

**An Examination of the Impact of the Current
Economic Recession on Academic Library Budgets in
the Republic of Ireland and the Measures introduced
to implement Budgetary Cuts.**

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September 2012

TABLE OF CONTENTS

TABLES AND FIGURES	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
CHAPTER 1: INTRODUCTION.....	1
1.1 Background.....	1
1.2 Research Aim and Objectives.....	1
1.3 Approach.....	2
1.4 Scope and Contribution of the Research	2
1.5 Organisation of Dissertation	3
CHAPTER 2: LITERATURE REVIEW	4
2.1 Introduction.....	4
2.2 The Economic Recession.....	4
2.3 The Higher Education Sector.....	5
2.4 Academic Library Budgets	6
2.5 Budget Cuts in Academic Libraries	7
2.5.1 Staff.....	8
2.5.2 Information Resources	11
2.6 Library Consortia	13
2.7 Funding.....	15
2.8 Infrastructure.....	16
2.9 Staff Changes	17
CHAPTER 3: RESEARCH PROCESS.....	20
3.1 Introduction.....	20
3.2 Selecting a Topic.....	20
3.3 Focusing the Topic	21

3.4 Defining the Population.....	22
CHAPTER 4: RESEARCH METHODOLOGY.....	23
4.1 Introduction.....	23
4.2 Research Philosophy	24
4.3 Research Approach	24
4.4 Research Hypotheses.....	25
4.5 Research Strategy.....	26
4.5.1 Quantitative Method	26
4.5.2 Survey	27
4.5.3 Secondary Data.....	27
4.6 Mono Method.....	28
4.7 Time Horizon	28
4.8 Primary Data Collection	29
4.8.1 Survey Design.....	29
4.8.2 Instrumentation.....	29
4.8.3 Distribution.....	30
4.8.4 Pilot Test	30
4.8.5 Census	30
4.9 Distribution and Response.....	32
4.10 Data Analysis	32
CHAPTER 5: DATA FINDINGS	34
5.1 Introduction.....	34
5.2 Questionnaire Distribution and Response Rate	34
5.3 Primary Data	35
5.3.1 Academic Library Budgets.....	35
5.3.2 Changes in Library Expenditure.....	41
5.3.3 Staffing.....	42

5.3.4 Services and Infrastructure Cuts.....	46
5.3.5 Information Resources	48
5.3.6 Strategies in Managing the Budget.....	51
5.3.7 Funding	52
5.3.8 Practical Approaches in dealing with Budget Challenges	53
5.3.9 Best Practice Recommendations.....	54
5.3.9.1 Co-operation/ Outsourcing.....	54
5.3.9.2 Workflow	54
5.3.9.3 Technology	54
5.3.9.4 Communication	55
CHAPTER 6: DATA ANALYSIS.....	56
6.1 Introduction.....	56
6.2 Academic Library Budgets	56
6.2.1 Budgetary Challenges	56
6.2.2 Budget Cuts	57
6.3 Library Expenditure	58
6.3.1 Introduction to Overall Expenditure	58
6.3.2 Staffing.....	59
6.3.3 Information Resources	60
6.3.4 Services	60
6.3.5 Infrastructure	61
6.4 Mechanisms in Implementing Cuts.....	61
6.4.1 Staffing.....	61
6.4.2 Information Resources	62
6.5 Practices to Deal with Cuts.....	62
6.5.1 Library Consortia and Sourcing Additional Funding	62
6.5.2 Doing Things Differently	64

6.5.3 Communication	65
6.6 Conclusion	65
CHAPTER 7: SELF-REFLECTION ON LEARNING.....	67
7.1 Introduction.....	67
7.2 The Value of Reflective Learning.....	67
7.3 My Personal Learning Style	68
7.4 The Dissertation as a Learning Experience	68
7.4.1 Formulating a Research Question.....	69
7.4.2 Placing the Research Question in Context	69
7.4.3 Carrying out the Primary Research.....	70
7.4.4 Synthesising and Analysing the Findings	71
7.5 Conclusion	72
CHAPTER 8: BIBLIOGRAPHY	73
CHAPTER 9: APPENDICES	81
Appendix A Survey Letter and Questionnaire.....	81

TABLES AND FIGURES

Tables

4.1 Research Population.....	31
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Figures

4.1: The Research Onion.....	23
5.1: 2011 Academic Library Budgets.....	35
5.2: 2012 Academic Library Budgets.....	36
5.3: 2013 Academic Library Budgets.....	37
5.4: Budget Increases.....	38
5.5: Budget Cuts.....	39
5.6: Cuts to Specific Areas of the Budget.....	40
5.7: Changing Patterns of Library Expenditure	41
5.8: Changes in Staffing.....	42
5.9: Mechanisms in Implementing Staff Cuts.....	43
5.10: Strategies in Dealing with Staff Cuts.....	45
5.11: Services and Infrastructure Cuts.....	46
5.12: Management of Services and infrastructure Cuts.....	47
5.13: Current Information Resources Expenditure.....	48
5.14: Information Resources Cuts.....	49
5.15: Pressure on Information Resources in Managing Cuts.....	50
5.16: Managing the Budget.....	51
5.17: Additional Funding	52
5.18: Offsetting Budget Cuts.....	53
7.1: The Learning Cycle	67

ACKNOWLEDGEMENTS

I would like to take this opportunity to thank all the academic librarians who participated in the survey.

I would like to express my appreciation to my research supervisor Dr. Clare Thornley, whose support and guidance over the dissertation process was extremely helpful.

I would like to thank my close friends for their valuable insight and opinions, which have been hugely beneficial to me. On a special note, I would like to express my gratitude to my parents for the continuous encouragement and assistance they gave me.

ABSTRACT

In recent years the deterioration of the economic climate has adversely affected the Higher Level Education sector in Ireland. This has led to the inevitable erosion of the financial resources of academic libraries.

This research paper reports on an investigation into the impact of the current economic downturn on the budgets of academic libraries in the Republic of Ireland and what measures are being implemented to make these cuts, particularly in relation to the areas of staffing, information resources, services and infrastructure. A predominately quantitative survey was undertaken to obtain the primary data from Irish academic libraries, further supported by internal library documentation.

The research found that academic library budgets have been affected by the economic decline. Within all four areas of library expenditure patterns of spending have changed. The areas which have received the most significant cuts are Staffing and Information Resources, with Services and Infrastructure being the most protected. Non-replacement of staff and a freeze on recruitment are the main mechanisms employed to achieve cuts in staffing. In regards to information resources, as database and journals absorb the majority of the expenditure in this area, they are targeted in budget cuts.

This research provides an insight into emerging patterns and trends in the current financial environment of academic libraries in Ireland and how they are contending with the economic downturn. It is hoped that this research will be of benefit to academic librarians to provide an Irish perspective on academic library budgetary challenges.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

The current global economic recession has hit libraries across all sectors. The Irish academic library sector is no exception. A combination of adverse interest rates, considerable cost increases and cuts in funding levels to higher education institutes, means academic libraries are managing reduced budgets at a time when costs are increasing. While library budgets are decreasing in tough economic times, services are increasing due to the rise in enrolment numbers in third level education as people seek retraining through education. Academic libraries face greater external uncertainty within a complex and constantly shifting environment, at a time when successful operation will become even more challenging. As a result strategic decisions are being made in order to provide a high level of service at a time when uncertainty continues.

1.2 RESEARCH AIM AND OBJECTIVES

As a postgraduate Information and Library Management student setting out into the work environment, the current state of academic libraries in regards to hiring and future prospects this research topic was of huge interest to me. This research project aims to examine the impact of the current economic recession on Irish academic library budgets and what measures have been introduced to implement budgetary cuts. The objectives of the study are:

To discover the impact the economic recession has had on Irish academic library budgets and the extent to which budget cuts have occurred.

To examine how patterns of library expenditure have been affected in the following areas: Resources, Staffing, Services and Infrastructure.

To discover what mechanisms are being employed to implement cuts in Irish academic libraries.

To explore what methods academic librarians see as important in offsetting budget cuts.

1.3 APPROACH

This research project was executed by reviewing the relevant literature with the vision of firstly analysing the background of the economic recession in Ireland and its impact on academic libraries budgets. The literature will then identify changes in resources, staffing, services and infrastructure expenses and highlight the methods utilised in achieving cuts to these four areas of library expenditure. The literature will then be examined to ascertain what trends are emerging within academic libraries to manage these challenges. Consequently a thorough review of the literature will have been undertaken and presented in relation to the research objectives of the dissertation.

A primary mode of data collection will be conducted in the form of survey research. The information gathered will provide data on the changes that are occurring in academic libraries as a result of the current economic recession. Secondary data research will also take place by analysing library documentation to support and put into context the primary findings.

The analysed results will then be compared to the literature and discussed in relation to the outlined research objectives. The research concludes with some recommendations for academic librarians in Ireland trying to survive the current economic downturn.

1.4 SCOPE AND CONTRIBUTION OF THE RESEARCH

This research study helps to provide a snapshot in the present day of the altering Irish academic library environment as a consequence of the economic downturn. It identifies the budget areas most affected and the measures undertaken by academic libraries to execute these cuts. It also highlights recommendations made by Irish

academic librarians to guide other academic librarians in optimising their library budget. It will help to increase the understanding of complex budgetary decisions within academic libraries. It is hoped that the research will be of benefit to academic librarians in their future financial planning.

1.5 ORGANISATION OF THE DISSERTATION

Chapter one introduces the research, the background to the research problem is laid out and the research objectives are discussed. This chapter also presents the approach taken to accomplish these objectives, the scope of the research and the major contributions of the study. Chapter two reviews the literature in the field. It begins with the use of theory in a literature review before examining the background of the economic recession and its effect on academic libraries. This is followed by an analysis of the changing patterns of library expenditure with a focus on how academic libraries are achieving cuts. It is concluded with the tactics academic libraries have assumed during the recession to cope with budgetary challenges. Chapter three discusses the research process, how the topic was decided upon and then refined to attain the specific research question and objectives. Chapter four contains the research design. This chapter reflects on the underlying assumptions that underpin the study and outlines the use of survey strategy, the advantages and disadvantages of this choice and what was undertaken to offset non-responses. Chapter five presents the quantitative results of the questionnaire. Comments offered by respondents are included in the findings chapter and are organised in relation to the question to which they relate. Chapter six contains the data analysis. The results of the questionnaire are discussed here in connection with the research objectives and comparisons are drawn from the literature review. Chapter seven contains a self-reflective learning account which highlights my personal reflection on the learning experience in writing this dissertation. Chapter eight contains the bibliography and chapter nine incorporates the appendix.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the literature available on the effect the economic downturn has had on academic libraries. The particular focus of the literature review is on the impact of the current economic recession on Irish academic library budgets, the mechanisms that have been introduced to implement budgetary cuts and the practices that are important in offsetting budget cuts. Much of the literature comes from other countries as what is available in an Irish context is limited.

According to Creswell (2009, p. 25) the literature review accomplishes a number of aims. Firstly it will summarize the results of the studies that are closely related to the one undertaken. Secondly the literature will set up a framework to establish the importance of the study as well as providing a benchmark for comparing the results with other studies in the same field. It will also relate this study to the larger ongoing dialogue in the literature, filling in the gaps and expanding on previous research. As the research conducted is quantitative, the review of the literature will provide direction for the research hypotheses. In the Data Analysis Chapter, the literature review will be revisited and a comparison made between the results found in this study and the existing findings in the literature.

2.2 THE ECONOMIC RECESSION

On September 25th 2008 Ireland became the first country in the 15 country euro region to fall into recession (Brown and Atkins, 2008). In the second quarter, there was a 0.5 per cent fall in Irish Gross Domestic Product (GDP); this was followed by a further decline for two consecutive quarters. This according to Brown and Atkins (2008) is the technical definition of a recession. In the years leading up to 2007, growth in the country had been, on norm, more than 7 per cent. The “Celtic Tiger”

was conceived through government policies that slashed taxes in half, diminished import undertakings and accepted foreign investment. A housing bubble began to take shape due to “low interest rates, a wave of inward immigration and a bank lending spree” placing the housings share of the economy at 14 per cent which was the highest in Europe, as stated by *The New York Times* (2012). The crash came over the summer of 2008, when interest rates in Europe began to rise, banks stopped lending and asset values nose-dived. The turnaround in the country has been dramatic; the economic collapse has led to public spending being cut and tax elevations. Thus, the shortage of stimulus money led the economy to shrink 7.1 per cent in 2009 (*The New York Times*, 2012).

The government’s reaction to this was to issue its most severe financial plan in years. The budget cut 4 billion euro through the reduction of public sector wages by 5 to 15 per cent along with severe decreases in spending on areas such as: education, healthcare, social welfare benefits and additional social programmes. According to *The New York Times* (2012) Ireland is attempting to minimise the deficit to 3 per cent of Gross Domestic Product by 2014, this commitment could hold back any expectations of recovery.

2.3 THE HIGHER EDUCATION SECTOR

Education budgets which stand at 17 per cent of total state spending (8.6 billion euro) was cut by 132.2 million euro in 2012 (Kennedy, 2011). A decrease of 2 per cent was put in place for higher education core-allowance which was hoped to secure savings of 23.6 million euro. This level of reduction is set to continue into 2013 with an additional 1 per cent decrease in both 2014 and 2015 (The Department of Finance, 2012). As a result of these reductions, the falling academic standards in Irish universities is being reported by De Brún (2012) who states that students are being hit the worst by these declining levels of expenditure. College goers have therefore begun to question resource distribution in higher education institutions. As there can be no further decline to the salaries of university staff due to the Croke Park Agreement (The Department of Public Expenditure and Reform, no date), budgets are being

financially absorbed by wages and pension expenditure. The effect of this absorption is that the non-pay elements of the budget such as student services are being hit.

2.4 ACADEMIC LIBRARY BUDGETS

The Shorter Oxford English Dictionary (1944) defines budget as:

A statement of the probable revenue and expenditure for the ensuing year, with financial proposals funded thereon, annually submitted by the Chancellor of the Exchequer, for the approval of the House of Commons. Sometimes put for the condition of the national finances as thus disclosed; also for the financial measures proposed.

In regards academic library budgets a more practical description can be quoted from Linn (2010, p. 3) who states that “a budget estimates an organisation’s revenues and expenditure for a specific period of time and helps accomplish its policy objectives by linking its financial resources with planned activities.” A strong knowledge of how an academic library budget operates is essential for library managers. Leading staff, services and organisations to success, regardless of economic conditions, can be accomplished through a comprehensive understanding of one’s library budget (Linn, 2010). This in turn will allow library administrators to petition more effectively for further financial support. The importance of budgeting is set out by Stoffle (1990) cited in McKay (2003, p. 3) who argues that the justification, allocation, raising and management of library finances is one of two fundamental mechanisms in library administration, the other component being creativity. Linn (2010, p. 3) highlights the fact that the management of the budget is how the library will be appraised:

It does not matter at all how wonderful you are, how much service you provide, or what a great manager you are, if you do not have the budget under control. That really is the story. That really is in the final analysis, how you will be evaluated.

It is vital that academic librarians keep in mind that the entire budget procedure is also a way of providing political and social communication between the library and the

university on the one hand and the students on the other. All of the above statements are even more relevant in the face of budget cuts.

2.5 BUDGET CUTS IN ACADEMIC LIBRARIES

Much of the research gleaned for this section comes from U.S and British sources but the trends in these areas can be applied to Ireland. This will be borne out by literature from the National University College Galway, where two articles relating to the impact of the economic recession have been written by the head librarian, John Cox. Additional Irish documents include articles from the online newspaper the *Times Higher Education* and the Higher Education Authority (HEA) website.

The unstable financial system experienced around the world is continuing to impact on libraries. With the threat of further economic turmoil looming, a change in attitude is being assumed towards library expenditure. In September 2010, The Journal of Academic Librarianship presented the findings of an international survey, as cited by the American Library Association (2011, p. 29) where nearly 42 per cent of U.S university libraries reported budget cuts. It was reported by many that spending would be reduced through a decrease in information resources expenditure (69.1 per cent of respondents) and staffing (30.5 per cent of respondents). Budget cuts are further supported by a survey published by EBSCO in 2010 (cited in Drake, 2010) where 82 per cent of librarians surveyed were academic, of which 85 per cent of respondents expected flat or decreased budgets for 2011. The Charleston Observatory survey (2009) indicated that academic libraries would be the hardest hit sector by budgetary pressures. 34.3 per cent expected to receive a smaller budget in two years time (2011) than they did in 2009. For a small minority, 6.9 per cent the pain will be very severe, since their budgets will be more than 10 per cent smaller than they are this year.

The Publishers Communication Group (2012, p. 3), reports on its Library Budget Survey, and highlights the influence of the economic recession on North America and Europe which predict the largest decrease in the overall budget. Europeans forecast the biggest decrease in their budgets with a fall of 1.3 per cent with the reason being “austerity measures [which] will impact the Eurozone, a consequence of the sovereign debt crisis”. In relation to European and North American academic libraries report an

expected decrease in budgets by 1.7 per cent and 0.6 per cent respectively. North America's predictions are an improvement on last year's but still expect an overall decrease of 0.2 per cent. It is evident that the economic situation in the U.S is having an adverse effect on these figures.

Some states in the U.S are operating a budget deficit and a big proportion of universities income is received from state budgets. Private institutions are performing worse than expected despite the fact that they are less dependent on public capital and have greater experience in the financial market; this is due to the economic situation having an adverse impact on their investments and endowments (Publishers Communication Group, 2012, p.3). Most librarians believe the effects of the current downturn will last until the end of 2013. This was the same expectation as last year, however, considering the unstable economic environment it is not surprising that librarians are reassessing the duration of impact.

The Association of Research Libraries (cited by Drake, 2010) reports on member library expenditure as well as the parent institution educational and general expenses. The library's allocation of educational expenditure has fallen from 3.8 per cent in 1979 to 2 per cent in 2008. The American Library Association (2012, p. 30) discusses the figures released from the National Centre of Education Statistics (NCSE), which reports library expenditure in 2010 at a total of 6.83 billion dollars in comparison to 2008 when it stood at 6.78 billion dollars (the equivalent of 6.87 billion dollars in 2010). In 2008 library expenditure was set at 1.33 per cent of all post-secondary expenses, this is in contrast to 2010 when library costs signified 0.62 per cent. The decrease in expenditure for each student is also highlighted by the American Library Association (2012, p. 30), it is stated that "...academic libraries are spending less per student". This is supported by comparing the 332 dollars spent per student in 2010 with the 355 dollars in 2008 (359 dollars in 2010 dollars).

2.5.1 STAFF

The majority of library budgets go on staff and collections. The Publishers Communication Group (2012) analyses statistics from 2010 when 114 members of the Association of Research Libraries (ARL) reported a combined expenditure of 3.2 billion dollars. This was divided into four areas as seen: salaries (45per cent), materials (42 per cent), binding (1 per cent), and the remaining was made up of other

operating expenses (11 per cent). This review will concentrate on the larger areas of expenditure: staff and materials.

Fearn (2010) reports that Irish universities were informed by the Higher Education Authority, the main funding body in Ireland that staff had to be cut by 3 per cent in 2009 and a further 3 per cent in 2010. The HEA then wrote to institutions in 2010 warning of further reductions to their budgets as the government had to find 3 billion euro in savings (Fearn, 2010). The fall in numbers has been accomplished but at a price as quality is beginning to suffer. This is compounded by the fact that as staffing is being reduced figures from the HEA show that there has been a 12 per cent growth in the number of undergraduates and a 6 per cent increase in those doing postgraduate work. The general secretary of the Irish Federation of University Teachers (IFUT), Mike Jennings stated that these figures divulge “not just record numbers of undergraduates but postgraduates, international students and mature students too. This normally takes additional work and input by academic staff [however this is occurring] at a time when they’re being reduced” (Fearn, 2010). Therefore it is felt by universities that they have complied with staffing cuts and are able to do no more.

