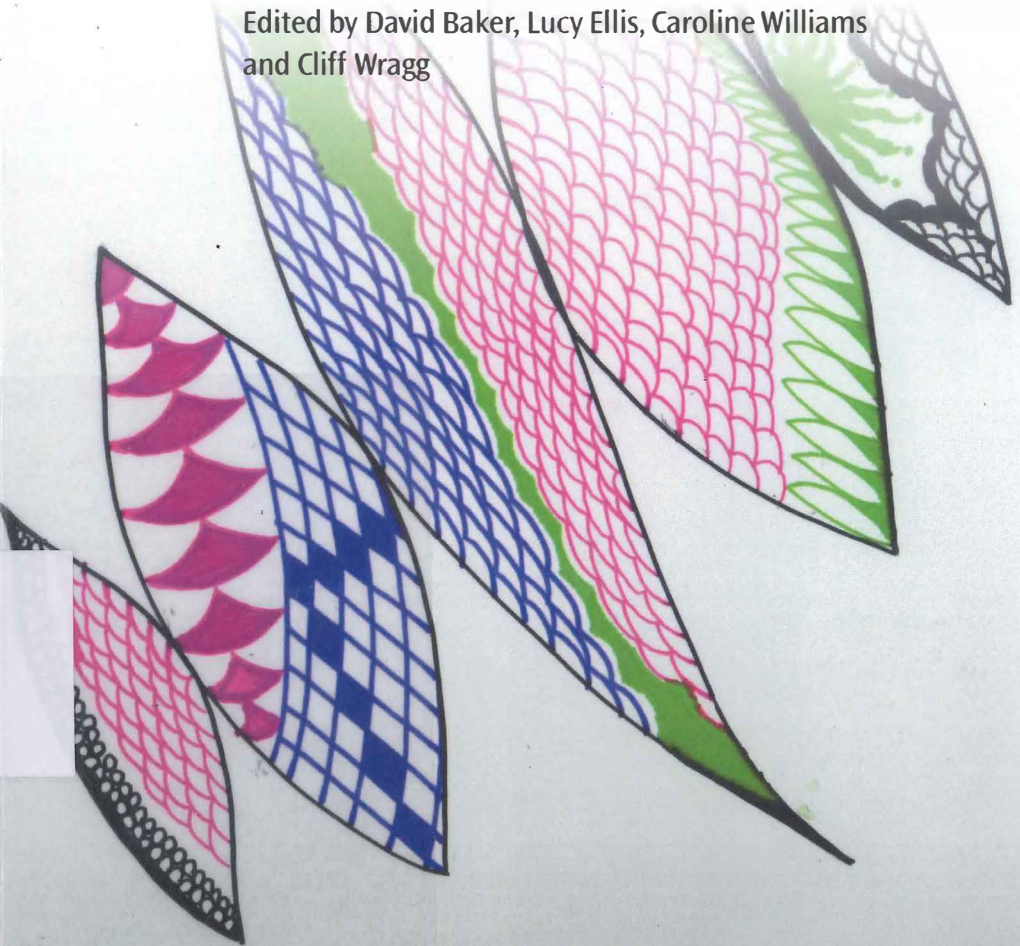


Benchmarking Library, Information, and Education Services

New Strategic Choices in
Challenging Times

Edited by David Baker, Lucy Ellis, Caroline Williams
and Cliff Wragg



Chandos Advances in Information



BENCHMARKING LIBRARY, INFORMATION, AND EDUCATION SERVICES

New Strategic Choices in Challenging Times

Edited by

DAVID BAKER

LUCY ELLIS

CAROLINE WILLIAMS

CLIFF WRAGG



สำนักหอสมุดมหาวิทยาลัยเชียงใหม่
CHIANG MAI UNIVERSITY LIBRARY



Contents

<i>List of figures</i>	xv
<i>List of contributors</i>	xvii
<i>About the authors</i>	xix
<i>Foreword by Paul Greatrix</i>	xxxix
<i>Foreword by Ruth Murray-Webster</i>	xxxv
<i>Preface</i>	xxxvii
<i>Acknowledgments</i>	xxxix
<i>Acronyms</i>	xli

1. Qualitative benchmarking: an introduction	1
David Baker and Lucy Ellis	
1.1 Introduction	1
1.2 The need for frameworks	1
1.3 Benchmarking	4
1.4 Qualitative benchmarking	8
1.5 Conclusion	12
References	13

Part One Qualitative benchmarking: process and concept

2. Qualitative benchmarking in context: environment and outlook	17
David Baker and Lucy Ellis	
2.1 Introduction	17
2.2 Libraries, digital information, and COVID	18
2.3 Place and space: physical, digital, hybrid	19
2.4 People	21
2.5 Financial sustainability: paying for it all	23
2.6 Conclusion	24
References	25
3. Why qualitative benchmarking?	27
Caroline Williams	
3.1 Introduction	27
3.2 Background and context	28
3.3 Benchmarking in library and information services	29

