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Issue

This paper provides a top level summary report of Library activities and spend in 2015/16 compared with 2014/15 following the direction laid out in the ISD Strategy.

Recommendation

Recipients are asked to note the contents.

Risk Implications

This management information is important to demonstrate ROI from the University's investment in the Library, highlighting contributions to the wider institutional teaching, learning and research agenda, and identifying future risks.

Equality and Diversity

Library services are underpinned by Equality Impact Assessments.

Discussion

Student Satisfaction Surveys 2015/16

UEA saw a slight improvement in its satisfaction rating for library provision in the National Student Survey from 93% to 94% ranking 4th out of all mainstream English HEIs, 7th out of all HEIs. Owing to crowding at the top, we are aware that a small change in satisfaction rating could lead to a major change in ranking.

NSS DATA

2015-16		% Agree	Mean score
Bench- mark group	UEA	93%	4.5
Campus based old 94 gp	mean	88%	4.4
	UEA benchmark ranking	1/14	1/14
all HEIs	mean	88%	4.3
	UEA benchmark ranking	7/114	10/114
Top NSS 2015-16 (ALL UK HEIs)	mean	94%	4.6
	UEA benchmark ranking	6/12	9/12
Top THSES 2016	mean	94%	4.6
	UEA benchmark ranking	5/7	6/7
RLUK	mean	89%	4.4
	UEA benchmark ranking	4/30	6/30
Russell Gp	mean	89%	4.4
	UEA benchmark ranking	4/22	5/22

NSS DATA

2014-15		% Agree	Mean score
Bench- mark group	UEA	94%	4.5
campus based old 94 Gp	mean	88%	4.3
	UEA benchmark ranking	1/14	2/14
all HEIs	mean	87%	4.3
	UEA benchmark ranking	7/113	10/113
Top NSS 2014-15 (ALL UK HEIs)	mean	95%	4.6
	UEA benchmark ranking	6/9	8/9
Top THSES 2016	mean	93%	4.5
	UEA benchmark ranking	5/10	5/10
RLUK	mean	90%	4.4
	UEA benchmark ranking	4/27	5/27
Russell Gp	mean	90%	4.4
	UEA benchmark ranking	4/23	5/23

Library activity

The following section summarises core library activity indicators for 2015/16 compared with 2014/15 and comments on trends and service implications.

Table 1: SCONUL statistics: Library activities¹

2015-16		FTE academic staff	FTE students	Total loans per FTE user	Article downloads per FTE user	e-book section requests per FTE user	Total annual visits
Benchmark group	UEA	1,402	13,898	12.7	131	117	1,350,119
Campus based old 94 Gp	mean	1,343	14,420	14.0	155	190	1,216,824
	UEA benchmark ranking	6/14	9/14	7/14	12/14	11/14	3/14
all HEIs	mean	1,199	13,788	17.5	114	174	1,042,896
	UEA benchmark ranking	25/118	56/118	46/115	38/117	61/111	26/102
Top NSS 2015-16 (ALL UK HEIs)	mean	2,375	16,082	16.1	206	169	1,284,434
	UEA benchmark ranking	7/12	10/12	6/12	8/12	8/12	5/11
Top THSES 2016	mean	2,676	16,724	16.5	206	150	1,261,056
	UEA benchmark ranking	4/7	6/7	4/7	4/7	4/7	4/6
RLUK	mean	2,661	19,712	14.4	217	192	1,750,572
	UEA benchmark ranking	24/30	26/31	24/31	27/31	21/31	19/30
Russell Gp	mean	3,308	23,017	12.6	205	170	2,045,315
	UEA benchmark ranking	21/22	22/23	9/23	20/22	16/22	18/21

2014-15		FTE academic staff	FTE students	Total loans per FTE user	Article downloads per FTE user	e-book section requests per FTE user	Total annual visits
Benchmark group	UEA	1,345	13,423	14.8	132	92	1,379,820
Campus based old 94 Gp	mean	1,261	13,924	15.8	161	171	1,177,834
	UEA benchmark ranking	6/14	8/14	10/14	12/14	10/13	3/14
all HEIs	mean	1,216	13,819	20.3	111	139	1,049,047
	UEA benchmark ranking	32/116	58/118	48/115	37/112	76/110	26/103
Top NSS 2014-15 (ALL UK HEIs)	mean	2,702	16,727	15.6	176	128	1,343,091
	UEA benchmark ranking	6/9	8/9	5/9	7/9	5/8	4/8
Top THSES 2015	mean	2,515	15,271	15.0	169	136	1,397,622
	UEA benchmark ranking	7/10	7/10	5/10	6/10	8/9	4/8
RLUK	mean	2,822	20,341	15.9	189	157	1,772,062
	UEA benchmark ranking	25/28	24/28	14/28	24/27	20/27	20/27
Russell Gp	mean	3,145	22,120	14.1	193	149	1,918,650
	UEA benchmark ranking	22/23	22/23	11/23	19/22	16/22	19/22

¹ SCONUL is the Society of College, National and University Libraries. SCONUL has been collecting and publishing statistics from university libraries for more than 30 years, providing a rich source of information for members to draw on for identifying trends and benchmarking against other institutions. <https://www.sconul.ac.uk/page/sconul-statistics-reports>

Total Visits:

Visit totals for UEA Main Library have remained broadly unchanged in 2015/16 compared with 2014/15, perhaps because of an exceptional 6 day closure in 2015/16. The data suggests that the building is largely at capacity. When full, from what we can tell students are also choosing to go to *Unio*, which UEA SU commissioned in 2015/16, especially for group study work, and has been a great help in contributing to a reduction in overcrowding.

Occupancy:

The Library has two measures for occupancy of the building. One is an extrapolation based on SCOUNL statistics², taken on a number of key dates each year. This shows a 29% increase in occupancy in the mornings, but only a 9% increase in the afternoons, perhaps reflecting the fact that the Library building is nearing capacity by that time of day.

