SCONUL Focus 70 Contents

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Editorial

Back to basics: the importance of library collections

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Issue 70 of *FOCUS* turns its attention to 'Collections'. The topic is of course rather broad and would no doubt benefit from greater clarity if it were offered as a specialist subject on a librarian-themed edition of *Mastermind*! However, as far as *FOCUS* is concerned, it has provided the opportunity to present an eclectic mix of articles relating to the wider theme.

When reflecting on the content, however, a number of key issues emerge which, whilst relevant to the collections theme, also resonate with other activities, agendas and challenges that our profession faces. Some of these will have emerged as specific themes in themselves in previous *FOCUS* editions.

Joint working and the development of shared services drives a number of professional activities. With reference to collections, Wendy Walker and Colin Sinclair describe the development of a collaborative evidence-based e-book acquisition project undertaken by the Scottish Higher Education Digital Library (SHEDL) and describe the benefits, challenges and lessons learnt.

The importance of marketing and 'selling' our services based on a thorough understanding of customer requirements is a key thread running through the value and impact agenda. In relation to collections to support teaching, Helen Rimmer and Sian Downes describe the approach taken at Royal Holloway, University of London, to market and launch their reading list system to academics and students.

The student experience, the student voice, students as partners or students as service champions – there are many ways to describe the concept, but changes in higher education in recent years, and those currently under way, further emphasise the importance of placing the student at the heart of all that we do. With reference to collections, two articles touch on this theme. Marion Harris describes a student library reps project at Goldsmiths College, University of London, that is designed to give students a say in collection development, whilst at UWE Bristol, Ted Spilsbury and Matt Durant show how the launch of a bold but flexible patron-driven acquisition model has resulted in the provision of more content at better value for money, based on what students need and when they need it.

In challenging times, the requirement to make decisions (particularly in relation to resources spend) that are data-driven and evidence-based have become increasingly significant. Kirsty Franks from Regent's University London shows how an assessment of their usage statistics of print and e-book titles suggests that collection improvements could be made. Jonathan Chipp outlines the initial steps taken at the University of Southampton to develop a collections review framework with a particular emphasis on assessing scholarly value.

A number of articles focusing on special collections feature in this issue. Rob Hodgson and Simon Bralee describe how an appraisal of the archives and special collections at City, University of London resulted in the exciting discovery of a previously unrecorded manuscript; whilst authors from Bangor University describe the work of their Archives and Special Collection department, a relatively new function of the library. Focusing on a library which majors on special collections, authors from the National Library of Scotland turn their attention to the conservation challenges they face. Barbara McCormack describes how the Hibernian Bible Society Collection at Maynooth University constitutes an important research resource in their library.

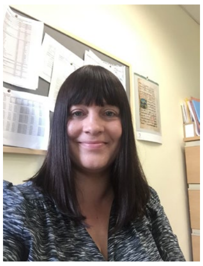
Finally on this theme, a project to integrate collections into Maynooth University from a college of education that was to be closed is described; and Catherine Williams from Buckinghamshire New University shows how their library was accredited with the Book Industry Communication (BIC) e4libraries award in recognition of the deployment of beneficial technologies in resource supply, acquisitions, circulation and metadata quality to industry standard.

As in many other issues, *FOCUS* 70 features some articles not directly related to the broader theme, but they are included as they address issues which are likely to be of interest to our community.

After nearly four years as Chair of the Editorial Team and the publication of eleven issues, as well as the move to this e-only version, I am stepping down. It has been a great experience. As SCONUL reviews all its activities to ensure that it maximises its relevance for members, it is great to note that *FOCUS* is to be retained going forward. Some of you may have seen the resources to have emerged from the work carried out by the Leadership Task and Finish Group: https://www.sconul.ac.uk/news/sconul-launches-leading-libraries-programme [accessed 24 October 2017]. This is a series of practical support measures for leaders and aspiring leaders: https://www.sconul.ac.uk/page/support-for-aspiring-leaders [accessed 24 October 2017]. You will see that one of the suggestions is to 'read and write for *FOCUS*' – emphasising the continued value of the publication both for sharing the good practice that is developed across all our institutions, and for authors who may not have a great deal of experience in publishing, for whom it offers a great staff development opportunity. As I now bow out, I hope you will heed SCONUL's advice!

Shared value

Collaborative evidence-based ebook acquisition in Scotland



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SHEDL background

Led by the Scottish Confederation of University and Research Libraries (SCURL), the Scottish Higher Education Digital Library (SHEDL)[1] has collaborated successfully since 2009 to procure access to almost 3500 electronic journals for the eighteen Scottish Higher Education institutions, the National Library of Scotland and National Museums Scotland. The SHEDL model has many advantages, including allowing institutions to extend their e-only journal coverage at no, or minimal, additional cost and to cease buying print except where demonstrably required. There are efficiency gains, increased usage and reduced operational costs. Overheads are reduced for publishers as there is a single negotiation with a single point of contact for administration and invoicing. In 2013, a small group of interested SHEDL members investigated the possibility of expanding the SHEDL journal portfolio to include collaborating with publishers to procure access to Digital Rights Management (DRM) -free electronic books (ebooks). Existing aggregator models were not wholly satisfying the noticeable desire for both increased access to ebooks across Scotland and an improved student experience, with more user-friendly texts for both teaching and research. Additionally, some institutions were under pressure to free up space in library buildings. An existing Scottish framework agreement for individual title purchase of ebooks via aggregators was already in place and institutions had experience of working with Advanced Procurement for Universities and Colleges (APUC)[2], set up in 2009 as a procurement centre of expertise for all Scotland's universities and colleges.

Collaborating with publishers

A consultation exercise was undertaken across all institutions to discuss extending collaboration to include direct publisher relationships to procure ebooks. The response was positive and a decision was taken to extend the existing ebook framework agreement (due to expire in 2014) to include a separate lot for DRM-free packages purchased direct from publishers. APUC would continue to provide procurement support.

As this was a departure from the normal ebook acquisition approach, it was necessary to undertake some market investigation with publishers to ensure they were willing to collaborate with the Scottish institutions. From a previous analysis of ebooks purchased in Scotland, the institutions had a list of preferred publishers they were able to target to measure interest. Calls and meetings soon established that there was definite interest, and a project plan and strategy were put together to advertise the next Scottish ebook tender opportunity to include DRM-free packages purchased direct from publishers.

Crucially, all library directors guaranteed collective institutional financial commitment to allow publishers to bid for a portion of a collective pot of money. A group of experienced SHEDL members was tasked with drawing up the statement of requirements and scoring the subsequent bids. It was recognised that this was a departure from the existing consortium ebook approach, very much reflecting a changing environment in this marketplace.

The statement of requirements for this section of the tender document required a great deal of thought. The following are examples of criteria measured:

- quality of content
- title inclusions / exclusions
- DRM-free content
- platform functionality
- metadata
- business models

Business models generated the most discussion. The institutions wanted to ensure value for money, but they were also prepared to be innovative in their approach to identifying suitable models. A number of models were included in the tender specification, including (but not limited to) outright purchase, full lease and access- and evidence-based selection.

The institutions were very interested in the access- and evidence-based selection model, which normally offers annual lease with a proportion of the lease fee being allocated for the acquisition of heavily used titles in perpetuity at the end of the lease period. There was some experience of using this model at an institutional level amongst SHEDL institutions and there was positive feedback. Outright purchase can be prohibitively expensive, and lease can give good access with no retention of titles after cancellation. Evidence-based selection can offer a good mix of access, ownership of content and affordability. The market investigation with publishers concluded that although evidence-based acquisition was becoming increasingly popular at an institutional level, there were fewer consortium deals, and some publishers were not at the stage of even offering this model.

It was recognised that each publisher's offer could be unique, but the tender process forced them to compete for available funds by offering content on attractive, affordable models. There was a great deal of interest from publishers in the process, and ten of them were allocated a place on the framework agreement. A further mini-competition process eventually narrowed down six affordable deals with key academic publishers: Palgrave, Springer, Elsevier, Wiley, Sage and Oxford University Press. These six deals offered access to over 35,000 DRM-free ebooks for all SHEDL institutions. The deals varied in nature and both lease and outright purchase were included. Several publishers put forward offers for an evidence-based model, and three (with Sage, Oxford University Press and Palgrave) were successfully implemented. Most did not have existing models in place but were willing to work with SHEDL on this innovative approach.

Evidence-based model

Most SHEDL libraries had experience of applying evidence-based selection, but they had not done so collectively, so careful thought was required in order to ensure the correct approach. While it was felt that all SHEDL members should benefit, it was noted that larger institutions were making a greater financial contribution in cash terms, and were also making most use of the content. Ensuring that all contributing libraries saw a material benefit and could point to successful perpetual ownership of key content for their own institution was important.

The value of the evidence-based selection varied from publisher to publisher. One of the key variables between the bids was the 'multiplier' applied to the value of the selected work to allow access for all. Another was the amount of lease fee permitted to acquire content in perpetuity at the end of the contract period.

While the collaborative selection process ensured that all SHEDL members have access to all selected titles, this benefit may not be obvious to a small specialist library with more niche requirements. Equally, larger sites may not see the benefit of having access to more esoteric material. A balance between these two apparently competing factors was important in planning the selection process.

Process

Given this apparent conflict, the methodology used to agree the final selection of titles under the evidence-based model used a combination of approaches:

- *Collective use*. Titles with highest use across the sector. The larger institutions tend to benefit most here as larger user bases generate more use.
- *Subjectivity*. Individual libraries were asked to submit their own 'selections' according to their own criteria – e.g. presence on reading lists, local use data or local subject interest.

In deciding which titles to retain, a number of additional factors were considered, such as:

- Multi-library use: use across a high number of libraries pushed items further up the selection list.
- Recent use: when evaluating use across the whole framework period, as we had to do for one publisher, recent use scored more highly than high use that was a year or two older.
- Cost: very high cost items, unless used by all SHEDL members, tended not to make the selection. Paradoxically, very low cost items without cross-library use were also eliminated, as they were easier for individual libraries to afford.

Representatives of the SHEDL group were then tasked with collating this data into a final agreed evidence-based selection, up to the agreed value and taking account of any multiplier, before submitting to the group for final approval. They were also responsible for ensuring libraries were informed of any titles that had not 'made the cut' and for which local arrangements would need to be made.

Reflection

There have been many benefits to evidence-based selection at a consortium level. However, there are also many challenges, some of which require considerable thought before further agreements are entered into.

Benefits

- SHEDL has consistent extended access to DRM-free ebook content from key academic publishers. This supports teaching and research.
- In addition to a heavily discounted average cost per title, there are also cost reductions and efficiency gains for processing orders.
- SHEDL has developed closer working relationships, with successful collaboration between libraries of differing sizes and specialisations.
- There is encouraging use for these titles across Scotland.
- The evidence-based approach has delivered content that we know is of value to our users and we are able to use the success of the initiative to promote the work of the library. Many of us have access to content we could not have afforded otherwise – our e-collections have more depth as a result.
- The number of items retained in perpetuity is now in the thousands, in terms of processing, so this is a much more efficient way of growing collections than title-by-title selection.

Challenges and lessons learned

- Usage data: standard COUNTER data was not always helpful and we relied upon publishers to provide timely bespoke usage information to aid the decision process.
- Metadata (specially once the SHEDL-specific portfolio of titles was agreed): some publishers struggled, and continue to struggle, to deliver MARC records for the collections we now have as a consortium.

- Publisher volatility: two publishers merged during the course of the framework, causing some confusion over ongoing arrangements and limiting future agreements.
- Some publishers were receptive to negotiations on renewals and changes to pricing (sometimes in line with modifications to content available), so that deals were successfully renewed, some on a multi-year basis. However, it is clear that in some cases they used the model to create demand. First-year pricing was made very attainable and usage made the content so attractive that it could not be ignored in subsequent years, when pricing was increased significantly. This was very challenging.
- Some deals did not signal good value for money, due either to unrealistic pricing or to low usage, and had to be terminated. A lesson learned is that SHEDL has to be prepared to walk away from these deals, and this could be perceived as a risk.
- There is some evidence to suggest that, contrary to what we might have assumed, there is relatively little content that is of common interest to all SHEDL members. This could support driving down the multiplier factor in future tenders.
- Support on the various deals was not the same from all publishers, particularly around the supply of suitable quality metadata and the timely delivery of usage data to agreed standards (i.e. COUNTER stats available when we need them).

Future and next steps

SHEDL has retained multi-year agreements with Oxford University Press, Elsevier and Springer Nature. It should be noted that not all are on the evidence-based selection model. Work is ongoing to analyse the value of the deals and improve the processes involved.

A new ITT will be issued in the summer of 2017 to invite new bids from publishers and, while funding is constrained across the sector, it is hoped that we can make attractive deals available, either to SHEDL as a whole, or to groups of libraries within SHEDL using this new framework.

References

1 http://scurl.ac.uk/what-we-do/procurement/shedl/

2 http://www.apuc-scot.ac.uk/

Marketing and launching the reading lists service to academics and students

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Background

In 2013 Royal Holloway Library Service organised a reading list task force that included academic staff, student representatives and library staff to review the need and functionality requirements of reading list software and reading list processes in general. This led to the procurement of Talis Aspire. The Reading List Project was one of the key streams of the Library Systems Redevelopment Programme, and as a major college project has been the foundation of much of the engagement of academic staff with the reading list system.
The Reading List System (RLS) was launched in spring 2014 with five pilot departments from different faculties (Criminology & Sociology, Earth Sciences, English, Geography and Politics & International Relations). This confirmed some of the suspected differences between departments, including length of lists and ratio of articles to books.

In summer 2015 we widened participation to all departments and by the end of 2017 we had 98% of lists from across the college. The success of the system has been largely down to a multi-stakeholder approach that targets everybody, including college management, academic staff, students and administrators. This paper will set out how we succeeded.

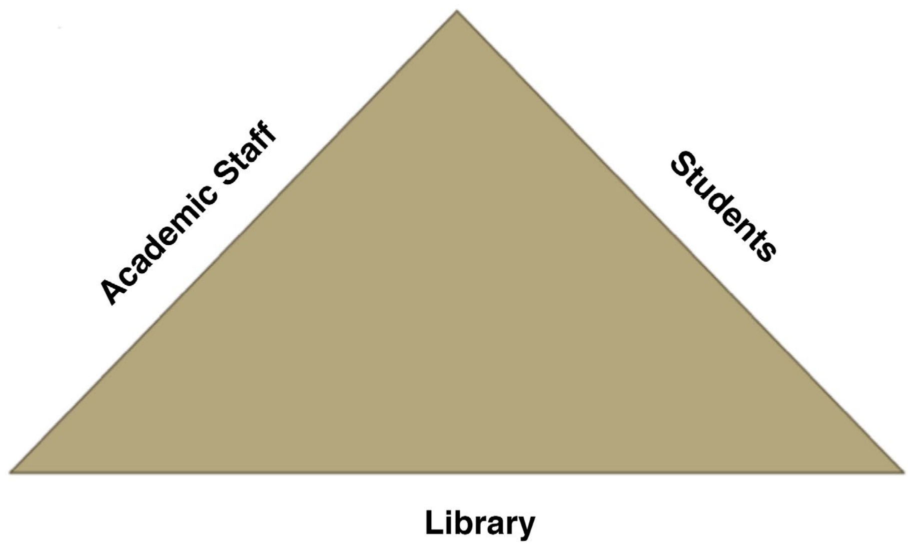

Figure 1 Three main groups of stakeholders in the RLS, which all have differing needs

Strategy

Every year at least one paper on the RLS is sent to the Learning and Teaching Quality Committee (LTQC), which has helped sustain continued college support for the project. These papers include statistics that have helped foster some competition between departments. After every committee meeting we see an upturn in requests for training and lists being sent in. The committee provides a platform for discussion about what obstacles are preventing engagement, and several quick wins have come out of this, including solving misunderstandings between library and academic staff over what a reading list is.

The LTQC papers have also led to communications coming from first the Registrar and then (in 2017) his replacement, the Chief Operating Officer, who sent out an email requesting reading lists be sent to the library by the end of June. This resulted in a higher than usual number of lists being submitted, which enabled them to be added to the system and books to be ordered in time for the start of term.

Department (Red=Lists to input)	Lists Held (%)	Lists Input (%)
Biological Sciences (DONE)	100%	100%
Classics	74%	74%
Computer Science (DONE)	100%	100%
CPS	100%	95%
Crim Soc	94%	94%
Drama and Theatre Studies	129%	103%
Earth Sciences	69%	69%
Economics	93%	93%
English (Inc. Creative Writing)	104%	92%
French (DONE)	100%	100%
Geography	92%	88%
German (DONE)	100%	100%
History	67%	63%
Information Security (DONE)	100%	100%
Italian (DONE)	100%	100%
Law (DONE)	100%	100%
Management (Inc. Accounting/Business Infor	86%	85%
Mathematics (DONE)	100%	100%
Media Arts	88%	88%
Modern Languages (Inc. Liberal Arts)	77%	77%
Music	98%	98%
Physics (DONE)	100%	100%
Politics and International Relations (Inc. Phil	83%	80%
Psychology	93%	91%
Spanish (DONE)	100%	100%

Figure 2 Example of a table from the LTQC paper that helped foster competition between departments

The content of this email and a subsequent one sent out each year by the Information Consultants (ICs) was written in collaboration with Associate Deans from Arts and Sciences. Unlike previous emails that had been sent to academics about the reading list, this one anticipated queries from academic staff. As a result, over 700 reading lists were received directly from academic staff in 2016. Furthermore, because of the strategic importance of the Reading List Project, the library received extra funding from the college, with over £250,000 spent on reading list material, including £116,000 of Strategic Development Fund money in 2015–16.

The college has also funded a team of 4.5 full-time equivalent reading list assistants. This has provided a dedicated team who input lists, update lists, contact academic staff and order all the material from the lists. This team won a Staff Recognition award in 2016, which acknowledges the importance of the work they do in the college.

The other driver for the success of the RLS was the building of our new library. This holds a high-use collection that comprises primarily material from reading lists and occupies the entire ground floor of the building. The creation of this collection has enabled us to push for those reading lists we didn't receive at the end of 2016–17. Now the high-use collection is operational, students complain if a book isn't in it – we hope this will open even more conversations with academic staff.

Engagement

We knew from the start of the project that engagement with departments would be vital. If we could not get the buy-in from academics about the value of reading lists or get them to meet deadlines, then the project would ultimately fail. The team of five ICs attended School and Departmental Boards in order to demonstrate the system, explain how it could benefit both staff and students and answer any questions or concerns that the staff had. The Associate Director for Academic and User Services would attend the higher-level faculty boards to discuss the more strategic aims of the project with the heads of department. Where possible the ICs would also present at each department's Teaching and Learning Committees to show the pedagogical value of having reading lists.

One of the departments we worked very closely with was Psychology, as they were most sceptical about the project: we struggled for a long time even to get reading lists that went beyond one textbook per module, though we knew they were heavy journal users. However, once we started to understand more about their concerns, we found that they feared they would not be able to update their readings whenever they wanted. A number of group and one-to-one trainings sessions for academics were run by the ICs to teach them how to edit and update their own lists. This timed very well with the new Learning Tool Interoperability (LTI) that Talis had been working on and allowed the academics to embed each week's readings into our Virtual Learning Environment, Moodle, and hide future weeks from students.

Successes

At the end of the academic year 2016–17 we had 98% of the 1,171 modules that ran that year published in the reading list system. This meant that when we retrieved all the data from Talis for the high-use collection, we were satisfied that the majority of the correct books would be in there, making it much easier for students to find and access those essential textbooks.

By the end of September 2017 we had already received just over 45% of reading lists. This is our highest ever proportion by this time of year.

We currently have 141 lists that are owned by academics and are updated entirely by them. We just review these through the new reviews system in Talis. We have even more academics who edit part of lists themselves.

Moving forward

In previous years the next academic year's lists have been in draft during the rollover process. However, this year we published them live for the first time, which meant that academics would be encouraged to work on their reading lists over the summer, and students could access the lists straightaway. It is our intention to publish our lists live in future. One key thing that will help us meet this target is for us to be able to improve our access to modules and estimated student numbers as early as possible. We are working with the departments and liaising with professional departments across the college to get access to real-time student numbers, as currently many departments will not pass on their student numbers until December.

Once all the lists are in the system, the team can start reviewing them and ensuring that all the metadata is up to date, working through those items that have been added without being flagged for level of importance. We may want to look at the staffing model of the reading list team for future years to ensure that we have enough staff at the busiest times. The team of ICs will also be working hard with the academics to encourage them to start taking control of their own lists, again reducing the workload of the reading list assistants.

Conclusion

The success of the system has been down to a combination of agile response to departmental needs and requests, keeping the system on the agenda at strategic committees where the right people are, and raising the profile through promotion, student feedback and the new library.

We also asked some SCONUL members how their libraries were involved in reading lists and to offer up any top tips for maximising academic engagement. Here are a couple of responses.

Jane Bramley
Support Librarian,
Loughborough University

Does your institution have a mandate requiring academic staff to submit reading/resource lists?