The Employment Control Framework for the Higher Education Sector, issued jointly by the Ministers for Education and Skills and Public expenditure and Reform, authorised a reduction of 9 per cent in staffing numbers by the end of 2011 comparative to levels at the end of 2008 (Cox, 2010a). The level of staffing in the higher education sector has decreased by 7 per cent (1,361) due to the restrictions in staffing levels and this has resulted in ongoing savings of 80 million euro (Higher Education Authority, 2011).

Cox (2010a, 2010b) discusses the changes occurring in staffing at the James Hardiman Library at the National University of Ireland, Galway which has decreased by 11.7 per cent. In answer to this, redeployment within the department has been the most common strategy to deal with the changes. An example of this redeployment mechanism took place at the Jackson Library of Stanford University (Wilson, 1995, cited in Budd, 2005) where staffing performing cataloguing and physical proceedings was reduced by 2.5 Full Time Equivalence (FTE) from 4.75 FTE. Outsourcing costs sustained by the library “...were more than offset by the staff salary savings resulting from the removal of 2.5 FTE from the technical division (two full-time library

specialists and two quarter-time student assistants.” The remaining cataloguing librarian position at the Jackson Library of Stanford University was not exclusively dedicated to technical services work, as the librarian also worked part-time on the reference desk. In NUI Galway the benefits of redeployment are highlighted by Cox (2010b) who comments on their new management team structure that has been set up, and has proven to be a good and positive example to all the staff and has helped to forward the idea of change and redeployment throughout the library. The trend of redeployment is further supported by Gwyer (2010) who says that libraries will have to think about cross-functional teams and services. This is confirmed by the Ipsos MORI survey (2009, p. 26) on the impact of the economic recession on university library and IT services where shared services and outsourced services are discussed as solutions to the economic crisis. The example given is of internal sharing within the institute, where services already in existence can be reorganised to become mutually beneficial.

At the moment we employ a security service to maintain our 24 hour resource rooms and to provide additional security after five. Well we have invited the university’s security office to relocate to the library building so that there would be a 24 hour presence provided by people who already exist but don’t exist in my building. And if they are there and if they’re visible I won’t have to employ a separate service.

(Ipsos MORI, 2009, p. 26)

Going forward there has been a revised Employment Control Framework for the Higher Education Sector published in June 2011. The main changes in the Employment Control Framework for the years 2011 through to 2014 deal with the categorisation of staff. The amended framework applies to the following three categories of staff: Core-funded staff; non-core funded Research and related projects posts; other Research and/or Specialist project based posts. In regards core funded staff a maximum limit will apply to these positions, set out by the HEA for each institution. Institutions are allowed to fill positions of core-funded staff “...up to the level of the ceiling” (Higher Education Authority, 2011). Tom Boland, the HEA Chief Executive cited by the HEA (2011) states that the revised EFC is due to productive negotiations held between the HEA and the Departments and that the “...Framework provides reasonable flexibility to the higher education institutions to manage their

staffing requirements.” Boland comments further on the optimised performance of the higher education sector but notes that a watchful approach is to be taken so as any “...negative impact on quality...” will be observed (HEA, 2011).

2.5.2 INFORMATION RESOURCES

According to the Publishers Communication Group (2012) Library Budget Survey, material budgets are set to decrease by 1 per cent for Europe and 0.5 per cent for North America. As mentioned previously in relation to salaries, the materials budget of the member libraries of the ARL make up 42 per cent of the overall budget. The materials budget breaks down into; serial expenditure (68 per cent), books expenditure (20 per cent), and the remaining 12 per cent on other materials (PCG, 2012, p. 8). The serial budget for Europe was set to decrease by .2 per cent for 2012 and by 0.1 per cent for North America. The decrease in book expenditure is much larger with a decrease for Europe of 0.8 per cent and a 2.4 per cent drop in North America (PCG, 2012). The Library Journal periodical survey analysed alongside the ARL serial expenditure in the PCG report (2012) indicates that the cost of an average serial increased by 7.6 per cent, while serial expenditure suggests that the average serial cost dropped by 7 per cent.

Current expenditure figures from the 2012 State of America’s libraries report (American Library Association, 2012, p. 29) reveal that librarians are balancing “...their historical role in managing print materials and new demands for digital resources and services.” Expenditure on e-books rose 13 per cent in two years, from 133.6 million dollars in 2008 to 152.4 million in 2010. In the case of electronic journals a jump of 24 per cent occurred; from 1 billion dollars in 2008 to 1.25 billion dollars in 2010. Print book expenditure has declined from 661.1 million in 2008 to 515.9 million dollars in 2010 which is a 22 per cent decrease (American Library Association, 2012, p. 29). The persistent climb in the cost of supplying access to scholarly resources which includes databases and journals is believed by many to be rising at “...an unsustainable rate” with an increase of 23 per cent for e-books, e-journals and database subscriptions since 2008 (ALA, 2012). The previously mentioned EBSCO survey ‘Library Collections and Budgeting Trends’ cited by Drake (2010) of which 82 per cent of respondents were academic libraries, indicates that 86 per cent of those academic libraries are likely to move from print and electronic

subscriptions to just electronic subscriptions. The elimination of duplicate and under used content is being contemplated by 75 per cent through the cancellation of database subscriptions. Further mechanisms involve the renegotiating of multiyear agreements, dividing of journal packages and the renewal of the most popular titles (Drake, 2010).

Cox (2010b, p. 3) discusses information resource budget cuts at NUI Galway which has been reduced by 15 per cent since 2008. A strategy being employed to lessen the impact has been to concentrate reductions on general resources. In regards to journals, funding cutbacks have quickened the shift to e-only subscriptions, which allows for savings in space and handling as well as VAT which applies to print journals in Ireland. In a White Paper published by J.J. Keller & Associates Inc. (2011, p. 15) it is stated that making do with free resources is the most important tactic for dealing with reduced materials budgets, followed by purchasing content on a 'as-needed basis'. The model of 'Just in time' rather than 'Just in case' is put forward in terms of library collections. This model is placed within the context of two variables, use of free resources and specialist content, so there would not necessarily be a lowering of library standards.

Budd (2005, p. 201) argues that the above assertion portrays "...ignorance of the dynamics of collection use and the purpose of scholarly communication." When a student or faculty member goes through the libraries catalogue, the individual is being educated on the existence of possibly significant material. This in turn can have an effect on the attitude of the individual towards questions and problems. Higher education aims to cultivate learning through innovation which implies that knowledge and understanding grow as people discover in libraries connections previously unknown to them (Budd, 2005, pp. 201-202).

In the current climate there is a view to shift print books and print journals to a digital format. It is felt that this will solve the funding and financial constraints for meeting the demand of course books and textbooks. According to the Charleston survey and the Research Information Network (RIN), budget cuts "will fall disproportionately on printed books" (Jubb, 2010, p.140). It is inevitable that there will be a significant transition to e-books. However a comprehensive move to e-books is not feasible due to the fact that not all books are accessible electronically; there are intricate issues and discrepancies surrounding business models and publisher's policies on charges and

ease of access; and despite considerable technological advances, challenges pertaining to on screen reading have not been determined to universal approval. Libraries will have to remain hybrid- both print and digital content. There are cost saving advantages in the shift from print to digital resources, in that it allows the library to move away from the managing of collections of content to give attention to providing services (Jubb, 2010, p.143). This requires a change in the staffing structure, which will in turn provide cost benefits.

Expenditure on academic journals and other serials has increased notably in recent years. For example between 1998 and 2008, across the UK it rose by 59% and by 87% in research-intensive universities. For several well-established universities it accounts for “over a quarter of the budget” (Jubb, 2010, p.140). Even though big deals have led to a vast rise in the array of titles obtainable to universities in all parts of the sector, this has led to a change in expectations. Academics expect instantaneous access to most of the journals in their specialist fields. Libraries must consider their usage data and reduce costs by abandoning some print journals and perhaps rescinding subscriptions to titles that are read the least in a cost effective manner.

2.6 LIBRARY CONSORTIA

As the expenditure of library resources is escalating steeply, no library can meet the expense of procuring all materials from its own funds, therefore a new emphasis on access is necessary if libraries are to remain at the heart of the institution. A library can no longer be self-sufficient. A library consortium is not a new phenomenon. It has a history of over 100 years in the USA and about thirty years in China. “The term library consortium refers to co-operation, coordination and collaboration between and amongst libraries for the purpose of sharing information resources” (Nfila and Darko-Ampem, 2002, cited in Xu, 2010, p. 690). Worldwide many academic libraries tend to use consortia as a cost saving measure. For example in China, two of their most influential are CALIS (China Academic Library and Information System) and CASHL (China Academic Humanities and Social Sciences Library). Two different models employed by these consortia which have proved beneficial in reducing costs are the ‘Virtual and realistic combination management model’ and CASHL’s

'centralised service model'. The former model can successfully decrease operating costs and conserve funding and exploit the original content and staff resources of the libraries within the consortium. The latter model focuses on the state funding and lessens the issue of duplication of resource collection to the greatest extent. Thus this model is able to "...make full use of the resources, avoid wasting funds, and alleviate the funding difficulties of primary-level libraries" (Xu, 2010, p.698).

Mutual access to resources in different libraries is an attempt by libraries to become more relevant in a digital age. Library users now lead media saturated lives. Another renowned library consortium is the OhioLINK. The creators of the OhioLINK consortium which has been delivering an expanding set of documents to patrons since 1992 recognise that many economic measures need to be attained for it to succeed: the main principle being "that more information must be delivered per dollar spent" (Sanville, 2007, p.31). If Ohio academic libraries are to contribute in the information age, innovative and more sustainable purchasing methods must be devised to diverge from the restricted admission of the print world and of library purchases being carried out by each individual library.

A more dynamic collection of accessible print and electronic resources must be made accessible across the consortium. Kohl and Sanville (2006) examine OhioLINK as an example of how libraries can take full advantage of past funding towards printed books and increase the competence of expanding collections. The collection size of participating organisations has improved under the operation of the OhioLINK "...to 43,500,000 items including 9,259,000 unique titles" (Kohl and Sanville, 2006, p.396). The conventional ILL costs between institutes were significantly lessened by user instigated requests. It is the simplicity, efficiency and cost of using each other's material that are the main factors of a virtual collection. In the case of OhioLINK, who contracted with Innovative Interfaces Inc., created a real time consortial circulation module that permits users in any OhioLINK library to search, view circulation status and request material held in any member library. This takes pressure off staff as patrons now initiate their own requests. By comparing the ILL with OhioLINK, it is noted that "highly automated sharing of consortial print resources is not only much more cost effective than traditional ILL but is much more cost effective than each library purchasing even a fraction of that size of collection individually" (Kohl and Sanville 2006, p.397). By borrowing books and journals from

other libraries instead of purchasing them, is a much more cost effective way to give access to users of low-use and marginal books. The value and quality of a library's collection is improved by reallocating money spent on superfluous duplication to obtain new titles. It is apparent that by libraries entering strategic partnerships of purchasing consortia, negotiations relating to supplier and publishing costs will be challenged and the market will change significantly as a result. It is important to note that while this is cost effective, in entering a consortium, certain factors must be considered. There are high initial investments in licences and IT and it will require training of staff in handling electronic documents. While these issues are imperative to take into account, this is a long term investment, there will be a return on investment and it will further enhance the library's status.

In Ireland, the Irish Research eLibrary (IReL) is a nationally funded electronic research library conceived in mid-summer 2004. It is an example of the shared services scheme which is being promoted as a way of exploiting scarce resources during tough economic times. IReL delivers quality peer-reviewed online research publication journals, databases and index & abstracting services, as well as e-books. However due to financial constraints affecting the two national funding agencies, funding for the IReL came to an end in 2009. The Irish Universities Association worked together with senior university officers and the Higher Education Authority to explore additional funding options to ensure the continuing access to IReL resources. Cox states (2010b, p.4) that there is a significant amount of data that demonstrates the performance of individual resources and the vital part executed by IReL in the "...productivity and competitiveness of researchers in Ireland." This output and contending by researchers is anticipated to lessen the degree of cuts, while the performance of individual resources is hoped to assist in the preservation of the most appreciated resources "...whatever level of funding emerges" (Cox, 2010b, p. 4).

2.7 FUNDING

"Libraries across the country are looking for new sources of money to replace the funds that have disappeared from their budgets during this economic recession."

(Taylor, 2010, p. 370) Exploring additional sources of money has become essential as

budgets are being drastically reduced in times of financial constraints. Cox (2010a, p. 12) discusses a possible stream in seeking additional funding. By optimising the use of the press, in highlighting the library's collection especially archives of local, regional and national significance, Cox, suggests that this could attract potential donors. Drake (2010) examines a study undertaken at the University of Illinois which looked at university investment in the library to the value of research grants obtained. The results showed that for every dollar invested in the library the university received \$4.38 in research grants and contracts. The study was expanded to 8 additional libraries in 8 countries and in 6 of the 8 the return exceeded 1:1. Another finding in the same study shows that the return on investment (ROI) continued over time. This study is a strong argument in seeking a bigger slice of the university budget.

2.8 INFRASTRUCTURE

The nature of academic libraries is being transformed from being the storage house of books to crucial study areas where collaboration and learning occurs. This is evident from the over 20 new, renovated, or expanded building projects that were completed in 2010 (Academic Library Association, 2011). The innovative and enhanced library spaces integrate information management, technology and student-central settings. According to an article in *Inside Higher Education* cited by the American Library Association (2011, p. 30), some library areas are "...beginning to look like Apple Computer Stores."

Catherine Park (Boese, 2005) states that by re-evaluating the library building layout and its functions can help promote resources, and boost service. The theory of self service is an old concept, but has only been introduced in libraries relatively recently. According to Park users "...are also more likely to have an enjoyable visit experience if they are able to be self reliant when they are capable of helping themselves, and have better service when they need assistance from library staff" (Boese, 2005, p 2). Additionally, by condensing the amount of space that is assigned to service desks and computer terminals, has allowed Park's libraries to be more adaptable with customers' needs. By reanalysing how libraries dedicate staff, design our buildings, and what our service focal point should be, we can formulate novel approaches that will make our

institutions cost effective. Most academic libraries are now developing study facilities that are more attractive to students. Libraries are offering greater flexibility in making their physical facilities more accessible (Robinson, 2008, p.72). We will also be able to show how the services we offer are valuable, which in turn, helps us justify our public support, and puts libraries in an improved position for private opportunities (Boese, 2005) as it is "...felt among senior librarians that they have failed to communicate effectively to these key stakeholders" (Jubb, 2010, p.145). Academic libraries need to show that they are not only functioning efficiently but that the services they offer can be related to success in accomplishing institutional goals.

2.9 STAFF CHANGES

"In this increasingly complex environment, libraries require flexible data management and flexible staffing, which in turn relies on a reservoir of informed staff and managers who understand the many pieces of the technical services puzzle" (Mitchell, 2010, p.506). To adapt to staffing reductions within an academic library, staffing and management will have to move from the traditional hierarchical structure to more co-operative roles. "Equitable staffing distribution should be based on data rather than perceptions and history..." (Sidorko & Yang, 2009, p.7) Staff must be willing to undertake further training, particularly in the information technology sector to enhance their role within the library environment. Budd (2005, p.253) warns that there may be a risk of staff becoming complacent and engrained in their specialist areas to the disadvantage of the overall goal of the library and parent institute. Management and those in charge need to undertake a more hands-on position and "...roll up their sleeves" (Sidorko and Yang, 2008, p.7). If these suggestions are implemented the library will become more effective as employees are working to their full potential. "The background operations for instance of acquiring and processing books and serials are necessary to our efficient functioning but not the highest priority for a scarce and valuable resource" (Ball and Pye, 1998, p.4). The vital resource of the library- its staff- is now fully optimized. The expenditure on this redeveloped staffing and management structure will prove value for money, in that while the budget remains unchanged, more work is being carried out.

As demonstrated by The University of Hong Kong Libraries, in order to construct this new structure that is "...less rigid, functionally based and more flexible..." (Sidorko and Yang, 2008, p.7) a concentration on four key areas is required: A main library services team, a technical support services team, an administration team and a collection development team. These four teams are interlinked and require further support in the areas of Public Relations, Information Technology and Human Resources. If these systems are put in place and the transition is made from "...rank- and position based assignments..." (Sidorko and Yang, 2008, p.7), the library staffing budget will be honed to its maximum functioning potential. These changes may result in freeing up librarian positions to create new roles within the newly developed structure such as in the case study in Hong Kong where an Information skills/literacy co-ordinator was appointed. This librarian not only worked within the library but also collaborated across sectors on campus to help academic staff to integrate IT in their instruction and research. This will advance communication and collaboration which will develop the reputation of the library and its parent organisation. "In a modern library we gain most from customer care or front-of-house operations, from liaison with our academic staff and from technical innovation" (Ball and Pye, 1998, p.4)

As previously mentioned, the James Hardiman Library at NUI Galway has focused on staff deployment "...to gain more fluid boundaries than before" (Cox, 2010a, p. 12). Senior management posts within the library were restructured, which saw the four Head of Division posts for Bibliographic, Information and Reader Services and for Library systems redefined as the following: Head of Information Access and Learning Services; Head of Customer Focus and Research Services; Head of Staff development and Service Environment; Head of Organisational Development and Performance. This new structure is employed to optimise staffing and it is understood that the way academic libraries organise themselves needs to achieve "...maximum performance, promote teamwork and support institutional priorities, with the customer at the centre" (Cox, 2010a, p. 12).

Another approach of enhancing the library's staffing expenditure is to introduce new technologies in internal staff communication such as Web 2.0 as illustrated by the case study from the University of Nevada, Las Vegas. Even though the use of blogs and Wikis is beneficial in that it would "...reduce barriers and improve

communication...” (Costello and Bosque, 2010, p.143) and saves time and effort which is also perceived as a cost by stakeholders, it can prove to be difficult to implement and requires further trainings with the tools and assimilation into staff workflow. Further methods to optimise staff are as follows: outsourcing what can be done more economically or effectively by other companies or organisations, for example the hosting of library websites (Jubb 2010, p.144). However, re-engineering and introducing new staffing structures as outlined above indicates that library directors put a renewed emphasis on its user community and ensuring that services suitably meet the requirements of student and academics. Reduction in staff or recruitment freezes, should be approached with an “...increased understanding of the relationships between activities, costs and impact...” and ought to be considered with “...more effective performance management so that library staff have a clear view of their roles, along with a willingness to take on new ones and to learn new skills” (Jubb, 2010, p.137).

It is also suggests that one way to effectively govern staff is to carry out an annual appraisal with all staff members (Brophy, 2000, p.98). This will highlight the accomplishments of the preceding year as well as reflect the areas that need further attention. By conducting this evaluation, library management and staff can proficiently plan for the coming year in order to develop and progress services to users and the parent organisation. According to Simmons-Welburn, Donovan and Bender (2008, cited in Oakleaf, 2010, p.26) administrators in responding to “...demands, for accountability, affordability and accessibility with attempts to ‘hold the line’ against pressures...” Nevertheless, transformative ideas are essential to improve service in higher education for all stakeholders, such as restructuring and evaluating staff and services.

CHAPTER 3

RESEARCH PROCESS

3.1 INTRODUCTION

In this chapter the researcher discusses the initial steps in her research. The researcher outlines the development of the research topic, how this topic was refined and how the population was identified. The relevant literature in regards to the selection of a research topic was consulted and is referenced in this chapter. This chapter highlights the importance of selecting a research topic and how significant this decision is on the entire dissertation.