Day of the week	SITS week	Almanac week	Headcount 11:30		Headcount 14:30	
			2015-16	2014-15	2015-16	2014-15
Mon	11	Semester 1 week 3	707	737	773	727
Thu	11	Semester 1 week 3	647	364	825	600
Mon	14	Semester 1 week 6	745	477	937	934
Thu	14	Semester 1 week 6	550	453	859	858
Tue	26	Semester 2 week 2	644	562	623	746
Fri	26	Semester 2 week 2	470	555	669	679
Tue	29	Semester 2 week 5	601	548	967	768
Fri	29	Semester 2 week 5	339	516	617	813
Wed	34	Semester 2 week 10	816	665	1122	759
Thu	34	Semester 2 week 10	780	695	1012	945
Wed	43	assessment week 1	1443	794	980	825
Thur	43	assessment week 1	1212	561	972	829
average			746.17	577.25	863	790.25
% incr/dec			29.26%		9.21%	

² *ibid*

The other data, which we have been recording since March 2016, is a record of how busy each area of the Library is at any one time, using a traffic light system and making an assessment twice a day. Below is a snapshot of this data showing occupancy during April 2016:-

Floor	3 PC	3 Silent Study	2 PC	2 Silent Study	1 PC	1 Silent Study	1 Group Study	0PC	0Group Study	01 PC	01 Silent Study	02 Silent Study
Date/Time												
04/04/2016	G	G	G	G	G	G	G	G	Y	Y	Y	G
pm	G	G	G	G	G	G	G	Y	Y	G	G	G
05/04/2016	Y	G	Y	G	Y	G	Y	Y	Y	Y	G	G
06/04/2016	Y	G	Y	G	G	G	G	G	G	Y	G	Y
pm	Y	G	Y	G	Y	G	G	Y	G	Y	G	Y
07/04/2016	G	G	G	G	G	G	G	Y	G	G	G	G
pm	Y	Y		Y		Y	Y	Y	Y	Y	G	G
08/04/2016	Y	Y		Y		G	Y	Y	Y	Y	G	G
09/04/2016	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
pm	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
10/04/2016		Y		Y		G	Y				Y	
11/04/2016		Y		Y		Y	Y				G	
pm		Y		Y		Y					Y	Y
12/04/2016		Y		Y		G					G	Y
pm				Y							Y	
13/04/2016	Y	Y	Y	G	Y	G	G		Y	Y	G	
pm		Y		Y							Y	
14/04/2016		Y		Y							Y	
pm		Y		Y								
15/04/2016	Y	Y	Y	G	Y	G	G	Y		Y	G	G
pm		Y	Y	Y		Y	Y				Y	Y
16/04/2016	Y	Y	Y			G	Y		Y		G	G
17/04/2016	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
pm	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
18/04/2016		Y	Y	Y		Y	G				G	Y
pm											Y	
19/04/2016		Y		Y		Y	Y		Y		Y	Y
pm				Y		Y	Y				Y	Y
20/04/2016		Y		Y		Y	Y		Y		Y	Y
pm				Y		Y	Y		Y		Y	Y
21/04/2016	Y	G	Y	Y	Y	G	Y		Y		G	G
pm	Y	Y		Y		Y	Y		Y		Y	Y
22/04/2016	G	G	Y	Y	Y	G	G	Y	Y	Y	G	G
pm	Y	Y	Y	Y		Y	Y	Y	Y		Y	G
23/04/2016	G	G	G	G	Y	G	Y	Y	Y	Y	G	G
pm	Y	Y						Y	Y	Y	G	Y
24/04/2016		G		G	Y	Y		Y	Y		G	G
pm		Y		Y	Y	Y		Y	Y		G	Y
25/04/2016		Y		Y		Y	Y				G	
pm		Y				Y					Y	
26/04/2016		Y		Y		Y			Y		Y	
pm												
27/04/2016		Y			Y	Y			Y		Y	G
pm												
28/04/2016				Y	Y	G	G	Y			G	Y
pm	Y				Y	Y					Y	
29/04/2016	G	G	G	G	G	G	Y	G	Y	G	G	Y
pm	Y	Y	G	G	Y	G	G	Y		G	G	G
30/04/2016	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
pm	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data

The above data have assisted with making the case for additional investment in study space.

Borrowing:

	2015-16	2014-15	Inc/dec
Unique loans	194,566	218,169	-10.82%
Renewals	230,154	259,618	-11.35%
Total loans	424,720	477,787	-11.11%

The above table shows the number of items borrowed and renewed is falling which is to be expected given:

- 1) the extent of the Library’s move to a ‘digital first’ policy preferring e-books over print where available, and
- 2) the Talis Reading List service, where readings are increasingly available as digital objects rather than printed books.

Digitised readings:

There were 18,646 views of digital readings via the online Talis Reading Lists service in 2015/16, which is the first academic year we have recorded such usage.

E-books:

E-book “views” grew from 1,362,855 to 1,784,159 views, an increase of 31%

In 2015/16 the number of e-books purchased grew to 3,585, representing 27% of the total number of items purchased, suggesting that at present it is possible to source approximately one in three books as e-books although this does vary across disciplines.

The other two-thirds of titles are not yet made available by publishers in e-book format for libraries to lend on a title by title basis.

So e-book growth continues to be constrained by availability issues, with many publishers withholding key undergraduate texts from the main library e-book providers.

Instead many publishers prefer to present their e-books as a bundled offering, rather than individual titles, with the most popular texts either:

1) being sold individually via e-textbook aggregators at greatly inflated prices.

2) only being made available by publishers in subscription packages which require an annual recurrent commitment and which do not tend to have any post cancellation access arrangements if, for example, library budgets have to be reduced in subsequent years.

For the above reasons, we continue to expect to purchase print titles with the academic sector a long way from being able to replace print entirely.

Print books:

The number of print books purchased fell from 31% from 14,074 in 2014/15 to 9,754 in 2015/16 reflecting the switch to a “digital first” policy.

Journal usage:

Despite the growth in open access articles, subscribed electronic journal usage remains healthy with the number of full text article requests rising from 1,943,705 to 2,008,717, a rise of just over 3%. The downloads per user rate is slightly higher than the UK HEI average but lower than our peer groups, suggesting that more could be done to promote this aspect of our digital library. (See Table 1, Article downloads per FTE user).

Between 2014/15 and 2015/16 the E-book section requests fell per FTE user but we anticipate the digital first strategy will in future years lead to an increase here. It also highlights the need for greater visibility of our digital library in order to secure better ROI from e-books.

