

ISC11D044

Title: **UEA Library Draft Strategy v2.3**

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Issue

Presentation of the final draft version of the Library strategy 2012-2016

Recommendation

The Forum is asked to endorse this final draft prior to consideration by ISSC.

Resource Implications

None. This will be resourced from within existing budgets.

Risk Implications

A number of the stated objectives are dependent upon additional funding which has not yet been secured. It is anticipated that this strategy paper will help with the formation of appropriate business cases to the University over the next 5 years.

Equality and Diversity

All new services are subject to Equality Impact Assessments as they are implemented.

Timing of decisions

For approval at June ISSC meeting.

Further Information

Enquiries about the content of this paper should be addressed to Nicholas Lewis (Nicholas.lewis@uea.ac.uk – ext 2382)

Background

Members of the Library Forum were invited in January 2012 to consider and discuss how best they could input into the development of the new Library Strategy 2012-16 which, along with a new IT Strategy, will build on the previous ISD Strategy 2008-13.

It was agreed that focus groups would be used because they would enable the library to consult widely with a core set of stakeholders, be organised relatively quickly and provide qualitative data to complement the statistical data from other surveys into library services, such as the NSS, postgraduate and ISD surveys.

It was agreed that Library staff, Library Forum members, and undergraduate and postgraduate students would be consulted. It was decided that students should be approached on a one-to-one basis: on Floor 0 of the Library (undergraduates) and in the Postgraduate bar (postgraduates) due to the known difficulties in recruiting students for focus groups.

The Library Director e-mailed all Library staff to invite them to attend focus groups, where possible during their normal working hours. Library Forum members were also invited to take part in a focus group.

Seven focus groups were held in total, between 21 February–5 March 2012. These were recorded using digital audio recorders, and participants were advised of the recording and that all contributions would be anonymous. Transcriptions were made of the discussions, and participants were indicated anonymously with a “P”. The one-to-one interviews with members of the forum were recorded, but not transcribed; instead, these comments were added to a summary document of the Library Forum focus groups, in order to ensure anonymity for these participants.

To supplement the focus groups, 22 undergraduates, 10 taught postgraduates and 8 PhD students from a range of disciplines took part in 1-1 surveys during the period 19-30 March, and comments were noted directly on the survey forms, which were subsequently reviewed. Individual emails from library staff were also received and taken into account.

All responses were forwarded to the Library Director to help inform the draft strategy. The draft strategy was formulated and discussed by the Director of Information Services and the senior Library team and circulated for comment to all library staff and members of the library forum from 27 – 30 March following which a number of minor amendments were made.

UEA Library Draft Strategy 2012-2016

Mission:

To provide a study environment, resources and services that contribute significantly to scholarly activity and independent learning and research.

Vision:

To enhance the Library's value at the heart of the academic experience both physically and increasingly online.

Values:

1. Be trusted stewards of physical and online collections.
2. Show the highest regard for our users.
3. Be committed to continuous improvement.
4. Take into account equality and diversity in developing our services.
5. Value and support our staff.
6. Seek to accommodate the University's emerging interdisciplinary, enterprise and engagement priorities.
7. Reduce the environmental impact of our activities

Strategic priorities and objectives

Priorities and objectives	What we must change or develop further	We will measure this by...
<p>1. Library collections. To ensure that Library collections provide a sufficient number and variety of books to meet the needs of our taught students and refocus the development of the research collection to concentrate on current UEA priorities.</p>	<ul style="list-style-type: none"> • Refocus our approach to managing the physical collections to ensure that physical holdings support current teaching and research. • Where digital content is available in perpetuity, we will withdraw the physical holding where appropriate and subject to consultation with faculty. • Subject areas no longer taught will be withdrawn from the collection in liaison with faculty. • Simplify book reservation and renewals functionality. • Develop a strategy for providing access to a wider diversity of learning materials, including audio-visual content. 	<ul style="list-style-type: none"> • NSS, postgraduate surveys and ISD surveys. • Library forum minutes. • School Board meeting and Staff-Student liaison minutes. • Number of reading lists acquired. • Withdrawal statistics. • Increased utilisation of book resources • Expansion of e-book provision. • Student Union endorsement.
<p>2. Online library. To enhance the online library significantly by</p>	<ul style="list-style-type: none"> • Revised web pages reflecting 	<ul style="list-style-type: none"> • Increased usage of library