I wouldn't describe it as a mandate as such but academics are invited, encouraged and persuaded to submit reading lists. In addition there is a stated "minimum requirement" for module VLE pages and a reading list is included in that requirement. Our reading list system creates an entry for every module being delivered across the various Schools of the University and this year the Library did an analysis of all empty reading lists with students registered on the course. Some of the modules really didn't require reading lists as they were placements or practical/project based but some did appear to be missing lists. On LORLs we have 3,259 reading lists; when we checked modules that are running and could be expected to have a reading list we only had 269 which were empty, so we have around 92% of our reading lists populated which is pretty impressive, although I can't guarantee that all the lists are up to date! The details of the 269 empty modules were passed to the appropriate Academic Librarians who have since done some investigation and diplomatic consultation with the academics in order to get these lists populated, so we should have an even higher percentage of reading lists populated now.

Who has responsibility for populating reading/resource lists?

Again it is difficult to give a definitive answer: the academics are responsible for adding and updating their own reading lists but the Library offers a sympathetic ear. We send reminders to all academics with details of the reading lists they are responsible for twice a year and ask them to update them, once just before the start of the academic year and then again before the start of semester two. The Library offers training sessions to academics on how to edit reading lists, there is information on our website and when our Academic Librarians meet up with new members of academic staff the reading list system is explained to them. In practice a lot of our academics do engage with the system but equally quite a few need help and Library staff regularly do this by adding individual items (and in some cases whole lists) to the system to help academics out.

If responsibility sits within the library, who takes on the role?

In the Support, Collections and Systems Team of Loughborough Library there is a smaller group of individuals who deal with reading lists, book acquisitions and ereserves (digital chapters/articles). The team is headed up by the Taught Course Provision Librarian and there are four Library Assistants (2.8 fte). This team deals with all reading list enquiries and orders all the print and ebooks for the Library as well as dealing with all requests for ereserves from start to finish. The Library Assistants do a lot of editing of reading lists as well as adding items to them. They also do a lot of quality control work on the lists ensuring that items link to the library catalogue, that the urls work and that appropriate notes are added, e.g. what passwords are required to access the material.

Which system does your institution use?

Here at Loughborough University we use an open source system that was developed in house called LORLs. The advantage of using this system is that as our IT colleagues built and designed it they are on hand to help out when we discover problems or identify enhancements that we would like. The IT team here at Loughborough have been very helpful with the system and it is of enormous benefit to us that we can contact them and get fixes or improvements on an ad hoc basis.

What are your top tips for maximising academic engagement?

I think diplomacy is key and being sympathetic to the problems faced by academics. We will often add lists to the system on their behalf and then ask them to keep it updated. By meeting the academic halfway we have helped them with their problem rather than adding to it and that usually encourages them to engage with the system. The University has recently changed its policy regarding ereserves so that they now all need to be made available via the reading list system rather than the VLE. Rather than marketing this as a negative the Library is promoting it, just add whatever you need to the system and we can do the rest: check copyright, obtain the item, ensure it has the appropriate cover sheet and report it on your behalf. This should make their life easier, not harder and means that it is now even more important that they engage with the reading list system.

Getting academics to understand that we are helping them, not adding to their workload, is an important message to get out there. Contacting the Library to explain that they need a new book purchasing for a module they are teaching and that it is a key item and there are x number of students on the course actually takes longer than just logging into LORLs and adding an ISBN to their reading list. Reading lists should be seen as a time saver, not another pointless administration task to be dealt with.

It is also worth pointing out to the academics that online reading lists are beneficial to the students as they help them locate and access their material more easily which, in turn may lead to them giving higher satisfaction scores!

Jane O'Neill

Acting Assistant Director, Information Services (Library Services), The McClay Library Queen's University Belfast

Does your institution have a mandate requiring academic staff to submit reading/resource lists?

No, but it would be useful to have one. Lecturers are generally emailed by Subject Librarians in mid-August to catch any early lists and then again in early September. Some Subject Librarians also contact administrative staff in Schools to get reading lists from them.

Who has responsibility for populating reading/resource lists?

Subject Librarians contact relevant module contacts in their School for an updated reading list. The lecturer (or member of administrative staff) sends the list to the Library and the Subject Librarian, in conjunction with library assistants, work through the lists to check for availability, new editions and potential for scanning and if the latest edition is available or if it is available as an e-book. Lists are uploaded to SharePoint with a cover sheet. There is a detailed procedure for dealing with reading lists which is used by all staff.

If responsibility sits within the library, who takes on the role?

See above.

Which system does your institution use?

We use SharePoint, although a designated library reading list tool would be very useful. This would require buy-in from Schools, and a recognised mandate for staff.

What are your top tips for maximising academic engagement

Contact academics early, both as a reminder and also to offer assistance. This encourages them to submit. Suggest that annotated lists be sent back to academics and that they might update themselves for next year. Some academics are then able to tell you the following year that lists are up to date as per whatever date. Of course checks would still be made but not starting from scratch again.

A good library rep who is happy to chase up colleagues for lists is helpful, and it also helps to keep regular contact with the reps and to keep asking them for reading lists.

The student library reps project at Goldsmiths College

Giving students a say in our collections

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Developing collections that satisfy the needs and interests of our students is a perennial challenge for academic libraries. Many readers will be familiar with feedback that their library has insufficient copies of popular books, or lacks literature on particular topics. The 2015 National Acquisitions Group conference featured a presentation about King's College London's 'library champions' project, which gave student representatives an opportunity to contribute to library acquisitions (Garner, 2015). This inspired Goldsmiths College to initiate a 'student library reps' scheme, which commenced in January 2016 and is about to enter its third year.

Year 1: Pilot project January–May 2016

The initial pilot ran from January to May 2016, the premise being to give student volunteers a £300 budget to suggest library book purchases, based on consultation with their peers. Volunteers were recruited on a first-come-first-served based through student news emails and the peer-assisted learning network (*Peer assisted learning*, 2017). Goldsmiths has eighteen academic departments, and volunteers came forward from 14 of them. Ten students successfully completed the project, representing 12 departments between them (some were joint honours students). Six were undergraduates, four were postgraduates.

The students were trained to use the Dawsonenter book supplier database to check book prices and submit their suggestions to the library acquisitions team. Acquisitions staff would then complete the orders process via the library management system. For practical reasons we advised students to focus on in-print English-language books costing up to £50 per item. However, a small number of DVDs, music scores and second-hand items were also ordered. Most suggestions were approved, but some – for example very expensive items or extra copies of low-circulation items – were rejected.

During the pilot, 134 items were ordered, with an average spend of £231.57 per department. Additional copies of existing stock made up 15% of the orders, while 85% were new titles. Circulation analysis in May 2017 showed items ordered during the pilot were encouragingly well used during their first year in stock; the average number of loans per item was 2.3, some being borrowed as many as nine times.

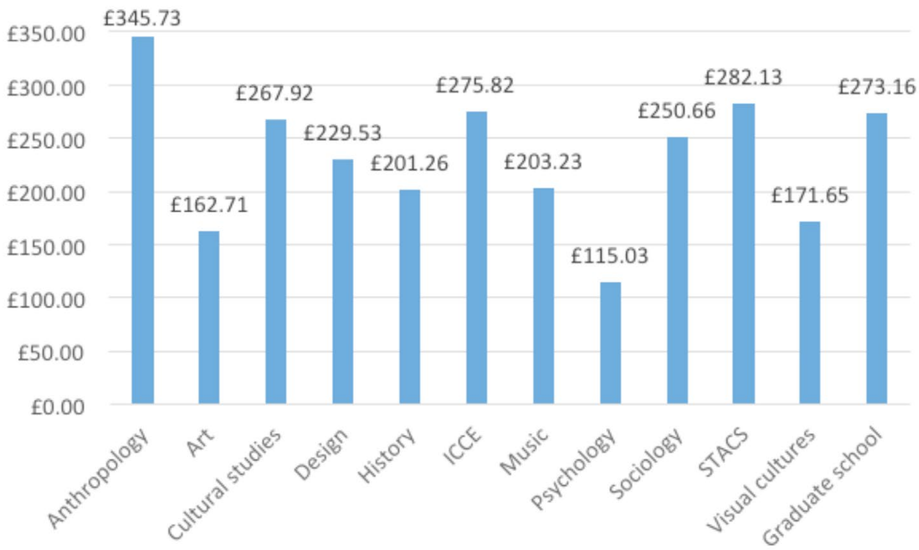

Figure 1 Pilot project – spend per department

Note: ICCE = Institute for Creative and Cultural Entrepreneurship, STACS = Social, Therapeutic and Community Studies

Year 2: October 2016 – April 2017

Evaluation and participant feedback from the pilot project identified areas for improvement; these were taken forward into year 2. Students joined the pilot project at different times, so training sessions were given to small groups or individuals on an *ad hoc* basis. In year 2 a formal application process was introduced, enabling more streamlined training. Retention was an issue during the pilot, with four volunteers dropping out. To remedy this during year 2, catch-up meetings with the project co-ordinator were introduced, which gave students an opportunity to seek help with any difficulties they had encountered. Consequently, only one volunteer was lost from year 2. Additionally, the project deadline was brought forward from May to April to avoid clashes with the exam and dissertation period.

Another big change in year 2 was that the student library rep project became a recognised activity for Goldsmiths *Higher education achievement report* (HEAR). The HEAR is an enhanced degree transcript, which displays extra-curricular achievements alongside academic work (Higher education achievement report, 2015). As HEAR activities require approximately twenty hours' work, in year 2 the project was expanded to include focus groups, job-shadowing with library staff and writing an evaluation in addition to suggesting book purchases.

The focus groups were facilitated by staff members from across Library Services, and reps were invited to give feedback on the library's online reading lists, LibGuides and information literacy provision. Reps also contributed to usability testing in advance of the library adopting the Ex Libris Primo discovery service. These sessions garnered useful feedback for library staff, and several students commented that they had learnt about library services of which they had previously been unaware.

The job-shadowing sessions lasted two hours and involved talking to library staff, including subject librarians and staff from acquisitions, serials, reading lists and scanning, inter-library loans, cataloguing, special collections and archives, reader services and systems. The reps gave overwhelmingly positive feedback about the sessions, and several of them commented on how impressed they were by the amount of behind-the-scenes work that is involved in running the library.

Sixteen students successfully completed the project in year 2, covering almost 90% of Goldsmiths' academic departments. Ten were undergraduate students, six were postgraduates. Ten per cent of the 184 items ordered were additional copies, while 90% were new titles. There was an average spend of £278.89 per department.

It was pleasing that participation increased during year 2 of the project and that the reps spent more of their money and ordered more new titles. Several reps ordered books written by Black and Minority Ethnic (BME) authors and books with non-eurocentric perspectives, thus helping to diversify the library collections. The project is therefore adding value to the library's collection development practices while giving students a voice and helping to meet demand for topics not covered through existing acquisitions strategies.

Figure 2 Year 2 – spend per department

Note: ICCE = Institute for Creative and Cultural Entrepreneurship, IMS = Institute of Management Studies

Figure 3 Comparison of year 1 and year 2

	Year 1	Year 2
Students who completed the project	10	16
Number of items ordered	134	184
Average spend per department	£231.57	£278.89
New titles	85%	90%
Extra copies	15%	10%

Future plans

At the end of year 2 feedback was gathered from the reps through focus groups and written reports. The reps noted many benefits of the project – for example: satisfaction of adding new books to the library collections; developing budgeting and communication skills; having an opportunity to give feedback about library services; and increased appreciation of library staff. Some challenges were also acknowledged – for example: undergraduate reps found it difficult to elicit book suggestions from postgraduates in their departments and vice versa; and some students received more book suggestions than their budgets could accommodate. Reps also suggested that their role could be expanded to include promoting library services and resources and acting as an advocate for their departments.

The student library reps project has been of great value both to students and to the library, so a decision has been taken to expand the project further, taking into account the feedback and suggestions received. In year 3 (2017–18) we aim to recruit one undergraduate and one postgraduate rep per department in order to address the difficulties encountered and to accommodate the differing needs of these student groups. We also intend to increase the budgets assigned to departments with most full-time equivalent students in order to ensure that more book suggestions can be accommodated. Plans are under way to enhance the range of activities undertaken by reps, for example by involving them in promotional activities such as open days and e-resource demonstrations and inviting them to attend library user group committee meetings.

To manage the increased scope of the project and formalise the processes involved, a steering group has been formed comprising members of staff from library and acquisitions staff. We hope that the student library rep project will help to enhance our collections and engagement with the student body for many years to come.

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Patron-driven obsession

Adopting patron-driven acquisition as UWE's sole method of e-book acquisition

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This is an adapted version of an article which originally appeared in *Taking stock*, the official magazine of the National Acquisitions Group. It is reproduced with permission.

UWE Bristol is an ambitious university delivering courses to a large and diverse student base stretching across four UK campuses, as well as in ten countries across the world. Satisfying the demands of over 30,000 students worldwide, while maintaining a consistently high standard of taught UWE programs and the wide range of information resources to match, is a mammoth task. Nevertheless, with consistently high NSS scores – 92% in the 2016 survey – UWE Bristol Library Service has proven expertise in delivering the content students need, when they need it.

In spring 2016, we had been newly recruited to our posts of librarians responsible for delivering books and course materials to students. For Matt, this meant taking responsibility for rolling out reading-list software for the first time at UWE Bristol, while Ted was tasked with looking after the book acquisitions section of the service. Although the library service had a hard-earned reputation across the university for innovation in the delivery of academic skills and efficiency in the management of its resources budget, many of the acquisition processes had been in place for many years without taking into account the potential that new products and technologies offered us.

Performance analysis

A usage analysis carried out on all recently purchased e-books revealed that over 20% of those purchased in the academic year 2014–15 had not been accessed by May 2016. A similar piece of analysis of our print collection revealed that around a third of books purchased were yet to be issued a year later. This was attributed primarily to the fact that in an attempt to widen our collection, subject librarians were speculatively purchasing books relevant to certain degree programs, with no guarantee that they would actually be used by students. We needed to find a way of mitigating this inefficiency without compromising the breadth of content we were able to provide to students.

Discovering PDA+

At the same time, we became aware of a relatively new service from Askews & Holts Library Services (AHLS) called PDA+. We had been experimenting with criteria-based patron-driven acquisition (PDA) through AHLS for a couple of years, though never spanning an entire academic year and omitting certain key Dewey ranges either by mistake or for fear of spending up our PDA budget far too quickly. PDA+ is different from a traditional PDA though, as it allows librarians to add titles of their own choosing to the PDA, including titles falling outside the normal PDA criteria. This seemed like the perfect solution to our problem of wasting money on speculative purchases. We now had the ability to select speculatively as many titles as we wanted, without having to make any kind of financial commitment unless the books were actually used.

A paper submitted to senior management in July included results of the usage analysis and a proposal to switch all e-book acquisition from direct purchase to PDA. This proposal was approved unanimously by the faculty librarians and senior management at a meeting of the Academic Management Group – predictions of potential savings that could be ploughed back into purchasing additional content proved compelling. The PDA+ method of making e-books available to students had additional benefits, such as content being available immediately after selection and flexible PDA models of rental and full purchase. Once approval was gained, this left us just over a month to implement an entirely new method of e-book acquisition for the service.

Implementation and challenges

One of the biggest challenges was in building the book budget for the 2016–17 academic year. Previous PDAs had proved that accurate predictions of how much the PDA might swallow up were near impossible. In the end, we allocated a significant amount of the previous year's e-book budget to the PDA, with additional money available to top it up through the year as required. Other challenges included training every stock selector in library services (over 30 of them across our four campuses); providing AHLS with a complete de-duplication list of our previously purchased e-books; devising a system for processing invoices and new MARC records; and creating multiple PDA profiles to fit each faculty's requirements. In the end, we created 18 different profiles between our four faculties, combining a mixture of normal PDA / PDA+ and rental / full purchase profiles.

Our initial target was to complete implementation for the start of the new academic term in September. In fact, we completed all of these processes a week before the end of August, which gave us some breathing room to iron out any teething issues before the influx of students in Freshers' Week. Once everything was fully rolled out, work started on ensuring that the new processes became 'business as usual', including financial monitoring, occasional profile updates and general troubleshooting as and when required. The results of our careful monitoring enabled us to gather various statistics which we have been able to share with subject librarians, including the most popular day of the week (Monday), busiest hour of the day (between 14:00 and 15:00) and the Dewey numbers with most spending against them (658 and 616).

Measuring success

One year on, we have been able to assess the success of this new process. While we had a fair idea that things were going well, being able to compare 2016–17's spending with previous years has proved to us the value of being bold enough to change our entire e-book acquisition process two months before term started. Implementation of PDA+ as our primary method of e-book acquisition did increase our expenditure on e-books by 16% compared to the previous year, but we saw a 39% rise in the number of books we paid to provide access to. This was a drop of £13 in average price per book from £75 to £62. While the PDA process itself is not transparent to students, we hope that they have been satisfied with increased breadth of content we have been able to give them access to.

We're guessing that many people reading this article may have been stung by PDA before – seeing costs spiralling out of control and budgets being spent up far too quickly. While we were able to secure significant investment from the university to support our commitment to user-selected content, the model is adaptable for universities with a wide range of budgetary limitations. UWE used a mixed approach with normal criteria-based PDA operating alongside PDA+, but those with far tighter budgets could use PDA+ on its own, or merely limit the criteria upon which their normal PDA is based in order to restrict spending.

By implementing such a bold but flexible PDA model, we have not only been able to provide more content at better value for money, but we have given the library service the flexibility to expand or contract its spending depending on the changing requirements of the budget. All that remains now is for us to prepare for year two and see where the process can be improved even more.

Print or e preference?

An assessment of changing patterns in content usage at Regent's University London

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This paper assesses usage statistics of print and e-book titles at Regent's University London and suggests collection improvements that could be made on the basis of these results. For the purposes of this paper, the term 'usage' denotes access to a specific text in electronic or print form; this is represented by loan statistics of print materials and downloads of digital titles. In terms of e-books, 'usage' refers to physical clicks on an e-book, including online access, downloads through our e-book provider DawsonEra and full-text downloads through our discovery service, hosted by Ebsco.

The 'print or electronic' question is a perennial one among librarians, publishers, booksellers and e-book suppliers. The initial notion that e-books threatened to render print obsolete been subverted to convey the opposite. Robert Coover wrote in 1992 on 'The end of books', describing print as 'a doomed and outdated technology […] a mere curiosity of bygone days destined soon to be consigned forever to those dusty unattended museums we now call libraries' (1992, para. 1). Luckily Coover's words have not come to fruition; the decline of e-book sales became apparent only a handful of years after the release of the first-generation Kindle in 2007, and its subsequent UK release in 2011, with *The Telegraph* reporting in 2015 that print books had 'risen phoenix-like from the ashes of some burnt Kindles' (Wallop, 2015, para. 1). Similarly, in 2016 *The Guardian* reported an overall decline in e-book sales of 2.4% across the five biggest UK publishers between 2012 and 2015, and it therefore appears from the national media that commercial e-book sales have failed to compete with the print publication (Flood, 2016, para. 1).

However, there are certain observations to make in relation to this data; first, it is important to distinguish between the e-book and the device when discussing declining sales. It makes sense that Kindle and e-reader sales might decrease: once a consumer owns a Kindle, there is no need to purchase a second. Certainly in a commercial setting, e-books are a premium product; reading an e-book requires the consumer to purchase a compatible device before making the purchase of the e-book itself, which is then locked to that device only, while print can be easily borrowed for free from libraries. The major distinction is that discussions such as those of Wallop and Flood do not take place in an academic context; devices such as Kindle rely on the user purchasing each title, whereas e-usage in an academic context relies – or certainly should rely – on the institution purchasing that material, the end-user incurring no additional cost. The academic context of the usage of any book will be different from usage in a commercial context; while students might read an entire academic e-book online, users might also access a page or a chapter and jump around within a text, whereas reading for pleasure generally assumes the user will read the whole book from beginning to end. Lastly, because links to reading list content are embedded in reading list systems and VLEs, access to content in an academic context largely begins with an electronic device; if a user is accessing a reading list online, there is no longer any need to make a physical trip to the library and borrow a print book – they can click straight through to an electronic copy of the text. E-books have significant benefits in the academic sector; they allow users to search for exact phrases in a text, provide instantaneous access where licensing models allow, and are an absolute necessity for distance learners and students with accessibility requirements. For this reason, assumptions cannot be made about the performance of e-book sales generally, as the context in which they are relevant varies widely across sectors.

Academic libraries worldwide are assessing the value of e-publications over print. The Graduate School of Education in New York stopped purchasing print journals in 2005–6 and amended its acquisition policy in 2009 so that the purchase of print materials was considered 'a last resort', citing archival purposes as their major reason for preference of e-books (Haugh, 2016, p. 255). In their 2017 report on the emergence of the challenges and opportunities of e-books, Jisc emphasised 'the growing importance and use of e-books in academia, with a higher proportion of the monograph budget now being spent on e-books and policies that prioritised e-book purchases over print' (Jisc, 2017, p. 5). There are certainly arguments for the growth of electronic resources in academic libraries, and at Regent's, we also have policies that prioritise the purchase of e-books over print; the interactive capabilities of e-books enable access by students and staff with special accessibility requirements, such as visual impairment. E-books offer a clear benefit in their ability, where a credit model is available, to allow multiple users to access content at once. However, in practice this is often not feasible due to the higher cost of e-books over print and access options such as managed user access (MUA) restricting usage to single users. In many ways, MUA can be more restrictive than print access; with time allocated to each student at the front of the 'queue' being twelve hours at Regent's, users could potentially wait for hours or even days for their requested title to become available. While the same is true of print titles, a fundamental purpose of e-book purchase for us is to enable instantaneous access to content regardless of location, and the MUA model negates this. Many e-book vendors such as GOBI allow libraries to avoid these constraints by enabling PDA on the first access of an e-book, as opposed to requiring three rentals before the trigger of PDA, as is our current system. While this ensures instant and uninhibited access to online content for every user every time, the cost implications of such a model are significant and have to be weighed against the impact on student experience.