Library Expenditure and benchmarking

Table 2: SCONUL Statistics³: Library expenditure

2015-16		FTE academic staff	FTE students	Total staff expenditure (£)	Staff expenditure per FTE user	Total information expenditure (£)	Information exp. per FTE user	Staff exp. as a % of total library exp.	Information exp. as a % of total library exp.
Benchmark group	UEA	1,402	13,898	1,609,544	105	3,527,525	231	28.8	63.1
campus based old 94gp	mean	1,343	14,420	2,450,865	161	3,551,851	231	35.5	54.0
	UEA benchmark ranking	6/14	9/14	12/14	12/14	7/14	5/14	13/14	2/14
all HEIs	mean	1,199	13,788	2,591,570	333	2,488,445	234	44.3	42.8
	UEA benchmark ranking	25/118	56/118	78/121	103/120	27/121	20/117	117/119	4/119
Top NSS 2015-16 (ALL UK HEIs)	mean	2,375	16,082	5,176,867	241	4,462,191	227	41.0	48.0
	UEA benchmark ranking	7/12	10/12	9/12	11/12	7/12	4/12	12/12	1/12
Top THSES 2016	mean	2,676	16,724	6,632,782	289	4,665,610	221	42.3	44.1
	UEA benchmark ranking	4/7	6/7	3/7	6/7	4/7	3/7	7/7	1/7
RLUK	mean	2,661	19,712	5,186,413	231	5,088,163	233	41.0	47.4
	UEA benchmark ranking	24/30	26/31	30/32	30/31	25/31	12/31	30/31	2/32
Russell Gp	mean	3,308	23,017	6,098,087	240	5,842,092	227	42.0	47.3
	UEA benchmark ranking	21/21	22/22	21/22	21/21	21/22	8/21	22/22	2/22

2014-15		FTE academic staff	FTE students	Total staff expenditure (£)	Staff expenditure per FTE user	Information exp. per FTE user	Staff exp. as a % of total library exp.	Information exp. as a % of total library exp.
Benchmark group	UEA	1,345	13,423	1,591,741	108	233	27.6	59.5
Campus based old 94 Gp	mean	1,261	13,924	2,422,844	164	288	36.5	53.2
	UEA benchmark ranking	6/14	8/14	13/14	13/14	5/14	13/14	3/14
all HEIs	mean	1,216	13,819	2,617,327	335	252	46.3	43.2
	UEA benchmark ranking	32/116	58/118	81/118	104/115	18/115	116/118	7/118
Top NSS 2014-15 (ALL UK HEIs)	mean	2,702	16,727	6,031,664	270	232	43.2	44.2
	UEA benchmark ranking	6/9	8/9	8/9	9/9	4/9	9/9	1/9
Top THSES 2015	mean	2,515	15,271	5,296,198	255	217	43.5	44.3
	UEA benchmark ranking	7/10	7/10	8/10	10/10	6/10	10/10	1/10
RLUK	mean	2,822	20,341	5,349,178	235	233	42.5	46.4
	UEA benchmark ranking	25/28	24/28	28/28	25/27	10/28	27/28	2/28
Russell Gp	mean	3,145	22,120	5,885,307	231	225	42.7	46.6
	UEA benchmark ranking	22/23	22/23	23/23	22/23	7/23	22/23	2/23

³ *ibid*

Overall information expenditure: Digital vs print

Print materials now account for around just 23% (£653,886) of the total expenditure on resources compared with 77% (£2,813,036) on electronic collections (the digital library).

There are obviously many benefits to this in terms of increased accessibility and availability.

However there are some significant down-sides in terms of sustainability and affordability.

Unlike print materials, our purchase of electronic collections is often on a subscription basis, as opposed to a one-off purchase.

This means that year on year a greater proportion of our budgets are committed to keeping existing subscriptions running.

Where possible, the Library looks to prioritise purchase of books and journals where access is maintained to the previously subscribed years, even if a cancellation has to take place owing to budget constraints at a later date.

In a number of cases, however, the books and journals are simply not available under any other model and, if the subscription is cancelled, access to previous years' content (as well as the current content) may also be lost. This is a problem we did not have when materials were primarily purchased in print format.

For example, whilst e-books purchased on a title by title basis tend to have in perpetuity access rights, those purchased as part of publisher 'packages' do not and need renewing every year. Otherwise all access, including to past years, is lost. Elsevier e-books are an example of these.

For journals, the problem is exacerbated by the 'big deals' which all UK HEI's subscribe. These have very restrictive non-cancellation clauses, in order to protect publisher revenues. In UEA's case, over a third of our journal subscriptions are covered by such restrictions, meaning that if any of those titles are cancelled, access to tens or hundreds of other titles would also be lost.

These kind of restrictions leave the Library vulnerable to reductions in funding in future years, as even relatively small reductions could have a disproportionate impact on resource provision.

Benchmarking: Key Activity and Expenditure:

As a whole our library baseline budget is around the average for UK HEIs and slightly below average compared with the old 94 Group benchmark group. (see Table 3 below).

In terms of Total Library expenditure the principal spends are information provision and staffing at 63% and 29% respectively. This is a ratio of approximately 1:2 compared with a sector average of 1:1 and this does suggest UEA is somewhat at variance with other institutions.

Total information expenditure (Table 2 above) remains relatively healthy in comparison with other HEIs although actually just below its **benchmark group** mean (**the old 94 Group, campus-based institutions**). Compared with its peers in the NSS and THES, it spends c. £900k less than the average, demonstrating good value for money when seen in that context.

Looking ahead, the effects of higher student numbers as indicated above and potential reductions in the Library budget in real terms will present challenges to maintain high performance standards.

These benchmark figures are important when considering the extent to which the Library will need to contribute to the efficiency agenda as part of the overall University Plan.

By contrast total staff expenditure remains at the other end of the spectrum. UEA Library is very competitive in terms of its staffing which is getting on for around £850k less than its benchmarked group. (Table 2)

Expenditure on library staff increased by 1% from £1,591,741 to £1,609,544 with the sector average and our benchmark group being nearer c. £2.5m. (Table 2 above)

Ideally there needs to be some rebalancing towards staffing as we look to support new services such as reading lists, digitisation and the growth in student numbers but we acknowledge this may be a medium term aspiration given the current institutional financial priorities.

