongly dependent on the level of support given to them by their leadership.

Literature has suggested that employees working under transformational leadership are more committed and involved to contribute in organizational performance and demonstrate fewer withdrawal behaviours at work place. Transformational leadership ensures to make employees more aware of prioritizing organization interest on self-interest and aligning their personal goals with organizational goals.

Purpose
The study will focuses on the impact of transformational leadership on employee performance and commitment during the change process in the university libraries of Pakistan. Four components of transformational leadership; charisma, inspirational motivation, intellectual stimulation, and individualized consideration would be analysed in relation with job performance and commitment.

Design, methodology or approach
The research would be empirical in nature. In-depth literature review would be conducted to identify the relationship of transformational leadership with job performance and commitment in context of libraries. The study would base on survey research methods.

The observatory sample would comprise of library staff members from 21 public and private sector universities of Pakistan charted by Government of Pakistan. The questionnaire will be sent through email and in person. SPSS (version 20) would be used for descriptive, correlation and regression analysis.

Findings
The results will present the insight of transformational leadership practices across academic libraries and its impact on employee job performance and commitment. The research will provide guide line for the library top management to formulate policies to manage change, better understanding of transformational leadership characteristics and creating an environment where innovative ideas can flourish through charismatic leadership.

Research or practical implications

The findings of this study would assist libraries to initiate and maintain the environment that would add value to employee's commitment and increase their performance. Result may be used as guide line in devising the human resource policies that construct the long-term commitments of employee through innovative and participative style of leadership.

This study will also give insight to transactional leaders to focus on long term rewards and compensation packages to get better performance and retain employees for longer period. The study would also contribute in academia as the results will present insight of libraries' leadership. The result may further help academician to include relevant content (i-e, human resource management, leadership) in syllabus.

Limitations

The cross sectional design of the study would be a possible limitation for interpretations of results.

Conclusions

The conclusion of the study would reveal the factors affecting more on library personal performance and commitment. Among four components of transformational leadership; charisma, inspirational motivation, intellectual stimulation, and individualized consideration, more appropriate factor would be evaluated for increase job performance and commitment in Pakistani context. The conclusion may suggest academic libraries to become learning organization that encourage employee participation in decision making and discourage autocratic style of leadership.

Originality and value of the proposal

In Pakistan, few studies have been found in Business context where the relationship between leadership styles and job performance has been investigated, whereas performance management and leadership style in Pakistani librarianship has not been deeply investigated. To cope with these loopholes, this research would show a positive behavioural influx toward performance management in academic libraries. The study will also encourage future studies in Pakistan relevant to library leadership and performance management.

Biographical note

Sidra Shan

I am working as Librarian in International Islamic University Islamabad (IIUI), Pakistan from last six years. I did my Masters in Library & Information Science from University of Punjab Lahore in 2005 and Master in Business Administration from IIUI in 2010. I have also won the award of IFLA/OCLC Early Career Development Fellowship program (USA/Netherlands) in 2010. Currently I am enrolled in M.S. (M.Phill.) Management Studies in IIUI and also performing the duties of Reference Librarian/Coordinator Lincoln Corner Islamabad. My research interests are information literacy, knowledge management, training and development, management practices, virtual reference services and digitization.

Type of paper: research paper

Notes

All types in change: implementing a new Library Management Platform at the University of Edinburgh

Laura M Shanahan (University of Edinburgh)

Purpose

This presentation will act as a case study to the Project and Change Management approaches taken in procuring and implementing a new Library Management Platform at the University of Edinburgh. It will include an exploration of the beneficial relationships of a converged IT and Library structure to such a major activity; will address the 'enemy of experience' within library and university projects; will explain how the benefits of change are being identified, owned and realised by staff across the Library; and will explore the use of Myers Briggs Type Indicator as a guide to managing change.

The presentation will be followed by an opportunity to ask questions about the project.

Methodology

The presentation will include detail about the methodology utilised throughout this major project, such as:

- The Information Services Project Framework, including methodology recognised as best practice by UCISA (Universities and Colleges Information Systems Association) – the Major Project Governance Assessment, which allows all stakeholders to share their perspective on the management of the project, affording a real opportunity for project management improvement and development.

- Governance structures, including project board (involving academic staff, student representatives, finance, IT, Procurement); subject-matter experts (team-leader/supervisory-level staff who wrote the requirements for the system with their functional area teams and evaluated supplier responses), managers groups (responsible for delivering the benefits of the new system), and academic/student user groups (convened to feedback on the implementation and development of the new Discovery solution).

- The University of Edinburgh supplier evaluation approach, including the 'real-life scenarios' utilised for the supplier demonstrations; the simplified requirements set; and the co-operative communication of procurement managers.

- Change Management delivered within a framework using the Myers Briggs Type Indicator, including 'what scares you about how your opposite type works?' and finding ways to use each other's strengths; taking into account personal risk acceptance levels; accepting the change curve, including moving from expert to novice.

- Technical training methodology, covering workflow changes and documentation required.

- Identifying staff development requirements as a result of a changing system and workflows.

Findings

By the time of the presentation, the University of Edinburgh will be expected to have implemented the new system. Raw "lessons learned" from the project will be available for discussion, as well as the positive lessons from the early stages of the procurement and implementation planning phases.

Value of proposal

Many institutions across the UK are seeking to replace their current library management system with a next generation solution, sometimes within a consortial arrangement. This presentation will allow those institutions who have not yet moved to learn from some of the experiences of colleagues at the University of Edinburgh outside of procurement practice and knowing what the systems are.