PDA at Regent's follows a set procedure of approval or refusal; requests below our £40 rental and £150 purchase threshold are automatically approved, while those above are automatically declined. However, we are aware of the constraints of our current system, which is undergoing review; it may be necessary to accept rental requests over our threshold where the student has accessibility requirements, is studying a specialist topic inaccessible through other content or is studying at postgraduate level.

While PDA texts form a significant proportion of our collection, we still experience high usage figures for our print collection, which dominates our owned collection. When assessing staff and student engagement with print and electronic content, it is necessary to begin by understanding the distribution of our collection across the two media. In August 2017, print books comprised 77% of our collection, while owned e-books represented 14%; our remaining owned content comprised print journals, dissertations, DVDs and databases (fig. 1). These figures exclude loanable hardware such as laptops, and non-owned content, such as PDA titles.

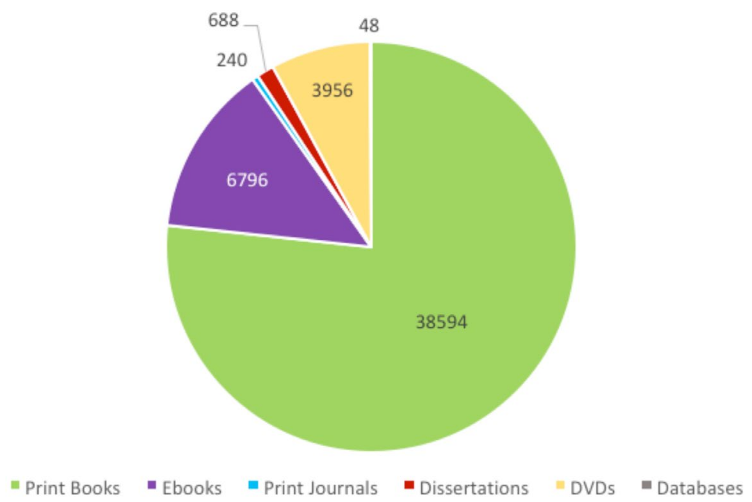

Figure 1 Total items by medium across our owned collection, excluding PDA

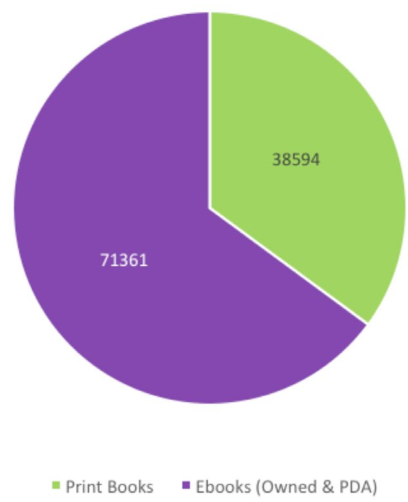

Figure 2 Distribution of print against e-books including PDA profile, August 2017

Considering print and e-books, the proportion of electronic content rises significantly when we take into account our PDA profile, which enables access to a further 64,565 e-books and causes e-books to represent 52% of our available books (fig. 2). In addition, we subscribe to 48 independent databases, many of which are searchable through our discovery service, 64,783 journals being discoverable through our Ebsco platform. These journals comprise both independent database subscriptions discoverable through Ebsco and titles that form part of our Ebsco subscription. While estimating the ratio of electronic to print material would be impossible, the amount of electronic content we provide significantly outweighs what is available in print when online database subscriptions, journal access and owned and PDA e-books are taken into account. Our figure for total print loans for 2016–17 (14,600 loans) is far outweighed by our total full-text downloads through discovery (60,500). In an age of information overload, where discovery mimics services like Google, it is unsurprising that our discovery service is by far our most heavily used method of research discovery and access.

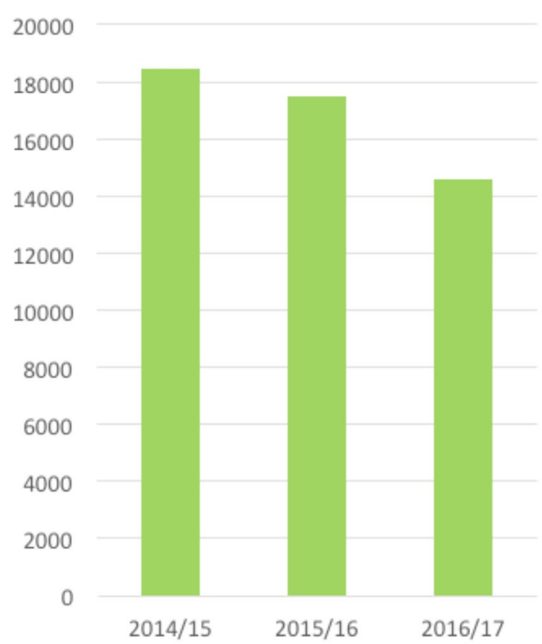

Figure 3 Print loans 2014–17, showing a steady decrease over three years

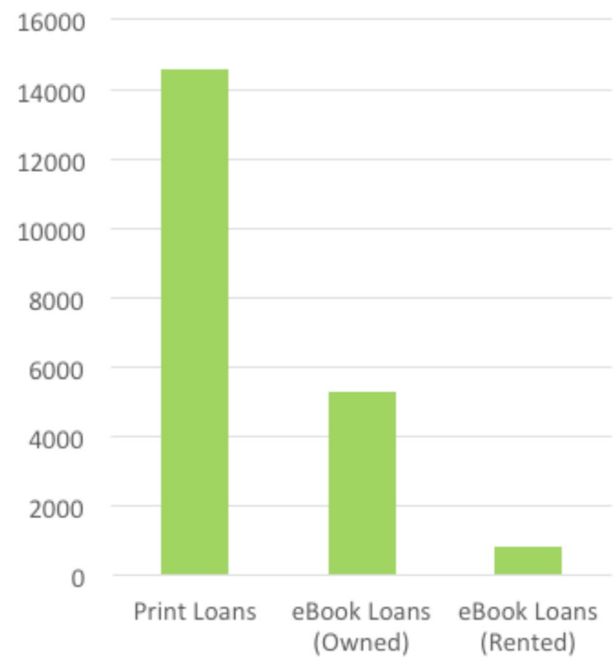

Figure 4 Print vs. e-book loans 2016–17. Print loans are still significantly higher than e-book loans, yet loans of rented e-books through our PDA experienced the largest increase, with owned e-book and print loans decreasing on the previous year.

Our print usage has steadily declined over the past three years, with an overall decrease of 20.9% since 2014–15 (fig. 3), but it still dominates our content usage (fig. 4). The decrease in our student numbers may be a cause of the decline in print loans, yet this does not appear to be a trend across all media, as the number of e-book rentals increased by 66.7% over the same period. However, with our PDA being triggered only once in the past year, it is interesting to note that the same e-book will almost never be rented frequently enough to trigger PDA. This may indicate a preference for PDA take-up in the research community at Regent's, as PDA enriches a collection by providing access to texts on niche subjects, and also appeals to our largely international student body. While expectations for 'Google-style' immediate access to digital material on any subject imaginable will certainly be a contributing factor to the

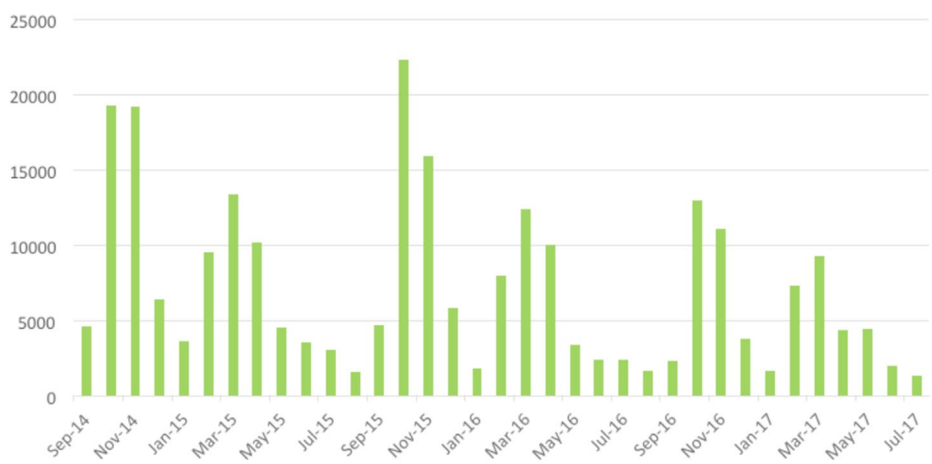

Figure 5 Full text downloads through RULDiscovery (Ebsco Discovery Service) 2014–17

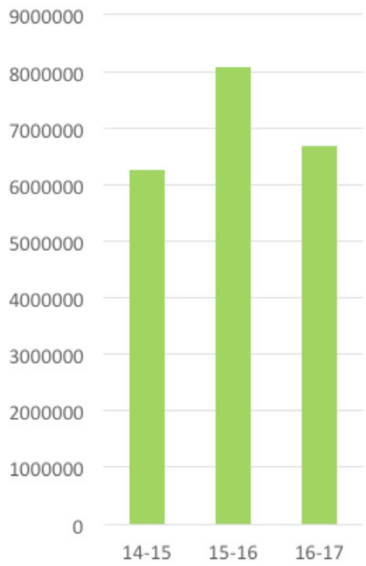

Figure 6 RULDiscovery searches 2014–17, showing an increase in 2015–16 and a decline in 2016–17, yet overall searches have increased in three years.

success of PDA, it would never be feasible for PDA to form the core content of a collection. For this reason, it is the role of the librarian to ensure core reading is available in owned content, while PDA sufficiently enhances and fills gaps in the collection that meet the needs of researchers and dissertation students, where purchasing of a text would not be necessary or financially viable. Owned e-books experienced a minor decline in loans in 2016–17, which may be the result of declining student numbers; and there were 5,296 downloads of owned e-books in 2016–17 as against 6,796 total titles in the collection, user engagement with e-books in relation to collection size is fair.

Expectations of information discovery cultivated by platforms such as Google have certainly affected the way we design our systems, with our discovery system using a simple Google-style text box to address the information-seeking preferences of our students. Our e-book and PDA usage are healthy, and the primary method of access to this material is through discovery, rendering an analysis of search and download statistics necessary. RULDiscovery, hosted by Ebsco, was implemented in 2013 and has experienced a 37.9% decrease in full-text downloads of electronic content since September 2014 (fig. 7). Conversely, RULDiscovery searches have increased overall and experienced a spike in 2015–16 before declining sharply in 2016–17 (fig. 6). Much of this may relate to changes in student numbers, but may also indicate changes in information-seeking behaviour. With two search platforms available at Regent's, users are able to search the majority of our resources through RULDiscovery, while only owned content such as books, e-books and DVDs are accessible through our library catalogue. Discovery is popular; despite experiencing a decrease on the previous year, we still had over 6.5 million searches in 2016–17, and it is unsurprising that discovery is a popular tool as its Google-esque design caters for preferred information discovery tools. With embedded search boxes in the VLE, RULDiscovery is also presented to students through a familiar platform, which encourages increased engagement.

Analysis of information-seeking behaviour based on electronic and print collection engagement is challenging for many reasons; declining student numbers will inevitably cause a decline in usage, but it is difficult to make definitive judgements about the extent to which student numbers are the cause. Challenges also arise in the lack of discernible patterns – while full-text

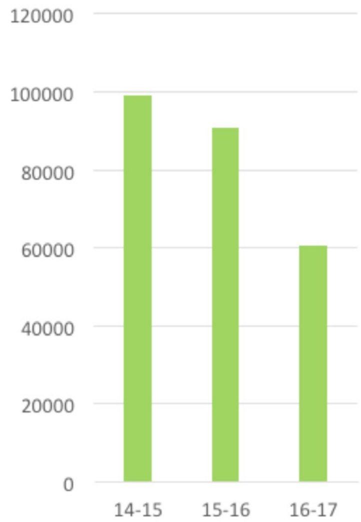

Figure 7 Total full-text downloads through RULDiscovery 2014–17, showing a significant decrease in 2016–17

downloads through our discovery service have declined steadily since 2014, discovery searches rose and fell. Print loans still dominate over e-book loans, but the volume of print content in our collection significantly outweighs the number of owned e-books. Rentals through our PDA profile have experienced the greatest usage increase since 2014, and Regent's needs to consider the causes of this and assess our usage patterns in the coming years. Perhaps our PDA collection fills gaps where the purchase of an item cannot be justified, but access is still needed by the student, such as for dissertations and research. Our current procedure of capping requests at £40 for rentals and £150 for PDA may be inhibiting access to resources through the access method that has shown the greatest growth in recent years, and it will be necessary to review this procedure. With e-book rentals representing our greatest triumph in terms of collection usage in recent years, models such as EDA or DDA may be equally successful. A study at Kent State University Libraries in 2013 deduced that their DDA does not form the bulk of their collection, but does 'align the library's collection with current user requirements [and] serves as a valuable free supplementary source of readings to users'; this idea of PDA, EDA and DDA aligning a collection with user need is particularly relevant in relation to our findings at Regent's (see Downey, K. *et al.*, 2013, p. 158). The answer here may be a move away from a static collection to a dynamic collection, with less owned content and an increase in rental collections, which would enable greater access to a wider range of research material and would reflect changing research needs. By ensuring reading list and supplementary material are available in print and owned e-book format while also providing access to a wide and varied PDA collection, we can ensure that our collections enable enriching research opportunities for our students.

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Developing a collections review framework at the University of Southampton

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Introduction

Questions about the scholarly value of library collections have at least two key aspects. One involves getting to grips with what we mean by value. On the face of it that's a very big question. It requires us to understand what kinds of values are relevant here and how to describe the amount or quality of a particular value that a collection has. The other aspect involves acknowledging the concrete circumstances in which the question is posed. Libraries review their holdings because they want to achieve particular ends: spatial efficiencies, new kinds of study spaces or more focused collections, for example.

Drawing together these two aspects (scholarly value and concrete circumstances) gives us a helpfully pragmatic way forward. The question becomes: given that we want to make particular changes to our collections, what sorts of scholarly value should we talk about?

The issues that prompted us to embark on a review of our physical collections will be familiar to many. Key aims were:

- to ensure that the content of our collections addresses the needs of our users
- to redevelop the physical spaces in which our collections are housed.

It became apparent that these issues touch on a range of different values. For that reason, we would need a range of metrics and a framework in which to organise them in an intelligible fashion.

First steps in developing a framework

A literature review quickly revealed a host of metrics, both numeric and narrative, that we might use to capture the scholarly value of our collections. We assessed 51 metrics, allocating to each a notional level of confidence: good, moderate or low. We elected to retain thirteen of them and organised them into four broad types: academic interest, utility, benchmark and size.

Academic interest

Three metrics, none of which is numeric, were collected under the heading 'academic interest'. The first was to identify any research groups that are associated with particular collections. The second was to map any courses and modules to particular collections. In the third we sought to identify any interesting provenance attaching to particular collections.

Utility

We grouped two metrics under the heading 'utility'. Both are numeric, and both try to capture the intensity with which a collection is circulated. The first is the circulation-to-space quotient, that is, the number of circulations in a five-year period divided by the amount of shelf space occupied by that collection. The metric is the circulation-to-inventory quotient, that is, the number of circulations in a five-year period divided by the number of items in the collection.

It is worth noting that, because both of these metrics are quotients, some care has to be taken in interpreting them. A collection with fifty circulations that occupies 50m of space will return a circulation to space quotient of 1 (50:50 = 1). Likewise, a collection with 500 circulations that occupies 500m of space will return the same figure (500:500 = 1). For that reason it is important to contextualise the results of these calculations. Low figures indicate lower intensity of circulation. (Compare, for example, 1 circulation in a collection of 50 (1:50 = 0.02) with 100 circulations in a collection of 50 (100:50 = 2).

Developing a collections review framework at the University of Southampton

Benchmark

We collected three metrics under the heading 'benchmark'. One is numeric and two are more narrative. The numeric metric captures the scarcity of items. We used Copac CCM tools to establish which items in a collection were held by five or more Copac libraries. We then expressed the number of items as a percentage of the collection as a whole. The other two benchmark metrics recorded 1) whether the material in the collection was of an unusual format and 2) whether the collection policy associated with an area of stock was notably unusual.

Size

Four of the five metrics collected under the heading 'size' are numerical measures. The exception is a recording of any unusual access issues: whether, for example, the material is not on open access. The remaining metrics record 1) the number of items in a particular collection, 2) the total length of shelving over which the collection is spread, 3) the amount of empty shelf space within the collection and 4) the rate at which the collection has grown in a five-year period.

Two other aspects of the framework: characterisation and planning

Taken together, the four groups of metrics gave us quite a detailed and ordered description of our collections. The next step was to connect those descriptions to the questions of value and collection development with which we started. Making those connections involved two things.

We adopted the typology of collection types developed in the RLUK report *Unique and distinctive collections: Opportunities for research libraries* (Research Libraries UK, 2014). With that typology in view, we drafted a chart of what we might expect our four groups of metrics to look like for each collection type: heritage, legacy, self-renewing and finite. Inevitably that involved some speculation, so in addition we used part of a workshop meeting to canvass librarians for views on which parts of our collections may be candidates for heritage or legacy status. By combining these approaches we aim to refine the fit between collection types and metrics.

Having – at least notionally – mapped our collections in terms of the heritage–legacy–self-renewing–finite typology, we drafted high-level management strategies for each type. These are very general statements about the direction of work that we would expect to see in relation to each collection type, emphasising, for example, withdrawal of finite stock, regular evidence-based weeding in self-renewing stock, considering digitisation opportunities in relation to legacy stock and looking for promotional opportunities in relation to heritage stock, and so on. Our expectation is that these strategies will be reviewed and developed over time.

Conclusion: next developments

The development of the framework is still at a very early stage but it is clear that some aspects of it require further consideration. Three issues in particular stand out:

First, the more narrative metrics can be difficult to capture. In particular those metrics that we have grouped under 'academic interest' are challenging. The provenance of some of our collections is well known; but this is not always the case. How can we be sure that we have captured all the relevant history of our collections? It is also the case that both research and teaching interest in particular collections fluctuates. Courses come and go, as do research groups. Do we have structures in place to capture this kind of information?

Secondly, we might ask whether we need to use all of the metrics that we have identified. For example, the two quotient metrics – circulation-to-space and circulation-to-inventory – cover very similar territory. Both metrics tell us about the intensity with which a collection is circulated. That has particular value for thinking through what kinds of space to develop adjacent to particular collections. We might consider locating quiet study space next to stock with low circulation intensity, for example. But do we really need both metrics?

Thirdly, the framework is designed to analyse our physical collections and excludes e-resources. There is pragmatic value in that. It limits the amount of data and number of metrics involved in the analysis. It also speaks to one of our principal drivers: the need to free up physical space. What would be the merits or de-merits of a more holistic approach that included e-resources?

Overall, developing the collections review framework has given us the opportunity to think through a host of complex and interrelated questions about the scholarly value of our collections. It also provides us with a fairly detailed summary description of what our collections are like. Finally, it gives us an analysis of those collections and an indication of the kinds of things we should think about doing with them.

Reference

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New manuscript found at City, University of London

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Introduction

Library Services at City, University of London undertook an appraisal last year of their archive and special collections for the first time in several years. The archive and special collections own many gems – a complete and annotated collection of the influential literary and critical journal *The Athenaeum*, several rare books relating to science and engineering, and items relating to the institution's prestigious history. During the process, however, while they were developing methodologies for appraising archival material the team discovered a previously unknown late medieval manuscript.

Background

During summer vacation 2016, a team of Library Services staff undertook an auditing project to examine and review the archive and special collections. This was the first step in a multi-stage project to rehouse the archive and special collections, make them discoverable and open them up to researchers.

The archive and special collections have had an uneven history in terms of collection and stewardship. Several of the earlier items in the archive were working papers for the establishment and governance of City. Of these, the most interesting are the paperwork covering City's translation into a university in 1966. In the late 1960s and 1970s the university librarians P. R. Lewis and S. J. Teague actively acquired several collections associated with various individuals who were linked either with the university or with the subjects taught here. As the collections grew, an active collection policy seems to have been established.

In the later seventies and early eighties the archive was catalogued by the recently retired university librarian S. J. Teague. An active man in his retirement, Teague also found time to act as honorary librarian for the London collection (housed within the library space) and to write a history of the university. In the 1980s several of the special collections were catalogued, but not all. Teague, for example, catalogued the Walter Fincham optics collection, which includes several early printed books relating to ophthalmology and science.