3.2 SELECTING A TOPIC

The initial step in the research process is discovering a topic of interest to the researcher. It is crucial for the “...mental health of the researcher” and the accomplishment of the project that the topic be both “...interesting and exciting to the researcher” (Beck and Manuel, 2007, p. 19). Therefore determining the research topic was essentially the most significant decision made during the research process.

Being selfish is something few adults would, openly at least, admit to. Yet it is central to the sanity of the hard-pressed researcher. At the start of your project you are about to take on a considerable commitment which is probably in addition to many continuing demands on your time...So be selfish, focus on what interests you, think about your curriculum vitae and your future professional development as well as the impact your study might have on the workplace, and then step forward with confidence (Edwards and Talbot, 1993, cited in Blaxter, 2010, p. 22).

Blaxter (2010, p. 30) considers a number of options to help in the development of a research topic including looking at previous research work, developing some of your previous research, or relating it to your other interests. For this project, the researcher

developed previous research which was also an area of interest to her. The previous research conducted was based on an essay titled ‘Value for money is now a key concept for any library service to consider. With reference to an academic library environment: produce a report which considers how the library can optimise and demonstrate value for money.’ This essay was developed into the research topic on the impact of the current economic recession on Irish academic library budgets. Curiosity and a desire to learn are considered ‘...excellent places to start’ (Blaxter, 2010, p. 30).

3.3 FOCUSING THE TOPIC

Refining and focusing the topic was the next step in the process. This is necessary to produce a project that is feasible within the time, space and cost limitations affecting the researcher. Mason (2002) cited by Blaxter (2010, p. 34) suggests a set of questions to assist in the focusing of your topic or ideas into a feasible project. In focusing the research topic these questions were applied to support the narrowing and refining of the study.

Research Aim: *An examination of the impact of the current economic recession on academic library budgets in the Republic of Ireland and the measures introduced to implement budgetary cuts.*

Distinguishing sub-problems, noted by Powell and Connaway (2004), involves two interconnected steps. In the first step the researcher should dissect the central problem into components, and in the second step the researcher must recognise words that indicate a requirement for the collection and interpretation of data. By analysing the research aim one can determine the objectives:

Objective 1: *To discover the impact the economic recession has had on Irish academic library budgets and the extent to which budget cuts have occurred.*

Objective 2: *To examine how patterns of library expenditure have been affected in the following areas: Resources, Staffing, Services and Infrastructure.*

Objective 3: *To discover what mechanisms are being employed to implement cuts in Irish academic libraries.*

Objective 4: *To explore what methods academic librarians see as important in offsetting budget cuts.*

3.4 DEFINING THE POPULATION

As one identifies the research aim to be undertaken, one must simultaneously begin to define the research design, the method to be utilised in that design and the population to be studied. Beck and Manuel (2004, p. 23) note that the researcher does not select the population in the sense of picking from a list of topics, a list of research questions or a list of populations. It is the research aim that defines the population. This research project focuses on the impact of the current economic recession on academic library budgets in the Republic of Ireland and the measures introduced to implement budgetary cuts. Therefore the population consists of academic libraries in the Republic of Ireland. The majority of research studies are carried out on a population sample rather than on an entire population, due to the impracticalities and cost of examining a complete populace. However, for this research project it is possible to study the entire population of academic libraries in the Republic of Ireland, as it is a manageable number of subjects.

At this time in the research process, the topic has been decided upon, the research aim and objectives have been devised and the population has been established based on the research topic. Therefore the next step in the process is to design the study so that it fits the research aim. The research design will be discussed in the next chapter and is in essence "...the plan of attack" (Beck and Manuel, 2004, p. 25).

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The research design refers to the plans and procedures involved in carrying out a research project, which spans the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009, p. 3). Informing these decisions is the careful consideration of the many philosophies and approaches which are to be undertaken when conducting research. For this project the ‘research onion’ which was developed by Saunders, Lewis and Thornhill (2007, p. 102) will assist in selecting the methods and philosophies appropriate for the study (Figure 4.1). This chapter discusses the philosophy, approach, strategies, choice, time horizon, sampling, the data collection and analysis techniques that were chosen by the researcher, and justifies them in the context of the aim and objectives of the study.

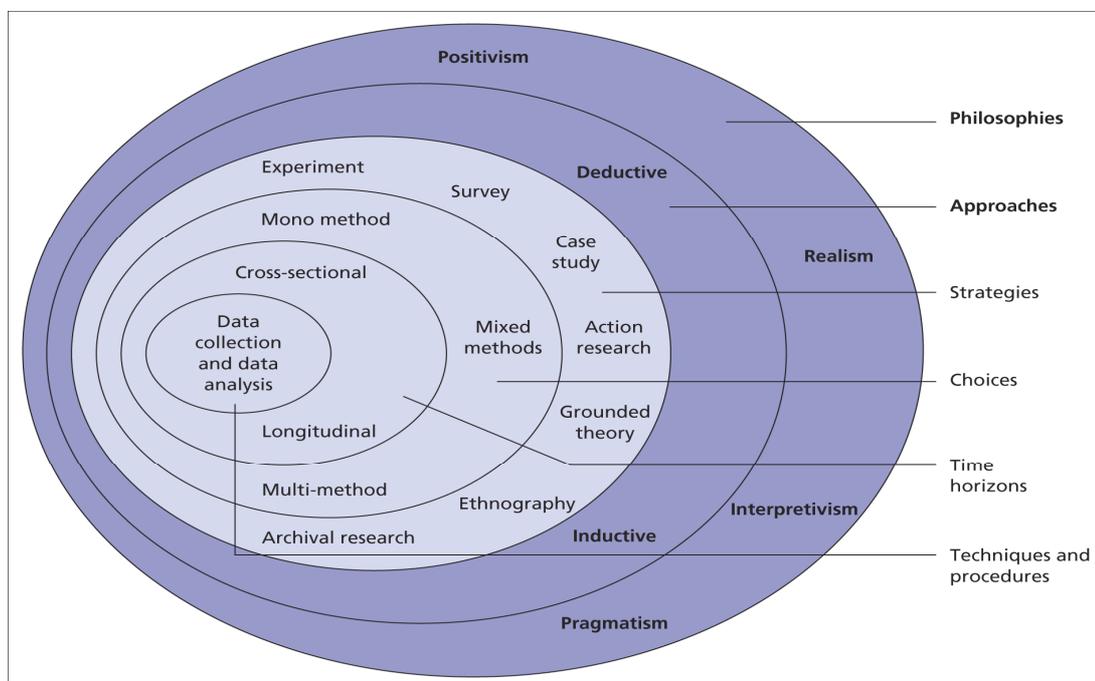


Figure 4.1: The research onion (Saunders, 2007, p.102)

4.2 RESEARCH PHILOSOPHY

The researcher's chosen philosophy reflects crucial beliefs about the manner in which she perceives the world. These assumptions will underpin the research strategy and the methods chosen as part of that strategy (Saunders, 2009, p. 108). Saunders (2007) states that there are three main ways of thinking about research philosophy: epistemology, ontology and axiology. Epistemology involves what represents acceptable knowledge in a particular field of study. Ontology is related to the nature of reality, how the researcher sees the way the world operates and what particular views he/she holds in this regard. Axiology deals with values, in particular the values of the researcher and what role these values play in all phases of the research (Saunders, 2007, p. 110).

While the above three philosophies are not mutually exclusive the one the researcher will draw most from is epistemology. In this study, the researcher is concerned with the management and changes in library resources in tough economic times through the collection and analysis of facts. The researcher embraces the positivist position to the development of knowledge (Saunders, 2007, p. 103) and so the research project will rely mainly on the principles of positivism. "The aims of positivist research are to offer explanations leading to control and predictability... While there are many varieties of positivism, quantitative approaches that use statistics and experiments are seen as classic examples" (Blaxter, 2010, p. 61).

4.3 RESEARCH APPROACH

The deductive approach was decided upon for this research topic based on two factors. Firstly, there is a wealth of literature available on the research topic from which I can define a theoretical framework and formulate hypotheses. An inductive approach would be research into an area that is new and where there is little existing literature. Secondly, the time that was available was limited and deductive research is believed to be quicker and the data collection is often based on 'one take' (Saunders, 2007, p. 121). The inductive approach can be more prolonged with the researcher's ideas being based on a longer period of data collection and analysis.

The deductive method is familiar to managers according to Saunders who states that they are more accustomed to this method and "...much more likely to put faith in the conclusions emanating from this approach" (Saunders, 2007, p. 121). The preferred style of the researcher was also given some thought as Buchanan argues that the "needs, interests and preferences (of the researcher)...are typically over-looked but are central to the progress of fieldwork" (Buchanan, 1988, cited in Saunders, 2007, p. 121).

4.4 RESEARCH HYPOTHESES

The use of the deductive approach means the researcher deduces hypotheses from the theory and designs a research strategy to assess the validity of these hypotheses. A number of research hypotheses about the impact of the current economic recession on Irish academic library budgets and what measures have been introduced to implement budgetary cuts, were devised after conducting the literature review. These hypotheses will be tested using the primary research. The hypotheses are presented under the research objectives to which they relate:

To discover the impact the economic recession has had on Irish academic library budgets and the extent to which budget cuts have occurred.

Hypothesis 1: The economic recession has had an effect on the Higher Education sector in the Republic of Ireland.

Hypothesis 2: Academic library budgets have been adversely affected.

To investigate how patterns of library expenditure have been affected in the following areas: Resources, Staffing, Services and Infrastructure.

Hypothesis 3: Library expenditure has changed in all areas due to the economic downturn.

Hypothesis 4: Staffing and resources have been the worst affected.

Hypothesis 5: Services and infrastructure are being protected.

To discover what mechanisms are being employed to implement cuts in Irish academic libraries.

Hypothesis 6: Non- replacement of staff and the Employment Control Framework are how cuts to staffing are being achieved.

Hypothesis 7: The shift from print to e-books is accelerating in order to manage resource budgets.

To explore what methods academic librarians see as important in offsetting budget cuts.

Hypothesis 8: Library consortia and sourcing additional funding are practical approaches in dealing with budgetary challenges.

Hypothesis 9: Doing things differently - staff flexibility is considered an effective practice.

4.5 RESEARCH STRATEGY

4.5.1 QUANTITATIVE METHOD

It is important to distinguish between method and methodology. Method relates to the tools of data collection or analysis such as procedures for example surveys and interviews. Methodology has a philosophical meaning and usually refers to the approach or paradigm that underpins the research (Blaxter, 2010, p. 59). The most common paradigms are quantitative and qualitative. Quantitative research is a method for testing objective theories by investigating the relationship among variables. These variables can then be measured, typically on instruments, so that numbered data can be analysed using statistical procedures (Creswell, 2009, p. 4). Qualitative research on the other hand is a way of examining and understanding the meaning individuals or groups attribute to a social or human problem. For this study a quantitative approach was selected as the researcher is testing objective theories, by investigating the relationship among variables. Morris (2008, p. 1) describes quantitative methods as a set of techniques that organise, depict, outline, communicate and represent conclusions from data, making it informative. This research project will involve the

collection of data through the use of a survey. While my approach is predominantly a quantitative research design through the use of closed questions in the questionnaire, the collection of qualitative data will also be employed through open-ended questions and the option for respondents to leave comments. As seen from the literature, a number of studies use a quantitative survey strategy in their research to discover the impact the recession has had on libraries so the researcher deemed this an apt strategy to apply to her research on Irish academic libraries. Due to the research aim and objectives the researcher selected both a survey strategy and secondary data analysis to test the hypotheses.

4.5.2 SURVEY

The use of surveys is considered by Schlitz (1988, cited by Porter, 2004, p. 5) as a significantly important instrument "...in the research toolbox" and that survey conducted research is widely used in institutional studies. Curtis and Redmond (2009, p. 77) discuss how Schutt (2006) deems surveys to be popular, which comes down to three reasons: the versatility of questionnaires as data can be gathered on any area or issue; efficiency due to the low cost and speed of administering surveys; generalisability, which means the results of the survey can be generalised and are sometimes the only way to obtain a representative picture of a population. Surveys are usually associated with the deductive approach and this strategy will allow the researcher to design a survey to test the outlined hypotheses developed from the theory.

4.5.3 SECONDARY DATA

Data that has been collected for some other purpose, possibly processed and then stored is known as secondary data. The three main types of secondary data include documentary, survey and those from multiple sources (Saunders, 2007, p. 249). Saunders comments that the majority of research projects involve blending both secondary and primary data to answer the research question put forth and to meet the objectives. In this quantitative research study, secondary data will be analysed in the discussion along with the primary data to test the hypotheses. In regards to this study, the secondary data will be academic library documentation in the form of Strategic Plans and Annual Reports. The documents consulted for this research project were utilised to compare with and set into context the primary research findings. These

were located on Irish academic library websites. It was taken into account when using this secondary data that it had been collected for a specific purpose and is likely to be less current than any data collected by the researcher.

4.6 MONO METHOD

A single data collection technique and analysis procedure was decided upon to answer the research question. There are two other choices a researcher can pursue multi-method and mixed method. In deciding upon a mono method several factors had to be taken into consideration, including time constraints and financial restrictions and the method of data collection suggested by literature in this area. From the literature review on the topic it emerges that a single method of data collection is used in a number of studies such as the Charleston Observatory survey (2009) and the Publishers Communication Groups (2012) survey. Therefore employing a single mode of collection was appropriate for this study. The survey is the primary method of data collection, as direct responses from librarians on the research topic is considered to provide comprehensive data in answering the research question and objectives.

4.7 TIME HORIZON

Research projects may be cross-sectional or longitudinal. This research is a cross-sectional study on the examination of the impact of the current economic recession on Irish academic library budgets and what measures have been introduced to implement and combat budgetary cuts. The survey will be cross-sectional as the data will be collected from Irish academic libraries at 'one point in time' (Creswell, 2009, p. 146). As the research project is investigating a particular phenomenon at a particular time, this approach was more suited to my research project. Most research projects undertaken for academic courses are cross-sectional due to time constraints (Saunders, 2007, p. 148).

4.8 PRIMARY DATA COLLECTION

4.8.1 SURVEY DESIGN

There was one main stage of data collection in the current study as well as two reminder stages. The main collection phase was an online survey which was distributed to Irish academic libraries. This was followed by an email reminder one week later. For the second reminder stage a reminder different to the data collection mode was utilised in the form of a postal survey. Certain factors were highlighted in the survey design to elicit a higher response rate such as: pre-notification in the form of a cover email (for the internet survey) and a cover letter (for the postal survey) as well as reminders and assurances of confidentiality were all incorporated into the survey design.

The survey contained 19 questions with an option to comment on specific questions. The survey questions were devised with the research aim and objectives in mind. The survey used existing studies such as the Charleston Observatory survey (2009) and Guarria's (2011) survey to assist in the formulation of questions. The survey asked respondents to indicate the affect the economic recession has had on their library budgets. Questions relating to changes in library expenditure and the mechanisms put in place to implement these changes were included. The survey also asked participants about their approach in managing the budgetary challenges they face.

4.8.2 INSTRUMENTATION

The survey was designed and administered using SurveyMonkey (www.surveymonkey.com). SurveyMonkey is an online tool that facilitates users in creating professional online surveys in a quick and straightforward manner. SurveyMonkey offers a basic free subscription limited to 10 questions and 100 responses. In designing the survey I chose the professional paid subscription of 25 euro per month as it offered additional features such as unlimited questions. The self-administered internet mediated questionnaire was chosen because it is relatively fast to distribute and due to the limited time available to complete the data collection, this was an important factor. An additional advantage is the fact that the cost of electronic questionnaires is minimal.

4.8.3 DISTRIBUTION

Advances in technology have driven the use of internet surveys for data collection. There are concerns about low response rates in studies that use the internet as a medium (Hoonakker and Carayon, 2009). While these concerns should be noted the advantages of using internet surveys are numerous. Researchers have easier access to large populations, the speed of responses is faster and it is noted by Hoonakker and Carayon (2009, p. 350) that the quality of data, such as more additional comments, is better. As both an internet mediated and postal questionnaire were conducted, this statement can be confirmed as it was observed that the online survey responses received better quality comments than the postal survey. Other advantages include lower costs and easier administration. The disadvantages of using an internet survey consist of non-deliverability and computer security issues. The non-deliverance of internet surveys could be due to e-mail addresses being wrong or no longer existing. Kim (2001, cited in Hoonakker and Carayon, 2009, p. 351) estimated that the non-deliverance of internet surveys to be over 50 per cent in their study. Because the danger of non-deliverance internet surveys was an issue due to incorrect email addresses the second reminder was a postal survey to non respondents.

4.8.4 PILOT TEST

The survey was pilot tested prior to the collecting stage to assess the validity and reliability of the questions. Bell (2005) cited by Saunders (2007, p.386) stresses the importance of a pilot study in determining whether your survey will be a success and states that, “however pressed for time you are, do your best to give the questionnaire a trial run.” The questionnaire was pilot tested by four people: a librarian, two fellow classmates and a family member. Their feedback provided me with an idea of the reliability and suitability of the questions. The survey was then refined so that the questions would be clearer for the respondents and therefore the findings more accurate for the researcher.

4.8.5 CENSUS

A census is when it is possible to collect and analyse data from every possible case or group member (Saunders, 2007, p. 204). Sampling should be considered as an alternative to a census if a number of factors are an issue to the researcher. These

factors include the impracticality of surveying an entire population, budgetary restrictions, and time limitations. In regards the current study none of these issues were a hindrance. Surveying all Irish academic libraries is not unfeasible. The costs involved in the survey design and reminder postal stage were not seen as excessive. For this research project, time limitations had to be considered but due to the fact that online internet mediated questionnaires are relatively fast to administer this was not a significant issue. This study is a census, as surveys were distributed to all Irish academic libraries.

Contact information for Head librarians of academic libraries was obtained through the Library Council/An Chomhairle Leabharlanna website. This agency provides online services to the public. Library.ie is one of the online services provided by An Chomhairle Leabharlanna. The participants to be included in the survey were acquired from the Library Council website through the list of academic library contacts. The academic library category on the website includes University libraries, Institute of Technology libraries and other Third Level libraries. The entire number of academic library institutes is 33 as seen in the table below. This research population of 33 Republic of Ireland academic libraries will serve as the basis for the examination into the impact of the current economic recession on Irish academic library budgets and what measures have been introduced to implement budgetary cuts.

Type of Academic Library	Number
University libraries	7
Institute of Technology libraries	14
Other Third Level libraries	12
Total	33

Table 4.1: Research population

4.9 DISTRIBUTION AND RESPONSE

The internet mediated questionnaire was distributed by email with a covering email on the 26th of July 2012 (See Appendix A). The initial response rate was 6 respondents (18 per cent). The first follow up email was sent one week later on the 2nd of August to all non-respondents and brought the response rate up to 13 respondents (39 per cent). Due to a less than anticipated response rate an examination of the literature was undertaken by the researcher.

In researching response rates, a comparison of internet surveys and postal surveys was examined. In Hoonakker and Carayon's study the postal survey response rate stands at 52 per cent in comparison to the internet mediated questionnaire at a 33 per cent response rate. However, Denscombe (1998, cited in Curtis and Redmond 2009, p. 79) states that postal questionnaire responses are quite low at 20 per cent and even a 10 per cent response rate is not unusual.

From the research, the researcher decided to use a different approach to the original data collection mode for the second reminder and sent out a postal survey. This reminder was sent out on the 7th of August so that recipients would receive it on the 8th or 9th of August allowing for a week between the two reminder stages. The postal survey was sent out with a cover letter and a stamped addressed envelope to encourage recipients to respond. The postal survey received a response rate of 10 respondents (30 per cent). This form of reminder was highly successful.