Biographical note

Laura M Shanahan

Laura Shanahan joined the University of Edinburgh nearly seven years ago, and has worked in a number of positions within the Library. Particular highlights have been close involvement in the £60M Main Library Redevelopment Project, instigating a major book de-duplication project, and introducing a new offsite storage facility and services. She has been Head of Collections Development and Access since April 2014, overseeing the Acquisitions, Metadata, Collections Management and Information Systems support for all of the Library's print and electronic collections. Laura's career in libraries started, whilst an undergraduate student, at the National Library of Scotland.

Type of paper: paper (20 minutes): case study

Notes

Demonstrating value in research libraries: the shared service standards initiative

Tracey Sandra Stanley (Cardiff University), Jackie Knowles (University of York)

Purpose

In 2014, the RLUK Consortium (Research Libraries UK) developed a shared set of customer-focused Service Standards to be adopted and used by all University Library members. This was the first time that such an approach had been taken across Research Libraries in the UK. The driver for this initiative was to enable the libraries to develop more comprehensive, shared quality indicators which would enable them to demonstrate their value, especially in times of austerity when budgets might be under threat. The paper will set out the approach taken to the development of shared Service Standards and ensuring the engagement and buy-in of the RLUK membership.

Approach

The Service Standards initiative was conceived and developed as a strategic RLUK project, as part of the strategy on 'collaboration to reduce costs and improve quality'. Initially it was considered that a collaborative approach to developing quality and performance indicators and service standards would reduce duplication of effort across members and save staff time in establishing mechanisms for collection of performance data. In addition it was agreed that there would be potential for a shared set of measures or standards to be used for benchmarking purposes and to enable libraries to demonstrate their value to their institutions.

A Working Group was established to explore the concept further and develop recommendations. The Group commenced with a survey of institutions to establish what measures were currently collected. Although few members responded at this stage, the survey yielded over 70 measures currently in use across RLUK institutions, with a large amount of overlap in the measures in use. At this stage it was decided to limit the initiative to 'customer facing measures' in order to place some manageable parameters around the initiative. The decision to adopt a focus on customer facing measures was a reflection of the recognition that many RLUK members were working towards (or had already achieved) accreditation under the UK Customer Service Excellence initiative (a UK Cabinet Office Standard widely used across the Public Sector). It was felt that the initiative could assist with these aspirations and provide a direct and immediate benefit to those institutions pursuing the accreditation.

Findings and implications

The initiative established 8 customer-facing Service Standards which were agreed as being applicable to all of the University Library members of RLUK. These include a range of quality indicators focused on services rated as important to our largest customer group – undergraduate students. The Service Standards include measures on areas such as shelving turn-around, time taken to obtain materials on reading lists, opening hours, information literacy teaching and inter-library loans. In addition, the UK National Student Survey data is included on satisfaction rates for library services, with a benchmark target set at 90%.

Conclusions

All University Libraries in RLUK have signed up to the initiative and have volunteered a contact to collect the data and report it to RLUK. It is therefore hoped that we will have near-100% participation in the initiative and will be able to produce some meaningful and useful datea from the work undertaken so far.

2014/15 is a pilot year for collection of the data, and it is likely that the Service Standards and benchmark targets will be refined further following evaluation of the outcomes of the first year. Institutions have been asked to submit an initial set of data in January 2015 with a full submission for the year due in July 2015, at which point the data will be made available to participants and to the RLUK Board. There are aims to make the data available publicly in future years to demonstrate the high standards of customer service achieved by RLUK member libraries and the value placed on those services by customers.

A number of RLUK members have also successfully used the Service Standards in developing their own fuller set of measures at a local level, and have been successful in using these as evidence for a Customer Service Excellence accreditation.

Originality and value of the proposal

Notwithstanding the SCONUL Annual Statistics exercise, this is the first time in the UK that a collaborative approach to the development of Service Standards has been attempted for a group of research libraries. The initiative also demonstrates the increased commitment amongst research libraries to the fundamental principles surrounding excellent customer service – in particular the need to demonstrate service quality and proactively identify gaps in services so that these can be addressed, and services can be improved on a continual basis.

Biographical note

Tracey Sandra Stanley

I have over 20 years experience of working in academic libraries and information services. I have been Deputy University Librarian at Cardiff University since 2010, and prior to that worked in a number of senior library and IT posts at the National Institute of Health Research (Assistant Director, IT), University of York (Head of Planning and Resources) and the University of Leeds (Head of e-Strategy).

Type of paper: paper (20 minutes): case study

Notes

Demonstrating value and impact: sharing experiences

SCONUL Performance measurement and quality strategy group

Purpose
A recent survey conducted by Evidence base on behalf of SCONUL indicated a strong need from UK library directors to be able to demonstrate the value and impact of their services. The survey also revealed that instances of innovative practice were the exception and that most colleagues relied on traditional methodologies to demonstrate the value and impact of their services – this workshop will invite participants to share existing practice and assess the potential of different approaches. There will be an opportunity to examine different approaches to advocacy and presentation of data.

Design/methodology/approach
Review of current practice and drivers which have prompted investment in this area eg financial, raising visibility, improved student experience ; The introduction will include a short presentation accompanied by 2–3 case studies focussing on new techniques including the adaptation of ethnographic methodologies to the Library environment.

The focus of the workshop will be on identifying 'new recipes', by combining existing and new methods of data collection; we will also explore different approaches to demonstrating value and will consider how these can be translated into advocacy for a range of audiences. Ideas and approaches will be captured using group work with a variety of interactive exercises.

This workshop will be designed to challenge some of the more conservative approaches to performance measurement and encourage colleagues to test out a variety of new approaches to complement existing ones.

