

Strategies for Digital Collections: Navigating Budget Constraints

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Collection Management & Strategies

Learning Objectives



Recognize the value of digital collections in academic libraries

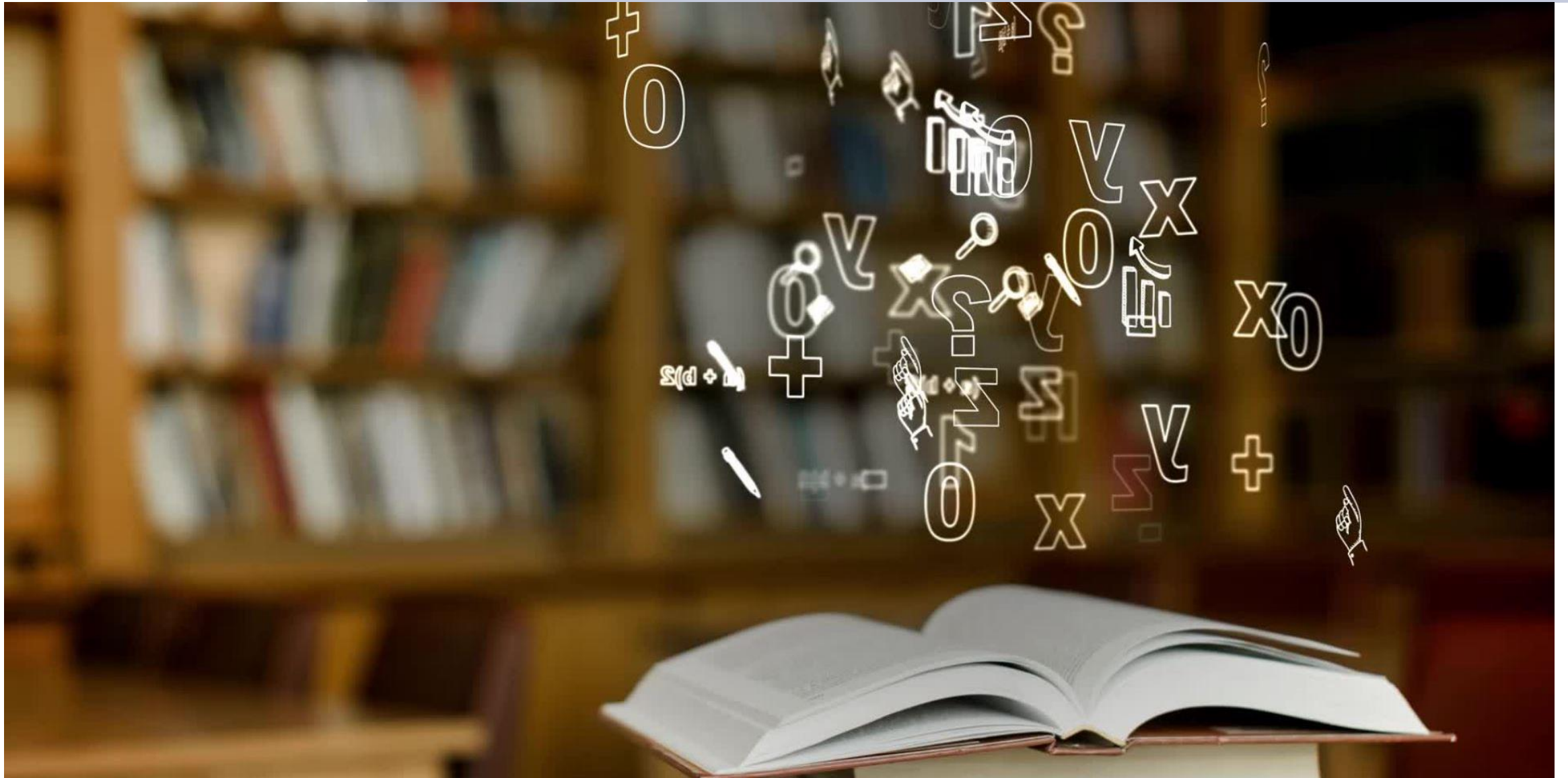


Acquire skills in navigating budget constraints

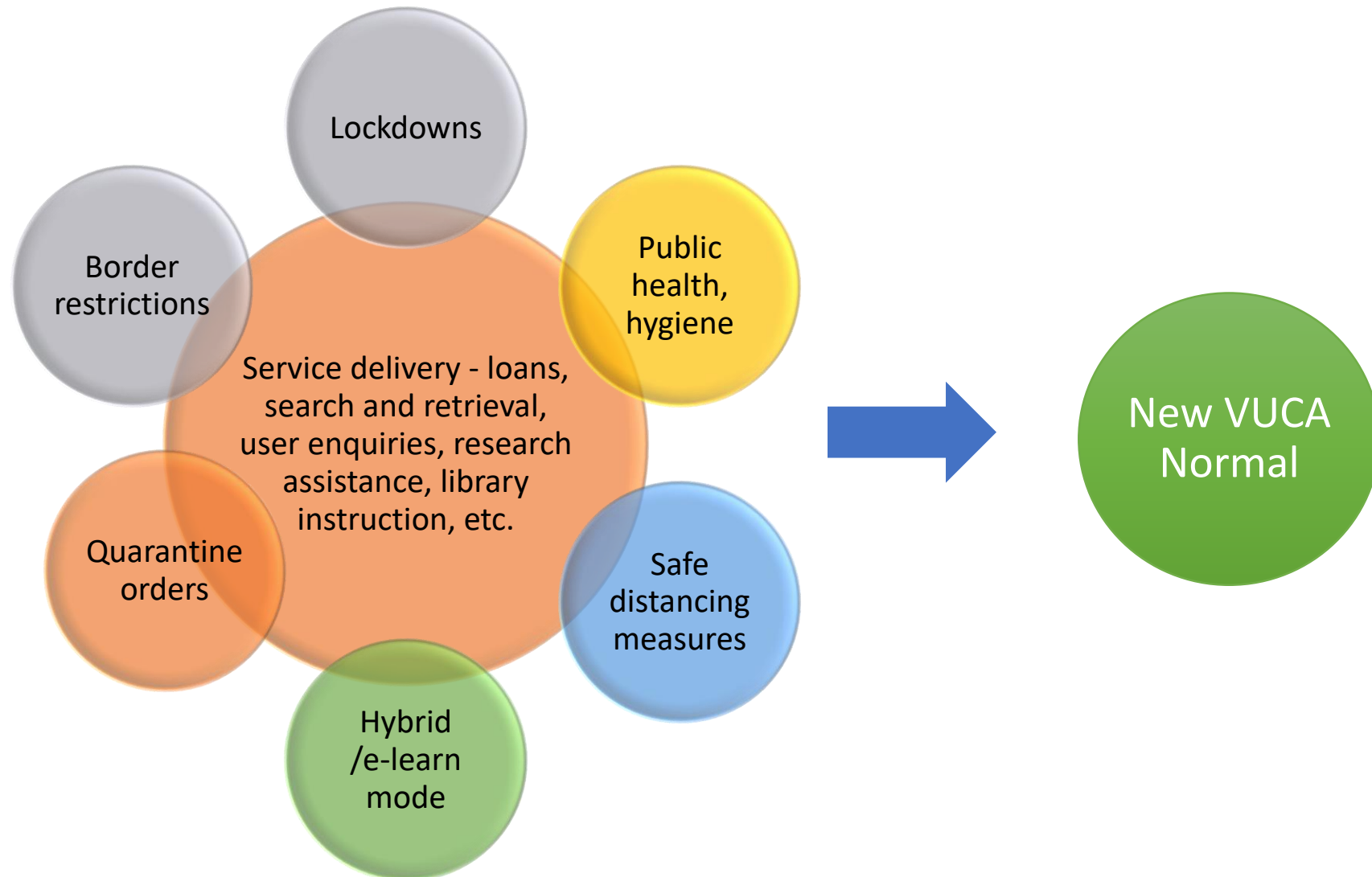


Explore effective strategies for integrating Open Educational Resources (OER)