4.10 DATA ANALYSIS

The collection of survey data was managed by SurveyMonkey Professional. The results of the surveys that were completed online were processed by the Email Data Collector. The data collected by the postal survey was entered manually into the Manual Entry Data Collector. The online survey data and the postal survey data were combined so that the survey results could be processed together. The results were then exported to Microsoft Excel 2007. Microsoft Excel was used to generate charts to display the relevant data. Chart types such as pie charts, bar graphs and column

graphs were created. These charts were sequenced, labelled and formatted by the researcher to appropriately present the data in the findings chapter. The researcher analysed the numerical data found in the charts and merged this with the comments provided by the respondents of the survey in the research findings.

CHAPTER 5

DATA FINDINGS

5.1 INTRODUCTION

This chapter contains the results of the primary data collected during the data collection process. The chapter begins with a brief summary on the distribution process of the questionnaire and the response rate. Following this, the results of the primary data are presented in the order they appear in the questionnaire. Respondents' comments are incorporated into the findings in the relevant sections.

5.2 QUESTIONNAIRE DISTRIBUTION AND RESPONSE RATE

The internet survey was distributed by email with a covering email to academic libraries on the 26th of July 2012. The first follow up email was sent one week later to all non-respondents. A postal survey was mailed out to non-respondents as a further reminder in the third week. The postal survey was sent out with a cover letter and a stamped addressed envelope to encourage respondents to reply and as it was purely a reminder, it proved no threats to measurement. Out of the 33 academic libraries invited to participate in the survey, a total of 23 academic libraries responded which is a response rate of 70 per cent. However, 2 postal surveys were excluded as they were received outside of the timeframe and could not be included in the findings. Therefore the number of responses was 21, giving the survey a response rate of 64 per cent. This response rate is above the 50 per cent minimal requirement that Babbie (1990, 1992) cited in Hoonakker and Carayon (2009, p. 353) states as adequate for research.

5.3. PRIMARY DATA

5.3.1 ACADEMIC LIBRARY BUDGETS

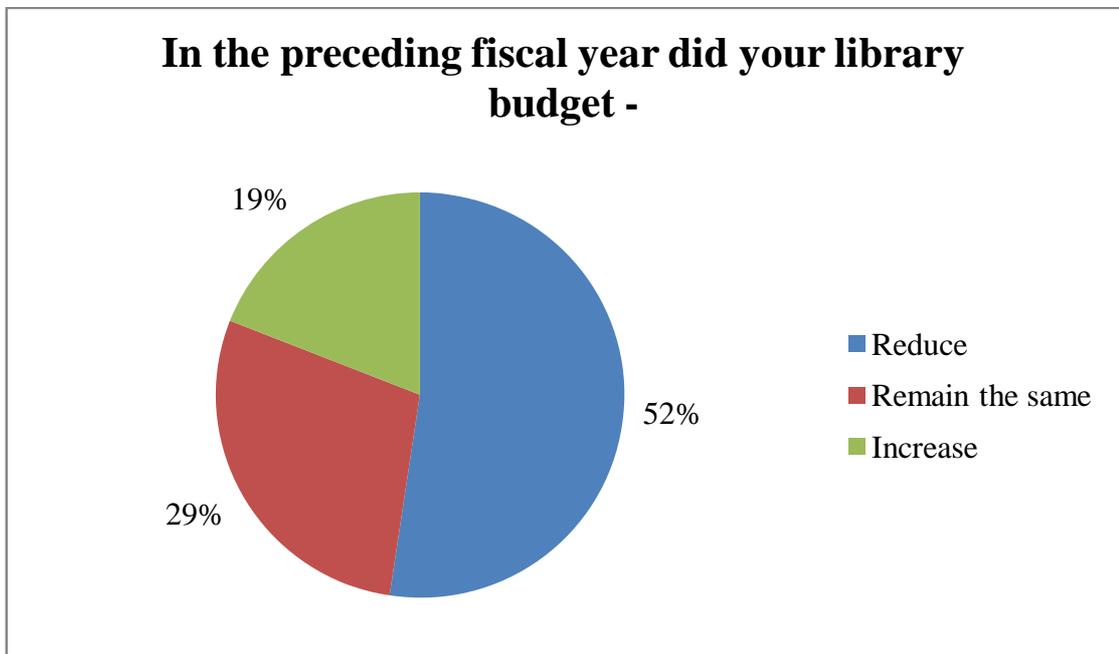


Figure 5.1: 2011 Academic Library Budgets

For 2011, 11 academic libraries (52 per cent) reported a reduction in their library budget as seen in Figure 5.1. For 6 respondents (29 per cent) a stand still budget was recorded and the remaining 4 academic libraries (19 per cent) experienced an increase in finances in 2011.

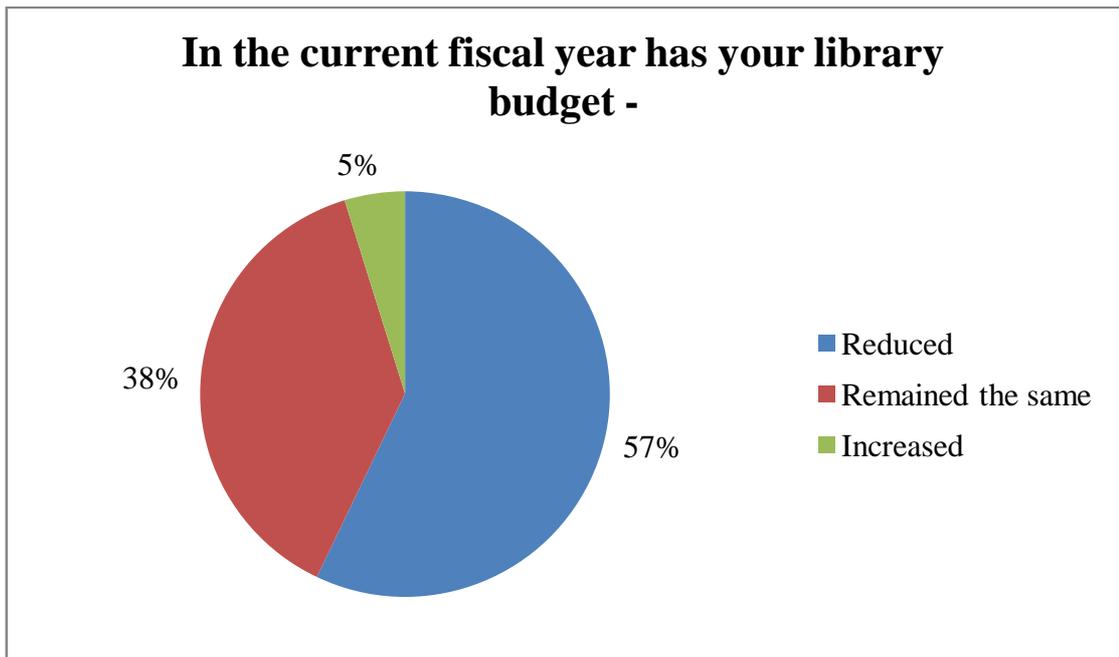


Figure 5.2: 2012 Academic Library Budgets

Figure 5.2 illustrates the changes in academic library budgets for the current fiscal year. The results reveal that library budgets received a further reduction in 2012 with 12 academic libraries (57 per cent of respondents) reporting a reduction in funds. For 8 academic libraries (38 per cent) a stagnant budget was reported and only 1 academic library (5 per cent) experienced a boost to their budget in 2012.

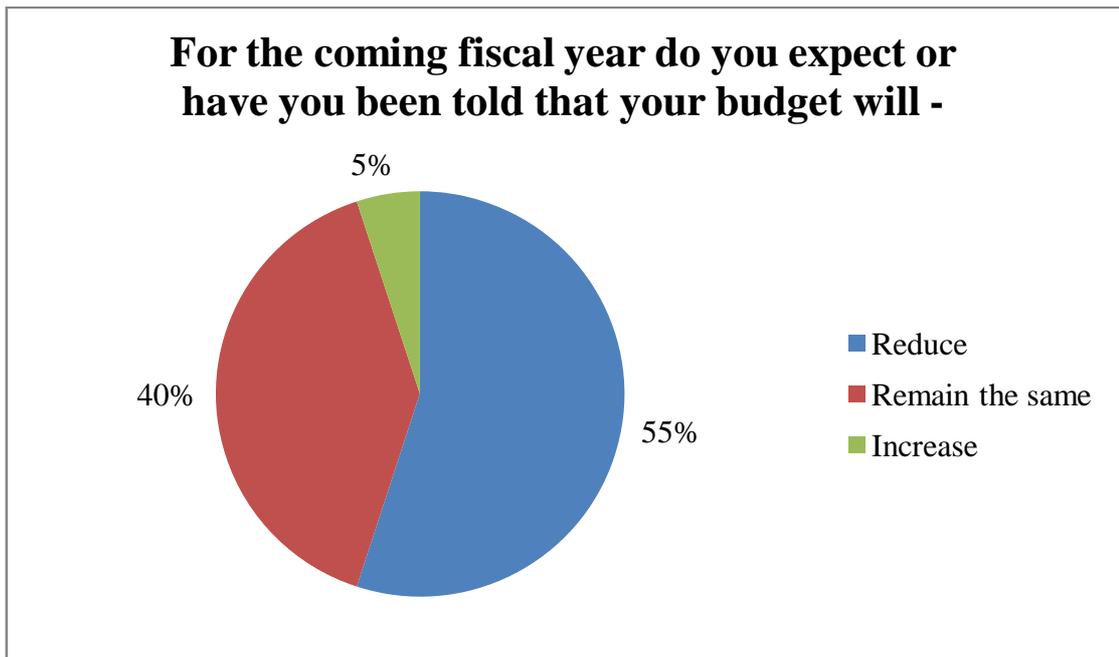


Figure 5.3: 2013 Academic Library Budgets

The enquiry into future budget trends in academic libraries is depicted in Figure 5.3. This question received a 95 per cent response rate with one participant choosing not to respond. 11 respondents (55 per cent) expect a further decrease to library funds for the coming year and 8 academic libraries (40 per cent) foresee their budget will be kept flat. In one case (5 per cent) an academic library anticipates an increase to their library finances.

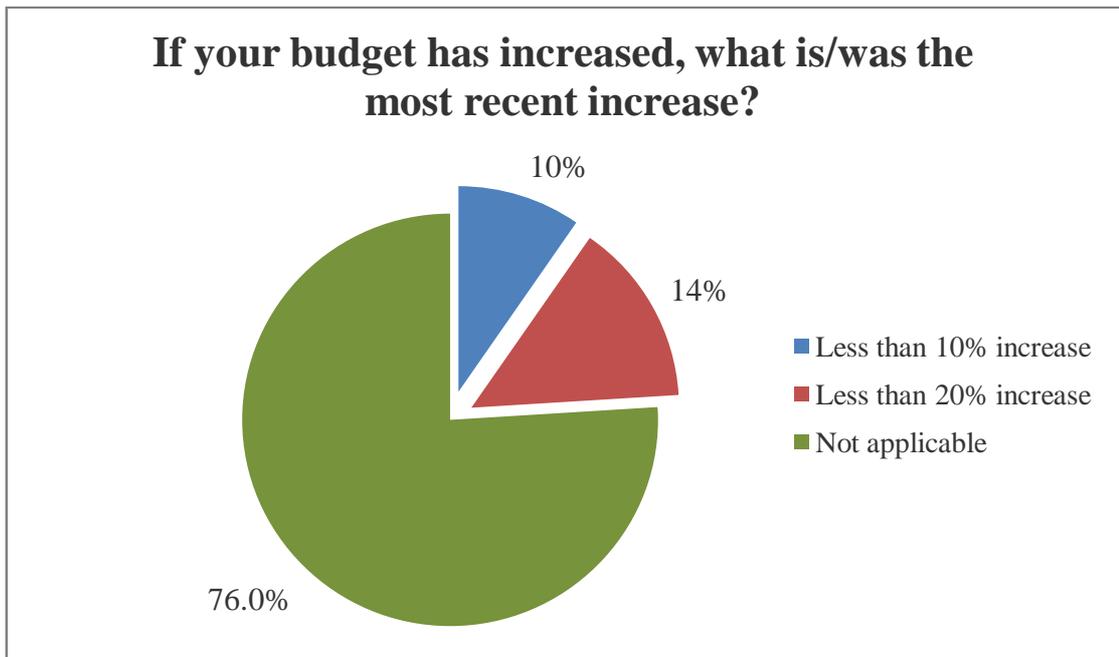


Figure 5.4: Budget Increases

In 2011 and 2012 there are a number of academic libraries that received financial increases. As detailed in Figure 5.4, a total of 5 academic libraries (24 per cent) out of 21 respondents outline increases to library funds. 2 respondents (10 per cent) indicated that their most recent increase was less than 10 per cent. 3 respondents (14 per cent) reported an increase in their budget between 10 and 20 per cent. No academic library encountered an increase of more than 20 per cent. In the case of one academic library a respondent notes that the increase felt is due to the library being “...very well supported by management.” Comments written by other librarians reveal what year the increase occurred as well as what the increase was in relation to:

“Increased 2011 over 2010”

“The increase was built in to cover the VAT element for e-resources.”

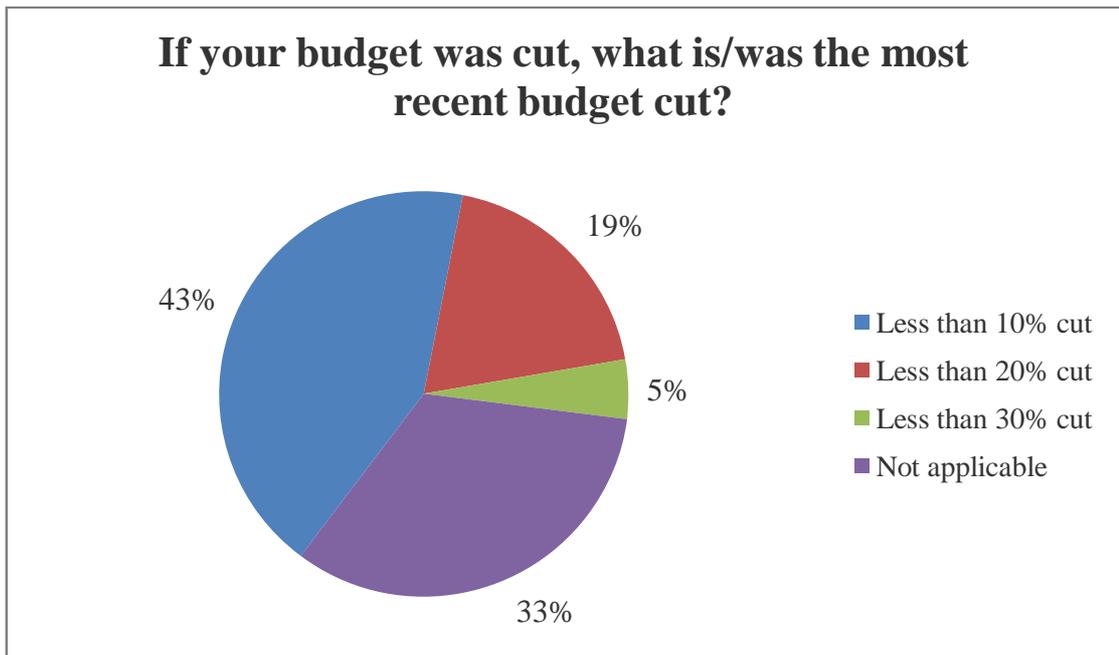


Figure 5.5: Budget Cuts

The extent to which budgets are being reduced is detailed in Figure 5.5. This question was answered by 14 participants (67 per cent response rate). Of the 14 participants, 9 academic libraries (43 per cent) described a decrease in their budget of less than 10 per cent. In the case of 4 academic libraries (19 per cent) the reduction in their budgets was between 10 and 20 per cent. One academic library (5 per cent) had a decrease in their budget between 20 and 30 per cent. Remarks from respondents include the year the decrease took place and what area of the budget was cut:

“Decreased 2012 over 2011”

“The non-pay budget was reduced by exactly 10 per cent. The pay budget was reduced by approximately the same amount.”

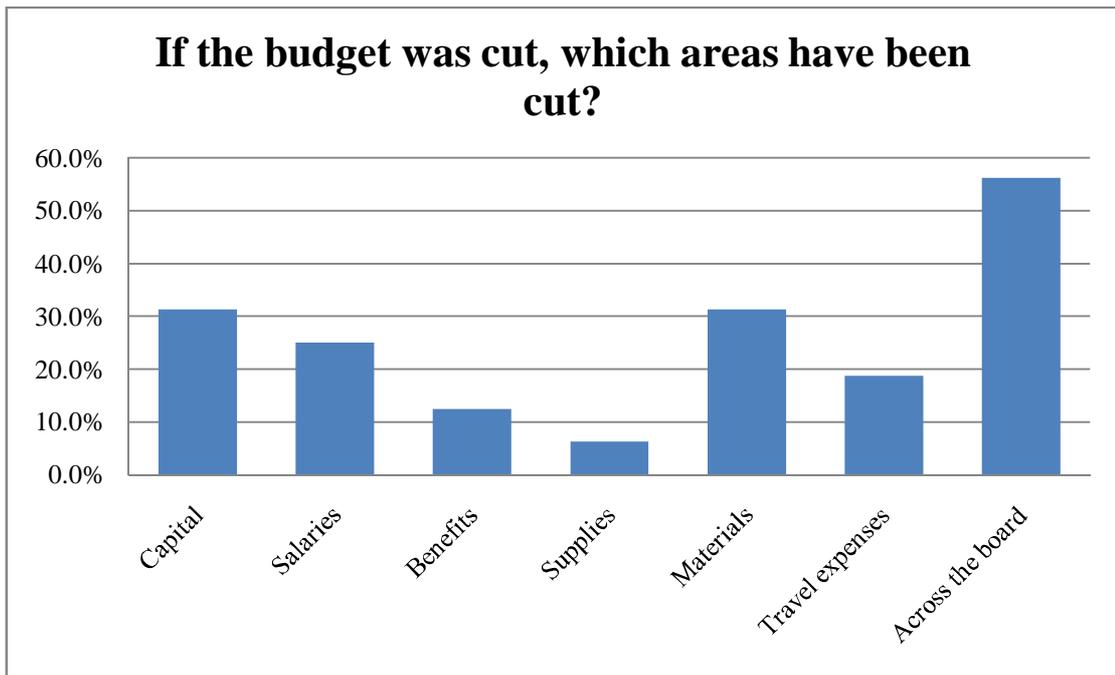


Figure 5.6: Cuts to Specific Areas of the Budget

When asked to identify which areas of the budget had been cut, respondents could select a number of options from the choices seen above in Figure 5.6. The 16 respondents (76 per cent) who answered the question report the leading area in budget cuts for academic libraries as ‘Across the board’ (9 academic libraries). This is confirmed by a comment left by a respondent who states that, “Overall spending was cut in most areas.” Cuts to the material budget was observed by a number of academic libraries, a participant comments specifically on this cut by stating that the “...book budget was cut by 10 per cent.” Another participant comments on a cut in the area of “Staff Training and Development.” One academic library stated that, “Capital and salaries don’t form part of the library’s budget here.”