Table 3: SCONUL Statistics: Library/Institutional expenditure⁴

2015-16		FTE academic staff	FTE students	Base-line budget (£)	Total institutional expenditure (£)	Library base-line budget as % of total university exp.
Benchmark group	UEA	1,402	13,898	5,146,510	247,900,000	2.1
campus based old 94gp	mean	1,343	14,420	6,329,357	273,805,385	2.4
	UEA benchmark ranking	6/14	9/14	12/13	8/13	11/13
all HEIs	mean	1,199	13,788	5,404,946	243,946,869	2.6
	UEA benchmark ranking	25/118	56/118	52/118	29/110	72/110
Top NSS 2015-16 (ALL UK HEIs)	mean	2,375	16,082	9,645,973	529,374,250	2.1
	UEA benchmark ranking	7/12	10/12	9/12	10/12	8/12
Top THSES 2016	mean	2,676	16,724	11,199,174	603,133,143	2.3
	UEA benchmark ranking	4/7	6/7	5/7	5/7	4/7
RLUK	mean	2,661	19,712	10,567,929	561,952,020	2.1
	UEA benchmark ranking	24/30	26/31	27/29	22/26	12/26
Russell Gp	mean	3,308	23,017	12,236,946	708,486,362	1.8
	UEA benchmark ranking	21/21	22/22	21/22	19/19	6/19

2014-15		FTE academic staff	FTE students	Base-line budget (£)	Total institutional expenditure (£)	Library base-line budget as % of total university exp.
Benchmark group	UEA	1,345	13,423	5,047,146	241,674,000	2.1
Campus based old 94 Gp	mean	1,261	13,924	6,057,013	257,798,357	2.4
	UEA benchmark ranking	6/14	8/14	10/14	7/14	12/14
all HEIs	mean	1,216	13,819	5,508,492	243,490,071	2.6
	UEA benchmark ranking	32/116	58/118	53/117	34/116	88/115
Top NSS 2014-15 (ALL UK HEIs)	mean	2,702	16,727	11,012,626	592,677,401	2.2
	UEA benchmark ranking	6/9	8/9	8/9	7/9	6/9
Top THSES 2015	mean	2,515	15,271	9,822,407	531,968,361	2.3
	UEA benchmark ranking	7/10	7/10	8/10	6/10	7/10
RLUK	mean	2,822	20,341	10,922,120	570,295,026	2.1
	UEA benchmark ranking	25/28	24/28	24/26	25/26	12/26
Russell Gp	mean	3,145	22,120	11,688,098	627,482,303	1.9
	UEA benchmark ranking	22/23	22/23	21/23	23/23	9/22

Total Institutional Expenditure (UEA) has increased by 2.5% for 2015/16 which is just above the sector average but below institutions in its benchmark group. (Table 3 above).

At 2.1% the Library baseline budget as a percentage of total university expenditure is below both its benchmark group (2.4%) and the sector average (2.6%), down 0.1% from 2014/15. (Table 3 above)

⁴ *ibid*

For UEA as a whole, the year showed a 4% increase in the **number of Academic staff (FTE)**. This staff figure is higher than its benchmark group. (Table 3 above)

Student numbers saw an increase of 3.5% and projected figures for future years are even higher. The increasing student numbers will increase pressure on Library services, resources and facilities, and staff time to support these services and materials. (Table 3 above)

Total Library Information Expenditure per FTE user is down to £231 per FTE user in 2015/16 compared with £233 per FTE user in 2014/15 (see Table 2 above), probably owing to the increase in student numbers. Whilst the ratio is below the sector average of £234 per FTE user, it matches the average in UEA's benchmark group.

Key Performance Indicators 2015/16

This section reports on our official key performance indicators on core library activities. 2015/16 was our first complete year for capturing these data consistently so a trend analysis will be available next year.

Area	KPI	2015-16 average	Action taken
Re-shelving of returned books	We will have 90% of books on loan returned to shelf within one working day.	94%	
E-resource availability	Our Library search & discovery service (EDS) and related services will be available 97% of the time.	99.50%	
Web pages (links to resources & services)	Our Library web pages will be available 97% of the time.	99.50%	
Book orders	85% of "in print" orders will be received in the Library building within 4 weeks of order being placed.	67.50%	KPI changed for 2016-17 to better fit with the current SUPC contract service level agreement, to 75% of all material ordered by the library will be received and made available within three weeks / 21 calendar days
New books to shelves	We will aim to have 90% of all new books to the shelves within 5 working days of receipt into Library building.	99.00%	
Urgent new Book requests including ebooks	We will have 80% of urgently requested books received into the Library building within 2 weeks of ordering.	65.00%	We are investigating alternative supply routes for urgent orders and will revise the KPI when the trial is complete
Bookable study facilities	95% of study facility booking requests will be processed within 24 hours of receipt.	100.00%	KPI removed for 2016-17 as all room bookings now processed automatically online

Building opening hours	The Library will aim to be open 100% of advertised opening hours.	100.00%	
Availability of stand-alone networked PCs	We will have at least 90% of PCs operational at any one time.	99.75%	
Interlending	We will have all requests checked &, if available from another Library, placed with a supplier within 2 working days.	100.00%	
CLA compliant digital copies of library material for inclusion in University VLE	We will fulfil 80% of eligible digitisation requests within five working days.	100.00%	
Student liaison	We will attend a minimum of one Student Staff Liaison Committee (SSLC) per School per year.	100.00%	
Information skills teaching	We aim for 80% positive satisfaction (Very good, Good or Satisfactory) on feedback received from timetabled teaching sessions and drop-in sessions (45mins +).	97.63%	
Library services and facilities for those with additional needs	We aim for 95% availability of access to a fetch and carry service (to front desk), 24/7.	100.00%	
	90% of requests for reasonable library-related adjustments will be processed within 5 working days of receipt from Dean of Students.	82.25%	Bunching' of requests from DOS (now SSS) resulted in a drop below our KPI. We now have more regular contact with Student Support Services at both an operational and more senior level to help ensure a similar situation does not arise in future.
Comments & Suggestions	We will acknowledge all comments received via comment card or email within 5 working days.	97.46%	
Noiseline	90% of texts to Library Noise Line will be acted upon with 10 minutes, 24/7.	97.84%	

Programme of Work 2015/16

Postgraduate rooms

The postgraduate rooms had their first full year of use, with average occupancy figures over the whole year of 53% for the Taught Postgraduate room and 36% for the Research Postgraduate room. Maximum occupancy for the rooms at the times the headcounts were taken (10:30am and 2:30pm) was 83% for the PGT room and 69% for the PGR room.