3.4	Why qualitative benchmarking?	32
3.4.1	A method for learning and sharing strategies, challenges, and practice	34
3.4.2	The opportunity to learn together for senior library and information service professionals	35
3.5	Concluding remarks	36
	References	36
4.	The four P's framework: benchmarking across dissimilarities	39
	Lara Skelly	
4.1	Introduction	39
4.2	Integral vision	41
4.2.1	Upper right	42
4.2.2	Lower right	42
4.2.3	Upper left	42
4.2.4	Lower left	43
4.2.5	Interactions	44
4.3	A hypothetical case method	44
4.3.1	Introduction	44
4.3.2	Peter's problem to place the plans	44
4.3.3	Quadrant 1: Practice	46
4.3.4	Quadrant 2: Policy	46
4.3.5	Quadrant 3: Personnel	47
4.3.6	Quadrant 4: Professional	47
4.3.7	Peter's plan of action	47
4.3.8	Chris's plan of action	48
4.4	A word of caution	48
4.5	Conclusion	48
	References	49

Part Two—The international benchmarking exercise

Caroline Williams and Cliff Wragg

Part Three Sector-leading ideas arising from the exercise

5.	The power of place	111
	Diane Bruxvoort	
	References	116

6. Resilience, retention, and return of staff: the case of Stellenbosch University Library	117
Ellen Tise and Henriëtte Swart	
6.1 Introduction	117
6.2 South Africa's national lockdown levels	117
6.3 Management of staff during various phases of lockdown	118
6.3.1 Strong and decisive leadership	118
6.3.2 Managing with compassion	119
6.3.3 Open and transparent communication	119
6.3.4 Creating a positive organizational culture	120
6.3.5 Monitoring and evaluation of work	120
6.4 Staff development and empowerment	120
6.5 Return of staff to work on-site	121
6.6 Conclusion	122
References	122
7. Benchmarking on the fly and new ways of working: leveraging benefits from the pandemic experience	125
Caroline Williams and Kathleen Smeaton	
7.1 Introduction	125
7.2 Context and background	125
7.2.1 Research question	127
7.2.2 Themes	128
7.3 Theme 1—Learning from others quickly or “benchmarking on the fly”	128
7.4 Theme 2—Health, safety, and wellness (HSW) risk management is good management	130
7.5 Theme 3—Business continuity planning and prioritizing	131
7.6 Theme 4—Service development becomes business as usual	132
7.7 Theme 5—Connected and situational leadership and decision-making	135
7.8 Theme 6—Engagement not communication	137
7.9 Leveraging benefits from the pandemic experience	139
Acknowledgment	142
References	142
8. One library within one university: embedding a one library approach and vision	143
Coral Black	
8.1 Introduction	143
8.2 The one library imperative	143
8.3 The case study	144
8.3.1 University of Newcastle, Australia	144

8.4	Developing our one library approach	145
8.5	Developing a new library strategy	146
8.5.1	Setting the foundation	146
8.5.2	Emerging themes—bringing the team into the mix!	146
8.5.3	Stakeholder engagement—are we aligning and do we want the same things?	147
8.5.4	Closing the loop. Have we missed anything?	149
8.5.5	Finally—the launch	149
8.6	Building our new team	150
8.7	Keeping people informed and supported	151
8.8	Engaging with our stakeholders	152
8.9	Successful transition	152
8.10	Where are we now—18 months on?	154
8.11	What about the library team?	155
8.12	Conclusions	156
	References	157

9. Cultivating agility and resilience over time 159

Gabrielle Wong and Diana Chan

9.1	Introduction	159
9.2	Pandemic measures at HKUST library	160
9.2.1	Space and environment	160
9.2.2	User behaviors and communication	160
9.2.3	Collections and services	161
9.2.4	Staff arrangements	162
9.3	Practices that cultivate organizational agility	162
9.3.1	Strategic planning and decision-making mechanisms	162
9.3.2	Quality assurance systems	164
9.3.3	A forward-thinking mindset in service planning	165
9.3.4	Trust within and beyond the library	165
9.4	Conclusion	167
	References	167

Part Four New applications of benchmarking

Section A Benchmarking in different contexts

10. Library partnerships in an age of openness 173

Liz Jolly

10.1	Introduction	173
------	--------------	-----

10.2	The British Library and its partnerships	174
10.3	COVID and post-COVID	176
10.4	The future	178
	References	181
11.	Lessons in leadership from third sector organizations	185
	Sarah Mears	
11.1	Introduction	185
11.2	A note on report conventions and anonymity	185
11.3	Interviews and areas of investigation	186
11.4	Research findings	187
11.4.1	The role of the CEO	187
11.4.2	The motivation of the interviewees	190
11.4.3	Managing risk and coping with anxieties	191
11.4.4	Positioning the organization and initiating culture change	193
11.4.5	Reflecting on being a woman in a leadership position	196
11.5	Conclusion	198
	Appendix 1 Interview questions	198
	References	200
12.	Fast forward or digital mirage—benchmarking education system responses to COVID, and what comes after?	201
	Martin Hamilton	
12.1	Introduction	201
12.2	The promise and peril of edtech	202
12.3	COVID-19 and the education system response	205
12.4	Case study—Edtech Demonstrator Program	207
12.5	Case study—Association of Commonwealth Universities	209
12.6	A forward and backward look	211
	References	212
13.	Planning for continuity, aiming for sustainability: libraries in the forefront of disruption	217
	Evgenia Vassilakaki and Valentini Moniarou-Papaconstantinou	
13.1	Introduction	217
13.2	Libraries and business continuity	219