Digital transformation of Library collections



Transformation of libraries post pandemic



Leveraging on the Digital Transformation wave



Disrupt or be disrupted



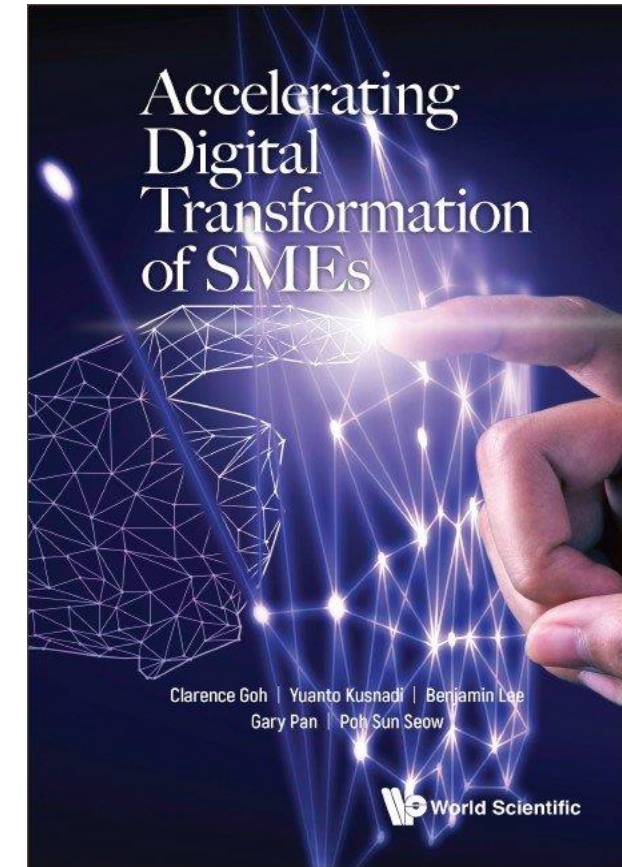
Redefine the business strategy



Establish an agile and experimentation mindset



Be data-driven and exploit business areas that cannot be digitized



[Accelerating Digital Transformation of SMEs](#)

Embracing digital collections

- Comprehensive and up-to-date – Provides wider range of resources
- Unmatched accessibility – 24x7, simultaneous multi-user access, support remote learning and research
- Advanced search features (AI) for efficient resource discovery
- Cost-efficiency and sustainability - reduce costs related to physical storage, maintenance, and replacement of lost or damaged items
- Support for diverse learning needs – text-to-speech; translation, adjustable fonts, etc
- Balancing print and electronic collections