Reading online

The Library's Talis reading list system was launched, available via Blackboard or via links on the Library homepage, designed to direct students to digital readings or to the physical location of the book in the Library.

Many lists also include digitised readings, accessible on and off campus, particularly useful for those trying to access the same readings in any given week.

The project entered its second year in 2015/16 after making made strong progress in assembling a critical mass of both reading lists and scanned chapters.

The service also provided scanned book chapters to students. Any academic with an online reading list can use Aspire to request that the library provide copyright compliant scanned content to include in Blackboard.

Several exemplar online lists were created early in the project by library staff for the purposes of demonstrations to academic colleagues. The service was also used by high profile distance learning focused projects such as Health Online and the MA in Crime Fiction.

Funds were only available for temporary staff to enter lists up until the end of 2015/16 Semester1. From February 2016 onwards the project shifted to move away temporary library staff and encourage academic ownership of online reading lists.

Entry level training was offered at daily Blackboard training events with in depth weekly drop in sessions also run from June to September.

In June 2016, following discussion at project board and TPPG a mandate for submission of reading lists to the library, with a strong preference for Talis Aspire, was approved by LTC. Comparative data for trend analysis will be available in future annual reports.

Demand Driven books scheme

The Library continues to spend part of its book funds on Demand Driven Acquisitions schemes which enable library users to request e-books for activation in contrast to traditional book selection via reading lists or faculty recommendation. This can be particularly helpful in identifying requests for additional copies or to support for third year dissertations or PhD student requests.

Library space

The University endorsed the Library's new Collection Development policy which supported maintaining a balance of research and teaching collections. (This was following the University wide consultation in May – July 2015).

To achieve this balance in the long term, the University must start to plan for a Library extension or equivalent and the case was made to the University.

Our view, endorsed by this Forum and ISSC is that reviewing the existing teaching & research collections for withdrawals, rather than ceasing buying, was the approach more likely to retain the integrity of the research collections. In reviewing these collections, we will look to withdraw stock under certain criteria ensuring that there is space for those materials most relevant to our current teaching and research.

In the initial stages we will be focusing on duplicate research books whilst retaining sufficient copies to support teaching.

In the meantime, additional furniture was identified to fill in any remaining spaces in the library, leading to an additional 60 study spaces being made available.

“Find a space”

In April, covering the exam period, we implemented a new system of monitoring occupancy, based on the traffic light system used at the University of York. Various study locations within the building will be assessed by Library staff during the busy part of the day, as Red (full or almost full), Orange (some spaces available) or Green (many spaces available). The results are displayed on the whiteboard near the Library entrance, so that anyone entering the building can see at a glance where they are most likely to be able to find the kind of study space they require.

Interlibrary loans

We implemented a new system for processing inter-library loan requests. In the first month of the new triage system operating we saw an improvement in the fulfilment rate from 63% to 87.3%.

Online room bookings

The Library now has a new online room booking system for its bookable group study rooms and study carrels. This enables students to see room availability online and will hopefully reduce the number of “turnaways”, maximising usage of the spaces. In response to student feedback, improved functionality, including the ability to cancel bookings and more frequent refresh rates, was implemented in our new online room bookings system.

Information skills teaching

The Library’s Academic Engagement Team offers online and face-to-face support, via workshops, lectures and tutorials, to help students develop their subject knowledge and ground their learning in academic information practices. Working both within and across the disciplines, we support students’ understanding of academic information, where it can be found, and how to evaluate it for both relevance and validity.

In 2015-16 we worked with 7275 students from across all schools. This was a slight dip from 2014-15, where we had worked with 8234 students.

Personal and Professional Development (PPD) support for PGRs

The Academic Engagement team also provided more specialist support, as part of UEA’s PPD offering. This comprised workshops as diverse as: Digital tools for research; Getting organised - from doing research to communicating your findings; Using SciFinder; Getting started with Endnote; Presenting the Thesis; and Using UEA Archives in your research. In 2015-16 we worked with 316 PGR students, compared with 314 PGR students the year before.

Research Support

As well as ongoing support around e-theses, the Library also works closely with REN on Open Access and the digital repository, and the link between library subscriptions and the management of APCs.

Digital Voyager & UEA Award

The Library’s e-learning course, Digital Voyager, proved so popular that we ran it again in February-March 2016 with 56 participants, 52 of whom were students.

Benchmarking against typical MOOC completion rates, our original goal was to see 10% of enrolled participants complete Digital Voyager. Back in November 25% of participants completed it, but this figure was outdone in the February-March course with 36% of the cohort completing the course. With a significant majority of completers being undergraduates and taught postgraduates, most will be in a position to register their achievement as part of the UEA Award.

Once again, participants demonstrated reflective and original thinking and a very good level of engagement with the course content, some even exploring beyond the immediate scope of the linked content into related works.

- *“I enjoyed learning about the different digital tools available online to enhance my academic studies and I have taken advantage of these. I have also valued the opportunity to be creative with some of the tasks each week, in particular making the visual reflection piece.”*
- *“Digital Voyager is a good course, I really enjoyed it and look forward to joining your new online course.”*
- *“I have thoroughly enjoyed participating in this course and will be sure to recommend it to others!”*

The Library will continue to run and develop Digital Voyager over at least the next 3-5 years, and will also seek to expand its e-learning offering in response to this demand.

“You said, we did”

ISD’s latest ‘You said, we did’ summary poster was published in February and is reproduced below for information.

You said: “More access to PCs during peak times. It is often frustrating to find a PC in the library just for 10 minutes to print something!”

We have put 4 stand-up PCs near the printers on Floor 0 which we hope will ease the problem of finding a free PC when you need to just print your work out. You can also use the remote student desktop and can send jobs to PrintPlus+ from your own device by visiting <http://www.uea.ac.uk/printplus> or by emailing documents to printplus.bw@uea.ac.uk or printplus.colour@uea.ac.uk.

