

Working together:
evolving value for academic libraries



Library Value in the Developing World

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2.0 Executive summary

Demonstrating value for institutional stakeholders has become an increasingly important activity in academic libraries around the world. The concept of library value can be defined in several ways: value for users in the level of support and services provided; value for the parent institution in contribution to institutional missions and goals; or economic value for return on investment. This study investigates the value, and perceptions of value, of academic libraries for teaching and research faculty in developing countries.

Library Value in the Developing World is a follow up to the 2012 study Working together: evolving value for academic libraries (hereafter known as **Working Together**) which reported findings from eight case studies in the UK, US, and Scandinavia. **Library Value in the Developing World** reports on findings of a six-month project with twelve case studies from developing countries classified as low-income and middle-income economies with a GNI (Gross National Income) less than \$4,035 (The World Bank, 2012). Data were collected and triangulated via a series of surveys and interviews. Some comparison with developed-country libraries and examples of good practice are identified, from which other institutions could learn in respect of the support librarians provide for faculty, and the working relationship between academic libraries and their key stakeholders.

Faculty across developing country universities have access to a large range of high-quality material which offers great potential for both research and teaching. Internet connectivity is an ongoing issue but steadily beginning to improve. Providing access is not enough however and libraries, in order to affect the library's value for those stakeholders, also need to influence the behaviour and perceptions of their faculty.

The study showed that developing country libraries are beginning to recognize the importance of evaluating the level of support and service they provide. The drivers for collecting this evidence are primarily internal, and primarily measured through the value of their resource collection. Developing country libraries are starting to explore additional services they can offer to their faculty patrons, but these additional services are not offered widely.

Findings from our surveys and case studies suggest that, overall, the library is well perceived by faculty, although there are barriers to overcome. Communication, and building the relationship between the library and the academic departments, is key to changing behaviour and perceptions of value to gain faculty support. Raising the visibility and awareness of what the library can do to support teaching and research faculty is a key component of demonstrating this value.

Key findings include:

- Access initiatives in developing countries have resulted in substantial availability of scholarly information; yet e-resources are not always being accessed and used. A fifth of faculty surveyed do not use, or are not aware of, their electronic resource collection
- Internet connectivity issues remain prevalent for many developing world libraries
- The physical library building remains important to faculty in the developing world
- The majority (two-thirds) of developing country librarians believe perceptions of the library for both faculty and university management is measured via their resource collection
- The majority (three-quarters) of developing country faculty measure the value of their library via the quality and accessibility of the resource collection
- Faculty are not always aware of services offered by their library beyond access to resources – half of faculty surveyed are not aware of, or use, any additional services
- There is some evidence of teaching support offered by developing country libraries, but research support was not as well developed
- Communication between the library, the departments and the individual faculty members is not always effective or transparent. A sixth of faculty in case study universities do not know who to contact within their library
- There is a need for an increased level of investment in marketing the library. There is some disconnect between what the librarians perceive to be effective marketing and what resonates with faculty
- Robust library websites are critical to providing access to electronic resources and are the most important means of communication between the library and its users

These findings highlight several areas that may be of interest for the following groups to consider:

For developing country librarians

- Going beyond content provision and availability to address usage and awareness of available resources
- Engaging with faculty to find new ways of delivering support, training and advice
- Creating campus advocates by cultivating relationships with those willing to support the library
- Ensuring the library is up to date with the digital environment and tools
- Endeavouring to obtain more developing country voices in international debates on availability, access and use of research
- Promoting advocacy of the library through strong relationships with senior managers, participation in joint research projects, and getting a voice for the library 'at the top table', to ensure the library's concerns and needs are echoed within university strategy documents
- Measuring and demonstrating the value of the library's collection and services
- Using publisher support to create awareness and usage of services and resources
- Utilizing the library website as a tool to engage and provide information to faculty

For developing country universities

- Investing in libraries to ensure the sustainability of research and learning
- Investing in the professional development of librarians to ensure that the university makes the greatest use of the potential offered by information and technology
- Encouraging faculty doing research to make better use of the resources and technologies available to them through the library
- Raising the status and recognition of librarians and the value they add to the work of academic colleagues and campus administrators

For publishers

- Understanding the needs and specifics of developing country libraries and their work
- Adapting online resource sites to enable greater access in developing countries
- Undertaking further research into different marketing channels to create awareness and usage of accessible products
- Working with individual libraries to create bespoke materials to satisfy needs
- Creating a full marketing toolbox for librarians to market their resources and services

3.0 Introduction

Library Value in the Developing World was a six-month research project that took place from January to June 2013 to investigate the value of academic libraries for teaching and research faculty. The findings presented here apply specifically to twelve developing country universities, and will not be applicable to the territories as a whole. Nevertheless, we expect that many of the lessons learned and the considerations derived from these will have wider application and potential interest.

The focus of the **Library Value in the Developing World** research was to explore:

- Evidence and perception of library value
- Evidence and perception of availability and use of library services
- Communication and visibility of the library and library services

A finding of **Working Together** (Creaser and Spezi, 2012) was that general marketing of the library raises its profile amongst teaching and research faculty. This is seen as an increasingly essential activity as a reaction to the changes in dissemination of information brought about by digital technologies (ibid). To this end, **Library Value in the Developing World** includes a marketing case study to assess how publishers can contribute to libraries beyond making their resources available. The twelve participant universities received access to SAGE product platforms (Appendix 1) as part of their participant agreement. Six out of twelve developing country libraries were offered additional marketing support to drive awareness and usage of these resources. Usage statistics are being monitored across all twelve participant libraries and the results of this marketing case study will be reported in spring 2014. Early indications are that supported universities appear to record higher usage of the three SAGE resources than unsupported ones.

4.0 Study methodology

The research was based on twelve case study universities from countries with a GNI of less than \$4,035. Seventy-five registrations of interest were received from potential librarian participants. Case study volunteers were selected from this group based on the following criteria:

- a. Geographical location and spread
- b. Stage of development of institution/country
- c. Size of institution
- d. Support of the Library Director to participate and the capacity to do so in the time available

Successful participants received institution-wide access to SAGE Journals, SAGE Research Methods, and SAGE Knowledge. The research was conducted as follows:

- a. Quantitative survey of library staff within twelve case study institutions (eighty-five respondents)
- b. Quantitative survey of faculty within case study institutions (two hundred and ninety-seven respondents – this survey was incentivized by means of a prize draw for an iPad)
- c. Qualitative telephone interview with nominated case study librarians (ten respondents)
- d. Qualitative open-ended questions emailed to faculty at twelve case study institutions (twenty respondents)
- e. Collection of usage data to measure effectiveness of marketing techniques used to influence perception, usage and awareness

The survey data was analysed using the SPSS® software package.

5.0 Background: libraries, information access and connectivity

For many developing countries, insufficient investment in higher education by national governments and international donors during periods of economic crisis in the 1980s and 1990s created inadequate libraries, laboratories and ICT facilities (Browse, 2013). While experiences varied by country, there were some general trends: a loss of talent, insufficient numbers of teaching staff (as student enrolments were also increasing), and a fall in the standard of research undertaken at post-graduate level (ibid). Insufficient budgets, coupled with the rising cost of books and journal subscriptions, made it difficult for libraries to maintain adequate collections (Harle, 2010).

From the late 1990s, attention began to return to higher education. New funding emerged and universities rebuilt, but this is a slow process requiring co-operation, long-term strategies and investment by governments and agencies (Browse, 2013). New investment has been partly driven by recognition that academic research is a principal source of the information and knowledge needed for the social, economic and political well-being of countries (Harle, 2010). Attempts by international donors to invigorate locally relevant research have been cautious not to limit the re-emergence of academic autonomy (Lebeau & Mills, 2008).