Navigating budget constraints

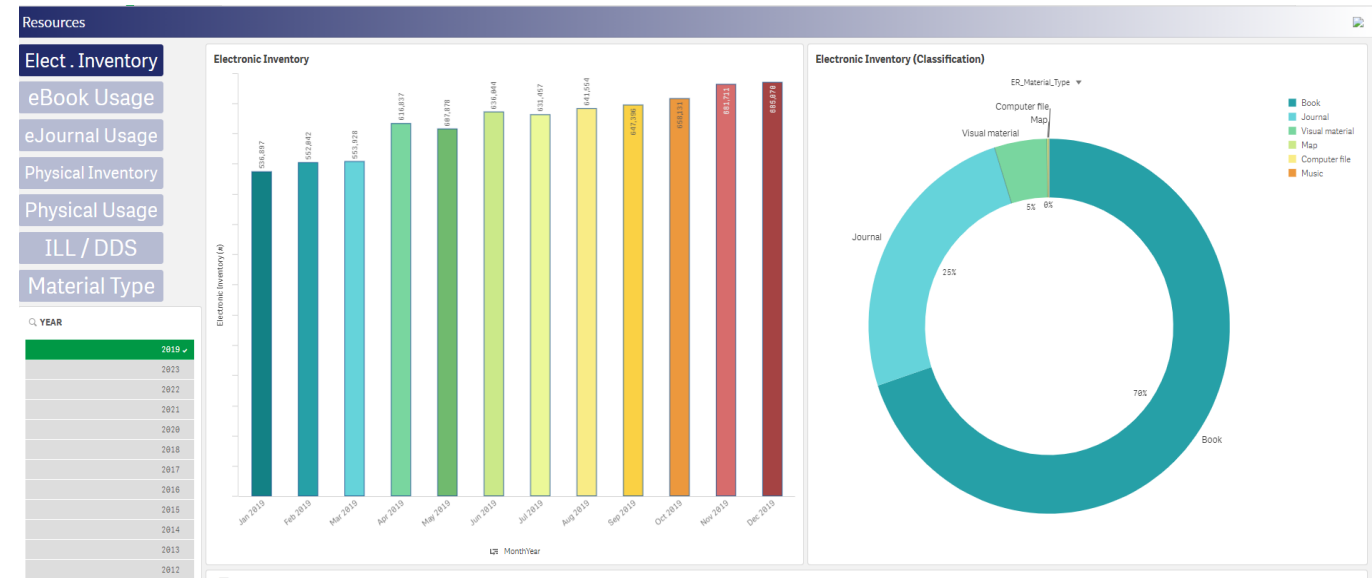
Collection Policy

- Clear criteria for selection and evaluation of Library materials, ensuring relevance, quality, and alignment with academic and research needs.
- Alignment with Library and University strategic directions & goals
- Strategic allocation of resources (funds) by format, school and discipline
- When in-need, to secure buy-in for budget, manpower, infrastructure support
- Stakeholder engagement – demonstrate value and accountability
- Endorsement by University leadership and Library Committee representatives

[Link to SMU Libraries Collection Policy](#)

Evidence-Based Collection Development

- “Just in time” versus “Just in case” acquisition
- Focus on user needs, not collection building
- Purchase materials only when they are used or requested
- Patron-driven acquisition model
- Use data to guide purchasing decisions



Continuous Assessment

- Ensure collection remain current, diverse, and user-focused, and support the curriculum and research activities of the university
- Demonstrate responsible stewardship of library budget
- Support strategic budgeting by assessing the collection's strengths and weaknesses; gaps and overlaps
- Enhance user satisfaction - respond to changing user needs and preferences
- Example: Usage and circulation analysis, user surveys, citation analysis, interlibrary loan requests, subject and curriculum mapping, comparison with peer institutions...

Collaborations and Partnerships

Resource sharing

- Interlibrary loan services
- Shared print initiatives

Consortial agreements

- Forming local, regional, national, or international networks
- Pooling resources for collective purchasing and sharing -> economies of scale
- Co-funding with other departments for specialized purchase