You said: “Allow food and coffee into library. We need areas where you can eat and study within the library”

We have changed the rules on food & drink in the Library so that drinks in lidded cups are now allowed in all areas of the Library and cold snacks are allowed on both Floor 0 and Floor1

You said: "More e-books and more course material should be put on Blackboard"

Last semester, the library launched Reading Online – a major new service aiming to provide a much greater volume of course reading material online. The service can be accessed now via Blackboard from the 'My Studies Menu' within Blackboard.

You said: "We need supported software for students with learning needs e.g. computers programmes for students with dyslexia"

ClaroRead Plus, software for supporting reading and writing, is now networked on all student PCs on campus. You can also access the software on your own device via the remote student desktop service.

You said: "Individual study room bookings need to be done more efficiently. The bookable group study room website needs to update more regularly!"

From the start of this academic year we have introduced a new webpage for booking group study rooms that links through to an availability screen, which we hope makes the system of booking these rooms easier. We plan to roll this out to the individual study rooms as well, once we have made some further improvements to the system, such as a more frequent refresh rate for the availability screen and an ability to cancel bookings.

Approaches to food and drink

Our exam trial was a success as so we will be continuing the new system this semester. Cold snacks can now be consumed on floor 0 and floor 1. This provides a greater variety of study spaces than just floor 0. Importantly, it enables Library staff to manage "food free" floors more rigorously. We can re-direct students to the additional space when they need to snack.

The expansion of the areas where hot drinks in lidded cups can be consumed now includes all floors. This has been less successful owing to increasing numbers of coffee spills so we will continue to monitor this.

Ideally we would like funding for a social learning café space to accommodate these needs, drawing food and drink away from the main part of the building.

University Archives and Special Collections, including the British Archive for Contemporary Writing

The Faculty of Arts & Humanities and the Library launched the UEA's national archive of contemporary creative writing in August 2015. Media coverage was included in The Sunday Times; The Guardian and on BBC's Front Row and attracted significant engagement via social media.

Several exhibitions and archive launches took place:

Noirwich Exhibition: The Making of a Crime Novel and Higson on Creating Young Bond previewed at the UEA based Noirwich events on 16 September within the TPSC Foyer where 400+ visitors gathered during the Higson/ Ian Rankin festival events. The exhibition celebrated the addition of the Charlie Higson Archive and also featured manuscript pages from Ian Rankin's forthcoming novel and material from the late Alan Hunter, a local crime writer who created Inspector Gently.

The announcement of the launch of the **Mark Cocker Archive** coincided with the award of his honorary doctorate on 20 July 2016. An article appeared in The Eastern Daily Press and exhibits from the Archive were on display in UEA Library over the summer.

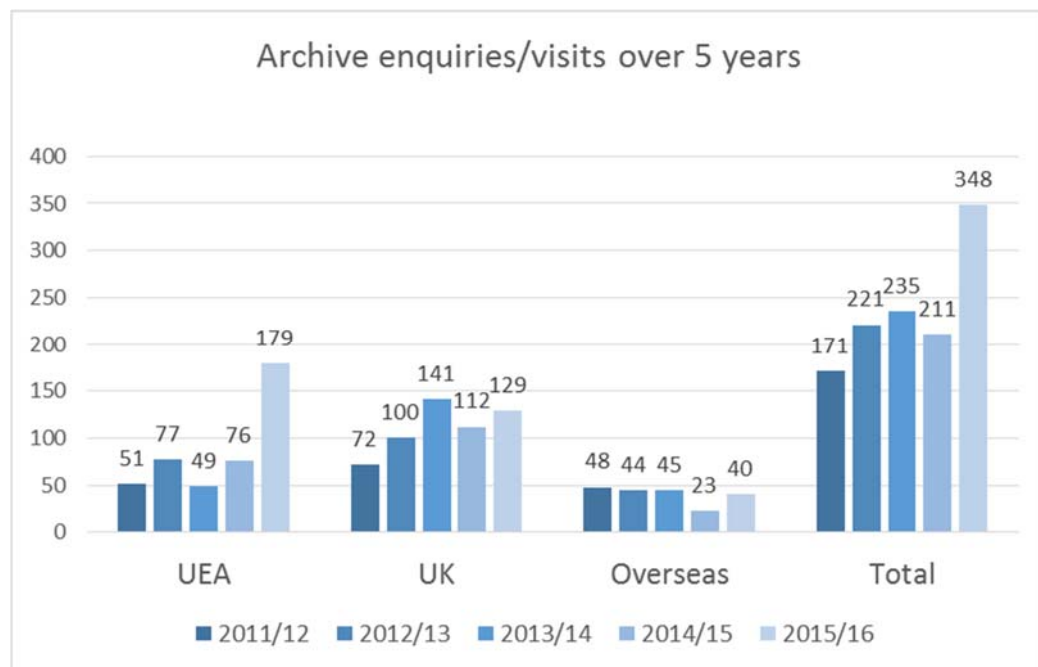
The Making of a Debut Novelist featured archive material from MA writers including Anne Enright, Tracy Chevalier, Naomi Alderman and Tash Aw.

Following the launch of the Snoo Wilson archive, the inaugural **Snoo Wilson Scriptwriting Award**, funded by Humanities, and developed with UEA Drama was presented at The Garage on 1 December.

Archives were also visited by students of the Bauhaus Dessau Foundation who were researching Walter Gropius, founder of the Bauhaus (05/16).
Archives used for teaching.

In 2015/16 Spring semester, a total of 77 students visited the Archive across 9 Archive led modules/ sessions (LDC, HIS, AMA) and feedback was extremely positive with many requests for sessions to be longer. Visitors to Archives increased by 56% in 2015/16 and this is largely due to teaching visits.

Graph showing the increase in UEA visitors during 2015-16 following the launch of the British Archive for Contemporary Writing



National activities contributing to local VFM

The Library director, in his role as member of the SCONUL Content Strategy Group, initiated join up between SUPC & Joint Consortia, JISC and SCONUL on an overarching set of community requirements for e-book value, quality and sustainability for the new Joint Framework agreement (due 2017). In particular the Library has been lobbying for improved licensing between all parties to ensure guaranteed perpetual access to e-book content that has been purchased ‘in perpetuity’, i.e. so that value of investment is secured for the long term. The Library Director is also leading on investigation to improve relationships between competitor companies (Ebsco and Proquest) in terms of releasing bibliographic data for resource discovery, thereby enhancing visibility and ROI from already purchased resources.