The emergence of electronic journals in the late 1990s offered the potential to begin to improve the situation, bolstered by increased numbers of titles and the parallel development of a number of initiatives offering access to these at reduced or no cost. This means that the issue of availability has been widely and successfully addressed over several years (Harle, 2010). Appendix 2 lists the major support initiatives and organizations that have focused on providing access to scholarly information, particularly academic journals.

5.1 Information access

Librarians in developing country institutions have secured access to a wide range of resources, but unfortunately, availability does not necessarily equate to access and use (Burnett, 2012). Requirements now point to considering the ways in which available resources are (or are not) being accessed and used (Harle, 2010).

Faculty in developing country universities commonly complain of poor access to journals and that this is a serious hindrance to their academic work. Awareness of the materials available among faculty is low. This is related partly to insufficient promotion and communication of what is available, and partly due to the complexities of online access and multiple entry routes (Harle, 2010).

5.2 Research output in developing countries

Libraries are critically important to help research (RIN and RLUK, 2011). The purpose of making online resources available is fundamentally to support and stimulate research and teaching. The extent to which they are used therefore depends on the level of research activity taking place (Harle, 2010).

Relatively low levels of scholarly research activity might partially explain low levels of online content and journal use. The **Global Research Reports** (Adams et al., 2010; 2011; 2013) are a series of reports launched by Thomson Reuters to inform policymakers and others about the landscape and dynamics of the global research base. Their findings show that the BRICK Nations (Brazil, Russia, India, China, and South Korea) represent the most significant growing influence in the global economy and research landscape (Adams et al., 2013). The Arabian, Persian and Turkish Middle East, who produce only four percent of the world's scientific literature, report growth in the rate of research output that significantly exceeds that seen in Asia and Latin America (Adams et al., 2011). However, more than half the African nations are off-track or regressing on objectives to achieve universal education by 2015. The issue is highlighted by the fact that the total annual research output of the African continent is at 27,000 papers per year, equivalent to that of the Netherlands (Adams et al., 2010).



AuthorAID www.authoraid.info is a global research community for researchers which, as of July 2012, included more than five thousand researchers and others from more than one hundred and fifty countries (Browse, 2013). AuthorAID was developed to help support developing country researchers in getting their work published, with the intention of increasing the inclusion of developing country research in journals globally. *'Being an AuthorAID mentor goes beyond a conventional teacher-student relationship – it is a really stimulating and worthwhile learning process for both mentee and mentor'* (Korbel, 2011, p.2).

5.3 The technology challenge

The advent of electronic journals generated new problems, specifically the need to upgrade information and communications technology (ICT) facilities and infrastructure, to secure good internet access, and to invest in training and familiarization. Internet connectivity is steadily improving, notably with recent installation of high-speed undersea fibre-optic cables in Africa (Harle, 2010). Challenges remain in ensuring broadband connectivity and internet bandwidth reaches beyond major cities and from coastal countries to landlocked neighbours. Universities' investment in e-resources has secured significant content, but this needs to be matched by associated investment in ICT facilities and training. Without this, the money spent on journals risks being wasted (ibid).



INASP (the International Network for the Availability of Scientific Publications) has developed activities at institutional and national levels to help universities improve their management of internet bandwidth. The Bandwidth Management and Optimisation (BMO) programme supports the formation of National Research and Education networks – dedicated high speed broadband networks for academic and research institutions (INASP: <http://www.inasp.info/bmo>)

Three out of twelve librarians and five out of twenty faculty in the developing country universities reported issues with providing adequate service levels due to connectivity issues:

'We believe a faster internet connection would help (our users) to be better at their work as currently their internet connection is not stable' (librarian: Indonesian Research Institute)

'Having a faster internet connection is the foremost issue we are addressing' (librarian: University of Philippines Visayas)

'We need improved availability of high bandwidth for students to be able to access appropriate and relevant information' (faculty: University of Cape Coast)

5.4 The role of publishers in supporting developing country libraries

Publishers for Development (PFD) was established as a result of the complementary work **INASP** and the **ACU** (Association for Commonwealth Universities) undertake with institutions in developing countries and international publishers. Publishers and librarians need to work together to let developing country researchers know what is available to them by building their awareness of existing routes to international journals and books. Navigating the complexity of multiple access routes can be challenging, so INASP works with other access initiatives such as **Research4Life** and **EIFL** (Electronic Information for Libraries) to avoid duplication and strengthen the impact of collective activities.

Publishers can adapt their sites to enable greater access. The **PfD** Bandwidth Challenge encourages publishers to speed-test their sites and work with their technical teams to identify ways in which their sites could be speeded up. For example Cambridge University Press have used their mobile platform to provide an alternative low-bandwidth interface (Publishers for Development, 2011), while Springer's work to improve their site speed was part of their overall online strategy (Bishop, 2012).

Despite improvements in availability, a challenge remains in that awareness, access and use of the resources available is lower than expected. Harle's 2010 study of four African universities identified significant barriers to accessing and using resources and the need to continue raising awareness of what is available to researchers and academics was shown to be important.

6.0 Evolving value – evidence and perceptions of value

Libraries are a physical manifestation of the values of the academy and scholarship (RIN and RLUK, 2011), but libraries are changing. Whereas librarians were once closely associated with their library building, this is no longer necessarily the case. As we move toward a more online world, and become more successful in providing seamless remote access to resources and services, there is a growing disconnection between librarians and academics (RIN and RLUK, 2011). Many users who do take advantage of access to e-resources may not be aware that the service is actually delivered by their library (Burnett, 2012), and this may result in a risk of the fundamental value of libraries not being recognized.

Libraries are increasingly called upon to document and articulate their value and their contribution to institutional missions and goals. The **Value of Academic Libraries Initiative** was prepared by the Association of College and Research Libraries (ACRL) in 2010 to help academic librarians identify resources to support them in demonstrating their value in clear, measurable ways (Oakleaf, 2010).

Universities appear to have more difficulty in quantifying their value to teaching and research faculty than to students (ibid). Therefore **Library Value in the Developing World** focuses on the value of academic libraries to academic departments and faculty, and collates findings from both librarians and faculty at the twelve participant developing country universities to explore evidence and perceptions of value.

6.1 Evidence and perception of value – librarians

Librarians can no longer rely on their stakeholders' belief in their importance; rather, they must demonstrate their value (Oakleaf, 2010). Drivers for collecting evidence of value in the developing world can be twofold. Firstly, libraries genuinely want to do well and serve their community of users (Creaser and Spezi, 2012). Secondly, they may need to show value to senior management of the university. One developing country librarian commented that through *'the value the library contributes to teaching and learning, they are fulfilling the mission of the university and the whole business of our university.'*

Findings show that there is no systemic evidence collected by the developing country libraries to show the value of their library for faculty. Eight out of twelve librarians reported that the value their library provides is measured through their resource collection, and that they provide analysis of their collection via usage statistics. Five out of twelve librarians reported that they are starting to monitor value through other methods such as testimonials, faculty questionnaires, traffic to the library website and library attendance rates:

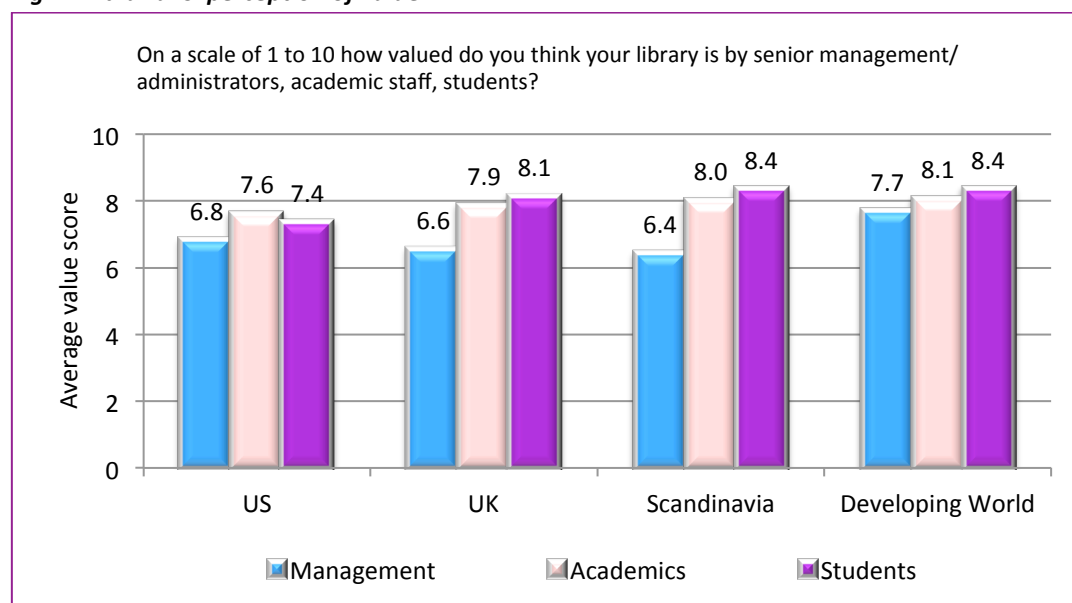
'I think we are starting now to measure our value. We are proposing to distribute a questionnaire to students and academics and look at if we produce results' (University of Zimbabwe)

'The library's value is connected with library's popularity in eyes of faculty and students. The evidence of this is measured by visit statistics to the library, visit statistics to intranet, and e-Resources usage statistics' (National University, Ukraine)

'The library can measure its value to the academic staff through conduction of regular interactive sessions and get valued feedback from the academic staff. The library can make use of instruments like questionnaires, interviews, and forums to inquire how the academic staff perceive their services thereby serving as a means of measuring the value of their services' (Covenant University)

We asked developing country librarians how highly valued they thought their library was by management, faculty, and students on a scale from one to ten. The average responses are shown and compared to **Working Together** (Creaser and Spezi, 2012) in Fig. 1.

Fig. 1: Librarians' perception of value



NB: 'management' was open to interpretation of campus management or university personnel

Of note is the variation in average score of value perceived by management. This could be associated with developing country librarians reporting few justification requests from their management. This might result in greater librarian perception of value, and in turn lesser motivation for collecting evidence of value/use. Drivers from the developed world are more apparent, to answer research quality assessment audits, institutional league tables, student recruitment, budget allocation support, for example, as well as user satisfaction (Creaser & Spezi, 2012).

6.2 Evidence and perception of value – faculty

Working Together (Creaser and Spezi, 2012) reported that many of their case study librarians were reluctant to comment on the value placed on their library by users, and suggested asking the users. **Library Value in the Developing World** therefore included a survey to faculty at the twelve institutions (297 responses received) as well as a series of open ended questions around their perception and use of their library's services (twenty responses received).

Faculty were asked what was the best thing about their library. The majority (fourteen out of twenty) reported that they placed the highest value on the academic resources their library provides:

'The best thing about my library is that I am able to access e-journals anywhere' (Maseno University)

'My library has a lot of online journals that it subscribes to which are beneficial to my research and teaching' (University of Zimbabwe)

'What I like most about my Library is that I can access all research materials and publications online' (Makerere University)

'The best thing about my University Library is the ease of location of resources with the OPAC system'
(Covenant University)

However, seven out of twenty reported they were not aware of all the services their library offered. We asked faculty what they would like to do to improve their library. Eleven out of twenty faculty members were critical about the physical aspects of their library indicating the importance they place on the library building, with fifteen percent of faculty visiting the library building every day (Fig. 2).

'The thing I would change about my library would be the seating arrangement and space. Indeed space is limited and thus there is observable overcrowding' (Maseno University)

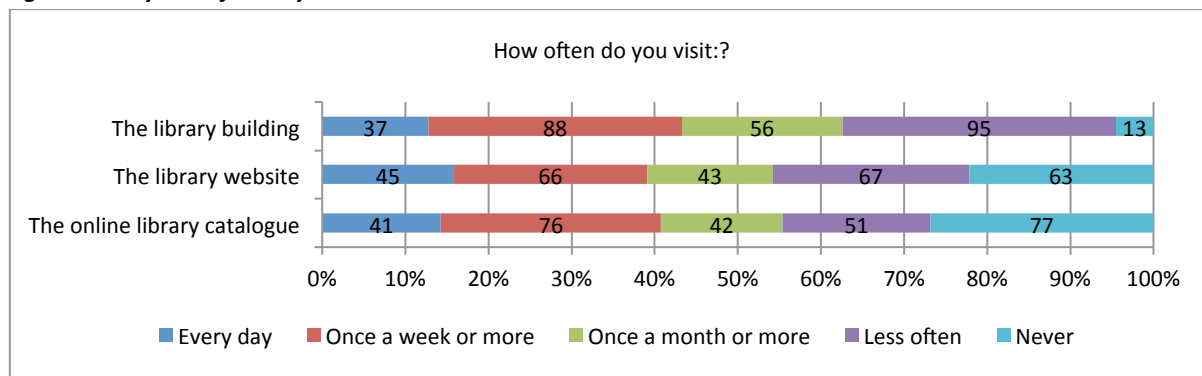
'(I would) make the library environment more conducive for reading. At time the library environment is not conducive to sit down and read ... faculty should have their reading room separate from the students'
(Covenant University)

'The library air conditioning system does not work, thus the atmosphere to sit and read is not there' (University of Cape Coast)

Working Together (Creaser and Spezi, 2012) reported that the role of the physical library in the developed world is changing and increasingly geared to meeting the needs of the students with cafes and social spaces provided alongside information resources. The University of Utah ran a survey that showed many faculty regard the library as a 'large undergraduate study hall'. With material available online and document delivery being made directly to offices, many faculty never visited the library building (Creaser and Spezi, 2012).

The faculty survey asked how often respondents used the library building, website, and online catalogue. The proportions of responses in each category are shown in Fig. 2:

Fig. 2: Faculty use of library



Ninety-six percent of faculty use the library building with just thirty-seven percent using less than once a month. Thirty-nine percent visit their library website at least once a week, yet twenty-two percent report never using. Twenty-seven percent of all respondents never use the online library catalogue. This could be associated with reported technology difficulties where library websites infrequently crash, resulting in lower reliability and faculty use.

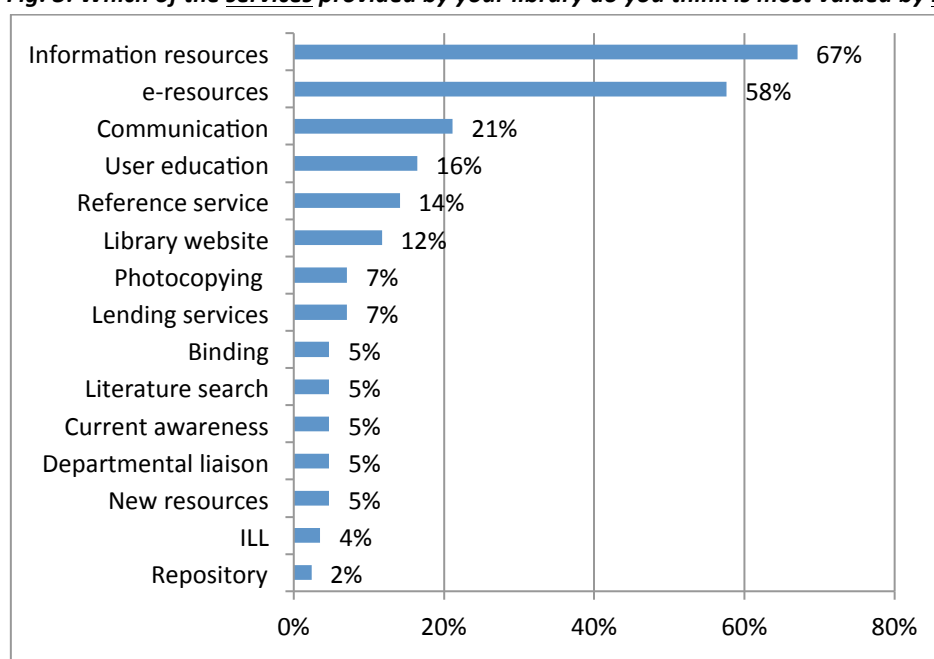
7.0 Evolving services – evidence and perception of services