Publishers as partners

- Foster a mutually beneficial relationship for sustainable growth



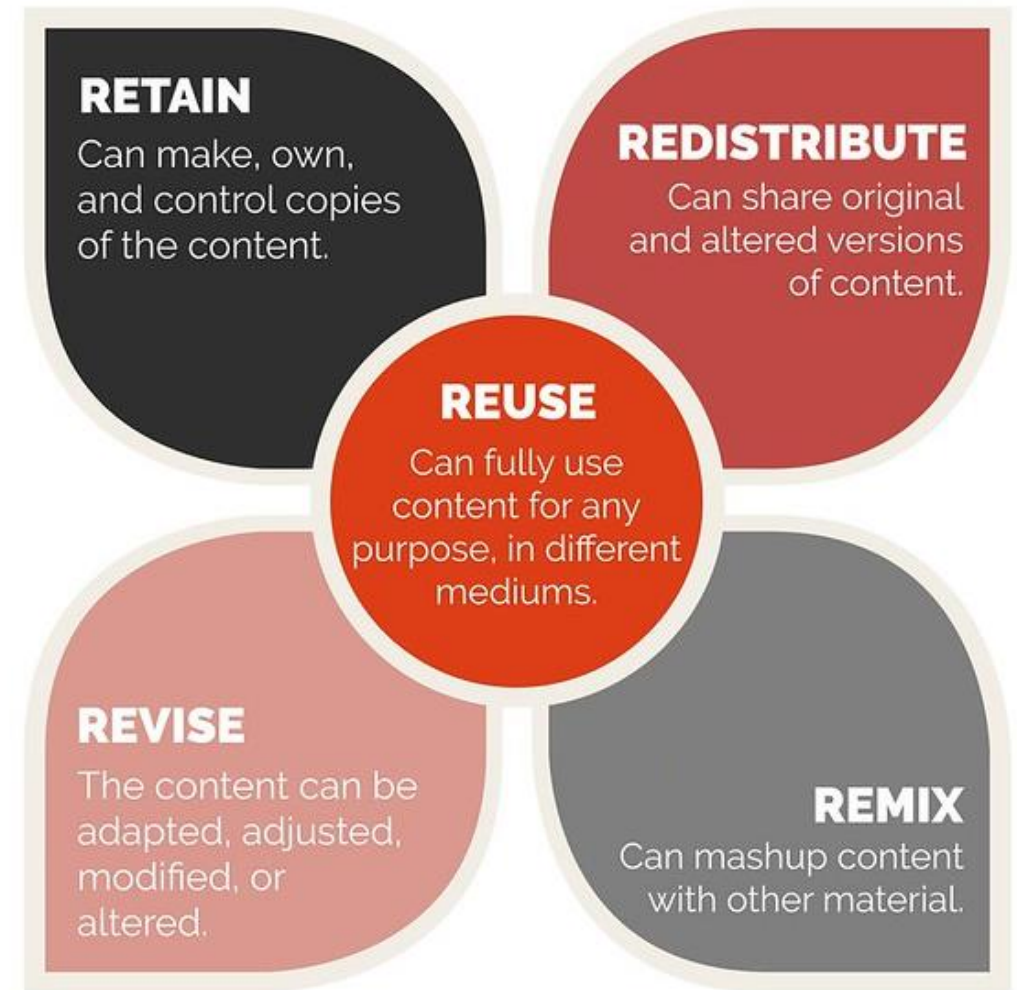
Leveraging on OER



One minute recap : What is OER?

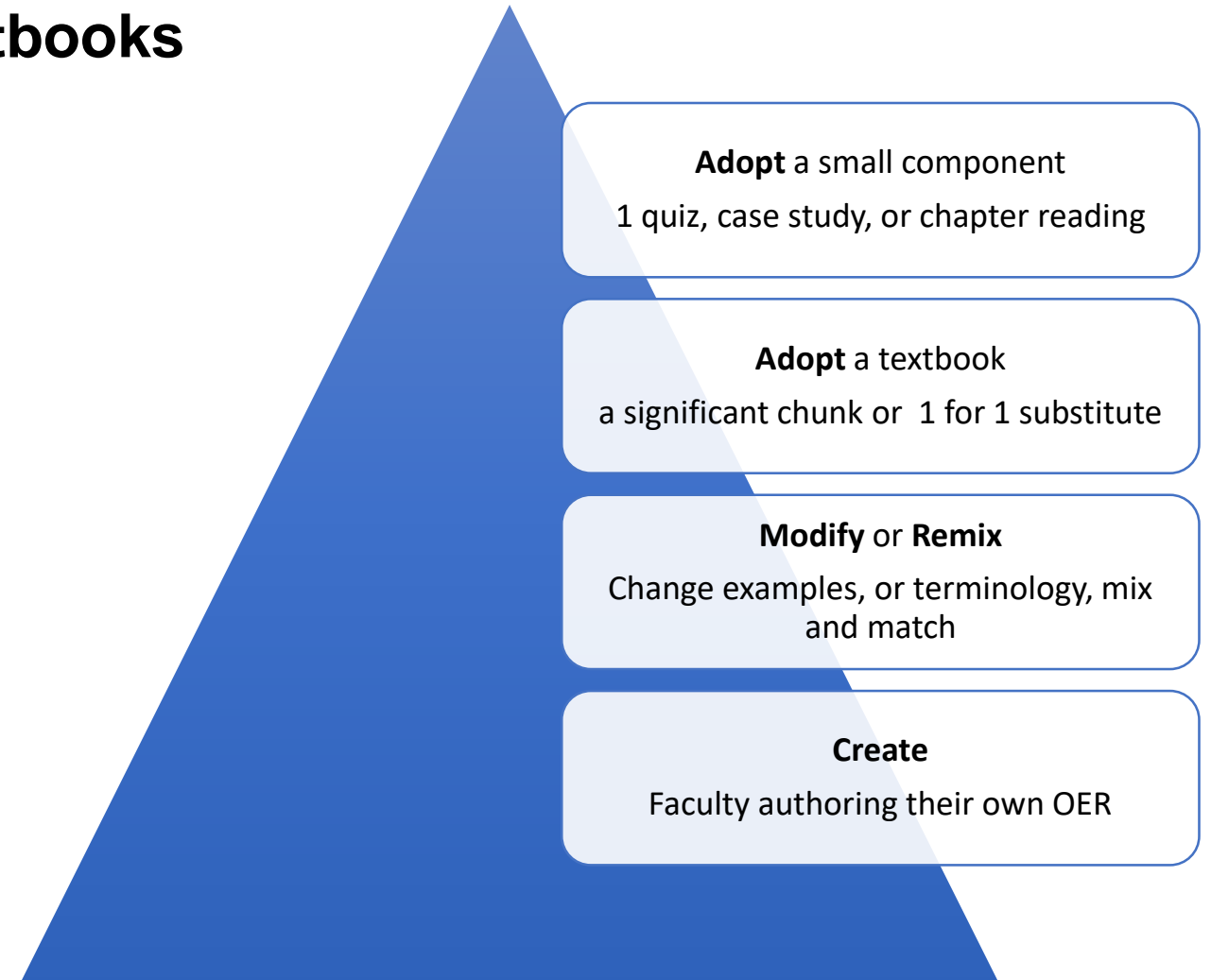
“Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.”