QAA

The Library Director contributed written material and took part in the QAA institutional audit in October 2015.

Sustainability

Lights on the main staircases were replaced with energy efficient LED lighting.

We continued to partner with **Book Rescuers** to dispose of our relegated stock contributing to the money Book Rescuers raised for its partner charity, the African Children's Educational Trust (A-CET). A-CET funds long-term scholarships for locally selected vulnerable youngsters who, without support, would be unable to attend full-time education. In addition they build & upgrade rural community elementary schools using local labour and materials. You can read more about their work on their website: <http://a-cet.org>

The **Library's Sustainability team**, made up of volunteers, also carried out a large number of events and activities aimed at reducing the carbon footprint of the Library building and its activities.

These included:

- New Year Resolutions – We asked students and Staff to make one resolution to do something 'Green' in 2016
- Gumdrop boxes – There is a company that makes containers for collecting used gum, from used gum. We recommended these to estates and several were placed around campus
- Water Campaign – Two displays were created to look like water coming from a giant tap. Each water drop had a tip on it for saving water
- Everest Challenge – We asked staff to wear a pedometer and noted how far they walked each day. The challenge was to walk the equivalent of the height of Everest. Everyone was so competitive we ended up walking to the edge of space!

This was all on top of the usual work the Sustainability Team undertakes to encourage staff and students to think about sustainability and consider their waste, water, paper and energy use, thereby improving our environmental sustainability. For this they achieved the Silver Award from the University Sustainability Team as part of its Green Impact programme.

Appendix B

Progress against ISD Strategy

The following section is a self-assessment of our progress against the current ISD Strategy including activities still to be undertaken.

LIBRARY RESOURCES

The Library collections are key resources supporting teaching and research. These are made up of physical books and journals as well as extensive electronic resources. The Library building is under pressure to provide more space for study within its existing footprint, and we need to strike the right balance between these three areas.

Library collection development

- *We will refocus our approach to managing the physical collections to ensure that holdings support current teaching and research. This will include a greater use of demand-driven acquisition.*

On target.

- *Where digital content is available in perpetuity we will withdraw the physical holding. Similarly, subject areas that are no longer taught will be withdrawn from the collection. We need to do this to fit within the physical constraints of the building.*

On target.

- *We will provide access to a wider diversity of learning materials, including audio-visual content.*

On target.

The Online Library

- *We will invest in and develop the online Library and find ways to demonstrate its increasing value and relevance to the core activities of the University.*

On target. Additional work needed on making the digital library more visible. Moved to a “digital first” acquisition policy.

- *We will improve search and discovery tools and seek new technologies that will allow us to embed resources directly into learning environments.*

On target. Online reading lists via Talis is the key development here.

- *We will continue to improve the authentication processes to make access to licensed resources both on campus and off campus as seamless as possible.*

On target. Online help for students accessing digital library needs improving.

- *We will prepare for the potential step-change in e-book market penetration and open access journal publishing.*

On target for e-books although note only approximately 1 in 3 titles made available by publishers for University libraries purchase. Some open access value retrieved from community via JISC Collections deals but no anticipated step-change in terms of reduction in costs for journals.

- *When a required textbook is available as an e-book, we will look to buy an electronic version if it offers better access and value for money than the print.*

On target. Where available, the e-book is now purchased.

TO SUPPORT LEARNING AND EMPLOYABILITY [Library Extracts]

Physical learning spaces

- *We will find ways to improve the physical environments and ensure that these are clean, safe and provide a positive inducement to learning.*

Cleaning has been extended with afternoon and evening support, although lack of toilet facilities continues to affect overall impression.

- *We recognise that study can take many forms and will continue to develop spaces within the Library that support different modes of study.*

Postgraduate rooms have proved popular and have had further adjustment to match preferred ways of working.

Diversity and support

- *We will make accessing our services as simple as possible.*

Further work needed on web pages, authentication, marketing and communications to secure ROI from investment in resources.

- *We will support students with additional needs when using our services.*

Many manual workarounds which need further simplification.

- *We will make connecting and using your own equipment as simple as possible.*

Refurbishments tend to include an increase in access to power sockets.

Wi-fi issues continue and need for wifi upgrade is noted by the University.

Student information skills development

- *In partnership with other academic support services, we will provide a skills programme that will support students in developing information and digital literacies. In turn, these will help to inform core graduate and postgraduate attributes.*

Online induction project has begun with a view to moving more induction and information skills online.

TO SUPPORT TEACHING [Library-related Extracts]

Supporting Teaching

- *We will investigate ways in which increased use can be made of existing resources to support teaching and try to embed this more closely within course development processes.*

Talis reading list service and related digitisation service has helped significantly with this aim.

- *We will provide specialist services to support student and staff teaching including face-to-face, online and one-to-one expert tuition in using library resources effectively.*

Owing to demand, increasingly looking at more scalable options, with one-to-one tuition only being offered once more scalable self-service options have been presented.

- *We will support mainstream academic teaching by consolidating our links with Faculties and other academic support providers, taking every opportunity to link our offering to the curriculum whenever possible.*

Work with the Transitions project for HUM induction is an example of more consolidated links. The emerging Library Online project should build on this.

Library support for researchers [Library-related Extracts]

- *We will develop an information and digital literacy skills offering specifically for researchers to supplement our existing contributions to the University's formal PPD programmes.*

Digital Voyager course has been launched successfully, adding the digital literacy dimension.

- *We will develop improved interlending services to source items we do not hold in stock, in order to supplement our existing research collections.*

Our interlending service was reviewed and relaunched, focusing on 'just in time' provision and exploring sources other than the British Library as default. This has resulted in demonstrably more timely provision of resources.

- *In partnership with REN, we will provide guidance and support for the deposit of full text publications in the UEA Current Research Information System (PURE) and the UEA Digital Repository.*

We continue to support REN's lead on these issues.

- *We will advise researchers on open access and advocate for full compliance with funding and research council mandates whilst being sensitive to the differences between disciplines.*

We continue to support REN's lead on these issues.