7.1 Evidence and perception of services – librarians

Working Together (Creaser and Spezi, 2012) reported that developed world librarians see a process of reinvention in order to reinforce their support for faculty in their teaching and research roles. These include literacy instruction, integrated teaching and research services, and research partnerships. Several of the case study developing country libraries mirror these findings. For example, the University of Maseno help their faculty and IT staff to store and retrieve information; provide faculty with services where they least expect it e.g. content delivery to mobile devices; and help students in developing digital media literacy skills.

However the majority of surveyed developing country librarians indicated that they were not cohesive in offering services in addition to traditional roles of collection development and information skills. The librarians' survey distinguishes between the perception of services they offered to both faculty (Fig. 3) and the university management (Fig. 4).

Fig. 3: Which of the services provided by your library do you think is most valued by research staff?



NB: 85 free text responses, which could be coded into more than one category

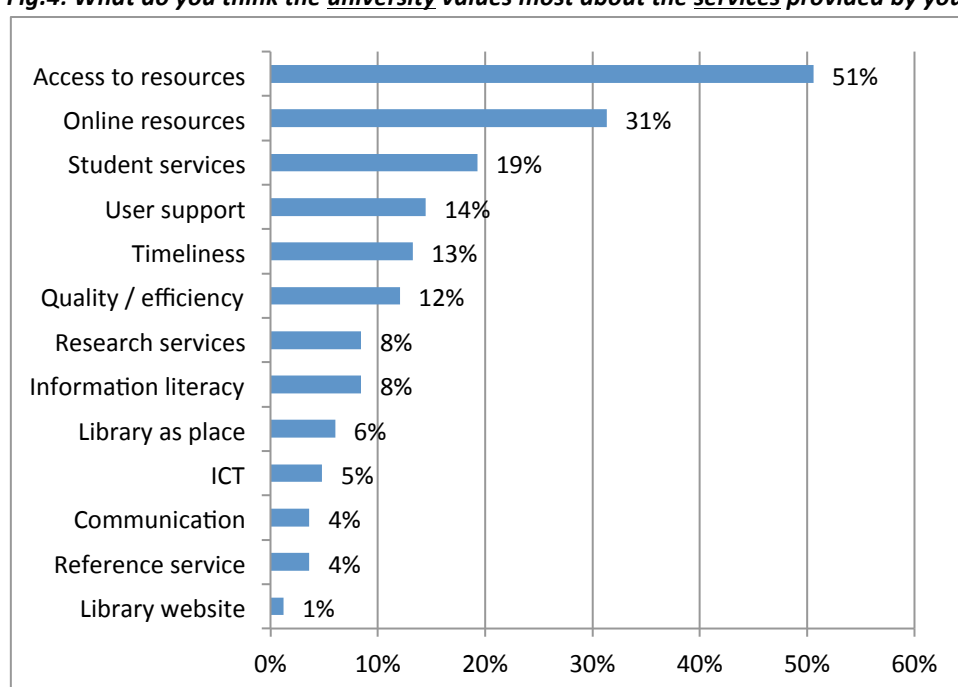
Although not directly comparable – as the **Working Together** (Creaser and Spezi, 2012) survey prompted to select from options relating to new and innovative services, whilst the developing world had a free text box - it is noticeable that the developing world respondents mentioned few of the services which were thought to be valued in the developed-world. Whether this is because there is less availability of such services in the developing world, or whether core services would have been more highly valued in the developed world had they been included, is not clear from the survey data.

Based on eighty-five respondents in total, the most frequent service mentioned was the library's information resources (by fifty-seven respondents), of which forty-nine (fifty-eight percent of all respondents) specifically noted e-resources, and six (seven percent of all respondents) referred to lending and circulation services. Four respondents (five percent of the total) mentioned promotion and trials of new e-resources, which was one of the top four services thought to be most valued by research staff in the developed-world.

The second most commonly mentioned area was issues to do with communication, mentioned by eighteen respondents (twenty-one percent of the total). Four of these specifically mentioned liaison work with departments. Four respondents mentioned current awareness services, and ten mentioned the library website, although it was not always clear whether this was as a means of access to resources, or as a means of communication.

Fourteen respondents (sixteen percent) referred to user training, with one specifically mentioning their one-to-one service. This had also been one of the top four services thought to be most valued by research faculty by librarians in **Working Together** (Creaser and Spezi, 2012). Twelve respondents noted reference and enquiry services; no other service was named by more than ten respondents. Of the other services thought to be most valued by research staff in the developed-world, help with literature searching was mentioned by four respondents in the developing world (five percent of the total), whilst none mentioned support from subject specialist librarians.

Fig.4: What do you think the university values most about the services provided by your library?



NB: 85 free text responses, which could be coded into more than one category

As above, the most common area mentioned was provision of information resources – forty-one librarians (fifty-one percent) mentioned this, with twenty-six of these (thirty-one percent of the total) specifically mentioning the electronic collection. Sixteen (nineteen percent) mentioned services for students or teaching, including three mentioning information literacy, and seven (eight percent) mentioned support for research, while twelve (fourteen percent) mentioned support for users in general terms. Eleven respondents (thirteen percent) mentioned currency of resources and timeliness of service delivery, while ten (twelve percent) mentioned the quality, effectiveness or efficiency of the service. Only one percent of respondents mentioned the library website as being of most value as a service to the university.

Case study highlight: example of good practice for collection evaluation and support

National Technical University, Ukraine

Faculty at NTU use the electronic resource collections for their research and teaching, and library staff ask faculty to make recommendations and evaluations. NTU library creates information documents recommending search strategies that are bookmarked to assess and track what is effective.

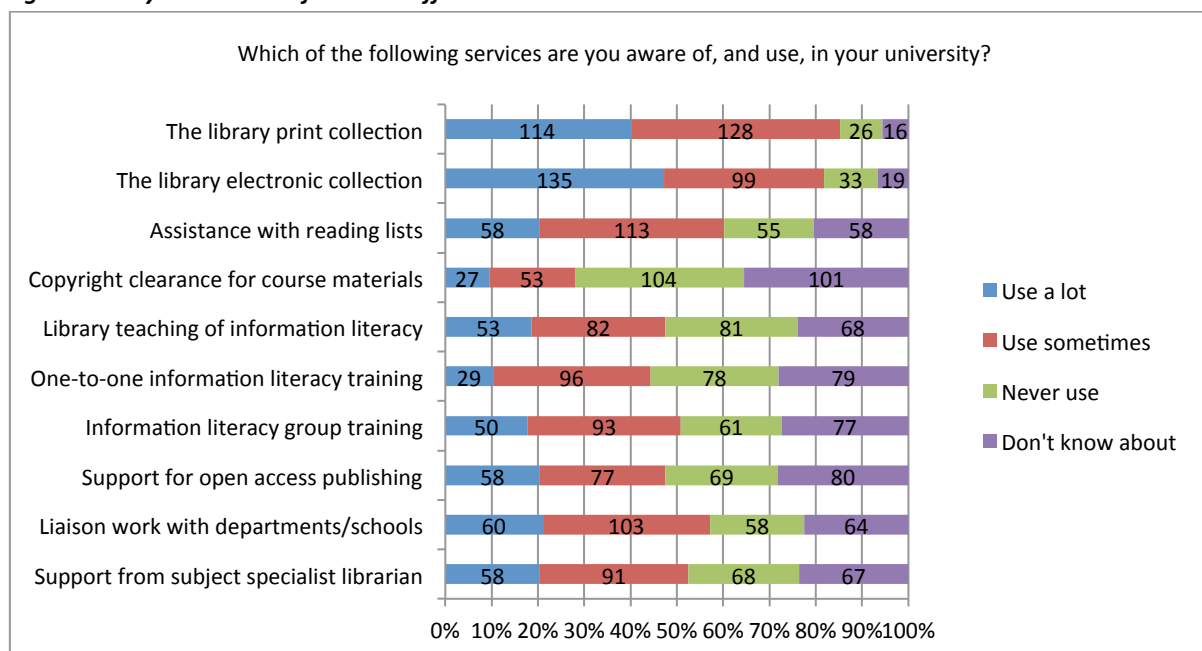
Students also need to know how to use e-resources and academic publications. NTU has a one week embedded course for first-year students (that is required for their study), and offer refreshment courses in succeeding years. NTU Library prepares recommended lists of references which are published on the intranet so accessible for all student and faculty communities.