As the university grew to become the preeminent education provider for business and the professions, the library came under intense space pressure. During the appraisal process several key documents came to light outlining the donations of several collections in the 1990s. It is clear from this documentation that the library sought to identify institutions better placed to make the collections public; however, the key motive behind this was lack of space. No auditing documentation was found dating from this period, but it has to be presumed that the remaining collections were considered to have some relevance to the library and were kept for this reason.

From this date onwards, the archive and special collections were overseen by the inter-library loans team. They worked on the day-to-day tasks and responded to enquiries but did not have the resources to undertake an archival-level management of the collections. In 2016, the new Director of Library Services dedicated resources to reappraise the City archive and special collections. A project group was formed to oversee the archive and special collection. The group are not trained archivists, but they do have specialist skills and knowledge well suited to auditing a historically valuable collection, including rare book and manuscript experience. Training was also undertaken in key areas to support the work the group does.

Appraisal

Prior to the appraisal project in 2016 the extent, provenance and content of some collections in the City archive and special collections were unknown. Some print-based archival descriptions, lists and provenance information had been recorded, but these were by no means comprehensive. The appraisal process naturally had to begin by listing our collections, identifying our holdings and consulting any related paperwork (such as accession documents) in the archive in an attempt to uncover any records relating to the original deposit and its provenance. Inevitably this was easier for governance information, and harder for some collections and bequests. Following the appraisal the archive was moved from its temporary home to a more secure space which better meets preservation requirements. This all had to be completed in the relatively short timescale of the summer vacation and worked around the group's library day jobs.

At the start of the project, the group discussed the methodology for appraising the collections. Using a scorecard system, several key categories were identified. The most important were whether the collections had direct links to the university and the subjects it taught, the value of the collection to researchers and the impact of moving it to another location. The latter two categories were hard to measure as many of the collections were not publicly discoverable.

The rare books collection is part of the special collections held by the university. It contains both rare books in the technical sense (books printed 1500–1800) and rare books in the more general sense; alongside scientific texts from the seventeenth century stood paperbacks from the Left Book Club and Penguin Film Reviews. It is clear from stamp marks that several items in this collection were old library books, withdrawn from the main stock and retained on account of their age or rarity.
The manuscript was one of the items found here. Because it was hidden in a modern binding in the middle of the rare books collection, it was not obvious as one looked at the shelves that this 'book' was in fact a manuscript. As the rare books collection is not catalogued, there was no record or knowledge that this item existed prior to the audit.

The manuscript

The manuscript measures 18 x 12 cm and contains ten pages. It contains two texts – the 'Algorismus' (or 'De arte numerandi') and the 'De anni ratione' – written by Johannes de Sacrobosco (also known as John of Holywood or John of Halifax). The 'Algorismus' was the first major text of the Western tradition that dealt with and examined the use of Hindu–Arabic numerals. It became a key text of the medieval European university curriculum. Before this date, roman numerals were used. Hindu–Arabic numerals allowed a major advance in mathematics and made possible developments like mathematic calculation of physical properties, double entry bookkeeping and the Dewey decimal classification. The 'De anni ratione' is a criticism of the Julian calendar, which had been introduced by Julius Caesar in 46 BCE. Due to the complexity of calculating when to add intercalary days, the Julian calendar was prone to error. Sacrobosco was influenced by medieval Arabic astronomy. His theory – to take a day out every 288 years – was later largely discredited, probably because he did not have access to more accurate astronomic data.

The Julian calendar was replaced by the Gregorian calendar, country by country, in a slow process over a period of some 350 years, from 1582 to 1923. The changes did not take place in Great Britain until 1751–2. Both texts were very popular in the medieval and early modern period, which means that copies of the text were not uncommon.

After a brief examination of the manuscript the archive group sought professional advice from the British Library. Justin Clegg, Special Collections Reference Manager, identified the date and provenance of the manuscript from the handwriting. He advised a date of late-fifteenth century and suggested that it was likely to be from a university setting.

New manuscript found at City, University of London

Figure 1 The calendar

Both texts are in Latin as relatively few works were written in the vernacular in the medieval West. Sacrobosco worked in the University of Paris in the twelfth century. This was one of Europe's premier universities and attracted students from many different countries. Latin was used as a scholarly lingua franca. The decline of Latin for scholarly purposes was very gradual – both Copernicus's *De revolutionibus* published in 1543 and *Newton's Principia* (1687) were written in Latin, which would have meant that both texts could cross linguistic boundaries in Western countries.

Throughout the text the scribe of the manuscript used abbreviations. This allowed more text to be written on less parchment and made the manuscript cheaper to produce, and hence to buy. The abbreviations followed standard practice of the medieval period in various languages. The first word of the text, 'Compotus', has been abbreviated to Compot with a superscript symbol (looking like a backward 'c' or an exaggerated apostrophe) to represent the final letters 'us'. First letters of initial words (the rubric) are written in red ink in order to make them stand out (see Fig. 2).

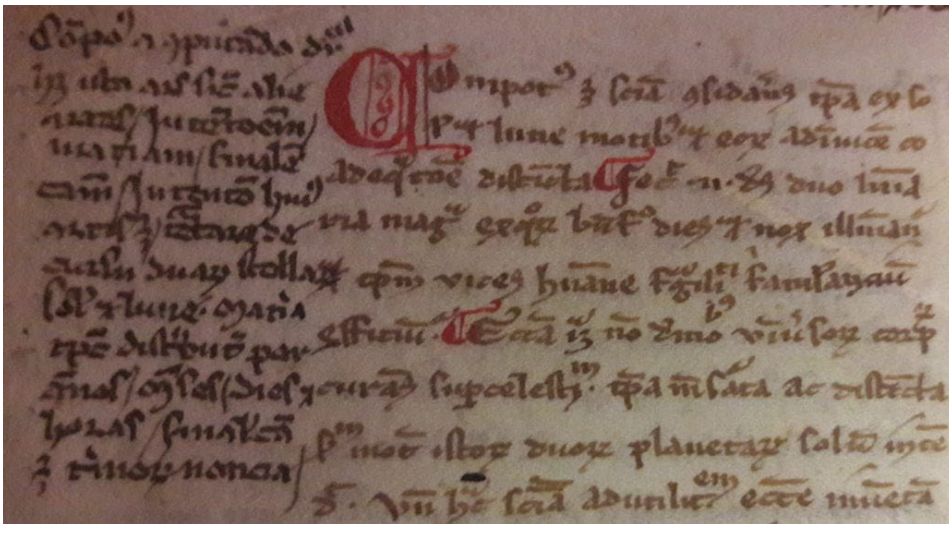

Figure 2 Rubric and marginalia

New manuscript found at City, University of London

There is evidence of two different styles of handwriting (or 'hands') – one in black and red and the other in a brown ink (Fig. 2). The brown ink seems to be written around the black text and may be the notes of the first reader. This kind of writing (or 'marginalia') can be very valuable to historians when reconstructing the *Weltanschauung* (or worldview) of a medieval university.

At the side of the manuscript you can see several regularly placed holes (prickings) (see Fig. 3) which would have been made by a copyist, or, more often, the copyist's apprentice. The copyist could then draw lines across the page to help them write neatly.

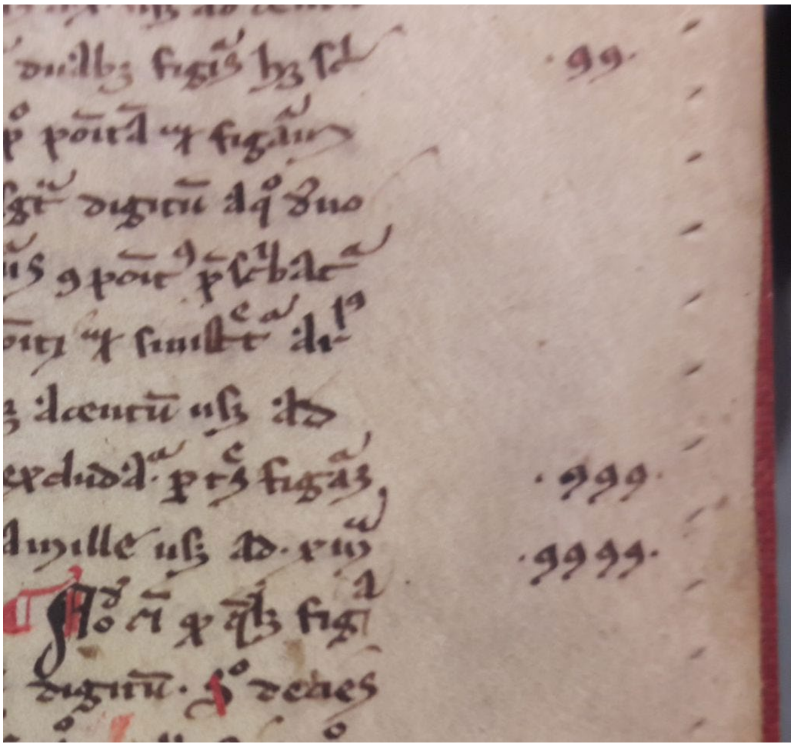

Figure 3 Prickings

Manuscripts are notoriously easy prey to parasites and this one contains several holes. The word 'bookworm' originally referred to insects that bored through pages of the book, and you can sometimes trace their routes through books. Holes that appear after the creation of a manuscript are called *lacunae*, a term that is also sometimes used for gaps in text or missing words. If you look closely at the hole in Fig. 4, however, you will notice two very interesting things. First, the text has been written around the hole, and secondly the holes show signs of repair. These holes are not lacunae, but were in existence when the manuscript was written, the reason for this being that during the preparation of parchment the skin of the animal was dried and stretched. Any minuscule holes in the animal's skin at the time of death would stretch in size. Equally, a heavy-handed parchment maker could cause damage during production. The older the animal, the more holes the parchment would be likely to show. Expensive manuscripts would often use younger animals. Vellum, the luxury writing material of the medieval period, was prepared from calf's skin.

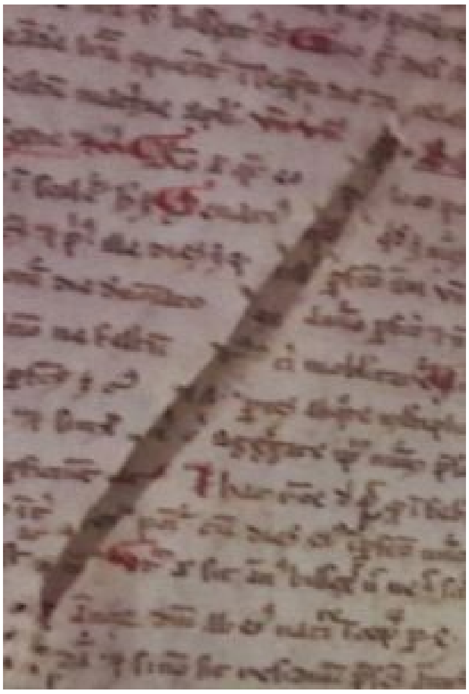

Figure 4 Hole in manuscript

Conclusion

Alongside the excitement, this discovery also reminded the team members of the importance of record-keeping. This manuscript was obviously a known collection item at some point, and given its value it is surprising that we do not possess any records of its provenance or accession into the special collections. Our auditing exercise means that we now have rigorous accession processes and a written collection policy for the archive. The appraisals project also means that we are now in a stronger position to move forward with further projects. From ancient to modern, our next steps are a photo digitisation project. We are also planning more activities to use the archival materials to support research and teaching in the university.

Given its small size and relatively cheap manufacture, the manuscript is likely to have been the edition used by a university teacher or even student. It is exciting then to have found it almost by accident over 500 years later in a university library collection. Much has changed since the days when this manuscript was first copied, but the abiding value of manuscripts, books, international scholarly communication and the transmission of knowledge across borders remains of the utmost importance today.

Further reading

Teague, S. John (1980), *The City University*, London: The City University Press [online]. Available from: http://www.city.ac.uk/about/facts-and-achievements/our-history/books-about-our-history [accessed 11 July 2017]

If you'd like search the archives collections of City, look at our Aim 25 record: AIM 25 (n.d.), City University Archives [online]. Available from: http://www.aim25.com/cats/43/3052.htm [accessed 11 July 2017]

More detailed information about our collections and how to access them can be found on our library guide: City, University of London Library Services (2017), Archive and Special Collections [online]. Available from: http://libguides.city.ac.uk/archives [accessed 11 July 2017]

Rare books and printed special collections at Bangor University

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Background

The Archives and Special Collection is a comparatively new 'function' of the Library and Archives Service of Bangor University. In the early days the Department of Manuscripts was responsible for the vast collections of manuscripts, estate collections and personal archival collections (Special Collections) held by the institution; whilst the library was responsible for the general stock, as well as hundreds of rare books and printed special collections. Initially, because of the need to make the rare printed material accessible in a better invigilated environment, and later because of user demand, the Department of Archives and Manuscripts gradually took responsibility for the rare books and printed special collections. Whilst printed material is still housed in the library spaces, the items are consulted in the archives reading room under stricter guidelines.

Special collections at Bangor University

At Bangor University the term 'special collections' is used to describe collections of non-print and print material that have characteristics that set them apart from other types of collections. An example of such a collection is the Owen Pritchard Collection, which was created by Dr Owen Pritchard between 1884 and 1920 and presented by him to the University College of North Wales (now Bangor University) in 1920. It is strong in works printed by the private presses of the late nineteenth and early twentieth centuries. In this stunning collection there are books printed for William Morris, including lectures on politics, and reprints of papers relating to the Arts and Crafts movement. *Love is enough, or the freeing of Pharamond*, published by Ellis and White in 1873, is the earliest English edition of Morris's morality play (originally published by Roberts of Boston).

In recent years the university has seen the development of Research Institutes and Centres. These are supported by the Library, Archives and Special Collections and help promote the collections (print and non-print) to a wider audience. They are also crucial in validating the importance of our collections on a national and international level. The most important Research Institutes and Centres in relation to the Archives and Special Collections are:

- The R. S. Thomas Study Centre was officially opened by R. S. Thomas in April 2000. The centre contains a substantial number of his manuscripts, including unpublished poetry and prose. The collection also contains material by Thomas's wife, M. E. (Elsi) Eldridge, including sketchbooks and her unpublished journals. The centre has copies of all of R. S. Thomas's published works, including rare editions and translations. In addition, it contains a comprehensive collection of reviews, critical books and articles and newspaper clippings, as well as video and audio material.
- The Stephen Colclough Centre for the History and Culture of the Book is an interdisciplinary centre for the advanced study of the past, present and future of the book as material artefact, and of the cultures that surround it. Working in collaboration with colleagues at Bangor and beyond, the centre's purpose is twofold: to enhance and broaden our understanding of the place of the book in cultural, social and economic practices, and to develop our understanding of the material book as cultural commodity, conveyer of knowledge, and object of desire.
- The Centre for Arthurian Studies highlights the wealth of expertise and long-standing tradition in researching and teaching the Arthurian legend at Bangor. The centre brings together Bangor's Arthurian collection as well as the former Flintshire Harries Arthurian collection, which arrived at Bangor in stages in 2014 and 2015. It is a hub for exchange and collaboration across several departments in the university, and has external partners.

- The Institute for the Study of Welsh Estates (ISWE) is dedicated to promoting research into the history, impact and functioning of estates on a Wales-wide basis. ISWE seeks to advance outstanding research into the subject and to ensure that the knowledge we generate regarding Wales's past is accessible and contributes constructively to its future.

Promotion

Promoting various collections and centres has been a priority and has been achieved using both traditional and non-traditional methods. The Library and Archive Service is fortunate in that we work closely with the Universities Centre for Widening Access. The aim of this centre is to attract students who have little or no experience of higher education. Liaising with this centre has provided an opportunity for the Library and Archives Service to reach a wider audience, which has resulted in the service working with external bodies and inviting them in to use our varied spaces and introduce them to our collections. An example of this is the 'Cofis Bach' project.

Cofis Bach, a charity that provides free artistic opportunities for children and young people from Communities First areas of Caernarfon. In 2015 the service was approached regarding the possibility of its hosting the group's annual show. The children were invited to visit the library, given a tour, and introduced to the collections. Subsequently 'Tocyn i Ble?' (Ticket to Where?), an innovative mobile performance, was staged using the spaces in the main library.

Another innovative performance was 'Archifdaith'. Two artists, Cai Tomos and Marc Rees, choreographed a mobile performance that took the audience through the Pontio building (Bangor's Arts and Innovation Centre) and explored ways of promoting the remarkable collections in the university's possession through new and existing artistic media.

To celebrate the founding of the Centre for Arthurian Studies and to promote the university's Arthurian Special Collection, an interactive event for local schoolchildren was held at the main library in June 2015. This led to the Library and Archives Service being invited to join five hundred local school pupils and their teachers for a day of history, education, creativity and fun at Caernarfon Castle. On this occasion staff (dressed in medieval costume) took to the event information about the collections and the Centres.

This type of promotional work led to the Library and Archives Service being nominated for a prestigious award – The Times Higher Education Leadership and Management (THELMA) Awards. Bangor University was nominated in the 'Outstanding Library Team' category. We did not win, but were proud to be nominated.

Traditional promotional methods have included the opening up of the library's prestigious Shankland Reading Room for book launches, book-reading events and public lectures, as well as exhibitions and open days. University open days offer another opportunity to open up the collections, with talks and displays for prospective students and their families. Local secondary school pupils are encouraged to use the facilities, and talks that are useful for their studies are given on our collections. An ongoing programme of public exhibitions, often based on historic events, ensures a constant turnover of items from our collections, which thus receive the attention they deserve. This also highlights the breadth and depth of our collections.

Future developments

The collections and research centres attract both undergraduates and postgraduates to Bangor University and provide the institution with a unique selling point.

Accessibility and the sharing of information about the collections are vital, and we shall be seeking to gather more information about the background of our printed collection and improving our webpages. We shall improve accessibility by enabling users to request rare books and archival material online as well as in the library and in the archives reading room.

There is still much work to be done to unite the archival and non-print collections. Logistically, the scattered locations of our printed collections make retrieval of items and daily inspections difficult. Funding opportunities are constantly being sought to enable the service to bring all collections together under one roof.

Conservation challenges at the National Library of Scotland

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The National Library of Scotland's collection encompasses 15 million printed items, seven million manuscripts, two million maps, 25,000 newspaper and magazine titles and 32,000 films. The conservation team is responsible for the care of all these items, which includes making them accessible to readers now and in the future, preparing them for display in our internal exhibitions or on loan to other organisations and ensuring that they can be digitised safely without damage occurring. The scale of the collections makes this work hugely challenging, and our approach to collections care continues to evolve as we try to target our resources where they are needed most.

First, we ensure that our decision-making is underpinned by the use of empirical scientific knowledge and a risk-based approach. The conservation literature is extensive and can help us understand the causes and mechanisms of damage and deterioration that may affect our collections and the approaches that may stop or slow down this deterioration. Where appropriate we may also undertake research ourselves; for example, we conducted a series of experiments with a sprinkler simulation to evaluate our storage boxes and modify their designs.

Figure 1 Evaluation of the library's storage enclosures

A large proportion of our resources are directed towards preservation, which is also known as preventive conservation. We recognise that the vast majority of the library's collections will never pass across a conservator's workbench, but we can try to preserve them and avoid further deterioration by a variety of means that are described in various standards and guidance documents and include:

- We maintain our buildings in a good state of repair and provide stable environments for the storage and use of collections, with appropriate levels of temperature and relative humidity and minimal exposure to light.
- We have a policy and procedures in place to provide a high level of collections security and to prevent collections being accidentally misplaced.
- We ensure that our storage systems and furniture are adequate and we use storage enclosures such as boxes and folders, thus protecting the collections from many sources of damage including pollution and floodwater.

- We ensure that our collections are handled and transported correctly, both by educating library staff and users and by providing appropriate equipment, such as book weights and wedges for use in the reading rooms, and padded carrying cases for items going on loan.
- We have appropriate emergency procedures in place to reduce the likelihood of disasters and to react appropriately if disasters do occur.

However, while focusing on preservation is clearly a sensible and cost-effective approach, it cannot improve the condition of items that are already damaged. A programme of conservation treatments is therefore required for items that are otherwise too fragile to be issued to readers or put on display, although with thousands of items clamouring for attention, treatments must be targeted carefully. Priority is given to items that are actively deteriorating, for example due to acid hydrolysis of poor quality paper, to heavily used items and to highly significant and often unique items.

To minimise treatment times and to avoid excessive levels of intervention, we say that treatments should be sufficient to make items 'fit for purpose' and no more. Clearly the 'purpose' driving the treatment is important; for example, aesthetics are more likely to be a consideration for items being put on exhibition than for items being prepared for digitisation. Some treatments – such as the application of hinges to strengthen the joints of books being digitised – take minutes, whereas others can take days, weeks or even months.

One of our biggest projects to date has been the conservation of the 'Chimney Map', which was begun in spring 2016 and completed almost a year later. The map acquired its colloquial name because when it was discovered during renovations at a house in Aberdeenshire it was originally thought to have come from inside a chimney.

The map was donated to the library in 2007, arriving as a filthy, crumpled ball which was only just identifiable as a map of the world, entitled *Nova Totius Terrarum Orbis Tabula*. The library's curators ascertained that it was printed in around 1690 by Gerald Valck, a renowned Dutch map maker, and that only two other copies are known to remain in existence. The map was so large that it had been made using eight printing plates to create eight paper sections, which were then stuck together onto a linen backing.