5.3.2 CHANGES IN LIBRARY EXPENDITURE

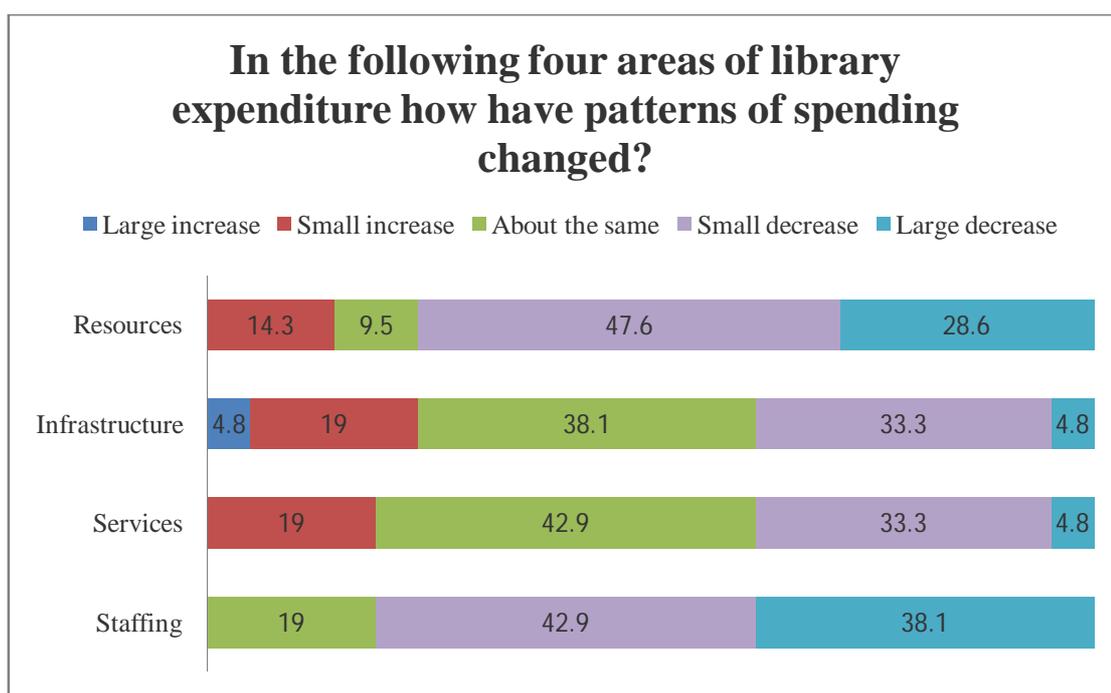


Figure 5.7: Changing Patterns of Library Expenditure

Academic libraries were then asked to estimate how their patterns of library expenditure have changed in the following four areas: Staffing, Services, Infrastructure and Resources. As seen in Figure 5.7, 17 academic libraries (81 per cent) report an overall decline in staffing with 8 respondents (38 per cent) accounting a large decrease and 9 respondents (43 per cent) recording a small decrease. In regards to resource budgets, 10 academic libraries (48 per cent) are experiencing a large decrease and 6 academic libraries (29 per cent) reported a small decrease. Library service and infrastructure expenditure are the least effected, as 9 participants (43 per cent) state that services costs are about the same. 8 academic libraries (38 per cent) indicate that the infrastructure budget remains static. Increases to the infrastructure budget is also recorded with 4 participants (19 per cent) accounting for a small increase and 1 academic library (5 per cent) stating a large increase.

5.3.3 STAFFING

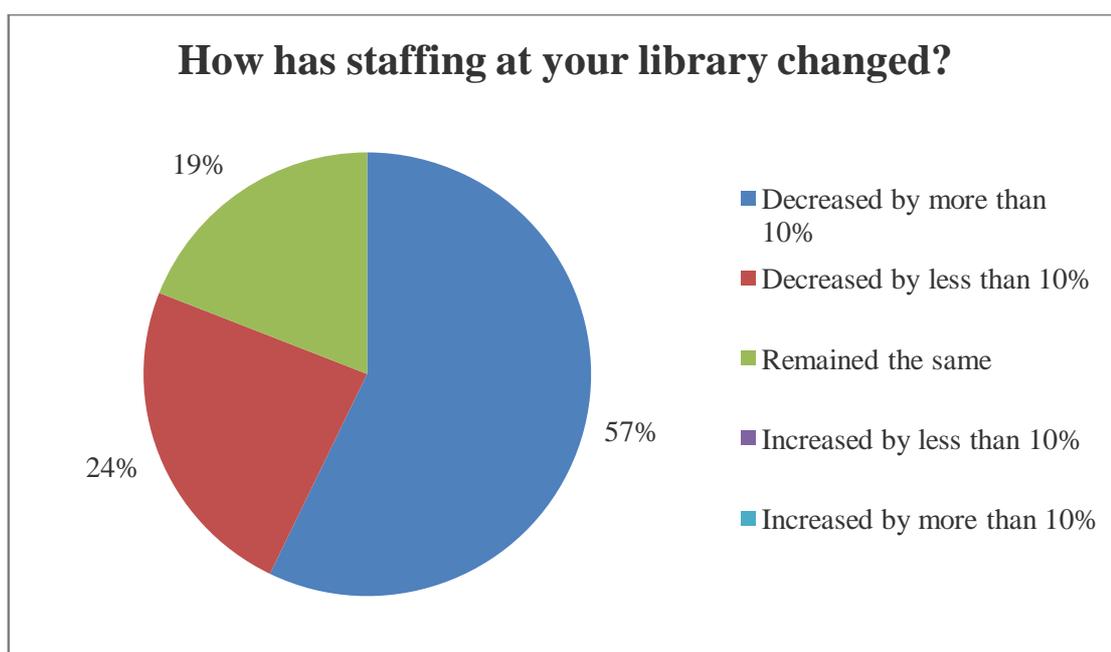


Figure 5.8: Changes in Staffing

Participants were then asked ‘*How has staffing at your library changed?*’ The responses are represented in Figure 5.8, where 12 academic libraries (57 per cent) experienced a decrease of more than 10% in staffing. Another 5 participants (24 per cent) had a decline in staffing of less than 10 per cent. The remaining 4 respondents (19 per cent) saw no change in their staffing. There were no reports of staff increases. Staff reduction in libraries is confirmed by participants who comment that the major decreases in staffing have been achieved by the non-replacement of staff that have retired or are on maternity leave or have vacated the post. In some cases full-time staff losses have been replaced by undergraduates on academic year contracts. A number of academic libraries commented on the non-replacement of retired staff members:

“Three full-time permanent librarian’s assistant posts became vacant due to retirements. These were not replaced.”

“Retired staff member not replaced.”

One respondent noted that a position was not filled as a member of staff was on maternity leave, “...a staff member is on maternity leave and has not been replaced.”

Staff positions that have been vacated have also not been substituted and have resulted in the “...staff of the library being down from 6 to 5 (full-time).” Part-time casual staff have also been affected with one academic library commenting that reductions in staffing “...applied to part-time casual staff” and another respondent stating that changes in staffing is related “...to part-time staff only.” One academic library comments that undergraduate students are offered academic year contracts “to cover slots on rosters.” The impact of the Employment Control Framework (ECF) was also mentioned by a participant who remarked that it had “...an effect on all sectors of the Institute.”

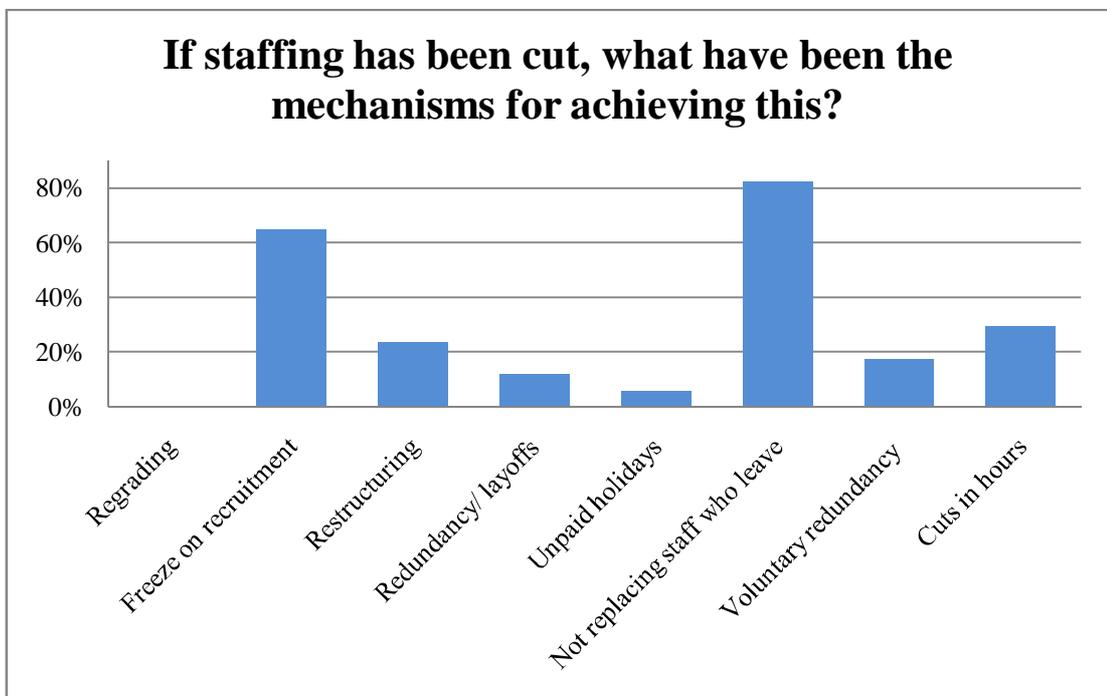


Figure 5.9: Mechanisms in Implementing Staff Cuts

Academic libraries were asked, ‘If staffing has been cut, what have been the main mechanisms for achieving this?’ Respondents could select a number of options as seen in Figure 5.9. The response rate for this question was 17 academic libraries (81 per cent). The 4 academic libraries that didn’t answer correspond with the previous question, where 4 respondents experienced no staffing changes. As depicted in the graph, the most common mechanism for implementing staff cuts as illustrated by 14

academic libraries, is not replacing employees that leave. The second most common practice is a freeze on recruitment, with 11 academic libraries selecting this option (65 per cent). Cuts in hours (29 per cent) and restructuring (24 per cent) are also practices used to achieve staff cuts.

Respondents once again comment on the non-replacement of staff, cuts to part-time staff and the use of students in covering work. It is remarked by one respondent that:

“The biggest impact has resulted from staff on fixed term/specific purpose contracts being ‘let go’ at the end of their contracts and then not being replaced.”

“Non-renewal of part-time contract positions in 2010.”

“Staff cuts apply to part-time casual staff only.”

“More use of students looking for work experience before and after graduating from library courses.”

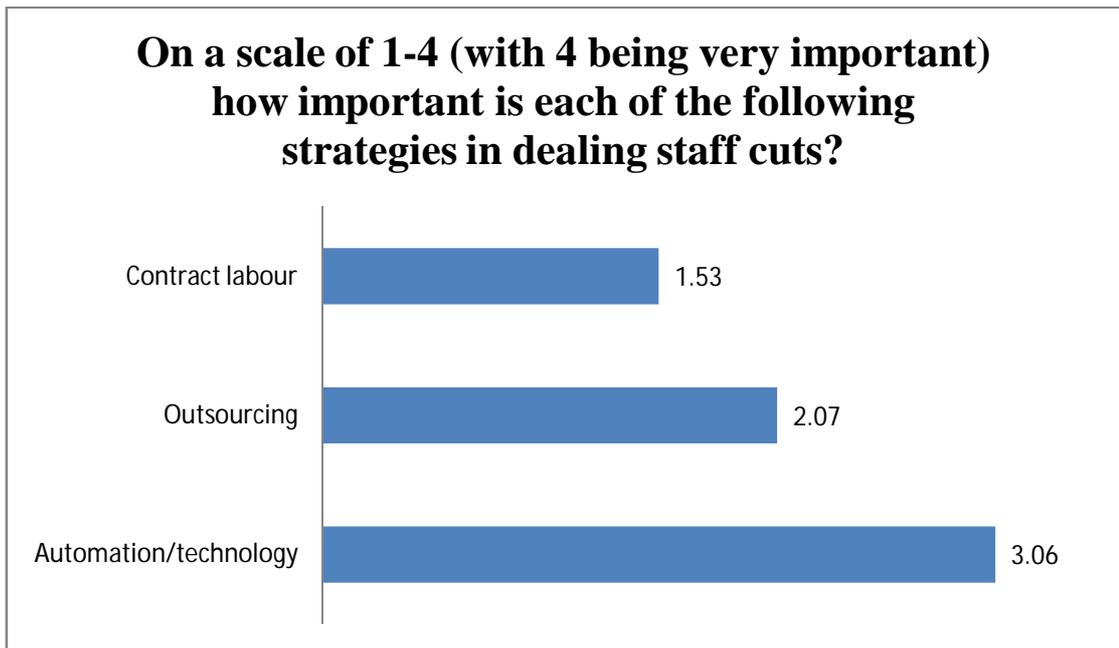


Figure 5.10: Strategies in Dealing with Staff Cuts

Figure 5.10 shows emerging trends regarding strategies to cope with change.

Academic libraries were asked ‘*If you are experiencing staff cuts, how important is each of the following strategies in dealing with these cuts?*’ The three specific tactics provided were: Automation/technology, Outsourcing and Contract labour. The scale ranged from 4 being “Very important” to 1 being “Not important”. The response of the librarians can be seen in Figure 5.10 with technology and/or automation being the highest rated process (3.06) as a mechanism to cope with reduced staff. The least common tactic is to opt for contract labour (1.53). Technology is seen as the best way to manage changes in staffing within academic libraries, as noted by a respondent who states that, “Technologies such as self-issue systems can assist when desk staff is in short supply.”

One academic library states, “...staffing has not so far been affected,” however because of “...recruitment restrictions and pressure on overtime it is expected that there may be reductions in the coming years.” The optimisation of technology is expected to facilitate this change, with the same respondent commenting that they “...hope to maximise the use of technology (self-issue, online services) to deal with this.”

5.3.4 SERVICES AND INFRASTRUCTURE CUTS

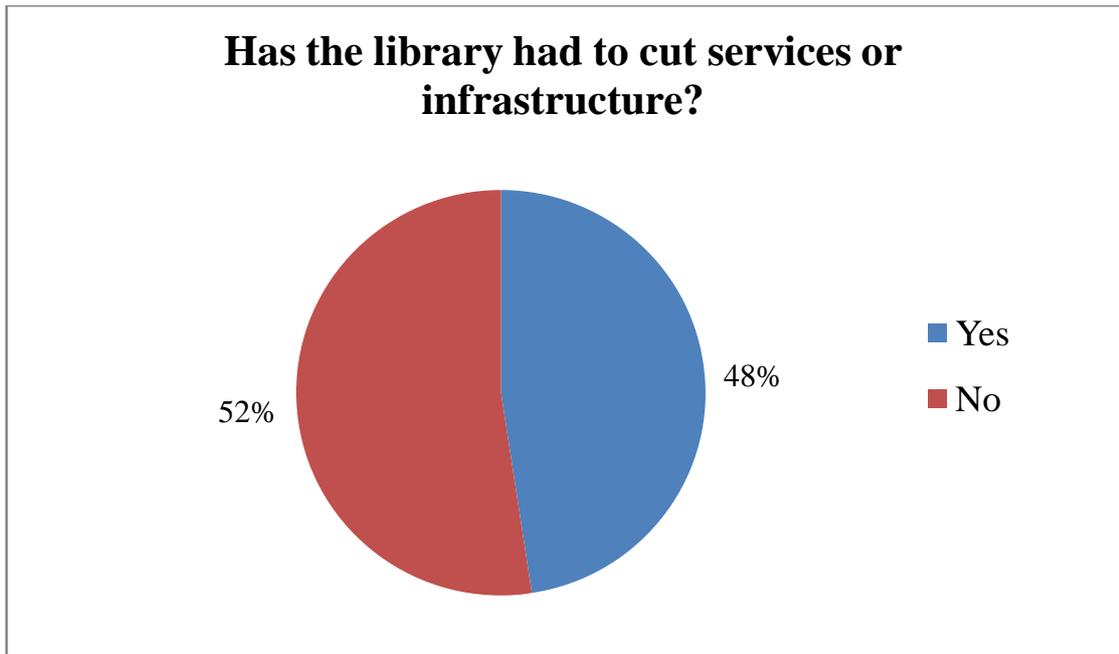


Figure 5.11: Services and Infrastructure Cuts

When questioned on service and infrastructure cuts, 11 academic libraries (52 per cent) replied that there have been no cuts to services or infrastructure. 10 respondents (48 per cent) responded yes to cuts in services and infrastructure as seen in Figure 5.11. Academic libraries that are not experiencing cuts comment on "...services such as opening hours and training being protected" and state that cuts to services would be the "...last resort." Another respondent adds that cuts have not occurred "...so far." However, a decline in opening hours is commented on by a number of academic libraries:

"Reduction in opening times on both campus libraries."

"We have had to reduce opening hours."

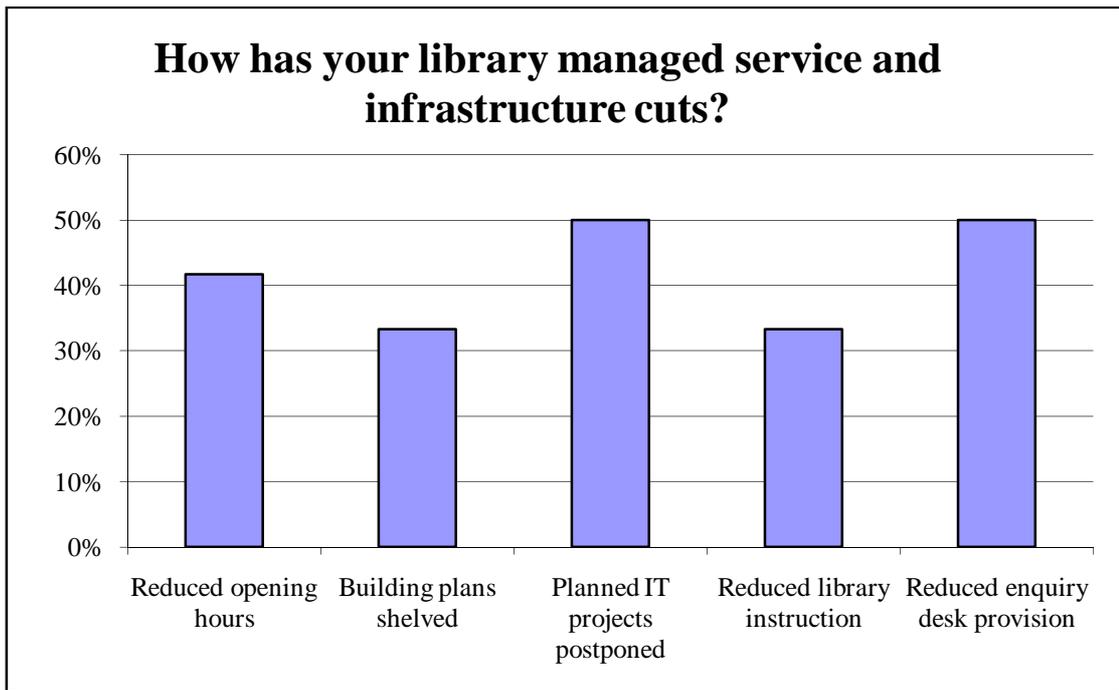


Figure 5.12: Management of Services and Infrastructure Cuts

Academic libraries were asked ‘*How has your library managed service and infrastructure cut?*’ A number of options were available for selection as seen in Figure 5.12. The bar chart depicts how libraries have managed services and infrastructure cuts. For this question, 12 academic libraries (57 per cent) responded with 9 participants not answering. The most vulnerable services are reduced enquiry desk provision (50 per cent) and the postponing of planned IT projects (50 per cent). This is closely followed by reduced opening hours (42 per cent). The reduction of “...discretionary costs as much as possible” was commented on by one respondent as another measure in managing cuts. The cut down of costs in areas such as “...stationery, printing, travel [and] IT replacement” was noted. The diminishing opening hours is mentioned by a respondent whose library is facing “less Saturday opening hours” and plans for RFID are “...on the wish list.”