NTU library evaluates their collection by looking at statistical data for use of resources, using cost per download to measure economic effectiveness. Faculty are surveyed twice a year, with students occasionally invited to focus groups. NTU library tries to understand why there might be low use of certain resources e.g. information support, difficulty of interfaces.

7.2 Evidence and perception of services – faculty

Case study interviews highlight there is concern from developing world librarians that faculty do not understand or appreciate all that the library can offer. Eighty-five percent of faculty surveyed are aware of and use the library print collection, with eighty-two percent aware of and using the electronic collection. However, fifty-one percent of faculty surveyed did not know about or use any services beyond either the print or electronic collections.

Fig. 5: Faculty awareness of services offered



7.3 Integrated teaching services – information literacy

If universities are to improve the use of e-resources amongst their teaching faculty, it will depend on the skills, expertise and creativity of their librarians. The success of this depends on the understanding, value and perception of what teaching support - specifically information literacy - can be offered. Embedded information

literacy instruction is far from being the norm in higher education institutions globally, and is often perceived as confined to certain disciplines, such as health and medical sciences (Mounce, 2010).

Hardesty (1991) advocated that the best way to provide information literacy instruction to students was for librarians to work together with faculty. However, it is recognized that partnership building with faculty may present some difficulties as a result of different perceptions and understanding of the role of librarians. Although there is evidence that faculty value information literacy skills (Saunders, 2012), faculty tend to have a fragmented approach to information literacy instruction, calling upon the librarian for ad hoc sessions (Saunders, 2012).

Faculty are reportedly hard to reach, requiring a time consuming one-to-one approach for e-resource training. The librarian interviews highlighted that three out of twelve developing country libraries offer some basic ad-hoc information literacy training for undergraduates. This involves how to use and retrieve materials from the University OPAC (Online Public Access Catalogue). The librarians liaise with the faculties and departments to acquire materials relating to the programmes that the University is offering. These libraries offer orientation services, references service, electronic support service, inter-library lending, bibliographic search assistance and document delivery services. Some degree of training is available with varying degrees of success. Faculty are reported to insist frequently on one-to-one training by librarians making the face-to-face approach particularly time-consuming. Therefore, there is a clear need to approach training and information dissemination in different ways.

Sixty-five percent of faculty surveyed said they did not work with library staff to provide information literacy instruction. Summarizing information literacy options in the faculty survey above (Fig. 5), forty respondents, thirty-four percent of the total, responded 'Don't know about' to all three services (library offers, one-to-one training, group training). **Working Together** (Creaser and Spezi, 2012) found that library teaching embedded in departmental courses was felt to be the most highly valued service offered by the library for teaching faculty. Some US institutions have taken embedded information further to include co-teaching where the librarians are fully involved in the design and teaching of the course (Creaser and Spezi, 2012).

7.4 Integrated research services

Access to high quality content remains crucial to research, and its value is recognized by researchers, senior managers, and librarians alike. Yet there is recent evidence to suggest that libraries and librarians are not recognized as information resource support and providers in the research context, as they strive to make access to those resources as seamless as possible for individual researchers (RIN & RLUK, 2011). Libraries could play a greater role if researchers knew that this support was available.

Findings for the developing country case studies indicate emphasis on the provision of their collection as their primary research service (as shown above with teaching services). The librarians report working with research faculty by training them in how to access electronic resources and to talk to them about reference management.

When asked how they perceive research faculty value their services, only twelve librarians noted reference and enquiry services and help with literature searching was only mentioned by four respondents in the developing world (five percent of the total), whilst none mentioned support from subject specialist librarians. Research support activities that are more prominently available in the developed world include open access publishing, self-archiving (institutional repositories), bibliometrics, and literature searching.

Case study highlight: example of good practice of research service

UNAH, Honduras

UNAH, Honduras has an information literacy programme directed to researchers, academic teachers and both undergraduate and postgraduate students. This programme includes a basic workshop on using the Internet; tools and strategies for searching and retrieval of online information; specialist databases; retrieving information from specialist databases; use of bibliographic managers as a tool to support the writing of academic documents; and using and managing online databases. They also help undergraduate students improve their writing skills – both citations and bibliographic information that meet writing style standards.

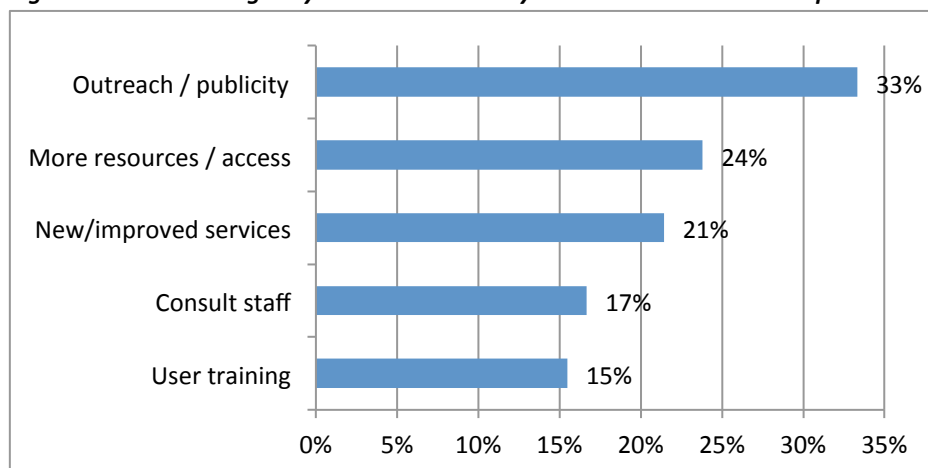
Since 2010, Honduras has been helping researchers create their citations for article submission in international journals. They run an editorial processes course which includes how to evaluate articles, how to meet international standards for key words, abstracts in Spanish and English, and publishers' article submission instructions. Honduras library also works with undergraduate students who are required to do a six-month research project for their degree. They have one person assigned to work with these students, helping them find relevant information as well as final report writing.

The library at Honduras support research fellows mainly from the microbiology school but also engineering and other programmes. For a recent research project the library helped with information retrieval. They support Masters Degree programmes, for example with the economic faculty, and are also supporting a Canadian research fellow working on AIDS and malaria.