Figure 2 The map as it arrived at the library (image courtesy of Written in Film)

Conservation challenges at the National Library of Scotland

When the donation was received, there were insufficient resources available even to consider the conservation of the map, so it was put into storage. However, it was not forgotten, and when the library received a private donation for conservation work in late 2015, it was decided to provide cover for one of the library's conservators for a week. This freed up some time to undertake preliminary investigations of the map. The results were reasonably positive, but the conservator cautioned that full treatment would be very time-consuming and might not achieve a great deal. During further discussions, it was argued that the rarity of the map and the potential for putting it on display justified allocating resources to it, and that the conservation should therefore be attempted. Furthermore, the story of the map and its discovery is fascinating and the conservation project clearly had the potential to generate considerable publicity for the library.

The treatment was extremely challenging due to the fragmentary nature of the map. The first stage was to unfurl it – many large pieces separated from the main body during this process – and to remove surface dirt and debris using a squirrel-hair brush and a dental aspirator. The map was then examined properly and it was decided that the removal of the linen backing and subsequent relining were required in order to prevent further damage. It was proposed that the map should be separated back into its eight sections to facilitate the treatment, which seemed acceptable given that it was already splitting along the joins between the sections.

The separation of the sections was achieved using strips of gelatine gel, which were placed along the joins and weighted down to ensure good contact with the paper. This softened the old adhesive, allowing the edges of the sections to be lifted and the linen backing to be cut along the joins. Once separated the individual sections were supported on layers of blotter and placed in a humidifying chamber. This relaxed the paper, enabling the folds to be teased open and held in place with weighted pads. The flattened sections were then left to dry.

Figure 3 Humidification of the map (image courtesy of Written in Film)

The next stage of the treatment was the application of a temporary facing, which would hold the loose pieces of the map in place when the backing was removed. Small squares of Japanese paper were stuck to the front of the map with methyl cellulose adhesive, and while the map was slightly damp it was turned over and the linen backing was removed using hand tools. The sections were then washed in turn in a heated sink, with gentle brushing away of the old adhesive and agitation of the water.

A large sheet of silicone release paper was pasted onto an upright light box, with two layers of thin tissue on top. After being washed, each section was blotter-dried and adhered to the tissue. The surface of the map was then sprayed with cold water, which dissolved the methyl cellulose and allowed the facing to be peeled off. Where necessary the more fragmentary areas were realigned using an image of the version owned by the Maritime Museum in Rotterdam for guidance. Once dry, the sections could be lifted off the light box by peeling away the silicone release paper.

The final stage of the treatment was to bring the sections together onto a single lining. Silicone release paper was again pasted onto the light box, and two layers of toned Japanese paper were built up, using small overlapping pieces. The sections of the map were then adhered to the lining, with the edges of the lining left protruding, which gave a convenient way of attaching the map to a backboard for display. No attempt was made to infill the missing areas; this would have made the treatment into a conjectural restoration, and in any case the losses were considered an important reminder of the map's fascinating history.

Figure 4 The map after treatment

The map was put on display in the library's entrance area in April 2017, and was subsequently lent to Castle Fraser in Aberdeenshire, which has links to the map's provenance.

The stories of how the map came to the Library and the amazing transformation that it has subsequently undergone were documented in three professional films. The first two showcase the history and conservation of the map (https://www.youtube.com/watch?v=g6Bn3xBGfWYand https://www.youtube.com/watch?v=WxxJpAYhzpg) and the third explores the discovery of the map (https://www.youtube.com/watch?v=Tc0WhNWeWNw) [all accessed 24 August 2017]. As had been expected, the project captured the public's imagination and there were countless articles in the press, in publications ranging from *The Scotsman* to *Maplines* to the *Skip Hire Magazine*(!); mentions on Twitter and Facebook pages with thousands of followers, such as @gettyhub and @ICCROM; radio interviews on news programmes and the *Janice Forsyth radio show*; and an appearance on television on the *BBC One Show*. The coverage extended as far afield as Japan, Australia and Russia, and the library's staff have given talks to a range of audiences and worked on a spin-off research project with students from the University of Edinburgh.

Figure 5 Filming the conservation work

The 'Chimney Map' was probably the most challenging project we have ever undertaken, and as such, the publicity it generated seems well deserved. It also serves as a reminder that conservation projects are potentially very newsworthy. Publicising our work can help to make the case for adequate resources, thereby equipping us to meet the challenges that will inevitably come our way in the future.

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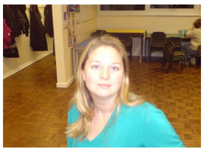
Dealing with donations

The experience of the University of East London



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For many years, subject librarians at the University of East London (UEL) were faced with the dilemma of how to deal with donations to the library. You could accept them with a smile and add them to stock immediately… or work out how to say 'thanks but no thanks' in a way that made the donor feel valued for making the offer but not utterly rejected and believing that you and / or the library were ungrateful.

Space issues had meant that it was often not feasible to accept more copies of existing titles or old textbooks that had passed from usefulness in current teaching. Additionally, a clear-out from an academic's office or a graduating student's bedroom would often include worn-out books or the just plain inappropriate (books on the latest fad diets or celebrity autobiographies). A variety of arrangements were used to deal with these 'gifts'. They included adding them to stock, turning them away, or accepting them to avoid an awkward encounter with the donor, and then leaving them on a trolley for years while deciding what to do with them. These options were unsustainable in the long term, but should that mean we should stop accepting all donations and risk looking ungrateful, when some might be useful additions to stock?

Meanwhile, while we ignored / grappled with this problem, we initiated a reading for pleasure scheme entitled 'Relax with a book'. We purchased some fiction and popular non-fiction books to start a small collection with the aim of encouraging students (and staff) to read outside their module reading lists and get back to enjoying a book for its own sake (something many students subsequently told us they hadn't done since school days). Our small start-up budget was enough to buy a few popular books, but the bulk of the first fifty or so items in the collection came from library staff donating their own unwanted fiction.

Launched on World Book Night in April 2015, it immediately proved a popular scheme. As part of the event, students were encouraged to tell us their favourite titles so we could purchase them for the collection in the future. We decided to present a free book on launch day to those students who had shared their favourite title and taken part in a quick quiz. And the gift books that we used for the giveaway? Correct! The trolley load of unwanted donations that had built up over the years. It was the classic 'kill two birds with one stone' solution.

The 'take a free book' idea quickly became incorporated into our plans for a library stall at the Freshers' Fair in September. We had enough stock left over to see us through another event (even one that lasted four days), but decided to supplement it with books from a Newham shopping centre pop-up shop, which rescued unwanted books from landfill and charity shops (Cooke, 2015). At this point we were still concentrating on fiction in the giveaway, but it became apparent from conversations we had during the fair that students were very interested in receiving an academic book that would help them in their studies. At this stage we decided to actively seek out donations from our academics and students.

For the first time in a long while, we welcomed all donations, either fiction or academic books, either to add them to the 'relax' collection or to pass them on to other students at events. Indeed, we enthusiastically advertised for them in university online publications. Donors were always informed about the possible future destination of their books, and all have been happy to proceed. Feedback from academics donating to the 'free books' giveaway follows a similar line to that given by Dr Helen Powell, principal lecturer in psychosocial studies:

> I am delighted to participate in the 'free book' scheme at UEL, as I value all students being able to gain access to a wide range of textbooks to enhance their learning irrespective of their backgrounds and financial

situation. Students should be able to build a tangible relationship with their texts, and anything that can be done to build this relationship is integral to effective learning. That my book donation can enhance in some way the student experience is wonderful and is a step towards inclusivity.

Donations now come in throughout the year, but especially at the end of the summer semester, so we have set up special drop boxes for students and staff to deposit their books when library staff are not around. A section of shelving at each of our campus library offices has been cleared for storage of donations, which are kept until our two annual giveaway events in April (World Book Day) and September (Freshers' Fairs).

Kelly Travers

Book donation box, Stratford Campus Library

Annamarie Burchett

Library Freshers' Fair stall, Stratford Campus

Annamarie Burchett

Library Freshers' Fair stall, Stratford Campus

Dealing with donations

The experience of the University of East London

The buzz around our stall at Freshers' Fair last September was much better than in previous years when we offered the usual freebies of pens and bookmarks in the hope of luring students into conversations about impending research needs and databases. This time around, we had genuinely lovely chats about favourite books and which topics might come up in the first semester of teaching (it helped to have some subject librarians on the stall!) – all of which led to helping them choose the free book that might be most useful to them. They were sincerely grateful for their gift book, so much so that we had to get a new zap banner with the words 'Please choose a free book' emblazoned upon it, in the hope that we wouldn't have to keep explaining there was no charge or catch!

All librarians aspire to making meaningful contact with new students, and this venture has been critical to the success of our efforts. The fact that we can also recycle our donated books has been the icing on a particularly satisfying cake!

Reference

Cooke, P. (2015) 'The Stratford store that saves books from the scrapheap', *Newham recorder*, 6 November. Available at: http://www.newhamrecorder.co.uk/news/the-stratford-store-that-saves-books-from-the-scrapheap-1-4299895 [accessed 22 August 2017]

Bibles from around the world

The Hibernian Bible Society collection at Maynooth University Library

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Introduction

One of the largest research collections at Maynooth University Library (https://www.maynoothuniversity.ie/library) is the Hibernian Bible Society (HBS) collection, which contains over 2,000 bibles in more than 600 languages. In 1986 the HBS bible collection was permanently deposited in the Russell Library (https://www.maynoothuniversity.ie/library/collections/russell-library) at Maynooth University (https://www.maynoothuniversity.ie/) and St Patrick's College, Maynooth (http://maynoothcollege.ie/). A series of sheaf catalogues accompanied the collection, providing important details relating to provenance and imprints. Items in the collection have retained their original shelf-marks and are identifiable by the prefix 'HBS'. Highlights of the collection include copies of the first published edition of the Greek New Testament, the King James Bible and the earliest edition of the Old Testament in Irish.[1] A decision was made in late 2016 to catalogue material in the HBS collection retrospectively, as part of the Russell Library Cataloguing Project.

Russell Library

The Russell Library houses the historical collections of St Patrick's College, Maynooth, which was founded in 1795 as the National Catholic Seminary for the education of Irish priests. The library was designed by renowned British architect and designer Augustus Welby Northmore Pugin (1812–52) and completed in the year 1861 by Irish architect J. J. McCarthy. The collection includes approximately 34,000 printed titles from 1470 to the mid-19th century across subjects such as theology, language and literature, history, geography and mathematics. It also includes over fifty cuneiform tablets from Ancient Mesopotamia and a collection of medieval manuscripts dating from the 11th century onwards. The library is named after a past president of St Patrick's College, Maynooth, Dr Charles William Russell (1857–80).

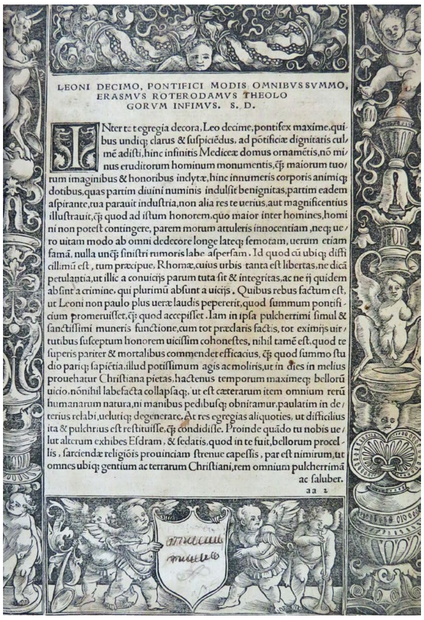
Hibernian Bible Society

The HBS (now the National Bible Society of Ireland (https://www.nationalbiblesocietyofireland.ie/)) was established by Rev. B. W. Matthias in 1806 and was originally known as the Dublin Bible Society. In 1808 the Society officially changed its name to the Hibernian Bible Society in order to reflect its work throughout Ireland. It shared the aims of its parent body, the British and Foreign Bible Society (BFBS), which was founded in 1804 to increase the number of bibles in circulation. Originally based in Upper Sackville Street (now O'Connell Street), the HBS moved to Dawson Street following the destruction of the original building during the Irish Civil War. Much of the original library was also destroyed at this time, and the HBS relied on donations to replenish its books over the coming years, many of which came from the BFBS. The following items are some highlights from the HBS collection.

Greek New Testament (1516)[2]

The first published edition of the Greek New Testament was compiled by Desiderius Erasmus (1469–1536) and produced by Basel printer Johann Froben in February 1516. The earliest printed Greek New Testament was included in the Complutensian Polyglot produced in Alcalá de Henares, Spain between 1514 and 1517. However, Erasmus managed to secure publishing rights for four years from Pope Leo X to produce the Greek New Testament in 1516, effectively delaying the publication of the Polyglot until 1520. The manuscripts used for Erasmus's translation of the New Testament were 'neither ancient nor particularly valuable'.[3] The text included several typographical errors.[4] An attempt to address these errors was made in the second edition, published in 1519. The copy in the HBS collection (HBS 547) features a printed dedication to Pope Leo X beginning with a woodcut letter 'I' and surrounded by a woodcut border. The panel at the end of the border (which is held by two cherubs) contains handwritten text. Our copy features the bookplate of Samuel Alfred Steinthal, most likely the same Samuel Alfred Steinthal who was Minister of Cross Street Chapel in Manchester from 1870 until 1893.[5] A note on the flyleaf of this work reads: '400 years to Day since this was published. 25 Feby 1916'. Handwritten notes referring to the history of this edition are also found in this copy.

Bookplate of Samuel Alfred Steinthal in the Greek New Testament (1516)



LEONI DECIMO, PONTIFICI MODIS OMNIBVS SVMMO, ERASMVS ROTERODAMVS THEOLOGORVM INFIMVS. S. D.

INter tot egregia decora, Leo decime, pontifex maxime, quibus undiq; clarus & suspiciẽdus, ad põtificiæ dignitatis culmẽ adisti, hinc infinitis Mediceæ domus ornamẽtis, nõ minus eruditorum hominum monumentis, q̃ maiorum tuorum imaginibus & honoribus indytæ, hinc innumeris corporis animiq; dotibus, quas partim diuini numinis indulsit benignitas, partim eadem aspirante, tua parauit industria, non alia res te uerius, aut magnificentius illustrauit, q̃ quod ad istum honorem, quo maior inter homines, homini non potest contingere, parem morum attuleris innocentiam, neq; uero uitam modo ab omni dedecore longe lateq; semotam, uerum etiam famã, nulla unq̃ sinistri rumoris labe aspersam. Id quod cũ ubiq; difficillimũ est, tum præcipue, Rhomæ, cuius urbis tanta est libertas, ne dicã petulantia, ut illic a conuicijs parum tuta sit & integritas, ac ne ij quidem absint a crimine, qui plurimũ absunt a uicijs. Quibus rebus factum est, ut Leoni non paulo plus ueræ laudis pepererit, quod summum pontificium promeruisset, q̃ quod accepisset. Iam in ipsa pulcherrimi simul & sanctissimi muneris functione, cum tot præclaris factis, tot eximijs uirtutibus susceptum honorem uicissim cohonestes, nihil tamẽ est, quod te superis pariter & mortalibus commendet efficacius, q̃ quod summo studio pariq; sapiẽtia, illud potissimum agis ac moliris, ut in dies in melius prouehatur Christiana pietas, hactenus temporum maximeq; bellorũ uicio, nõnihil labefacta collapsaq;, ut est cæterarum item omnium rerũ humanarum natura, ni manibus pedibusq; obnitamur, paulatim in deterius relabi, uelutiq; degenerare. At res egregias aliquoties, ut difficilius ita & pulchrius est restituisse, q̃ condidisse. Proinde quãdo tu nobis uelut alterum exhibes Esdram, & sedatis, quod in te fuit, bellorum procellis, sarciendæ religiõis prouinciam strenue capessis, par est nimirum, ut omnes ubiq; gentium ac terrarum Christiani, rem omnium pulcherrimã ac saluber.

aa 2

Greek New Testament (1516) Dedication

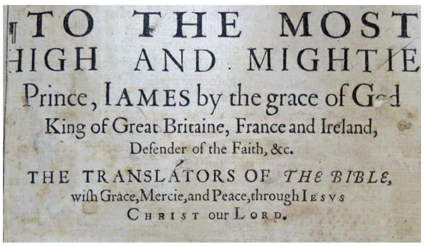
Latin New Testament (1546)[6]

The Estienne printing dynasty was established by Henri Estienne in Paris in the early 16th century. This is a Latin New Testament, which was printed by Henri's son Robert in 1546, just four years before the latter emigrated to Geneva. It features two printers' devices associated with Robert Estienne – the first depicts a serpent winding around a branch and the second depicts a man under an olive tree. The HBS copy bears the bookplate of Syston Park in Lincolnshire, where a library was developed by Sir John Hayford Thorold, 10th baronet.[7] A bookplate of Bible scholar Christian David Ginsburg (1831–1914) also appears in this copy.

Bookplate in the Latin New Testament (1546)

King James Bible (1611)[8]

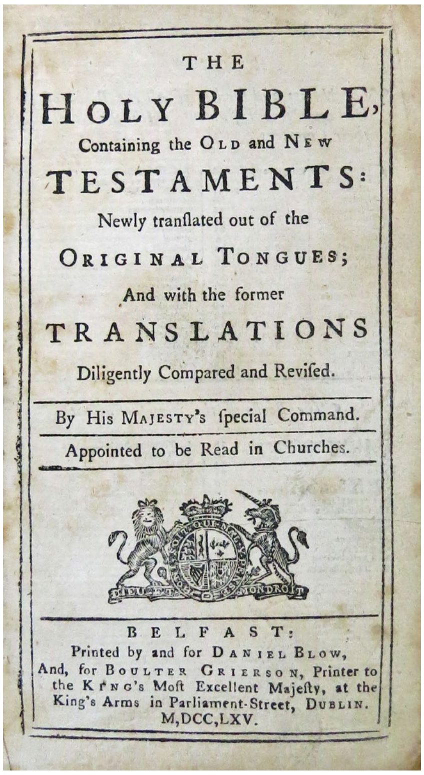
The King James Bible (also known as the Authorised Version) was printed by the King's Printer, Richard Barker in 1611. Shortly after King James I ascended the throne of England in 1603 he convened a conference at Hampton Court with leading representatives of the Church of England. It was at this conference that the idea of a new English translation of the Holy Bible was first introduced. Although printed editions of the bible in English had existed since Tyndale's Bible in 1525, this new translation was an attempt by King James to assert his authority and to ease growing religious tensions. It was printed using a Gothic typeface without printed annotations. Unfortunately, numerous typographical errors appeared in the first edition, perhaps most notably in Matthew 25:36 when the word 'Judas' appears instead of 'Jesus'.


TO THE MOST HIGH AND MIGHTIE Prince, IAMES by the grace of God King of Great Britaine, France and Ireland, Defender of the Faith, &c.
THE TRANSLATORS OF THE BIBLE, with Grace, Mercie, and Peace, through IESVS CHRIST our LORD.

Dedication on King James Bible (1611)

English Holy Bible (King James Bible) (1765)[9]

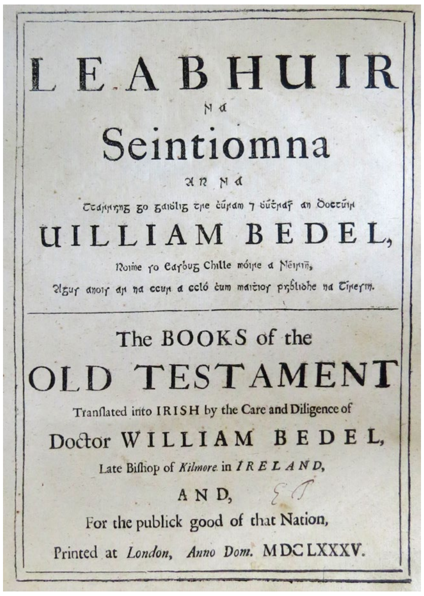
Printed by Daniel Blow in 1765, this is thought to be the first edition of the King James Bible printed in Belfast. The imprint states that it was 'printed by and for Daniel Blow, and, for Boulter Grierson, Printer to the King's Most Excellent Majesty, at the King's Arms in Parliament-Street, Dublin'. A note on the marbled pastedown indicates that it was presented to the library of the Hibernian Bible Society in 1942 by D. B. Bradshaw, Morehampton Road, Dublin. A handwritten note on the flyleaf reads: 'Sam Belsham. Sept. 10 1768'.


THE
HOLY BIBLE,
Containing the OLD and NEW
TESTAMENTS:
Newly tranflated out of the
ORIGINAL TONGUES;
And with the former
TRANSLATIONS
Diligently Compared and Revifed.
By His MAJESTY's fpecial Command.
Appointed to be Read in Churches.
BELFAST:
Printed by and for DANIEL BLOW,
And, for BOULTER GRIERSON, Printer to
the KING's Moft Excellent Majefty, at the
King's Arms in Parliament-Street, DUBLIN.
M,DCC,LXV.