- UNESCO



OER is more than just open textbooks

- Lesson plans and syllabus
- Course readings
- Quizzes
- Videos
- Games
- Entire Courses



OER For Sustainability

Student Textbook and Instructional Materials Survey

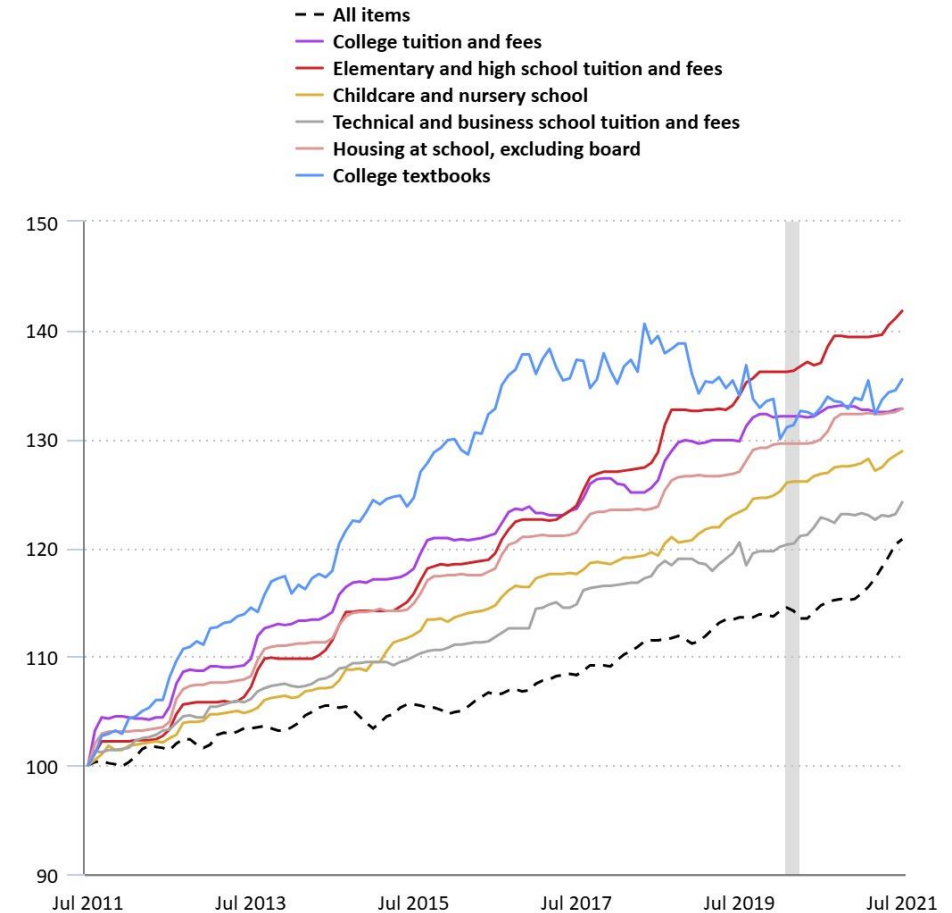
Survey of over 13,000 students at all public universities and colleges in Florida.

Due to high textbook costs:

- 53.5% of students do not purchase the required textbook
- 43.7% of students take fewer courses
- 38.5% of students avoid registering from a specific course
- 32.4% students report earning a poor grade without the textbook
- 24.2% of students reported having dropped a course without having the textbook

Source: Student Textbook and Instructional Materials Survey 2022 , Florida Virtual Campus
<https://www.flbog.edu/wp-content/uploads/2023/03/Textbook-Survey-Report.pdf>

Consumer price indexes for tuition and school-related items, not seasonally adjusted, July 2011–July 2021 (July 2011 = 100)



Click legend items to change data display. Hover over chart to view data.
 Shaded area represents a recession as determined by the National Bureau of Economic Research.
 Source: U.S. Bureau of Labor Statistics.

