



Report on 10th Northumbria International Conference on Performance Measurement in Libraries and Information Services 22-24.7.13, York, UK

by Dr. Lynne Porat

- 1. Martha Kyrillidou (ARL): [LibQUAL+ Trends](#)** - Outlined six main trends in research libraries since 2003: Giving users individual attention, Library space that inspires study and learning, Community space for group learning and group study, Making electronic resources accessible, A library website enabling me to locate information on my own, Print and/or electronic resources I need for my work
- 2. Lynne Porat (University of Haifa): [Using LibQUAL+ to meet strategic objectives at the University of Haifa](#)** - Tied LQ results into strategic objectives e.g. providing customized professional services, building excellent electronic collections and continuing to provide inviting and comfortable physical space.
- 3. J. Stephen Town (University of York): [LibQUAL+ and ClimateQUAL at York](#)** - Reported on University of York's organizational climate survey results. **Strengths: Demographic Diversity** (The race of a team member does NOT affect how much attention is paid to their opinions), **Innovation** (Co-workers tell each other about other new information that can be used to increase job performance), **Absence of interpersonal conflict**. **Weaknesses: Customer Service** (Library employees have the job knowledge and skills required to deliver superior quality work and service), **Facilitation of Teamwork** (This organization provides a clear understanding of the purpose of teams), **Psychological Empowerment** (As an employee in this library one is able to bring up problems and tough issues), **Justice** (Do the rewards in your division reflect the effort that division members put into their work), **Other: Continual Learning** Co-workers are able to provide reliable information about ways to improve job performance, **Leadership** (My immediate supervisor has excellent interpersonal skills)
- 4. Elliot Shore (ARL): The role of the library in the transformative higher education environment** - Discussed future path for library metrics and necessity of ceasing to: count things, think about the library as a place, and see it as divorced from the larger world of research and higher education. The following changes need to take place: Radical change in the presentation and format of statistics, conduct predictive, rather than just descriptive, analysis, move from counting inputs to measuring outputs, qualitative data should be intertwined with quantitative data to paint an accurate picture of what libraries are producing. Suggested the following indexes: Cost-avoidance, Collaboration Index, Enterprise-Fit Index.





5. **Ellen Safley (University of Texas, Dallas): Five years in: The impact of customer selection of Electronic Books** - Compared the usage of electronic materials selected and used by customers (PDA) to those selected by librarians at a medium-sized academic library and found that patrons' selections are very similar to librarians.
6. **Dvir Hoffman (Ex- Libris): Economic and strategic benefit of harnessing robust analytics in the operation of academic and research libraries** - demonstrated the new **Alma Analytics** tool which provides a centralized data repository for accessing a plethora of data on all library functions and data on other libraries i.e. 'Business Intelligence' which can be used independently of IT people. Most innovative aspect is use of predictive analytics and not just descriptive analytics
7. **Roswitha Poll (DIN Deutsches Institut für Normung, Germany): Did you enjoy the library? Impact surveys in diverse settings** - showed how library assessment has been transformed from asking about satisfaction with services, equipment and physical space to questions such as: Did we help you? Did you learn something from us? Did you enjoy your time in the library?
8. **Margie Jantti (University of Wollongong, Australia): One score on - the past, present and future of measurement of University of Wollongong** - Questions need to ask: Are the *goals* of the Library aligned to those of the university? Is teaching, research or learning supported effectively? Are the resources allocated to the Library managed effectively and efficiently? What is the **value** of an academic library? What is the impact on the student experience, research performance and client satisfaction?
PIF (Performance Indicator Framework) Demand - provide right mix of services and resources
Operational Excellence - continuous improvement, effective and efficient, **Learning & Growth** - alignment of professional capabilities with current and future tasks, **Impact** - make sure our service assist in realization of University's goals
9. **Selena Killick (Cranfield University): Assessing the impact of the academic library: from theory to practice** - Reported on their **VIP (Value and Impact) project** and **Liaison Tool** which analyzed the university's three main strategic objectives and how library helps meet them: **Enhance our research and innovation profile** e.g. by providing more e-resources, help with literature reviews, help with research newsletter, help with research bids , **Increase our impact globally** by providing and supporting the institutional repository, **Inspire our people to achieve their full potential** by providing research methods training and support for PhD students





- 10. Michael Rawls (Virginia Commonwealth University): Looking for links: do universities produce more scholarship when their libraries invest more in electronic resources?** - reported on his research findings that libraries with more electronic resources publish more and also that there was a positive correlation between the number of journals articles published and the number of **librarians** in institution.
- 11. Martha Kyrillidou (ARL): [Changing user needs and expectations of library users](#)**
Importance of **Institutional Repository**: Makes faculty work easily accessible to others on the web through Google searches and searches within the IR itself, preserves digital items far into the future, safe from loss or damage, enables faculty to give out links to their work so that they do not have to spend time finding files and sending them out as email attachments, enables faculty to maintain ownership of their own work and control who sees it, do not have to maintain a server, do not have to do anything complicated. **Characteristics of Award-Winning Faculty** (Tenopir): Spends more time readings books and other publications, uses the library for articles, more often buys books and obtains other publications from the Internet, occasionally participates and creates social media content. The [MISO \(Measuring Information Service Outcomes\)](#) survey shows a declining use of libraries except for website. Also, there is a tendency towards self-reliance.
- 12. J. Stephen Town (University of York): Measures of relationship capital for the value scorecard** - outlined the Importance of **Relationship Capital**, i.e. using relationships between people to generate advantages, in organizations. He recommends the use of **StoRI (Strength of Relationship Index)** which has 15 relationship dimensions such as: satisfaction, trust, commitment, advocacy, goodwill, repeat business to check.
- 13. Elizabeth Malone (Kingston University): You said, we did... so what?** - Compared students satisfaction with building before and after renovation and found that printing and WiFi on campus are most important factors on positive perceptions of library.
- 14. Leo Appleton (Liverpool John Moores University): We said, we did: working together with students to develop a culture of continuous service improvement** – Discussed how they worked with students to create a **Culture of Continuous Improvement** through **Collective-Problem-Solving**.
- 15. Claire Creaser (Loughborough University), Roswitha Poll (Deutches Institut für Normung), Steve Hiller (University of Washington Libraries): Library standards: how using them can demonstrate values and impact** - discussed how ISO standards have developed from measuring **quantity** (statistics) to measuring **quality** (performance) and **value** (impact).