8.0 Raising the visibility of the library and library services

In developing country universities there is a clear need for better promotion of resources, awareness raising and skills development (Harle, 2010). **Working Together** (Creaser and Spezi, 2012) reported general marketing of the library raises its profile amongst teaching and research faculty. Raising the visibility and awareness of what the library can do to support faculty is a key component of demonstrating value. When asked to rate the services they provide to their faculty the developing world librarians rated communication as the second most commonly important service. Fig. 6 supports this with a third of librarians feeling that marketing, publicity and outreach could improve their perceived value. To make use of (and in turn value) the library's e-resource collection, faculty and students need to be aware that they exist and appreciate their scholarly value.

Fig. 6: What one thing do you think the library could do to increase the perceived value for academic staff?



8.1 Communication

Fig. 6 indicates that developing world librarians feel they should do more marketing and publicity to improve the perception of the library to faculty, yet this is sometimes met by resistance according to interview discussions. A lack of engagement is experienced which deflects motivation to be innovative or proactive in pushing new communication methods forward.

One of the aims of this research was to provide the academic library community in developing world territories with a better understanding of the connections between academic libraries and academic departments, and to identify practical ways to enhance their working relationship. The faculty survey showed there was an established link in the relationship with fifty-nine percent of respondents knowing the named individuals to contact within their library. The surveys measured how both faculty and library staff rate how effective a variety of communication methods are in different situations.

Fig. 7: Librarian perception of communication

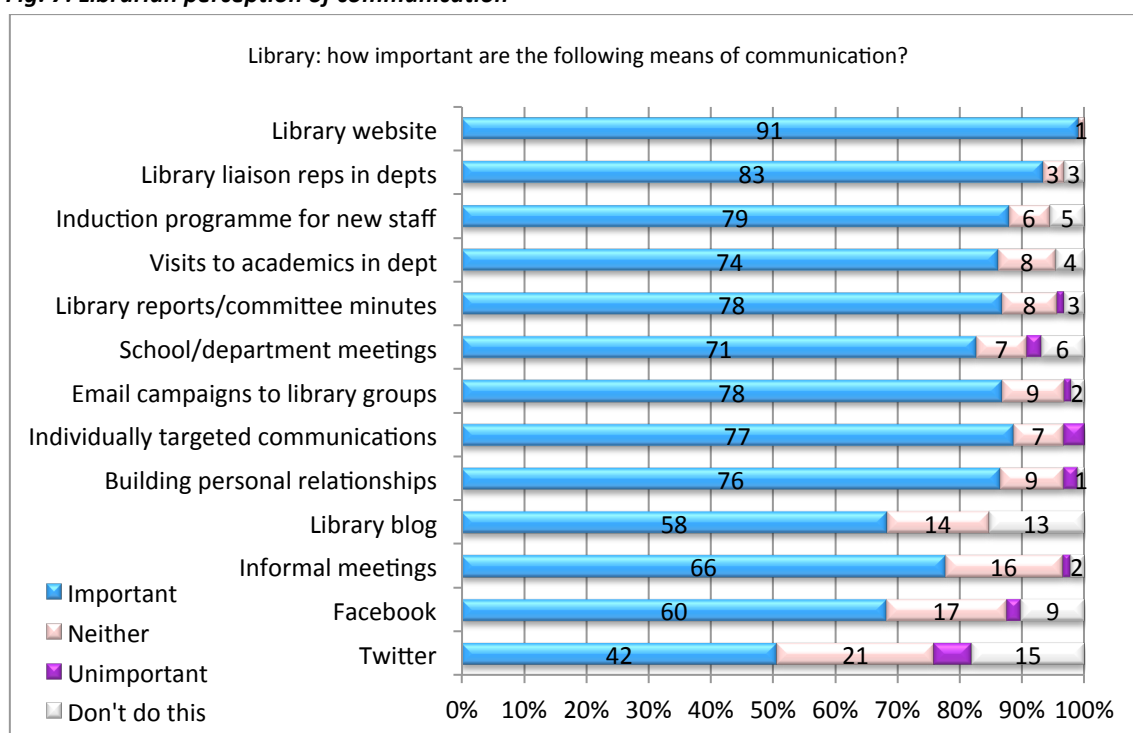
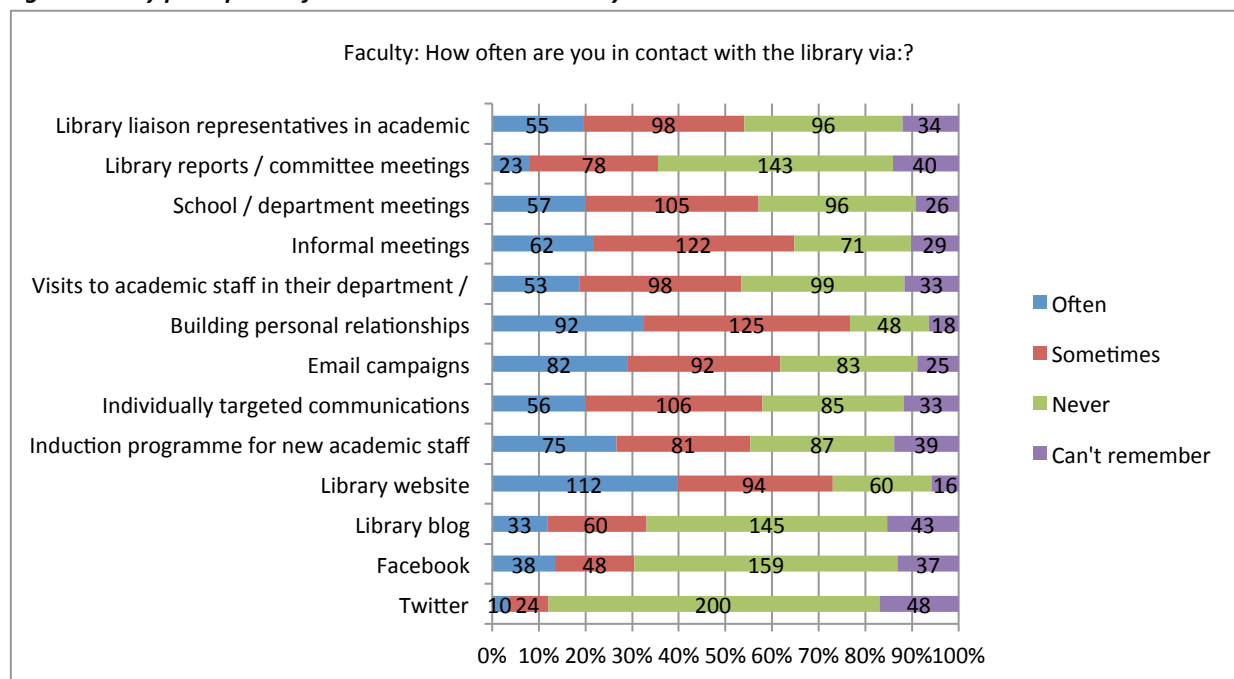