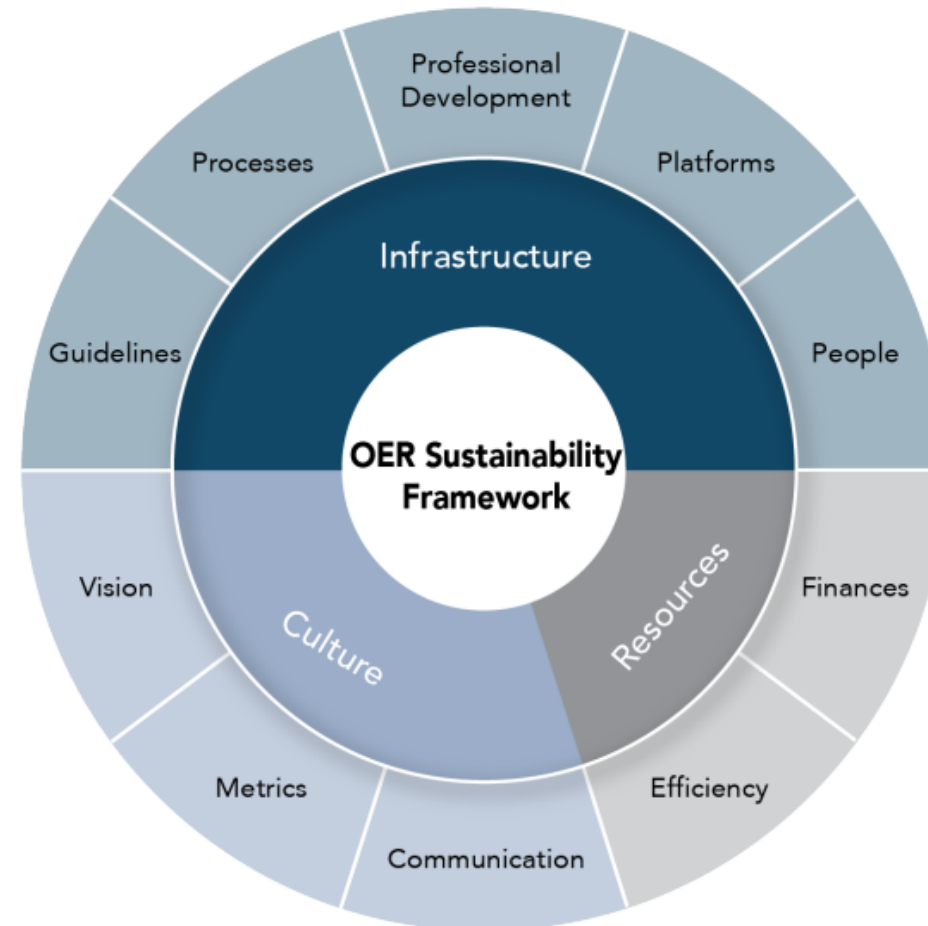
Source:
<https://www.bls.gov/opub/ted/2021/cost-of-college-tuition-has-remained-stable-since-september-2019.htm>



OER Sustainability Framework

The OER Field Guide is organized around three core components of the sustainability framework:¹

- » **Infrastructure** – Building the campus guidelines, processes, and capabilities necessary to support OER;
- » **Resources** – Identifying the dollars or staff time required to support the work, as well as opportunities to conserve resources through efficiency improvements;
- » **Culture** – Using OER to support broad institutional visions and goals, including measuring and communicating OER successes.



Challenges in OER adoption

Faculty Concerns

Faculty do have legitimate concerns, some including:

- **Time-consuming** – time needed to modify, or to look for something new
- **Quality** – OER quality does vary
- **CC licensing** – Unsure of how to apply cc licensing
- **Reputation** – By making their own creations open for others to modify, the work might get butchered, affecting their reputation and name

In libraries, we can address some of these concerns.