King James Bible printed in Belfast (1765)

Irish Old Testament (1685)[10]

The first edition of the Old Testament in Irish, commonly known as Bedell's Bible, was prepared by William Bedell (1571–1642), and printed in 1685. Approximately 500 copies of this Old Testament were printed using a typeface designed by Joseph Moxon at the expense of Robert Boyle. A label pasted to the inside cover of this work indicates that it was purchased by the HBS in July 1934 for the sum of £6.10.0. The work contains an armorial bookplate designed by E. Lyons with the motto 'Virtus in Arduis' ('Strength in Difficult Times').


LEABHUIR
NA
Seintiomna
AN NA
UILLIAM BEDEL,
The BOOKS of the
OLD TESTAMENT
Tranflated into IRISH by the Care and Diligence of
Doctor WILLIAM BEDEL,
Late Bifhop of *Kilmore* in *IRELAND*,
AND,
For the publick good of that Nation,
Printed at *London*, *Anno Dom.* MDCLXXXV.

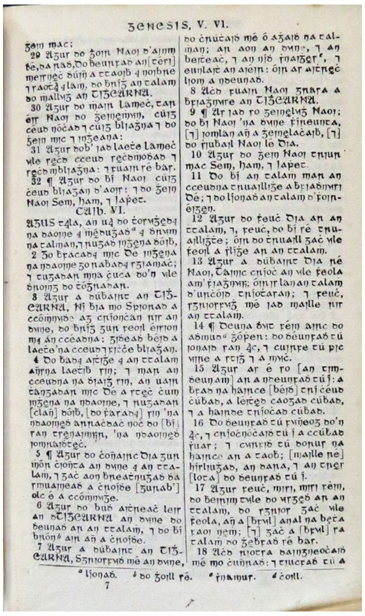
Title page of Irish Old Testament (1685)

Bookplate on Irish Old Testament (1685)

Bibles from around the world
The Hibernian Bible Society collection at Maynooth University Library

Irish Holy Bible (1830)[11]

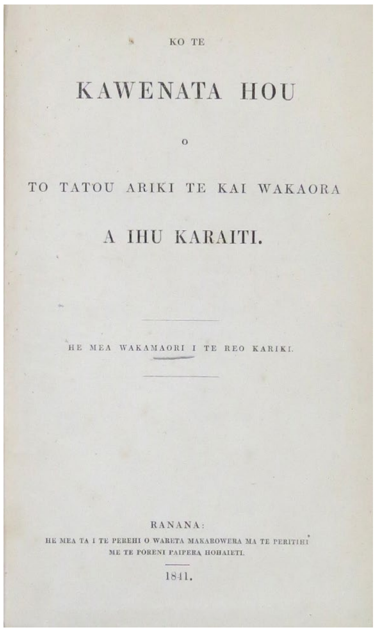
The Irish Holy Bible was printed by Goodwin, Son and Nethercott for the HBS in 1830. It was prepared by Edward O'Reilly (c. 1770–1829), Irish lexicographer and scholar, and was printed using Irish characters. A catalogue entry for this bible states: 'The plates and stock of sheets of this edition were destroyed in the burning of the H.B.S. Bible House, 10 Upper Sackville Street in 1922'.[12] Our copy (HBS 418) was presented by the BFBS in 1927.[13]


GENESIS, V. VI.

Irish Holy Bible (1830)

Maori New Testament (1841)[14]

This second edition of the Maori New Testament was printed in 'Ranana' [London] by the BFBS in 1841. It was translated by William Williams, J. Shepherd and W. G. Puckey of the Church Missionary Society under the supervision of Edward Norris of the Royal Asiatic Society.[15] The first edition was published in 1837.


KO TE

KAWENATA HOU

O

TO TATOU ARIKI TE KAI WAKAORA

A IHU KARAITI.

HE MEA WAKAMAORI I TE REO KARIKI.

RANANA:

HE MEA TA I TE PEREHI O WARETA MAKAROWERA MA TE PERITIHI

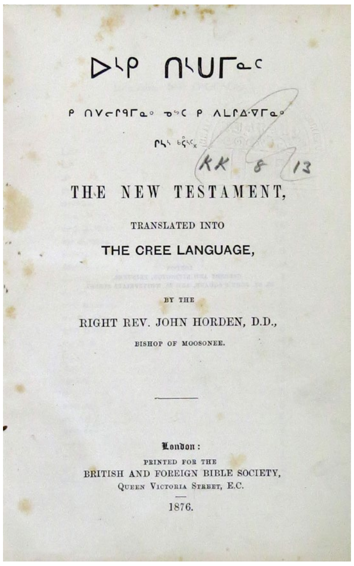
ME TE PORENI PAIPERA HOHAIETI.

1841.

Maori New Testament (1841)

New Testament in Moose Cree (1876)[16]

The New Testament in Moose Cree was published in London by the BFBS in 1876. Moose Cree is a dialect of the Cree language and is spoken in parts of Ontario, Canada. The New Testament was translated by the Right Rev. John Horden, Bishop of Moosonee.[17]


THE NEW TESTAMENT,
TRANSLATED INTO
THE CREE LANGUAGE,
BY THE
RIGHT REV. JOHN HORDEN, D.D.,
BISHOP OF MOOSONEE.
London:
PRINTED FOR THE
BRITISH AND FOREIGN BIBLE SOCIETY,
QUEEN VICTORIA STREET, E.C.
1876.

New Testament in the Cree Language (1876)

Conclusion

The HBS collection constitutes an important research resource at Maynooth University Library. It contains a wealth of material across several centuries in a multitude of languages. The collection has featured in a number of exhibitions since it was deposited in 1986, the most recent being an exhibition for members of the National Bible Society of Ireland on 16 June 2016. The retrospective cataloguing of this collection will make it fully searchable online for the first time. Maynooth University Library staff involved in cataloguing the HBS collection include: Yvette Campbell, Regina Whelan Richardson, Carole Connolly, and Olive Morrin. The Russell Library Cataloguing Project is managed by Barbara McCormack.

References

1 Many of the titles listed in this article were first exhibited in May 1986 and feature in *The archive collection of the Hibernian Bible Society: catalogue of an exhibition held in the Library, St Patrick's College, Maynooth, 7 May 1986.*

2 [Bible. N.T. Greek. 1516] *Nouum Instrumentu omne…* Basileae: in aedibus Ioannis Froben, 1516. HBS 547

3 Adye, W. L. (1865). *The history of the printed Greek text of the New Testament.* London: Rivingtons, p. 5

4 Seymour, V. (1995). 'The Bible in Maynooth', in A. Neligan, ed., *Maynooth Library treasures: from the collections of Saint Patrick's College*. Dublin: Royal Irish Academy, p. 66

5 Cross Street Chapel. *A brief history of Cross Street Chapel*. [online] Available at: http://cross-street-chapel.org.uk/2013/07/a-brief-history-of-cross-street-chapel/ [accessed 30 April 2017]

6 [Bible. N.T. Latin. 1546] *Nouum Testamentum…* Lutetiae: ex officina Roberti Stephani, 1546. HBS 521

7 Leeds University Library (2017). *Sir John Hayford Thorold (1773–1831)*. [online] Available at: https://library.leeds.ac.uk/special-collections/collection/1587 [accessed 30 April 2017]

8 [Bible. English. 1611] *Holy Bible* (London, 1611). HBS 335

9 [Bible. English. 1765] *Holy Bible* (Belfast, 1765). HBS 1206

10 [Bible. O.T. Irish. Bedell. 1685] *Leabhuir na Seintiomna ar na ttarruing go Gaidhlig* (London, 1685). HBS 879

11 [Bible. Irish] *An Bíobla Naomhtha: air na tharruing ó na teangthaibh bunadhúsacha go Gaoighilig* (Dublin, 1830). HBS 418

12 According to the catalogue entry for HBS 418 (HC 5559) which accompanied the collection when it was deposited in 1986.

13 For more on this topic, see McCormack, B. (2017), 'Using the Irish language to further the aims of bible societies: An analysis of Irish bibles in the Russell Library, Maynooth', in J. Hill and M. Lyons, *Representing Irish religious histories: Historiography, ideology and practice*. London: Palgrave Macmillan, pp. 165–79

14 [Bible. N.T. Maori. 1841] *Ko te Kawenata Hou…* (Ranana [London], 1841). HBS 251

15 Hathi Trust Digital Library. *Catalogue record: Ko te Kawenata…* [online] Available at: https://catalog.hathitrust.org/Record/008675179 [accessed 30 April 2017]

16 [Bible. N.T. Cree. 1876] *The New Testament, translated into the Cree language* (London, 1876). HBS 250

17 Seymour, 'The Bible in Maynooth' (1995), p. 74

Managing large collections-based projects at Maynooth University

A collections perspective

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Introduction

Maynooth University (MU) is located 22 km from Dublin city and traces its roots to 1795 when St Patrick's College was founded as a seminary in the town. The Universities Act 1997 established National University of Ireland (NUI) Maynooth, now known as Maynooth University (MU), as a standalone secular institution and a constituent university of the National University of Ireland (NUI), a system of colleges set up under the Irish Universities Act 1908, and amended under the 1997 Irish Universities Act. MU currently has over 11,000 students. The library was founded in 1795 and is now housed in the John Paul II library and the Russell library (pre-1850 collections). It provides an integrated service to both MU (https://www.maynoothuniversity.ie/) and St Patrick's College Maynooth (http://maynoothcollege.ie/).

Froebel College of Education was established in 1943 and was located in Blackrock, Co. Dublin. Its focus was early childhood education. The college was named after the nineteenth-century German educator and creator of the concept of Kindergarten, Friedrich Froebel (1782–1852). He advocated reverence for the child, learning through activity, exploration of the environment, enjoyment of beauty in all its manifestations and acceptance of the gifts of each individual. At the time of its closure, there were c. 280 enrolled undergraduate and postgraduate students, and c. 35 academic and other staff.

This article explores the transfer and integration of 3,000 items from the Froebel Library into the MU library, following the incorporation of Froebel College of Education into Maynooth University. The key processes, challenges and benefits are outlined.

Background

The incorporation was set against a background of the consolidation of Irish higher education institutions into a more limited number of larger colleges.

The Irish 2011 National Strategy for Higher Education to 2030 report (or 'Hunt Report') http://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf recommended that 'smaller institutions should be consolidated to promote coherence and critical mass' (Hunt, 2011, p. 109).

The Higher Education Authority (HEA) Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland https://www.education.ie/en/Press-Events/Press-Releases/2012-Press-Releases/Report-of-the-International-Review-Panel-on-the-Structure-of-Initial-Teacher-Education-Provision-in-Ireland.pdf recommended 'that teacher education should be facilitated in a university setting with systematic links to clinical practice in field schools which provide where possible for the full range of sectoral teacher education, spanning early childhood to adult education. This would facilitate greater synergies between the different levels of education' (HEA, 2012, p. 24).

Amongst the consolidations, mergers or incorporations to take place was that of Froebel College of Education with MU. This resulted in the creation of the new Froebel Department of Primary and Early Childhood Education and the addition of 3,000 specifically selected items to the MU library collections.

Preparation for incorporation

In 2012 preparation for the physical move began. The project team – library staff in each institution who were assigned responsibility for the physical move – were initially based in two locations – Blackrock, Co. Dublin, and Maynooth, Co. Kildare. The two institutions were approximately forty km apart. While MU library has 42.25 full-time equivalent staff (MU Library Strategic Plan, 2016, p. 2), the library at Froebel had three full-time equivalent staff at the time of incorporation. These staff were given a redundancy option. The librarian and one library assistant opted to go to Maynooth.

When considering the integration project, options such as electronic replacement of material was explored. However, it was found that electronic versions of print material were not available, making this option unviable. Discussions and site visits to Froebel by senior MU library staff took place on an ongoing basis in the two years leading up to the move. During the preliminary assessment of the Froebel collection, it was established that the library management systems (LMS) of the two institutions were not interoperable. MU uses ALEPH, while Froebel used AccessIT; it was therefore not possible to upload MARC records of Froebel items into the MU catalogue.

At the outset it was agreed that there would not be a specific 'Froebel collection' in MU library, but that the collection would be integrated into the existing collections. Both institutions use the Dewey Decimal Classification (DDC). The majority of the books were in the social sciences and were easily integrated into the existing MU collections.

Preparation work by Froebel Library staff included checking Froebel College library holdings against MU library holdings for duplicates and identifying material for deselection, donation to local institutions, sale – via Isherwood's booksellers – or recycling. Three thousand books, in the fields of education, literature and history, were selected to be added to the MU library collections. MU library barcodes were applied and Froebel College library barcodes were covered. Each item had tattle tape (a security strip) added, ensuring compatibility with the MU library security system (3M system).

The move

Both MU and Froebel staff liaised with the logistics company planning and implementing the overall move of Froebel College of Education to MU. Froebel Library and MU staff liaised specifically with regard to the move of the three thousand items to Maynooth in mid-August 2013. Despite the short time frame it was essential for these items to be available to students in the first semester, which began in mid-September of 2013.

Processing of material

The material was shelved in Dewey order in a storage area in MU library. An initial survey was undertaken and education-related materials were prioritised, based on reading lists supplied by what had now become the MU Froebel Department of Primary and Early Childhood Education. A project plan and workflow were drawn up, and processing of the items began. Processing of the three thousand items included downloading MARC records from OCLC and matching items to the records in the MU library management system (Aleph). Evidence of provenance, including stamps and labels, from Froebel College and previous owners, were not removed. Shelf marks were replaced if necessary. The prioritised material was added to the collection as promptly as possible and the department was informed when material on reading lists were processed and available for borrowing. Former Froebel Library staff were very familiar with the material in demand and this helped with its prompt processing. The library also liaised with the Froebel student representative, to reassure the students that the accessibility of in-demand reading list materials was a priority for the project.

Once the in-demand material had been processed, the balance of the material was dealt with in subject order. Within each subject, e.g. Irish literature, items of a similar nature were dealt with together. For example, all items written by or about W. B. Yeats, James Joyce, Eavan Boland were processed together. As most items by or about Yeats are classified at IR 828.3 YEA, it meant that once records were found all items about Yeats could be processed and moved to the shelves. The same process applied to the works of James Joyce and Eavan Boland. In terms of project management, it meant items by and about specific authors could be classified on one occasion and the classification details recorded in the project plan and workflow. A MARC 590 field, local note, was inserted in every record to indicate provenance and track the number of items added to the library catalogue.

A large part of the Froebel collection is material used by students during their four-week school placement, which occurs twice in the academic year, once in each semester. These placements are very intensive and critical times for students. The material used for the placements, workbooks, text books, atlases, picture books and young adult fiction, was not added to the MU library collections but placed in a resource room in the Froebel Department on the MU campus. The Froebel College LMS was retained for the first year so that the resource room could function as an 'internal library'. The former Froebel College library staff enabled the setting up of this resource room and were on hand to help alleviate initial concerns.

Challenges

The project met with a number of challenges. Initially staff were based in two locations. This made project management and logistics challenging, but with regular communication an efficient workflow was established. This continued when the material moved to Maynooth.

A major concern was the continuation of service provision to Froebel students and staff. As collections were being integrated it was important to ensure access to reading list material for Froebel students. The short time-frame from the arrival of material on campus in August 2013 to the beginning of the first semester in mid-September made this difficult. To help mitigate the impact of this, in addition to making reading lists material available, students and staff could request items by using enquiry cards which they handed in to the information desk. These items were retrieved and added to the collection within 72 hours.

The move was a culture change for Froebel staff, who had been members of a very small college and were now members of a university department, and expectations had to be managed. Previously they had been used to a highly individualised level of service due to the smaller scale of Froebel College library. To ease concerns, project staff met with department staff and remained in regular communication about the progress of the integration.

Another major challenge was that the two library systems were not interoperable. This made integration more time consuming as MARC records had to be identified and downloaded before the material was processed, as described above, and made available to staff and students.

Benefits

The merging of Froebel College with Maynooth University brought with it numerous benefits to both institutions and the library. MU now offers teacher education from early childhood, primary, secondary and tertiary education to adult and community education. The MU library collections were enriched by the addition of the specialist Froebel College library. With its focus on teacher training, it enhanced the existing MU library collections and filled gaps in literature, special collections and education. In turn, the MU library collections enriched Froebel students' access to a wider range of relevant material and facilities. This includes access to a very wide range of electronic content via IReL (Irish Research electronic Library) initiative which they would not have had previously.

The importance of the library's role in facilitating the merger by prioritising the integration of the Froebel College library collection cannot be underestimated. Former Froebel College library staff, now MU library staff, facilitated the prompt resolution of queries and helped cement the MU library and Froebel Department relationship. The integration of the Froebel College Library was eased by continuous communication between the libraries of both institutions before during and after the incorporation.

From a project management perspective, the overall objective was to find the easiest and most straightforward way to integrate the Froebel College Library collection. Decisions were made which resulted in minimal intervention and ensured prompt processing and availability of material. This proved a successful approach and garnered the following comment from the Froebel Department: 'This seems to be working and the staff here really appreciates all the hard work being done to get books on shelves.'

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TEiLA for Buckinghamshire New University Library

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Introduction

The library at Buckinghamshire New University (Bucks) was accredited with the Book Industry Communication (BIC) e4libraries award in both 2015 and 2016. This was in recognition of our deployment of beneficial technologies in resource supply, acquisitions, circulation and metadata quality to industry standard. This award is currently in the final stages of being revised and will be re-launched as the Technology Excellence in Libraries Award (TEiLA) Accreditation Scheme in 2017. The new name reflects the aspects of library activity it seeks to acknowledge and reward. Regardless of this rebranding, it remains in essence an award that many libraries may already be capable of achieving as they deliver excellent services to their user communities.

Background

We first became aware of BIC's accreditation award during a presentation at the 2015 London Dawson Day.[1] We felt we had made a number of significant service developments for our users whilst maximising technologies that might enable us to meet BIC's accreditation criteria. We introduced self-service technology using RFID (radio frequency identification) in 2009. Since 2011 we have been running shelf-ready acquisitions using full EDIFACT (electronic data interchange for administration commerce and transport) quotes with Southern Universities Purchasing Consortium (SUPC) suppliers. We felt it right to seek official recognition for all the efforts of changing what had been a paper-based and human-resource-intensive workflow into one that is more streamlined and maximises the use of technologies to deliver efficiencies. We operate a fully automated acquisitions workflow of quotes ordering, EDI (electronic data interchange) invoicing, order fulfilment and responses.

Why TEiLA?

BIC's accreditation scheme gives institutions formal acknowledgement of the deployment of technologies to industry standard. For the library at Bucks, it gave us a way to benchmark our achievement and share the outcome of our service developments in a positive way with the university's senior management. We have shared our accreditation success on the library's social media platforms[2] and use the scheme's logo on email signatures. It's a more visible way of sharing this recognition to demonstrate how we are meeting customer expectations.

It has also given us the opportunity of joining the BIC Libraries Committee. This professional group draws together BIC members from library management system suppliers, library suppliers, consultants and librarians from different library sectors. It encourages discussions around common issues in the library sector and formulates policies drawing on the expertise of members. Our BIC membership gives us access to the discussions and output of the sub-groups and committees. It is important to remain updated on developments, innovations and policy changes in order to offer excellent and relevant services to your users.

TEiLA accreditation is something that many libraries are already capable of achieving as they offer excellent levels of service to their users whilst maximising beneficial technologies. It may also be a goal for other libraries to aim for and support their journey to attainment of this very worthwhile accreditation.

Conclusion

We will look to gain our TEiLA accreditation as our commitment to delivering services to our users that meet industry standard. We aim to give our students the best possible experience when they use our library services ensuring that their learning resources are delivered in a timely and convenient way.

Notes

1 Sherman, H. *Customer focus* [Dawson Day], London. 6 May 2015

2 Buckinghamshire New University Libraries. (2017) 'E4Libraries Award again for Bucks New University libraries', *Bucks New Uni libraries blog*, 25 May 2016. Available from: https://bucksnewunilibraries.wordpress.com/2016/05/25/e4libraries-award-again-for-bucks-new-university-libraries/ [accessed 9 July 2017]

The potential of staff-less academic libraries in the UK

A thought piece

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Strategic challenge

The University of Wolverhampton is a multi-site campus spanning a wide geographic area, with locations in Wolverhampton, Walsall, Telford and Burton-upon-Trent. In each of these localities there is a library managed centrally by the Directorate of Academic Support, a converged service comprising Library, IT Services and the College of Learning & Teaching. The university's main campus in Wolverhampton is currently in three locations across the city, with a fourth, Springfield, currently under development (University of Wolverhampton, 2017). As part of its widening participation and outreach work, the university is increasingly using Distributed Learning Centres (DLCs) to provide a local presence in other areas, often in partnership with other agencies. To date these DLCs include Telford, Stafford and Hereford. In this context, an increasing strategic challenge is to provide a coherent and relevant physical library service to a growing number of constituent parts, whilst maintaining a viable operational budget.

A road travelled

The Directorate has had a watching brief on the library technology market for some time and has been in a preparatory transition mode for several years to make ready for the move to a multi-tenanted cloud-based system. As part of this transition we were the first UK academic library to move the day-to-day operational maintenance of our incumbent Library Management System (LMS) to a managed service and to outsource its technical infrastructure. This afforded us the opportunity to disband our Information Systems Team, who had been responsible for maintaining the LMS and introduce new roles such as a Digital Library Analyst, which is akin to that of a Business Systems Analyst. As a consequence, we shifted emphasis away from system maintenance and towards business workflow and user experience improvements (Dowd and Machell, 2013).