5.3.5 INFORMATION RESOURCES

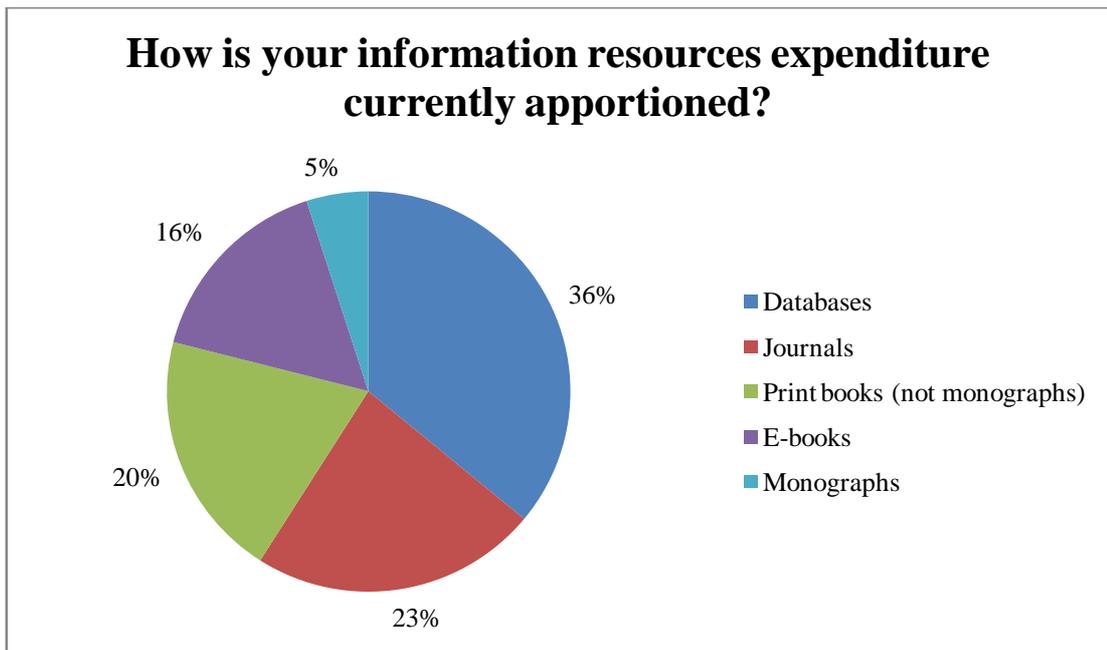


Figure 5.13: Current Information Resources Expenditure

Figure 5.13 shows how academic libraries currently apportion their spending on information resources. For this question 20 academic libraries (95 per cent) responded with one participant not answering the question. Databases at 36 per cent presently account for the highest proportion of the information resources budget. Journals represent 23 per cent; print books represent 20 per cent, e-books are 16 per cent and monographs currently account for the smallest proportion at 5 per cent.

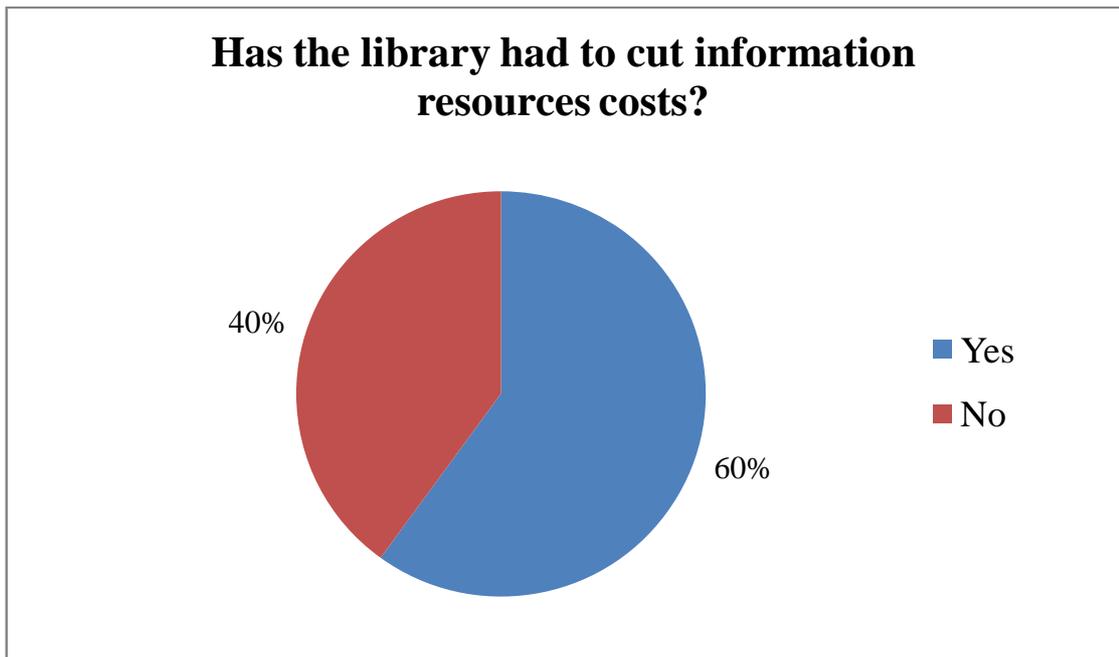


Figure 5.14: Information Resources Cuts

A response rate of 20 academic libraries (95 per cent) was received for the question: ‘Has the library had to cut information resource costs?’ with 1 respondent choosing to skip the question. Academic libraries have reduced their spending on information resources as seen in Figure 5.14. In 12 academic libraries (60 per cent) there have been cuts to information resources costs. For 8 academic libraries (40 per cent) there were no cuts to information resources. Those who are not subject to these cutbacks comment that “...library resources are not affected.” The cut to information resources felt by the majority of academic libraries is supported by comments from respondents. One academic library reports a “10% cut across the board” in relation to “...journals and databases and some books too.” Another participant states that their “Book/Monograph budget [was] cut by 10%.” A comment left by a respondent states that in order to manage cuts they will “...look carefully at how expenditure can be controlled for 2012 and 2013.” This will be done through “...cutting under-utilised databases as contracts end and by minimising book purchase in 2013.”

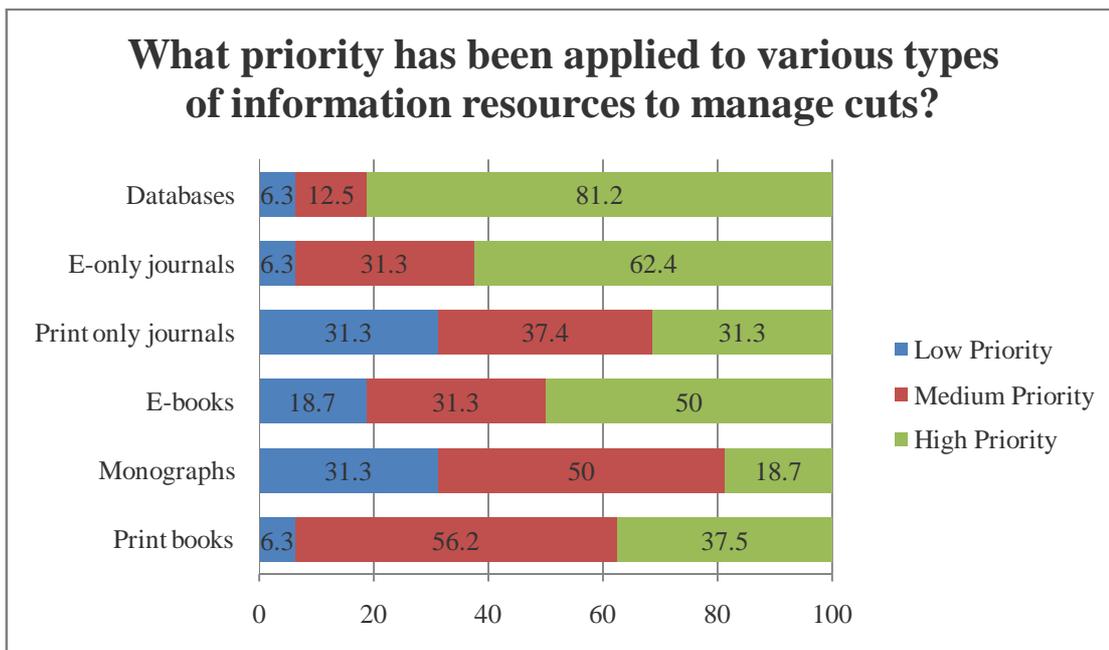


Figure 5.15: Pressure on Information Resources in Managing Cuts

The next question attempted to gauge the pressure placed on various types of information resources to manage cuts. Six different information resources were listed with the option to mark them as “Low priority”, “Medium priority” and “High priority.” Of 21 academic libraries 16 answered the question. From Figure 5.15 we see that all formats are under pressure in managing cuts. Databases received the highest rating with 13 academic libraries (81 per cent) marking it as a high priority to cut. E-only journals (62 per cent) are seen as the next information resource under pressure to cope with financial restrictions. E-books are the next highest priority (50 per cent) and print books (56 per cent) are seen as a medium priority. Monographs and print only journals are given the least priority in managing cutbacks. One respondent observes that:

“My choices are based more on contractual commitments rather than the relative importance of the resources.”

5.3.6 STRATEGIES IN MANAGING THE BUDGET

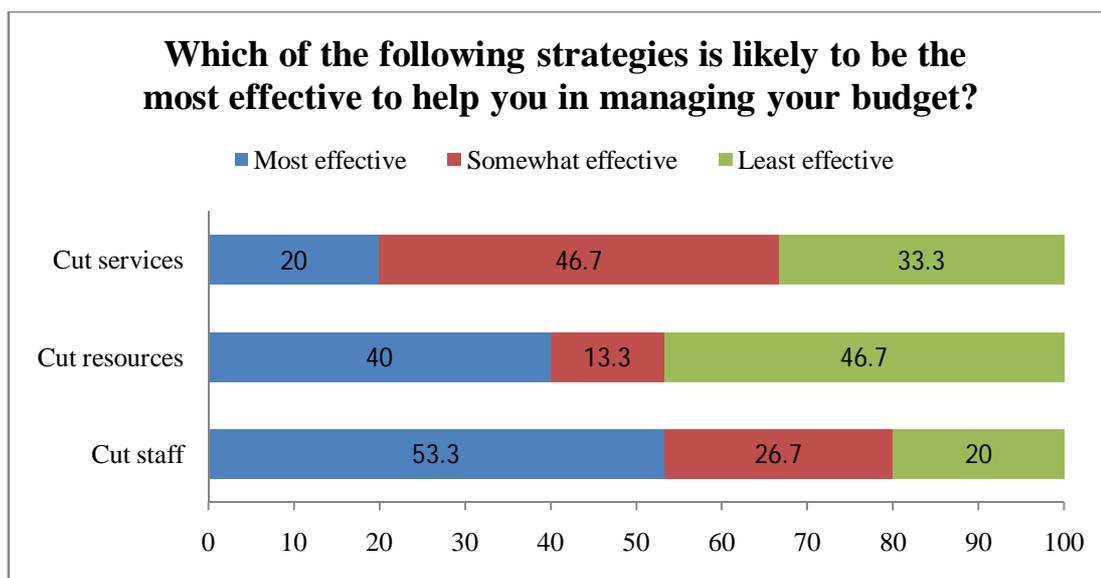


Figure 5.16: Managing the Budget

Respondents were asked to select the most effective strategy in helping to manage the budget. Three strategies were listed: Cut services, Cut resources and Cut staff. This question garnered a response rate of 15 academic libraries (71 per cent). From Figure 5.16 we can see that 8 librarians (53 per cent) see cutting staff as the most effective strategy in managing the budget. A somewhat effective strategy recommended by 7 academic libraries (47 per cent) is to cut services. Cutting resources is viewed as the least effective method by 7 academic libraries (47 per cent) to assist in managing the budget. Comments that support the above data were:

“Reduction of one staff member salary creates a very significant impact on the overall library costs.”

“...staffing reductions have to be the most immediately effective way to implement substantial budget cuts.”

Cutting services is another strategy “Closing the library building saves on staffing costs and utility costs,” according to one respondent. It is noted by another librarian that “the most effective [strategy] would be to cut staff. But that would impact most

significantly on services – particularly the number of library sites and their opening hours.”

5.3.7 FUNDING

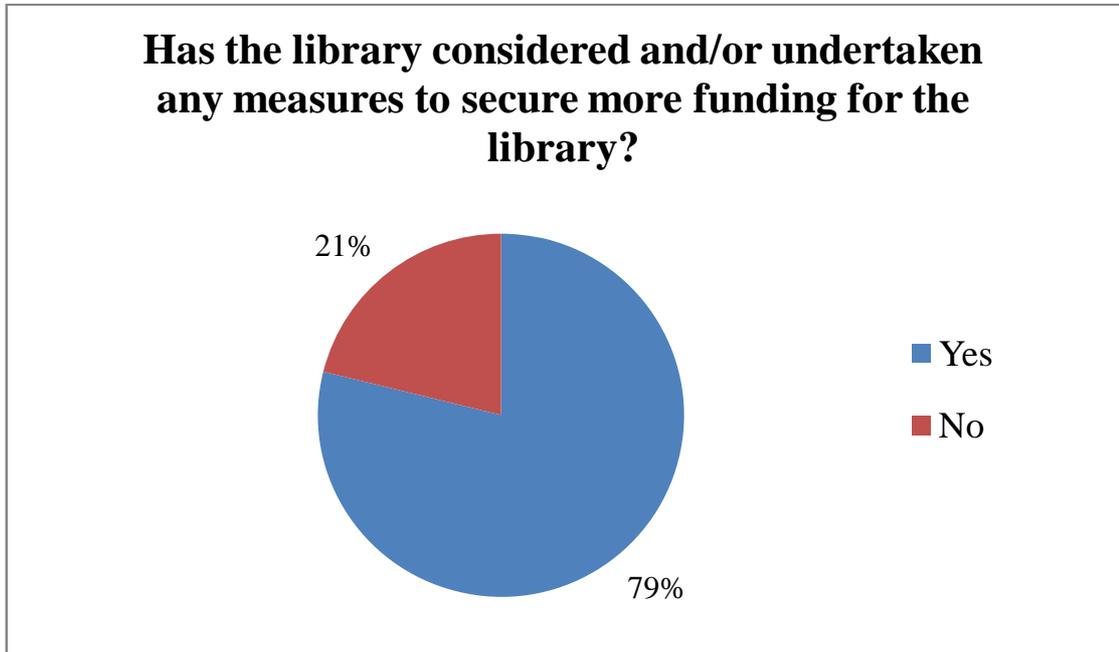


Figure 5.17: Additional Funding

Figure 5.17 represents the findings on whether academic libraries are attempting measures to secure additional funding. For this question 19 academic libraries (90 per cent) responded. 15 respondents (79 per cent) said yes while 4 academic libraries (21 per cent) stated they did not consider or undertake any measures to secure more funding. One academic library remarks that there is “No incentive to do this as capital budget cut pro rata based on any new income stream.” Two respondents state that the only reason they “...haven’t been cut” is because they have acquired further funding. A number of academic libraries seek additional funding external to the library but still internal to the institution “...from the different committees within the college such as the Research Committee and the Teaching and Learning Committee.” Other measures taken include sharing the costs with different academic departments, through “...sharing database costs” and “charging some services to academic departments.”

Respondents also report various research funds such as “...the AIB Innovation” and the involvement “...in a number of EU Projects”. One respondent comments that:

“We have successfully applied for Heritage Council funding for a special project. However, we feel there is more we could do in this regard. Our strategic plan includes a commitment to seek external grant funding or philanthropy/sponsorship and a staff member has been asked to prepare a working document but no steps have been taken to date.”

5.3.8 PRACTICAL APPROACHES IN DEALING WITH BUDGET CHALLENGES

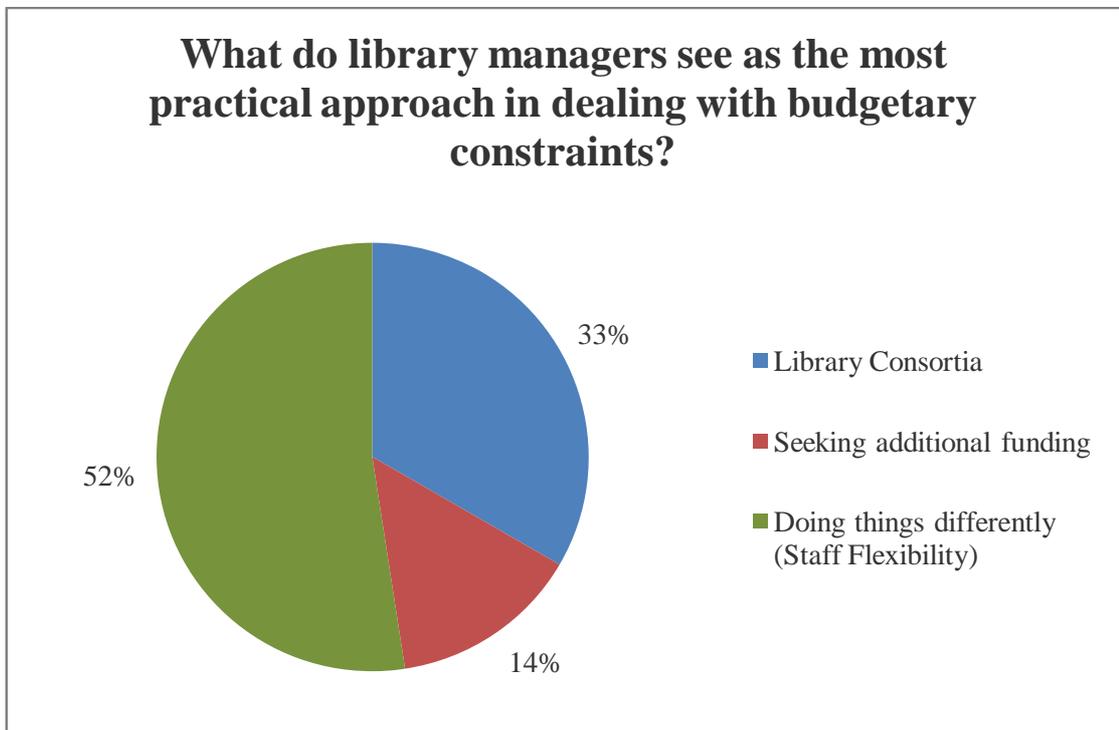


Figure 5.18: Offsetting Budget Cuts

Librarians were then asked ‘*What do library managers see as the most practical approach in dealing with budgetary constraints?*’ From Figure 5.18 we can see that 11 academic libraries (52 per cent) see the most effective method as doing things differently. 7 respondents (33 per cent) selected library consortia and 3 participants (14 per cent) chose seeking additional funding.

5.3.9 BEST PRACTICE RECOMMENDATIONS

Respondents were then asked to share any best practices which they felt would help other libraries manage during the economic downturn. There were 10 responses out of 21 participants. The answers to this question were categorised as follows; Co-operation/Outsourcing; Workflow; Technology/Cost-effectiveness and; Communication. Some answers were placed into more than one group.