OER Strategy at SMU Libraries

'Re-branding'
OER



Enhanced
Discoverability
of Quality OER



Library-Wide
Competency
Building



Forming Local
Partnerships



Open Resources



Everything



Search for books, articles, databases and more



Shortcuts:

DATABASES

JOURNALS

NEWSPAPERS

BOOKS/VIDEOS

RESERVES

RESEARCH GUIDES

INK

BROWZINE

OPEN RESOURCES

Research Guides

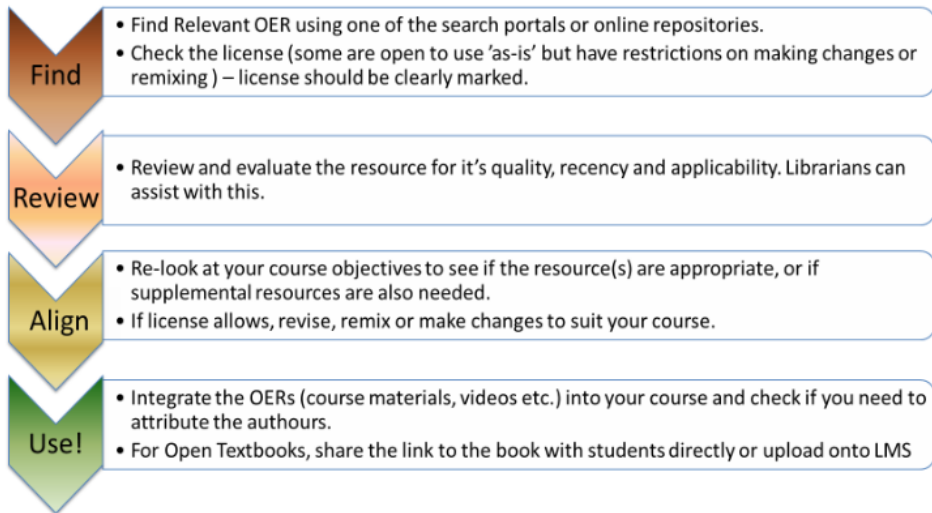
[SMU Libraries](#) / [Research Guides](#) / [Open Educational Resources](#) / [Getting Started](#)

Open Educational Resources: Getting Started

This guide provides an introduction to Open Educational Resources (OER) and where you can find them.

[Home](#) [Getting Started](#) [Find OER](#) [By Discipline](#) [Creative Commons & Copyright](#)

Steps for Using OERs. It's Simple!



Using OERs

Open Educational Resources are highly flexible, and can be used on its own, in combination with other content, or changed to suit your course objectives and learning outcomes.

Here are several ways in which you can incorporate OER in your teaching:

- Use open resources on their own (eg. adopt an Open Textbook)
- Add open course materials to existing course content (eg. supplementing with open readings and course content)
- Incorporating into your syllabus (eg. remixing open content to create your course)
- Integrating into your classroom (eg. including an openly licensed game)

Need Some Assistance?

SMU Libraries can help you with Open Educational Resources. [Research Librarians](#) are familiar with subject content and can assist with reviewing or evaluating resources for use.

Research Librarian, Economics



Melody Chin

[Email Me](#)

<https://researchguides.smu.edu.sg/OER>

Course Targeting Strategy

Large enrolment first-year UG Courses

- + Good availability of existing OER
- Adoption decisions often made at the department or group level, not individually

Upper level courses

- + Single section or minimum sections, Faculty can make adoption decisions
- Fewer relevant OER available

Receptive faculty or new faculty

- + More open to innovation and change
- Targeting is reactive rather than strategic

Engaging Campus Stakeholders

Libraries may not be able to do it alone

Forming partnerships and collaboration with other campus stakeholders:

- Schools, Centres, Institutes
- Teaching and Learning Centre
- IT Department
- Continuing Education, Alumni, and other offices serving student bodies without authorised access to library resources

Regional Initiatives and Collaboration

Open Educational Regional – OER Special Interest Group (AUNILO)

- Create an avenue for knowledge sharing and professional development on open education
- Encourage sharing of best practices and experiences in open education and OER amongst Universities in the ASEAN region
- Build awareness and discussion on open education issues and trends relevant to the region

Sharing and Amplifying the use of Digital Learning Resources within AUN (AUN-TEPL)

GROUP DISCUSSION



Identify a collection budget related challenge encountered by your library in recent years.

- What strategies or solutions were implemented?
- What lessons were learned from the experience?

Question 1 (Group 1 & 2)

If your institution is planning an OER initiative,

- What would your initiative look like?
- What existing resources (e.g. guides, tutorials, tools) support your initiative?
- What needs to be developed, and what resources or support would help?

Question 2 (Group 3 & 4)



Discussion: 10 mins
Presentation : 5 mins per group

Appoint a scribe and a presenter



Thank You!

Please scan to
provide feedback
on this session.