Type of paper: workshop

Notes

The communication audit for change management: combining potent perspectives for systematic discovery and improved library performance

Tonyia Tidline (University of Illinois)

Purpose
This is a workshop that merges the technique of the communication audit (which allows an organization to assess both internal and external communication) with change management practices to improve library effectiveness. While strategic planning may offer a global view, the communication audit provides a systematic, targeted way for libraries to determine if they are on message and if that message is consistent, valid, clear and persuasive. This kind of clarity has a positive impact not only in reaching a library's users and larger community, but also in reducing anxiety among employees and maintaining a healthy and productive organizational culture. The communication audit goes beyond merely proofreading websites, brochures, and press releases. It addresses other activities to include decision-making, policy generation and implementation and informal communication streams like the institutional grapevine. Moreover, it determines whether or not the library's various communication streams are in sync. Given that change management suggests organized, deliberate response to social, economic, political, and technological developments of varying size and scope, library and information professionals could benefit by using the communication audit when they consider change management.

Design
The workshop consists of three parts, beginning with an initial presentation of ideas, followed by audience member reflection on scenarios of use within their particular institution, and concluding with audience goal-setting and sharing potential for real-world application and follow-through. The workshop is intended to be interactive as much as possible after the initial introduction of concepts and methods.

Findings
Audience members will leave with an understanding of the communication audit as a tool for their library or information organization, and, if they so choose, a plan of action for use in their respective institutions.

Research or practical limitations or implications (as applicable)
One practical limitation is time – this is a brief workshop at a conference – as well as location, a second practical limitation. It is sometimes challenging to translate what one has learned at a conference into the reality of one's home setting.

Conclusions
The workshop will offer a concrete apparatus to execute change management.

Originality and value of the proposal
The workshop appears to be a first attempt to combine the communication audit with the change management approach, particularly for use in a library and information organization.

Both perspectives are beneficial and together they could yield a powerful means of routine information gathering and feedback to improve library performance.

Biographical note

Tonyia Tidline

Approximately 20 years experience in LIS higher education as a student, faculty member and administrator. Created new PhD program in LIS at Dominican University, USA. Currently managing and exploring the effect of continuing education and professional development in the field. Educational background includes a BA, MA, MLIS, and PhD.

Type of paper: workshop

Notes

Evidence based organizational change: people surveys, strategies and structures

Stephen Town (University of York)

The purpose of this paper is to present a case study of the use of people surveys to enact change in human capital organisation and practices in a University library. The study covers seven years of people surveys and subsequent interventions applied based on this and other data and evidence at the University of York, UK.

The paper reflects on advances in the understanding and practice of people evaluation in libraries. The case describes measurement of staff's lived experience, leading to innovation and intervention in management strategies, structures, and policies.

The research employs a mixed methodology; the paper draws on quantitative evidence from surveys; qualitative evidence from focus groups and desk research on human capital measurement. Participant observation by the Library Director has been key to the research, which provides both benefits and potential limitations.

The paper discusses the limitations and constraints of available methods for people assessment, and the different theoretical foundations of the engagement, climate and excellence surveys used across the period.

The importance of the contribution of people in libraries for a successful future seems self-evident. Developing a people strategy based on evidence, and then repeating or refining surveys based on further experience to gauge the effectiveness of interventions would seem an essential element of sound management and measurement for academic and research libraries.

The originality and value of the paper is that it provides a long-term case study of people surveys and interventions which is probably unique.

Type of paper: paper (20 minutes): case study

Notes

Performance indicators: evaluation study to determine the standardized numbers for indicators that do not include standard figures

Mostafa Tuhami (Misr Public Library)

Performance indicators
Evaluation study to determine the standardized numbers for indicators that do not include standard figures

Abstract
It is very important issue to put a group of union standards and performance indicators available to apply in the libraries around the world, this will help to make a benchmarking for the libraries from different countries an easy thing, this also will help much in ranking the libraries from over the world not just the big countries.

During my journey between the performance indicators for all types of libraries, I found a group of these performance indicators include a standard figure such as;

a Turnover rate of the collections, it is related with the target audiences. If the target audiences is 100000 or above, the base for the turnover rate should be 2.6 times per item, and the enhanced should be 7.1 time per item (BIX 2006),

b the median time of item processing, according to the modern study by the Cornell university, we will find that 6 days is the median time of item processing in technical services department for the item, (banush,2006), ...etc.

On the other hand; there are another group of the performance indicators does not include a standard figures such as shelving accuracy, speed of interlibrary lending, Median Time of Document Retrieval from Closed Stacks, and much more.

The main target of this study is:

1 Use the SIX SIGMA principles to put or determine a standardized numbers for those indicators which do not include standard figures.

2 Design an automated system to help the librarians to get an easy statistics to compare the results of their performance with the international performance indicators, this comparison will help much to know the rank of each library between the other libraries around the world, or at least around the region.

Biographical note
Mostafa Tuhami
Mostafa Tuhami is a Master Researcher. He has two publications about the library science, the first one is: “AFLI indicators to measure the performance of libraries: National, Academic,

public, and school libraries", Published in November 2013, the second one is: "Applications of 6 SIGMA in Libraries and Information Centers" (Electronic Book published in September 2012).

Type of paper: short paper (10 minutes)

Notes

Learning to watch: improving library user experience with usability testing

Lauren Vizor (Cranfield University)

Purpose
Conducting usability tests does not have to be expensive, difficult, or time consuming. This paper details the practical implementation of regular, monthly website usability tests using free, familiar tools in an academic library. Customer behaviours observed during these tests enabled the library to determine the extent to which the existing website was usable, to uncover resolvable issues, and to implement a series of relatively minor iterative website changes that resulted in an improved user experience.

Approach
Once a month, three thirty-minute usability tests were conducted in a quiet library room. In each test, a facilitator asked a single participant to complete no more than five library tasks on the website of Barrington Library (a Cranfield University library). All library staff were invited to observe the sessions in a viewing room, connected by the free screen and audio sharing software Skype. This informal, interview-style research process was adapted for a university library environment from existing methodology as documented by Steve Krug (2009), Matthew Reidsma (2011), and Schmidt & Etches (2012).