5.3.9.1 CO-OPERATION / OUTSOURCING

Two academic libraries state that “Seeking partners for projects” and “Consortial procurement” are practices they recommend. Another respondent states that co-operation in funding by seeking: “Funding from various committees within the institution” is a recommended best practice. The same participant states that “outsourcing” is another possible technique in managing during the economic downturn. Another respondent recommends inviting “...trade unions to meet to discuss how services could be improved with co-operation.”

5.3.9.2 WORKFLOW

The changes in staff workflow are noted by academic libraries. A respondent states that

“Times are changing; we can no longer continue to do things as we used to do them. It’s important that library staff know its all part of a big team. We must continue to provide excellent services and try and provide additional opening hours. The only way we can achieve this is by changing our work patterns. We need to use more flexible working methods, within the work place. This means that we have to have an open-mind to doing core and non-core differently. We need to use our staff in a more effective way and embrace change.”

In addition another academic library is “...considering proposing student helpers for shelving.”

5.3.9.3 TECHNOLOGY

The introduction of technology is commented as another best practice with one academic library stating that “Automation is the best way forward”. Another library

states “We are attempting to introduce innovations that cost us very little capital expenditure e.g. the Ask a Librarian IM service”. Other comments include: “Our library incorporates a public address system which is very useful for reminding users of closing times when the library is lightly staffed.”

5.3.9.4 COMMUNICATION

It is stated by respondents that:

“We are making great efforts to educate our users so we can maximise usage of what we have.”

“Engaging as closely as possible with reader groups to ensure that reductions in services are understood and their effects can be mediated”.

CHAPTER 6

DATA ANALYSIS

6.1 INTRODUCTION

In this chapter the results from the primary research are discussed in relation to the literature review in Chapter two of the study, with conclusions drawn simultaneously. The secondary data research which consists of internal library documentation such as Annual Reports and Strategic Plans will be discussed to support the primary data. This discussion is presented under the research objectives set out in Chapter one. The hypotheses presented in Chapter four, are highlighted throughout this chapter. Other interesting trends are discussed so the discussion is not limited to examining these hypotheses.

6.2 ACADEMIC LIBRARY BUDGETS

6.2.1 BUDGETARY CHALLENGES

The Research, Planning and Review Committee of the Association of College and Research Libraries (ACRL) developed a list of the top ten trends in academic libraries in 2010. One of the leading trends is the continuation of budgetary challenges. “Many libraries face stagnant or reduced operating and materials budgets for the 2009-10 fiscal year, and the near future will likely bring additional budget pressures” (Association of College and Research Libraries, 2010). This challenge mentioned in 2010 supports the survey results, as both 2011 and 2012 saw reductions in library budgets and 2013 is set to follow the trend. In 2011, 11 academic libraries (52 per cent) saw a reduction to their budgets. The current fiscal year was the worst hit, with 12 academic libraries (57 per cent) reporting a reduction in funds. Budget cuts continue into 2013, with 11 out of 20 respondents (57 per cent) expecting further decreases to financial resources. This confirms hypothesis 1: *The economic recession has had an effect on the Higher Education sector in Ireland* and hypothesis 2:

Academic library budgets have been adversely affected. The budget findings for 2011 and 2012 are similar to the Publishers Communication Group (2012) findings, where European libraries predicted a decrease of 1.3 per cent in 2012, which is slightly worse than 2011 at 1.2 per cent. It is evident from the data that 2012 and 2013 academic budgets are worse than 2011, this is due to the decrease of 2 per cent put in place for higher education core-allowance in 2012 and which is set to continue into 2013 with an additional 1 per cent decrease in both 2014 and 2015 (The Department of Finance, 2012). It is a reality that the majority of the higher education sector in Ireland is encountering budget cuts. A 2011-2012 Strategic Plan for an Institute of Technology supports this statement by commenting on the Institutes financial position which is experiencing pressure "...in an environment of finite resources and decreasing state funding."

The data collected in this research project shows that 19 per cent of academic library budgets in 2011 reported an increase. This increase in 2011 could imply that budget cuts in 2009/10 were adequate, and so permitted a certain amount of relief in 2011. This along with the country beginning to show "...glimmers of a turnaround," indications of modest growth and the shrinking of the budget deficit, could explain the increase to financial funds in this year (*The New York Times*, 2012). In Guarria's study (2011) he discusses the fact that the outlook for 2010 is slightly more optimistic in comparison to 2009, indicating that budget cuts in 2009 "...were sufficient enough to allow for a certain amount of easing in 2010." The EBSCO published survey (cited by Drake, 2010), where 82 per cent of participants were academic libraries, commented on the following outcome: 85 per cent of academic librarian respondents expected flat or decreased budgets in 2011. This research project discovered that 16 academic libraries (76 per cent) report a flat or decreased budget. This is a slight improvement in comparison to the survey published by EBSCO.

6.2.2 BUDGET CUTS

"The first reaction to an economic crisis is often the implementation of spending cuts..." (Gwyer, 2010, p. 11). In Irish academic libraries, spending is being reduced across the board in response to making cutbacks. For 9 academic libraries (56 per cent) it is the leading area for budget cuts. Library staffs regard small reductions to a range of budget areas as practical, as it means no one section is cut. It is noted by

Berman (2009 cited in Gwyer 2010, p. 11) that cuts should be made strategically instead of across the board. As seen in Figure 5.6, across the board cuts are followed by capital (31 per cent), and then materials (31 per cent). This is in contrast to Guarria's (2011) findings, where in 2009 and 2010 the prominent areas affected in making cutbacks were materials, travel expenses and supplies.

6.3 LIBRARY EXPENDITURE

6.3.1 INTRODUCTION TO OVERALL EXPENDITURE

As seen in Figure 5.7, the results reveal a complex picture, with winners and losers in all four main spending categories. There are alterations in all sections which supports hypothesis 3: *Library expenditure has changed in all areas due to the economic downturn*. Financial pressure in academic libraries in Ireland will be absorbed through reduced spending on staffing and information resources. Staffing is the hardest hit budget line, with 17 academic libraries (81 per cent) conveying a decrease in expenditure. Resource budgets also look vulnerable, with 16 academic libraries (77 per cent) reporting a reduction in spending. American university libraries reported that spending would be reduced through a decrease in material expenditure, as described by 69.1 per cent of respondents, and a decrease in staffing expenses as accounted by 30.5 per cent of respondents (American Library Association, 2011, p. 29). These ALA results correspond with the Charleston Observatory survey (2009) where information resources are the number one budget line hit, followed by staffing. This is in contrast with the research findings in this project, where staffing budgets have been the hardest hit followed by information resource budgets. This verifies hypothesis 4: *Staffing and resources have been the worst affected*.

The greater part of library expenditure goes towards staffing and information resource budgets, as demonstrated by the Association of Research Libraries (2010, cited in the Publishers Communication Group, 2012, p. 8). Thus the reduction of a staff member salary, or the cancellation of a subscription to a database, would create a significant impact on overall library costs. A decrease in expenditure in both these areas is the most immediately effective way to implement substantial budget cuts. Therefore, within academic libraries, library services and infrastructure expenditure are the most

protected budgets. This is in line with hypothesis 5: *Services and infrastructure are being protected*. Further information supporting this hypothesis is found in sections 6.3.4 and 6.3.5.

6.3.2 STAFFING

In Ireland, the Croke Park Agreement states that there can be no further reduction to the pay of university staff until 2014 (Department of Public Expenditure and Reform, no date). The protection of library wages can be seen in Figure 5.6 with only 4 academic libraries mentioning a cut in salaries. These cuts could have occurred in 2009 as the Croke Park Agreement wasn't put in place until 2010. It is interesting to note that this is happening while our academic counterparts in Britain have significantly lower levels of pay than Irish academics (De Brún, 2012). In America salaries are being sacrificed for materials (ARL, 2010, cited by the Publishers Communication Group, 2012, p. 8). Salaries have dropped by 6 per cent since 1991, while materials have risen by 9 per cent as a proportion of overall library expenditure. Thus the decrease in staff numbers in Ireland is not surprising as library budgets are being absorbed by wages and pensions, while other countries are retaining staffing levels while decreasing salaries. The retention of staffing levels is referred to in the Charleston Observatory survey (2009) where the majority of respondents were from the USA (62.3 per cent) and the UK (12.7 per cent). The results found that the majority of institutions (71.7 per cent) in all sectors were not planning to cut staffing levels.

A decrease of more than 10 per cent is reported by 12 academic libraries (57 per cent) and decreases of less than 10 per cent is recorded by 5 academic libraries (24 per cent) as seen in Figure 5.8. There have been no increases to staffing reported by the academic population surveyed. This correlates with the Higher Education Authority (HEA) announcing staff cuts in 2009 and 2010 of 3 per cent, along with the Employment Control Framework (ECF) authorising a reduction of 9 per cent in staffing numbers by the end of 2011, comparative to levels at the end of 2008 (Cox, 2010a).

6.3.3 INFORMATION RESOURCES

A breakdown of academic library material expenditure in Ireland can be seen in Figure 5.13. Databases account for the highest proportion of the information resources budget (36 per cent). Journals represent 23 per cent; print books represent 20 per cent; e-books are 16 per cent and monographs account for the smallest proportion of information resource expenditure at 5 per cent. However, the Charleston Observatory survey (2009) depicts a different picture in the expenditure of the material budget for academic libraries; journals account for the highest proportion (42.7 per cent), followed by databases (22.4 per cent), print books (16.6 per cent), monographs (13 per cent) and then e-books which is the smallest proportion of total spend (5.3 per cent). The survey which was conducted in 2009 states that the e-book figure "...is rising fast" and this explains why they are more prominent in today's information resources budget.

6.3.4 SERVICES

While the service budget is one of the most protected budget lines and is often seen as the last resort in making cutbacks, a total of 10 respondents (48 per cent) of Irish academic libraries are experiencing cuts in this area. Opening hours are of significant importance to students, and libraries are therefore disinclined to cut down their opening hours, however in the research findings Irish academic libraries are experiencing reduced opening hours with 42 per cent of respondents recording a decrease. This is in contrast to a 2009-2010 Library Report for a University College Library, which found that "...opening hours and all essential services have been preserved." In the U.S a different trend is emerging, where more libraries are lengthening opening hours. According to the American Libraries Association (2012, p. 30); 64 per cent (2,362) of academic libraries were open between 60-99 hours during a typical week. A further 15.2 per cent (564) were open 100 or more hours which is an increase of 6 per cent over 2008. In 2010, American libraries loaned 11.2 million documents to other libraries, this is an increase of 1 per cent since 2008. Electronic services provided by academic libraries have strengthened since 2008, with 40.8 per cent of academic libraries providing a document digitisation service which is an increase from 35.7 per cent in 2008 and 54 per cent are providing technology to

support patrons with disabilities rising from 48.8 per cent in 2008 (American Library Association, 2012, p. 30).

6.3.5 INFRASTRUCTURE

Students today, study in new and different ways. They are less reliant on traditional reading, and tend to browse and use visuals and graphics in their modes of learning. Collaboration between students and technology are the norm, and the use of open areas in libraries is quite common (Drake, 2010). Therefore, space in the library is of considerable importance. Courant and Nielson (2010, cited in Cox, 2010a, p. 12) discuss the increased awareness of optimising space in the library building by only providing high usage printed resources on open access as "...the trend is now towards the removal from open access of lesser used or online-available printed material." This will in turn lead to the re-allocation of space to assist students in their new styles of learning which are often IT based and involve working in groups. This repurposing of space needs to be done in stages rather than all at once, as seen at the University of Glasgow where the progress was completed on a floor-by-floor basis (Cox, 2010a, p.12). In Ireland, however, infrastructure budgets while protected are affected as Figure 5.12 highlights the postponement of IT projects (50 per cent) and the shelving of building plans (33 per cent). A Library Strategic Plan 2009-2012 for a University College states that one of its main objectives is to "...provide the optimal physical and technical infrastructure."

6.4 MECHANISMS IN IMPLEMENTING CUTS

6.4.1 STAFFING

The most common method for achieving staff cuts in Irish academic libraries is the non-replacement of staff that leaves, as depicted from Figure 5.9 and as illustrated by comments left by respondents. Following this method is the freeze on recruitment. The impact of the Employment Control Framework (ECF) was commented on by a participant who remarked that it had "...an effect on all sectors of the Institute." This supports hypothesis 6: *Non-replacement of staff and the Employment Control Framework are how cuts to staffing are being achieved*. It is discussed by Price (cited

in Gwyer 2010, p. 10) that relieving experienced employees is a flawed effort in saving costs. While these workers tend to be more expensive, they are also highly experienced, and once the crisis is over they will be able to impart their experience and knowledge to new staff. The continuation of staff development is crucial “...especially if there is a wish to move staff into new and more effective roles and new ways of thinking” (Drake, 2010, p. 10).

6.4.2 INFORMATION RESOURCES

The move from print to e-based material is an important trend discussed in the literature. Academic libraries are concentrating on the acquisition and presentation of electronic information, and are likely to move from print and electronic subscriptions to primarily electronic subscriptions. It is viewed that this will solve the funding and financial constraints for meeting the demand of course books and textbooks. In the Charleston Observatory survey (2009) the results show that print formats are highly vulnerable targets for cost savings and the outlook for e-books was strong. In Irish academic libraries, however, in order to manage cuts to information resources, e-content is under pressure. Databases received the highest rating, with 81 per cent marking it as a high priority to cut. E-only journals (62.4 per cent) are seen as the next information resource to come under pressure and e-books are the next highest priority at 50 per cent. The above statistics while appearing to contradict hypothesis 7: *The accelerating trend from print to e-books is occurring to manage resource budgets*, instead confirms the hypothesis as e-content is the highest proportion of information resource budgets as seen from Figure 5.13 and therefore would naturally be targeted for cuts.

6.5 PRACTICES TO DEAL WITH CUTS

6.5.1 LIBRARY CONSORTIA AND SOURCING ADDITIONAL FUNDING

Librarians are becoming increasingly creative in finding ways to reduce costs. They are outsourcing non-academic activities and collaborating with other institutions to share resources (Gose, 2006). In Irish academic libraries, 7 respondents (33 per cent) feel that library consortia is a practical approach in dealing with budgetary challenges

as seen in Figure 5.18. Academic libraries believe that they can achieve the greatest efficiencies by banding together with other libraries. According to Burton (cited by the Chartered Institute of Library and Information Professionals, 2012, p. 22) consortia are always set up to save costs and they take on much more than just joint purchasing such as, shared bibliographic services, shared catalogue and provide access for users to a greater range of stock. A Strategic Plan for 2011-2015 of a University College states, that its greatest strength is collaboration by "...working together across disciplines, departments and faculties within the University as well as collaborating with other Universities."

For electronic resources, there is rising appeal in transferring in the direction of "co-operative collection development plans and co-operatively managed digital aggregations, or even 'cloud-sourced' collections" (Jubb, 2010, p.143). By introducing an e-journal consortium, discounts will be obtained through: joint pricing negotiations; a reduction in storage costs; better terms of licences for use; archival access; preservation of subscribed electronic resources. Within a consortium the library will have access to usage statistics which will determine future purchasing and titles of low usage will be discontinued. Automation technology in a consortial environment has provided librarians to deliver "...a reliably working virtual collection offering a huge range of resources in an improved cost-benefit environment" (Kohl and Sanville, 2006, p.398).

In regards to sourcing additional funding, Melville (1994, cited in Budd, 2005, p. 168) discusses the Association of Research Libraries (ARL) survey results, where the respondents reported to earn anywhere from 0.4 per cent to 40 per cent of their revenues from supplementary sources. The different sources include gift and endowment income and grants. Participants in the ARL survey attained on average about 8 per cent of their revenue from supplementary sources. For Irish academic libraries the survey results reveal that 15 respondents (79 per cent) are attempting to secure additional funding. The comments left by 2 academic librarians indicate that the only reason their budgets haven't been cut is because they have sourced additional funding. Internal funding is remarked upon by a number of academic librarians who seek funding within the institution as well as sharing costs with other departments. Respondents also discuss external funding and the different grants acquired by the library. In the Charleston Observatory survey (2009) the results on sources of

additional funding highlight that in North America the instinct of librarians is to look for external funding, while librarians across the rest of the world especially in the UK believe that lobbying for a greater share of the institution's total budget is more effective. Introducing or increasing charges is seen as the least effective way to obtain additional funding. Both an Institute of Technology and a University Strategic Report state that seeking supplementary funding is a key objective: "To explore ways to increase library funding" and "To maximise our use of existing funding resources, further develop our resource management and explore mechanisms for revenue generation." The results of the findings and these statements confirm hypothesis 8: *Library consortia and sourcing additional funding are practical approaches in dealing with budgetary challenges.*

6.5.2 DOING THINGS DIFFERENTLY

"Changes in staffing always present options to adjust how information moves through an organisation" (J.J. Keller & Associates, 2011, p. 6). In regards strategies to cope with change, emerging trends can be seen from Figure 5.10. The most commonly used tactic in Irish academic libraries is to apply technology and or automation processes to cope with reduced staff. The results in Figure 5.18 further support the trend that technology is an effective approach in dealing with budget constraints, as 11 academic librarians (53 per cent) selected doing things differently. If academic libraries have had a reduction in staffing, automation and technology offer long-term solutions and greater flexibility for the future. Although the initial investment is a challenge as noted by J.J. Keller (2011, p. 7) the solutions offered will make it easier for the library to maintain or increase the flow of information.

In the ever changing academic library environment, librarians must be flexible in their work practice. The academic librarian's role is continuously being redefined and re-structured in an environment in which Google and Amazon provide easy access to a vast reservoir of knowledge. An increasingly important role of librarians is to help students in developing information literacy. Students who work in groups in libraries need guidance and librarians have to be visible in these areas for consultation. The growth in online education resulting from developments in technology and the economic recession require librarians to acquire new skills in order to present material online and communicate with students (Drake, 2010). Figure 5.18 highlights the

importance of staff flexibility as the majority of academic librarians (52 per cent) select doing things differently as an effective practice in facing budgetary challenges. This confirms hypothesis 9: *Doing things differently - staff flexibility is considered an effective practice.*

6.5.3 COMMUNICATION

There is a strong feeling among senior librarians that they have failed to effectively to communicate the value of their services to those who fund and use them (Research Information Network, 2010, p. 16). Cox (2010a, p. 8) discusses the importance of communicating what academic libraries have to offer as universities are political institutions and perceptions are crucial and therefore “a strategy of continuous communications to highlight the contribution of the library is vital”. Academic libraries must prove the value they provide to the academic parent institution. The establishing of a new post of a Service Promotion librarian at NUI Galway has put emphasis on the marketing strategies of the library. Throughout the year a series of campaigns in the college have been undertaken, and press coverage for public events has optimised communication between the library and its stakeholders (Cox, 2010a, p. 8).

Dealing with staff changes in a time of economic uncertainty is often very difficult. It is of great importance to have frequent communication between staff and management, and the library and its users. David (2001, cited in Gwyer 2010, p. 9) highlights the significance of communicating with staff, “Communicating the vision is vital to keeping [staff] motivated and letting them know what is expected of them.” If there are alterations in services for example opening hours, it is vital to communicate these changes to students and faculty members. A respondent of this research survey noted that the use of a public address system has proven to be beneficial in communicating with users.

6.6 CONCLUSION

It is not straightforward to assess the impact of the current economic recession on academic library budgets and the measures introduced to implement budgetary cuts.

One is dealing with an environment where people, services and needs are continuously changing. Any research will only provide a representation of what is happening at a particular point in time. However, within these constraints the findings taken in conjunction with the literature have shown that the recession has strongly impacted Irish academic library budgets. The findings also highlight the measures put in place to implement budgetary cuts. The mission of the library and the role of the librarian are evolving. If there is a positive aspect to the economic downturn, it is perhaps that it focuses the attention of the library staff and management on how best to optimise services in the near term and achieve improvements going forward. The continued existence and progress of the library relies upon “perspective planning, active acclimatization, and non-stop innovation” (Jing and Jin, 2009, p.307).