- *We will outline the benefits of open access to PGR electronic theses and, in liaison with the PGR Office, provide support around IPR and copyright clearance in cases where students or supervisors have concerns.*

We continue to support PGR Office lead on these issues and have helped improve guidance for students.

- *We will identify opportunities to support researchers visiting UEA from other institutions including doctoral studentships.*

The launch of the British Archive for Contemporary Writing will increase opportunities for this.

- *We will work closely with faculty on the development of the Archive to maximise its relevance to current and future research interests.*

COMMUNICATIONS [Library-related Extracts]

We need to improve the way that we tell the community about the services we offer and seek to leverage appropriate utilisation of our services, reducing the need for the uptake of substitute services and enabling us to celebrate our successes.

Responsive helpdesks

- *The helpdesks will ensure that all requests are responded to in a timely and appropriate fashion.*

Student satisfaction has declined slightly in this area so we are reviewing options for upskilling frontline staff and referring appropriately.

- *Common queries and issues will be proactively documented and published on the ISD website. These will be fed back into service review to inform potential service changes.*
- *We will develop self-service options.*

Development of self-service for common issues and queries has not progressed partly owing to lack of investment in frontline technology such as online chat, which would be more suitable for the digital library. Capital funding for self-service equipment refreshment and an updated library management system has yet to be identified.

Clear and informative web pages

- *We will ensure that the ISD website is easy to navigate, accurate, up to date, comprehensive and easily accessible and provides targeted relevant information. We will identify audience specific information for targeted delivery via the University Portal.*

This work is dependent upon the whole University review of website stability and web student journeys. In the meantime, only minor critical adjustments have been made.

- *We understand the ISD web site provides a 'shop window' into the department and will aim to ensure it accurately reflects the quality of the services we deliver. We will use a variety of media to deliver our message and use the ISD web pages as a means of demonstrating alternative approaches to delivering web content.*

The Library has made some progress with using audio visual media in its web pages for key messages, following the lead of the IT Service Desk which has had staff investment in this area.

Articulating service

- *We will create an accessible service catalogue providing information on all services offered by ISD and where appropriate key performance indicators for the services will be developed and reported.*

Key performance indicators are now available and updated according to agreed regular patterns across each academic year (see above).

Introduction and induction for new staff and students

- *To raise awareness of the range of ISD services available, encourage best practice, and to anticipate and address the most common queries from those new to the institution, we shall provide short inductions to staff and students within a month of their joining the institution.*

Library staff provide input into the New Staff conference days. The Library needs to update its guide for academic staff.

- *Specialist guidance and liaison from IT Account Managers, Research Computing, Learning Technologists, Information Policy and Compliance Managers, and Faculty Librarians*
- *For more involved or complex queries, we will provide a bespoke specialist query and solution service covering IT, Learning Technology, Information Compliance and Library services.*

Owing to the scale of enquiries and support needed, we continue to explore online alternatives as an adjunct to traditional support.

- *Rather than wait on requests, we will actively liaise with Faculties to ensure our services are meeting their needs and the University's obligations.*

This change of emphasis is reflected in the recent change of job title for Faculty Librarians to become Academic Engagement Librarians.

OPERATIONAL EFFICIENCY AND EFFECTIVENESS [Library Extracts]

- *Working with the Finance Division we will ensure that our procurement activities provide the best value for the University.*

All major tenders have been carried out in partnership with UEA Purchasing, including our 24/7 provision.

- *We will explore opportunities for outsourcing and shared services where these are shown to deliver additional value for money and enable us to refocus on higher value activities.*

The Library continues to work through shared consortia such as JISC Collections and SUPC to secure best VFM in terms of purchasing books, journals and other materials.

- *We will ensure that any request for investment is underpinned by a robust business case and we will support other areas of the University when making requests for information systems or services.*

A number of business cases have been made to secure improvements to library services, resources and facilities. The main emphasis was on library space and the feasibility of a library extension. Although the latter bid was unsuccessful, the reasons for expansion were well received and have helped to inform alternative approaches to dealing with growing student numbers.

Efficiency in the way we manage service delivery

- *We will actively manage the development of services by providing a feedback loop from service users to service owners and operators.*

Feedback from Staff Student Liaison Committees (SSLCs) and the Library's Comments and Suggestions scheme are formally reviewed by Library heads and ISDMT and actions taken and documented as appropriate. Evidence from these fed into the University's QAA submission.

Continuous improvement.

- *We will undertake process review work where appropriate and will support other areas of the University in process improvement as part of systems development activities.*
- *We will seek to free up staff time to focus on high value adding, user focused activities. This will be achieved through increased automation, leveraging self-service and cessation of non-value adding services.*

The Library undertook a large number of 'back of house' process reviews during this period in order to free up time for new activities which included online readings lists, digitisation and the enhance interlending service.

Supplier Management.

- *We will ensure that our staff have the appropriate skills and support to take a proactive approach to the management of our contracts and suppliers.*

We reviewed our library management system contract and negotiated c. 15% reduction in annual maintenance fees.

- *We will hold regular contract review meetings with our key suppliers to ensure that we are receiving best value for money. For contracts with a value in excess of £20,000 per annum, these will be at least annually.*

Achieved.

Business Continuity.

- *We will ensure that we have appropriate plans in place to ensure the business continuity of ISD services.*

Achieved and reviewed annually. We upgraded our support level for fire and flood emergency insurance. Insurance for the collections is currently under review.

INVEST IN STAFF

Staff development and service culture

- *In the rapidly changing world of information services, staff need opportunities to review trends and to reskill or learn more about the tools and services they manage. While keeping services running, we will seek ways to provide time for service development and innovation.*

Customer service training has been undertaken, and individual personal development plans are reviewed each year at appraisal. Funding for training and conferences remains constrained.

Staff recruitment

- *We will recruit the best staff available to meet our service delivery aspirations.*

The Library continues to recruit staff of a high calibre, although some areas are difficult to recruit and retain, especially when they involve out of hours or weekend working.

- *We acknowledge that in some areas it can be difficult to find skilled staff. We will therefore provide structures to grow our own staff through the use of internships, secondments and training programmes.*

Achieved and ongoing.