Scoping the integration of physical & digital collection management & engagement/ Robin Armstrong Viner & Sarah Field

Collection management: share the experience @ Royal Holloway, University of London
Introduction

• Our background
• Our task, challenge & programme
• Our academics’ expectations
• Our vision, goals & methodology
• Our model & principles
• Our processes, tools & checklists
• Our gap analysis
• Our students’ contribution
Our background

- Founded 1965
- Research-led
- Campuses in Canterbury and Medway with study centres in Athens, Brussels, Paris, Rome and Tonbridge
- 18,500 students and 1,200 academic staff
- Highly devolved structure with 21 academic Centres and Schools
- Well converged IT & Library Service comprising
  - Customer Support
  - IT Development
  - Library Collections
  - Planning & Administration
## Our task

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<tr>
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<th>2011-12</th>
<th>2016-17</th>
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<tr>
<td>Library resources budget</td>
<td>£3,210,000</td>
<td>£3,740,000</td>
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<tr>
<td># books</td>
<td>947,000</td>
<td>855,000</td>
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<td># e-books (000s)</td>
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<td>310,000</td>
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<td># serials</td>
<td>41,000</td>
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Our challenge

We formed our collection development policies at a time when, and through experiences where:

- Our focus was on physical collection management
- Digital was not a format of choice
- Evidence-based acquisitions, leasing and patron-driven acquisitions were not established procurement models
Our programme

IS Roadmap – Resources: 2.07 Stock Management 2019-2021

Objectives
- To enhance discovery, access and use of physical and digital library collections

Benefits
- Stakeholder: Invest to save, Increase efficiency, Creativity, Innovation, Reputation
- Improved access to our learning resources
- Increased use of collections
- Increased value of our libraries to our users

Activities

<table>
<thead>
<tr>
<th>Year</th>
<th>Q1</th>
<th>Q2</th>
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<td>2018</td>
<td>Oct-Dec</td>
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- P1604 Scoping
- P1634 Technical enabling
- P1646 Implement integrated physical and digital collection management
- P1609 Review print journal collections and plan their management
- P1686 Print journal disposal (implement P1609)
- P1650 Review EDC Collection & implement changes
- P1600 Stock management
- P1496 Stock check
- P1535 Evaluate Reserve Collection
- P1688 Review BGPC materials
- P1687 Review digital and physical collection policies (tie in P1682)
- P1688 Review SC&A physical collections and plan their management
- P1688 Develop stock management and stock check processes (BAU)
- Catalogue innovation
- Develop teaching collection mapping toolkit
- Medical School

Owner: Sam Thompson
Our academics’ expectations

Our academic colleagues are really engaged, asking us to:

• Demonstrate the impact of our collections on the education and research environments
• Evidence how our collections are being used to inform targeted investment
• Address the relationship between collections and space
• Nuance our collection management approaches between and within disciplines
• Explore new models which challenge our current definition of our collections
Our vision

From August 2020, we will apply a holistic approach to managing our physical and digital library resources so that:

- Our collections continue to reflect our customers’ education and research needs
- We maintain an appropriate balance between study and collection space within our libraries
Our goals

• Enabling our academic Schools to engage with our collections and spaces holistically
• Improving our customers’ experience
• Achieving greater flexibility
• Maximising return on investment in, and value for money from, our collections
• Increasing our operational flexibility
Our methodology

- **Scoping to:**
  - Review current workflows, benchmark against our peers and identify best practice
  - Establish a shared understanding of integrated physical and digital collection management

- **Enabling to:**
  - Enhance our data skills including data visualisation
  - Maximise our use of existing data, address the gaps and introduce data management planning
  - Identify technologies to source and store data

- **Embedding to:**
  - Transition integrated physical and digital collection management to business as usual
  - Move to a continuous collection management cycle
Our model

Preserve
- Identifying resources for preservation ("legacy" and "heritage")
- Post cancellation access of resources

Investigate/Request
- School request or Academic Liaison team suggestion/trials
- Identify best acquisition model

Acquire
- Follow checklist for acquisition according to model
- Establish data usage capture method/access provision

Implement
- Accession to collection
- Check Metadata requirements/discovery setup
- Promotion of resources through appropriate channels

Withdraw/Cancel/Replace
- Consult on review data & implement decisions
- Investigate alternatives
- Decommission & notify

Evaluate/Review
- Harvest usage data for review
- Schools/ALS decision making on renewals/further spending
Our principles

- Flexible and responsive to education and research needs guiding the purchase mode and format type of a given resource
- Connected so teams understand the role the tasks they own play in the lifecycle and develop these within this context
- Evidenced with the data requirements for each stage understood from the outset
- Documented with key decisions at each stage of the lifecycle recorded
Our processes
Our tools

EBA Process (complete)

Before Implementation
- Determine EBA Supplier
- Negotiate terms with the supplier
- EBA approved: Prepare reading documents and add to SharePoint

Set up
- Fine-tune set up with supplier
- Alert Library Collections teams about EBA
- Implement EBA
- Arrange contact to go to students/schools about EBA

During EBA
- Our monthly statistics from supplier
- Arrange regular meetings with staff/schools
- Arranged regular meetings with supplier
- Produce report on EBA and feedback from students

End of EBA
- EBA ends – access to other classes
- Remove records from the system

Post EBA
- Request final usage data and suggested purchases from supplier
- Share data with Library Collections managers and ALS
- Determine permanent purchases
- Confirm purchases with supplier: Add list of titles to SharePoint

Make permanent records available in ITO/LMS
- Communicate permanent purchases to schools & students

Review
- Project review
- Look at patterns of usage for titles purchased after every 2 years
- Key:
  - ALS
  - DIGITAL RESOURCES
  - METADATA
  - LC MANAGERS
Our checklists

The team responsible for the collection management process raise a ticket in our helpdesk system:

- Linking to the checklist on our MS SharePoint site
- Which identifies each step of the process and the team responsible
- Assigning responsibility to the team responsible for the first task
- Who update the checklist
- Before assigning it to the team responsible for the next task
## Our gap analysis

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<th>P1604 Gap Analysis</th>
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### P1604 Gap Analysis

- **Our gap analysis**

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Our students’ contribution

We are encouraging our students to engage with the collection management, taking opportunities around:

• Questions parity of experience between disciplines raised by the student union

• Involving them in our processes and projects through:
  • Activities embedded in modules and programmes
  • Work-study scheme bursaries and internships