- 16. Frankie Wilson (University of Oxford): The quality maturity model: your roadmap to a culture of quality** - developed a tool for assessing the quality of the “culture of assessment” (QCAI) in organizations.
- 17. Graham Matthews (Loughborough University): Going up a level: assessing the performance of learning spaces in university libraries. A case study from Loughborough University** - reported on their unobtrusive observation of how students use library space and the improvements made. Found that students want quiet study areas and group space and food in library. Need future research on the effects of library group space and ability to perform academic tasks.
- 18. Michelle Breen (University of Limerick): Dealing with the “noise problem”: libraries improving their LibQUAL+ scores on “quiet space for individual work”** - Reported on survey of libraries that improved their physical space scores on LQ and things they implemented: Penalize noise offenders, i.e. mobile phone fines, loss of library privileges, Create a post graduate reading room, Noise texting/emailing service, Study carrels/study rooms for individual use, Have noise patrollers (staff or student), Staff badges that facilitate patrolling, shushing, Rearrange zones, furniture, collections, service points to make best use of naturally quiet/noisy areas, Run noise campaigns to raise awareness, Structural / fixtures alterations e.g. glassing off, installing doors, carpeting, acoustics, access control, etc., Highlight importance of quiet to library staff +/- issue guidelines +/- provide training, Increase noise-specific signage, Policies on noise, zones, rules, and phones (create/update/publish), Have designated silent AND group areas.
- 19. Liz Waller (University of York): Culture of Evaluation? UK assessment of library space projects –** reported on an ongoing survey of libraries that carried out renovations to see what evaluation or post-occupancy studies they conducted. Found that 70% did evaluate after renovations. Some of the things they implemented were: zoning (silent areas, quiet research space and group areas), acoustic intervention, more formal and informal seating, creation of flexible spaces, plants to break up areas.
- 20. Valerie Spézi (Loughborough University), Jane Maltby (University of Nottingham): Working together to demonstrate value at the University of Nottingham** - reported on research partnerships and collaboration between faculty and librarians such as: Assistance with Open Access publishing/self-archiving, bibliometrics, Literature searching and data management. Also for students, librarian involvement in the design of electronic courses
- 21. Carol Sheptone (Mount Royal University): Valuing the library: using qualitative data to understand undergraduate student perceptions of the value of the academic library** - reported on results of in-depth interviews which asked students about their academic experience, without directly asking about





the library. Over 50% of students mention the library and provided many insights about it in the context of the overall student experience: **Impact** - the effect or influence of one person, thing or action on another e.g., my writing improved, **Outcome** - the consequence, visible or practical result of the effect of an event or activity e.g. I complete my academic tasks quicker, **Value** - importance or preciousness of something the perception of actual or potential benefit e.g. my grades are better.

- 22. Alice Schofield (University of Sheffield): Evaluating the intellectual assets in the scholarship and collections directorate at the British Library** - reported on her qualitative research which showed that Intellectual Assets (i.e., accumulated knowledge of staff) are one of organizations' best assets and are not exploited enough. Organizations need to preserve and encourage them, so declining morale doesn't make it a liability.
- 23. Steve Hiller (University of Washington Libraries), Jackie Belanger (University of Washington Libraries): Value and impact: convergence of assessment and performance Measurement** - Need to ask questions such as: What do libraries contribute that others can't? What do we need to know about how students learn?
- 24. Joseph Matthews (JRM Consulting Inc): How libraries can add (even more) value** - outlined what the customer trying is to get done and how the library can help achieve this = customer criteria for assessing value:
Ease of use: Browsing, formatting, mediation service, orientation service, ordering, and physical processing
Noise reduction: Access (identification, subject description, subject summary), linkage, precision, selectivity
Quality: Accuracy, comprehensiveness, currency, reliability, validity
Adaptability: Closeness to problem, flexibility, simplicity, stimulatory
Time savings: Response speed
Cost savings: Savings, increased revenues, grow market share
- 25. Joan Stein (Carnegie Mellon University), J Stephen Town (University of York): Ten Northumbria conferences: a reflection on themes, trends and contributions** - some reasons why conference so successful: A real **community of practice** based on research input from library and information schools as well as practitioners, international perspectives, participants from all levels of organization, high percentage of contributors amongst attendees, and development of trust which enhances future collaboration.