Fig. 8: Faculty perception of communication with library



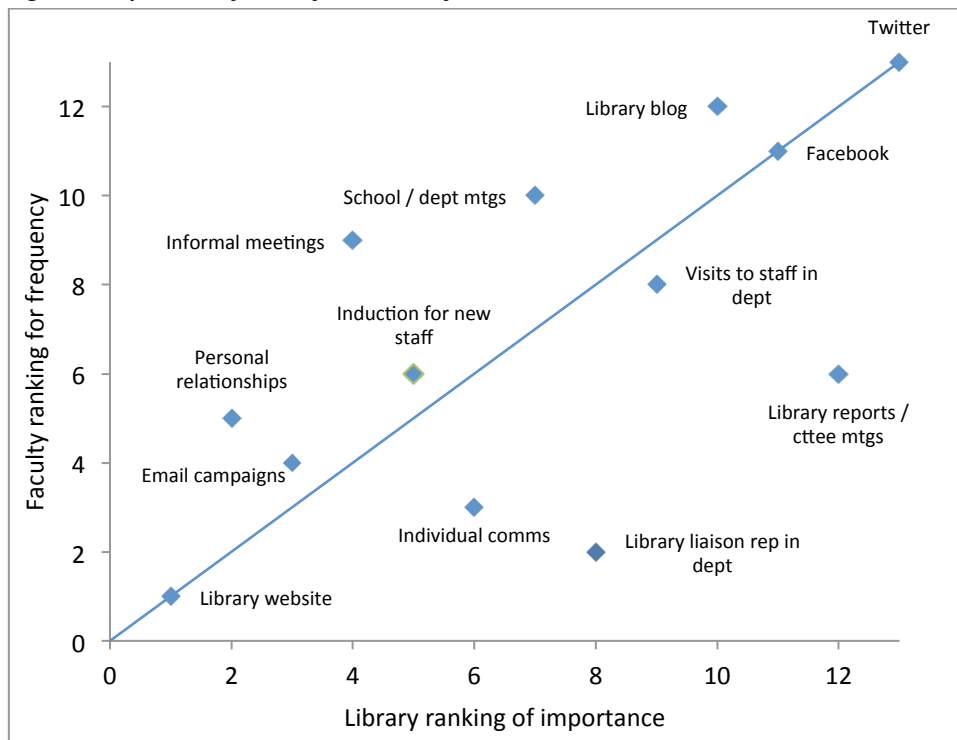
The librarian survey showed the importance placed on more traditional channels such as the library website, targeted communication, and library liaison representatives in departments (Fig. 7). Less importance and activity was placed on developments in social media such as a library blog, Facebook and Twitter. Faculty also place importance on the library website, library liaison, and targeted communication (fifth) with many faculty reporting no communication received by social media channels (Fig. 8).

Fig. 9 compares faculty responses on frequency of contact with the library with librarian responses on the importance of various means of communication. The librarian question was scored as 'important' = two; 'neither important nor unimportant' = one; unimportant' and 'the library doesn't do this' = zero. 'Don't know' was omitted from the analyses. The average score across all respondents was calculated for each line. These were then ranked, with one being the highest average score (i.e. the most important) and thirteen the lowest. The faculty question was scored as 'often' = two; 'sometimes' = one, 'never' and 'can't remember' = zero; and the average score across all respondents calculated for each line. These were then ranked, with one being the highest average score (i.e. the most frequent contact) and thirteen the lowest.

The correlation between the two sets of ranks was calculated at 0.64. This indicates only a moderate level of agreement between them, suggesting some degree of disconnect between what the library perceives as important and what faculty remember. There was some agreement, for example the library website was seen as most important by librarians and was the most frequent means of contact reported by faculty. This contradicts the findings of the developing country faculty survey which reports that twenty-two percent of faculty never use their library website and twenty-seven percent never use the online library catalogue. A recent study evaluated two hundred university and college library websites from ten sub-Saharan countries with a view to evaluating not only e-access but other functionality and wider services provided (Burnett, 2012). Findings showed that library websites need to fulfil the role of 'virtual gateway' to the library and its services but the library websites in the countries surveyed are lagging behind in their exploitation of the full potential of the library portal or gateway (Burnett, 2012). The instability of library websites may result in less dependable use.

Twitter was least important to librarians, and least frequently reported as a means of contact by faculty. It is worth noting however that some developing country institutions may have limited social media activities in order to protect the university's bandwidth.

Fig. 9: Comparison of ranks for means of communication



Those points above and to the left of the line are means of communication which were ranked more highly by the library for their importance than they were by the faculty for frequency of contact. For example 'informal meetings' were the fourth most important means of communication to librarians, but came ninth in the list of most frequent forms of contact according to faculty.

Those points below and to the right of the line are means of communication which were ranked more highly by the faculty for frequency of contact than they were by the library for their importance. For example, a library liaison representative in the department was eight most important as a means of communication for librarians, but the second most frequent means of contact to faculty.

8.2 Current marketing and promotion of library resources and services

The librarian interviews asked how each library is promoting its resources and services to faculty with reported use of various marketing channels with varying degrees of effectiveness. This can include sending emails to announce new resources; library newsletters sent to faculty on a regular basis; library Facebook pages; brochures and posters or notice board announcements highlighting resources to faculty; and promotional events/open days/workshops/seminars run by the library.

Individual librarians came forward with innovative suggestions of how they could promote further such as outreach programmes, advertising on the campus radio station, etc. However, the majority of librarians felt that to market their library more effectively they needed more human, material and financial resources and greater motivation and pro-activity on the part of the individual librarians themselves.

This conflicts with the experience of seven out of twenty faculty who reported low awareness of their library's marketing efforts. Just because a marketing campaign is undertaken does not necessarily mean the users have absorbed the information and are now expert searchers and users (Gibendi, 2012).

'On improved communication, there is need for a direct email or electronic communication between the library and the department. This will hasten the communication processes' (faculty: Maseno University)

'Use of email instead of paper memos which one reads and forgets about' (faculty: University of Zimbabwe)

'The library could get email addresses of users as well as their areas of specialization so that information on new arrivals that are relevant to each person's area of interest can be mailed to them' (faculty: Covenant University)

'We have the internet services, but the linkage connecting flow of information between me and the library is lacking. The library does not even know that I have a University email address' (faculty: University of Cape Coast)

Case study: example of good practice of marketing and promotion

UNAH, Honduras

UNAH reports innovative and proactive approaches to promoting their resources and services. They have embarked on a project called the mobile library where the library goes to faculties to set up exhibitions of bibliographic material, with issues that capture the interest of students. They give directions about the use of the virtual library and resources, and explain how the students can get access to the services that the library offers. This has worked well because the library brings materials that students, teachers and researchers need in their faculties; they do not need to go to library building in order to get the information.

UNAH library promotes reading through different activities. In 2013 there is a campaign named 'The pleasure of Reading' where the library has invited national authors to speak about their experiences as a reader and how the library has contributed in their writing role.

Since 2011, UNAH Library has run a congress called "e-Library Congress" aimed for librarians, but there are also some speeches directed to end users (publishers, researchers, academics, and students) in order to promote new services that library is implementing.

Honduras believes that visits to the faculties are a great way to let researchers and academics know about the library's services and resources. They feel that the distribution of promotional material (especially brochures) works less well, with just a few percent of faculty and students reading and absorbing the content.

8.3 Building relationships

Many of the challenges to perceived value rest on the strength of the relationships which exist between libraries and other stakeholders within the university. Close and supportive links need to be forged between the library and academic units (Harle, 2010). Faculty outreach relies on good personal relationships between faculty and librarians. When we asked librarians (Fig. 6) what one thing they thought the library could do to

increase the perceived value for faculty, seventeen percent of respondents (fourteen out of eighty-five) felt that they should consult more with faculty about their needs.

Three of the twelve case study libraries have library representation on academic faculty boards as well as a library committee with department representatives. One librarian suggested that they would like to become more aggressive in targeting faculty by visiting and engaging them by offering to conduct awareness campaigns to students, for example. However, that librarian reported there is a lack of resources to provide this.

The librarian interviews highlighted a struggle to create strong relationships with faculty – two specifically experienced a negative attitude towards the library as a whole. This lack of faculty engagement appears to prevent perseverance and incentive to try and improve the relationship. The librarians report that they would like to encourage more feedback on services, resources and library issues but endeavours to do so are met with resistance.