Participants were selected to represent both students and academic staff who had a range of familiarity with the existing website. Key tasks were chosen to address commonly recorded customer queries and written without leading terminology. The facilitators and observers were asked to record user behaviour and note whether participants were able to accomplish each task easily, with difficulty, or not at all.

During a debrief immediately following the tests, the facilitator and observers (including the web designer and deputy head librarian) discussed and prioritized highlighted usability problems and identified potential solutions. Proposed changes were implemented following approval by library management and specific tasks reused during subsequent tests to ensure changes had effectively addressed the problems.

Findings
Watching customers actually use the website, without librarian intervention or assistance, was invaluable. The usability tests quickly surfaced key usability problems, allowing staff to view the website from a customer perspective and determine where to focus limited development resources.

The importance of inviting all library staff to observe the usability tests was, initially, underestimated. The service orientation of libraries meant that many staff assumed the library was already good at providing an online service. Witnessing genuine customers experience difficulty carrying out real world library tasks on the live library website effortlessly moved debate on from whether improvements were necessary to how to fix specific issues. Opening the observation room to all library staff ensured buy-in on making changes at all levels of the organisation, with resistance only from those who were unable or unwilling to attend the sessions.

Using only a three participants and a handful of critical tasks made it easy to focus on making a series of small, achievable changes that did not require the overhaul of a complete web redesign.

Observing customers wade through less critical content in order to find key services resulted in a simplification of website navigation and a relocated, central main search box. Watching customers struggle with library jargon lead to a shift toward more user-centred language. As it became increasingly obvious that patrons were more likely to skip large blocks of texts or links entirely rather than wrestle through reading each line, pages became more focused, less rambling. Unnecessary or duplicate roadblocks to full text access were removed.

After five months of testing, the start of a new academic year highlighted just how much the library website had improved. Instead of requiring a librarian to demonstrate how to navigate the website, novice students were able to carry out critical tasks independently, providing more time for more valuable library training.

Usability testing has made it easier for Barrington Library customers to accomplish their goals. However, the library website aims to be more than just usable. It should also provide useful content and a meaningful customer experience – objectives that usability testing does not address.

Originality and value of the proposal

This case study provides a replicable, real world example of how usability testing can be sustainably implemented in an academic library environment in a way that provides fast, effective results.

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Biographical note

Lauren Vizor

Lauren Vizor is an environmental science graduate who "temporarily" fell into a local library job after post-university charity work in Madagascar left her without funds to drive anywhere further afield. Now a Senior Information Advisor at Barrington Library, Cranfield University, she happily champions the user experience, stoically manages eResources, and constantly confuses colleagues with her American accent and spelling habits – consider yourselves warned.

Type of paper: short paper (10 minutes): case study

Notes

From zero to tableau: gathering and analysing statistics at the University of Manchester Library

Peter Wadsworth (The University of Manchester Library)

Background

As part of the strategic planning exercise which resulted in Leading, Challenging and Connecting, the University of Manchester Library's 2013-17 strategy, the Library's leadership team committed to substantial improvement to management information processes and the creation of a leadership team dashboard. The main objectives were to:

- create processes, guidelines and tools to allow the introduction of ongoing metrics and KPI data collection
- publish and analyse these metrics in order to measure strategic development and operational performance
- support decision making and provide accountability (with particular reference to the Library's Annual Performance Review (APR) data.

Design

This paper is intended to provide an appraisal of Manchester's journey from 2012 to a point in 2015 where statistical analysis has become embedded in the Library management meeting cycle and, with two or three years' worth of data to draw on, is now beginning to influence and drive some of the decisions made by the Library's Leadership Team.

The accompanying presentation will include practical examples of Manchester's statistical and dashboard work.

Conclusions

The paper will highlight and share some of the achievements, obstacles and issues over the last three years, including:

- the audit and review process leading to a meaningful statistical suite to cover the various demands for information (for example, Library Leadership Team decision-making, SCONUL, Annual Performance Review etc)
- the problems encountered (and solutions applied) in relation to specific statistical sources, (for example, those centred on electronic resource management and usage)
- Decisions about presentation (particularly via a dashboard) in order to convey information in a speedy and meaningful manner to a variety of audiences
- embedding a "statistics-culture" within the wider Library staff, through training and sharing of best practice

- the use of statistics to monitor and improve on the Library's recently acquired Customer Service Excellence status
- the integration of Library data with that held by the University in order to produce richer analysis using a more detailed source data
- the analysis and choice of various statistical software packages on offer and a rationale for the choice of the Tableau software package for the Library's dashboard, citation analysis and Open Access publishing reporting
- the use of qualitative data (such as the NSS free-text comments) to supplement quantitative data
- Reflections on how to move towards a greater senior decision-making culture which is increasingly data-driven
- the use of statistical information to directly influence Library policy and services (for example, the use of NSS results in academic departments to influence funding and support for the Library's reading list services)
- looking to the future for the Library's management information programme, particularly the development of Key Performance Indicators for the strategic plan.

Value

This paper will:

a provide guidance for those institutions who are preparing to undertake (or are undertaking) a similar process in relation to management information dashboards, highlight the practical challenges and issues, and recommend potential solutions

b provide an initial assessment of the value of the Tableau software now being used to support the Library's dashboard production

c provide a framework for any subsequent discussion in which experiences and information can be shared amongst the group.

Biographical note

Peter Wadsworth

Executive Assistant to the Librarian and Project Officer for the initial Management Dashboard project in 2012. The EA role now includes responsibility for the creation of the monthly management dashboard, the quarterly leadership team statistical commentaries and the collation of other statistics within the Library.