The road ahead

We are about to go to tender for what we are branding internally as a 'digital library platform' (DLP). This is a combination of Library Services Platform, Web Scale Discovery, Reading List Management System and a move to RFID across all our libraries. This is in the context of a wider Digital Campus transformation programme (University of Wolverhampton, 2016). A key driver for our DLP approach is placing library services in the digital and physical spaces students frequent and ensuring that their information requirements are met on a just-in-time basis wherever required. We have taken a 'big bang' approach to the DLP to maximise impact and benefits.

Strategic opportunity

While we are a relatively late adopter of RFID, we were an early adopter of self-service and have developed our front-facing services around self-service for well over a decade. We are keen to explore the options RFID provides us with for solving both student demand for increased access to library resources and supporting teaching and learning at increasingly dispersed geographic locations. We currently offer two models of out-of-hours 24x7 opening, for:

- larger campuses through agency security staff, with full access to library stock
- smaller campuses, such as Telford, with unstaffed library space remaining open in a shared building but with the stock secured and inaccessible.

Written into our planning for roll-out of RFID is deployment of a staff-less library solution to cover out-of-hours at our Telford campus. It will be developed as a proof of concept, to investigate potential deployment at other sites in the future. This is in line with our strategic direction in increasing 24x7 services, a recent example being the introduction of overnight skilled library support using SCONUL's virtual out-of-hours enquiry service.

Our overall strategic approach in using technology is to reduce administrative transactional activity. This will enable us to re-focus our staff profile on new and emerging specialisms, e.g. digital capabilities, research data management, etc.

The staff-less library

Johanssen (2017) describes the 'open library', as distinct from the 'self-service' library, by virtue of its offering users prolonged opening hours during which at least some portion is entirely unstaffed. Through use of technology, open libraries continue to allow library users to discover, access, use and borrow physical library materials.

The technology behind the open library concept interfaces with self-service kiosks and the LMS, to monitor and control a range of building systems, including security, door access, lights, cameras, etc. It is commonly used in conjunction with RFID-tagged book stock, which allows logging of items leaving the building unissued in addition to simply reporting alarm trigger events.

The first open libraries emerged in Denmark in 2004, and the concept has been widely adopted in public libraries – initially in Scandinavia (Holmgaard Larsen, 2013), but today across the world (Johanssen, 2017). In the UK, by July 2016 there were 24 public libraries in nine local authorities which had implemented the open library concept (Kelly, 2016). Open libraries have been used as an option by some UK local authorities to maintain or extend library opening hours at a time when austerity is forcing reduced opening hours and library closure.

Proof of concept

Student feedback has welcomed 24x7 access to the library at Telford but has been tinged with frustration due to lack of comparable access to stock. Our aim at Telford is to provide users with access to library space and physical library resources out of hours without additional staffing costs. This will be achieved through adoption of an open library solution consisting of:

- door access controlled by library card
- security cameras monitoring library space (already in place)
- event-driven photographs at library security gates (e.g. photo is taken of anyone setting the alarm off as they leave the library)
- security gates capable of reading and reporting on material which leaves the library unissued; and any associated library card on the person triggering the alarm.

At this stage, this pilot will not include the broader open library capabilities around building management.

In developing the parameters of our proof of concept we recognise a distinction from many public libraries because at Wolverhampton our campuses provide a closed environment which is staffed by security staff and subject to CCTV monitoring 24 hours a day, thus reducing many of the security concerns that have been raised in the public library arena.

Strategic aspirations

We are not aware of any other UK academic libraries that have adopted a technological approach to the staff-less library, although clearly operating small libraries on a trust basis is not a new concept in UK higher education. We also appreciate that staff-less libraries have developed a negative connotation by association with austerity measures, particularly in the public library sector. Thus, rightly or wrongly, public opinion has tended to identify staff-less libraries with job-cuts, loss of service and security concerns (Public Libraries News, 2017).

The premise for our proof of concept can be divided in to three overlapping areas:

1 *Potential to realign staff resources in order to focus and maximise our efforts on student impact and attainment and wider university imperatives (see table below)*

We appreciate that this will require our skill set to widen out beyond traditional library skills, e.g. see above regarding Digital Library Analyst role. In this context, open libraries technology facilitates the required re-profiling.

Open access and open data with regard to knowledge-sharing
Increased support for on-line / blended learning regardless of location
Staff and student development, e.g. digital capabilities
Supporting the institution with regard to the changing quality assessment and assurance regime, e.g. TEF, REF 2021
Proliferation of partnerships and growth in broader university community, e.g. increased number of apprenticeships and development of TNE offer

Key extracts from Directorate of Academic Support's Strategic Plan 2016–2021

A focus for all libraries in recent decades has been seeking efficiencies with regard to the supply chain, e.g. shelf-ready and cataloguing. We believe this is the next evolutionary step in workflow improvement with regard to content management.

2 *Influence future space design in order to realise the benefits of shared and flexible open library environments within the workflow of our users*

For some time library design has been predicated on open and flexible learning spaces that facilitate the changing needs of the academic endeavour and changing pedagogies, e.g. inclusive, flipped and flexible learning. This is in contrast to the need to maintain stock integrity, which necessitates staffed access control at a single entry point. This has a consequential impact on the flow within and through library space and reduces our potential to truly co-locate alongside and within other university services and space.

Furthermore, there is an increasing requirement to provide library services in new and geographically dispersed environments either to meet university strategic initiatives, e.g. DLCs, or to respond rapidly to peaks in local demand, e.g. through pop-up libraries. There are significant cost benefits in considering open-library technology instead of or alongside staffed access control. For relatively low capital investment and nominal ongoing costs, the open-library concept has the potential to revolutionise library design and resolve the increasing demand for dispersed library services. This proof of concept is timely as we are at an early planning stage for reimagining our main library, and the DLP project provides us with an opportunity to test innovative approaches to the use of technology on a small scale in our physical spaces and the potential to influence future building design.

3 *Extend our basic core service offer without adding to staffing overhead costs*

At present our staffing budget for agency staff is fixed and the cost rises annually. We appreciate the importance of agency security staff in maintaining building and stock integrity. However, we see little evidence that this provides added value for our users, so the use of agency staff is not true value for money. In addition, due to the high proportion of a library's budget spent on staff, a staffed approach to a more agile way of operating is restricted. Our metrics for the success of our proof of concept at Telford will be in:

- stock being available 24x7, 365 days a year, with no additional staffing costs
- no increase in loss of stock using this approach
- positive student feedback and an increase in NSS library scores in subjects being offered at our Telford Campus

The right road?

We appreciate that the aspirations are ambitious. Although the reception in public libraries has been somewhat controversial, we believe this is an evolutionary step. It's not what we are offering but how we are offering services that continues to evolve. As we move away from staff resource focused on transactional activity, we are enabled to develop more bespoke and agile services. In this way we concentrate our efforts and resources on maximising impact and value for users, which is the overriding strategic aim of an academic library.

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Project Worktribe

Moving from Eprints to Worktribe research management system and developing a repository module

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Introduction

In 2016 Edinburgh Napier University became the first university in Scotland to use the full Worktribe Research Management System (RMS). As early adopters of the new RMS we also had a great opportunity to play an active role in the development of a brand new repository module for the system by working closely with Worktribe developers.

How did it all start?

The project began with the university recognising that it would be beneficial to have just one system to record its research and outputs. The university's Research and Innovation Office (RIO) started investigating the procurement of a new RMS, a project team was established, and following presentations from a number of suppliers the team made the decision to accept Worktribe's proposal.

The Worktribe RMS contains a number of interlinked modules that help 'academics and administrators manage research activity from original project conception right through to publication' (Worktribe, 2016).

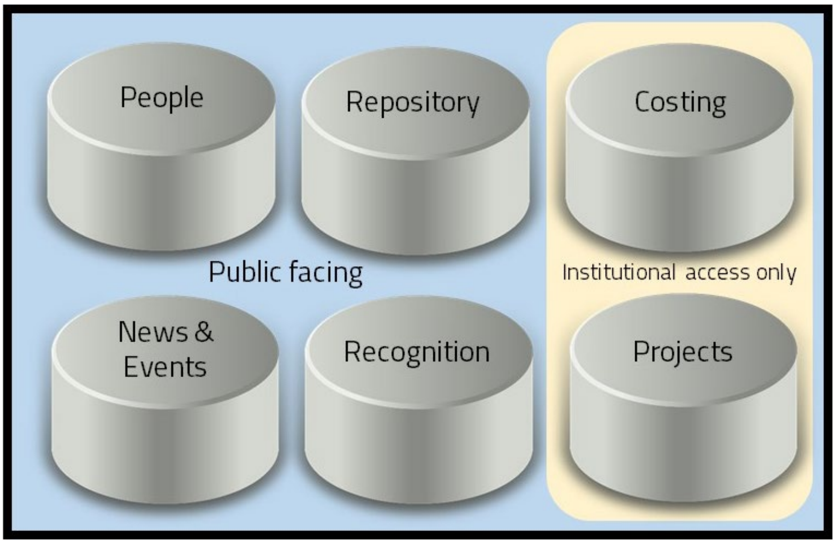

Illustration of the component modules of Worktribe RMS showing which are publicly available and those with access restricted to institutional members

Project Worktribe

Moving from Eprints to Worktribe research management system and developing a repository module

When the project began, Worktribe's RMS product contained costing and project modules but no repository module. Worktribe were, however, keen to work with the project team to develop repository and people modules, and we relished the chance to have significant input into the development of a system that worked for us. It was too great an opportunity to miss and an exciting goal for us to work towards.

Project and project team

The project was divided into two phases. Phase 1 consisted of the modules allowing the recording, approval and management of all research funding applications and were modules that Worktribe had already developed. Phase 2 included the development of the repository and people modules. Lyn Gibson from the repository team joined the project at the beginning of this phase.

The multi-departmental project team included colleagues from RIO, academics, IT Application System Developers, Marketing and Communications. While the team was working on the RMS project, the university was also working on a project to replace its external website (http://www.napier.ac.uk). The initial tender for a new RMS included the provision of research webpages from Worktribe. However, it was decided to integrate the Worktribe RMS with the university's new external website, and our website team skilfully carried out this integration work. Researchers would be able to select the information to be made public on staff profiles, biographies, projects, supervision, outputs and linked research activity.

Transfer of data

There are currently over 9,000 items in the repository and of course that number is increasing all the time. The transfer of data in July 2016 was the biggest challenge for the repository team as they were working to a very tight deadline. It was essential that all data were transferred accurately from the Eprints repository to the Worktribe one. In a project like this there were bound to be some issues around transferring such a large amount of data, examples of which are:

- Some of the metadata fields in Eprints and Worktribe did not quite map together.
- One of the new features is the ability to link authors with their profiles. It allows the output record to be accurate bibliographically as all the author name variants are linked to their profile. However, as the system matched similar author names, approximately 5,000 records in Worktribe were linked to the wrong people. Correcting this was given high priority and was completed very quickly.
- Item types have been grouped together rather than being presented as a long list to select from. This allows greater granularity, but it meant that reports transferred across as working papers.
- Dates of conference papers published as proceedings didn't transfer across accurately, so the repository team had to add these manually.

Data cleaning, checking and correcting by the repository team has taken a significant amount of time, so this is something to be aware of.

Working with two systems

The new system went live in a phased manner between April and August 2016. As with any new system, there followed a period of testing and 'bug fixing'. No new deposits were made to the Eprints repository after the transfer of data in July 2016, but access to research publications in Eprints continued until November 2016. We conducted user testing with a small group of researchers by asking them to make deposits to Worktribe. Feedback on their experiences using the system and the related processes was noted. During phased implementation the repository team made deposits on behalf of researchers to ensure their work continued to be eligible for submission to the next Research Excellence Framework (REF).

Where are we now?

We now have an RMS with a completely new Worktribe repository module. As the first institution to use this module, we've had to learn as we go along, which can be a challenge – but is also exciting. As for a training manual, we're still writing it! We're developing it as we gain more experience using the system.

Time for quite a bit of reflection

We should celebrate our successes and acknowledge we've come a long way in a short time. Working with Worktribe developers and other university departments has been an excellent learning experience. Being involved in a project to create a repository module for the Worktribe RMS, a system that links projects and outputs with the researchers responsible, was a fantastic opportunity and one that rarely happens.

We've learnt a lot, but the repository team's experience with Eprints was incredibly helpful as it gave us a clear understanding of what we wanted in a new system. We felt confident discussing changes or additions to the new repository with Worktribe developers as we knew what worked well for us under the old system.

Communication is an important component of any major project. We use Worktribe's Development Tracker to communicate changes quickly and to report any issues. As Worktribe will be used by several other UK institutions, there is a user group and a Worktribe Forum where we can share knowledge and experience.

What do researchers think about the new RMS?

Feedback has been largely positive. As our academic staff acclimatise to the new system, they've reported to us that it's intuitive to use. An ambitious programme of training sessions has also helped reach out to staff during their busy working lives and has been useful for promoting the new repository. A future aim is to include Worktribe training in our induction programme for all new academic staff.

What do the repository team think about the new RMS?

We are particularly impressed with Worktribe's automated processes and its ability to pull data from other systems such as Sherpa RoMEO and ORCID. This reduces the need for manual intervention from the repository team and results in a more streamlined user experience. The university's external website is now the route to discovering the institution's research. However, the functionality of the website still needs some development.

One of the features of the new repository is the ability to tag an output with research areas and themes. Researchers are now being encouraged to tag all new deposits. The tags have been agreed with the school Directors of Research, and in training sessions we are encouraging researchers to add tags to their outputs. All new outputs should be tagged by the author on deposit, but older records require the author to tag each record individually. Whilst the author can't make amendments to a record once it has been curated by the repository team, they can amend these fields. Another feature of the Worktribe repository is that researchers can also add tags to their profiles. All academics were asked to submit their CVs to the project team; over the summer of 2016, interns input this information to Worktribe.

The new RMS brings significant benefits for the future too. A recent upgrade included a REF Compliance indicator that enables us to check and report upon compliance. Our goal is to report quickly to individual schools about their deposits and alert them early on if compliance is not being met. When researchers create a CV they can now use a template that pulls information together from all sections of the system, including the outputs. This will be useful in the annual promotion round, as all the relevant information is held in one place.

Statistics is another area for future development. The RMS counts the number of times a full text has been downloaded or the abstract page viewed, but this currently isn't displayed on the item record on the university's external website. Worktribe are currently in consultation with Institutional Repository Usage Statistics (IRUS-UK) about enabling a plug-in or API to help ensure that our statistics are sector compliant.

And finally, some words of advice and suggestions

- *Clarity* It's important to have a clear plan from the beginning. This needn't be set in stone, but it's important to remind yourself every now and again what the objectives are. Do a scoping project before you go to tender. Ask your research population what they want, what they expect and what would help them.
- *Communicate* Don't be afraid to ask other institutions for advice or comments. There's a lot to be learned from our shared experiences.
- Collaborate When you're dealing with the creation of institution-wide infrastructure, it's important to get the right people on board as soon as possible. If you're recruiting your team, do it early and get everyone involved from the start.
- *Deliberate* Don't make decisions on the hoof. Consider very carefully the future impact of your decisions.
- *Flex* Things change, deadlines shift and adjustments are needed. Flexibility is important.
- *Enjoy the challenges and successes a project like this brings* … Above all, enjoy the whole process!

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Libraries and research support in small and teaching-led universities

Contextual problems around nascent services in dynamic times

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Introduction

In recent years many academic libraries have been developing research support services. Much of this has emerged in response to the increasing demands and mandates of research funders to manage research data more effectively and to make research publications openly available through either gold or green open access (OA). The exciting prospect of helping to transform research practices by ensuring that there is transparency, accountability and reproducibility has also demonstrated a number of complexities and problems for research support services. In this paper we shall discuss some of the challenges and opportunities for libraries to engage substantively in developing research support services for their higher educational institutions (HEIs) and the wider communities they serve.

It seems reasonable to state that the volatile political and economic environments in the UK that contemporary HEIs currently operate in are likely to be with us for the immediate future. The Office for Students (OfS) is a public body that will regulate the 'market' of higher education in place of the Higher Education Funding Council for England (HEFCE) and the Office for Fair Access (OFFA). The OfS is likely to bring about significant changes to the landscape of higher education in England, thus adding to existing pressures. Such changes are not new. As McGettigan (2013, p. 1) notes: the government is not simply implementing sweeping amendments 'driven by temporary difficulties; [… rather] austerity is the occasion which makes the prominent changes more acceptable politically: "there is no alternative". This volatility can be seen as a part of a governmental continuum, which means that universities and their library services are facing greater uncertainty in the immediate and mid-term future.

A range of instruments have been and are being implemented by the Government in order to support its agenda for higher education and research. The recent introduction of the Teaching Excellence Framework (TEF), the metricisation of universities and the impact of this upon student recruitment are significant for HEI libraries. Adapting to this financially insecure environment is already a significant challenge for all UK universities, as is budgetary planning for library services. The exit of the UK from the EU will add further uncertainty. The impact of these variables on smaller and teaching-led institutions, which have fewer and less diverse income streams, is even greater.

While these changes are occurring, many smaller and teaching-led HEIs are developing their research strategies and growing postgraduate research programmes. Such initiatives are often instigated to develop an institution's profile, and are often intended to give greater stability and offer broader scope for these HEIs. In this context we can broadly understand research as 'the pursuit […] of knowledge and truth within an ethical and democratic institution' (Budd, 2009, p. 5). Libraries have been key stakeholders in driving compliance with aspects of this work by assisting with funder OA policies, devising and leading research data management (RDM) practice and developing good practice around the technical architecture of contemporary research and scholarly communications processes. The wider context needs to be examined in order to assess how libraries can support the development of research, and whether this support is sustainable.

Development of library services for research support

Libraries have offered skills and knowledge to assist their institutions with the significant challenges posed by problems that are 'highly resistant to resolution' (Australian Public Service Commission, 2007). These 'wicked problems [exist] because of the greater interconnectedness of organisations and processes in a globalising world' (Awre *et al.*, 2016). As libraries span all the HEIs' core activities, intersecting with teaching, learning and research activities as a core service, this point of contact with stakeholders offers them a unique range of access points to problems and solutions, which also reinforce a library's awareness of the multiple functions and needs of users. Currently this is particularly significant due to the increased importance of the National Student Survey (NSS), TEF, league tables and other statistical methods of 'measuring' a library service's contribution to institutional success.

The primacy of the Research Excellence Framework (REF) exercise in the minds of research support staff and senior academic managers means the focus on funder OA mandates can slow down the progress of, for example, the RDM agenda, which is much more nuanced than OA, requiring locally coherent agendas that consider the various 'influencing factors' (Pinfield, *et al.*, 2014, p. 18). However, some of the processes deployed by libraries to fulfil OA requirements (advocacy, multi-stakeholder collaboration, repositories, etc.) could be transferable to RDM workflows. It is important to be clear that OA does not equal open data or data sharing: there is a danger that these can be conflated, as the same library team, or even individual, is often responsible for both OA and RDM at an institution (Pinfield, *et al.*, 2014). Conflating access to publications and research data is likely to add further resistance from researchers who need to protect their data for valid reasons, such as the protecting the privacy of participants.

Given the small budget available to libraries for developing, curating and maintaining library resources for research support and their relative inexperience in some detailed aspects of research activity, the challenges for small and teaching-led HEIs for developing research support services are significant.

Challenges

Research culture

Research has always been a core function of academe. However, the distinct histories of UK HEIs have produced an unequal distribution of research activity across the sector. The historic universities of Oxford, Cambridge and the red brick universities of the 19th and early 20th centuries dominate research activity, with the 24 Russell Group institutions receiving 77% of the total RCUK funding in 2015–16 (Russell Group, 2016).

This distribution of research funding has created a patchwork of research activity across institutions. At the smaller and teaching-led institutions, there are often pockets of research specialities and excellence, but this work often takes places on the margins of the academics' workload. Because it is rarely sufficiently accounted for in a university's workload planning, its marginal status tends to persist in smaller HEIs. In addition, the wider political climate has foisted 'complex labor processes, human hierarchies, discipline, sometimes bizarre management regimes of control and motivation, conflict, weariness, and often suffering' (Willis, 1999, p. 142) upon some academic staff.

By its very nature, research is a complex task requiring time, planning, experience and access to various resources. Kuhn (1970) notes that this type of scholarly activity can be led by 'a new paradigm [where scholars] adopt new instruments and look in new places… [and] see new and different things when looking with familiar instruments in places they have looked before' (p. 111). This framing of research implies recursive cycles of activity, which overlap discursively and eventually contribute to knowledge within a discourse (Foucault, 1972). This is significant because the emphasis is moved away from individual researchers to the wider social and cultural context from which the research itself emerges.

Fostering positive and active research cultures is a difficult challenge for smaller institutions as a result of institutional marginalisation of the contemporary research environment. Libraries often give support for compliance with HEFCE, RCUK and Wellcome Trust policies, for example, and with other emerging research data policies. However, the library is often not represented during the relevant decision-making processes.

