

Collection development, or data-driven content curation?

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Context

“The University of Manchester Library is one of only five National Research Libraries and the third largest academic library in the UK. Our vast and rich collections (both print and increasingly digital) help us to deliver a world-class library and information service for the University of Manchester. While our primary objective is to meet the learning, teaching and research needs of University members, we are also fully committed to widening access to our services to individual researchers, local schools and others in the regional community.”

Why are we doing it?

- ◉ No more jack of all trades librarians
- ◉ Specialist teams to meet new challenges, e.g. for research services:
 - > Research Data Management
 - > Scholarly Comms and OA
 - > Citation analysis
- ◉ Academic Engagement Librarians as 'key account managers'
- ◉ Teaching & Learning Librarians to transform info literacy teaching with My Learning Essentials

How are we doing it?

- ◉ Project and work packages
- ◉ Reactive but dynamic approaches
- ◉ Proactive and dynamic experiments

And to conclude:

- ◉ Lessons learned, outstanding issues
- ◉ Looking to the future

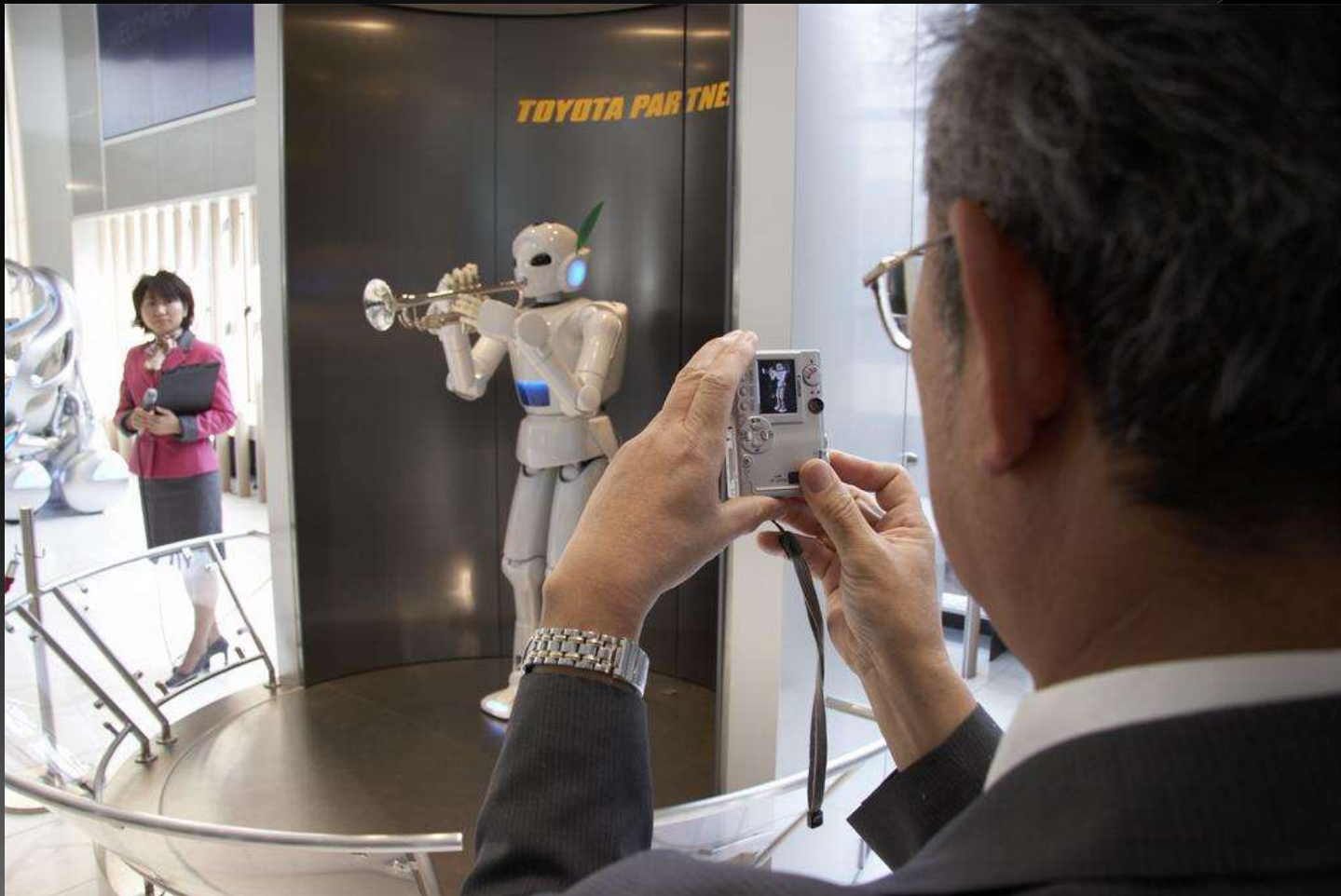
Reactive but dynamic

- ◉ Centralised 'recommended reading' mail address
- ◉ CLA-cleared digitisation requests
- ◉ PDA (patron driven acquisition) for e AND print
- ◉ EBA (evidence based acquisition) of JISC monographs

Proactive and dynamic

- ◉ Strategy project work, iterative
- ◉ Work packages to look at:
 - > Purchasing profiles
 - > Alma analytics
 - > Descriptive profiles
 - Of stock (data about data)
 - Of users (data about people)

Interlude: building the research resources robot



Purchasing profiles

- Approvals & back-runs: least clever, but a quick win
- Let's try: search profiles based on research keywords
 1. Extracted from Scopus abstracts (Maths)
 2. Harvested from School web pages (EEE)
- More clever, but tricky; statistical skewing OR labour-intensive

Blended approach

- ◉ Focus groups for series selection
- ◉ COPAC CCM tool for comparison
- ◉ Standing orders for monographic series
- ◉ Publisher data linked to LMS data
- ◉ If correctly coded purchases can be 'performance measured' (but what is good usage?)

Unlocking the back office

- ◉ Using Alma Analytics
- ◉ Building dashboards
 - > Age profiles
 - > Print and e-books by Dewey century/decade
 - > Loan rates
 - > Items added to stock per year
 - > User types at site libraries ...