Type of paper: paper (20 minutes): case study/review

Notes

Capturing the student User Experience (UX) in York and Loughborough University library buildings

Emma Walton (Loughborough University), Liz Waller (University of York Library), Graham Walton (Loughborough University Library), Katie Burn (University of York Library)

Purpose

In higher education libraries, the concept of the User Experience (UX) has increased in profile and importance. There are various reasons why this has happened. The concept of the 'student as customer' has generated much debate but there is general agreement that universities need to more successful in meeting student expectations. The introduction of full fees for undergraduates has moved the student forward as a consumer where they will compare, contrast and explore in much more detail to ensure they choose the university that best meets their needs. The digital age has also introduced competitors such as Amazon/ Google offering alternatives to university library provided digital information. This has resulted in tangible pressure for university libraries to have a deep understanding of the UX so services can be developed accordingly. Continuous improvement has to be integral to university libraries to contend with rapid and significant changes in technology, government policy, pedagogy and user behaviour.

A key strategic area for university libraries has been to adapt and improve their physical spaces to ensure they are still relevant for the 21st century student. York and Loughborough University Libraries have both undergone recent building refurbishments. Both are committed to monitoring and reviewing services and spaces and both place the user at the centre of their service. A joint project was completed in 2015 to capture the UX in their Library buildings. This built upon an earlier joint York and Loughborough project (Walton and Waller, 2014) which focused on the use of technology in their library buildings.

Undertaking a further joint project to explore in more detail how students use their library buildings demonstrates each libraries commitment to continuous improvement.

Methodology

There were various constraints which very much influenced the methodology. These included:

- avoiding survey overload
- no resources allocation
- an acknowledgement that the methodology employed needed to combine rigour and validity with a pragmatic approach to data collection.

A joint Project Team was established consisting of representatives from each University. After considering these issues, it was decided to develop an online questionnaire via Google Docs. Using this questionnaire Library staff conducted short interviews with individuals in the Library and entered the data via an iPad. The interviews took place in the entrance areas in both Libraries. Topics investigated included:

Details about the student including, course and academic level, purpose, and frequency of visits, other campus spaces used and technology.

Data was collected at roughly similar times in the academic year for each institution and explicitly avoided examination and revision times. The focus was very much Yes/ No questions to ease data entry but this did mean there was no qualitative data collected.

Findings

Findings provide evidence of use across a range of users and provide valuable information on who is using our Library spaces and for what purpose. The findings also offered an opportunity to gain an understanding about the requirements of our users consequently allowing for development of services and provision. This evidence has enabled both Libraries to communicate their value to the institution and their user communities.

The next steps of this project are to explore other learning spaces that are used in addition to the library and exploring the impact that these spaces have, or don't have, on the library remaining a destination of choice for many of its users.

Research or practical limitations or implications (as applicable)

As this project was run in two institutions findings can be used in a wider context, whilst York and Loughborough are of similar size and shape. The method of data collection allowed for speed and therefore volume of responses but not in-depth qualitative data. If a greater level of detail is required in the future, additional methodologies will be employed.

Originality and value of the proposal

This research is a significant contribution to the evidence base around students' learning in universities. It benefits from the expertise and knowledge from two university libraries and provides clear direction on how university library space is strategically developed. As University's continue to develop learning spaces across campus this work will enable further investigation around what makes a successful learning space and what makes the Library a destination of choice.

Walton, G. and Waller, L. (2014), Creating flexible learning spaces for the future student, *Technology in Higher Education Summit, BETT International Conference*, EXCEL, London, 22nd January 2014

Biographical note

Emma Walton

Emma has worked in university libraries for over 14 years and worked previously in the commercial and FE sectors. She is responsible for learning and teaching support, research support and academic skills and also participates in leadership for virtual communication, marketing, and student engagement. She also has previous academic library experience in developing Information Literacy, supporting those new to teaching, the management of the reading list system and developing online enquiry services.

She is an Advisor for the University's Associate Teaching Programme and a Fellow of the Higher Education Academy. She is currently Events Co-ordinator for the CILIP Publicity and Public Relations Group.

Type of paper: paper

Notes

Telling our financial story: a case study

Frankie Wilson (Bodleian Libraries, University of Oxford)

Purpose

The University of Oxford does not top-slice funding for central university services. Instead, it operates a method of apportioning net costs of services to academic divisions, known as the 123 Infrastructure Charge model. In this model, the budget is divided across a number of drivers that are used to allocate the costs of central services to the Divisions. This model was substantially re-written for the 2014-15 budget round to improve its transparency, reduce its complexity, and reduce the burden of its operation.

For the first time, the model included the Bodleian Libraries. Up to this point, charging for the Bodleian Libraries had been determined by a separate 'Library Model', which had a large number of drivers tracking use. Unfortunately, the Library Model relied heavily on 2005/6 fetch data from the closed stack, and did not reflect changes in the operation of the service, notably the decreased dependency on hard copy materials and the changing cost base.

The new model charged external use of the Libraries and costs associated with 'posterity' against Oxford University Press income (Type 3), materials directly to Divisions (Type 1), and "all other management costs" to Divisions pro rata by staff and student numbers (Type 2).

The 123-model is run by central University finance, and the new model, including integrating the Bodleian Libraries, was developed by them and presented by them to the budget committee, whose members are primarily representatives of the Divisions. It did not go well. The fundamental principle of cost allocation in the University of Oxford is that charging should follow use, and the two Divisions to be charged the most felt that the library charges were not in keeping with this. One senior Divisional academic commented "We should pay for our online materials and a few staff to administer the subscriptions and nothing else. That is all we use."