CHAPTER 7

SELF-REFLECTION ON LEARNING

7.1 INTRODUCTION

This chapter reflects on what I have learned in writing this dissertation. The first part of this chapter focuses on the value of reflective learning, which is then followed by my personal reflection on the learning experience. I intend to employ the Honey and Mumford's learning cycle (Figure 7.1) which is based on David Kolb's learning theory so that I can analyse my learning. I will outline the experiences and then analyse the personal learning that has taken place in writing this dissertation and I will examine how I can apply this learning in a work environment.

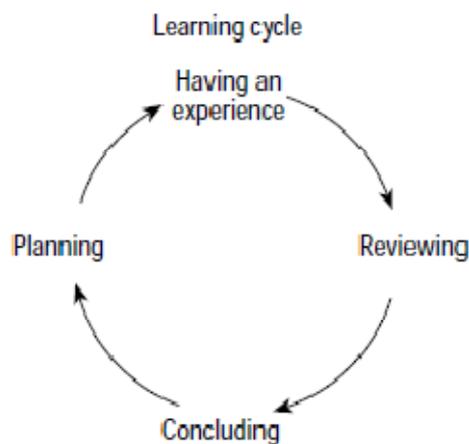


Figure 7.1: The Learning Cycle (Mumford, 1995)

7.2 THE VALUE OF REFLECTIVE LEARNING

John Dewey has stated, "We do not learn from experience...we learn from reflecting on experience" ('Reflection for Learning', no date). By reflecting on your own experience one can truly develop one's learning and learning style. Every person is

ultimately accountable for, and in a paramount position to organise their own learning (Honey and Mumford, 1986). According to Honey and Mumford (1986), there are four learning styles; Activist, Reflector, Theorist and Pragmatist. In completing Honey and Mumford's learning style questionnaire, one will be able to detect one's learning preferences. With this information, the person has two options, either improve learning styles that one is weaker in or focus on acquiring learning experiences to suit one's dominant learning style. Each particular learning style has its own strengths and weaknesses, and no particular learning style has any advantage over any other.

7.3 MY PERSONAL LEARNING STYLE

From my reading I have determined that I am dominantly a theorist. Theorists "think things through in a vertical, step by step logical way" and "their philosophy prizes rationality and logic" (Honey and Mumford, 1986, p. 12). I find it difficult to create ideas on instinct and have a low tolerance for ambiguity, obscurity and indefiniteness. I like having statistics to support an argument and prefer structured situations with a clear purpose. I enjoy listening to or reading concepts that focus on rationality or logic. I listen more than I talk and enjoy having specific plans and objectives. In my learning I prefer to read from books and print out articles, so that I can highlight important points and put information together. I often rewrite and summarise what I have read in order to assimilate the information better. In my study of the different learning styles I discovered that while I am dominantly a theorist, I also exhibit some traits of a reflector. I am meticulous in paying attention to detail before arriving at a conclusion and deliberate various alternatives before reaching a decision.

7.4 THE DISSERTATION AS A LEARNING EXPERIENCE

I have divided the process of writing this dissertation into a sequence of significant experiences and events. I analyse these events and experiences critically to establish my learning outcomes and how the learning took place. I reflect on how these learning experiences may be characteristic of my learning in the past or on some occasions

how my learning process was inconsistent with previous learning experiences. I assess these new skills of learning and researching and identify how they can be applied in my future learning and in work environments.

7.4.1 FORMULATING A RESEARCH QUESTION

Initially I viewed choosing a research topic as daunting. I read the handbook, 'how to' guides on research methodologies and other dissertations to fully comprehend what writing my thesis would encompass. Before I commence any assignment or essay, I must fully understand the brief. This is an approach I would use in the work environment, as I feel as an employee I would like to know what is expected of me and what my duties entail. I felt anxious because I understood the significance of my decision of devising a research question and its implications on my entire dissertation. In my initial reading of research methods Blaxter (2010) gives the option of developing some of one's previous research in getting started on one's dissertation. This inspired my research topic as I did an essay on value for money in academic libraries and I felt this topic was logical and appealed to me. After choosing this topic I sent the essay to colleagues and advisors, to ensure that this subject area was feasible as a dissertation research topic. As predominantly a theorist, I would always find articles and books that are well thought out and structured appealing. I like to think problems through in a vertical step by step logical way, and consequently my dissertation was to follow the same agenda. In my earlier education I enjoyed basing my essays and my work on previous knowledge or interests while others might look at the volume of material available to them. I discussed my ideas for my research topic with others before beginning; this was a new experience for me. Previously, I would have been independent in my decisions, and even if I was unsure of them I would not have sought advice from others. After completing this dissertation my learning style has altered. I would be able to apply this approach to learning in a work setting, in that, when given an assignment or task to undertake, I would discuss options with colleagues or experts in that area and seek their contributions.

7.4.2 PLACING THE RESEARCH QUESTION IN CONTEXT

I considered the literature review stage quiet challenging. I was overwhelmed with the volume I read and ultimately only a fraction proved to be relevant. On reflection I should have written focused questions before reading the articles. If a title of an article

had a keyword relating to my research topic, I read it and this resulted in me being bombarded with information and becoming unfocused if I found certain articles interesting. I was advised to leave this chapter and focus on my other chapters as I was being hindered by my struggle with this one. As a theorist, I tend to be a perfectionist and moving on when something wasn't finished and deviating from my schedule was difficult. However, this proved to be beneficial. In a future work environment I could apply this new expansion to my learning and if not succeeding in a particular area, take a break and come back to it refreshed. When I returned to the literature review, I felt more confident in my approach and the literature became relevant and linked to the trends in my findings.

7.4.3 CARRYING OUT THE PRIMARY RESEARCH

I decided on surveys as my primary source of research for this topic. I was advised by an academic librarian that it may be difficult to acquire information on library budgets, as some libraries would be reluctant to divulge budgetary figures. I felt that interviews may be intrusive, given the sensitivity of the topic in regards to budgetary challenges facing academic libraries. I formulated my questions with support from literature and studies undertaken previously. The articles which were not as relevant to the literature review gave me a general overview to the topic and in hindsight would have contributed some relevant information to the survey. Originally, I would have thought constructing the survey to be demanding, however I found SurveyMonkey very user friendly. In my research for this dissertation I read about the importance of piloting and drafting surveys, and carried this out, an action which prior to this I wouldn't have deemed as imperative. This transpired to be beneficial as it facilitated me to restructure my survey; I made complex questions simpler and the overall survey was coherent. This experience can be employed in future work environments where I can test things out in practice which has developed my pragmatist learning style.

After emailing my survey to the academic libraries, my response rate in the first week was not what I had anticipated. I was anxious that I wasn't going to receive any more responses. Despite the fact that I was aware of the timing during the summer holidays and that academic librarians may be on vacation, I sought out other methods of increasing the responses in the reminder stage of surveying. It was recommended that

I carry out interviews with academic librarians however as stated previously I felt that librarians would be unwilling to disclose information on their financial statements and accounts. Again I went back to the literature to source other methods. Saunders provided five methods of administering surveys. This included internet- mediated survey and structured interview but also postal survey, delivery and collection survey and finally telephone survey. The reflector learning style likes to reach a decision carefully after weighing up many alternatives (Honey and Mumford, 1986), and I developed this style with this experience. I considered all three options and assessed that both the telephone and personally meeting the librarians and found both to be too audacious and felt that the postal would be most effective. If I were to begin research again, I would mail and email all the surveys to participants. Preceding this dissertation, I would have assumed emailing surveys sufficient in garnering responses and that postal surveys would have been outdated. I learned to be more flexible and that it is important to carry out different approaches to get the optimum results. These skills and experiences will be advantageous in the workplace in future.

7.4.4 SYNTHESISING AND ANALYSING THE FINDINGS

In the findings chapter, one must state what was found without speculation. This chapter suited my rational and objective strengths as a theorist. The skill of laying out the all the facts and findings, not just the results that support one's theory is important in the work environment of a library to correctly address issues or undertake new ventures. In the data analysis chapter, I had intended to discuss each objective and then conclude. It became evident in writing the chapter that conclusions were being drawn simultaneously. Again the rigidity in my approach was tested and I had to be intuitive and spontaneous. Although, I am not naturally a spontaneous person, I found that in this instance altering my plan and not following the step by step methodology improved the flow of the chapter. I will be able to relate this to my future employment as spontaneity in a work setting is essential as one must be open to new ideas and situations.

As an additional approach of obtaining more in depth knowledge and understanding of the current budgetary restraints and how Irish academic libraries are organising their resources and finances, I conducted a secondary data search. This was in the form of analysing internal library documentation such as annual reports and strategic

plans. I learned how to critically analyse annual reports which will be crucial in my future employment. I further developed my reflector learning style as thorough and methodical works are strengths of this style. In a work setting I can apply this comprehensive and systematic approach to my work.

7.5 CONCLUSION

During the process of writing this dissertation I have experienced many modifications to my learning style and improved on areas which will be of benefit to me in a work setting. Previous to this dissertation I was an independent learner and throughout this process I have learned the value of collaboration and seeking advice from colleagues. I feel this will be helpful in a work environment where the ability to work in a team is standard. I have learned to be more open and flexible when incidents occur that don't follow the original plan. It was a change to be intuitive and to alter direction slightly. In the workplace one must become open minded and accept different approaches to problem solving. As a result of my learning experiences in writing this dissertation I hope to capitalise on these new learning skills in my future employment in the Library Sector.

CHAPTER 8

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CHAPTER 9

APPENDICES

APPENDIX A: SURVEY LETTER AND QUESTIONNAIRE

My name is Marita-Anne Hickey and I am currently attending Dublin Business School undertaking a Masters of Science in Information and Library Management. As part of this course I am conducting a research project into the changes academic libraries are experiencing in the current economic climate and how academic libraries are optimising value for money during these tough economic times.

All research conducted by Dublin Business School students is done for the purpose of meeting course requirements. Please help me by completing the survey.

The survey should take no longer than 15-20 minutes to complete. If you choose to participate you are free to withdraw at any point in the proceedings. The information gathered will be presented in an anonymous format in the final thesis.

You can forward any questions or comments to marita.anne24@gmail.com. You can also contact my dissertation supervisor Dr. Clare Thornley at clare.v.thornley@gmail.com.

Thank you for participating in this survey.

Regards,

Marita-Anne Hickey

Marita-Anne Hickey's Survey

1. In the preceding fiscal year did your library budget -

- Reduce
- Remain the same
- Increase

2. In the current fiscal year has your library budget -

- Reduced
- Remained the same
- Increased

3. For the coming fiscal year do you expect or have you been told that your budget will -

- Reduce
- Remain the same
- Increase

4. If your budget has increased, what is/was the most recent increase?

- Less than 10%
- Less than 20%
- Less than 30%

Comments

Marita-Anne Hickey's Survey

5. If your budget was cut, what is/was the most recent budget cut?

- Less than 10%
- Less than 20%
- Less than 30%

Comments

6. If cut which areas of the budget have been cut?

- Capital
- Salaries
- Benefits
- Supplies
- Materials
- Travel expenses
- Across the board
- Other (please specify)

7. In the following four areas of library expenditure how have patterns of spending changed?

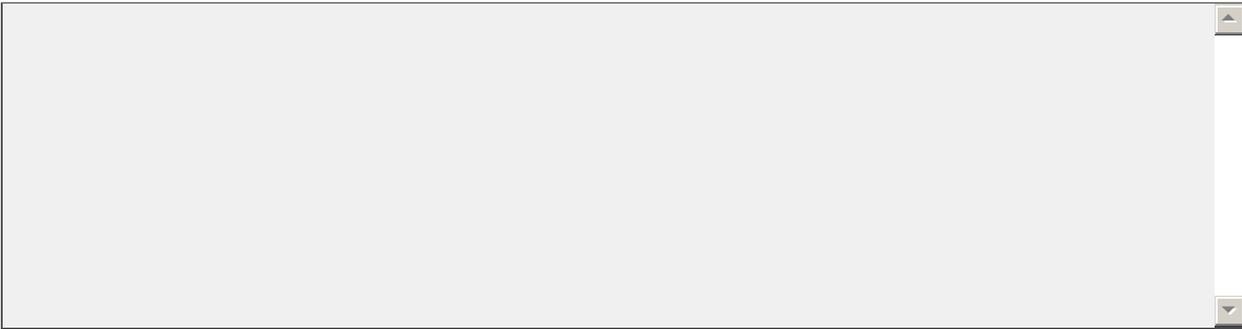
	Large decrease	Small decrease	About the same	Small increase	Large increase
Staffing	<input type="radio"/>				
Services	<input type="radio"/>				
Infrastructure	<input type="radio"/>				
Resources	<input type="radio"/>				

Marita-Anne Hickey's Survey

8. How has staffing at your library changed?

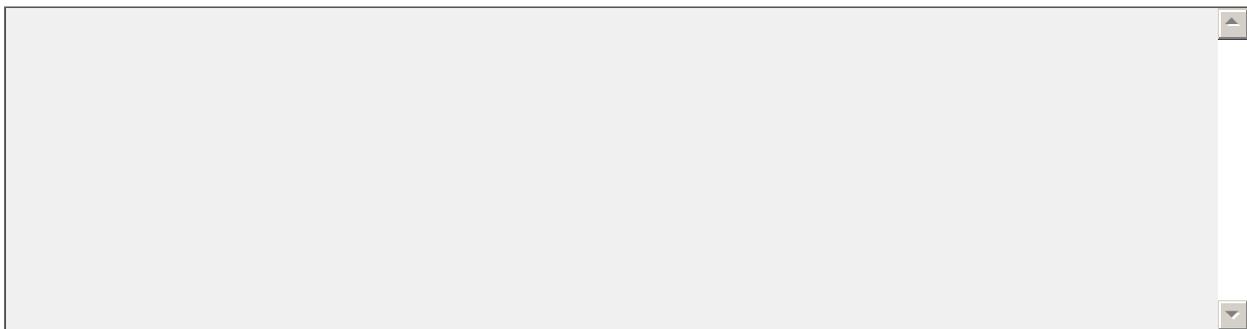
- Increased by more than 10%
- Increased by less than 10%
- Remained the same
- Decreased by more than 10%
- Decreased by less than 10%

Comment



9. If staffing has been cut what have been the mechanisms for achieving this?

- Regrading
- Freeze on recruitment
- Restructuring
- Redundancy/ layoffs
- Unpaid holidays
- Not replacing staff who leave
- Voluntary redundancy / early retirement
- Cuts in hours
- Other (please specify)



Marita-Anne Hickey's Survey

10. If you are experiencing staff changes, how important is each of the following strategies in dealing with this change?

	Not Important	Somewhat Important	Important	Very Important
Automation/technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outsourcing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contract labour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

11. Has the library had to cut services or infrastructure?

- Yes
- No

Comments

Marita-Anne Hickey's Survey

12. How has your library managed service and infrastructure cuts?

- Reduced opening hours
- Building plans shelved
- Planned IT projects postponed
- Reduced library instruction
- Reduced enquiry desk provision
- Other (please specify)

13. How is your information resources expenditure currently apportioned? Rate the following information resources from 1-5 with 5 being the highest proportion.

Print books (not monographs)	<input type="text"/>
Monographs	<input type="text"/>
E-books	<input type="text"/>
Journals	<input type="text"/>
Databases	<input type="text"/>

14. Has the library had to cut information resources costs?

- Yes
- No

Comments

Marita-Anne Hickey's Survey

15. What priority has been applied to various types of information resources to manage cuts?

	Low Priority	Medium Priority	High Priority
Print books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monographs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print only journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-only journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. On a scale of 1-3 (3 being the most effective), which of the following strategies is likely to be the most effective to help you in managing your budget?

Cut staff	<input type="text"/>
Cut resources	<input type="text"/>
Cut services	<input type="text"/>

Comments

17. Has the library considered and/or undertaken any measures to secure more funding for the library?

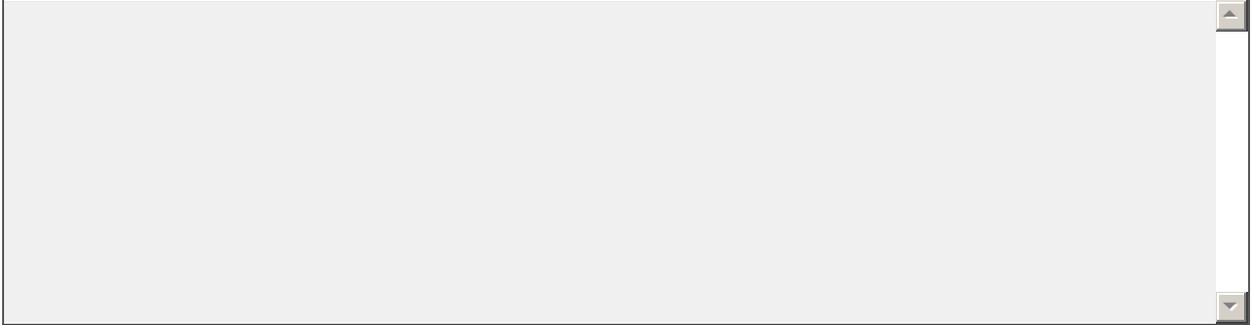
- Yes
- No

Comments

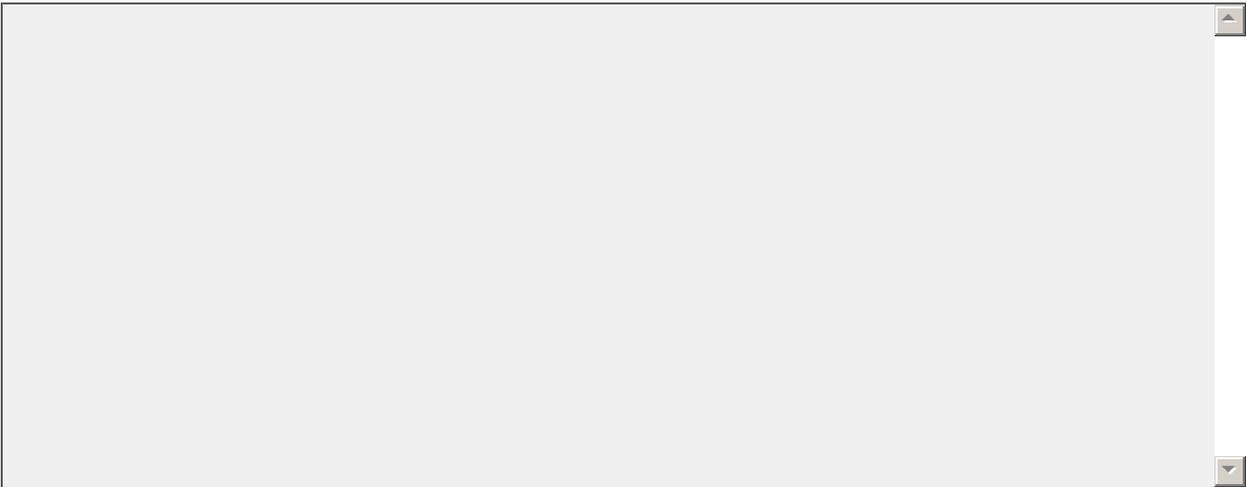
Marita-Anne Hickey's Survey

18. What do library managers see as the most practical approach in dealing with budgetary constraints?

- Library consortia
- Seeking additional funding
- Doing things differently (Staff Flexibility)
- Other (please specify)

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19. Please share any best practices which you feel may help other libraries during this economic downturn?

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