<p>improving its ease of use and striving for ubiquitous access to library resources.</p>	<p>the user perspective rather than library administrative structures, acronyms and terminology.</p> <ul style="list-style-type: none"> • Development of existing search & discovery technologies in liaison with Corporate Information Systems (CIS). • Investment in new technologies to help embed resources within the VLE in liaison with learning technologists. • Implementation of OpenAthens for a more seamless user experience, especially off campus, in liaison with CIS. • Enhance the accessibility of the online library on mobile devices and for those working remotely. • Prepare for potential step-change in terms of market penetration of e-books and implications for academic libraries. • Further investment in digitised, 	<p>web site navigational pages.</p> <ul style="list-style-type: none"> • Increased usage of Primo search interface. • Increased usage of electronic resources – ebooks, databases and journals. • Reduction in downtime on search & Discovery tools. • Implementation of Primo as main catalogue interface in the library building. • NSS, postgraduate surveys and ISD surveys (evidence of improved off-campus experience). • Usage statistics for mobile pages associated with the Library and library mobile app. • Number of online reading lists. • Number of documents
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	<p>copyright-cleared readings to support specific courses.</p> <ul style="list-style-type: none"> • Clarified roles and responsibilities to ensure continuity in e-resource management and problem-solving. • Investment in online reading lists (subject to funding) to embed library resources in curriculum. 	<p>scanned for upload to VLE (and copyright clearance)</p> <ul style="list-style-type: none"> • Improved 'cost per download' statistics for our key e-resources.
<p>3. Physical library. To provide an attractive physical environment that supports and nurtures a diversity of learning and thinking styles.</p>	<ul style="list-style-type: none"> • Investment in the Library as a place to study by creating an increased number of differentiated study spaces and associated technologies/power/network facilities for all types of users. • Create self managing areas (zones) that, by their very design, dictate appropriate behaviour. • Enhance power socket and wireless capacity of the building to support increased use of mobile devices. 	<ul style="list-style-type: none"> • Study facility booking statistics. • Statistics showing utilisation by different types of users. • Library building utilisation statistics by time of day and type of user (School, status, overseas, international, distance, part-time, etc.). • Student Union feedback. • NSS, postgraduate surveys and ISD surveys.

	<ul style="list-style-type: none"> • Simplified signage and guidance for accessing physical collections and study facilities, taking into account the needs of international students and students with additional needs. • Enhance the maintenance, cleanliness, and environmental efficiency of our building in liaison with Estates. 	<ul style="list-style-type: none"> • Monitoring comments and suggestions about the library environment. • Improved environmental efficiency statistics (monthly). • Carbon Crew reports.
<p>4. Opening hours. To provide opening hours that take into account the diverse needs of our user community.</p>	<ul style="list-style-type: none"> • Secure sustainable funding for increased opening hours, including the extended teaching day, users with external commitments and international students. 	<ul style="list-style-type: none"> • Gate count (footfall). • Library building utilisation statistics by time of day and type of user (School, status, etc.). • NSS, postgraduate surveys and ISD surveys.
<p>5. Library services and facilities. To provide help and guidance at 'point of need'.</p>	<ul style="list-style-type: none"> • Continue to enhance the flexibility of our staffing arrangements by reviewing peaks in demand and selective use of 'roving'. • Improve visibility and accessibility of specialist help 	<ul style="list-style-type: none"> • Enquiry statistics • Gate count (footfall) • Usage of the 'noise line' • Number of referrals to faculty librarians

	<p>including Faculty Librarians.</p> <ul style="list-style-type: none"> Enhance self-service printing facilities in liaison with ITCS, including 'quick access PCs'. 	<ul style="list-style-type: none"> User feedback on IT facilities and printing. NSS, postgraduate surveys and ISD surveys. School Board meeting and Staff-Student liaison minutes.
<p>6. Emerging technologies. To experiment with emerging technologies that have significant potential to enhance the student academic experience.</p>	<ul style="list-style-type: none"> Explore instant messaging for enhanced enquiry services. Explore options for loans of mobile devices (laptops, ipads and/or e-book readers). 	<ul style="list-style-type: none"> NSS, postgraduate surveys and ISD surveys.
<p>7. Supporting student learning. To develop digital and information literacy training to support learning and teaching and to maximise the return of investment from our existing resources.</p>	<ul style="list-style-type: none"> Continue to develop a series of online training courses embedded within web pages and the VLE. Focus on reaching a greater proportion of the student community (including 'student champions') whilst continuing to work with Dean of Students (DOS) on specialist, one-to-one provision. 	<ul style="list-style-type: none"> Increased usage of information skills web pages and online tutorials, including via Blackboard. Training feedback forms. School Board meeting and Staff-Student liaison minutes.

	<ul style="list-style-type: none"> • Review approach to student induction and reschedule to times of year when most relevant, in liaison with faculty. • Find ways to make it easier for faculty to promote library resources as part of the curriculum, including inclusion of material in student handbooks. • Contribute to the University's work on developing skills for the workplace and future employability. 	
<p>8. Supporting researchers. To increase the visibility of our services for researchers, taking into account the variation in requirements between academic levels and disciplines.</p>	<ul style="list-style-type: none"> • Identify better channels of communication for PGTs and PGRs. • Enhance the online web pages about resources and services available to researchers and link more closely with ITCS. • Further develop information literacy sessions specifically targeting researcher needs. • Review and develop an improved interlending service 	<ul style="list-style-type: none"> • Postgraduate surveys and ISD surveys. • Increased usage of research web pages. • Number of information literacy session run for researchers. • Comments from focus groups on interlending.