The searing white heat of the Divisional spotlight was on the finances of the Bodleian Libraries, and we had one chance – the invitation to supply to the next meeting a commentary on how the library charges are built up.

Approach

The author took a standard faculty-liaison approach of framing the commentary in terms of what the audience is interested in, and the implications for individual Divisions. Firstly the budget was split in to areas that made sense to academic staff rather than reporting on areas of the budget allocated operationally.

Secondly, following the principle that charging should follow use, assessment of the distribution of activity for each of the Divisions against the budget areas.

Thirdly, presentation for each budget area of what this usage distribution means for the costs to each Division.

Fourthly, explanation of the services each of the budget areas provides, framed in terms of value to the activity areas of the Divisions. Special attention was paid to services that had been subject to "We don't see the point of ..." feedback by senior academic staff.

Finally, the commentary was supported by the presentation of a selection of data that compared the output and impact of the library service by Division.

Findings
The commentary was extremely well received, by the members of the budget committee, other senior academic staff, and more widely in the academic community. One previously vocal opponent commented that they now understood "what their money bought them".

Practical implications
This paper details a number of methods proven to be successful in demonstrating the value of library services, not just in general but in specific monetary terms. Heads of service and assessment librarians will be able to take these methods and apply them to their situation in order to tell their own financial story.

Conclusions
Successful assessment work is not simply about data analysis. Telling the financial story of the Bodleian Libraries required a blend of accounting, assessment, liaison and strategic skills. It was neither quick nor easy (taking the author around 6 weeks work) but it was worth it.

Originality and value of the proposal
This paper demonstrates in detail a method by which an academic library successfully communicated its financial story to funders in a time of crisis. This is something the library community is aware we *must* do, and which the library assessment leaders (eg at this conference and the Library Assessment Conference) have been entreating that we *should* do, but existing literature is light on practical examples of how to do.

Biographical note
Frankie Wilson

Frankie Wilson is a UK librarian interested in the tools and techniques of library assessment, quality in libraries, performance measurement, and organisational culture. She developed the Quality Maturity Model for assessing the organisational quality culture of libraries. Following ten years as a faculty librarian at universities around London, she is now Head of Assessment at the Bodleian Libraries, University of Oxford.

Type of paper: paper (20 minutes): case study

Notes

Combining assessment and usage metrics to guide learning space development at HKUST Library

Gabrielle Wong (Hong Kong University of Science and Technology)

Purpose
The Hong Kong University of Science and Technology Library (HKUST Library) currently operates a highly popular learning commons and a well-used information commons. This paper will describe how the library space has been using an iterative process of planning and evaluation to develop learning space phase-by-phase towards the commons model. It aims to summarize the effort in monitoring and assessing space and facilities of HKUST Library since 2006; and emphasizes the importance of feeding evaluation data into the space planning cycle.

Methodology/approach
The HKUST Library has been continuously developing its space to meet the changing environment and user needs. We have had a number of renovation projects since 2006. Along the journey we keep record of a good range of usage metrics, and conducted a number of assessment exercises. The data was fed into the space development cycle and guided us through every phase of the change.

Our story started in 2006 when we repurposed about 400 sq. m. on the main floor to create the Information Commons (IC) as a pilot project. From then on a sequence of space projects followed: in 2009 we expanded the IC to about 600 sq. m.; the Library got 1,800 sq. m. new space in 2011, at the same time a 1,800 sq. m. Learning Commons (LC) was created from existing space and was open in 2012. In 2014, we renovated a total of about 1,000 sq. m of space on two different floors to a commons-style learning environment.

To monitor the effectiveness of our services and space, we collect usage data in the following areas:

- use of computing facilities – computer login records, software usage and printer traffic
- warm body traffic – head count and gate count
- service transaction – questions at service points, accessory items checkout, room booking volume and, starting recently, 3D printing service statistics.

For evaluating services and assessing users' behaviour and perception, different types of assessment were conducted in the past few years:

- user satisfaction surveys in 2007 and 2009
- the Learning Activity Study in 2010 – rich data was collected from 5 different channels
- user consultation in 2010 and 2011 – through focus groups and forums
- LC Assessment in 2013 – using focus groups and questionnaire

- learning space design workshops in 2014 – an engaging, creative, hands-on version of focus group.

In short, the renovation projects and the assessment exercises interweaved to form an iterative cycle: plan -> design -> build -> grow -> evaluate -> next cycle of planning

Findings

The usage statistics and assessment data were instrumental for the Library to plan the subsequent projects, to request and justify resources from the university administration, and to design user-oriented learning space. It is very important to put the data into good use: it should be analysed carefully, and interpreted sensibly; it should be distributed properly internally within a library, and presented skilfully to external audience to demonstrate library impact and value. Having made great effort to achieve these, the HKUST Library brought positive differences in space project effectiveness and outcomes.

Limitations and implications

The journey of learning space development at HKUST Library is limited to the corresponding institutional environment. Yet, sharing the experience we gathered from the myriad of assessment exercises, how the routine metrics data complemented the picture, and how we used these to drive the space projects, should benefit libraries which are facing similar challenges.

Conclusion

This case study demonstrates that daily usage metrics and timely assessment are essential to inform library space development to meet user needs and achieve desirable outcomes.