Experience, skills, and responsibility

A library's difficulties in managing the administration of research and scholarly communications stem partly from a deficit in experience and resources and partly from its place within a deeply hierarchical structure, where 'the rigid structures are pervasive [and] these structures in turn set a precedent for how our library services engage with our readers, patrons, or users. They enforce behaviours and condition us' (Sanders, 2016). As library workers are regarded as part of professional services rather than faculty, their access to the decision makers may be insufficient to persuade academics to buy into the open scholarship agenda and related better practices. The proliferation of professional managers and administrators across the HEI may make explaining research processes, their costs for the library and the digital dissemination of output under an appropriate licence more difficult for colleagues who do not have a research background.

Libraries and research offices have taken the lead in RDM policy development, involving various groups of stakeholders in the implementation and governance of services (Cox *et al.*, 2017). The logic behind this can and should be scrutinised, and questions around the premise that the academic library is the most appropriate home for research data services (RDS) need to be fully considered. The coordination of disparate institutional functions – such as the library, research office and IT –towards designing and implementing a comprehensive RDM service that coherently meets the needs of the institution has to take into account a multitude of working cultures and practices. Flexibility around strategy and decision-making could be advantageous: a small HEI might indeed consider itself well placed to achieve this, as long as there is commitment from senior figures in the institution and an understanding of research. As Knight (2015, p. 425) identifies with regard to the London School of Hygiene and Tropical Medicine, '[t]he institutional environment has a significant influence upon the approach taken to provide Research Data Management Services within the institution'.

In this relatively new area of development for academic libraries, library managers' views of RDS practices in their service may be at odds with the perceptions of library workers themselves – 'more library directors believe they offer opportunities for staff to develop RDS-related skills than the percentage of librarians who perceive such opportunities to be available' (Tenopir *et al.*, 2014, p. 84). This may be exacerbated as 'most LIS professionals do not necessarily have a personal knowledge of research; another difficulty is simply the lack of knowledge of the extent of the issues, since they relate to the work of every researcher in an institution, but disciplinary and sub-disciplinary differences make generalisations about data practices very hard.' (Cox *et al.*, 2014, p. 43.) This lack of familiarity with research practices across disciplinary divides is a highly significant challenge for those supporting research.

Research support and subject librarianship

Burke (1974) conceived research as a conversation in a parlour between various researchers over time. However, there is a risk of libraries not fitting in to this view. Academic liaison and / or subject librarians regularly discuss resources for taught courses and delivering information literacy sessions. In the case of research support, it is important to ensure all library workers have the necessary skills and experience, while the ability of the researcher to identify the relevant library worker is also clearly relevant.

It is important for library workers to help researchers to be aware of alternative publication methods, how to use repositories and how to select appropriate licensing options (Lawson *et al.*, 2015). The potential extension of information literacy into research support highlights that the different aspects of library service provision are not in competition with one another, but can open a space for collaboration and synthesis. This approach helps to unite the disparate services of supporting teaching and learning and supporting research. Developing a critical approach to research and scholarly communications practices aims to 'avoid assumptions of a reductive liberal individualism at its root and take into account the unavoidable constitutive aspects of relations with others, discourses, and social context' (Nicholas, 2012, p. 243). However, in the institutional context, professional services often function as passive institutional conduits: when professional services take on active roles in the domain of research and scholarly communication, certain social constructs and hierarchies are challenged. There is a clear need for sensitive planning.

Resources

The budget for library resources has commonly been devised around the need to provide resources to support taught courses, increasingly through reading-list software solutions such as Talis or Leganto. This is perfectly sensible in that it helps to create a link between the lecturer and the library, yet it can have unforeseen consequences when researchers use the literature purchased or subscribed to from budgets designed for teaching and learning; in practice, the provision of information resources for research activity is parasitic.

In the past, when research was not accounted for as a distinct activity by the library, there was a reasonably symbiotic relationship between teaching and learning and research functions. As HEIs want to develop their research portfolios, it can prove difficult to develop a strategy to increase budgets to account for an expansion of research collections, as this represents a new cost. In the realm of journal bundles and Big Deals, this is particularly challenging: clarifying what is a 'research' cost and what is a 'teaching and learning' cost is, at best, an unwieldy and possibly arbitrary process.

Failing to reflect any planned growth in research and postgraduate cohorts in the budget might prove politically naive, as libraries are inherently political (Jaeger & Sarin, 2016) and would benefit from demonstrating the political economy of institutional activities in order to provide transparency and accountability, and to enable more streamlined planning in the future. With budgets under strain, appearing to do more with less plays into a dangerous neoliberal narrative that normalises budget decreases and provides evidence that libraries can still operate when they are underfunded. Given the volatility that tuition fees and student numbers have brought to the sector, the library's support of research activity through information resources from scarce and dynamic sources is likely not only to prove difficult to sustain, but also difficult to map to research activity through anonymised usage statistics.

This is not an exhaustive list of the challenges that face research support for small and teaching-led HEIs, but it does indicate the level of complexity and nuance that such institutions and libraries face.

Opportunities

Sharing expertise across communities

Given the shortage of local experience in supporting research and detailed knowledge of the current funder mandates for RDM and OA, the importance of communicating with those who do have that experience cannot be overstated. There are many highly active professional communities that intersect around technological developments to support scholarly communications, OA administration, publication, repositories, research data management and preservation. In addition, mailing lists address a gamut of issues and challenges facing those engaged in research support. There are regular local, regional and national meetings around specific aspects of research support such as

RDM and repository development, regular blogs, continuous social media descriptions, commentary and analysis. The engaged and open sharing of collective experience significantly mobilises the community to enhance the administration and scholarly practices at local institutions.

Engaging in trans-institutional groups allows participants to absorb some of the experience gained through coordinated, pan-departmental engagement in research support. It is essential to share the complex nexus – that is still growing – that research support offers. A library service cannot possibly drive cultural change towards full open scholarly practice, mandate compliance, technical implementation, training, advocacy, output and data repository maintenance, etc. And neither should we. Working in partnership with the other related departments, using their skills and expertise to forward the institutional and scholarly advancement that research support offers, opens this dynamic area to the stakeholders who can help to share responsibility and craft a sustainable, transparent and accountable system for research and research management.

Embed processes in policy and procedure

Developing and embedding policies in practice requires research support to identify the most appropriate points of access to institutional power. This is necessary to implement positive and productive strategic changes in support of research in collaboration with senior colleagues. Interacting with decision-making power can help to enhance open practices so that individuals are able to influence ethical decision-making processes positively (Trevino, 1986). An example of this can come at research ethics sub-committees. Ensuring that Data Management Plans are within the standard processes, and by making explicit reference to the storage and preservation aspects of research data, the institution will reinforce better practices of transparency desired by research funders and by communities outside academe. Using some of the institution's apparatus and acquiring the buy-in of the senior members of the research community who administer this power will help to foster stronger reputations for individual researchers who follow the amended procedures, and for the institution that has implemented them to effect positive change.

Minimising coercion through mandates is essential. Whilst they have proven effective in increasing the volume of OA material that is available, mandates can disguise the very positive attributes that open scholarly practices offer, and there is a 'risk that [Open Access] becomes perceived as a pointless bureaucratic exercise' (Tate, 2016, p. 114). Finding ways to incentivise engagement with contemporary scholarly practices is important. If a researcher actively chooses to do their research in an improved manner with regard to Open Access, the change is not merely a process of administrative compliance but represents engagement with the underlying issues. Developing good professional relationships with researchers and research coordinators who are on research committees helps to ensure that academics engage in open scholarly practices of their own volition. If research support is to help move academic culture beyond the environment of existing conditions, which are unsustainable for HEIs, this seems essential. The enhancement of research practices supported by library interventions helps academics and the institution in general to make contemporary practices part of a new commons and a public good that engages audiences beyond academe, rather than merely administering research outputs as a funding requirement.

Change as a continuum

Deviating from the historical processes challenges the status quo and can create tensions. We must emphasise that the status quo is not neutral. In much the same way that the development of journals affected researcher behaviour and processes, that 'two-way interaction is set to continue as new technology and the shifting priorities of research funders allow new iterations of a centuries old tradition' (Prosser, 2013, p.49, our italics). Although change may be slow, it is a process that researchers have always been a part of.

The common conflation of related but discrete areas, such as OA and open data, could also contribute to faculty questioning whether academic freedom is being infringed. Although funder mandates have helped to drive the OA movement in universities, there is a complex internal and external regulatory environment to comply with, and institutional policy and practice could be perceived purely as tools of the REF, rather than enhancing a culture of good research. As Johnston (2017, p. 14) points out, 'Not all OA policies are created equal in terms of their potential tensions with academic freedom. Academic freedom itself is complex in nature and includes aspects of negative liberty or freedom from external constraints and positive liberty or individual autonomy.' Devising OA and RDM policy requires an understanding of, and empathy for, academic freedom. In small or less research-intensive institutions, funder mandates may have a less direct impact, but may still influence policy either aspirationally or by replicating what is seen as good / accepted practice: the primary challenge is not so much achieving compliance, but rather the cultural change that would facilitate that.

Anecdotally, there seems to have been significantly smoother progress of open scholarly praxes with PhD candidates and Early Career Researchers (ECR), who may be less entwined in the systems and practices that legacy scholarly communications systems are based upon. Liaising closely with PhD candidates and ECRs can yield faster and more positive results as these researchers are more enthusiastic about using pre-print repositories, seeing data as a research output and complying with institutional policies regarding use of the repository. However, progress needs to be and can be made across all researchers, all of whom are likely to feel some pressure to support the status quo; using legacy models of scholarly publishing is often thought of as the easiest way to develop one's academic career and reputation. However, the newer models of pre-prints and open data sharing are proving fruitful for some newer academics in various fields, and library research support services can demonstrate and share the successes that have come from working towards alternative forms of scholarly participation.

Costing progress

For library workers, it can be important to remember that our support of research is still embryonic (Cox *et al.*, 2014). A significant part of the challenge is supporting the growth of research capacity, software and systems required to meet the researchers' needs. Demonstrating that additional research activity will require additional funding for resources and systems is relatively simple, but appealing to senior management and administrators who work outside research support and the library can be a significant challenge. The misconceptions around web-based access to scholarly information and resources can be a significant barrier, but the fact remains that increased funding is an essential facet of developing research.

It is essential to cost the resources that support research growth and ask for such costings to be considered during the planning of research centres and PhD programmes. This will help to build the case for increasing library funding in order to support proactively a growing research corpus. Some material difficulties can be overcome by sharing our concerns across all affected services. Developing effective partnerships and working practices with, for example, the Research Office, can help to resolve complex operational problems in the processing of data and managing research grant applications, and can help to make the case for enhanced funding for research infrastructure, such as a current research information system (CRIS). Ultimately, senior management need to understand that the cost of developing research activity requires ongoing financial and political support.

Research support redux?

The complexity of research support, even in small institutions, means that a greater range of services is required at various stages of the research lifecycle. However, the necessary skills are not consistently available (Cox *et al.*, 2017). The burden of delivering such a diverse set of services often falls upon individuals or very small teams. The Digital Curation Centre (Whyte, 2015) found that two thirds of institutions had less than one full-time equivalent allocated to RDM, with a marked gap in staff provision between 'research income rich' and 'research income poor' institutions: the most financially secure third expect to have almost three times the support of the poorest third.

The effectiveness of advocacy and advisory services is curtailed when one dedicated RDM staff member needs to tailor their approach to a range of discipline-specific milieux, which has consequences for researcher engagement. There is a reliance on external sources for increasing library practitioners' skills in RDM, for example through conferences, workshops, webinars and so forth (Cox *et al.*, 2017). For small or specialist institutions, collaboration with peers on centralised or shared services might be a solution for delivery of technical infrastructure and systems. Efficiencies, knowledge-sharing and economies of scale could be leveraged more easily than individual innovation alone to reach service maturity, especially as small universities are under pressure to show that investment in infrastructure is allocated in the right places (Knight, 2015).

Conclusion

There are significant barriers to libraries at smaller and teaching-led HEIs effectively supporting research. The wider political and economic pressures should be given greater prominence in the context of libraries, and in particular with regard to their impact on research support.

The insular operational cultures and practices that have evolved across HEIs, including libraries, require positive development and enhancement in line with the publicly accountable and democratic principles they extol. In a dynamic and challenging political environment, collaboration between various support members and teams is not only expedient but essential to bringing together the necessary skill sets from across the library community.

The challenges around culture, budget, skills and labour can be resolved only through open, direct and honest participation in a dialogue that aims to foster meaningful solutions to the issues affecting research and research support. This will provide a greater opportunity for libraries to contribute positively towards the growing research agenda for small and teaching-led HEIs. Furthermore, dialogue can aim to create greater stability for the parent institution as we move towards future challenges for research and higher education in the UK.

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Superhero librarians are coming

Get your capes on!

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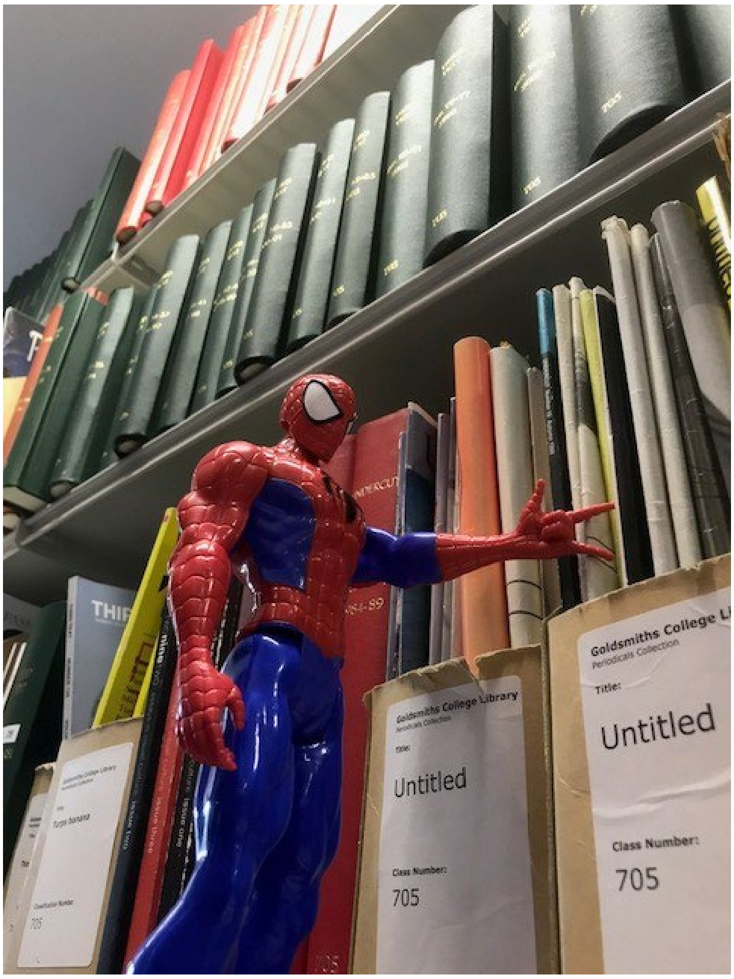
I'll let you into a secret. Information professionals are not renowned for being loud and proud. Used to promoting our library services, but when it comes to marketing ourselves? Not so much. And in the current climate we need to be demonstrating our impact more than ever – to senior management, to our profession as a whole and perhaps most importantly to the wider world. The superhero librarian roadshow is a practical hands-on workshop which empowers library staff to get out there and engage as scholars – actively looking for opportunities to publish papers, present at conferences and use social media. To tell people about what they are doing. To challenge the typical librarian stereotype. To surprise themselves.

How did it start?

Elizabeth Malone (Head of Content Development / Co-director Library & Learning Services) at Kingston University wanted to encourage more Kingston library colleagues to have the confidence to present and publish. She invited Leo Appleton – from the University of the Arts, London – to lead a workshop entitled 'Librarians engaging in scholarship'. To be brutally honest I only went along to the session because it was on a Friday afternoon and I wanted some recent CPD to add to my upcoming annual appraisal form. I was (and still am) your average bog–standard subject librarian and I had never presented at a conference or published an article. But as a result of attending the session I realised that actually this was do-able. Not only do-able but fun. Catapulted into action by the original workshop, in the space of 18 months I have published four pieces in various journals and spoken at ten external events, culminating rather alarmingly in being asked to speak at an international conference in Texas in 2018. I have come rather late to the party – and I wanted to encourage other library staff to wake up to the opportunities out there earlier in their careers. It also occurred to me that there was a superhero analogy between the self-deprecating persona we routinely adopt on the library helpdesk and the self-publicising role we should be aspiring to. Clark Kent / Diana Prince / Peter Parker need to get their capes on and emerge from the LRC in their alter ego forms to rescue library services everywhere. Batgirl's day job really was working as a librarian. It's true. Google it if you don't believe me. But I digress. Suffice to say the superhero librarian roadshow was born. Leo's original session was re-jigged with suitable branding and – taking our own advice – we spoke about it at 2016 UKSG Forum https://www.uksg.org/event/FORUM2016 and at the annual M25 conference in 2017.

Superhero librarians are coming

Get your capes on!



Who are we targeting?

So far we have run workshops for library staff at University of the Arts, London; Kingston University London; Cambridge University; Birkbeck, University of London; and the University of Essex. We are constantly refining the content in the light of detailed feedback and evaluation from the participants and are gathering additional new superhero presenters as we go along. Claire Sewell from Cambridge University Library has now joined the regular team who deliver the workshop and we happily masquerade as Captain America, Black Widow and Wonder Woman for a delicious three hours of Marvel-lous (sorry) focused library revelry. (No costumes, in case you're interested, but occasionally the odd T-shirt.) It's a tremendous blast, but it has a serious undercurrent and is beginning to show real impact as attendees find the confidence – often after experiencing a lull in their professional lives – to showcase their special projects or achievements by pitching to conferences and submitting pieces for publication.

What do we cover in the workshop?

We start by asking our delegates how proud they are of their profession. We have a 'Superhero scale of professional pride' running from Antman (no. 1) to The Hulk (no. 10) and our would-be caped crusaders have to position themselves – metaphorically – on the scale. So Antmen are people who never mention they are librarians (often even to close friends) and Hulks are library megaphones who evangelise at every opportunity. Honesty is then the order of the day as the cohort rises to its feet and then each group sits down as the roll is called. We end up with just the Hulks left standing. Guess who usually ends up joining the presenting team? But it's always interesting to see how many points individuals have climbed up the scale by the end of the session.

We then talk about individual achievements – starting with personal goals (which may be something as simple as passing your driving test or something as life-changing as becoming a parent) and then move on to significant things in their professional lives that our participants are particularly proud of. The cringe factor kicks in at this point, but it only goes to demonstrate how uncomfortable we are when we have to big ourselves up.

Ice broken, we go on to talk about why we should involve ourselves in scholarship, and we list various opportunities to present. We suggest starting small – showcasing in-house research projects by speaking at internal events, then moving on to local professional networks. We talk about selecting the format for the talk – would a plenary session, a workshop or perhaps a lightning talk be best? The workshop is very interactive, so we then divide into superhero-themed groups for a practical exercise in writing a conference abstract and a personal biography. Each group agrees on a current project (or fantasy project, which is often even more entertaining) and writes a pitch to the imaginary conference organisers which is subsequently read out to the room. In addition, each delegate produces a personal biography to accompany the abstract. Reading your bio is optional and not popular – but it is an invaluable exercise in proving that you can always find engaging and impressive things to include. The delegate pack provides multiple examples of conference abstracts and biographies to use as a template to kick-start the process.

We move on to opportunities to publish – looking at the pros and cons of peer-review journals, and how to get an initial foot in the door through blogs. Each group is asked to think about where they might publish the research that they have just spoken about at their imaginary conference – will it be *CILIP Update*, *UKSG eNews*, *Insights*, *Sconul Focus* (!), *Journal of Information Literacy* or the *New Review of Academic Librarianship*?

Our final section is quite possibly the most important. Presenting or publishing on a topic is simply the start. Today's information professional needs to be immersed in the world of social media if they want to promote their work proactively and widely. This also puts us on a level playing field with our academic colleagues who are constantly discovering new ways to publicise and promulgate their own research. We ask our delegates what sites they are currently using and whether they have a social media plan. We talk about why it is so important to use social media in all its guises – personal blogs, Twitter, Instagram, Facebook or any number of emerging new arrivals. We also cover how to measure the impact of your research profile – how altmetrics differ from traditional metrics – and we share best practice on disseminating outputs via social media.

We conclude by asking our attendees what things they think they will need in order to be able to engage actively in scholarship. Turns out it's mainly time. Support from managers and peers as well, but above all time to write – and time to be released from regular duties to spread their capes outside the library and speak to the wider world.

Where to now?

Anecdotally, and through our feedback sheets, it looks as though the end result of the superhero roadshow has been in a number of cases from zero to hero. A growing list of pieces published, blogs uploaded and papers delivered, not to mention new converts to Twitter. What we want to do now is to collate some detailed impact for the workshop – and to continue delivering it across the academic library community. Any takers? I have even introduced a shortened version of the session to my local colleagues in the public library service and it seems to chime with that sector as well. So where to now? We strongly recommend boldly going where librarians have not gone before. Be loud and proud. Boast about your achievements. Buck the stereotype. Unexpected item in bragging area? We hope so.

Reference

UKSG (2017) *The innovation game: breaking the rules*. [online] Available at: https://www.uksg.org/event/FORUM2016 [accessed 1 August 2017]

Guidance for authors

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