	<p>to supplement existing research provision.</p>	
<p>9. Research impact. To enhance the visibility of UEA’s research output by advocating the upload of full text research outputs and data into the UEA repository.</p>	<ul style="list-style-type: none"> • Provide support for academic staff to facilitate the deposit of full text research publications, and associated datasets, into the UEA Digital Repository and other repositories. • Continue to make the case for the recruitment of a Repository Manager to manage open access and research data. • Raise awareness of the practical implications of research council mandates. • Make the case for the mandate of the Library copy of UEA’s electronic theses. 	<ul style="list-style-type: none"> • Increased number of full-text items deposited in UEA repository. • Deposit of research data and associated metadata. • Reduction in the number of UEA hard copy theses held in the Archives. • Improved linkage to other networked and national repositories. • Increased deposit of e-theses.
<p>10. Financial sustainability. To make the case for sustainable funding for our core journal and book provision which are integral to the University’s core teaching and research activities.</p>	<ul style="list-style-type: none"> • Communicate the ‘value added’ of our services through evidence-based reporting and appropriate benchmarking and explore opportunities for future growth. • Ensure that an appropriate allowance is made for new 	<ul style="list-style-type: none"> • Sustainable budget allocations. • Securing of ‘stocking grants’ for new disciplines and schools. • Affordable and sustainable national deals

	<p>courses and disciplines, understanding that growth in FTE and income cannot be decoupled from Library investment in resources.</p> <ul style="list-style-type: none"> • Actively seek additional internal or external funding where opportunities arise. • Alert senior managers to relevant national and international research that highlights the 'value-added' of the Library as part of core business. • Selective participation in national committees and international negotiations. 	<p>for e-resources.</p> <ul style="list-style-type: none"> • Ongoing journal review with appropriate quantitative and qualitative data (including cost per download). • SCONUL statistics – benchmarking library spend on resources & staff per FTE. • NSS, postgraduate surveys and ISD surveys. • Number of successful bids for additional funding. • School Board meeting minutes.
<p>11. Archives & special collections. To create a strategy and identify funding to re-launch UEA's Archives as an external-facing resource, concentrating on supporting UEA's research strengths across all faculties.</p>	<ul style="list-style-type: none"> • Consult with faculty and other stakeholders to advise on the future development of the archives. • Work closely with Marketing and Communications (MAC) to agree a strategy for funding the development of the UEA 	<ul style="list-style-type: none"> • Increased number of relevant deposits. • Increased number of formal archive requests. • Increased numbers of general enquiries.

	<p>Archive.</p> <ul style="list-style-type: none"> • Identify opportunities to add to the University’s ‘cultural enrichment’ agenda. 	
<p>12. Efficiency. To reduce avoidable administrative complexity we will continue to find ways to simplify our back-of-house operations</p>	<ul style="list-style-type: none"> • Make the case for the potential replacement library management system as it nears end of life. • Review and enhance our RFID self-service to secure greater return on investment. • Make the case for cashless payment for all charges and fines. • Continue selective process reviews with the emphasis on user, rather than administrative, convenience. • Move to fully automated, non-mediated room bookings system. • Identify opportunities for shared services and economies of scale through selective involvement in national 	<ul style="list-style-type: none"> • Updated library systems strategy. • Reduction in time sent on purely administrative back-of-house functions. • Self-service issues and returns statistics. • Reduction in administrative time spend on cash handling. • Documented evidence of changed processes. • Reduction of time spent on unnecessarily repetitive back of house work.

	<p>projects and regional partnerships.</p> <ul style="list-style-type: none"> • Review third party supplier performance to ensure timely provision of materials and services. 	
<p>13. Supporting partnerships. To find ways to reduce the complexity of our service entitlements for partners and visitors.</p>	<ul style="list-style-type: none"> • Simplify and, where possible automate, our entitlements procedures for partners and visitors (e.g. UEA London, NRP, etc.) 	<ul style="list-style-type: none"> • Revised entitlements policy and simplified 'matrix of entitlements'. • Membership statistics
<p>14. Licensing. To renegotiate e-resource licenses where necessary to better accommodate the needs of partners, institutes and 'walk-in' users.</p>	<ul style="list-style-type: none"> • Ensure that Library provision is included at the outset of negotiations for new strategic partner agreements. • Advise on implications for the University's internationalisation agenda. • Renegotiate e-resource licenses where possible. 	<ul style="list-style-type: none"> • Agreed consultation process with Partnerships. • Updated licenses which include partners and potentially commercial partners.
<p>15. Staff development. To provide training and development opportunities that are in line with the business needs of the organisation.</p>	<ul style="list-style-type: none"> • Formalise feedback mechanisms to ensure that what has been learnt from external training and conference attendance is cascaded to the rest of the 	<ul style="list-style-type: none"> • Number of feedback sessions held. • Number and frequency of staff meetings.

	<p>team.</p> <ul style="list-style-type: none">• Review approach to staff briefings and team meetings.• Provide refresher training on how to keep up-to-date professionally using social media tools such as RSS feeds.	<ul style="list-style-type: none">• Training events & conferences attended.
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