Biographical note

Gabrielle Wong

My current main duty at the HKUST Library is to operate and develop the two Commons. I also participates in many projects and initiatives including facilities management, user communication and marketing, library website maintenance, information literacy and others. For the past few years, my major teaching area is the presentation skills workshops series that I offer once a year. Apart from learning space management, my research interests cover information literacy, intellectual development, and librarians' professional development. I publish in library journals, and am active in presenting in conferences in Chinese or English environment. My publication list at Academia.edu: ***https://hkust.academia.edu/GabrielleWong***

Type of paper: paper (20 minutes): case study

Notes

Library of the future: the AUT University Library story

Eamon David Frank Wright (Auckland University of Technology), Gillian Barthorpe (Auckland University of Technology)

Purpose

This paper is about AUT *Library of the Future* initiative (LoTF). Many academic libraries have reached a "tipping point" in history, where there is now considerably more content and user activity in the online space than in the physical library space. This change has led AUT Library to a fundamental rethinking of its approach to service design and delivery in which the Library has followed a Co-Design framework for business planning.

Library business planning requires appropriate information upon which to base decisions. The re-orientation of services (from physical to online) suggests an understanding of new business activities and newer ways of conducting existing Library business and services. Changing information environments necessitate different information upon which to base decisions. New metrics are required not simply based upon statistical data on user transactions but also upon user needs to ensure library services are aligned to meet those needs. This shifts the focus from counting 'use' to measuring 'value' and 'impact'.

This has also meant a review of our capability and capacity to meet the needs of teaching, learning & research activities across AUT. For the Library this has opened up many opportunities to engage with and involve library users in the development of Library business activities. We have called this story *Library of the Future*.

Design, methodology or approach

This paper offers a case study approach which presents an overview of the LoTF initiative, an outline of themed project work, and illustrations of practicable planning implications arising from the project work. The paper will outline the implementation and evaluation of Co-Design business planning in practice.

The paper will cover areas such as:

The beginning – consultation with a Co-Design expert and Staff Development activities:

- Workshops:
  - Library Management Team
  - All-Staff
  - Showcase student project work on LoTF

- How Co-Design informs all our work:
  - co-ordinated, focused approach
  - user-centred

- regular updates/ reviews of where we are

- Development of four project streams:

1 **Rethinking Organisation**
- Workforce Plan
- Information & Research Services Review
- Bibliographic Services & Digital Services Needs Analysis
- Staff Development activities (Topica and Bite Size, All-Staff Events)
- Staff Planning (revised/new positions)

2 **Rethinking Services**
- Integrated Service Desk
- Website
- LibChat
- Info Lit – link with Student Learning Centre
- Libguides
- Research support
- Social Media

3 **Metrics, Value, Visualisation**
- Ithaka survey on Faculty research
- AUT Data Warehouse and the Library cube
- Rethinking business statistics – ServiceNow, LibAnalytics & NVIVO

4 **Rethinking Spaces**
- Student consultation eg Level 3 at City Campus
- South Campus refurbishment
- City and North Shore Campus future plans

The paper will outline scoping issues of aspects of a large and long-term process.

Research or practical limitations or implications
The initiative is on-going. The paper will explain the ways in which scoping of work necessitates planning and allocation of resources over short, medium and longer term time frames where appropriate Co-Design methodologies are identified as specific work is scoped out.

Originality and value of the proposal

To date there has been limited take-up of the practice of planning and carrying out Library business activities using a Co-Design framework: AUT is currently the only University Library to do so in New Zealand.

Biographical note

Eamon David Frank Wright

With almost 25 years' experience in university administration, Eamon is currently Corporate Services Manager at AUT University Library where his management responsibilities include business planning & quality, staff planning & development, communications & business information, and records management. Eamon previously worked at the London School of Economics, where he managed the offices of Graduate Admissions, Teaching Quality Assurance & Review, and Official Publications. Eamon obtained his bachelors' from Middlesex Polytechnic in 1989, and his PhD from Goldsmiths College, University of London in 1998. His book on late eighteenth century British women writers & 'race' was published in 2005.

Gillian Barthorpe

Gill is the Associate University Librarian (Collection Services) at AUT University Library. Gill joined AUT as a library assistant in 1998 holding various roles in the Library until appointment to her current position in 2009. She is responsible for managing the Library's collections budget, the library collections and spaces as well as the Library's lending and technical services teams. Gill manages the website for IATUL (International Association of University Libraries). She has a Library Science qualification from the University of South Africa and an MBus from AUT. Gill has a particular interest in HR management & workforce planning.

Type of paper: paper (20 minutes): case study

Notes

Long-term, qualitative analysis of LibQual+® comments in an academic library 2003-2013

Holt Zaugg (Brigham Young University), Curtis Child (Brigham Young University), Brian Roberts (Brigham Young University)

Purpose
The Harold B. Lee Library has administered the LibQual+® survey since 2003. Part of this survey includes a question for participants to provide an open-ended response on their experience with the library. While this data has been included as part of the final LibQual+® report for each administration, there has been no attempt to analyse the long-term trends from the comments.

Design, methodology or approach
A partnership was formed with an advanced qualitative sociology class to conduct this analysis. The student research teams in the class, under the guidance from Dr Child, created a coding guide using the following process. Responses were isolated from other identifying information and randomly sorted. Each team member was given approximately 30 responses to code and identify themes. The generated broad themes became the coding guide for all other responses.

Using the coding guide, each student coded approximately 280 comments for a total of 3940 comments. Initially comments were coded by level of detail with vague comments (n = 839, eg I love the library) being separated from the other comments. The remaining comments were used to identify six core topics – the staff, the library building, the library's web-based resources, the library's on-site resources, policies and communications. Using these core topics a summary of the trends on positive comments, negative comments (including suggestions), or both was provided along with recommendations.

Once coded, one team of students examined the overall trends across time by tabulating comments by theme and affect over the years of study. Data was organized to assist in a statistical analyses (eg Chi-square test) to determine if the changes were due to chance. A second team of students reread each comment and wrote details memos for each theme used to create the report.

Findings
Results indicated an increase in positive comments in the staff, on-site resources, web-based resources and policies topics. Although there was some fluctuation, the building and communication topics remained largely unchanged, with the latter remaining mostly negative. Other comments focused on the length of the survey and services provided by satellite libraries at other BYU institutions.