13.3	Libraries, business continuity, and sustainability	221
13.4	Conclusions	223
	References	223
14.	Benchmarking for effective services in Nigeria	225
	Stephen Akintunde	
14.1	Introduction	225
14.2	COVID-19 in Africa	226
14.3	Methodology	226
14.4	Library services during the COVID pandemic	227
14.5	Benchmarking in Nigerian libraries	228
14.6	COVID-19 and benchmarking in Nigeria	232
14.7	How benchmarking can affect library services	233
14.8	Conclusion	235
	References	236
15.	Benchmarking the impact, quality, and value of an academic online e-Library	239
	Lucy Roper	
15.1	Introduction	239
15.2	Our vision: to be the center of excellence for built environment education	239
15.3	Library and information services	240
15.4	What is an online e-Library?	242
15.5	UCEM's library mission statement	242
15.6	Benchmarking	243
15.7	What is benchmarking? Reviewing the literature	245
15.8	Further definitions	246
15.9	Defining benchmarks and statistics	248
15.10	How do you measure success of change?	249
15.11	New ways of working—library provision over the COVID-19 pandemic period	253
15.12	Copyright licensing agency, digital content store	253
15.13	Quality assurance and benchmarking	255
15.14	The importance of establishing networks and key contacts	255
15.15	Recognition, accreditation, and awards	257
15.16	Matrix accreditation	257
15.17	At the hub of things—no student left behind	259
	References	261
	Bibliography and further reading	262

16. Information users as active prosumers: perspectives from social marketing and sociocultural value for academic libraries' benchmarking processes	265
Javier Tarango, Juan D. Machin-Mastromatteo and Jesús Cortés-Vera	
16.1 Introduction	265
16.2 Active users (prosumers) as the central focus of social marketing in academic libraries	267
16.3 Benchmarking processes and the sociocultural contribution of academic libraries	270
16.4 Conclusions	274
References	276
17. Supporting research information management: overcoming the inherent culture gap between traditional library ethics and the management of CRIS systems	281
Otmame Azeroual and Joachim Schöpfel	
17.1 Introduction: about research information management systems	281
17.2 The connection with libraries	284
17.3 The challenge	286
17.4 Not a threat but an opportunity	288
17.5 Skills and ethics	290
17.6 Conclusion	292
References	292
18. Best practices for developing and disseminating audiovisual contents to promote library and information services	295
Juan D. Machin-Mastromatteo	
18.1 Introduction	295
18.2 Preproduction	296
18.3 Production	298
18.4 Editing and postproduction	301
18.5 Dissemination and sharing	301
18.6 Conclusion	305

Section B Benchmarking vocational elements of Higher Education

19. Life experience of mature students and its relevance to leaders in making good strategic choices in higher education	309
Nazim Uddin	
19.1 Introduction	309

19.2	Rationale for the benchmarking questions	310
19.3	A unique set of characteristics	312
19.3.1	Motivation	313
19.3.2	Biological development	314
19.3.3	Strong self-concept	314
19.3.4	Social and professional circumstances	315
19.3.5	Experience and expectations	315
19.4	A case study of a selected NCL student	316
19.5	Harnessing work experience for learning	318
19.6	Experiential learning	320
19.7	Case study: NCL teaching practices framework	321
19.7.1	Context-dependent and context-independent knowledge	321
19.7.2	Benchmarking questions—NCL case study	322
19.8	Conclusion	324
	References	325
20.	Micro-credentials: need to be benchmarked across institutions	329
	Sayed Zain	
20.1	Introduction	329
20.2	Defining micro-credentials	329
20.3	Rationale for micro-credentials	330
20.4	Challenges	331
20.5	Recognition	332
20.6	Quality assurance	332
20.7	UK-based micro-credentials models	333
20.7.1	Open University	334
20.7.2	University of Birmingham	334
20.7.3	University of Glasgow	334
20.8	Private company learning platforms	334
20.9	Regulation and benchmarking of micro-credentials	335
20.10	Conclusion	337
	References	337
21.	Strategic planning for digital submissions for institutions with creative arts programs: considerations, challenges, and routes to benchmarking	339
	Rebekah Okpoti	
21.1	Introduction	339
21.2	Electronic management of assessment	341

21.3	Benchmarking for digital submissions in the creative arts	344
21.3.1	Legacy	344
21.3.2	Accessibility	344
21.3.3	Key areas for development	345
21.4	Conclusion	346
	Appendix: Social media platforms	347
	References	351

Part Five Conclusions and the future of benchmarking

22.	Qualitative benchmarking and the future	355
	David Baker, Lucy Ellis, Caroline Williams and Cliff Wragg	
22.1	Introduction	355
22.2	Key themes	355
22.3	Key attributes and approaches for the future	356
22.4	Strategic choices and the new qualitative benchmarking	357
22.5	Conclusion	360
	<i>Index</i>	363