'(Faculty) just don't take it upon themselves to communicate what they want from the library. We try to engage them, but they are not forthcoming (University of Zimbabwe)

'When you talk to (faculty) in a meeting they really don't know what is available for them and yet it is there on the website. We are trying to create awareness and keep trying to follow up on things requested but there is little feedback' (Maseno University)

'The (relationship) could be better if we are more proactive. The general perception is that most lecturers do take active interest in the library. Some efforts have been made by the librarian to appoint librarians to represent the library at the various faculties; however they are yet to be recognized'

'Sensitization workshops have not been so successful because as soon as some academic staff complete the workshop they forget about the library at decision times when it is critical' (Makerere University)

However, the faculty survey shows that seventy-five percent of faculty are in contact with their library via personal relationships: sixty-six percent report individual meetings and over fifty percent report either visits to faculty in their department or in school/department meetings (Fig. 8).

Faculty offered suggestions on ways to build this relationship further:

'There should be direct link between the department and the library. The library should have staff dedicated to the need of each department and this should be well communicated to the department' (Obafemi Awolowo University)

'I would suggest that visiting different units to meet staff and students at a lower level at least once in a semester or academic year would add value and encourage mandatory Library users, access and utilize all the alternative services and information sources particularly for those preferring online services as against physical visits' (Makerere University)

'Create a triangular link that will service the library, department and me for current awareness purposes and any other related matters' (University of Cape Coast)

'The library should ensure that it gets constant feedback from users via a suggestion box and other methods of gaining information from stakeholders' (University of Zimbabwe)

Relationships also need to be built at senior levels. University managers are only likely to offer adequate support to the library if they properly understand its value, needs and the services it seeks to deliver (Harle, 2010).

9.0 Conclusions and further considerations

The focus of **Library Value in the Developing World** was to explore:

- Evidence and perception of library value
- Evidence and perception of library services
- Communication and visibility of the library and library services

The majority of developing world libraries measure the value they provide to their teaching and research faculty via their resource collection. There are no unified drivers for reporting this evidence and few librarians interviewed reported justification requests from senior management. Librarians and faculty in developing world institutions continue to experience issues with internet connectivity and low bandwidth, and this contributes to the perception and reliability that faculty place on their library. Developing world libraries don't offer a consistent approach in offering services beyond their resource collection, and half of all faculty surveyed are not aware of any additional services provided. The research outcomes highlight areas of disconnect between the libraries and their faculty, most notably between what librarians see as important means of communication, and communication that the faculty report as being effective. Librarians recognize the need for more investment in the marketing of the library as a whole, but report their ability is limited due to constraints on human, material and financial resources.

These findings highlight areas that may be of interest for the following groups to consider.

9.1 For individual developing countries librarians

General marketing of the library raises its profile amongst teaching and research faculty, and raises the visibility and awareness of what the library can do to support faculty. This is a key component of demonstrating value. Identifying strategies to actively market the library to all its stakeholders could help garner their support. This would result in improved networking and communication between the library and those who use the library's resources and services.

Librarians could consider how to develop and expand their skills and techniques to collect, record, interpret and report resource usage data. This may have an effect on usage of e-resources, and aid the measurement and demonstration of the value of the library's collection and services. These developed skills in managing e-resources might additionally be used to train others as faculty report preference for peer-training rather than library staff. To raise the visibility of the library to senior managers, librarians could address the promotion of advocacy of the library through encouraging strong relationships with senior managers, participation in joint research projects and getting a voice for the library 'at the top table'. This would help ensure the library's concerns and needs are echoed within university strategy documents.

9.2 For developing country universities

Libraries are a physical manifestation of the values of universities and scholarship. Further investment in libraries and in the professional development of librarians could be considered to ensure the university makes the greatest use of the potential offered by information and technology. Raising the status and recognition of librarians and the value they add to the work of faculty could be beneficial for the university as a whole.

9.3 For publishers

Publishers can contribute to developing world libraries beyond making their resources available freely or at greatly discounted rates. Understanding the ongoing needs and specifics of developing country libraries and their work is of value. The marketing case study (to be published 2014) will provide notable results for publishers to consider in providing support for developing world libraries.

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Appendices

Appendix 1: SAGE product platforms

The 12 participant universities received access to SAGE product platforms as part of their participant agreement. These platforms are:

SAGE Journals – electronic access to over 645 peer-reviewed, full-text journals, with content dating back to 1999

SAGE Knowledge – electronic access to more than 2,500 titles, including an expansive range of SAGE eBook and eReference content, including scholarly monographs, reference works, handbooks, series, professional development titles, and more

SAGE Research Methods – a research methods tool created to help researchers, faculty and students with their research projects. SAGE Research Methods links over 100,000 pages of SAGE’s renowned book, journal and reference content with truly advanced search and discovery tools

Appendix 2: Major support and access programmes

Major support and access programmes include (but are not limited to):

Access to Global Research in Africa (AGORA) www.aginternetwork.org

The AGORA program, set up by the Food and Agriculture Organization of the UN (FAO) together with major publishers, enables developing countries to gain access to an outstanding digital library collection in the fields of food, agriculture, environmental science and related social sciences.

Access to Research for Development and Innovation (ARDI) <http://www.wipo.int/ardi>

The ARDI program is coordinated by the World Intellectual Property Organization together with its partners in the publishing industry with the aim to increase the availability of scientific and technical information in developing countries.

Bookaid International www.bookaid.org

Bookaid’s principal focus is on supporting reading at lower educational levels, but it also provides support to a number of university libraries, in the form of regular book donations.

Electronic Information for Libraries (EIFL) www.eifl.net

Established in 1999, eIFL works to increase access to electronic information in transition and developing countries. Its principal areas of activity include licensing negotiations, consortium building and development, open access, intellectual property, advocacy on balanced copyright laws and access to knowledge, and free and open source software.

International Network for the Availability of Scientific Publications (INASP) www.inasp.info

Established in 1992, INASP is a development charity with the goal of contributing to sustainable social and economic development by strengthening research and knowledge systems. It helps address some of the challenges developing countries face around the availability of international online books and journals, the writing and publication of locally-produced work and the communication and uptake of research to inform policy and practice.

HINARI Access to Research in Health Programme www.who.int/hinari

The HINARI Programme, set up by the World Health Organization (WHO) together with major publishers, to enable developing countries to gain access to one of the world's largest collections of biomedical and health literature. Up to 11,400 journals (in 30 different languages), up to 18,500 e-books, up to 70 other information resources are now available to health institutions in more than 100 countries, areas and territories benefiting many thousands of health workers and researchers, and in turn, contributing to improve world health.

Information Training and Outreach Centre for Africa (ITOCA) www.itoca.org

ITOCA is a training hub and user support centre in Africa which supports the HINARI, AGORA, OARE and TEEAL access initiatives. Training is provided to librarians, researchers and students through workshops. ITOCA also supports the development of ICT programmes offering technical assistance.

Online Access to Research in the Environment (OARE) www.oaresciences.org

OARE, an international public-private consortium coordinated by the United Nations Environment Programme (UNEP), Yale University, and leading science and technology publishers, enables developing countries to gain access to one of the world's largest collections of environmental science research.

Publishers for Development (Pfd) www.pubs-for-dev.info

A joint initiative of the Association of Commonwealth Universities (ACU) (www.acu.ac.uk) and INASP, Pfd was launched in 2008 and is a forum for information and discussion aimed at exploring some of the challenges experienced by developing country libraries, researchers and publishers.

Research4Life <http://www.research4life.org>

Research4Life is the collective name for AGORA/HINARI/OARE/ARDI, a public partnership of the WHO, FAO, UNEP (United Nations Environment Programme), WIPO (World Intellectual Property Organization), Cornell and Yale universities and the International Association of Scientific, Technical and Medical Publishers.

The Essential Electronic Agricultural Library (TEEAL) <http://teeal.org/>

TEEAL is a digital collection of research journals for agriculture and related sciences. Researchers, students, faculty and librarians can discover and access thousands of full-text PDF articles without the use of the internet. TEEAL is available to institutions in income-eligible countries.

www.sagepub.co.uk/librarians/dw