Research or practical limitations or implications (as applicable)
The results from the analysis has several practical implications. First, some the findings verified that efforts to improve services were in deed working. Second, we have made significant changes to some of the other topics (ie web-based resources) and this will help us to focus in on this topic to see if the changes worked as intended. Finally, the results will be used in concert

with other assessments to provide a triangulated view of library services, especially over the long-term. This will assist in strategic planning especially on determining areas of focus.

Conclusions

The analysis of LibQual+® comments from 2003-2013 provides a long-term view of how efforts to improve library services are working. While some areas show improvement, others still require the attention of library personnel.

Originality and value of the proposal

The analysis of long-term data provides a clear overview of patrons' perceptions of the library. It is an example of data libraries often have but do not use to determine change in service delivery. Although not part of the study, the use of students learning how to conduct qualitative analyses has a double benefit of educating students and providing quality feedback.

Biographical note

Holt Zaugg

Dr Holt Zaugg is a graduate of the Educational Inquiry Measurement and Evaluation program at Brigham Young University. He has extensive experience in Alberta's K-12 school system as a teacher, curriculum designer and teacher professional development instructor. He is currently the Director of Library Assessment for the Harold B. Lee Library at Brigham Young University. His current research interests focus on assessment of library services via student collaborations and development of assessments for study abroad programs.

Type of paper: paper (20 minutes): research paper

Notes

Identification and development of undergraduate patron personas for an academic library

Holt Zaugg (Brigham Young University), Scott Rackham (Sprout Marketing)

Purpose
Ranganathan's Laws of Library Science and continued refinements to his initial laws place identification of patron's needs and connection of those needs to library services of primary importance in libraries (Ranganathan, 1931; Crawford & Gorman, 1995; Noruzi, 2004). Identifying and developing personas or user group descriptions helps to identify the unique nature of library patrons. Each persona helps librarians to identify or create services specific to the persona of library patrons. As each library persona is better understood, the library faculty and staff are able to prepare and plan for service delivery. Initially personas were developed for undergraduate students followed by the identification and development of personas for graduate students and faculty. This paper focuses on the identification and development of the undergraduate patron personas.

Design, methodology or approach
The identification and development of undergraduate patron personas engaged communications students, as part of their coursework, to use a review of previous studies to develop theories of library patron personas. Each of the three groups within the communications class verified their initial persona theories using surveys, focus groups, interviews, observations and ethnographic methods. All personas from each group was further developed and refined into a final list and description of 10 library personas. A principal components analysis helped to provide interconnections between the personas and estimate the percent of patrons each persona comprised.

Findings
The study identified 10 personas (user groups) who use a wide variety of library services. Descriptions of personas enabled library faculty and staff to identify personas accessing their services, to further develop and refine current services and to create new services to meet the needs of patrons.

A principle components analysis further facilitated the understanding of interrelations between the personas based on persona use of library services. Personas that had common needs or use patterns were grouped together to further understanding of patrons use patterns and needs. While an attempt was made to determine the percent of total patrons each persona was, evidence was found that indicated the fluid nature of personas in regards to library services. That is, as the patron needs shifted, so did their persona. Patrons moved from one persona to another to meet their shifting needs as the academic semester proceeded.

Research or practical limitations or implications
The identification and description of personas has several practical implications for librarians. First, when the personas enable librarians to reflect on the services they provide in terms of specific personas. This reflection enables the refinement and development of library services to meet patron needs. Second, understanding of the interconnection of persona needs enables librarians to market other services. For example, as a patron uses one service, librarians are able to point out related services that may be of interest or help to the patron. This becomes of

particular importance for orientation tours of new students to the university. Finally, matching the personas with other library trends and patterns assists librarians with the development of the library as a space suited to meet the needs of its patrons.

Several limitations to this study exist

First, as mentioned earlier, patrons often identified with several types of patron descriptions over the course of a semester. This makes predicting what percent of the total patrons each persona is quite difficult. While initial efforts provided an estimate of the percent of total for each persona, there needs to be a method developed to determine how personas change throughout the semester and when. Second, the identification and description of undergraduate patron personas only examined the persona found within the physical library. One persona, the Outsider, in all likelihood consists of several sub-personas who use library services, but rarely, if ever, come to the physical library. Further work needs to be done to identify and describe the Outsider persona. Finally, as the personas are fluid within a semester among patrons, it is also believed that personas will change as the library services and facility changes. This may result in the increased importance of some personas, the decreased importance of other personas and the development of new personas to describe emerging patron needs. A time table needs to be identified whereby the undergraduate patron personas may be revisited to determine any changes.

Conclusions

The development of undergraduate patron personas provides insights into how patrons are accessing library services. These insights enable librarians to plan and to deliver services better. It provides the opportunity for patrons to be informed of the full range of library services that may assist them in their education and personal needs. As such personas become a powerful tool to better develop and deliver library services.

Originality and value of the proposal

While the use of personas is common in communications, marketing and business, their development and use in academic libraries is quite unique. They become quite useful in associating library services to the patrons that use them. Strategic planning also uses personas as services are upgraded and improved or new services are created to meet more persona needs.

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Biographical note

Holt Zaugg

Dr Holt Zaugg is a graduate of the Educational Inquiry Measurement and Evaluation program at Brigham Young University. He has extensive experience in Alberta's K-12 school system as a teacher, curriculum designer and teacher professional development instructor. He is currently the director of library assessment for the Harold B. Lee Library at Brigham Young University. His current research interests focus on assessment of library services via student collaborations and development of assessments for study abroad programs.

Type of paper: paper (20 minutes): research paper

Notes

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