Descriptive profiles: data

- ◉ Dashboard reports feed in
- ◉ How to define a collection?
- ◉ COPAC's CCM (collaborative collection management) tool and benchmarking
- ◉ Leeds categorisation:
 - > Heritage
 - > Legacy
 - > Self-renewing
 - > Finite.

Descriptive profiles: analysis



Profiles of users

- ◉ Data from Planning Support Office
- ◉ Research Support colleagues on uni admin side
- ◉ Find your key link person!
- ◉ Understand their vocabulary and structures

Putting it all back together again

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Balanced Scorecard
Manchester Mash-up
JACS and Dewey

Linking it all together, 1

- ◉ BSC and Manchester mash-up
- ◉ Classic 4: Customer or user / Internal or staff / Research & Innovation / stakeholders
- ◉ Ours includes a 'Uni of Manchester perspective'
- ◉ Do our academic publish in it, cite it, act as editors etc.
- ◉ Does it support an area identified as a 'research beacon' ...

Our BSC perspectives

- **Financial** (what costs are associated)
- **Customer** (what's it like to use?)
- **Business/technical** (what's it like to administer?)
- **University of Manchester perspective** (how important is it to our academics individually and to the institution strategically)

Linking it together, 2

- ◉ JACS to Dewey mapping
- ◉ Idea © Rachel J. Kirkwood
- ◉ <https://www.hesa.ac.uk/jacs3>
- ◉ Pilot project on languages
- ◉ Enormous potential for linking data and building narratives
- ◉ Share as LOD?

Case study 1: working group on dataset subscriptions

- ◉ Engagement good.
- ◉ Data good, but:
- ◉ Did a HiPPO (highest paid person's opinion) make the decision?
- ◉ Expectations management poor
- ◉ Timing poor
- ◉ Confusing signals

Case study 2: interrogating the Institutional Repository

- ◉ No HiPPO ignoring data, just bad data
- ◉ Academics don't care about metadata
- ◉ Librarians don't know how to handle data!

(my turn to be provocative)

Outstanding issues

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Outstanding issues

- ◉ Flexible, dynamic frameworks rather than policies?
- ◉ Policy on usage statistics
- ◉ CRIS Current Research Info System
- ◉ How to incorporate Special Collections
- ◉ E-books and archives are usually not classified
- ◉ Lack of basic applications skills

Looking to the future

- Data fluency
- The mind of a researcher
- Mixed teams
- “Every book a reader; every reader a book”
- Data-driven content curation can deliver this!



Thank you for listening!

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Any questions?

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